



MACQUARIE

ANGLICAN GRAMMAR SCHOOL



MACQUARIE ANNUAL
SCHOOL REPORT 2021



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1.0 Message from the key school bodies

1.1 MESSAGE FOR 2021 FROM THE SCHOOL COUNCIL

Macquarie Anglican Grammar School in Dubbo is an independent school which operates with a faith-based paradigm, as a member school of The Anglican Schools Corporation.

Our school exists to enable our students to experience the deep riches of academic rigour, personal development and explore their place in God's world.

This year we have had the excitement and blessing of seeing our Boarding facility, Vista Lodge come into full operation.

Vista Lodge has been the home away from home for 6 young men and 16 young women. It is a great thing to be able to be involved in the lives of these young adults. We have students from many areas of NSW, including Tottenham and as far away as Enngonia.

The Vista Lodge residents and staff are a very important part of the broader Macquarie community.

It continues to be an enormous privilege to witness the growth both numerically, but also academically and in personal development of some 520 Students in the broader Macquarie community. Our campus continues to be a place of nurture, creativity and challenge for all our students.

It is the excellent staff – our assistants, teachers and Headmaster who set the day to day tone of our school. I am very thankful for them and for the ongoing involvement of so many families and members of the Dubbo community in our school. It is this which gives our school community such a special presence in Dubbo and surrounding regions.

Macquarie Anglican Grammar School continues to develop as a leader in education in western regions of NSW. It is a privilege to be able to serve as Chair.

Rev. Jennie Everist
Chair

1.2 MESSAGE FROM THE HEADMASTER 2021

2021 commenced with the hope that COVID-19 would lessen its impact on education and allow us to return to the wonderful wholistic program of education that we have at Macquarie Anglican Grammar School. Unfortunately, this did not occur, in fact it could be argued that in the Macquarie community COVID had a more significant impact in 2021 than it did in 2020 particularly with our staffing.

Yet whilst the impact of COVID-19 was significant 2021 was still a wonderful year at Macquarie. The flexibility of our staff to transition to different modes of teaching and learning and the pastoral care they provided to all of our children is a credit to each and every member of the team. The transition to home learning was seamless. Our online components commenced immediately with both staff and students already using the technology to complete assessments and other modules as a part of their everyday learning at Macquarie.

Semester 2, 2021 saw the commencement of Mrs Alison Mitchell as our Deputy Head K-12. Mrs Mitchell brought with her skill from across the entirety of education from Equestrian to Performing Arts. Her skills combined with her experience means, as a community, we are blessed with another outstanding leader.



In 2021, we also instituted our growth mentoring program for Years 9 -12. This program provides each student with at least 8 sessions of individualised mentoring from a highly experienced educational consultant over their senior years. The individual focus allows for our students to focus on developing themselves and their study profile in a way that best prepares them for their post school goals.

In the field of Professional Learning, it was wonderful, despite obvious interruptions, to work with all of our staff to develop our teaching and learning framework which will be launched in 2022. The outcomes of this framework will see our students develop clearly defined habits and dispositions that will empower them to be lifelong learners. The model is research based and community driven.

Craig Mansour
Headmaster



1.3 JUNIOR SCHOOL

2021, much like the previous year, saw our school community faced with the challenges that comes with a global pandemic. Through these challenges however, we saw incredible resilience, adaptability and growth in our Junior School students. I am incredibly proud of the efforts of our staff and students who, along with the unwavering support of parents and the wider school community, faced these challenges head-on, and with gusto. Central to the success of Macquarie's home learning program was the support and input from our parents and families and we would like to collectively say thank you!

The disruptions, cancellations and modifications caused by COVID lockdowns to our events were disappointing, but showed us how strong and resilient we at Macquarie truly are. Remote Learning commenced in August, with our staff and students transitioning overnight to our custom Macquarie Home Learning Program for a period of 10 weeks through Term 3 and 4. Our Pre-Kindergarten, Kindergarten, Stage 1 and Stage 2 students worked through learning packs with access to pre-recorded lesson videos and live Zoom calls with

their classroom teachers. Stage 3 students and teachers worked on the Canvas platform with all classes presented in an online format. We saw great learning outcomes for our students and children – perhaps not in the traditional sense, but in real-world, life learning. Our students learnt through other ways and developed patience, independence and resilience. They took responsibility and accessed new knowledge in a unique way!

Student and family wellbeing was a primary focus throughout the period of remote learning with students encouraged to take time to step away from their computer screens, connect with one another and as a family unit, be active, take notice of the small things and continue to show love, patience and gratitude.

2021 wasn't all COVID lockdowns though, with many things to be remembered and celebrated. We began the year with newly refurbished D Block classroom spaces and the Library back in use. Our Year 5 and 6 camps to Broken Bay and Canberra were a huge success; the Eisteddfod performances shining a light on some amazing Junior School

talent and the enthusiasm and maturity of our students engaging in NAIDOC Day activities and events was humbling. We were thrilled also with the success of our Year 5 Da Vinci Decathlon team winning First in the State Championship and excited to share in their celebrations.

Our academic programs continued to increase student progress in our Early Years and Primary classrooms. Students engaged in the SoundsWrite and Spelling Mastery programs, focusing on phonics and initial and extended code sounds, spelling rules and word morphology. Our PR1ME Mathematics program was launched at the beginning of 2021 with our Junior School classrooms engaging in lessons focused on mathematical problem solving, assisting students to make connections between physical hands-on materials, visual representations and mathematical symbols (Concrete, Pictorial, Abstract approaches). These programs have helped support the development of key literacy and numeracy skills and have allowed us to identify any necessary interventions with our Learning Support team.

The Junior School Co-Curricular Program has continued to evolve with students having opportunities to engage in lunch time clubs including dance and visual arts, STEM and construction and sport domains. These opportunities have allowed students to develop new skills and social relationships. Students have also been involved in a range of internal and representative sports including swimming, cross country, netball, rugby union and rugby league.

As I look back on 2021, I cannot help but smile. I smile with immense pride of our Junior School community and all we've been able to achieve this year, and enthusiasm and anticipation for the year ahead. Congratulations again to our Junior School students, on their outstanding efforts this year. Each of you can be proud of what you have achieved in 2021!

Mrs Keera Job
Head of Junior School

2021 JUNIOR SCHOOL STUDENT LEADERS

| | |
|------------------------|-----------------------------------|
| School Captains | Andie McAnally and Lachlan Murphy |
| Vice Captains | May Kelly and Max Taylor |
| SRC Captain | Siobhan Newton |

2021 JUNIOR SCHOOL HOUSE CAPTAINS

| Chisholm | Cuthbert | Dunlop | Flynn |
|----------------------------------|--------------------------------|-------------------------------|----------------------------------|
| Archie Bannon and Spencer Simcox | Harry Kidd and Charlotte Brown | Seth Wakista and Tully Spinks | Mackenzie Finlay and Lauren Rice |

1.4 SENIOR SCHOOL

In 2021 Macquarie continued to feel the full force of COVID-19. Online learning became the norm with students and teachers in the Senior School navigating and refining online learning platforms including Zoom and CANVAS. Year 11 Preliminary Course examinations were conducted online using zoom for examination invigilation and a lockdown browser as a security measure for examination papers. Unfortunately, ongoing COVID restrictions meant that the School's production of High School Musical had to be cancelled and all Music groups put on hold. The HSC Examination period was extended with Macquarie responding by offering tutorial support to HSC students throughout the extended study period pre-examinations. Final Year 12 events including the Valedictory Dinner, Final Chapel and Final Assembly all occurred in the last week of Term 4, when all HSC examinations had been completed and restrictions lifted.

Macquarie has gone from strength to strength despite the challenges presented by the pandemic. Indeed, the School's commitment to its community has never been stronger. Teachers, students and parents have become tech savvy, changing all of us for the better in many ways. This generation will surely be known for its adaptability and resourcefulness.

Student numbers have continued to grow with strong enrolments in Years 7, 8 and 9 in the Senior School. Interest in Boarding has been high, with the Vista Lodge tracking towards being at capacity by 2023.

