



MACQUARIE

ANGLICAN GRAMMAR SCHOOL



MACQUARIE ANNUAL SCHOOL
REPORT 2022



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1.0 Message from the key school bodies

1.1 MESSAGE FOR 2022 FROM THE SCHOOL COUNCIL CHAIR

2022 was a pivotal year in the life of Macquarie Anglican Grammar School (MAGS) in a number of ways:

- The clear path of the three year Strategic plan was commenced with the rollout of Building Learning Power, led by the Head of Teaching and Learning and a small devoted team of early adopters. In addition considerable work was undertaken by the Head of Wellbeing, in co-ordination with AIS on the development of the Wellbeing framework for its launch in 2023.
- The agricultural programs of the School were enhanced by the commencement of a partnership with Toongi Pastoral Company, where selected students commenced hands on learning in the paddock and the sheds.
- The School commissioned new housing support facilities to be built and installed in 2023, to enable the expansion of the Vista Lodge Boarding facilities to house and support 58 students.
- The School successfully tendered for a new four classroom facility to be built in 2023 to support further expansion of the Senior School.

- MAGS achieved real growth in student numbers as the Senior School introduced 3 stream entry into Year 7, as well as a program to support Year 10 students' transition to their HSC at MAGS, that has been widely embraced.
- Reverse cycle air conditioning was installed in the Henderson Hall, along with an upgrade to the whole of School, Fire Protection Systems.
- The P&F provided both the water bottle filling stations and a Grand Piano for the Henderson Hall.

These investments in our educational offering and facilities, as well as the real growth in student numbers in 2022, continue into 2023. The Headmaster and the entire staff team at MAGS are to be congratulated on an amazing pivot out of the Pandemic. The School Council is also delighted in this vote of confidence that many new families are demonstrating by choosing to send their children to MAGS for their education. We are committed to continue to build the School, so as to be the preferred choice in the central west for a holistic education built on Christian values, choice, academic achievement and development of deep community engagement.

Martyn Mitchell
Chair



1.2 MESSAGE FROM THE HEADMASTER 2022

2022 commenced with many unknowns and our staff have worked together with the whole community to see many wonderful successes occur. From our camps to our sporting successes, cultural expansion and significant academic growth, the Macquarie community has benefitted from the incredible work of our Junior and Senior School teams led by Mrs Job and Mrs Mitchell.

2022 has seen the first year of our implementation of the Macquarie Teaching and Learning framework with its four domains of Resilient, Resourceful, Relational and Reflective. Each of these R's full of habits and dispositions that will empower our students to be learners for life. Skills such as planning, focusing, modelling and refining join together with dispositions like refocusing, collaborating, persisting and making connections work together to provide our students with the tools they need for the future. We look forward to continuing this 5 year journey together to full implementation.

2022 saw the development of our Wellbeing Framework which will be delivered in 2023 and will follow a similar implementation pattern as our Teaching and Learning Framework. This framework has been developed with the assistance of the Association of Independent Schools and their Compass Project. This framework will focus on the development of students' skills and voice within a Christian framework to continue to provide our students with the skills and capabilities to be the resilient young people ready to change the world that we speak of in our mission statement.

The Growth Mentoring program continued with great success in 2022 with students working with Mr Gates to see a doubling of the Year 11 cohort for 2023 and all students in the class of 2022 who were striving for university entry achieving early entry offers. 2022 was also the first of our North Queensland Educational Adventures for Year 11. This event was a wonderful success for all who attended both academically and socially.



2022 also saw continued development in academic, cultural and cocurricular outcomes for the students of Macquarie. A clear example of this was all HSC students who applied for University receiving university entry into courses of their choice. Our NAPLAN results provided excellent proof of the outstanding academic programs in our school particularly our Year 3 results which is the result of our outstanding SoundsWrite literacy program.

We saw the commencement of the Year 7 musical where all students in Year 7 participated in the writing, production and performance of a musical entitled "The Dream Keepers and the Golden Orb." Perhaps the most exciting new cultural and cocurricular activity for 2022 was the introduction of the Macquarie Agricultural Pathways Program, in partnership with Toongi Pastoral Company. This program will see the development of young people to be the Agricultural leaders of the future.

2022 was a wonderful year for the Macquarie Community with student numbers increasing significantly particularly in the Senior School.

Craig Mansour
Headmaster



1.3 JUNIOR SCHOOL

2022 was a year for community and connections as life and school moved back into a space of normality. The past several years saw changes to our normal school routine, and our students and staff adapting to new ways of teaching and learning due to COVID. We were thrilled to have everyone back on site from the beginning of the school year, without the disruption to our learning programs in previous years.

