



MACQUARIE
ANGLICAN GRAMMAR SCHOOL

ANNUAL SCHOOL REPORT 2024



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Theme 1 – Context

MESSAGES FROM KEY SCHOOL BODIES

CHAIR OF COUNCIL

2024 was a year marked by growth, leadership, and meaningful opportunity at Macquarie. Drawing inspiration from the words of Paul in Ephesians – *“Be very careful, then, how you live, making the most of every opportunity”* – the school community has embraced a culture of careful, purpose-driven progress.

Leadership Appointments

This year, we welcomed two new senior leaders to the school. Mrs Alison Mitchell was appointed as Principal, bringing a clear and thoughtful vision to further develop student potential through the existing Teaching & Learning framework and a data-driven academic focus. Later in the year, Mrs Marina Simcox was appointed Deputy Principal, further strengthening the School's leadership team.

In Term 4, 2023, we also welcomed Ms Penny Chilton as Head of Senior School. In 2024, her skills and contribution were demonstrated in guiding Senior School and our largest ever Year 12 cohort.

Under the guidance of these leaders and our dedicated staff, Macquarie has experienced enrolment growth of over 10%, with similar growth projected for 2025.

Facilities and Infrastructure

Key upgrades have also supported this growth. August saw the official opening of J Block – now home to the English Department. Classroom comfort and sustainability have been improved through the staged replacement of evaporative



cooling systems with reverse cycle air conditioning and the installation of a new solar system on Henderson Hall.

Spiritual and Strategic Direction

This year also saw the development of a new Ministry Plan led by Reverend Tom Owen, aligning with our school motto, Faith in Action. This plan aims to guide our community in servant leadership, wellbeing through service, and the sharing of the Christian message.

Macquarie has finalised a new Strategic Plan to be released in early 2025. This plan outlines a clear path forward using the strategic drivers of People, Place, and Practice, and focuses on:

- Extending learning potential
- Growing faith and passion for service
- Purposefully planning for the future

This framework will guide the development of holistic, values-driven education for all students over the next five to ten years.

Looking Ahead

Students have been encouraged to embrace each opportunity with purpose, compassion, and a mindset of service.

We look forward to continuing our partnership with families in 2025 and beyond, fostering excellence and wellbeing in every student.

Mr Martyn Mitchell
Chair of Council



PRINCIPAL'S REPORT

2024 has been a year of significant achievement and progress for our school community. It has been an honour to witness the dedication, resilience, and success of our students, staff, and families. I am honoured to have been officially appointed as Principal and was commissioned by Bishop Mark Calder on Friday, 22 November. It is an honour and joy to lead this wonderful school into the future.

At the heart of our school is our Christian faith and values, which guide our aspirations for every student and staff member. We take pride in fostering an inclusive and respectful community, nurturing a culture of learning, and striving for excellence. Our deep connection to the Central West enriches our identity and strengthens our shared purpose.

A key focus this year has been our high-expectation learning culture, underpinned by our Building Learning Power Teaching and Learning framework. This approach supports students in developing resilience, reflection, relational skills, and resourcefulness – transferable skills that will serve them well throughout life.

A major artistic milestone was achieved with the completion of a stunning mural designed and painted by local Gamilaraay artist Caroline Dallinger. This mural symbolises our school community, incorporating symbols of support, faith, education, and connection to Country. The two goannas, representing the Wiradjuri Totem, honour our ties to the land, while additional symbols highlight the diverse journeys of our students.

Academic Achievement

We celebrate the results of the Class of 2024 in the HSC, reflecting their dedication, perseverance, and academic excellence. Our 28 students achieved pleasing success, securing 33 individual Band 5 or Band 6 results. Highlights include:

- A top ATAR result of 95.1
- Band 6 results in Mathematics Advanced, English Extension 1, and Primary Industries

Many of our students secured Early Entry offers to university, obtained Vocational Education and Training (VET) qualifications, and are embarking on promising career pathways.