Recognising the need for Stage 6 students to have a space of their own, a Senior Lawn and Common Room was designed and installed complete with 15 trees donated by the Kelly family. The cohort of 2021 also donated outdoor furniture for this lawn.



Excellence

In 2021, Macquarie invested in the services of Growth Mentoring Coach, Mr David Gates. A former Principal and seasoned educator, Mr Gates met with each student in Years 9-12 on two occasions across the year to understand their learning needs, goals and aspirations at their various stages of secondary education. This service has been of great benefit to students (and their parents) and will be continued into the future.

Aboriginal Education has been in the spotlight due to the wonderful work of Macquarie Aboriginal Education and Engagement Officer, Miss Teaghan King. Indigenous students from across the school have enjoyed activities run by D-Hub. Members

of the Executive team participated in the Stronger, Smarter Conference held in Sydney and locally, community partnerships with friends and family of First Nations People have been fostered to enable the sharing of knowledge as students learn about Aboriginal Spirituality and the Dreaming in Studies of Religion classes.

The curriculum offering at Macquarie is forward thinking and progressive. Students participate in a wide range of subjects including a Service program that focuses on the needs of the greater School Community, all the while, instilling in our students the School values of Faith, Community, Character and Excellence.

2021 SENIOR SCHOOL STUDENT LEADERS

| | |
|-------------------------|---|
| School Captains | Sophie Stephens, Ailee Tremain |
| Vice Captains | Preston Beauchamp, Kate Currans |
| Boarding Captain | Anna Ward |
| Prefects | Emma Tomlinson, Jeremy Roth, Lawson Shepherd, Marcella Mansour, Matthew McKechnie |

2021 SENIOR SCHOOL HOUSE CAPTAINS

| Chisholm | Cuthbert | Dunlop | Flynn |
|---------------------------------------|----------------------------|----------------------------------|--|
| Gerald Chitsunge & Benjamin Batten | Clair Stiff & Sara Kiel | Hamish Price & Amelia Chapman | Sarah Mtetwa & Charlie Wolstenholme |

2.0 Contextual information about the school

2.1 INTRODUCTION

Macquarie Anglican Grammar School is a growing K to 12 Independent School; strategically placed to provide high quality education for the families of the central west region of NSW.

Situated in Dubbo, Macquarie Anglican Grammar School has, in its short history, developed an enviable reputation for its standards and achievements; emphasising academic excellence, pastoral care, co-curricular engagement and growth in faith and values.

Located on a 24-hectare site, Macquarie has spacious, modern facilities, with plans for future building development to provide accommodation for 750 students. Macquarie Anglican Grammar School has a proud history of involvement in the wider community and community service is a compulsory element of the Senior School curriculum. The Junior School runs an innovative curriculum based on a flexible progression model of literacy and numeracy. Offering an extensive range of subjects and elective choices, Macquarie has outstanding vocational programs and facilities to complement its academic program.

| SCHOOL FACTS | |
|---|----------------|
| School Sector | Non-Government |
| School Type | Combined |
| Year Range | K – 12 |
| Location | Provincial |
| Total Enrolments | 502 |
| Girls | 245 |
| Boys | 257 |
| Indigenous students | 7.3% |
| Language background other than English | 6.26% |
| Student attendance rate | 91.3% |

2.2 CHARTER

Macquarie Anglican Grammar School is owned and operated by The Anglican Schools Corporation, which is an incorporated body that was created under the powers given to the Synod of the Anglican Church Diocese of Sydney by an Act of Parliament of the State of New South Wales and is a legal entity in its own right. The Corporation's governing document, the Anglican Schools Corporation Ordinance 1947, may be obtained from the Australian Charities and Not for profits Commission website.

2.3 MEMBERS OF GOVERNANCE COMMITTEE

Chair - Reverend Jennie Everist Dip.Th. JP

Members - Mrs Janet Jensen & Mrs Clare Pendlebury

2.4 THE MACQUARIE MODEL – 2017 – 2021 – STRATEGIC PLAN

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.

Today is an exciting time. The original vision to develop a leading independent school in Dubbo has grown to become a vision to develop the leading independent school in the Central West. We are a Christian Independent School which offers a diverse 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. As we go about our work, we are mindful of a number of strategic issues. These include how we:

- Provide quality and affordable Christian education that is comprehensive, inclusive and conducive to rich, lifelong learning whilst maintaining the primacy of mission, care and community in our school.

- Develop our sense of honoured heritage and celebrate achievement within our shared culture whilst building a habit of continuous improvement that is enhanced by greater expertise in the use of goal-setting, measurement of data and critical reflection.
- Position our school to serve the growth of the Dubbo region and beyond whilst developing our capacity to respond with flexibility and resilience to external educational, technological and financial imperatives.
- Configure our physical dimensions and facilities optimally to balance present needs and future contingency so that we grow naturally according to demand and within the boundaries of reasonable and available resources.

The call of the future for us is to stay true to the school's vision of establishing a vibrant Christ-centered learning community through which Jesus is made known. Future planning and confident growth supported by the appropriate technology will enable this vision to flourish in a school where our students are well prepared for their futures in an ever-changing world.

2.5 OUR ETHOS AND VISION

| | |
|----------------------------------|---|
| Our 4 Pillars | Faith, Community, Character, Excellence |
| Our School | The school of choice in the Central West; a school of excellence and care; honouring God through teaching, learning and service to others. |
| Our Students, Our Mission | Students of Macquarie Anglican Grammar School graduate with: <ul style="list-style-type: none">• A knowledge of the Christian faith• A developed understanding of who they are and what they believe• Pathways to success in their lives and the contemporary world• A desire and the skills to make a difference in their community |
| We Value | <ul style="list-style-type: none">• Our shared Christian faith• A culture of lifelong learning• An inclusive and respectful community• Our connectedness to the Central West and beyond |
| Our Vision | <ul style="list-style-type: none">• An authentic Christian educational community• A rigorous, well-balanced and comprehensive education• Genuine care for our students• A committed school within the Anglican Schools Corporation |

To measure our achievement against these goals:

- We will appropriately measure and compare our data from all external exams to seek knowledge of our improvements and our areas for improvement.
- An annual parent survey will be developed to provide regular feedback from parents across all key goals.



3.0 Historical perspectives

On 15 October 2001, the foundation Head of School of Macquarie Anglican Grammar School, Mr. Paul Kidson, commenced employment and the school administration work began using Holy Trinity Anglican Church in Dubbo as its base.

The School commenced its first school year using 9 demountable buildings, which were located on 24 acres purchased in November 2001. These 24 acres are located at Currawong Road, Dubbo. The formal building program commenced on this site in February 2002.

Macquarie Anglican Grammar School was opened by Right Reverend Richard Hurford OAM, the Anglican Bishop of Bathurst, on behalf of the Anglican Church in the Diocese of Bathurst, at the commencement of the 2002 school year. The school began with 148 students from Kindergarten to Year 8. The School commenced with eight (8) teaching staff, a business manager, an administration assistant and a part time grounds caretaker.

Macquarie Anglican Grammar School became an Anglican School's Corporation school in October 2013. Ownership by the Corporation was well received by staff, students and parents alike, who saw a number of positive changes as a result. Most of all, our ownership by the Anglican Schools Corporation bought financial stability for the future.

2015 was a year of consolidation under the leadership of our new Headmaster, Mr Craig Mansour. Student numbers were maintained and the administration building was refurbished. Two activity play areas were developed for our younger students.

2016 saw the very successful commencement of the Preparatory class with 15 students enrolled. The roll out of a 1 to 1 device program for students from Years 5 -12 and the first Macquarie Pre K-12 school musical - Seussical. The ongoing efforts of staff saw the best HSC results in the school's history.

2019 saw the formal introduction of boarding at Vista Lodge. The year commenced with 4 students enrolled as boarders and had grown to 9 by the end of the year. In 2021 in spite of COVID-19 boarder numbers grew to 26.