2022 was also a year of celebrating our successes in the classroom, on the sporting fields, on stage and in the Dubbo community. Our students continue to willingly participate, strive for excellence and grow as learners. Our Teaching and Learning Framework was introduced this year, with the Junior School staff working collaboratively in stages to embed the principles of Building Learning Power in their classrooms. New language was introduced to the students, and new ways for identifying and using, strengthening and growing their learning muscles. Active and engaged questioning, planning for our learning and growing a classroom culture of collaboration have all been excellent outcomes from this initial year. We are excited to move from this introductory phase of the Framework, and further embed the ways in which we learn into 2023, growing and nurturing a love of learning in all our students, encouraging their curiosity and developing growth mindsets.

Students continued to engage in the Second Step social-emotional learning program across the Junior School this year. Essential skills for learning, emotional regulation, showing empathy, compassion, friendship building and assertiveness skills are explicitly taught and practised. It's always a thrill to hear our students actively put these skills into practise supporting each other in the ways they manage themselves, their emotions and their interactions with others.

The Junior School Co-Curricular Program has further evolved 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. Key events this year included our NAIDOC celebrations, Dubbo Show, Dubbo Eisteddfod, Kindergarten's 100 Days of School, Book Week, Macquarie's Got Talent, Grandparent's Day and our Community Christmas Carols. Throughout the year our students have actively engaged with the local community through various charity and fundraising events. These endeavours have helped our students develop a strong understanding of the world around them and the importance of making a positive impact.

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 sees our students engaging in lessons focused on mathematical problem solving, assisting them to make connections between physical hands-on materials, visual representations and mathematical symbols (Concrete, Pictorial, Abstract pedagogical 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.

Junior School students continue to play an active role in our whole school community and have represented our school on the Macquarie Livestock team, as well as in choir, dance troupes, and in public speaking and debating fields. I am continually reminded of the breadth of talent of our students and their outstanding achievements and accomplishments in co-curricular fields during their time with us at Macquarie. So too can be said of our Junior School sporting achievements this year. All students participated in different events throughout the year with enthusiasm, yielding some fantastic results. We had over twenty individual representatives at CIS level for netball, swimming, athletics and cross country.

Our students have displayed outstanding sportsmanship, teamwork, and resilience. These individual and group achievements not only fostered a sense of healthy competition but also taught important life skills.

As we look back on this year we should be proud of the incredible efforts and involvement of everyone in our school community. Congratulations again to our Junior School students, on their enthusiasm and outstanding achievements in 2022!

Mrs Keera Job
Head of Junior School

2022 JUNIOR SCHOOL STUDENT LEADERS	
School Captains	Gigi Windeyer and Sam Ray
Vice Captains	Lila Powell and Chuck Fletcher
SRC Captain	Grace Murphy and Olivia Hinks

2022 JUNIOR SCHOOL HOUSE CAPTAINS			
Chisholm	Cuthbert	Dunlop	Flynn
Georgina Empringham and Emma Roberts	Molly Hyland and Darcy Shanks	Abigail Luck and Harry Hawkins	Larissa Elder and Adam Pendlebury

1.4 SENIOR SCHOOL

2022 was wonderfully relatively unimpacted by COVID-19 with school events mostly going ahead as planned. One positive that came out of the Pandemic was that Macquarie staff, students (and parents) became Zoom and CANVAS experts. Zoom interviews remained a popular option for Parent/Teacher conferences in 2022, with many families preferring the convenience of being able to meet with their child's teachers online. In addition to using CANVAS to its full capability, Macquarie moved to a single sign on E Library for subject textbooks titled Box of Books, enabling students to enjoy easy online access to their subject resources.

In 2022 Macquarie continued to see strong enrolment numbers in the Senior School, resulting in a move to three classes for the first time for the Year 7 cohort. Prioritising smaller streamed classes for Mathematics and English, an additional class was added for these subjects in Years 7 to 10. Intentional retention strategies implemented for Stage 6 students including the establishment of a Senior Lawn and Common Room, Growth Mentoring sessions and an inaugural Year 11 Camp to Cairns, saw retention rates double in Year 11 compared to the previous year, with 70% of students opting to stay on at Macquarie for their Senior Years. Interest in Boarding continued to be high, with Vista Lodge reaching capacity in 2022 and wait lists established through to 2025.

Recognising the importance of intentional steps to assist students make decisions about life post school, a Careers position was created and Mrs Bree Bailey was appointed as Macquarie's first Careers teacher. Each class from Year 7 to 12 commenced a fortnightly Careers lesson with a scope and sequence traversing learning regarding types of careers, to transferrable skills applicable for any job type, through to writing cover letters and resumes, and learning about and practising interview skills. Mrs Bailey was also critical in assisting students with Early Entry and University application processes.

