



Macarthur Anglican School

Annual Educational and Financial Report (NESA)

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Enter to Learn, Go out to Serve

A Message from Rev. David Barrie – Chairman of Council

Over the last three years, the disruption to school events is just one of the many challenges COVID has thrust upon us. We may not have been in lockdown of late, but the effects of the pandemic were still very much with us.

The need for teachers and students to self-isolate and a widespread teacher shortage made staffing a constant challenge. Many schools struggled even to provide adequate supervision for their students, let alone an effective learning environment.

I was amazed at how well and how quickly our school managed this challenge: Funds were swiftly deployed to secure casual staff early on; existing teachers willingly took on additional responsibilities to cover for those who were sick; and those managing the logistics of staffing and timetabling worked their spreadsheet magic to make sure our students didn't miss out!

This year's second huge post-pandemic challenge was the need to re-establish the school's culture. So much of what makes Macarthur exceptional are the strong Christian Values on which the school is built. These values are expressed in The Macarthur Way – There are nine of them: respect, integrity, honesty, excellence, learning, self-discipline, responsibility, humility and generosity.

We aim to embody these values in the school's culture at every level. A positive school culture is something that is highly prized by parents, teachers, and students alike, yet it does not easily come by.

Over many years, the Headmaster and his team have intentionally established programs, learning experiences, pastoral-care structures, school traditions, and many other strategic initiatives to allow culture to grow organically.

And not only to grow but to be passed on from one cohort to the next. Anyone who has worked with young people will tell you culture is something that is caught rather than taught. It is passed on from student to student, from staff member to staff member. From staff to students, especially

senior students to those in the grades below. The last few years of intermittent lockdowns have resulted in postponed camps and limited extra-curricular activities. In normal times, these activities facilitate the organic growth and transmission of culture.

So, by necessity, the last 18 months has been a year of rebuilding, or more accurately, regrowing, the culture of the school. I want to commend the staff for the relational work they have done in this area, with each other and with the students, and I also want to commend our current cohort of senior students, led by our 2022 School Captain, Ayva Gibbs. You have played a critical role over these last 18 months in helping the younger students catch the vision to which we aspire as a school community.

I want to remind you that the school's culture is what we make it. This community can be an incredible force for good in our lives, but each one of us has a part to play in making that a reality.

It was emotionally draining to be isolated from each other during those periods of lockdown. All of our regular patterns of social interaction were disrupted. And it takes a lot more energy to establish a new routine than to carry on with an existing one.

Some of us felt the impact of this in 2020 or 2021, but I think 2022 was the year when the pandemic fatigue finally caught up – I know that was true for me personally.

I want to commend Dr Nockles and his team for spotting this danger early. Back in mid-2021, the Headmaster came to School Council with a plan for further expanding the pastoral care capacity of the school.

He helped us see that the mental health challenges of the pandemic were far from over and that an additional investment in student wellbeing and mental health was a priority. The School Council was happy to approve that extra spending, and we have seen the benefit of this new initiative in so many ways this year.

These challenges I have mentioned were common to all schools in the State. Everyone faced the teacher shortage, everyone faced the need to reestablish culture, and every school faced the mental health challenge. However, Macarthur has distinguished itself in responding to these needs. I have never been so proud of our school and thankful that my children are enrolled here.

I think our school's response to the pandemic is a big part of why enrolments are so strong. The broader community has seen what is on offer at Macarthur and wants that for their children.

Of course, this has created a fourth challenge – that of space – where do we put all of these new students?! Actually, we have truckloads of space – what we needed was more buildings....

2022 saw the official opening of the largest building program the school has ever undertaken. The Warren Integrated Studies HUB, a \$16 million building project, is now complete! What a magnificent teaching and learning space it is!

But there has been no time to stop and bask in the glory of it. In 2023 the next building project is underway with a significant \$6 million extension and refurbishment of the Junior School buildings. And God willing, there will be more to come after that.

All this building activity is reflective of the health of the school. This is not an “if we build it, they will come” strategy. These new facilities reflect current demand and the School Council's desire to provide our students with the highest quality learning environment.

I would like to thank the members of the School Council for their hard work and diligence throughout the year. They are a very capable group of people, making chairing the meetings both a joy and a challenge.

Our job as a School Council is made much easier due to the exceptional nature of the executive staff team. As you may recall, our Headmaster undertook study leave during the first term this year. Mr. Kokic very ably filled the role of acting Headmaster with the support of the rest of the executive team.

Mr Kokic, did a tremendous job steering the school through yet another trying period. His 25 years at the school, including 13 as Deputy, have given him a depth of experience and intimate knowledge of how the School works. He is an invaluable leader and 2IC to the Headmaster.

When the flooding did hit in the first term, Mr Kokic took it in his stride, despite having Covid himself. He made the hard decisions and got the job done with professionalism and minimal fuss. Mr Kokic, thank you for leading the school with such wisdom, skill and love this year. We are all grateful for the godly leader that you are.

As a school, we are blessed to have a Headmaster of such Christian maturity and professional capacity. Dr Nockles' educational insight, genuine pastoral concern for staff and students, operational proficiency, and godly example are evident every week.

The wonderful culture that we enjoy at Macarthur hasn't come about by chance. Over his 14 years as Headmaster, Dr Nockles has cast a vision of what the school could be, and he has put systems and structures in place which have allowed 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.

It is hard to grasp the sheer scope of the Headmaster's role until you get close. The responsibilities are vast, the pressures are constant, the problems that need to be solved are complex, and the critics are many and often misinformed.

I thank God for the capacity and resilience he has given our Headmaster. Challenges that would overwhelm most of us, Dr Nockles rises to meet repeatedly; he keeps leading with enthusiasm, relating graciously, innovating with fresh vision and serving the Lord Jesus joyfully.

The Reverend David Barrie
Chair of Council

Governance Structure

Macarthur Anglican School is governed by an independent School Council comprising ten members who volunteer their time and skills. The School Council is constituted in accordance with an ordinance of the Synod of the Anglican Church of Australia, Sydney Diocese. The Macarthur Anglican School Ordinance (1982) provides the structure in which governance takes place.

Macarthur Anglican School is a truly independent school with no other overarching organisational structure and is not part of any system of schools. The School is a member of the Association of Independent Schools NSW (AIS) and the Headmaster is a member of the Association of Heads of Independent Schools of Australia (AHISA) and the Heads of Independent Co-educational Schools (HICES). While the ultimate owner of the School is the Sydney Anglican Diocese, the Macarthur Anglican School Council operates it in trust. As such, the School does not fit within any

bureaucratic framework and relates directly with the Diocesan organisation, governments; Local, State and Federal; and their relevant agencies.

The School Council is a policy setting and monitoring body and is not involved in the management of the School. The Headmaster is the School Council's Chief Executive Officer and is fully responsible for the day-to-day and strategic management of the School. The School Council therefore sets broad policy direction for the School and monitors its operations within the various legislative and regulatory frameworks.

The Archbishop of Sydney is the President of the School Council and may attend and Chair meetings from time to time. Ordinarily the School Council elects a Chair from its members to oversee the operation of the Council. The Council also elects an Honorary Secretary and has two standing committees; the Finance, Property and Marketing Committee and the Governance and Risk Committee.

Members of School Council are elected by the Synod for a three year term (six members in total, two elected each year), appointed by the Archbishop (two members, one an Anglican Clergy and one a lay member), or appointed by the School Council itself for a three year term (two members).

Members of the School Council

President of the School Council

The Most Reverend Kanishka Raffel

Archbishop of Sydney and Metropolitan of Province NSW

*The Archbishop is President of the School Council and is entitled to attend any and all meetings of the School Council and the School Council's various standing committees. When the President is in attendance he Chairs the meeting.

Chairman of School Council

The Reverend D Barrie

BSc, BD(Hons)

Elected by the Synod

A member of the School Council since 28 February 2017. Reverend Barrie worked as a Laser and Optics Engineer in the optical fibre industry before entering the Ministry. He was an Associate Minister prior to being appointed as the Rector of the local Parish. Reverend Barrie is a parent of

the School. He also has considerable governance experience, serving on the executive of several not for profit organisations including a child care centre and scripture boards.

Honorary Secretary

Mrs C Rich

Chair of the Governance and Policy Monitoring Committee

Elected by the Synod

A member of the School Council since August 2009 and Chair of the Corporate Governance and Policy Monitoring Committee since February 2011. Mrs Rich is the Deputy Registrar of the Diocese of Sydney responsible for the administration of the Parishes and staff across the Dioceses.

Members of Council

Mr S Bywater

Cert IV (Workplace Training and Ass), Dip.Mar, BMin

Appointed by the Council

A member of the School Council since 28 February 2017. Mr Bywater is a parent of the School who owns and operates a consultancy firm and people development business - specifically focussed on leadership and coaching as well as sales strategy development. Mr Bywater is also a regular keynote speaker in the fields of coaching and mentoring programs. Additionally, he consults, designs and deploys learning programs for organisations. These organisations include both large corporate and not for profit organisations. Mr Bywater is also an ordained Minister and Pastor at a Baptist Church in Moorebank.

Mr G Hoffman

Diploma of Aviation

Elected by Synod

A member of the School Council since 22 June 2020. Mr Hoffman is a parent of the School and works as a commercial pilot. For the last 13 years he has been employed by Qantas, the first five years as a long haul international pilot and the last eight years as a short haul First Officer. For the last 18 months he has held an instructional position as a Type Rated Instructor on the Boeing 737-800 responsible for training and checking pilots who are new to operating the B737 type and assessing and developing the skills of our existing B737 pilots in technical and non-technical proficiencies.

Mrs A Johnston

LLB (Hons), Acc.Spec.(Business Law), B.SocSci

Elected by the Synod

A member of the School Council since 27 August 2019. Mrs Johnstone is a parent of the School and works as General Counsel in the retail industry. In the course of her career, Mrs Johnstone has worked in a wide variety of legal roles including as an academic in tertiary education teaching commercial law, for Government including in major projects and as a Partner in a local Macarthur based law firm. Mrs Johnstone holds tertiary qualifications in Law and Social Science.

Mr M Judge

BBus(Dist), MBusAdmin, FFSIA, MAICD

Elected by the Synod

A member of the School Council since 27 February 2018. Mr Judge retired in 2014 from the position of Chief Operating Officer, Corporate Banking Solutions at the Commonwealth Bank. Prior to that, Mr Judge held a range of general management roles at the bank. Mr Judge's governance experience includes chair and other director roles in banking, educational and mission organisations. He also serves on the council of an inner city Anglican independent school, and as a founding panel member of a national governance accreditation program for Christian organisations.

The Reverend C Moroney

BA, DipEd, ThL(Hons), DipA(Hons), BD(Hons), ThScol

Appointed by the Archbishop

A member of the School Council since 28 April 2015. Mr Moroney trained as a teacher prior to entering the Ministry and has been the Rector of several Parishes in Sydney. He also spent some time as the Senior Assistant Minister at St Andrew's Cathedral.

Ms A Watson OAM

Chair of the Capital Development and Endowment Committee

DipPhysio, FFIA, CFRM, MEdPlus, CFRE

Appointed by the Archbishop

A member of the School Council since 1 March 2008 and Chair of the Capital Development and Endowment Committee since 12 February 2010. Ms Watson is the owner and Managing Director of a consultancy firm. The company provides consultancy services in the areas of fundraising, public relations, volunteer management and the development of governing bodies

In attendance

Headmaster Dr D P Nockles

BA, DipEd, MEd(Hons), EdD, MACE, MACEL, AFAIM



Enter to Learn, Go out to Serve

A welcome from the Headmaster, Dr 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 are 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 can broaden their interests and enhance their skills. Involvement in these activities helps students to enjoy school and cultivate a more positive outlook on life.

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 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. The 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.

Macarthur staff are a wonderfully diverse group of professionals who bring their 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 who they have 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.

Dr David Nockles



Enter to Learn, Go out to Serve

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

2.1 School Context

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

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

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

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

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

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

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

Student achievement across school life is recognised through the awards system with Middle School and Senior School students awarded Colours acknowledging success, which appear on the School Blazer. There are many opportunities for training in student leadership in the Middle School and Senior School. School Prefects, House Captains, as well as a range of activity Captains, are highly sought-after leadership positions. Those who demonstrate leadership in the various musical ensembles, sporting pursuits or other activities are recognised formally as student leaders and are encouraged to foster School and House spirit in that area of activity. In the Middle School, the appointment of Middle School Prefects provides leadership opportunities for students to begin refining their leadership skills, while students in Year 6 have an opportunity to be Student Leaders and activity monitors, assisting K-6 students.

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

2.2.Characteristics of the Student Body

Outlined in the table below is information regarding the population profile of the school in 2022 (with the previous year of 2021 (shown in brackets)

Gender distribution

	Boys	Girls	Totals
K-6	195 [170]	190 [158]	385 [328]
7-12	274 [292]	298 [309]	572 [601]
Totals	469 [462]	488 [467]	957 [929]

This table shows a 3.09% increase in enrolments for 2021 (17% increase in K-6, 4.8% Decrease in 7-12).