The ongoing success of Macquarie Anglican Grammar School is assured as the school continues to develop its community of students, staff, parents and friends and continually seeks to improve its reputation as an educational institution of excellence.

4.0 Student performance in state-wide tests and examinations

4.1 RECORD OF SCHOOL ACHIEVEMENT 2021

Macquarie Anglican Grammar School did not have any students that required the award of a Record of School Achievement.

4.2 HIGHER SCHOOL CERTIFICATE 2021

A cohort of 22 students sat for the Higher School Certificate in 2021. Each student should be proud of their efforts and achievement.

4.3 2021 HSC RESULTS: PERFORMANCES BY BAND

PERFORMANCE BAND ACHIEVEMENT BY %

| SUBJECT | YEAR | NO OF STUDENTS | SCHOOL BANDS 3-6 % | STATE BANDS 3-6 % | SCHOOL BANDS 1-2 % | STATE BANDS 1-2 % |
|---------------------|------|----------------|--------------------|-------------------|--------------------|-------------------|
| Agriculture | 2019 | 5 | 100 | 74.59 | 0 | 17.73 |
| | 2020 | 2 | 100 | 82.32 | 0 | 17.68 |
| | 2021 | 4 | 100 | 77.51 | 0 | 22.49 |
| Ancient History | 2019 | 5 | 100 | 83.79 | 0 | 14.78 |
| | 2020 | 1 | 100 | 83.59 | 0 | 16.41 |
| | 2021 | NA | NA | NA | NA | NA |
| Biology | 2019 | 7 | 100 | 84.07 | 0 | 15.93 |
| | 2020 | 11 | 90.91 | 86.41 | 9.09 | 13.59 |
| | 2021 | 11 | 100 | 90.61 | 0 | 9.39 |
| Business Studies | 2019 | 9 | 100 | 82.89 | 0 | 17.11 |
| | 2020 | 6 | 100 | 82.04 | 0 | 17.96 |
| | 2021 | 6 | 100 | 85.97 | 0 | 14.03 |
| CAFS | 2019 | 7 | 100 | 87.84 | 0 | 12.16 |
| | 2020 | 2 | 100 | 89.9 | 0 | 10.1 |
| | 2021 | 7 | 100 | 91.6 | 0 | 8.4 |
| Chemistry | 2019 | NA | NA | NA | NA | NA |
| | 2020 | 6 | 83.34 | 90.06 | 16.66 | 9.94 |
| | 2021 | 3 | 100 | 88.31 | 0 | 11.69 |
| Design & Technology | 2019 | NA | NA | NA | NA | NA |
| | 2020 | 2 | 100 | 97.71 | 0 | 2.29 |
| | 2021 | NA | NA | NA | NA | NA |
| Economics | 2020 | 2 | 100 | 90.96 | 0 | 9.04 |
| | 2021 | 2 | 100 | 94.14 | 0 | 5.86 |

| | | | PERFORMANCE BAND ACHIEVEMENT BY % | | | |
|-----------------------|------|----------------|-----------------------------------|-------------------|--------------------|-------------------|
| SUBJECT | YEAR | NO OF STUDENTS | SCHOOL BANDS 3-6 % | STATE BANDS 3-6 % | SCHOOL BANDS 1-2 % | STATE BANDS 1-2 % |
| English Standard | 2019 | 19 | 90.46 | 87.22 | 9.54 | 12.78 |
| | 2020 | 11 | 90.91 | 88.96 | 9.09 | 11.31 |
| | 2021 | 19 | 94.73 | 90 | 5.27 | 10 |
| English Advanced | 2019 | 12 | 100 | 98.83 | 0 | 1.17 |
| | 2020 | 14 | 100 | 99.26 | 0 | 0.74 |
| | 2021 | 3 | 100 | 99.11 | 0 | 0.89 |
| English Extension | 2019 | NA | NA | NA | NA | NA |
| | 2020 | 1 | 100 | 92.54 | 0 | 7.46 |
| | 2021 | NA | NA | NA | NA | NA |
| Food Technology | 2019 | 9 | 100 | 88.92 | 0 | 11.08 |
| | 2020 | 2 | 100 | 82.26 | 0 | 17.74 |
| | 2021 | 5 | 80 | 84.89 | 20 | 15.11 |
| Investigating Science | 2020 | 4 | 100 | 82.79 | 0 | 17.21 |
| | 2021 | 2 | 100 | 91.18 | 0 | 8.82 |
| Legal Studies | 2019 | 7 | 71.42 | 83.18 | 28.58 | 16.82 |
| | 2020 | 8 | 100 | 88.1 | 0 | 11.9 |
| | 2021 | 3 | 100 | 85.48 | 0 | 14.52 |
| Mathematics Standard | 2020 | 9 | 100 | 74.9 | 0 | 25.1 |
| | 2021 | 11 | 100 | 77.89 | 0 | 22.11 |
| Mathematics 2 Unit | 2019 | 8 | 87.5 | 92.17 | 12.5 | 7.83 |
| | 2020 | 11 | 100 | 95.55 | 0 | 4.45 |
| | 2021 | 5 | 100 | 93.64 | 0 | 6.36 |
| Mathematics Ext | 2019 | NA | NA | NA | NA | NA |
| | 2020 | 1 | 100 | 94.18 | 0 | 5.82 |
| | 2021 | 3 | 67 | 74.16 | 33 | 25.84 |
| Modern History | 2019 | 8 | 100 | 85.66 | 0 | 14.34 |
| | 2020 | NA | NA | NA | NA | NA |
| | 2021 | 3 | 100 | 83.4 | 0 | 6.6 |
| Music 1 | 2019 | 5 | 100 | 97.82 | 0 | 2.18 |
| | 2020 | NA | NA | NA | NA | NA |
| | 2021 | NA | NA | NA | NA | NA |
| PDHPE | 2019 | 8 | 100 | 87.77 | 0 | 12.23 |
| | 2020 | 9 | 88.89 | 84.91 | 11.11 | 15.09 |
| | 2021 | 8 | 87.5 | 85.73 | 12.5 | 14.27 |
| Physics | 2020 | 3 | 100 | 85.47 | 0 | 14.53 |
| | 2021 | 2 | 100 | 90.4 | 0 | 9.6 |
| Society & Culture | 2019 | 4 | 100 | 93.57 | 0 | 6.33 |
| | 2020 | 6 | 100 | 93.85 | 0 | 6.15 |
| | 2021 | 1 | 100 | 93.71 | 0 | 6.29 |

| | | | PERFORMANCE BAND ACHIEVEMENT BY % | | | |
|---------------------|------|----------------|-----------------------------------|-------------------|--------------------|-------------------|
| SUBJECT | YEAR | NO OF STUDENTS | SCHOOL BANDS 3-6 % | STATE BANDS 3-6 % | SCHOOL BANDS 1-2 % | STATE BANDS 1-2 % |
| Studies of Religion | 2019 | 8 | 75 | 95.62 | 25 | 4.38 |
| | 2020 | 3 | 100 | 93.8 | 0 | 6.2 |
| | 2021 | 3 | 100 | 82.08 | 0 | 17.92 |
| Visual Arts | 2019 | 1 | 100 | 97.64 | 0 | 2.36 |
| | 2020 | 1 | 100 | 97.76 | 0 | 2.24 |
| | 2021 | 1 | 100 | 97.68 | 0 | 2.32 |
| Building & Const | 2019 | 6 | 100 | 67.36 | 0 | 32.64 |
| | 2020 | 1 | 100 | 67.34 | 0 | 32.66 |
| Primary Industries | 2019 | 4 | 100 | 76.89 | 0 | 23.11 |
| | 2020 | 1 | 100 | 73.52 | 0 | 26.48 |
| | 2021 | 2 | 100 | 77.76 | 0 | 22.24 |

| YEAR 12 | QUALIFICATION/CERTIFICATE | PERCENTAGE OF STUDENTS |
|---------|--|------------------------|
| 2021 | HSC | 100% |
| 2021 | AQF Statement of Attainment for Certificate 2 or above | 14% |



4.4 NAPLAN TESTS IN YEARS 3, 5, 7 AND 9 FOR 2021

The NAPLAN tests are national tests conducted with students in Years 3, 5, 7 and 9. The NAPLAN tests assess each student's performance in a range of literacy and numeracy areas.

