



MACQUARIE  
ANGLICAN GRAMMAR SCHOOL

# 2022 STRATEGIC INTENT

**Three Years of  
Strategic Implementation  
The Macquarie Framework**

**2022** - Teaching and Learning Framework

**2023** - The Wellbeing Framework

**2024** - The Co-curricular Framework



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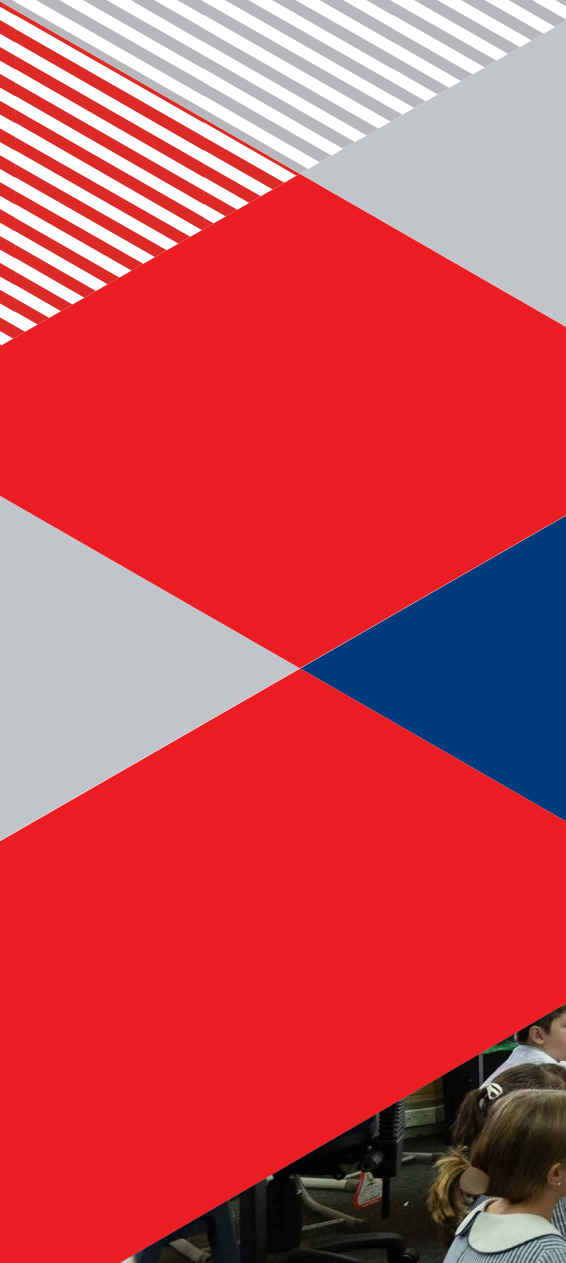
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# Who we are

Macquarie began with a decision in 2001 to establish an independent school in Dubbo. From the initial purchase and establishment of the school's current physical site and facilities under the Diocese of Bathurst, we have evolved and become a school within the Anglican Schools Corporation.

2022 is an exciting time for Macquarie. The original vision to develop a leading independent school in Dubbo has grown to become a vision to develop the leading Co-educational Day and Boarding School in the Central West. We offer a comprehensive curriculum that meets the needs of our P-12 students and prepares them to be adults

who are change-makers in their communities. Positive change is leading to a period of stability and expansion through which we seek to maintain and build upon our Christian faith.

The call of the future for us is to stay true to the school's vision of establishing a vibrant Christ-centred learning community through which Jesus is made known. Future planning and outstanding teaching and learning, co-curricular programs and pastoral care will enable this vision to flourish in a school where our students are well prepared for their futures in an ever-changing world.

## Our Vision

Growing a school of excellence and care, honouring God through teaching, learning and service to others.

## Our Mission

To develop resilient young people who make a difference in the world within a high quality, affordable, Christ-centred education.

## Our Values

We value our shared Christian faith, a culture of lifelong learning, an inclusive and respectful community and our connectedness to the Central West and beyond.

# Our Future

At Macquarie, we believe that actions speak loudest - we believe and learn, and so we act. We call it Faith in Action, and it is the foundation of our school.

As the world changes, we will continue to champion innovation and the "can-do" attitude characteristic of our region's success. Our vision is to grow an independent school community of innovation and integrity, honouring God through teaching, learning and service to others. We know our Christian foundation brings strength to our academic and pastoral programs, ensuring we care for the needs of each individual student.