Other aspects of the student body

	Diagnosed Disability	Language other than English	Indigenous
K-12	10.74% [12.95%]	27% [29%]	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 1122. The socio-educational quartiles for 2022, with equivalent figures for 2021 in brackets, are as follows:

School ICSEA Value (with previous year shown in brackets)

Bottom Quarter	Second Quarter	Third Quarter	Top Quarter
4% [3%]	14% [12%]	33% [32%]	49% [52%]

MCEETYA Employment Groups

Group 1	Group 2	Group 3	Group 4	Group 8	Group 9
41% [40%]	32% [33%]	15% [14%]	3% [3%]	5% [6%]	4% [4%]

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

Anecdotal Information

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

The students themselves generally have aspirations to participate in the opportunities provided by the school, to complete Year 12, and then to progress to university. Apart from their studies, many students are involved in various sporting and community activities outside of school, with some competing in competitions at the national and even international level. A number of students have participated in cultural and leadership activities locally, nationally and internationally. There is a strong desire to be involved in community service activities, by helping with fund-raising appeals, 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>



Enter to Learn, Go out to Serve

STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING 2022

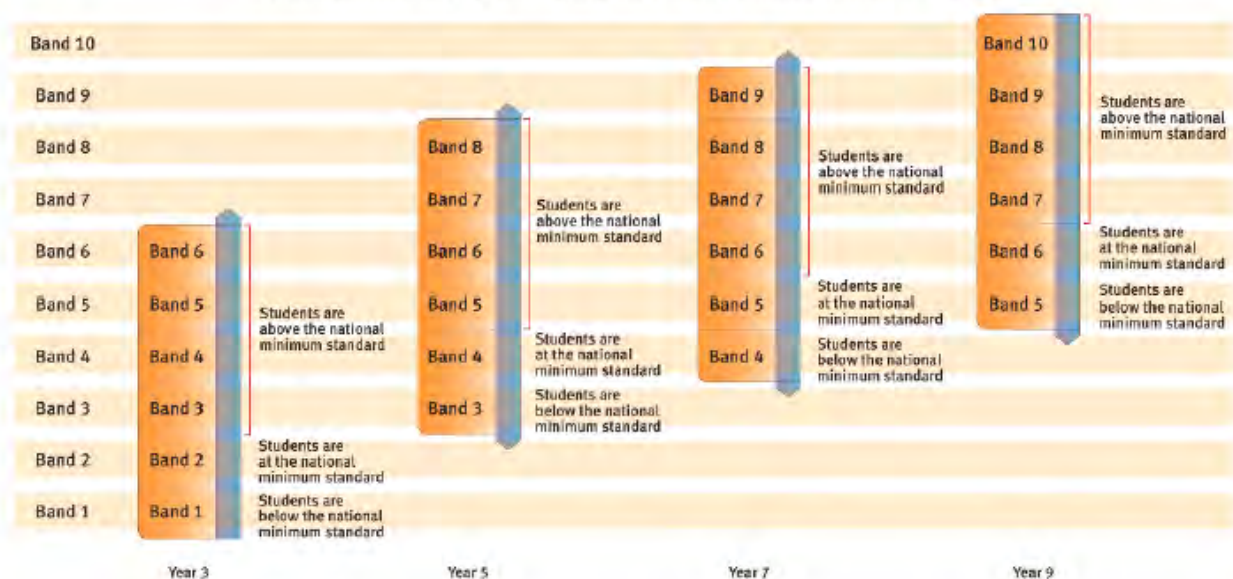
National Assessment Programme Literacy and Numeracy (NAPLAN)

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:

National Assessment Program—Literacy and Numeracy National Assessment Scale



In 2022 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>

Note: Student Growth cannot be calculated for 2022 as NAPLAN tests were not run in 2020. As a result the data is not available to calculate the growth of students between 2020 and 2022 .

Year Group	Number of Students
Year 3	50
Year 5	55
Year 7	99
Year 9	95

2022 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	446.81	433.59	430.00	446.22	410.51
Macarthur Anglican School Mean	501.6	457.5	455.2	507.5	473.4

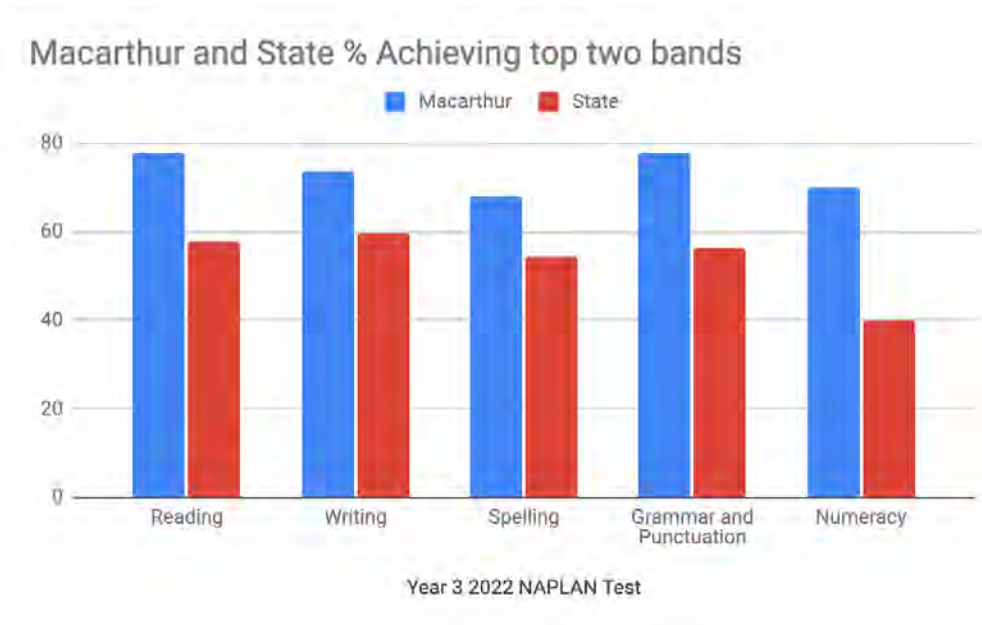
National Benchmark

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 2022 NAPLAN Test	% Students achieving top two bands	
	School	State
Reading	78	57.93
Writing	73.5	59.65
Spelling	68	54.4
Grammar and Punctuation	78	56.27
Numeracy	70	39.83

Graph 1



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	514.86	492.97	562.5	508.77	498.96
Macarthur Anglican School Mean	551.6	545.8	513.61	571.5	548.4

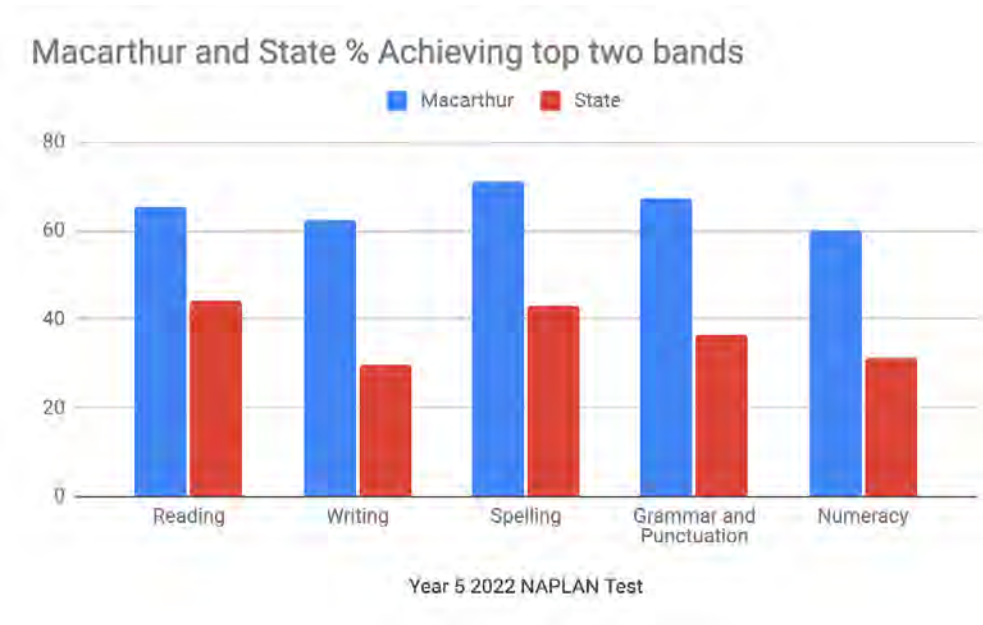
Top 2 Bands for Year 5 and National benchmark

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

Table 4

Year 5 2022 NAPLAN Test	% Students achieving top two bands	
	Macarthur	State
Reading	65.5	44.03
Writing	62.3	29.76
Spelling	70.9	43.12
Grammar and Punctuation	67.3	36.59
Numeracy	60	31.22

Graph 4



2022 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	550.01	540.15	558.77	544.48	560.26
Macarthur Anglican School Mean	575.1	569.7	583.8	574.9	597.1

National Benchmark

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

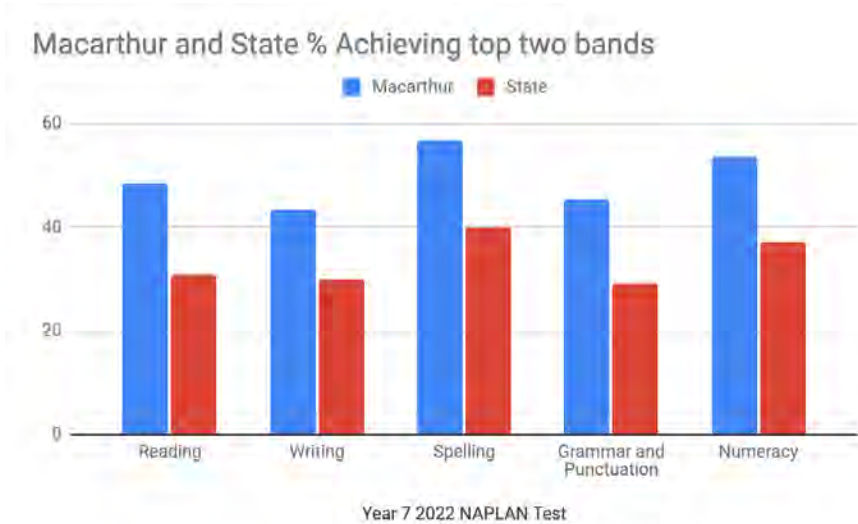
Top 2 Bands

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

Table 8

Year 7 2022 NAPLAN Test	% Students achieving top two bands	
	Macarthur	State
Reading	48.4	30.9
Writing	43.4	29.83
Spelling	56.7	39.87
Grammar and Punctuation	45.4	29.11
Numeracy	53.6	37.11

Graph 7



2022 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	569.44	586.4	585.34	596.04
Macarthur Anglican School Mean	631.6	606.8	618.1	617.7	624.3

National Benchmark

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

Top 2 Bands

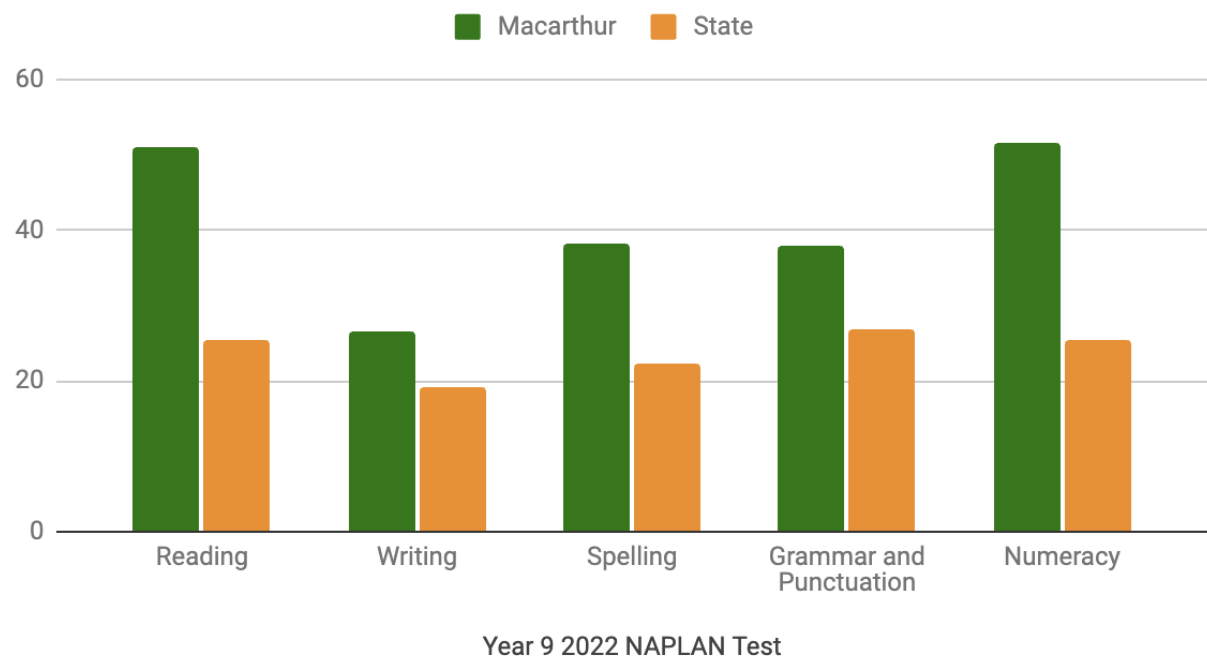
Macarthur Year 9 students achieved significantly more Band 9 and 10 results in all domains compared to the State.

Table 12

Year 9 2022 NAPLAN Test	% Students achieving top two bands	
	Macarthur	State
Reading	51.1	25.51
Writing	26.6	19.04
Spelling	38.09	22.21
Grammar and Punctuation	37.9	26.73
Numeracy	51.6	25.39

Graph 10

Year 9 2022 Macarthur and State % 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

2022 Year 9 NAPLAN	% Students achieving in the highest band (Band10)	
	School	State
Reading	19.1	7.27
Writing	14.9	6.53
Spelling	8.4	4.95
Grammar and Punctuation	16.84	11.08
Numeracy	12.9	9.26

-----oooOooo-----



Macarthur Anglican School

RoSA, HSC & SENIOR SECONDARY OUTCOMES

The Record of School Achievement (RoSA) Stage 5

In 2022, 102 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.