Co-Curricular and Student Development

Beyond the classroom, our students have excelled in a diverse range of co-curricular activities. To further recognise skill development and commitment, we introduced a new awards system in the Senior School, celebrating achievements in Sports, Agriculture, Music, Service Learning and Academics outside the classroom.

We have also prioritised student wellbeing through structured programs. Senior School students have engaged with Wellio, a program designed to provide age-appropriate lessons to support mental health. In Junior School, the Second Step program continues to equip students with strategies to manage emotional challenges effectively.



Capital Works and Infrastructure

This year saw the official opening of a new General Classroom facility for the Senior School. This state-of-the-art building includes four classrooms, writable walls and desks, interactive screens, a large central space, and dedicated office areas. Complementing these enhancements are new amenities, sandstone landscaping featuring an amphitheatre, and garden beds. Additionally, the Senior School Staffroom now benefits from a new kitchen to support our staff community.

The School received a Government Grant to assist in the purchase and installation of Solar Power to Henderson Hall.

Ducted reverse-cycle air-conditioning has been installed in C-Block in the Junior School, and there have been some air-conditioning units replaced at the boarding facility. In addition, there has been an electrical upgrade at boarding.

A Yutong D9 39 Seater Bus was purchased to accommodate transportation of our growing boarding enrolment to and from school. This bus is also used for various school excursions.

An IT Phone system upgrade has occurred, as well as minor capital equipment for teaching departments including musical instruments and equipment for Food Technology.

Strategic Planning

A significant initiative this year has been the development of our new Strategic Plan for 2025-2029. This process involved extensive consultation with the school community through surveys, meetings, and planning workshops. We look forward to implementing this vision and continuing to enhance the learning experience for our students in the years ahead.

As we reflect on 2024, we celebrate the many achievements of our students, staff, and community. We remain committed to fostering a culture of excellence, faith, and resilience, ensuring that every student is equipped with the skills and values to thrive today and into the future.

Mrs Alison Mitchell
Principal



DEPUTY PRINCIPAL'S REPORT

At Macquarie, we are deeply committed to nurturing young people who will go on to make a positive and lasting difference in the world. Grounded in our Christian foundation, we celebrate the truth that each student is uniquely created by God and valued as an individual. This belief informs every aspect of school life – from the way we teach to the way we care for our students.

Our Teaching and Learning Framework, built around the 4Rs – resilient, relational, reflective and resourceful – is now well embedded in our school culture. These learning dispositions are actively drawn upon by students not only within the classroom, but also in the wider school and community contexts. Our staff continue to refine and enhance their teaching practice in alignment with these core learning powers, ensuring consistency and purpose in the way we support student growth.

Student wellbeing remains a central focus of our school. The PERMA model continues to guide our approach, equipping students with the tools to build strong relationships, foster a sense of purpose, and manage stress and anxiety effectively. In 2024, our Wellbeing Team further embedded weekly learning through Wellio sessions, which now form a key part of our Tutor Group structure. These sessions are thoughtfully tailored to meet the needs of each year group, ensuring wellbeing education remains age-appropriate and impactful.

A significant milestone this year was the implementation of our Co-curricular Framework. This initiative has been embraced

enthusiastically, with students across all stages actively engaging in opportunities to represent our school across key domains. Students now work towards earning School Colours as a recognition of their commitment and contribution, reinforcing our belief in the importance of holistic education.

Student leadership continues to flourish at Macquarie. Students from all year groups are given the opportunity to participate in the Student Representative Council each semester, providing a voice for their peers and contributing to the life of the school. Our senior students in Years 11 and 12 are recognised as key leaders within our community, with many choosing to serve through formal roles including School Captain, Vice Captain, Boarding Captain, and Prefect.

We are particularly proud of the efforts of our Year 12 cohort of 2024, who selected Little Wings as their chosen charity. This not-for-profit organisation provides free, professional flight and ground transport services for seriously ill children in rural and regional areas of NSW, ACT and Queensland. Their fundraising efforts are a testament to the heart of service that defines our students and reflects our school's commitment to making a tangible difference in the lives of others.