Our goal is to shape our students to graduate as young men and women willing and able to contribute meaningfully to their local

community and the world at large. Our students are encouraged to develop great character becoming independent thinkers who have great strength of mind. They display honour and care by their behaviour and attitude towards others. Macquarie students move forward and take action, owning their learning, being bold and active in their lives.

The Macquarie Strategic Intent Framework 2022 -2024 has an individual focus for each of its three years as we strive to live out Faith in Action. Three years of implementation of outstanding educational practice in our school. The journey will continue after the year of implementation with the educational outcomes for our students improving year upon year.

## 2022

**The Teaching  
and Learning  
Framework**

## 2023

**The Wellbeing  
Framework**

## 2024

**The Co-curricular  
Framework**





# 2022 Teaching and Learning Framework

## BUILDING LEARNING POWER

The Macquarie Teaching and Learning Framework has been developed to strengthen students' independence as learners and aims to provide them with habits to support their engagement whilst providing them with strategies on how to become better learners. Teachers in every classroom aim to develop content learning specific to their subject area and develop the habits and character of students as lifelong learners. As such, students of Macquarie will develop a 'Learning Mind'.

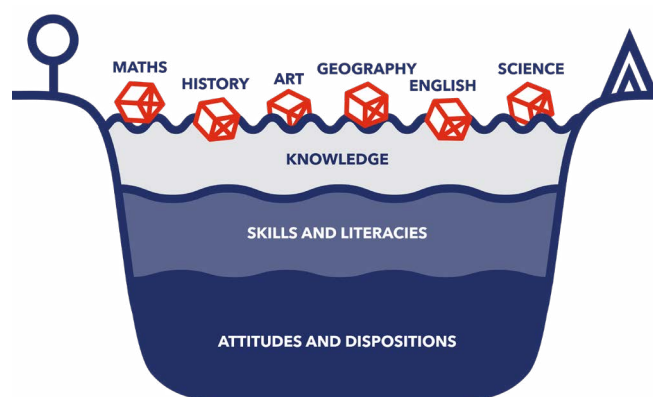
This is best conveyed through The Learning River (see diagram). In any classroom, throughout the day, there are various types of learning taking place. This could be surface level, building knowledge linked to the curriculum, skills, and literacy that allow us to make sense of new learning and the deepest layer of learning, the attitudes and dispositions that contribute to learning engagement. Through providing strong educational foundations, we prepare our students with skills, knowledge, and literacies for future academic success and learning. Our Teaching and Learning Framework at Macquarie provides our students with attitudes and dispositions that will allow students to teach, learn, and inquire for themselves.

Utilising Guy Claxton's Building Learning Power Approach, the Macquarie framework culminates an approach that is grounded in both science and research. We utilise the four R's, linked to learning to support our framework. Learners convey their Learning Power through developing their Resilient, Resourceful, Relational, and Reflective learning dispositions. Each of these dispositions is split into specific 'learning muscles' that can be developed through specific teaching and learning.

### Key Principles

- encourages teachers and students to become better learners
- allows students to approach challenges without fearing failure
- breaks learning into manageable chunks
- enhances confidence
- grounded within all learning
- develops life-long skills
- provides a common language for students to understand the learning process.

### THE LEARNING RIVER





## *Macquarie Teaching and Learning Framework*

The school's pillars of Faith, Character, Community and Excellence underpin all we do at Macquarie and our Teaching and Learning Framework, encompassing all four learning dispositions (Resilient, Reflective, Relational and Resourceful) and the learning muscles within each of these dispositions. As a Christian School in the Anglican tradition, the centre of our framework incorporates the school motto, 'Faith in Action'. This reminds us that faith is central to the Macquarie community and conveys our importance as individuals and creations of God.





## RESOURCEFUL

being ready, willing, and able to learn in different ways.

### PLANNING

Using your logic skills to map out a path, suitable timing, and resources, and use your imagination.

### MAKING CONNECTIONS

Seeing connections and patterns in learning experiences and weaving them together to make sense of new learning.

### QUESTIONING

Asking questions of yourself and others in a curious way in order to expand learning.

### HELPING AT HOME

- Encourage questioning
- Model linking ideas and information
- Encourage imaginative play and experimentation
- Practice using resources - books, dictionary, web searches to find information.