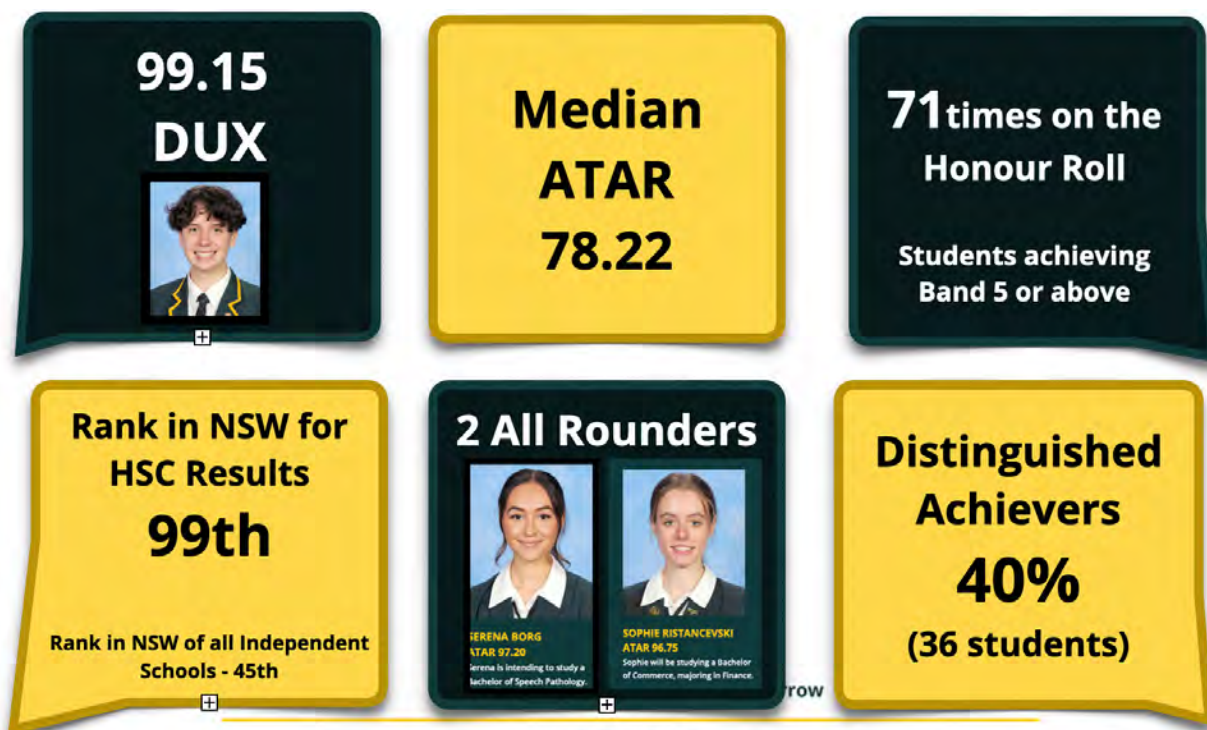
Students in the vast majority of subjects achieved a higher percentage of combined A and B grades compared to the State.

Preliminary HSC

In 2022, 108 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.

The Higher School Certificate

In 2022, Macarthur Anglican School presented 80 students for the Higher School Certificate. 35 subjects were presented at Macarthur in 2022. All 80 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.nsw.edu.au

Macarthur was ranked 99th overall out of over 800 schools which had candidates sit the HSC in 2022 and was the top scoring school in the region (SMH 21/1/2023). This placed Macarthur in the top 10% of Schools. Macarthur was ranked 45th out of all NSW Independent Schools.

Of the 80 students who sat the HSC, 71 Distinguished Achievement results were recorded on the NESA HSC Honour Roll for Students who attained a Band 6 or Band E4 Extension results.

NESA Exhibition and Performance Showcases

Olivia Driver

Sophie Ristancevski

Artworks selected for Art Express
(Currently in Sydney Art Gallery)



Macarthur was more than 5% above the state mean for 35% (14/40) of courses

and 10% above the state mean for 13% (5/40) of courses studied.

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

Courses where students achieved greater than 10% above the state mean included :

- Ancient History (11.58% above state mean)

- Earth and Environmental Science (14.33% above state mean)

- English as an Additional Dialect (11.67% above state mean)

- IPT (Information Processes and Technology - 12.56% above state mean)

- SDD (Software Design and Development - 11.11% above the state mean).

Dux



RORY CLEMENTS
ATAR 99.15

Rory Clements is the Dux for 2022 with an ATAR of 99.15. Rory is planning on studying a combined degree in Mechatronic Engineering with a Bachelor of Arts, majoring in Indonesian Studies.

'For me it was all about self-improvement and doing something better than I did yesterday. That is a moral I will continue to carry with me. To remain curious, I did something different every day. Avoid laborious study habits and make each day interesting and intriguing as opposed to making it all bland and uniform'.

RORY CLEMENTS



Rory with the Headmaster and Pak Abdul Nazar, Consul of Information, Social and Cultural Affairs from the Indonesian Consulate General, after receiving his first place in the State for Indonesian Extension award.

Overall Success

Australian Tertiary Admission Rank (ATAR) is the measure used for matriculation or university entrance.

- 11%** of students received an ATAR of 95 or higher
- 25%** of students received an ATAR of 90 or higher
- 40%** of students received an ATAR of 85 or higher
- 48%** of students received an ATAR of 80 or higher

HSC All Rounders

Macarthur was ranked 99th in the State for the number of students who achieved Band 6 or E4 results in at least 10 units of study.



SERENA BORG
ATAR 97.20

Serena is intending to study a Bachelor of Speech Pathology.



SOPHIE RISTANCEVSKI
ATAR 96.75

Sophie will be studying a Bachelor of Commerce, majoring in Finance.

TOP ACHIEVERS

Rory Clements - 1st place in the State for Indonesian Extension and 2nd place in the State for Indonesian Continuers.
Isaiah Gray - 3rd place in the State for Indonesian Extension.
Rose Jansen - 14th place in the State for PDHPE.
Sophie Ristancevski - 5th place in the State for Indonesian Extension.

NESA

SHOWCASES

Accolades go to the following students: Olivia Driver and Sophie Ristancevski who had their artworks selected for ARTEXPRESS (Visual Arts).

High Achievers ATAR 95+



RORY CLEMENTS - DUX
ATAR 99.15

Subjects Studied
Chemistry
English Advanced
English Extension 1
Mathematics Advanced
Mathematics Extension 1
Indonesian Continuers
Indonesian Extension

'Choose the subjects that you have a passion for and you love. I want to study astrophysics at university. I worked on my science extension with a professor on my project and connected with people across the world. Do what you love and thrive on it. If it is something you really care about, it makes it so much easier to do your best.'

JOSHUA FERGUSON



MASON FITZGIBBON-SOLIS
ATAR 97.60

Subjects Studied
Business Studies
English Advanced
English Extension 1
Legal Studies
Mathematics Standard 2
Modern History
History Extension



JOSHUA FERGUSON
ATAR 97.50

Subjects Studied
Chemistry
English Advanced
Mathematics Extension 1
Mathematics Extension 2
Physics
Science Extension



SOPHIE RISTANCEVSKI
ATAR 96.75

Subjects Studied
Business Studies
English Advanced
Mathematics Advanced
Visual Arts
Indonesian Continuers
Indonesian Extension



SERENA BORG
ATAR 97.20

Subjects Studied
Business Studies
English Advanced
Mathematics Standard 2
Modern History
Studies of Religion II



ROSE JANSEN
ATAR 96.90

Subjects Studied
Biology
Business Studies
English Advanced
Mathematics Advanced
PDHPE

'Giving your teachers practice exams and essays is so important throughout the entire year. Even early on. The more you hand in, the more is given back to you, and then you do it again taking on the feedback, and that is how you improve. The better your class does, the better you do, so share your notes and work together.'

ROSE JANSEN



CLAIRE SICH
ATAR 96.70

Subjects Studied
Agriculture
Biology
Chemistry
English Advanced
Mathematics Advanced
Science Extension

'Do not just rote learn. Actually understand your material. If you do not understand it, ask your teachers or research it. You need to learn to apply your knowledge to stimulus material. You can study all the terms, but you need to be able to draw from your knowledge and piece information together.'

CLAIRE SICH



DAISY ZOU
ATAR 96.15

Subjects Studied
Biology
Chemistry
English Advanced
Mathematics Extension 1
Mathematics Extension 2
Science Extension

HSC Result Highlights

- Macarthur was ranked 99th overall out of over 800 schools which had candidates sit the HSC in 2022 and was the top scoring school in the region.
- Macarthur was ranked 45th out of all NSW Independent Schools.
- Of the 80 students who sat the HSC, 71 Distinguished Achievement results were recorded on the NESA HSC Honour Roll for students who attained a Band 6 or Band E4 Extension result.
- 35% of students were recognised as Distinguished Achievers on the NESA Honour Roll for achieving Band 6 or Band 4 Extension results.
- Macarthur was more than 5% above the state mean for 35% (14/40) of courses and 10% above the state mean for 13% (5/40) of courses studied.
- Courses where students achieved greater than 10% above the state mean included Ancient History (11.58% above state mean), Earth and Environmental Science (14.33% above state mean), English as an Additional Dialect (11.67% above state mean), IPT (Information Processes and Technology - 12.56% above state mean) and SDD (Software Design and Development - 11.11% above the state mean).

'We are blessed with a plethora of opportunities for students at Macarthur. From Year 7, I wanted to do as much as I could. All of the co-curricular activities such as Choir, Chapel Band, Drama and musicals are fruitful experiences. Collaborating with younger and older students enabled me to learn from them, have a good time, and form the best memories. Do not just make school about study.'

MEGAN AZOCAR



Enter to Learn, Go out to Serve

PROFESSIONAL LEARNING AND TEACHER STANDARDS

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

In 2022, seven (7) teachers started the process of becoming Experienced Teachers under the Association of Independent School's ISTAA Accreditation system. They will complete this process in 2023. This will move these teachers from Band 2 to Band 3 under the Teacher's Staff Agreement (MEA). Macarthur has had two (2) Teachers move from Provisional to Proficient Teacher Band 2 under the Association of Independent School's ISTAA Accreditation system.

Teacher Qualifications

The 2022 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 2021 figures are in brackets.

School Staff

Teaching staff	90 [87]
Full-time equivalent teaching staff	84.6 [79.6]
Non-teaching staff	46 [48]
Full-time equivalent non-teaching staff	36.3 [37.1]

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	90
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 2022

This year, staff at Macarthur continued to work together to build a strong academic environment for our students. The COVID-19 pandemic continued to impact Professional Learning through the start of the year and as a result, remained on an online platform in the early part of 2022.

The Macarthur Staff Conference held in July had a focus on 'Stretching Learning to Potential' with day one of Classroom Pedagogy to Move Learning Forward. Day 2 focussed on Understanding Pastoral Needs to Move Learning Forward. There was a keynote presentation from Mark McCrindle, social researcher and principal of McCrindle Research. Additionally, Keith Condie presented Mental well-being from a Christian perspective. This session helped staff to construct a Christian framework for thinking further about and applying principles and concepts in the area of mental health and well-being.

All staff completed the course;

- Child Protection Services (Mental Health Focus) - 1 hour

All Teaching Staff took part in 1 session of Professional Learning (1 x T - 6, 1 x 7 - 12 Focus) facilitated by AIS staff, which examined the NCCD and our obligations as teachers under the disability standards act. This focussed on providing and recording modifications and adjustments for students in our care.

Additionally, Transition - Year 6 staff were involved in completing Numeracy Project Modules run by the AIS. T-6 also worked on 1 x Assessment forum run by Philipa Miller (AIS). Sue Pike from the AIS presented sessions for T - 6 staff on Mentor Texts and Planning and Programming for the New K - 2 Curriculum.

Professional Courses Attended by Staff

The specialist areas outlined in the following table indicate the diversity of professional learning in 2022 amongst Macarthur staff.

Description of Professional Development Learning Activities 2022	Hours per Staff	No of Staff
AIS Dwell in Possibility - Extension English 1 and 2'	5	1
Spell-It" by MultiLit.	6	1
AIS #Safe2StepOut: Teaching Road Safety in K-6	3	1
1. Why is writing hard for our primary students and how can we help? 2. Supporting high school students in their writing skills.	4	4
12 Week self paced online course. Writing Success in the Early Primary Years, Jocelyn Seamer. Learning to effectively use mentor texts for teaching English. Approved by Estelle Stelzer.	12	1
15 workshops made available throughout the week. Topic include drama, sentence innovation, handwriting, poetry and others	15	1
2 days leave required to attend MHFA course as part of professional development.	15.2	1
6 session course by Zoom 90 minute lecture by Allen Packwood on Churchill. Hosted by the Martin Gilbert Learning Centre.	9	1
A 3 days MANSW Annual conference with many key speakers with wealth of experience regarding Maths strategies/tools/engagement. Theme: Changing Times - Changing Directions. Location is Tweed Heads.	27	1
AEAS International Education Seminar at Wenona School North Sydney	7.6	1
AHISA Director of Studies Conference - Hunter Valley Grammar School	8	2
AIS Consultancy for New English Syllabus	6	1
AIS course Courageously Navigating Hard Conversations	8	1
AIS English Programming & Planning Day with Sue Pike	6	1
AISNSW Heads of Sport Conference 2022 - What's Your Game Plan? Address best practice and emerging ideas in sport, particularly as they relate to independent schools.	10	3
AIS Maths Head Conference	5	1
AIS NSW English Conference	5	1
AIS Numeracy Course	6	1
AIS Programming and Planning with Sue Pike	6	1
AIS Wellbeing conference	6	1
AISNSW ICT Management and Leadership Conference 2022 - Where Is Your Focus?	16	3

AISNSW K-12 Wellbeing Conference	6	1
AISNSW Studies of Religion Conference 2022 - Keeping the Faith: Interfaith Dialogue in an Australian Religious Landscape	5	1
An introduction to teaching Artificial Intelligence (AI) using the SPIKE Prime	2	1
Area network Learning Support Coordinator forum Only afternoon bus duty to be covered	1	1
Area network meeting	2	1
Autism Spectrum: Universal Supports	1	1
Bulk IEP day	7.6	4
Child Protection 2022	1	170
NCCD Recording Evidence (K-6)	1	29
Understanding Pastoral Needs to Move Learning Forward	1.5	141
Modern History HSC - Core - Power and Authority in the Modern World 1919 - 1946 - by Lubna Haddad	6.5	2
MLTA NSW Languages Conference	6.5	2
Mental Health Intensive Supports: Essential for a few	1	1
Learning Difficulties Coalition of NSW Seminar 1 online 'Why is writing hard for Primary Students and How Can We Help?'	2	4
Coaching and Mentoring - attached notes from course	6	1
Combined Regional Paediatrics NSW (RPNSW) & Metropolitan Paediatrics Units (MP4Kids) Conference - Virtual Attendance	16	1
Courageously Navigating Hard Conversations Develops your skills to courageously navigate the tough conversations required to progress the work, whilst maintaining and building trusting relationships.	8	1
Courageously Navigating Hard Conversations Develops your skills to courageously navigate the tough conversations required to progress the work, whilst maintaining and building trusting relationships.	30	1
Edutech	16	3
CPR annual certification	2	1
Diabetes in Schools Level 2 Group Education Day Mittagong NSW	8	5
Economics Conference	15.2	1
Growing Evidence Informed Practice	20	2
Educate Plus Ignite International Conference	30	1
Getting ready for robust research - developing research skills	6	1
Green means Go! Stage 4 and 5 Road Safety Exploration	2	1