4.5 NAPLAN RESULTS

The Federal Government sets a Benchmark for each of the Year groups in Literacy and Numeracy. Our results are compared to Schools that are deemed by ACARA to be statistically similar to Macquarie Anglican Grammar School.

Percentage in the top two bands

| NUMERACY | | YEAR 3 | YEAR 5 | YEAR 7 | YEAR 9 |
|----------|---------------|--------------------------------|--------|--------|--------|
| 2021 | Macquarie (%) | 52.6 | 34.1 | 39 | 33.3 |
| | State (%) | 41.6 | 34.2 | 37.4 | 26.5 |
| 2020 | Macquarie (%) | NAPLAN not sat due to COVID-19 | | | |
| | State (%) | | | | |
| 2019 | Macquarie (%) | 57.1 | 28.6 | 38.2 | 26.3 |
| | State (%) | 43.2 | 32.3 | 37.6 | 28.7 |

| GRAMMAR & PUNCTUATION | | YEAR 3 | YEAR 5 | YEAR 7 | YEAR 9 |
|-----------------------|---------------|--------------------------------|--------|--------|--------|
| 2021 | Macquarie (%) | 84.2 | 36.6 | 22 | 35.6 |
| | State (%) | 59.4 | 38.7 | 31.8 | 23.8 |
| 2020 | Macquarie (%) | NAPLAN not sat due to COVID-19 | | | |
| | State (%) | | | | |
| 2019 | Macquarie (%) | 76.2 | 51.4 | 38.2 | 20 |
| | State (%) | 60.3 | 40.7 | 32.7 | 22.1 |

| READING | | YEAR 3 | YEAR 5 | YEAR 7 | YEAR 9 |
|---------|---------------|--------------------------------|--------|--------|--------|
| 2021 | Macquarie (%) | 79.5 | 51.2 | 28.8 | 40.4 |
| | State (%) | 57.7 | 43.3 | 31.7 | 25 |
| 2020 | Macquarie (%) | NAPLAN not sat due to COVID-19 | | | |
| | State (%) | | | | |
| 2019 | Macquarie (%) | 62.8 | 58.3 | 41.8 | 33.3 |
| | State (%) | 55.8 | 40.1 | 32.1 | 25.4 |

| SPELLING | | YEAR 3 | YEAR 5 | YEAR 7 | YEAR 9 |
|----------|---------------|--------------------------------|--------|--------|--------|
| 2021 | Macquarie (%) | 73.7 | 63.4 | 37.3 | 24.4 |
| | State (%) | 55.7 | 45.6 | 36.1 | 25.4 |
| 2020 | Macquarie (%) | NAPLAN not sat due to COVID-19 | | | |
| | State (%) | | | | |
| 2019 | Macquarie (%) | 57.1 | 45.7 | 36.4 | 37.5 |
| | State (%) | 54.3 | 40.2 | 35.2 | 25.7 |

| WRITING | | YEAR 3 | YEAR 5 | YEAR 7 | YEAR 9 |
|---------|---------------|--------------------------------|--------|--------|--------|
| 2021 | Macquarie (%) | 74.4 | 41.5 | 25.4 | 17 |
| | State (%) | 61.8 | 25.8 | 25.9 | 15.3 |
| 2020 | Macquarie (%) | NAPLAN not sat due to COVID-19 | | | |
| | State (%) | | | | |
| 2019 | Macquarie (%) | 72.1 | 30.6 | 16.4 | 20 |
| | State (%) | 58.1 | 19.5 | 19.1 | 13.8 |

5.0 Professional learning & teacher standards

PROFESSIONAL LEARNING AND TEACHING STANDARDS

During 2021, 48 individuals were employed as teachers at Macquarie Anglican Grammar School teaching across Years Pre- Kinder-12.

All 48 teachers had teaching qualifications from higher education institutions within Australia or as recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines.

During 2021, 63 individuals were employed as either teaching or support staff at Macquarie Anglican Grammar School. 48 of these individuals were on the teaching staff (40.5 full-time equivalent) and 15 individuals (11.8 full-time equivalent) were employed as support or non-teaching staff.

| | CATEGORY | NUMBER OF TEACHERS |
|---|---|--------------------|
| 1 | Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines. | 48 |
| 2 | Teachers who have teaching qualifications as a graduate from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines but lack formal teacher education qualifications. | 0 |
| 3 | Teachers who do not have qualifications as described in (1) or (2) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. | 0 |

5.1 SUMMARY OF QUALIFICATIONS OF ACADEMIC STAFF EMPLOYED BY MACQUARIE ANGLICAN GRAMMAR SCHOOL IN 2021

ISTAA Registration

| CATEGORY | Conditional | Provisional | Proficient | Experienced |
|--------------------|-------------|-------------|------------|-------------|
| NUMBER OF TEACHERS | 0 | 6 | 20 | 22 |

5.2 PROFESSIONAL LEARNING OF EXECUTIVE, TEACHERS AND CHAPLAIN EMPLOYED AT MACQUARIE ANGLICAN GRAMMAR SCHOOL IN 2021

During 2021 members of the School Executive, Chaplain, teaching and support staff participated in a rich and varied Professional Development program. The Professional Development was conducted by the Association of Independent Schools, AHISA, HICES, IPSHA and other private and accredited bodies. Professional Development included attendance at Conferences and Professional Development Days, both on and off-site.

The main on-site experiences were regular weekly Staff Meetings and 6 full day Professional Development meetings.

The weekly staff meetings are attended by all teaching staff. These meetings include: Whole School Staff Meetings Junior & Senior School Staff Meetings, Stage/Faculty Meetings and Specific Purpose Training Meetings (eg. First Aide Training).

Several staff continued or began Postgraduate courses during the year.

The 6 full-day Professional Development meetings are attended by all teaching staff and focussed on elements of our Teaching and Learning Framework and Wellbeing focus;

- Introduction to CANVAS
- Introduction to Edumate
- Faculty identified courses
- Building Learning Power
- Child Protection
- Resourceful, Relational, Reflective, and Resilient learners
- Supporting students with Individual Learning Plans
- COMPASS

The full list of professional development experiences is shown below;

Child Protection;

Administration staff Anaphylaxis Training Online;

Food Tech HSC/Prelim;

Provide First Aid / CPR refresher;

Bigger Better Brains - Music Education;

AIS - NCCD overview & Moderation;

Lawsense Seminar;

Waratah Project - Indigenous Outcomes;

NCCD Data collection;

K-12 COMPASS;

Peer Support Implementation Workshop;

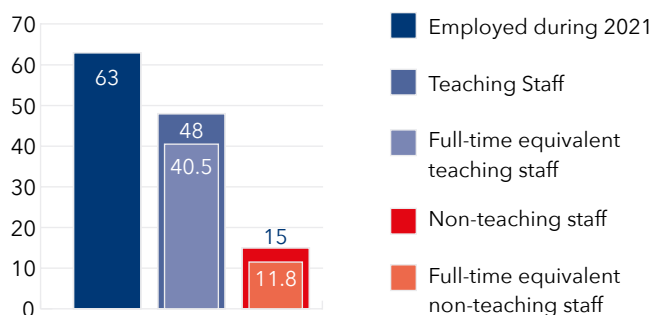
Diabetes training;

NESA - NSW Primary Curriculum Learning.



5.3 WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

During 2021, 63 individuals were employed as either teaching or support staff at Macquarie Anglican Grammar School. 48 of these individuals were on the teaching staff (40.5 full-time equivalent) and 15 individuals (11.8 full-time equivalent) were employed as support or non-teaching staff.