Building on the success and positive feedback of the Growth Mentoring Program introduced in 2021, Macquarie continued to invest in the services of Growth Mentoring Coach, Mr David Gates. Students in Years 9-12 (and in many instances, their parents) met with Mr Gates twice across the course of the year to discuss learning needs, goals and aspirations. Previously established trusted relationships enabled conversations to flow and advice to follow for students at their various stages of secondary education.

Aboriginal Education and Engagement Officer, Miss Teaghan King, continued her outstanding work with Macquarie's Indigenous students.

Working with staff from D-Hub, students engaged in fortnightly activities to learn about their culture. At NAIDOC Day, Aboriginal and Torres Strait Islander peoples' history, culture and achievements were celebrated. Special guests addressed students at an assembly and led activities including bush tucker sessions, dream time stories, Indigenous games and the unveiling of the NAIDOC Day cake, decorated by students throughout the morning. Members of the Executive team participated in the Stronger Smarter Conference held in Sydney. Additional staff met to progress the Waratah Project, supporting the School to develop and implement strategies aimed at improving literacy and numeracy outcomes of Aboriginal and Torres Strait Islander students. Locally, community partnerships with friends and family of First Nations People were fostered to enable the sharing of knowledge as students learnt about Aboriginal Spirituality and the Dreaming in Studies of Religion classes.

In Semester 2, Macquarie's new Teaching and Learning Framework, Building Learning Power was launched. Utilising Guy Claxton's Building Learning Power Approach, students have been learning to convey their learning power through the intentional development of their Resilient, Resourceful, Reflective and Relational learning dispositions. It has been exciting to watch teachers across the whole school developing a common teaching and learning language to build the habits and character of students as lifelong learners. The curriculum offering at Macquarie affords students a rich breadth of subjects to choose from. In addition to traditional NESA courses, a number of students at Macquarie study Board Endorsed Courses and School Based Apprenticeship Traineeships. Fostering the School values of Faith, Community, Character and Excellence, students also participate in a Service program that focuses on the needs of the greater School Community. New this year was the Macquarie Year 7 Production embedded within the Mandatory Technology course. Titled The Dream Keepers and the Golden Orb, this all-encompassing design project saw students write their own fantasy inspired script, design and build sets, design and make their own costumes, and sing, dance and act in their self-devised production. Students performed for visiting schools at a matinee, and for their parents and friends at an evening show.

Partnering with Australian Strategic Materials (ASM) the Macquarie Agricultural Pathways Program (MAPP) commenced in 2022 with five Year 7 students. With a focus on regular hands-on learning onsite at Toongi Pastoral Company, a subsidiary of ASM, students engaged in opportunities to apply learning in real-world contexts of Mathematics, Science, Technology, and Agriculture. This program champions the development of agricultural based skills and learning outcomes, with a vision to lead students to a career involving agriculture.

The School's Outdoor Educational program is designed to increase in challenge as students progress through the program. The 2022 camps program was impacted by extensive flooding in Term 1. Years 7, 8 and 9 Camps that were originally scheduled to occur in the last week of Term 1 took place mid Term 3 instead. Year 8 participated in an Urban Challenge, finding their way in and around Sydney, and Years 7 and 9 were based at Somerset near the beautiful Colo River. The Year 11 Camp to Cairns went ahead as planned in the last weeks of Term 2, and the Year 12 camp to the mid-north coast took place in the last week of Term 3 as planned. In the last week of Term 1, Year 10 attended their camp at Wombaroo, located in the picturesque Southern Highlands.

Post the COVID -19 Pandemic, Macquarie has been re-building its Co-Curricular offering. In particular, the Creative and Performing Arts Faculty commenced a Senior and Junior Choir, a Beginner Band, a Guitar Ensemble and a Senior School Rock/Pop Band, named Salmon Pink. Supportive of the Arts rebuild, the Macquarie Parents and Friends Association partnered with the school to fundraise for a Grand Piano for Henderson Hall, which was delivered in time for the Grandparents Day concert in Term 4. As a way of providing performance opportunities for students, the School held a Creative and Performing Arts Evening, A Macquarie's Got Talent Show complete with key staff judging the competition, and a Carols by Candlelight Event. Choral students also attended the Anglican Schools Choral Festival in Penrith.