From the mind to the page: English Extension Conference	4.5	1
LDC Difficulties with writing High school	2	6
MEA Interpretation workshop - Teachers	16	1
Meet the Markers - Bio/EES Exam analysis and NESA	7	2
Planning and Programming for the New English K-2 Syllabus Self-paced Learning Experience	6	4
SASMA Archbishops day for Biblical Studies faculty.	6	6
Working as a part of a team on new syllabus with a member from AIS (this is the second time completing this form so I apologise if this is not needed but I can't seem to see the original one)	6	1
Writing in Modern History is for Year 11 and 12 teachers who want to help their students write essays that are rich in clarity, concise sentences, relevant historical detail and sustained arguments.	6.5	2
Youth Mental Health First Aid - 10.5 NESA Accredited PD.	7.5	1
Youth Mental Health First Aid Course-	16	1
Work Health and Safety in Schools	14	1
Wellbeing Conference	7	1
virtual conference on Paediatrics and Adolescents	15.2	1
Supporting Teachers Through Experienced Teacher Accreditation 2023 - AIS Course (ONLINE Webinar)	6	1
Talk For Writing Online - The Early Years	6.5	3
The Resolve Finance Equipper is practically based and covers the following outcome areas: Overview of School business and finance School Business Drivers and KPI's ACNC, ATO, Government funding, Ce	6	2
The Teaching Writing Playbook is a 5 hour course that targets skills to help develop students writing. The focus is to teach students to understand that writing and thinking go hand in and hand, and t	5	1
Teach Mindfulness to Secondary Students (Online 2hr course)	2	1
Preparing for Leadership: Before your first role (2 day PD AIS)	12	1
PD for Studies of Religion - seminars run by the ISRA	12	2
Peer Support Australia Program Day	24	3
PETAA 2022 Conference	15	1
Numeracy Essentials for K-12 Teachers	8	1
Key Elements for School Wellbeing Programs (online course).	8	1

K-2 English Syllabus Planning day	6	1
IPSHA Biennial Conference	12	1
IPSHA Early Childhood Umbrella Group	5	2
IPSHA Term 3 Branch Meeting	8	2
IPSHA Student Wellbeing Meeting	5	1
MANSW Annual Conference	21	1
Managing Student Disability - Reviewing the Enrolment Contract and Process for Students with a Disability: Navigating Disclosure, Assessment, Reasonable Adjustments and Unjustifiable Hardship Reasona	4	1
MacqLit program 2 day PD course	15.2	2
Leading the implementation of the New K-2 Mathematics Syllabus	6	2
Data informed approaches to student wellbeing	8	1
International Churchill Society Annual Conference: Churchill and WWI Conference Activities Churchill Museum, WWI Museum	16	1
IPSHA Learning Support Conference	7.6	1
International Eduscrum Basic Training	16	1
Outdoor Education TAFE Course. Ongoing for next 18 months approved by	56	1
Online Self-paced course. Programming and planning for the new k-2 english syllabus	3	2
Online Reading for Life PD	6	1
Sydney Morning Herald Summit Conference	9	1
Systems in Ministry Symposium: Rethinking Ministry Relationships	3	1
Resilience Training course that I will complete in school hours when able, over a period of 8 weeks.	16	1
STANSW Meet the Markers Conference	4	1
Subject Evaluating the evidence - Autism University day. Through Griffith university. No cost, only cover is afternoon bus duty.	7.5	1
Subject Evaluating the evidence - Autism University day. Through Griffith university. No cost, only cover is afternoon bus duty.	7	1
ISRA SOR Preliminary In Service. Origins of Islam, Sacred Texts, Principal Beliefs, Core Ethical Teachings, Expressions of Faith.	5.5	1
McCrimble Future of Education Conference - ONLINE	1.5	2
Intensive Course Requirement- Grad Cert Professional Supervision (Pastoral)	8	1
Educate Plus NSW Special Interest Day PD at Frensham	7.6	2

EXT 1 Literary Worlds Online		
A Professional Learning Course for Teachers of Year 12 Extension 1		
Common Module: Literary Worlds	4.5	1
Finance Story Telling (Data & Digital)	6	1
Griffith University - Autism Evaluating the Evidence	7.5	1



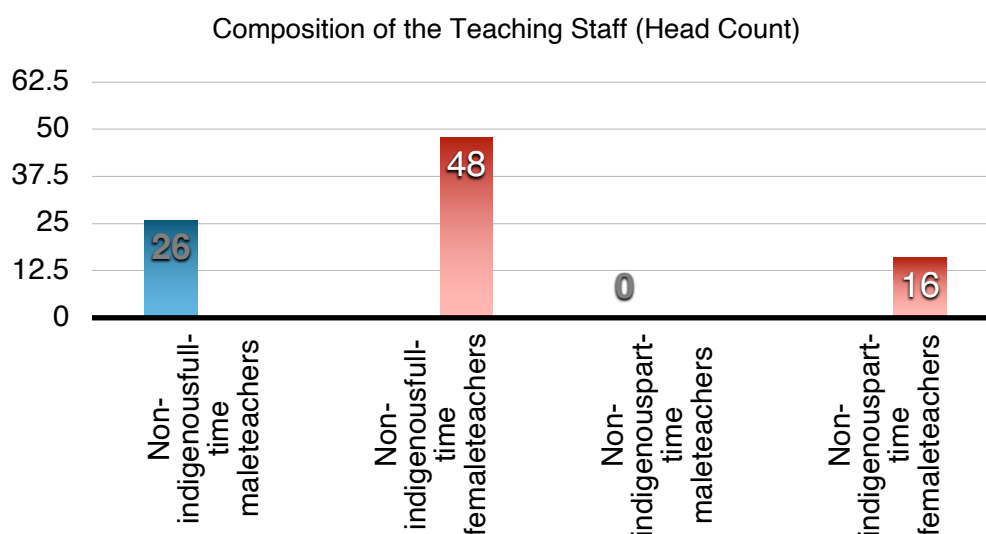
Macarthur Anglican School

WORKFORCE COMPOSITION

Composition of the Teaching Staff – 2022

The non-indigenous full-time teaching staff as reported in the 2022 Annual Census, consisted of 26 male teachers, including the Headmaster, and 48 female teachers.

Non-indigenous part-time teaching staff consisted of 0 male teacher and 16 female teachers, totalling a full-time equivalent of 10.6

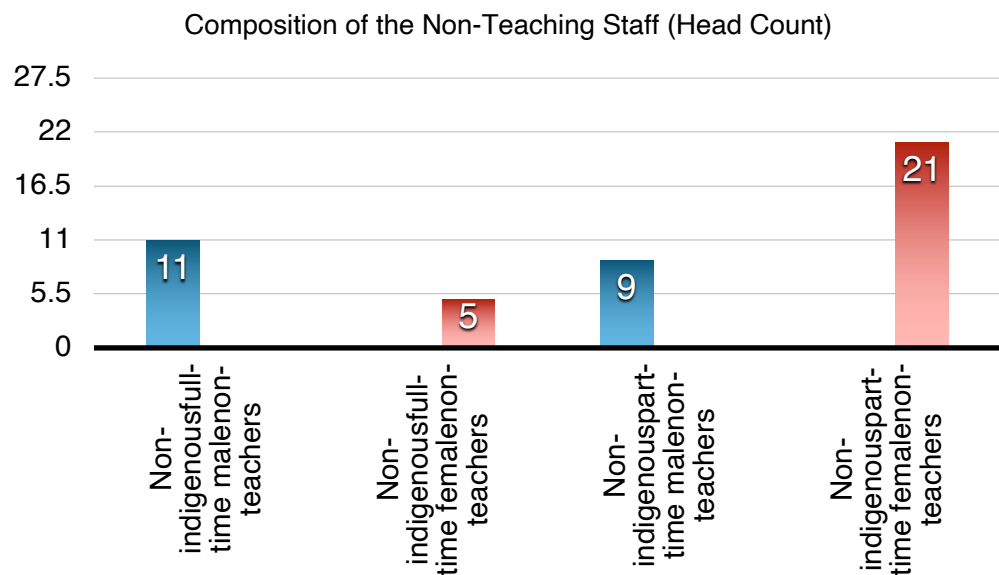


Composition of the Non-Teaching Staff

The non-indigenous full-time non-teaching staff consisted of 11 males and 9 females.

Non-indigenous part-time non-teaching staff consisted of 5 males and 21 females, totalling a full-time equivalent of 16.04

Totals



The full-time equivalent number of teaching staff, including the Headmaster, is 84.60, supported by the full-time equivalent number of non-teaching staff of 36.04

Indigenous Staff

No indigenous staff are currently employed in the school.

When updated to display 2022 data, this information is also available on the My School website at: <http://www.myschool.edu.au>

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Macarthur Anglican School

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Attendance

The average daily student attendance rate for 2022 was 91.45%. This is lower than the attendance rate reported for 2021 of 94.52%. The attendance rates shown below for Years 1 to 10 are the rates reported in the School Student Attendance Report (STATS) for 2022 to the Australian Government Department of Education. Rates calculated for Kindergarten, Years 11 and 12 (below) 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 2022 for each grade is shown in the following two tables:

Primary Cohorts

Academic Year	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Percentage	97.92%	90.32%	91.91%	92.25%	94.06%	92.33%	91.28%

Secondary Cohorts

Academic Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Percentage	92.52%	93.58%	89.10%	92.14%	89.18%	93.17%

Daily attendance, along with lateness and other partial absences, is monitored carefully by the Heads of School, as poor attendance and lateness have the potential

to impact negatively on academic progress. Students are also encouraged to be punctual, reflecting a positive attitude to learning. A reminder to parents is emailed when a student does not provide an explanation from the parent or guardian explaining their absence following their return to school. If an explanation is still not forthcoming within seven days a further letter is emailed to parents.

RETENTION OF YEAR 10 TO YEAR 12

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

Years compared	Year 10 total enrolment on census date	Year 12 total enrolment on census date	Year 10 enrolment at census date remaining in Year 12 on census date	Apparent retention rate	Actual retention rate
2012/2014	94	82	78	89%	83%
2013/2015	79	81	75	93%	86%
2014/2016	69	60	57	87%	83%
2015/2017	78	73	67	94%	86%
2016/2018	100	102	90	100%	90%
2017/2019	77	62	56	81%	73%
2018/2020	86	84	81	97%	96%
2019/2021	104	99	95	95%	91%
2020/2022	79	80	73	100%	92%



Macarthur Anglican School

RETENTION 10-12 & POST SCHOOL DESTINATIONS

Year 10 and 11 Students who left school in 2022

Percentage of leavers			
Students who left at the end of Year 10		Students who left at the end of Year 11	
2022	2021	2022	2021
4 students/102	6/106	0 students/108	1/81

Zero (0) Year 11 students left Macarthur in 2022 prior to completing their HSC. 6 students left at the end of Year 10. No students left during the course of their Year 12 studies.

The 2022 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 2022 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				
		2021	2020	2019	2018	2017
Other schools within the Macarthur area	18%	16%	18%	22%	33%	11%
Other schools outside the Macarthur area	20%	22%	26%	28%	-	33%
Private Colleges					-	11%
Apprenticeship Training or TAFE courses	40%	42%	40%	28%	33%	33%
Workforce					33%	11%
Unknown	22%	20%	16%	22%	-	0
Overseas					-	0

These figures show that in 2022, 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 80 students completed their senior secondary education at Macarthur in 2022, with 100% of the group successfully being awarded the Higher School Certificate. In addition to this, there was one student who was awarded their HSC Life Skills Certificate.

Post School Pathways

75 of the 80 Year 12 students applied for an ATAR.

Of these, 96 % of students received university offers and 89 % received an early round offer. Other university offers included 20 % at the Western Sydney University, 32 % of students have been offered places at University of Wollongong, 12 % at the University of Sydney, 6 % at Charles Sturt University, 8 % at University of Technology Sydney, 7 % at the University of NSW, 8 % at Macquarie University and 7% at other institutions.

Tertiary Courses

These students are now pursuing a diverse range of courses including Psychology, Speech Pathology, Finance, Commerce, International and Global Studies, Construction Management, Mechatronic Engineering, Indonesian Studies, Education, Design and Media, Aviation, Engineering , Law , Genetic Science, Nursing, Medical Science/Forensics, Business, Policing, Medicine, Languages and Fine Arts.

A small number (10) of Year 12 students who completed their HSC are either going into the workforce (6), or attending private colleges (4). This is a little less than in previous years.



Enter to Learn, Go out to Serve

Policy Overview

Macarthur Anglican School has a suite of Enrolment and School Policies that are available for public viewing on our Web site.

As required by the NESA Annual Report, Macarthur has Included in this report the following key policies.