6.0 Student attendance

| 2021 | | |
|---------------------------------------|--------------------------------------|---------------------------------------|
| 91.3% | 93% | 89.3% |
| Attendance Rate for Years K-12 | Attendance Rate for Years K-6 | Attendance Rate for Years 7-12 |

| 6.1 ATTENDANCE BY YEAR/STAGE | | | | | | | |
|------------------------------|--------------|--------|--------|--------|--------|--------|--------|
| YEAR GROUP | Kindergarten | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| ATTENDANCE RATE | 94.20% | 94.20% | 90.80% | 94.40% | 92.60% | 92.60% | 92.20% |

| YEAR GROUP | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Total School |
|-----------------|--------|--------|--------|---------|---------|---------|--------------|
| ATTENDANCE RATE | 91.30% | 90.10% | 90.30% | 84.20% | 93.90% | 86% | 91.3% |

6.2 MANAGING NON-ATTENDANCE

Class Rolls are marked electronically via Edumate each morning with a Roll Call during the Tutor Period.

A list of absent students (as notified by parent /carer calling in to the school) is prepared by the Receptionist and distributed to all staff electronically before the conclusion of Period One.

Teachers are required to check their class rolls each period to ensure students are in class.

Parents/Carers will verify any student absence via the Edumate Parent Portal.

The School has implemented the following systems and procedures in order to follow up unexplained absences from School:

Where an absence has not been verified as a legitimate absence the parent/ carer will receive a push notification through the school app.

Push notifications will occur by 10am each day.

If a student is absent for a day, the School asks that the parent/carers log onto the parent portal or the App and give a reason for the student absence. This is a legal requirement.

After 7 days Edumate will close the absence and it will remain an unexplained absence.

All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's School Report.

If a Parent/Carer requires extended leave for a student, they are required to complete an Application For Exemption From Attendance At School (under the Education Act 1990). This leave is either granted or not granted by the Headmaster.

7.0 Post-school destinations for secondary school students

YEAR 12 LEAVERS

Of the 22 students who presented for the HSC, the majority have received multiple offers for post school education locally, across NSW and interstate. Many have taken on gap years deferring their preferred university or training options to commence in 2022. We have several students who have followed pathways directly into the workforce with several students taking on apprenticeships and traineeships.

The table below provides examples of some of our 2021 HSC cohorts destinations post school.

| STUDENT | POST 2021 DESTINATION |
|------------------|---|
| Student A | Charles Sturt University - Education |
| Student B | Motor Mechanic Apprenticeship |
| Student C | University of Newcastle - Speech Pathology |
| Student D | University of New England - Animal Care |
| Student E | Business Internship |
| Student F | Charles Sturt University - Bridging Program |
| Student G | Police Force |

| STUDENT | POST 2021 DESTINATION |
|------------------|--|
| Student H | University of New England - Conservation |
| Student I | Stock and Station Agent Internship |
| Student J | University of New England - Agriculture |
| Student K | University of Newcastle - Speech Pathology |
| Student L | Charles Sturt University - Paramedicine |
| Student M | Gap Year Defence Force |
| Student N | University of New England - Agriculture |

Retention rate of students from Years 10-12 for 2019 - 51%, Retention Rate of students from Years 11-12 -75%

8.0 Enrolment policies and characteristics of the student body

The Enrolment policy

The Enrolment policy will set the parameters and expectations by which students are enrolled at Macquarie Anglican Grammar School. The practices articulated in this Policy are based on the principles of Faith, Community, Character and Excellence. These principles underpin four commitments central to Macquarie Anglican Grammar School:

- Commitment to relationships based on mutual respect and dignity
- Commitment to the care and nurture of students
- Commitment to professionalism and Christian ideals.

Responsibilities:

- The School Council ensures that there are policies and procedures in place which allow the School to enrol students via a fair and equitable process.
- The Headmaster, Infrastructure Manager, Marketing and Communications Coordinator and their support staff will seek to ensure that they deal with the sensitive issues of enrolment in a fair, just, compassionate and understanding way that seeks at all times to enhance the dignity of students and parents and build positive relationships with them.
- The teaching and support staff will ensure that all information related to enrolments remains confidential.
- The Marketing and Communications Coordinator will be responsible for the day to day management of enrolments under the supervision of the Headmaster.
- The Marketing and Communications Coordinator will provide a written report to the Headmaster and School Council each month concerning enrolments and enrolment trends.
- Parents agree to the terms and conditions contained in the Enrolment Form as a condition of enrolment.
- Students agree to uphold the values and expectations of the School and to abide by the Student Code of Conduct as a condition of enrolment.
- The Headmaster has the sole right to offer or refuse enrolment to any student as per the conditions contained in the Enrolment Form.

Students registered for enrolment will be accepted according to the following hierarchy:

1. Siblings of existing students
2. Children of Staff families.
3. Children of Clergy families.
4. Children and grandchildren of past students and parents.
5. Children of families active in Christian churches.
6. Chronological order of application to the School.

The enrolment process is dependent upon a vacancy existing and involves initial contact with the Enrolments Officer (usually via telephone or website), followed by an interview and tour of the school with the Headmaster. Parents and students must articulate acceptance of the fee structure and agreement with the School's requirements regarding uniform, discipline, participation in the academic program and willingness to be actively involved in both the School's Christian Chapel Services and weekly Christian Development Lessons.

Procedurally related documentation:

This policy should be read in conjunction with the Macquarie Anglican Grammar School Administration Handbook.

The Macquarie Anglican Grammar School enrolment policy and principles will comply with the Disability Discrimination Act.

School policies

Student welfare, discipline and justice in grievance settlement are key elements in Macquarie Anglican Grammar School's pastoral care program. As an Anglican school which values the dignity of each student we clearly state that there is no use of Corporal Punishment at Macquarie Anglican Grammar School.

Macquarie Anglican Grammar School seeks to provide a safe and supportive environment which mitigates risk of harm and ensures students feel secure and provides:

1. A continuity of education for boys and girls from Kindergarten to Year 12
2. An educational experience that aims to prepare resilient, young men and women for active contribution to and leadership of contemporary Australian society
3. A liberal academic program that caters for all abilities
4. A system of pastoral care that values the individual within the life of the broader School community and develops students' resilience
5. An emphasis on achievement in literacy and numeracy, an experiential approach to learning in the sciences and technological subjects, and a particular emphasis on the creative and performing arts and languages
6. A physical environment that provides up to date facilities
7. A well-balanced and broad co-curricular program

8. An insistence on academic and behavioural standards
9. A committed and professional staff
10. A commitment to education with an emphasis on values and ethics exemplified through the:
 - correct wearing of the school uniform,
 - expectation of appropriate behaviour,
 - engagement of effort in all things,
 - demonstration of respect for all people and the school environment.

During 2009 a framework for policy development, implementation and review was established and that review process continued in 2010 to 2021. In 2021 the School Council reviewed several policies in line with a regular policy review program.

The framework for Policy development is shown overleaf.



8.1 POLICY DEVELOPMENT GUIDELINES

Schools are complex organisations and our School needs a logical and coherent system whereby policy can be developed, organised, monitored and reviewed. The Anglican Schools Corporation have partnered with Complispace to provide policies and procedures to contextualised and implemented in each school, these along with those provided by the Association of Independent Schools, provide the basis for a school policies. The following model will provide a scaffold for this process to occur.

Policy hierarchy

| | |
|---|--|
| POLICY STATEMENT | (e.g. <i>Work Health & Safety Policy</i>) |
| <ul style="list-style-type: none">• Issued by the Headmaster• Whole School | <ul style="list-style-type: none">• Address legislative and legal requirements• Posted on the School website |
| CODES OF CONDUCT | (e.g. <i>Staff Code of Conduct</i>) |
| <ul style="list-style-type: none">• Issued by the Headmaster• Whole School | <ul style="list-style-type: none">• Addresses behavioural and ethical requirements• Issued to all staff upon employment and/or approval and implementation |
| OPERATING PROCEDURES & GUIDELINES | (e.g. <i>Materials Safety Guidelines</i>) |
| <ul style="list-style-type: none">• Issued by the School executive• Whole School or Divisional (i.e. Junior School and/or Senior School) | <ul style="list-style-type: none">• Addresses operational and managerial requirements• Issued to all staff upon employment and/or approval and implementation |

8.2 POLICIES FOR STUDENT DISCIPLINE

Students are required to abide by the School rules and to follow the directions of teachers and other people with authority delegated by the School.