As we look to the future, we remain steadfast in our mission: To develop resilient young people who make a difference in the world within a high quality, affordable, Christ-centred education.

Mrs Marina Simcox
Deputy Principal

HEAD OF JUNIOR SCHOOL

2024 has been a year of vibrant learning, growth, and community for Macquarie's Junior School. From strong academic programs to creative electives, wellbeing initiatives, and acts of service, students have embraced a wide range of experiences that have shaped their development. This overview highlights the key programs and events that have defined and enriched Junior School life throughout the year.

INITIATIVES

Academic Programs

Structured Literacy and Numeracy:

- SoundsWrite and Spelling Mastery for phonics, spelling, and morphology.
- PRIME Mathematics using a Concrete-Pictorial-Abstract approach to build problem-solving and conceptual understanding.
- MiniLit and MacqLit interventions delivered by the Learning Support team to target individual student needs.

Learning Framework

Macquarie Teaching and Learning Framework:

- Encouraged student ownership through goal setting, self-reflection, perseverance, collaboration, and adaptability.
- Promoted development of the "Learning Powers," nurturing both academic progress and a love for learning.

Student Wellbeing

Wellbeing Framework and Programs:

- Second Step SEL Program taught self-awareness, emotional regulation, and relationship skills.
- Bella Girl Program introduced for Stage 2 and 3 girls, focusing on emotional regulation and relationship-building before adolescence.

Co-Curricular Involvement

Wide Range of Activities:

- Participation in Sport, Debating, Chess, STEM challenges, Choir, and Music ensembles.
- Ongoing Macquarie Participation Program to recognise student involvement.
- New initiative to align the Junior School co-curricular points system with Senior School awards structure for consistency and recognition.

Community and Cultural Engagement

Key Events:

- NAIDOC Week celebrations for Indigenous culture appreciation.
- Participation in the Dubbo Show, Dubbo Eisteddfod, Book Week, Macquarie's Got Talent, and Grandparents Day.
- Christmas Carols Concert celebrated community and connection.

Electives Program

Expanded Junior School Electives:

- Hands-on learning through Textiles, Coding, STEM, Engineering, Creative Writing, and Performing Arts.

Service Learning

Community Engagement and Service:

- Year 6 visits to RSL LifeCare to build intergenerational connections.
- SRC-led initiatives included food drives for Anglicare and participation in Operation Christmas Child, promoting generosity and empathy.

Mrs Keera Job
Head of Junior School

HEAD OF SENIOR SCHOOL

2024 has been a dynamic and rewarding year for Senior School students at Macquarie. Marked by growth, challenge and achievement, students have embraced a wide range of academic, co-curricular, and wellbeing initiatives designed to develop their character, skills, and leadership. This summary highlights key programs and experiences that have shaped their journey throughout the year.

INITIATIVES

Academic Development

- Continued implementation of the Teaching and Learning Framework, promoting student self-awareness and growth in being reflective, resilient, relational, and resourceful.
- Strong emphasis on goal setting, feedback-seeking, and challenging subject choices.
- High student engagement in drafts, revision workshops, and supervised holiday study, particularly among HSC candidates.

Practical and Experiential Learning

- Use of diverse learning spaces including labs, art and music rooms, Agriculture Plot, Design Kitchen, Amphitheatre, and more.
- Macquarie Agricultural Pathways Program reached its third intake, including final project presentations and training with the Rural Fire Service.

Performing Arts

- Year 7 students produced "In the Darkness", with support from Years 8–9 as crew and makeup assistants.
- Students were involved in all aspects of production: costumes, digital design, set and performance.

Milestone Celebrations

- Year 7 Waypoint Dinner, Year 11 Leadership Dinner, Year 12 Valedictory Chapel, Assembly, and Dinner

Outdoor Education Program

Annual experiences for all year groups:

- Year 7: Camp Somerset.
- Year 8: Urban Challenge in Sydney.
- Year 9: Delayed but successful camp at Camp Somerset.
- Year 10: Snow Camp in Jindabyne and Sydney theatre visit.
- Year 11: Environmental learning in Cairns (Daintree and Great Barrier Reef).
- Year 12: Reflective retreat at the Central Coast.