- Enrolment Policy and Procedures
- Student Enrolment Collection Notice
- Complaints and Grievances (Executive Summary)
- Student Health and Welfare Management
- Student Mental Health Management
- Student Behaviour and Discipline Policy (Executive Summary)
- Child Safe Policy (Executive Summary)
- Procedures for Handling Allegations of Misconduct and Reportable Conduct

Enrolment Policy and Procedures (M)

Introduction	<p><i>The School's policies, which are made from time to time are made pursuant to the requirements set out in section 47 of the Education Act and of the NESMA Manual for the Registration and Accreditation of non-Government Schools.</i></p> <p>Macarthur Anglican School is an independent, co-educational Christian school, providing education for school-age children from Transition (pre-Kindergarten) to Year 12. Macarthur also provides a preparatory school experience in its pre-Kindergarten Transition Programme.</p> <p>In general, a child can commence Transition if they turn four years of age on or before 1 March or Kindergarten at the beginning of the school year if they turn five on or before 1 March in that year (depending on Macarthur's assessment of the student's readiness). Readiness includes but is not limited to being toilet-trained. By law, all children must be enrolled in school by their sixth birthday. New enrolments are generally accepted for students from Transition to the beginning of Year 11, with the main entry points being Transition (pre-Kindergarten), Kindergarten, Year 5, Year 7 and the beginning of Year 11. Macarthur does not enrol students for the final HSC year, nor does it enrol students who have extensively completed Year 11 at another educational institution.</p> <p>The School's educational programme aims, within a Christian environment, to prepare students for opportunities for life-long learning, including (though not limited to) further education at university and other tertiary institutions. Parents enrolling children at Macarthur should be aware that the School's academic programme and subject offerings in Years 11 and 12 are designed to enable all students the opportunity to matriculate to university.</p>
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<p>Rationale - General Enrolment Criteria</p>	<p>General Enrolment Criteria</p> <p>The final decision regarding enrolment of all students lies with the Headmaster.</p> <p>Apart from a limited number of students awarded an Academic and/or Music Scholarship each year, Macarthur does not select students exclusively on ability (academic or otherwise).</p> <p>All applications for enrolment are considered according to a number of criteria. The chief general criterion is based on the notion of mutual benefit. Macarthur desires to enrol students who will benefit from a Macarthur education and from whom Macarthur will benefit by their enrolment.</p> <p>Students who will best benefit from a Macarthur education will be those whose who will be willing to:</p> <ul style="list-style-type: none"> • Abide by all the rules of Macarthur Anglican School as they apply from time to time. • Participate fully in the School's academic programme, including the completion of homework and assessments. • Participate fully in the Christian education programme, including but not limited to Chapel, Biblical Studies and the School's Outdoor Education Programme. • Wear the School Uniform in accordance with the uniform policy and comply with the School's dress standards at school and to and from school. • Participate in the School's diverse co-curricular programme. <p>For students seeking enrolment at Macarthur after a period of attending another school, a demonstrated compliance to the above expectations at their previous place of learning will be a minimum prerequisite for entry.</p> <p>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:</p> <ul style="list-style-type: none"> • 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.
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	<ul style="list-style-type: none"> ● Fulfil their financial obligations to the school by making all payments of fees and associated charges at designated times. <p>For families seeking enrolment at Macarthur after a period of attending another school, a demonstrated compliance to the above expectations at their child's previous place of learning will be a minimum prerequisite for entry.</p> <p>Parents or Guardians enrolling a student at Macarthur are expected to agree to all the terms outlined in 'The Conditions of Enrolment – Transition to Year 12' which forms part of the Letter of Offer for Enrolment (See below).</p>
Priority Enrolments	<p>From time to time the Headmaster will need to determine the priority or suitability of certain enrolments.</p> <p>A priority for enrolment will be given to students in the following ways:</p> <p>First priority (in no particular order) will be given to :</p> <ul style="list-style-type: none"> ● Siblings of students already attending the School ● Children of Christian clergy and Macarthur Staff ● Children of former students ● Children with close family and/ or historical connections to the School ● A family enrolling multiple children to the School ● A family affiliation with the Anglican Church ● A family affiliation with another Christian denomination <p>Second priority (in no particular order) will be given to:</p> <ul style="list-style-type: none"> ● The gender balance within a cohort ● Suitability and perceived commitment of students/parents to support the school's ethos and expectations. ● Date of application. <p>In addition, other factors may be considered, such as a student's readiness for school, past academic or behavioural records, the gender balance within the cohort where enrolment is sought and the perceived</p>

	<p>commitment of students and/or parents to support the School's ethos and expectations.</p> <p>A staged approach to the offer process will be enacted whereby successful applicants will be informed of an interview in multiple rounds (typically 2 weeks prior to the end of each term). The Head of Admissions will then keep a Year Group Waiting List and advise those on the list when a vacancy becomes available.</p>
Enrolment of International Students	<p>As part of the School's international focus, (which includes an emphasis on the teaching of foreign languages and provision of opportunities for students to travel and study abroad), the School is a CRICOS registered institution and enrolls students from overseas. Macarthur also welcomes short-term students from overseas locations.</p>

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 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.

In accordance with the Disability Standards for Education 2005 when a parent/ caregiver indicates on the enrolment application that a student has a disability they will be treated on the same basis as a student without a disability.

When a student is identified as having a disability on the Enrolment Application Form the Learning Enrichment Coordinator and relevant Head of School will be advised. Parents/ caregivers will be asked to complete the 'Consent Form prior to Enrolment' to gather further information from relevant health professionals and the student's previous educational settings. This may include and is not limited to requesting further documentation, contacting Health Professionals, conducting internal tests such as YARCs and SENA and visiting the student's current setting.

The Learning Enrichment Coordinator will engage in a collaborative planning process with the parent/ caregiver and student, and relevant professionals to determine the student's educational needs and identify the adjustments required for the student to participate in all areas of school life.

Based on the information gathered during the collaborative planning process the Learning Enrichment Coordinator will make an assessment of the student's needs and the reasonable adjustments that can be made by the School to support the student's access to the curriculum, achieve curriculum outcomes and participation in school life. Parents and carers can use this information to make an informed decision on enrolment.

If the student requires additional services and facilities because of the disability and the provision of these services and facilities by the School

	<p>would cause unjustifiable hardship, the enrolment may be refused by the Headmaster on that basis.</p> <p>Referral Process</p> <p>Should a student appear to have a disability or be diagnosed with a disability subsequent to enrolment, demonstrate academic difficulties or demonstrate non-typical behaviours, the matter is referred to the Learning Enrichment Coordinator and the relevant Head of School.</p> <p>A Student Referral form is available on the School database for teachers to complete titled T-12 Student Referral. Where appropriate the Head of School should refer the matter to the Dean of Studies or the Dean of Students.</p> <p>The Learning Enrichment Coordinator will work with parents and carers, conduct internal testing and refer for outside specialist testing where appropriate, to determine the needs of the student and the capacity of the School to provide appropriate individual adjustments for the student. In particular, the School will assess the level of special services or facilities and the learning support required under the Commonwealth Government's Disability Standards for Education 2005.</p>
Record Keeping of Enrolment Data	<p>The day-to-day application of this policy and enrolment procedures is carried out by The Head of Admissions, The Deputy Headmaster and other delegated staff from the Admissions Team.</p> <p>The School accepts the enrolment of students from the day following their birth date and maintains an electronic database of family and student details prior to the time of commencement. Throughout their time in the school students remain on the electronic database and a hard copy of their critical files is kept in the School's compactus.</p> <p>Records of past students are also maintained on the database and copies of critical files are stored electronically on online servers. In the first twelve months following a student's departure, any hard copy files are transferred to the online server. Thereafter they are filed as archives indefinitely.</p>

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

Application for Enrolment

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

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

School Invitation for Interview with Student and Family

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

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

For All Students

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

For students who have attended previous schools

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

School Interview with Student and Family

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

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

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

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

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

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

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

Provided that the School is satisfied that parents and the students can meet the demands of the General Enrolment Criteria (see above) a Letter of Offer of Enrolment will be sent to the family. The Letter of Offer and the

associated Enrolment Fee and Confirmation Fee must be accepted and paid within 7 days of the letter being sent.

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

English and Additional Language Students

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

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

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

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

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 also consult Macarthur's Disability Policy and Disability Guidelines and Procedures.
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	<ol style="list-style-type: none"> 1. Parents agree to pay <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. if they do not pay the fees in full by 15 February they must complete and submit to the Accounts Office a Paysmart™ payment form; and b. if the fees are not paid in full by 15 February and parents have not completed and submitted a Paysmart™ payment form by the same date, the fees account will then be overdue. 4. Where fees are paid by the same person a sibling discount applies to the second, third and subsequent children where these students are enrolled at the School at the same time. 5. If an account for fees and/or charges is overdue the student's enrolment may be suspended and the School may subsequently without further notice refuse entry to the student or terminate his/her enrolment until the overdue fees account is paid. 6. Immediate contact should be made with the Business Manager if parents anticipate any difficulty in the payment of fees.

	<p>7. A full term's notice in writing must be given to the Headmaster before any student is withdrawn from the School. The notice must be given no later than one week prior to the end of the preceding term. If this notice is not given, parents agree to pay one term's fees plus GST. This amount is a genuine pre-estimate by the School of the loss that it would suffer due to forward planning if parents do not provide the required notice.</p> <p>8. No remission of fees, either in whole or in part, will be made if the student is absent due to illness, leave or suspension including attendance at camps, excursions, online learning or overnight trips that form part of the compulsory curriculum of the School.</p> <p>9. Parents agree to pay all medical and ambulance expenses incurred on behalf of the student.</p>
Expectations and Behaviour	<p>10. Parents must support the School and understand that the School is a Christian community and that behaviours and attitudes based on Christian values are encouraged. All communication between students, parents, visitors and staff members should be conducted in a courteous and respectful manner. Confrontation and criticism in public are to be avoided and parents accept that there is no place in the School community for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments whether in person, in writing or online.</p> <p>11. The School encourages parents to be actively involved in the School through attendance at parent-teacher interviews and parent events, participation in courses offered by the School relevant to the student's education and assistance to the School in a voluntary capacity from time to time.</p> <p>12. Parents agree to support the values of the School and to abide by the rules of the School as set out in various publications including the School Diary. Students must do the same and parents agree to encourage students in this. The School has specific requirements in relation to discipline, homework, uniform, attendance and leave, which parents must understand and which they must agree to support.</p> <p>13. The School may determine which particular courses and activities are offered and/or provided at any time and which of these courses and activities are compulsory. All students must participate in and/or attend the following activities, as determined by the Headmaster:</p> <ol style="list-style-type: none"> Chapel Services, Biblical Studies and Christian Education Programmes and Assemblies;

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

Health,
Safety,
Welfare and
Wellbeing

Parents acknowledge and agree that:

19. They have supplied to the School all information prior to the enrolment of their child that may impact on the student's full participation in the School's educational, sporting, co-curricular and outdoor education programmes and that they have fully disclosed any special needs (including but not limited to any medical, physical, learning or psychological needs) which the student has;
 - a. they will notify the School immediately where any disclosed special needs change or where any special needs arise, or there are any changes to the information
 - b. they have supplied and will on an ongoing basis provide to the School copies of medical reports or developmental assessments, such as reports from paediatricians, psychologists, speech therapists, occupational therapists, or other professionals, pertaining to the student's development; and
 - c. they will complete the student's medical information accurately and provide regular updates to the School via the online Parent Lounge portal.
 - d. Failure to supply this information may result in the exclusion of the student from the School where parents have chosen not to disclose such information or sought to mislead the School by not providing all relevant information.
20. Parents agree to give the School notice of any change in contact details as soon as practical.
21. The School seeks to maintain an environment that is safe for all students and in which learning can take place. Parents agree that to this end the Headmaster or his nominee may search the student's bag, locker or other possessions where there are reasonable grounds to do so.
22. If the student is ill or injured, necessitating urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and if parents are not readily available to 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.
23. The School requires parents to observe School security procedures as they apply from time to time for the protection of students.
24. If parents wish to collect their children for early departure or speak in person to them they are to report to the Heads of School Office or the Administration Centre.

	<p>25. A student's personal property is not insured by the School and the School does not accept any responsibility for loss.</p>
Privacy	<p>26. The School may from time to time collect personal information about parents and students which may be necessary for the School's function or activities. Parents authorise the School to use and disclose information in such a manner as the Headmaster may deem appropriate for the purposes of the student's education, health, care, welfare or development. Parents acknowledge they have read the School's Privacy Policy and Standard Collection Notice available for download from the School website.</p> <p>27. Parents give permission for photographs and videos of the student to be placed in the School's records, displayed from time to time around the School, and published in School publications, on its website, on the School's social media sites, and in other marketing and promotional material.</p> <p>28. Where relevant, parents agree to provide to the School all current Family Court or other court orders relating to the School and/or the student. The School's Privacy Policy deals with the confidentiality of such information.</p>
General	<p>29. The School reserves the right to change these conditions from time to time.</p> <p><i>This policy is reviewed annually. The last textual change to the policy was August 2022</i></p>

Student Enrolment Collection Notice (M)

Student Enrolment Collection Notice

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

1. Macarthur Anglican School collects personal information, including sensitive information about students and parents or guardians and family members before and during the course of a student's enrolment at Macarthur Anglican School. This may be in writing or in the course of conversations. The primary purpose of collecting this information is to enable Macarthur Anglican School to meet its educational, administrative and duty of care responsibilities to the student to enable them to take part in all the activities of Macarthur Anglican School.
2. Some of the information Macarthur Anglican School collects is to satisfy the School's legal obligations, particularly to enable Macarthur Anglican School to discharge its duty of care.
3. Laws governing or relating to the operation of Macarthur Anglican School require certain information to be collected and disclosed. These include relevant Education Acts and Public Health and Child Protection laws.
4. Macarthur Anglican School may request medical reports and health information about students from time to time to discharge its legal duty of care to the student and to other students and staff. This includes a student's asthma and anaphylaxis action plans, as well as any other health or medical information which is reasonably likely to impact on Macarthur Anglican School's ability to provide educational, first aid and related services.
5. A student's health and medical information will be disseminated and used within Macarthur Anglican School to best meet Macarthur Anglican School's duty of care responsibilities. This may include the use of photographs with health action plans to facilitate the identification of students who may be at heightened risk. Health information about students is sensitive information within the terms of the Australian Privacy Principles (APPs) under the Privacy Act 1988.
6. Macarthur Anglican School may disclose personal and sensitive information for administrative, educational and support purposes (or may permit the information to be directly collected by third parties). Third parties may include but are not limited to:
 - Exploring Tree Macarthur (for children in T- Year 6)
 - government departments;
 - third party outdoor education providers contracted by the School
 - third party service providers that provide online education and assessment. support services or applications (apps), which may include email and instant messaging;
 - another school or college to facilitate the transfer of a student;

- medical practitioners, and people providing educational support and health services to the School, including specialist visiting teachers, sports coaches, volunteers, counsellors and providers of learning and assessment tools;
- assessment and educational authorities, including the NSW Education

Standards Authority and Australian Curriculum, Assessment and Reporting Authority;

- people providing administrative and financial services to Macarthur Anglican School;
- anyone you authorise Macarthur Anglican School to disclose information to; and
- anyone to whom Macarthur Anglican School is required or authorised to disclose the information to by law, including under child protection laws.