The key school rules relate to:

1. Uniform
2. Behaviour
3. Participation and Effort
4. Respect for self, others, facilities and the school and all it stands for.

Each year, the existing Behaviour Management System is conducted.

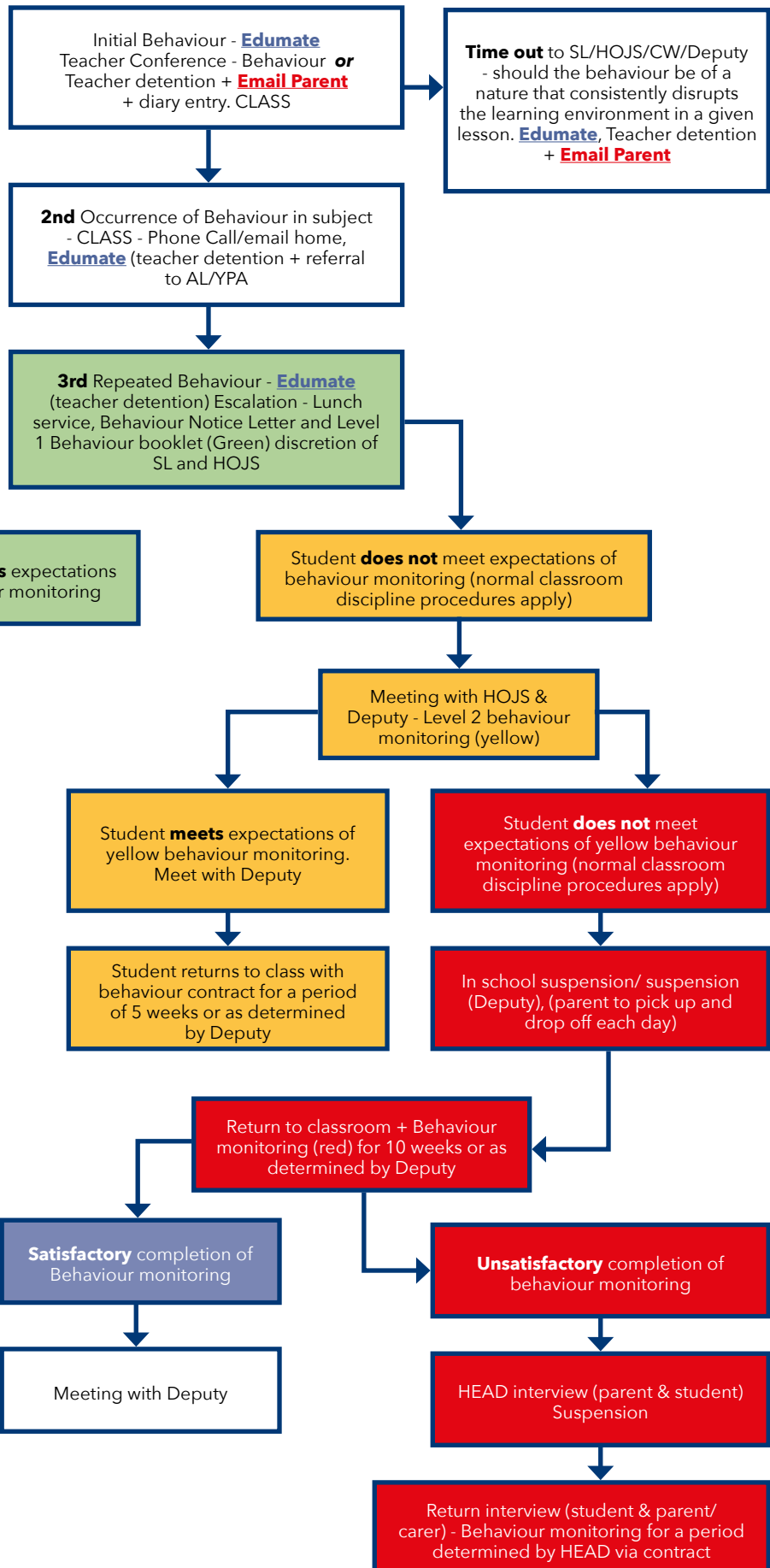
Corporal punishment is not permitted under any circumstances and the school does not sanction the use of corporal punishment by parents. This attitude is clearly stated on the School website.

The 2021 flow chart is on the following two pages.

NB: All teacher detentions escalate irrespective of issuing teacher level

NB: JS teacher detentions need to occur on the day of issue (next day for lunch, P5 & 6)

NB: Behaviour Notice Letters may be substituted into the process, at the discretion of the HOJS, where appropriate



Key

CLASS - Classroom Teacher
SL - Stage Leader
HOJS - Head of Junior School
CW - Co-ordinator of Wellbeing
Deputy - Deputy
HEAD - Headmaster

Note: The following behaviours require immediate referral to HOJS, CW or Deputy and will result in direct parent contact:

- Swearing/ use of inappropriate language;
- Physical contact or aggression
- Bullying/ intimidation
- Inappropriate use of school resources
- Wellbeing or pastoral concerns

CLASSROOM TEACHER

1st Offence or time out - Reporting staff member to record incident in Edumate using the appropriate action from the link below:

- **Teacher Conference - Behaviour:** for minor incidents - Teacher needs to discuss student's behaviour immediately after the lesson.
- **Teacher Detention - email parent:** Teachers need to meet students at lunch time to complete detention on the day of offence or the next day for infringements occurring during periods 5&6.
- **Time out:** If a student has been timed out during a lesson for repeated disruptions.
- **Welfare:** If a student is a victim of a reportable incident.

2nd Offence - Reporting staff member to record incident in Edumate and contact home via email notifying parents of behaviour. Record in Edumate using the following:

- **Teacher Detention:** Must be completed and recorded at this stage
- **Parent contact:** Email has been sent
- **Referral:** Refer in Senior School

Repeated Offences - Must be recorded in Edumate as above. Note that Teacher detentions and Timeout actions auto escalate following 3 in a term. Students who fail to meet classroom expectations whilst on monitoring must still be recorded on Edumate.

STAGE LEADER (SL) AND HEAD OF JUNIOR SCHOOL (HOJS)



Stage Leader - Following 3 or more behaviour incidents in a single subject recorded accurately on Edumate, this auto escalates to SL to issue Behaviour Monitoring Letter. SL will make contact with parents and monitor student progress each lesson via the classroom teacher.

Head of Junior School - Meet with student to discuss pattern of behaviour, based on edumate reports HOJS makes judgment on monitoring or consequence for repeated offence. If student is to be placed on monitoring, parent/ carer must be notified. At the end of the monitoring cycle, the SL or HOJS signs off the subject behaviour monitoring sheet, if completed satisfactorily. This is scanned and saved to the students Edumate history. SL or HOJS then emails parents regarding progress and next steps.

1st level of monitoring is a green booklet for a period of 1-2 weeks. Each lesson is recorded on card which is monitored by SL via a meeting with student each day to review progress.

Classroom Teacher - Whilst on monitoring classroom teachers will:

- complete monitoring sheet (for that subject area for the agreed duration of monitoring).
- any unsatisfactory behaviours are to be followed up with an Edumate report, teacher detention and parental contact.

Should students fail to maintain behaviour as outlined in contract during this period or be unsuccessful on green monitoring they will move to yellow monitoring.

Moderate to high level behaviour may result in After School Detention or immediate suspension at the discretion of the Head of Junior School or Deputy.

STAGE LEADER (SL) AND HEAD OF JUNIOR SCHOOL (HOJS)



Yellow level monitoring - Students who fail to meet the expectations of green monitoring card or behavioural contract will be referred to deputy by HOJS. Parent notified via phone and follow-up email.