In the sporting arena, the annual Swimming, Cross Country and Athletics Carnivals were well attended and new records achieved. Students were also able to enjoy once again interschool competitions in a variety of sports including Netball, Futsal, Soccer, Touch Football, Rugby, Cricket and Equestrian Sports. Academic co-curricular offerings at Macquarie include Chess Club, Debating, da Vinci Decathlon, UN Evatt and a small select number of students engaged in the Macquarie Mentoring program for gifted and talented students. In the Agricultural domain, Cattle Team members represented the school at local shows and at the Sydney Royal Easter Show. Students also participated in sheep handling and growing meat birds. Other co-curricular options included the establishment of a Student Christian Fellowship group in both the Junior and Senior Schools. A Senior School Student Representative Council was also established.

Partnering with the Association of Independent Schools of NSW, Macquarie Anglican Grammar School, Dubbo Christian School, and The Central West Leadership Academy joined forces to design and implement a Dubbo Hub Careers Expo for students in Years 7 & 8. The goal of the event was to facilitate opportunities for Year 7 and 8 students to learn about the myriad of career possibilities available to them within the Dubbo region.

Mrs Alison Mitchell Deputy Head

2022 SENIOR SCHOOL STUDENT LEADERS	
School Captains	Clair Stiff and Gerald Chitsunge
Vice Captains	Amelia Chapman and Hamish Price
Prefects	Sara Kiel and Sarah Mtetwa

2022 SENIOR SCHOOL HOUSE CAPTAINS			
Chisholm	Cuthbert	Dunlop	Flynn
Dugald Shepherd & Siobhan Utete	Nicholas Croker & Isabella Walker	Ally Bogie & Dinesh Srinivas	Molly Quilty & Millie Wright

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	524
Girls	239
Boys	285
Indigenous students	7.3%
Language background other than English	6.26%
Student attendance rate	89%

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 - Mr Martyn Mitchell

Members - Mrs Janet Jensen & Mrs Clare Pendlebury

2.4 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

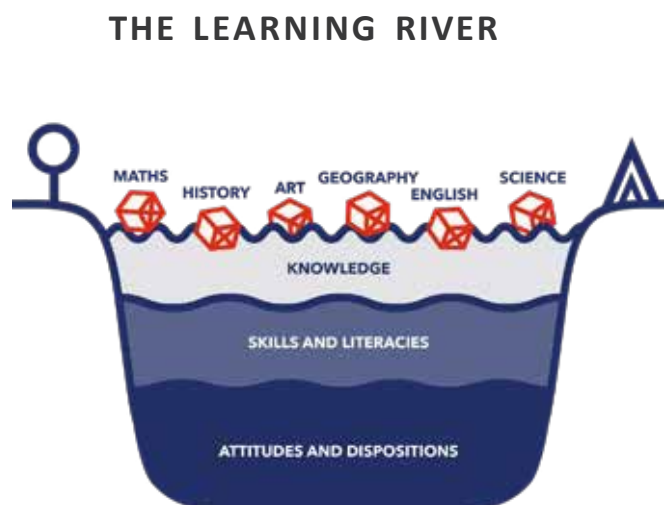
The Macquarie Teaching and Learning Framework has been developed to strengthen students' independence as learners and aims to provide them with habits to support their engagement whilst providing them with strategies on how to become better learners. Teachers in every classroom aim to develop content 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.





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 each of these dispositions (Resilient, Reflective, Relational and Resourceful) and the learning muscles within 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.



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.



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.





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.

The years 2017 – 2019 saw continued growth in external examination results and the maintenance strong student numbers in spite of external challenges.

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.

In 2022 Macquarie Anglican Grammar School saw significant growth in student numbers across the school but particularly in the Senior School. Plans were made and funding was granted for the development of a new flexible classroom block in 2023.

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 2022

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

4.2 HIGHER SCHOOL CERTIFICATE 2022

A cohort of 15 students sat for the Higher School Certificate in 2022. Each student should be proud of their efforts and achievement.

4.3 2022 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	2020	2	100	82.32	0	17.68
	2021	4	100	77.51	0	22.49
	2022	4	75	81.15	25	18.85
Biology	2020	11	90.91	86.41	9.09	13.59
	2021	11	100	90.61	0	9.39
	2022	6	100	79.2	0	20.8
Business Studies	2020	6	100	82.04	0	17.96
	2021	6	100	85.97	0	14.03
	2022	6	83.34	89.38	16.66	10.62
Chemistry	2020	6	83.34	90.06	16.66	9.94
	2021	3	100	88.31	0	11.69
	2022	3	0	84.19	100	15.81
Economics	2020	2	100	90.96	0	9.04
	2021	2	100	94.14	0	5.86
	2022	2	100	92.69	0	7.31
English Standard	2020	11	90.91	88.96	9.09	11.31
	2021	19	94.73	90	5.27	10
	2022	7	71.42	87.52	28.58	12.48
English Advanced	2020	14	100	99.26	0	0.74
	2021	3	100	99.11	0	0.89
	2022	5	100	99.01	0	0.99
Food Technology	2020	2	100	82.26	0	17.74
	2021	5	80	84.89	20	15.11
	2022	1	100	84.49	0	15.51