7. If this information is not provided to us, Macarthur Anglican School views this as an unacceptable risk and will not proceed with the enrolment as it cannot fulfill its duty of care.
8. Macarthur Anglican School will engage in fundraising activities from time to time. Information received from you may be used for these purposes. It may also be disclosed to Macarthur Anglican School's Parent & Friends Association who assist in the fundraising activities of Macarthur Anglican School. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
9. Macarthur Anglican School may also use cloud computing service providers to store personal information (which may include sensitive information) on their servers in the 'cloud'. These servers may be located in or outside Australia. This may mean that personal information may be stored or processed outside Australia. Macarthur Anglican School's Privacy Policy contains further information about its use of cloud and other third party service providers and any of their overseas locations.
10. Macarthur Anglican School's Privacy Policy is accessible via the Macarthur Anglican School website. The policy sets out how parents, guardians or students may seek access to, and correction of their personal information which Macarthur Anglican School has collected and holds. However, access may be refused in certain circumstances such as where access would have an unreasonable impact on the privacy of others, or may result in a breach of Macarthur Anglican School's duty of care to the student, or where students have provided information in confidence. Any refusal will be notified in writing with reasons if appropriate.
11. Macarthur Anglican School's Privacy Policy sets out how parents, guardians, students and families can make a complaint about a breach of the APPs and how the complaint will be handled.
12. On occasions, information such as academic and sporting achievements, student activities and similar news is published in School newsletters and magazines, on physical displays throughout the School and on our public website, intranet, Facebook and Instagram pages. This may include, (but is not limited to), photographs and videos of student activities such as academic and sporting events, School camps and excursions.
13. Macarthur Anglican School will obtain separate permissions from the student's parent or guardian (and from the student if appropriate) prior to including such photographs or videos or other identifying material in our promotional material.
14. If you provide Macarthur Anglican School with the personal information of others, such as other family members, doctors or emergency contacts, we encourage you to inform them

that you are disclosing that information to Macarthur Anglican School and why, that they can request access to and correction of that information if they wish and to also refer them to Macarthur Anglican School's Privacy Policy for further details about such requests and how Macarthur Anglican School otherwise handles personal information it collects and complaints it receives.

The last textual change to the policy was made in March 2023.

Complaints and Grievances (Executive Summary) (M)

Introduction	<p>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.</p>
Rationale	<p>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.</p> <p>There are essentially four areas of complaints:</p> <ul style="list-style-type: none">• parents (and guardians);• students;• the public, and• staff. <p>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.</p>
Complaint Handling Principles	<ul style="list-style-type: none">• 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

	<p>and the proposed process to be followed in dealing with it subject to appropriate consultation with the complainant as to the process.</p> <ul style="list-style-type: none">● 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.
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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.

	<p>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.</p> <p><i>Support</i></p> <p>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.</p>
<p>Student Complaints</p>	<p>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.</p> <p>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.</p> <p>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.</p>

Review	<i>The last review and textual change to this policy was made in May 2023.</i>
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Student Health & Welfare (Executive Summary) (M)

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 effectively 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
- Their Head of School
- The Chaplain
- The Dean of Students
- The Dean of Studies
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- 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

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- 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
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- where possible, encourage students with asthma to self-administer medication and keep it on their person
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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
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- staff modelling appropriate sun protection behaviour
- incorporating sun protection and skin cancer awareness education into the curriculum
- including sun protective clothing in our uniform.

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Student Mental Health Management (M)

<p>Rationale</p>	<p>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.</p> <p>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.</p>
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Distress vs 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.

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| | <ul style="list-style-type: none">• 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). |
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Depression requires medical intervention. Treatments usually include some combination of medication and/or cognitive therapies and self-help (eg getting enough sleep and exercise).

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, 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 staff when they are concerned with students who may have matters of mild distress. Where a Head of House is the first point of contact it is important for them to keep the Head of School informed of developments. In most cases a phone call to parents is an appropriate and effective way to communicate the concern and have it monitored at home.

The mental health checklists available on the [beyondblue](https://www.beyondblue.org.au/the-facts/anxiety-and-depression-checklist-k10) 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 below:

<https://www.beyondblue.org.au/the-facts/anxiety-and-depression-checklist-k10>

For more profound matters of distress, staff 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.

In serious and ongoing cases of student mental illness the Head of School or Dean of Students may refer a student and their family to the Pastoral Care Liaison as a communication conduit between students, their families, the school and their healthcare providers. Students should not be directly referred to the Pastoral Care Liaison without the knowledge of the Head of School and/or the Dean of Students. It is the role of the Pastoral Care Liaison to keep all stakeholders informed of the student's progress.

In cases of noticed self-harm or potential self-harm the Dean of Students or Deputy Headmaster **MUST** be informed directly (ie the same day the self-harm or

potential self-harm was disclosed). The Deputy Headmaster, Dean of Students or their delegate MUST, wherever possible, inform the parents of their child's condition prior to the end of the school day.

The Deputy Headmaster, or delegate will keep the appropriate staff (Dean of Studies, Head of School, Pastoral Care Liaison, Head of House, School Sister) informed of developments. For serious cases of self-harm or if staff are concerned of potential serious harm the Headmaster MUST be notified immediately.

It is important to note that no teachers (including Executive teachers) are academically qualified to conduct serious counselling sessions with a student suffering from profound distress or mental illness and should 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. To avoid a potential unhealthy student dependency on a particular staff member teachers need to navigate a line of care and concern for a student, and actively refrain from allowing an environment of time-consuming, dependent behaviour to develop.

The Headmaster, Deputy Headmaster, Dean of Students, Dean of Studies, Head of School or School Sister may indicate to a parent the need for medical, counselling or educational referral. No other staff members are permitted to suggest such a course of action to parents without the express permission of one of the Executive staff members listed above. In the case of suspected mental illness (depression, anxiety and other disorders) parents should be directed to 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

	<p>referred to such services. In such cases Executive staff may suggest services from an 'approved' list of providers. It is important to note, however, that the 'Approved List of Providers' is NOT a recommended list. So far as it is possible Executive staff should merely provide a list of services available that are known to the school and NOT make specific recommendations. The 'Approved List of Providers' is attached to the end of this policy. Such a list should NOT be placed on School letterhead.</p> <p>To assist with the management of their child parents should be encouraged to provide any reports (including Mental Health Plans) by Health professionals and external educational services to the School. For students with known mental health plans the Head of School will follow up with parents (through sending a letter) to ensure the mental health plan is provided to the school.</p> <p>The failure of parents to provide support to a mentally ill child who requires medical intervention could be deemed as 'neglect'. Such cases should be reported to the Headmaster directly.</p>
<p>Other Methods of Management of Student Mental Health</p>	<ul style="list-style-type: none"> ● Students are addressed on mental health management is addressed in the K-12 curriculum, especially via the PDHPE syllabuses. ● Years 7-12 House Groups also provide a regular opportunity for pastoral care. ● There is advice in the student diary to students on where to seek help if they are feeling stressed or depressed. <p>The Beyond Blue organisation provides a list of support services available for those suffering with mental illness.</p>

	<p>https://www.beyondblue.org.au/get-support/national-help-lines-and-websites</p>
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	<p>Suggested Mental Health Services</p>
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Student Behaviour and Discipline Policy (M) - 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 principal 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

Incident Reports

Where possible for any incident in which a student is involved or is a witness, an Incident Report must be completed. For the youngest children, this is most often completed by the teacher as a record of the child's recollection of the event. Older children are expected to complete these forms themselves. These Incident Report forms are available from the Administration Centre or from the Heads of School Office and once completed become part of the child's Student File held in the Administration Centre. The incident report form is used where necessary in the Behaviour Modification of students as outlined below.

Where a member of staff is witness to an incident, they too are required to complete an Incident Report Form which will become part of the investigation procedure. From time to time these reports are submitted by email.

All reports are held in the electronic database of student records or temporarily (for 12 months) in the student files until they are copied to the electronic database.

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	rumours 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 is 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.

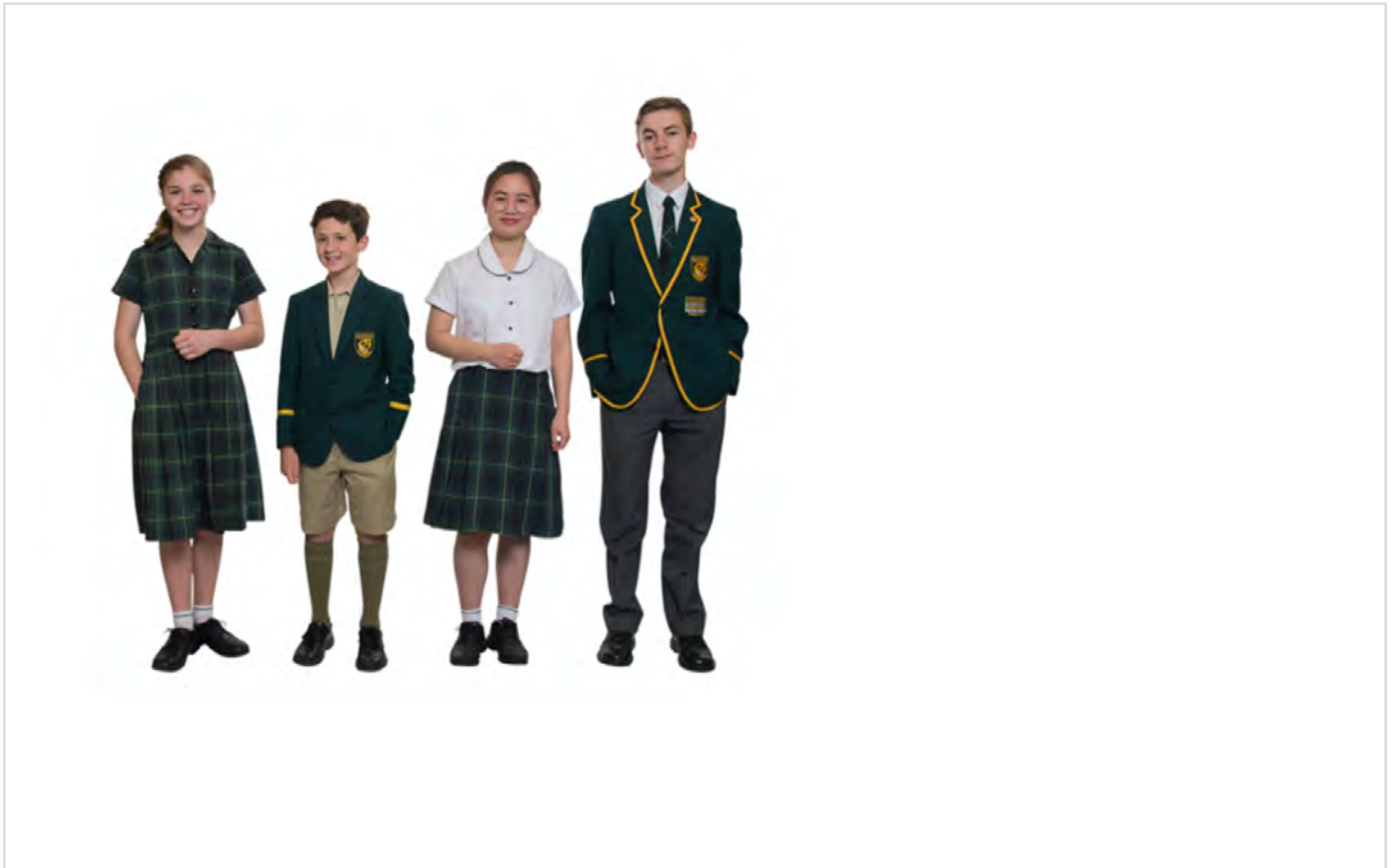
Students are reminded that clothes worn under their uniform need to be plain white and must not protrude beyond the boundaries of their shirt.