Deputy - creates and monitors behaviour card. Each lesson is recorded on the card with Deputy or Delegate meeting student each day to review progress.

- Upon successful completion of yellow monitoring deputy will sign of card, scan into student Edumate history.
- Student will be placed on behaviour contract for a period of 5 weeks or specified duration as determined by Deputy (to be placed on Edumate).
- Should student fail to maintain satisfactory behaviour as outlined in contract during this period or be unsuccessful on yellow monitoring, they will be referred to Headmaster for further action.
- Deputy may issue one of the following at their discretion, if yellow level monitoring is unsuccessful. Should any of the following actions be taken, parents must receive formal notification via phone with a follow-up email:
 - After school detention
 - In school suspension
 - Suspension
- Unsatisfactory yellow monitoring may escalate to red level monitoring.

Students on monitoring may be withdrawn from certain activities or resources (eg. sport representation, network use, external excursions).

HEADMASTER (HEAD)



Red level monitoring - Return from suspension, unsatisfactory yellow card monitoring or high-level behaviour.

Return from suspension - appointment made with Headmaster, Deputy, Parent/Carer and Student.

If a suspension is processed, students and families receive a formal notification which also outlines the return to school expectations and conditions. This may include, but is not limited to:

- Partial enrolment periods
- Behaviour management plan as determined by the Headmaster
- Consultation with the school psychologist.

Where a suspension has been processed due to an incident involving significant risk to students or staff, the AIS Student Well-being Team are consulted to assist in the development of a behaviour and risk management plan prior to student re-entry the school setting.

Students on monitoring may be withdrawn from certain activities or resources (eg. sport representation, network use, external excursions).

8.3 ACCESS TO POLICIES

The full texts for the policies are kept in the Staff Resources and under Policies/Procedures on the School Learning Management System - Canvas. Policies can also be found on Complispace. Policies are updated regularly as a part of a systematic review process. The School Council will review School policies regularly and the procedures and guidelines statements will be updated (if necessary) to meet the changing needs of the School.

The School's staff receive regular professional development regarding the policies, guidelines and operating procedures as appropriate. These processes incorporate, as appropriate, principles of procedural fairness.

The School's Accountability Model (Behaviour Management System) also incorporates the principles of procedural fairness and any complaints made by students against other students are similarly dealt with.

School Based Improvement Initiatives

| SCHOOL BASED IMPROVEMENT INITIATIVES | DESCRIPTION | INITIATIVES / ACTIONS | ACTIONS COMPLETED |
|--|---|---|---|
| Education | To create an engaged Christ-centered learning community that enables each student to become the best they can possibly be | <ul style="list-style-type: none"> Develop a Teaching and Learning Framework based on Data driven best practice to provide our staff with the best possible structures Provide guidance, challenges and opportunities for students to grow and become responsible learners Provide a rigorous and differentiated curriculum that develops critical and creative thinkers Employ pedagogies that use adaptive, courageous and innovative strategies that prepare learners for their global context | <ul style="list-style-type: none"> Continued training of new staff in the Teaching and Learning Framework (2019) Development, planning and writing of an updated Teaching and Learning Framework.(2019- 2020) |
| Student engagement | Building all students engagement throughout their learning journey | <ul style="list-style-type: none"> Individual learning plans Integration to school reporting Goal setting | <ul style="list-style-type: none"> Implementation of Stage 6 Lawn and common room Development of Year Patron's in Senior school Goal Setting Day in Day 1 each year |
| Parent and community engagement | Active and effective engagement with parents and the broader community to build a strong eco-system of support for students | <ul style="list-style-type: none"> Communication and marketing resources and strategy ATSI engagement Treat people with dignity, fairness and respect Teach values of Christian understanding, compassion and love Foster and model positive Christian relationships in our interaction with staff, students and family | <ul style="list-style-type: none"> Ongoing engagement with AECG and Development of Aboriginal Education plan. (2018-2020) Employment of Aboriginal Engagement Mentor (July 2019) Engagement with Improving outcomes for Aboriginal and Torres Strait Islander Students program through AISNSW P&F reinstate Spring Fair |
| Leadership | To equip staff and student leaders at all levels of the School with a vision for Christian service | <ul style="list-style-type: none"> Proclaim and enact the vision Use our influence in a positive way to challenge and empower others to become servants of our community Develop and implement devolved and integrated programs and structures for leadership with a Christian worldview | <ul style="list-style-type: none"> New roles of leadership with all year 11 being appointed leaders as preparation for more formal roles in Year 12 |

| SCHOOL BASED IMPROVEMENT INITIATIVES | DESCRIPTION | INITIATIVES / ACTIONS | ACTIONS COMPLETED |
|--------------------------------------|--|--|---|
| Supportive infrastructure | Put in place the supportive infrastructure – the “fabric” – required for a growing school | <ul style="list-style-type: none"> Resourcing plans Masterplan IT plan Financial management disciplines | <ul style="list-style-type: none"> Annual Planning of significant resources IT Plan in place with annual review Annual planning of balanced budget and monthly review |
| Build opportunities for all students | Grow Macquarie Anglican into a school where all students can pursue meaningful opportunities | <ul style="list-style-type: none"> Expand subject selection Examine innovative ways to expand choice (eg eLearning) Expand academic support Expand extra-curricular opportunities | <ul style="list-style-type: none"> Boarding ready to open in 2019 (achieved 2018) Open Boarding Program (2019) Join PSSA Sporting competition (2019) Opening of Stage 6 Lawn and Common Room Year 11 Cairns program |
| Staff development and recruitment | Develop staff and recruit new staff well so as to build the best team to make Macquarie Anglican the real school of choice in the area – particularly renowned for its academic excellence | <ul style="list-style-type: none"> Professional development program Teaching and learning framework Curriculum development Scope and sequence Recruitment Identify and strengthen potential | <ul style="list-style-type: none"> Implementation of internal Professional Development programs to achieve Proficient and Experienced Teacher accreditations (2019) Staff work together to develop the 2021 Teaching and Learning Framework Anglican Schools Corporation implement Internship program |
| Pastoral care | Resource pastoral care so that each child is supported in the way he or she requires to live life to the full | <ul style="list-style-type: none"> Resourcing plan Heads of House | <ul style="list-style-type: none"> Year Patrons in Senior School from 2020 Stage Patrons in Junior School Head of Student Wellbeing position created 2020 Head of Staff Wellbeing planned for implementation in 2022 |
| Christian witness | The Gospel is clearly proclaimed and modeled in a genuine, relational and integrated way to attract the greatest number of students and parents | <ul style="list-style-type: none"> Integration of Christian worldview Chapel service Scripture / Christian Studies Empowering Christian staff – how your beliefs come out in your teaching | <ul style="list-style-type: none"> Revised Chapel program Year 12 retreat introduced in 2019 Anglican Schools corporation implement Internship Program |
| Financial | To set and maintain high standards of affordability and sustainability | <ul style="list-style-type: none"> Demonstrate sound financial management Manage competing financial priorities Set appropriate budget and other financial targets, including ASC Level 1 status | <ul style="list-style-type: none"> Surplus result achieved Maintain clear and conservative financial strategies |
| Reputation | To become the school of choice in the Central West | <ul style="list-style-type: none"> Offer an affordable and high-quality Christian education Demonstrate excellence in all aspects of School life through our student representatives in the community Build a strong alumni community | <ul style="list-style-type: none"> Achieve excellent external results Development of an Alumni program Focused development of Cocurricular programs in particular Performing Arts Implementation of Boarding Program Implementation of Livestock Show team Employment of Head of Community Engagement |



9.0 Initiatives promoting respect and responsibility

Macquarie Anglican Grammar School believes more than ever our society needs young leaders; young men and women who are equipped to take their place as young leaders in society and whose courage, compassion, personal integrity and sense of social responsibility are a shining light to those around them.

With that in mind, foundation priority 4 in the Strategic Vision is to “develop resilient young men and women ready to change the world”.