## RELATIONAL

being ready, willing, and able to learn alone and with others.

### COLLABORATING

Working productively with others whilst self-managing and respecting others.

### MODELLING

Constructively adopting, adapting, and utilising the methods for others you observe.

### EMPATHISING & LISTENING

Actively listening to others and seeing things from their perspective.

### HELPING AT HOME

- Model positive learning
- Create time to learn alongside your children
- Play games together and set clear expectations surrounding co-operation and turn-taking.



## RESILIENT

being ready, willing, and able to lock on to learning.

### PERSISTING

Tolerating the feeling of learning even when things get challenging, and sticking with it.

### FOCUSING

Becoming absorbed in the learning process and finding your learning flow.

### MANAGING DISTRACTIONS

Creating your best learning environment through recognising and reducing interruptions.

### HELPING AT HOME

- Discuss challenges you are facing and the approach you are taking
- Model persistence when tasks are challenging
- Praise your child when they persevere
- Provide space for learning without distraction.



## REFLECTIVE

being ready, willing, and able to become more strategic about learning.

### REFINING

Becoming your own coach and recognising the lesson from experience.

### REVISING

Understanding that plans can be adapted and changed, and making the most of new opportunities.

### REFOCUSING

Knowing yourself as a learner and understanding when things need to be re-established and adjusted.

### HELPING AT HOME

- Support them to plan activities
- Question them about their learning at school
- Set up home practices that encourage responsibility in preparing themselves for school
- Encourage acceptance of planning adjustments.



# 2023 The Macquarie Wellbeing Framework

The 2023 Macquarie Wellbeing Framework will be one of outstanding practice thanks to our involvement in the Association of Independent School's Compass initiative. This initiative is led by our school wellbeing team with the guidance of educational consultants, utilising the latest evidence-based practice. As a result, our program will be audited, reviewed and enhanced with the support of the Australian Student Wellbeing Framework, which aims to provide every student with the strongest foundation possible for them to reach their aspirations in learning and life.

The framework highlights the importance of five key elements (leadership, inclusion, student voice, partnerships, and support) essential in promoting student wellbeing, safety, and positive relationships to allow students to reach their full potential.

Through the exploration of this framework as a whole staff, Macquarie has been able to reflect on our current strengths whilst highlighting the opportunities available to us. This process will underpin the future development of a spiral continuum of wellbeing that delivers age and stage appropriate learning opportunities to enhance wellbeing from Pre-K to Year 12 using a whole-school approach.

The 2023 Wellbeing framework will epitomise our living out of Faith in Action as we provide our students with the best care and education. As we seek to live out our mission: To develop resilient young people who make a difference in the world within a high quality, affordable, Christ-centred education. We know that empowering our students with the skills to care for others and themselves within the example set by the Gospels is key to us achieving the mission.





# Australian Student Wellbeing Framework



Discover information, free resources for teachers, parents and students, and professional learning opportunities on the Student Wellbeing Hub.



**Student  
Wellbeing Hub**



## LEADERSHIP

Visible leadership to inspire positive school communities.

Principles and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

Develop the school's vision and values, building on existing strengths, to enhance student learning and sustain the safety and wellbeing of the whole school community.

Actively seek and incorporate student's perspectives about safety and wellbeing in order to promote positive learning outcomes.

Communicate the priorities for students learning, safety and wellbeing and encourage collaborative partnerships to enact the school's vision and values.

Collaboratively develop whole school policies, plans and structures for protecting the safety and promoting the wellbeing of staff, students and families.

Regularly monitor and review school capacity to address the safety and wellbeing of the whole school community in order to identify areas of strength and those requiring improvement.



## INCLUSION

Inclusive and connected school culture.

All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

Recognize and value the role and contribution of staff, students and families in building and sustaining school connectedness.

Respect the diversity of the school community and implement proactive strategies in order to build a cohesive and culturally safe school.

Teach, model and promote values and behaviour in order to create and maintain supportive and safe learning environments.

Foster and maintain positive, caring and respectful student-peer, student-teacher, teacher-parents and teacher-teacher relationships.

Engage in professional learning to build capacity for enhancing the social, emotional and learning outcomes of all student in order to promote staff wellbeing.



## STUDENT VOICE

Authentic student participation.

Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

Provide opportunities for authentic student decision-making over matters that affect them.

Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness.

Actively engage the students through the use of evidence-informed strengths-based approaches to enhance their own learning and wellbeing.

Explicitly teach social and emotional skills using evidence-informed practices related to the personal safety, resilience, help-seeking and protective behaviours across the curriculum.

Collaborate with students to develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.



## PARTNERSHIPS

Effective family and community partnerships.

Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.

Proactively build collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Develop strategies to sustain culturally respectful partnerships with families and communities that are welcoming and inclusive.

Build partnerships with Aboriginal and Torres Strait Islander families and community organisations to ensure a culturally safe environment and a two-way reciprocal exchange of knowledge on wellbeing issues.

Build links with community organisations, services and agencies to assist schools in the early identification of need and to collaboratively plan targeted support for all students and families, including those from vulnerable groups.

Regularly monitor and review school capacity to respond to specific instance of student and family need to protect their safety and wellbeing within context of the school's urban, regional, rural or remote location.



## SUPPORT

Wellbeing and support for positive behaviour.

School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.

Actively seek the involvement of school staff, students and families in the promotion and recognition of positive behaviour.

Embed wellbeing and positive behaviour support strategies that are evidence-informed, promote resilience and align with the needs of the school community.

Implement a whole school systemic approach to wellbeing and positive behaviour with tiers of support to meet the diverse needs of staff, students and families.

Engage in professional learning to support the consistent implementation of the school's plan for wellbeing and support for positive behaviour.

Critically analyse and evaluate school data to inform decision-making in order to effectively respond to the changing needs of students and families.

# Australian Student Wellbeing Framework

This project has been funded by the Australian Government Department of Education and Training



# 2024 The Co-curricular Framework

At Macquarie Anglican Grammar School, our Co-curricular framework is multifaceted and focused on developing in our students the skills to live out our mission of being resilient young people who make a difference in the world through our Values of Faith, Community, Character and Excellence.

The Co-curricular program is an extension of our Teaching and Learning framework.

It provides a range of experiences designed to build resilience, resourcefulness, reflectiveness and relational skills. Students find motivation through their engagement in a range of exciting activities, enhancing their sense of self, community and belonging.

As we develop our 2024 Co-Curricular Framework, we will work with our staff, students and families to develop our goals and programs.

Our Co-curricular framework can be split into five distinct programs:

1

## OUTDOOR EDUCATION

The Macquarie Outdoor education program commences in Stage 1 with a sleepover at school. Students in each year group through to Year 12 take place in a range of programs that develop various skills and provide students with a range of opportunities to engage with environments that will challenge them and see them grow through both personal and physical development.

2

## CREATIVE AND PERFORMING ARTS

The Macquarie Creative and Performing Arts program is accessible to all students from Pre-Kindergarten to Year 12. Its focus is to provide opportunities for students to discover ways to express themselves through various art forms, including instrumental and vocal music, clubs and competitions, exhibitions, and performance opportunities. The program is designed to develop skills across the arts, build confidence and a sense of community and belonging.

3

## RECREATIONAL SPORT

The Macquarie Recreational sports program commences in Pre-Kindergarten. Its focus is to develop in our students' skills and habits that will encourage them to be active for life. The program exposes students to individual and team sports that will enable them to build confidence, develop friendships and find a lifetime of enjoyment and health.

4

**COMPETITIVE SPORT**

The Macquarie Competitive sports program is designed to develop pathways for our students to participate in elite competition across a broad range of sports. This program will include strength and conditioning, diet and nutrition advice, and individual sport-based training and pathways to competition at the highest levels.

5

**AGRICULTURE**

Agriculture forms a vital part of our Co-curricular Framework through our engagement in showing cattle. Macquarie has, in a short space of time, thanks to the work of key staff, students and parents and the support of a local stud, achieved a great deal of success across a range of local shows and, more broadly, at the Sydney Royal Easter Show. Perhaps our two most impressive awards were the Grand Champion Female and the Most Successful Exhibitor at the 2021 Dubbo Show.

Alongside the show team portion of agriculture is the role a school such as Macquarie must play in partnership with the Agricultural industry in exposing our students to and developing within them the industry's skills and practices.