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



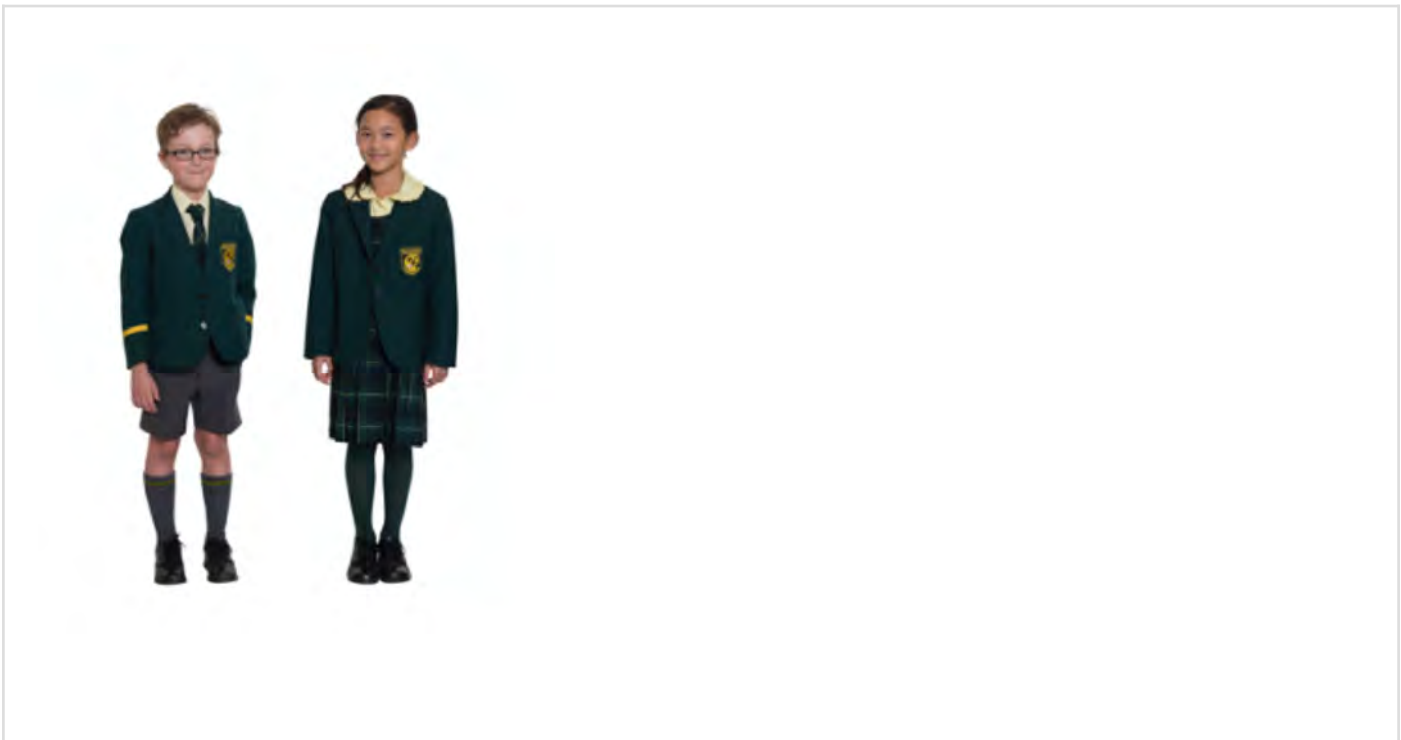
Winter Uniform:

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



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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 stay 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 is 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 making 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 are not interrupted, nor are 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 the loss, damage or theft of students' 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 videos should not be taken or transmitted without permission and 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 administrative staff members will make the initial contact with your parents. For less urgent cases, students can, with permission, make use of their mobile phones 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 2.45 pm and 4.15 pm. 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's 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.

Child Safe Policy (Executive Summary) (M)

Statement of Commitment to Child Safety

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

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

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

Responsibilities

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

Our Child Safe Policy

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

Child Safe Human Resources Practices

We are committed to ensuring that our human resources practices create a safe environment for our students. To this end, we have established procedures for recruiting and screening employees, our governing body members, volunteers and third-party contractors. Any worker who engages in child-related work that involves direct contact (physical or face-to-face contact) with a child must undergo a Working with Children Check prior to commencing their role at the school.

Reporting Concerns

Students, Parents/Carers and Community Members

Students at the School who have child safety concerns about themselves or any other child, young person or student aged 18 or over can:

- disclose the child safety incident or concern to any staff member, Volunteer or Contractor.
This might be done:
 - verbally
 - in writing

- through electronic means (such as email)
- indirectly (such as in written assignments, in artworks or in any other way)
- use the School's anonymous Care Box, which is located on the wall of the Integrated Research Centre near the Faculty Head's office to disclose anonymously
- contact
 - Kids Helpline (Anytime. Any Reason) Tel. 1800 55 1800 or Chat: <https://kidshelpline.com.au/get-help/webchat-counselling/>
 - The eSafety Commissioner <https://www.esafety.gov.au/young-people>
 - The Police: Tel. 000
- For more information, refer to our Student Diary (T-Year 12), a link on Student Kiosk (Years 7-12) and on Posters (T-Year 6).

Parents/carers, family members and other community members who have child safety concerns or who suspect that a child or young person associated with the School may be subject to abuse or other harm can contact:

- the Headmaster, Dr David Nockles, by phoning (02) 4629 6204 or emailing headmaster@macarthur.nsw.edu.au; or
- if the concern relates to the Headmaster, the Chair of School Council by telephoning the Reverend David Barrie 0425 348 368.

Any person can also contact the Headmaster or the Chair of School Council if they have concerns regarding the School's leadership in relation to child safety.

Communications will be treated confidentially on a "need-to-know basis" and without the threat of punishment or victimisation.

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

The last textual change to this policy was made in March 2023

Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct

Introduction

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

Purpose and Objectives

The School requires all staff to comply with a Code of Conduct and standards of behaviour that are intended to prevent staff misconduct and reportable conduct, and staff are encouraged to report any breaches of the Code or standards. It is also critical that the broader School community reports staff misconduct and reportable conduct (both defined below) to ensure the safety and wellbeing of students, and that the School complies with its legislative reporting obligations. The School has a legal obligation to investigate and report to the NSW Children's Guardian all allegations of reportable conduct made against staff at the School as defined by the Children's Guardian Act 2019 (Children's Guardian Act).

Scope

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

Responsibilities

There are no specific roles or responsibilities associated with these Procedures.

Policy

This section is not applicable.

Procedures

Making a Complaint or Allegation of Staff Misconduct or Reportable Conduct

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

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

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

Investigating and Managing Staff Misconduct and Reportable Conduct

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

Staff Misconduct

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

Reportable Conduct

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

The Headmaster must notify the Children's Guardian of the findings of the School's internal investigation into the matter within seven (7) days.

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

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

Making a Finding of Reportable Conduct

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

Disclosing Information to the School Community

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

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

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

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

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

Implementation

This section is not applicable.

Breach of this Policy and Procedures

This section is not applicable.

Definitions

Term	Definition
Staff Misconduct	<p>The School defines “staff misconduct” as conduct by a staff member that:</p> <ul style="list-style-type: none">• breaches the School’s Code of Conduct or other key policies/procedures• displays purposeful neglect of duties/responsibilities• involves alcohol and/or other substance abuse• is physically, verbally or emotionally abusive• endangers the safety or wellbeing of students or others at the School.
Reportable Conduct	<p>The Children’s Guardian Act defines reportable conduct as including:</p> <ul style="list-style-type: none">• any sexual offence or sexual misconduct, committed against, with or in the presence of a child (including child pornography offences or an offence involving child abuse material) including grooming behaviours• any assault, ill-treatment or neglect of a child• any behaviour that causes significant emotional or psychological harm to a child. <p>Some examples of conduct that would not constitute reportable conduct include touching a child to get their attention, guide them or comfort them, a teacher raising their voice to attract attention or restore order in a classroom, or conduct that is established to be accidental.</p>

Source of Obligation

- Children's Guardian Act 2019
- Registered and Accredited Individual Non-Government Schools Manual, 3.6.1

Related Policies and Procedures

There are no related policies applicable to these Procedures.

Privacy Program

There are no related documents applicable to these Procedures.

References

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

Policy History and Schedule

This policy is reviewed annually. The last review and textual change to this policy was made on 19 March 2023.



Our Plan 5 year
plan
towards 2028

Macarthur Anglican School

Our Vision

To see Macarthur graduates well equipped for a life which honours God and serves others in confidence and hope.



Our Mission

We challenge and equip our students and staff to grow in understanding, ability and character.

We encourage and inspire lifelong learning across the spiritual, academic, creative, physical, and, social and emotional domains.

In all things, we seek to be living witnesses to the Gospel of Jesus Christ.

Our Strategic Plan

Our Vision

To see Macarthur graduates well equipped for a life which honours God and serves others in confidence and hope.

Our Mission

- We challenge and equip our students and staff to grow in understanding, ability and character.
- We encourage and inspire lifelong learning across the spiritual, academic, creative, physical, and, social and emotional domains.
- In all things, we seek to be living witnesses to the Gospel of Jesus Christ.

Our Ambitions

Macarthur Graduates are encouraged to develop:

- i) Holistically
- ii) Maturity in character
- iii) Personal integrity and conviction
- iv) A personal Faith position
- v) Skill clusters for career development

Learning and Teaching develops:

- i) Capacity for lifelong learning
- ii) Well-rounded programs that develop the whole person.
- iii) Student mental health programmes
- iv) Programmes for high-needs students
- v) Micro-credentialing of student achievement

Christian Ministry seeks to:

- i) Improve integration
- ii) Disciple Christian students
- iii) Encourage student engagement with the faith
- iv) Encourage student service
- v) Minister to the broader school community
- vi) Provide sector-wide leadership

Staff Growth aims to achieve:

- i) A culture of best practice
- ii) Purposeful and directed professional development
- iii) Exemplary staff satisfaction and welfare
- iv) Christian maturity in the staff
- v) Superb student care
- vi) Recruitment of excellent staff
- vii) More mid-level leadership positions

Campus Development will provide:

- i) Purpose-designed learning spaces
- ii) Environmentally sustainable facilities
- iii) Parkland open space
- iv) Continual campus improvement
- v) State-of-the-art spaces
- vi) A safe and secure campus
- vii) Inspiring spaces
- viii) Provide adequate after-school care facilities

Providing for and sustaining the Business Operations will

- i) Manage the finances in a sustainable way
- ii) Understand the marketplace
- iii) Develop and market the brand
- iv) Grow community relations and Fundraising
- v) Investigate the optimal size of the school





Ambition
Actions

MG

Macarthur Graduates

are encouraged to develop:

i) Holistically	Inspire students to explore and foster a wide range of interests and to develop as their best selves - mentally, physically, spiritually, emotionally and socially.
ii) Maturity in character	Assist students to develop tolerance and respect for others; to display fortitude during times of adversity; to foster strong principles; to provide experience, learning, and the opportunity to develop and refine character.
iii) Personal integrity and conviction	Develop wise judgement and moral courage, enabling each student to build and refine a strong sense of self, so that graduates will be young people not easily led astray, but looked to for guidance in times of challenge.
iv) A personal faith position	All graduates are to have engaged with and be able to articulate, the Christian gospel. Christian students leave well-equipped for a life of faith in the secular world.
v) Skill clusters for career development	Help graduates explore career opportunities that are focused on future skill clusters rather than current job opportunities.



Ambition
Actions

Learning and Teaching

develops:

i) Capacity for lifelong learning	Provide each student with a broad and challenging education that will develop their capacity for life-long knowledge, learning and perseverance.
ii) Well-rounded programs that develop the whole person.	Deliver programs that inspire creativity and innovation; embrace digital technology; generate interaction with industry and professions; develop leadership and responsibility; enhance and reward endeavour; give opportunity for student's to extend their physical abilities and to develop the knowledge and attitudes conducive to a healthy lifestyle; cultivate self in relation to others; instil social, civic, and environmental responsibility.
iii) Student mental health programmes	Continuing to refine the approach to student mental health care.
iv) Programmes for high-needs students	Improve services to high-needs students and explore the potential of creating 'a school within a school' to cater for diverse learners.
v) Micro-credentialing of student achievement	Review the Stage 5 curriculum and explore and potentially implement micro-credentialing electives in Year 10.

L&T



Ambition
Actions

CM

Christian Ministry

seeks to:

i) Improve integration	Link Christian ministry more tightly with the pastoral care and teaching programmes across faculties.
ii) Disciple Christian students	Extend the student leadership and discipleship programmes.
iii) Encourage students engagement with the faith	Promote more opportunities for free-flowing and safe discussion about the Christian faith.
iv) Encourage student service	Investigate the possibility of further Christian service opportunities for the students.
v) Minister to the broader school community	Review and optimise ministry to parents and alumni.
vi) Provide sector-wide leadership	Establish Macarthur as a centre for excellence in Christian education through sector-wide leadership initiatives.



Ambition
Actions

SG

Staff Growth

aims to achieve:

i) A culture of best practice	Promote a workplace culture that empowers staff to pursue excellence in their own role, to collaborate generously with their peers and to contribute to the success of the school as a whole
ii) Purposeful and directed professional development	Continue to provide opportunities for professional learning both in school and off campus
iii) Exemplary staff satisfaction and welfare	Cultivate a working environment that is rewarding and has a sustainable workload
iv) Christian maturity in the staff	Continue to provide opportunities for staff to engage with teaching from a Christian worldview regularly and be disciplined in their faith
v) Superb student care	Reduce face-to-face teaching commitments to enable staff to focus more meaningfully on spiritual, pastoral and academic care
vi) Recruitment of excellent staff	Improve the school's ability to recruit passionate, inspiring, and talented Christian staff by repositioning Macarthur as a school that offers superior working conditions and development opportunities
vii) More mid-level leadership positions	Further resource leadership positions across the school to allow maintenance and the improvement of culture



Ambition
Actions

CD

Campus Development

will provide:

i) Purpose-designed learning spaces	Provide a range of spaces, designed to test and refine the physical, mental, intellectual, and spiritual development of each student.
ii) Environmentally sustainable facilities	Wherever possible, design buildings with environmental sustainability as a factor.
iii) Parkland openspace	Preserve and enhance the open parkland campus.
iv) Continual campus improvement	All students and staff are accommodated in a permanent building when the school is full at 3-stream K-6 / 5-stream 7-12.
v) State-of-the-art spaces	Maintain and update facilities regularly to provide leading industry resources and learning opportunities to prepare students to meet future challenges.
vi) A safe and secure campus	Monitor and continue providing a place where students feel safe and where WHS and campus design promote safety.
vii) Inspiring spaces	Provide a school designed to stimulate and inspire students with new ways of embracing knowledge, innovation, and experience in line with pedagogy.
viii) Provide adequate after-school care facilities	Provide buildings to allow Exploring Tree to operate ASC for the growing Junior School and changing community trends.



Ambition
Actions

BO

In order to achieve this the School needs to be good financial stewards enabling and supporting the ambitions of the School.

Business Operations

will:

i) Manage the finances in a sustainable way	Guide the activities of the school so that finances support the strategic plan and operational continuity.
ii) Understand the marketplace	Continually evaluate the school's fee position in the marketplace as the population grows and new schools open.
iii) Develop and market the brand	Ensure the school's value proposition remains well understood as the surrounding community grows and evolves
iv) Grow community relations and Fundraising	Grow the donor base through educating parents and the broader community as to the benefits of financially contributing to the school campus development.
v) Investigate the optimal size of the school	Thoroughly investigate the pros and cons of expanding the school beyond 3-stream / 5-stream



Macarthur Anglican School

Address Cobbitty Road, Cobbitty NSW 2570 Australia

Post PO Box 555, Camden NSW 2570 Australia

Email administration@macarthur.nsw.edu.au

Phone +61 (0) 2 4647 5333

Facsimile +61 (0) 2 4647 5444

ABN 58 390 019 481 CRICOS 02269K

Empowering students for their tomorrow

macarthur.nsw.edu.au



Enter to Learn, Go out to Serve

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, Bandmeister, Orchestrmeister 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:



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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.