Co-curricular Engagement

- Student participation across Sport, Music, Creative & Performing Arts, Chess, Da Vinci Decathlon, Livestock & Equestrian teams.
- Introduction of Colour Awards to recognise excellence and service in co-curricular activities.

Student Wellbeing

- Launch of the Wellio program in Tutor Group, building emotional intelligence and coping skills.
- Workshops on stress management, digital safety, and relationships.
- Continued participation in the Blackdog Future Proofing study (Year 11).

Faith and Service

- Active involvement in Chapel, Christian Development, and community service, including Cook 4 Good, visiting aged care facilities, groundskeeping at Dubbo Anglican Church, fundraising for Little Wings and Operation Christmas Child.

Leadership and Student Voice

Opportunities in:

- Student Representative Council (e.g., launched a lunchtime board games club).
- Year 10 Peer Support Leader training and Year 11 Peer Support implementation.
- Official leadership roles: School Captains, Prefects, and Sports Captains leading initiatives and events.

Ms Penny Chilton
Head of Senior School

2024 JUNIOR SCHOOL STUDENT LEADERS

School Captains	Aria Jacob and Alex Stiles
Vice Captains	Kate Pendlebury and Lachlan Tucker
SCR Captains	Eva Powell and Charlie Hawkins

2024 JUNIOR SCHOOL HOUSE CAPTAINS

Chisholm	Cuthbert	Dunlop	Flynn
Aeva Maher Georgia Batten	Delilah Nicholls Finn Hyland	Maya McCauley Jack Murray	Lilla Job Corbyn Smith

2024 SENIOR SCHOOL STUDENT LEADERS

School Captains	Ethan Moody and Airlie Smith
Vice Captains	Annabelle Stephens and Thomas Williamson
Prefects	Tharushi Marapana, Nicola Millar, Eve Porch, Kathryn Rice, Isabelle Russell and Tozula Yamba

2024 SENIOR SCHOOL HOUSE CAPTAINS

Chisholm	Cuthbert	Dunlop	Flynn
Billie Allan Tobey Cohen	Kaela Croker Tom Kerin	Abigail Medcalf Jack Taylor	Charlotte Masonwells Isaac Finlay

STUDENT REPRESENTATIVE COUNCIL

JUNIOR SCHOOL

In 2024, the Junior School Student Representative Council (SRC) was led by Prefects Charlie Hawkins and Eva Powell. Their leadership, along with the dedication of the entire SRC team, helped create a strong sense of community and generosity throughout the school. It was a year marked by meaningful initiatives, successful fundraising efforts, and engaging school events.

Through fundraising initiatives, the Junior School SRC raised \$983.57 for the Anglicare Community Pantry and put together 30 craft activity packs for children at Dubbo Hospital. These contributions reflect the hard work and community spirit of everyone involved. Events included the Junior School Disco, Wellbeing Lunches, RUOK Day, Day for Daniel, and Christmas and Easter Colouring and Drawing Competitions. Each event brought students together, creating opportunities for fun while raising awareness for important causes.

2024 was a year where teamwork and kindness shone brightly, reminding us all of the power of small actions to make a big impact.

Ms Jessica Diamond

SENIOR SCHOOL

2024 marked another significant year for the Senior School Student Representative Council at Macquarie Anglican Grammar School. The SRC farewelled Thomas Willimason and Annabelle Stevens (Year 12 2024) as their leading prefects and welcomed Thomas Roth and Eva Harris (Year 12 2025), who have taken on the responsibility of leading the council and guiding their peers through an array of student-led initiatives and improvements.

Throughout the 2024 academic year, the SRC built on previous successes while introducing new initiatives to further enhance student life. The council once again played a key role in organising Operation Christmas Child, successfully coordinating the collection of shoe boxes across the entire school. This initiative provided gifts and essential items to children in need, reinforcing the school's commitment to global citizenship and generosity.