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 %
Legal Studies	2020	8	100	88.1	0	11.9
	2021	3	100	85.48	0	14.52
	2022	2	100	83.96	0	16.04
Mathematics Standard	2020	9	100	74.9	0	25.1
	2021	11	100	77.89	0	22.11
	2022	6	100	81.12	0	18.88
Mathematics 2 Unit	2020	11	100	95.55	0	4.45
	2021	5	100	93.64	0	6.36
	2022	2	100	94.24	0	5.76
Mathematics Ext	2020	1	100	94.18	0	5.82
	2021	3	67	74.16	33	25.84
	2022	1	100	93.77	0	6.23
Modern History	2020	NA	NA	NA	NA	NA
	2021	3	100	83.4	0	6.6
	2022	1	100	88.13	0	11.87
Music 1	2020	NA	NA	NA	NA	NA
	2021	NA	NA	NA	NA	NA
	2022	3	100	88.77	0	11.23
PDHPE	2020	9	88.89	84.91	11.11	15.09
	2021	8	87.5	85.73	12.5	14.27
	2022	3	100	78.93	0	21.07
Building and Construction	2020	1	100	67.34	0	32.66
	2021	NA	NA	NA	NA	NA
	2022	4	100	71.74	0	28.26
Primary Industries	2020	1	100	73.52	0	26.48
	2021	2	100	77.76	0	22.24
	2022	2	100	79.62	0	20.38

YEAR 12	QUALIFICATION /CERTIFICATE	PERCENTAGE OF STUDENTS
2022	HSC	100%
2022	AQF Statement of Attainment for Certificate 2 or above	52%

Excellence



4.4 NAPLAN TESTS IN YEARS 3, 5, 7 AND 9 FOR 2022

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 table below shows Macquarie Anglican Grammar School’s average NAPLAN results for 2022.

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
Year 3	466	454	465	470	440
Year 5	489	509	521	499	484
Year 7	549	532	554	538	545
Year 9	596	586	581	586	594

NAPLAN participation for Macquarie Anglican Grammar School is 98% NAPLAN participation for Australian students is 95%

Above Table and Data sourced from ACARA My School.

INTERPRETING THE TABLE

Selected schools average when compared to students with a similar background

-  Well above
-  Above
-  Close to
-  Well below
-  Well below
-  No comparison available

Further information can be found by searching for Macquarie Anglican Grammar School at www.myschool.edu.au

5.0 Professional learning & teacher standards

PROFESSIONAL LEARNING AND TEACHING STANDARDS

During 2022, 48 individuals were employed as teachers at Macquarie Anglican Grammar School teaching across Years Pre-Kinder-12.

During 2022, 63 individuals were employed as either teaching or support staff at Macquarie Anglican Grammar School. 48 of these individuals were on the teaching staff (40.4 full-time equivalent) and 15 individuals (11.5 full-time equivalent) were employed as support or non-teaching staff.

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.

	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 2022

ISTAA Registration

CATEGORY	Conditional	Provisional	Proficient	Experienced
NUMBER OF TEACHERS	0	3	23	22

5.2 PROFESSIONAL LEARNING OF EXECUTIVE, TEACHERS AND CHAPLAIN EMPLOYED AT MACQUARIE ANGLICAN GRAMMAR SCHOOL IN 2022

During 2022 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 Edumate and CANVAS
- Faculty identified courses
- Child Protection and Behaviour Overview
- Teaching & Learning Framework - Collaboration, modelling, linking to Building Learning Power
- Resourceful, Relational, Reflective, and Resilient learners
- Supporting students with Individual Learning Plans and Student Goal Setting
- Future Problem Solving
- COMPASS

The full list of professional development experiences is shown below;

Child Safety Course;

Work, Health & Safety and Manual Handling;

Diabetes and Asthma Management;

Administration staff Anaphylaxis Training Online;

Food Tech HSC/Preliminary;

Provide First Aid/CPR Refresher;

NCCD Overview and Moderation;

Seminar;

Making the New Syllabus Work - Mathematics;

Guy Claxton Professional Development;

Waratah Project - Indigenous Outcomes;

NCCD Data collection;

K-12 COMPASS;

Peer Support Implementation Workshop;