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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.



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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



Enter to Learn, Go out to Serve

- 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



Enter to Learn, Go out to Serve

House that provides a sense of belonging and opportunity for involvement. Your Head of House and Head of School have a direct concern to ensure your learning and pastoral needs are being met.

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



Macarthur Anglican School

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 during 2022 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. With all restrictions gradually lifted throughout 2022 the value of Parent feedback was important to gain insight into how Macarthur attempted to meet the needs and expectations of students and parents.

Previous Parent Comments

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

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

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

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

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

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

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

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

I want to congratulate you for your ongoing initiatives that you and your staff take for the betterment of the school. Without the correct leadership and guidance, staff and children work with complacency and without commitment.

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

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

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

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

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

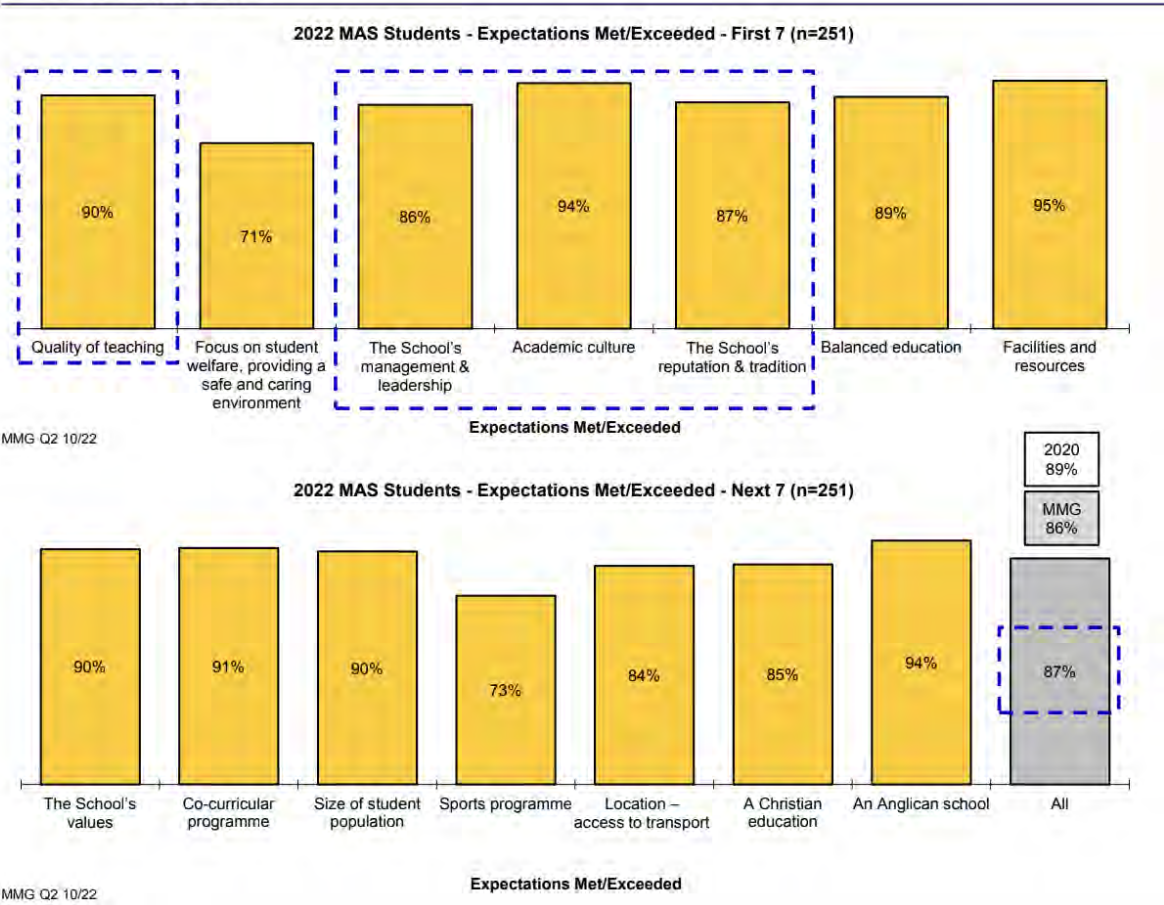
Student Satisfaction: The MMG student survey was conducted shortly after all COVID restrictions had been lifted and not long after the annual school camp week had occurred. This School camps were unable to commence at the normal Week 1 Summer Term due to restrictions however the Camp week was rescheduled during the first weeks of the Winter months which experienced a very severe cold snap affecting many activities and the overall experience of Camp. The research, which focuses on students of Years 7, 9 and 12, covers the areas Academic Programme, Christian Studies, Student Welfare, Communication, Student Services, Non-sport Co-curricular Activities, Sport, School Camps, Administration and Leadership, Facilities and Resources and School Reputation. The following statistics have been gleaned from the survey conducted in 2022 in the *Years 7, 9 and 12 Student Review*, and provides comprehensive data on each separate year group and comparisons between male and female

students.

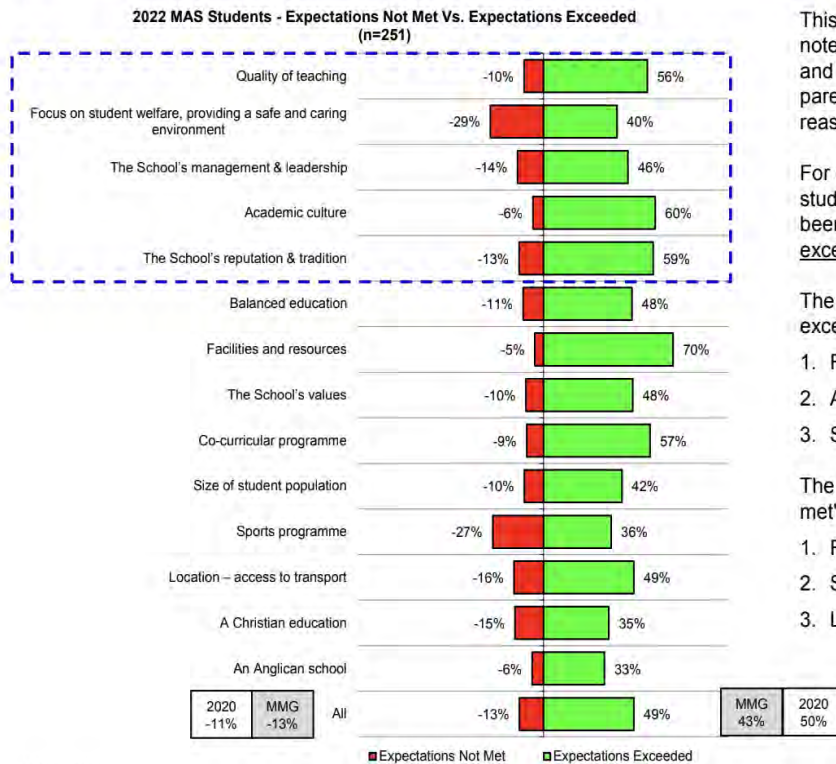
Students were asked to note the level that their expectations had been met in relation to key areas at Macarthur.

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

Expectations Met/Exceeded - All Students



Expectations Not Met Vs. Exceeded - All Students



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

For example, for 'Quality of teaching', 10% of students noted that their expectations had not been met whilst 56% noted that they had been exceeded. The balance is expectations met.

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

1. Facilities and resources (70%)
2. Academic culture (60%)
3. School's reputation & tradition (59%)

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

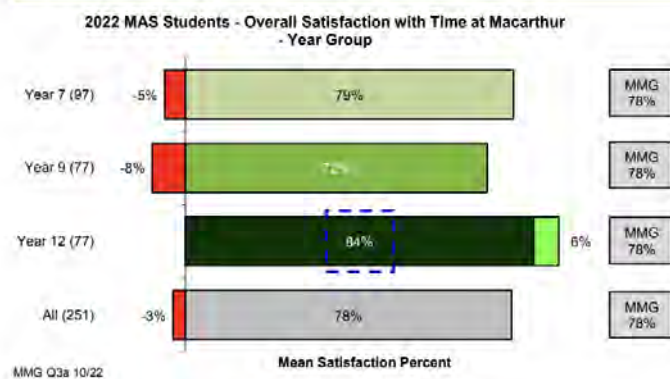
1. Focus on student welfare (-29%)
2. Sports programme (-27%)
3. Location – access to transport (-16%)

MMG Q2 10/22

Overall Satisfaction with Macarthur - Year Group & Student Gender



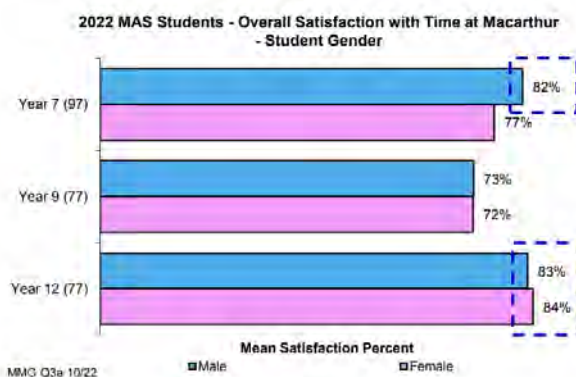
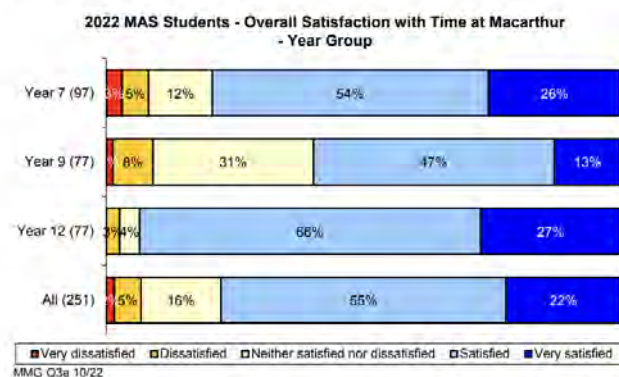
2022
Student
Survey



These charts show students' overall satisfaction with the School by year group and student gender.

The overall satisfaction score is 'high' (78%).

Satisfaction scores range from 'high' (Year 9, 72%) to 'very high' (Year 12, 84%).



MMG + Education

43

From a group of 80 Year 12 students, 18 students were awarded the K-12 Award commending them for the long term enrollment at the school. This number of awards was particularly remarkable in demonstrating the long-term commitment of these families to the school and the satisfaction of the students themselves in attending Macarthur. Overall, the level of satisfaction is very high and continues to increase as each new survey indicates. These students and their families have shown a high level of loyalty to the school. The enduring outcomes of Macarthur, in producing young men and women who are well-educated, skilled, confident, optimistic and ready to serve others, are highly regarded.

Staff Satisfaction

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

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

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

92% of staff noted their expectations were met or exceeded with the School

providing a balanced, challenging education for their children.

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

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

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

Further Information Concerning Teacher Satisfaction

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

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.

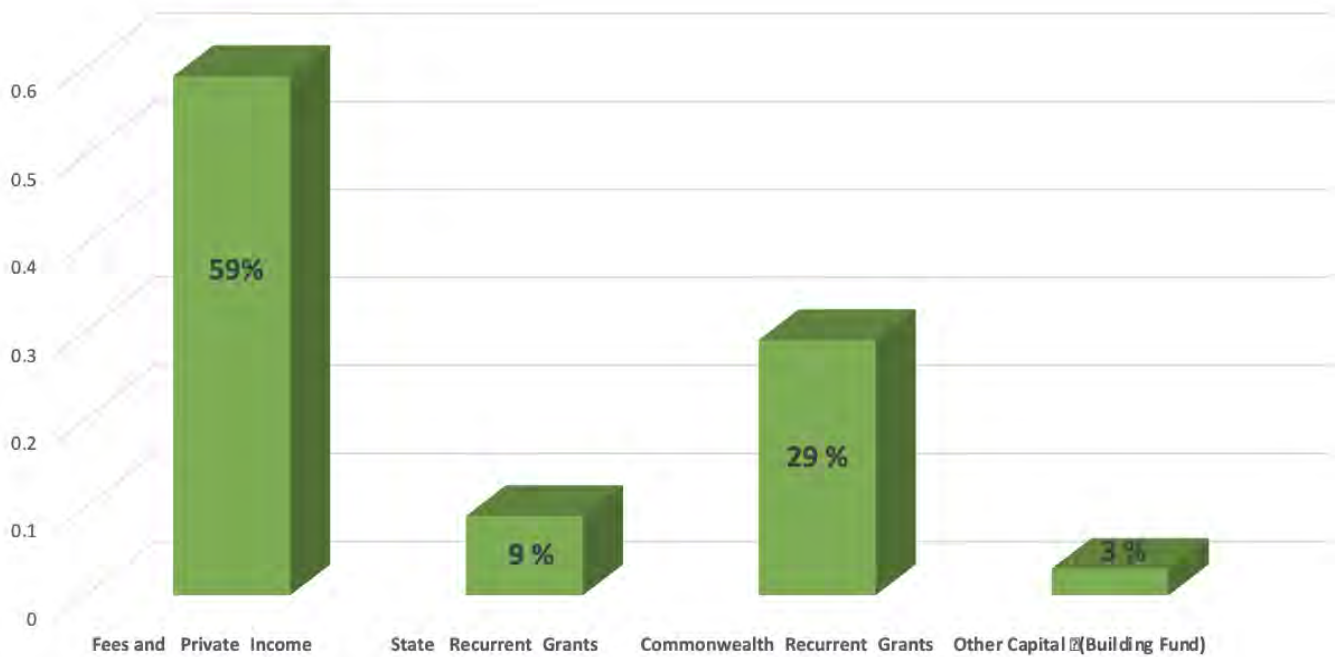


Enter to Learn, Go out to Serve

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.

Recurrent and Capital Income



Recurrent and Capital Expenditure