## OUTDOOR EDUCATION

The Australian National Curriculum describes four dimensions for Outdoor Education:

1. Skills and knowledge
  - a. Planning and preparing
  - b. Teamwork
  - c. Develop an adventurous spirit
2. Human-Nature relationships
  - a. Strong connections with nature
  - b. Appreciation of nature
3. Conservation and sustainability
  - a. Analysis of human interaction with the world
  - b. Positive contributions to conservation
4. Health and Wellbeing
  - a. Students reflect on themselves and their place in the world
  - b. Develop lifelong skills in the outdoors

At Macquarie, we develop these skills and so much more through our Outdoor Education Program:

Stage 1:	Sleepover
Year 3:	Zoo Snooze
Year 4:	Burrendong Dam
Year 5:	Broken Bay
Year 6:	Canberra
Year 7:	Camp Somerset
Year 8:	The Urban Challenge - Sydney
Year 9:	Bronze Duke of Edinburgh
Year 10:	Sydney's Northern Beaches
Year 11:	The Academic Adventure Cairns
Year 12:	The Retreat - Toukley

## CREATIVE AND PERFORMING ARTS

A strong Creative and Performing Arts program allows students to express themselves through a variety of opportunities designed to entertain, challenge and enrich their educational experience. The arts provide a unique pathway to building confidence and connecting to the community. As performers and audience members, students can discover purpose, passion and empathy. Excellence in the Arts is not only about skill development; it is the courageous pursuit of ideas and meaning through a variety of distinct art forms.

### Implementation

#### Performing arts opportunities include:

- Instrumental Ensembles
- Vocal Ensembles
- Eisteddfod performances
- Performances at school events
- Annual Combined Creative and Performing Arts Evening
- Interhouse talent competition
- Attendance at professional performances
- Private instrumental and vocal lessons
- Lunchtime karaoke performances
- Elective Music performance evenings (one per semester)
- HSC Showcase

#### Creative Arts opportunities include:

- Art Club
- Art Exhibitions linked to key school events (GP Day, Spring Fair, Speech Day, Information evenings)
- Design competitions
- Elective Art Exhibitions (One per semester)

#### School production opportunities:

- Year 7 Annual Production linked to Mandatory Technology
- Bi-Annual School Production

## RECREATIONAL SPORT

Recreational Sport at Macquarie provides opportunities for all of our students to explore and develop skills in a range of sports. The fundamental purpose is to give our students lifelong skills in sport and healthy activities.

Throughout our school, students have access to training and development in a wide range of sports, including but not limited to the following sports:

- Intensive Learn to Swim programs
- Ten Pin Bowling
- Netball
- Soccer
- Fitness
- Functional Movement Skills (Pre-K - Stage 1)
- Archery
- Touch Football
- Basketball
- Tennis
- Golf



4

5

## COMPETITIVE SPORT

The Macquarie Competitive sports program is designed to develop pathways for our students to participate in elite competition across a broad range of sports. This program will include strength and conditioning, diet and nutrition advice, and individual sport-based training and pathways to competition at the highest levels.

The development of our competitive sports framework will seek feedback from parents, students and elite level sporting organisations on how to best develop a competitive sporting program that will suit the needs of the Macquarie community.

The competitive sports framework will provide students with the skills, training and opportunities to compete at a local level through to an elite level. We expect that we will work with local, state and national organisations to develop this framework.

Sports to be members of this program will include but are not limited to:

- Swimming
- Athletics
- Cricket
- Netball
- Rugby Union

## AGRICULTURE

Macquarie is located in a rural and regional environment. Agriculture remains the key industry for Dubbo and district. Therefore, we at Macquarie are striving to lead a direction for agricultural education. Opportunities are available for students in our junior and senior schools in partnership with industry.

The Agricultural program outcomes will be multifaceted:

- To assist students in transitioning the skills, they learn in the classroom into their real world
- To develop farm-based skills for students whose passions and vision wish to lead them to a career involved with agriculture
- To develop in the students the concept of improving the land as they work the land so that they become farmers who are leaders in their communities
- To develop in the students the skills necessary to be employable in the Agriculture sector directly or to prepare them for entry into university-based programs.

Alongside this we will continue the success of our livestock show team, whilst also expanding into other livestock species.



# FAITH IN *Action*

## MACQUARIE STRATEGIC INTENT 2022

For more information  
visit [www.mags.nsw.edu.au](http://www.mags.nsw.edu.au) or  
contact us on 02 6841 6222