NESA - NSW Primary Curriculum Learning

Social and Emotional Learning Workshop AIS -

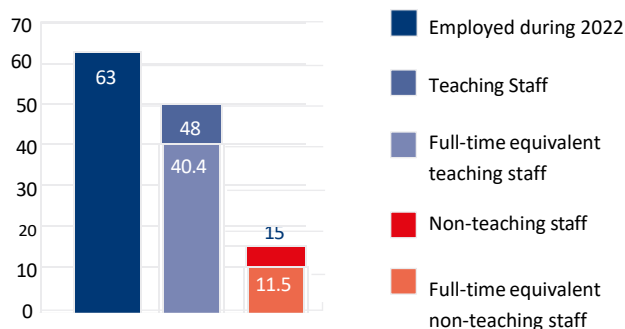
Virtual Ag Conference - Stage 4-6; LawSense

Stronger Smarter Program;

Brick and Block Training - AIS.

5.3 WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

During 2022, 63 individuals were employed as either teaching or support staff at Macquarie Anglican Grammar School. 48 of these individuals were on the teaching staff (40.4 full-time equivalent) and 15 individuals (11.5 full-time equivalent) were employed as support or non-teaching staff.



6.0 Student attendance

2022		
89%	90%	86.9%
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	90.30%	91.60%	90.60%	89.50%	89.30%	88.70%	88.40%

YEAR GROUP	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total School
ATTENDANCE RATE	90.10%	87.10%	84.10%	85.86%	85.90%	86.70%	89%

6.2 MANAGING NON-ATTENDANCE

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

A list of absent students (as notified by parent /carer calling in to the school) is prepared by the Receptionist 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/carer 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 14 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 2024. 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 2022 HSC cohorts destinations post school.

STUDENT	POST 2022 DESTINATION
Student A	Charles Sturt University – Pharmacy
Student B	Building Apprenticeship
Student C	Charles Sturt University - Physiotherapy
Student D	University of Newcastle - Music
Student E	Farm Contracting

Retention rate of students from Years 10-12 for 2019 – 42%, Retention Rate of students from Years 11-12 -93%

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 2022. In 2022 the School Council reviewed several policies in line with a regular policy review program.

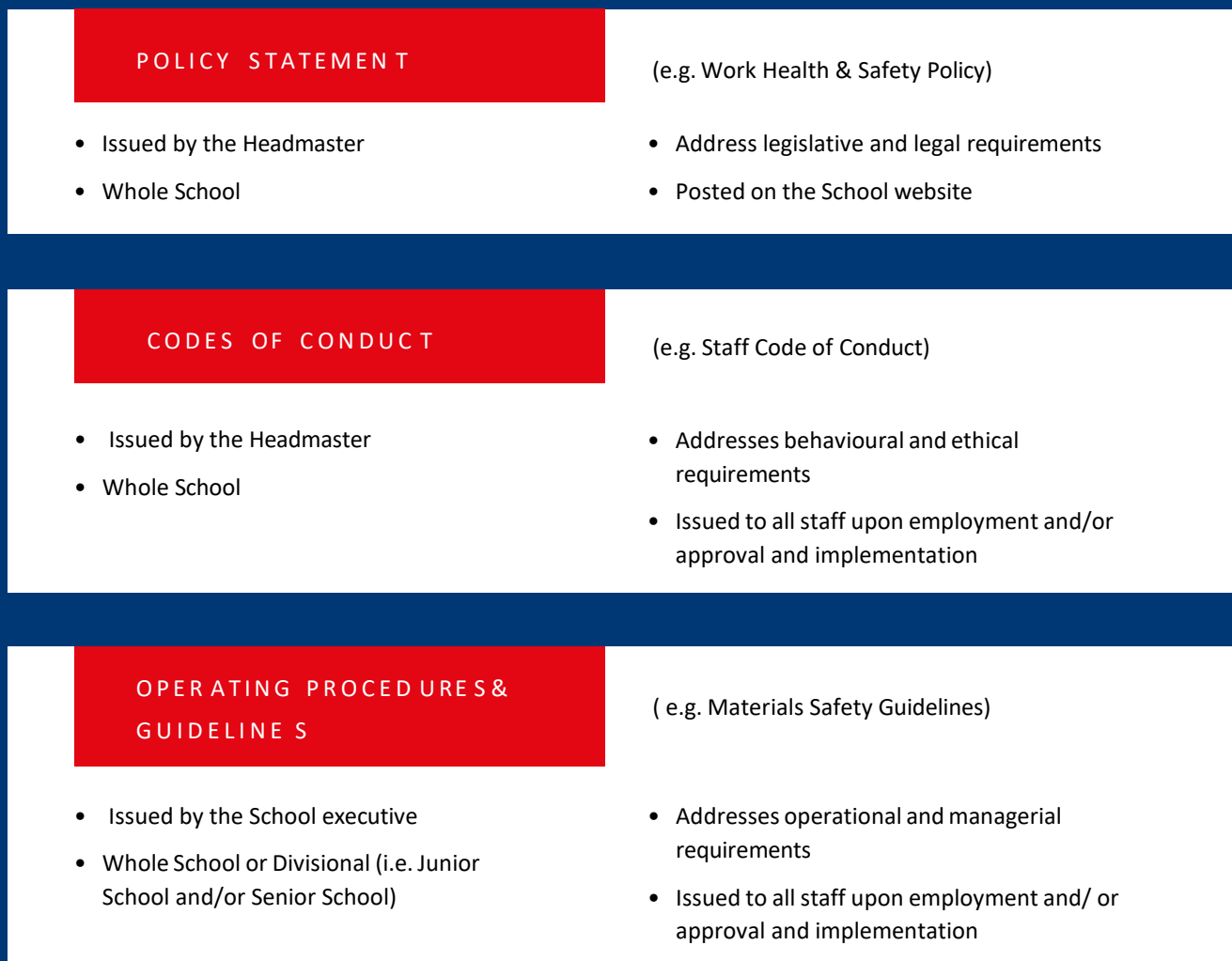
The framework for Policy development is shown overleaf.