The following strategies were employed in 2021 to achieve those goals;

- (i)** The conducting of Leadership Training days.
- (ii)** Implementation of the Year 12 retreat.
- (iii)** Implementation of Year 11 as leaders' program.
- (iv)** The development and implementation of various Peer Support programs.
- (v)** The continued development of the concept of “Macquarie Pride” in encouraging students to strive for their best at all times.
- (vi)** The participation of students in the Community Service Program component of the Macquarie Participation Program (with some 500+ badges awarded).
- (vii)** Various fundraising activities organised to help students to assist community projects and those within the wider community who are less fortunate through the Student Representative Council.
- (viii)** Chapel and assembly speakers who focused upon the themes of respect and responsibility.
- (ix)** The development of the skills and service program including but not limited too; the Macquarie Cook for Good program, Macquarie Rivercare.
- (x)** Increased engagement with Dubbo Aboriginal Education Consultative Committee.
- (xi)** NAIDOC Celebrations expanding to a whole day of cultural engagement activities.
- (xii)** The various Outdoor Education experiences as a special feature of the curriculum for each year group.
- (xiii)** Class support for “foster-children” with overseas aid organisations.
- (xiv)** Whole School support of initiatives to create awareness of the work of community groups such as the ‘Give me 5 for kids’ program through Dubbo Hospital.

10.0 Parent, student and teacher satisfaction

During 2021, parents were given the opportunity to communicate their concerns in a variety of ways:

- Direct contact with teachers through direct approach, telephone or an email address
- Direct contact with the Headmaster through a special email address set up for the specific purpose of addressing concerns
- Through parent focus groups
- Through the Parents and Friends Association Meetings
- Through regular "Meet the Headmaster" coffee sessions
- Through special Information Evenings.

Parent satisfaction was gauged in a variety of ways, including:

- By the email, letter and telephone contact which expressed both support and expressing concern. The concerns and gestures of support were reported to the School Council at each monthly meeting
- By correspondence received by the Chairman expressing both satisfaction and concern
- By attendance and participation in parent focus groups
- Through the opinions expressed and correspondence received at the Parents and Friends Association Meetings
- Through opinions expressed at interviews between the Headmaster and parents
- Through feedback from teachers
- Through the monitoring of enrolments, which grew steadily throughout the year
- Through exit interviews with parents of students leaving the School

- Through regular "Meet the Headmaster" coffee sessions
- Through a comprehensive survey undertaken by the Anglican Schools Corporation.

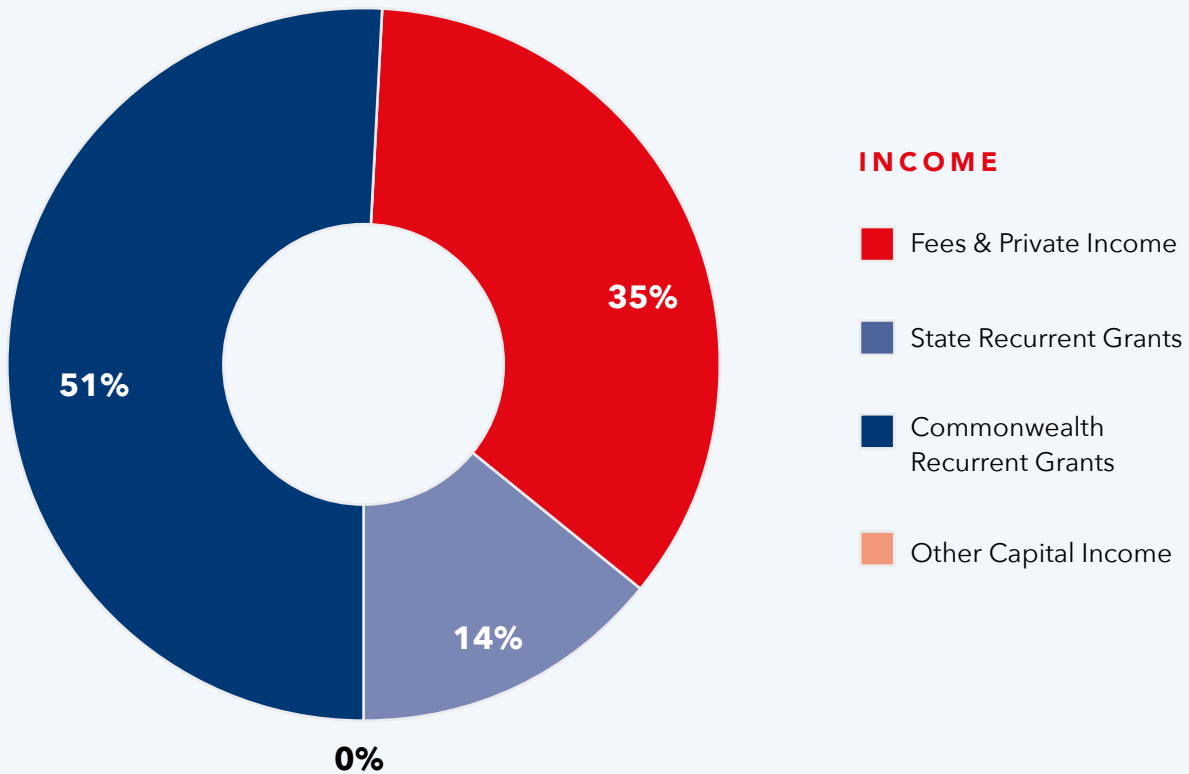
Student satisfaction was gauged in a variety of ways, including:

- Through representations made at the Student Representative Council meetings
- Through regular meetings between the Headmaster and School Captains
- Through discussions of the subject at regular staff meetings
- Through parent interviews and at the Parents and Friends Association Meetings
- Through leadership training sessions held with students in years 7-12
- Through an annual welfare survey undertaken through ACER
- Through a comprehensive survey undertaken by the Anglican Schools Corporation.

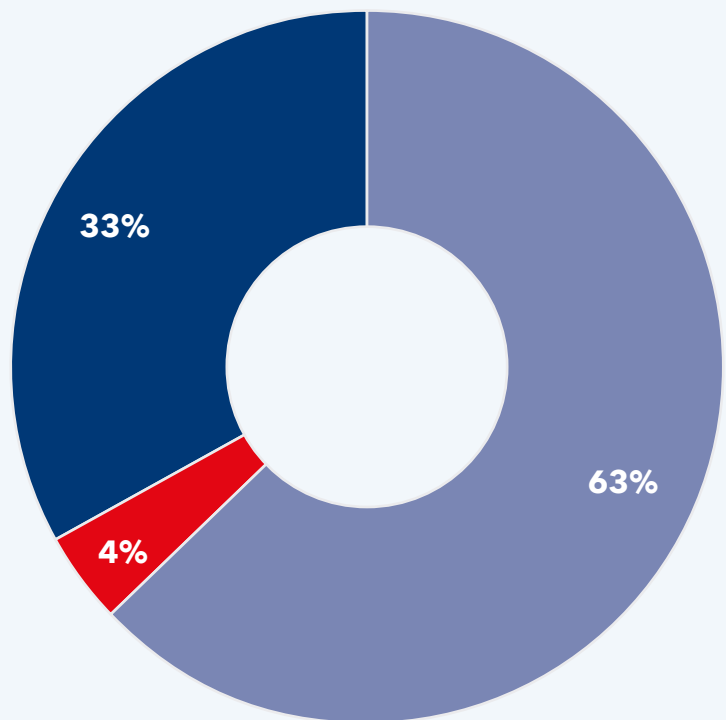
Staff satisfaction was gauged in a variety of ways, including:

- Through interviews with the Headmaster
- Through regular staff meetings
- Through regular executive meetings
- Through opinions expressed at professional development sessions
- Through staff representative planning sessions
- Through a comprehensive survey undertaken by the Anglican Schools Corporation.

11.0 Financial information 2021



EXPENDITURE







FAITH IN *Action*

MACQUARIE ANNUAL REPORT 2021

For more information
visit www.mags.nsw.edu.au or
contact us on 02 6841 6222