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



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 reviewed and implemented.

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 2022 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

Initial Behaviour - [Edumate](#) Teacher Conference - Behaviour or Teacher detention + [Email Parent](#) + diary entry. CLASS

Time out to SL/HOJS/CW/Deputy - should the behaviour be of a nature that consistently disrupts the learning environment in a given lesson. [Edumate](#), Teacher detention + [Email Parent](#)

2nd Occurrence of Behaviour in subject - CLASS - Phone Call/email home, [Edumate](#) (teacher detention + referral to AL/YPA)

3rd Repeated Behaviour - [Edumate](#) (teacher detention) Escalation - Lunch service, Behaviour Notice Letter and Level 1 Behaviour booklet (Green) discretion of SL and HOJS

Student meets expectations of behaviour monitoring

Student does not meet expectations of behaviour monitoring (normal classroom discipline procedures apply)

Meeting with HOJS & Deputy - Level 2 behaviour monitoring (yellow)

Student meets expectations of yellow behaviour monitoring. Meet with Deputy

Student returns to class with behaviour contract for a period of 5 weeks or as determined by Deputy

Key

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

- Wellbeing or pastoral concerns

Behaviour monitoring for a period determined by HEAD via contract

CLASS ROOM 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
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 2022 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

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 2022 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.
- (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.



9.0 **Initiatives promoting respect
and responsibility**

10.0 Parent, student and teacher satisfaction

During 2022, 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 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
- 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

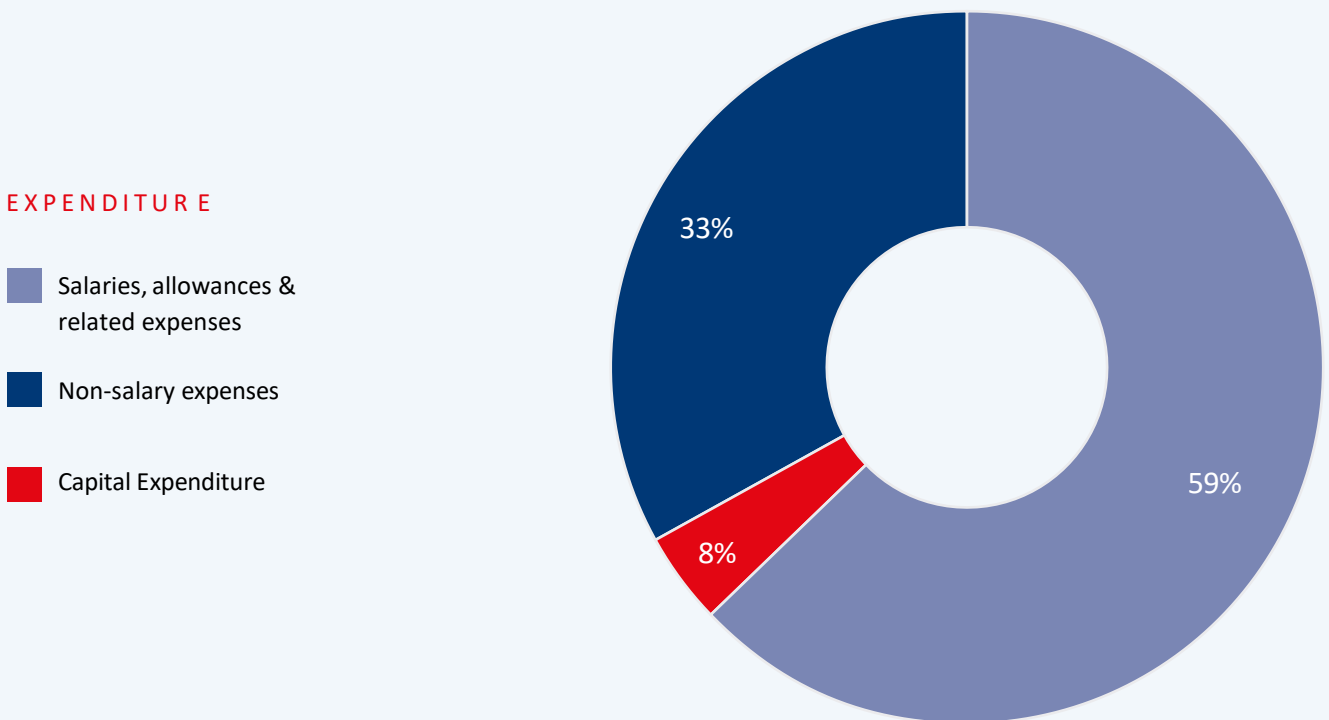
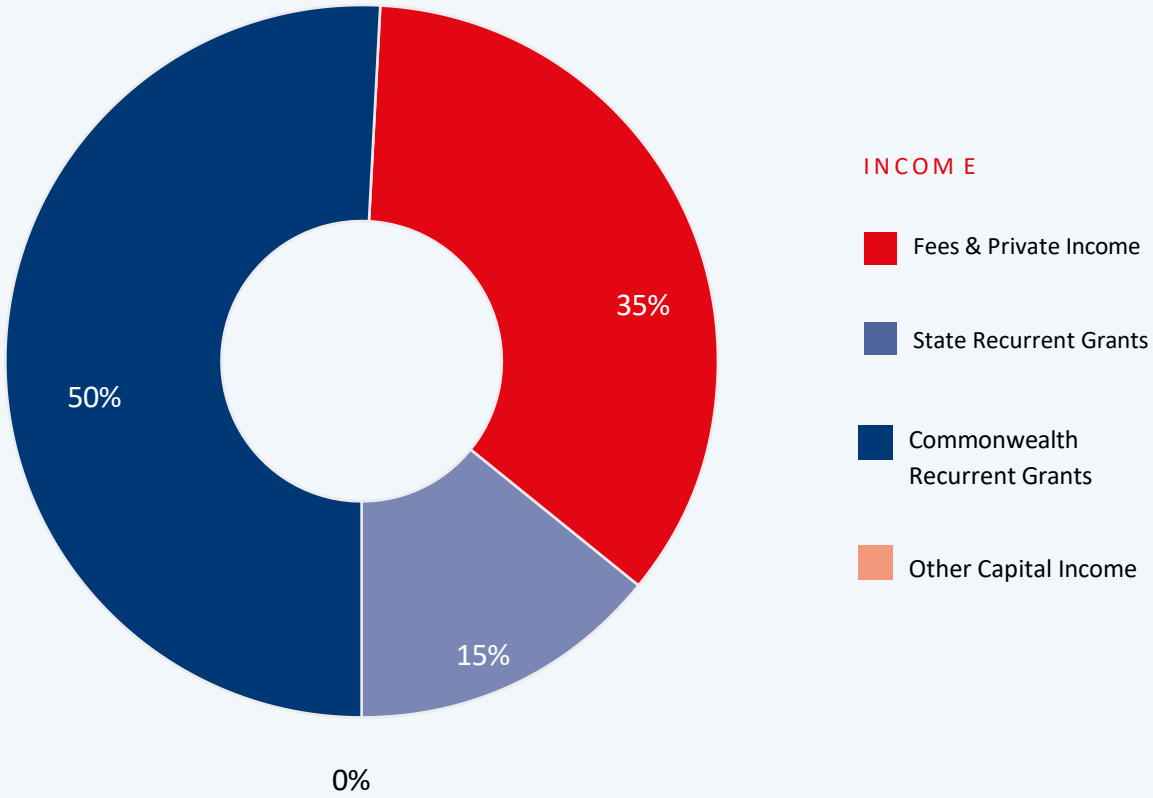
Student satisfaction was gauged in a variety of ways, including:

- 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

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

11.0 Financial information 2022







FAITH IN *Action*

MACQUARIE ANNUAL
REPORT 2022

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