In addition to their philanthropic efforts, the SRC took the opportunity to acknowledge and appreciate the dedication of the school's teaching staff. In celebration of World Teachers' Day, the SRC organised care packages and compiled a heartfelt video montage, expressing gratitude for the invaluable contributions of their teachers. This initiative was warmly received by staff and students alike, strengthening the sense of community within the school.

To bring a sense of festivity and joy to the final term of the year, the SRC also arranged a special Christmas movie screening for students. This event was a great success, providing a well-earned moment of relaxation and celebration as the school year drew to a close.

As the SRC continues to establish itself as a long-term fixture within the school, its members remain committed to developing meaningful initiatives and representing the voices of the student body. Looking ahead to 2025, the SRC is excited to expand its influence, implement new ideas, and further integrate into the fabric of student leadership at Macquarie Anglican Grammar School. With a strong foundation in place, they eagerly anticipate another productive and inspiring year.

Miss Prue Murray



PARENTS AND FRIENDS ASSOCIATION

2024 welcomed a brand-new P&F Executive Committee, and with fresh faces came a few exciting changes. One of the first was a revamp of the Easter Raffle, with sponsorship sourced for the prizes. This initiative significantly increased our profit and community engagement.

The Winter Pie Drive and the annual Parents' Night Out were again highlights on the calendar. The 2024 Parents' Night Out was especially memorable, combining a social gathering with the opportunity to welcome and connect with our new principal, Mrs Alison Mitchell. Her appointment has been instrumental in strengthening the relationship between the school and the P&F, creating a united focus on shared goals and collaborative support.

A heartfelt thank you must go to Claire Booth, ably assisted by Lyndal Cook, for leading the transition of the Clothing Pool in 2024. With 2024 marking the final year the old logo could be worn, only uniforms featuring the new school logo were permitted from 2025 onward, making the phase-out of old stock a significant undertaking. Thanks to the combined efforts of the school and the P&F, families were encouraged to return old-logo uniforms, which were then responsibly recycled.

The 2024 P&F Executive was led by Mary Nushaj (President), Lyndal Cook (Vice President), Tammy Batho (Secretary), and Yvette Lloyd (Treasurer). Representatives included Sally Murray (Senior School), Terrilee Amatto (Junior School), and Helen Smith representing the Boarding community.

One of our key innovations this year was the introduction of a direct online application

process for Macquarie staff to request P&F support for projects that would directly benefit students. This led to a number of presentations at P&F meetings, and culminated in the exciting purchase of a metal engraver for the Design & Technology students – a resource set to benefit students for years to come.

Another completed project was acknowledging the amazing fundraising for the Grand Piano purchased in 2022, now permanently located in Henderson Hall and played at assemblies and other events. To acknowledge the generous contributions of families, staff, and friends, the P&F have now donated a commemorative clock for the school foyer in recognition of those involved in its purchase.

A special thank you to the outgoing 2023 committee – Sarah Christensen, Alison Attenborough, and Bill Williamson. They handed over a very healthy financial position and a strong foundation for the 2024 committee.

Looking ahead to 2025, we saw a few changes to the Executive. I, Sally Murray, stepped into the role of President, with Lyndal Cook continuing as Vice President, and the Treasurer remains Yvette Lloyd. The Secretary position was opened up to be vacant following the 2024 AGM, with our Junior and Senior School reps, plus the Boarders representative, continuing unchanged.

Thank you to everyone who contributed their time, support, and energy to the P&F in 2024. We look forward to another fantastic year ahead in 2025.

Mrs Sally Murray
President of the P&F

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

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 22-year 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 facilities, with plans for future building development to provide infrastructure for enrolment of up to 800 students within the next 10 years. Macquarie has a proud history of involvement in the wider community, with students provided with regular opportunities to participate in community service activities. In the Junior School an innovative curriculum focuses on developing strong literacy and numeracy foundational skills alongside a rich co-curricular program. Offering an extensive range of subjects and elective choices in the Senior School, Macquarie has outstanding vocational programs and facilities to complement its academic program.

CHARTER

Macquarie Anglican Grammar School is owned 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 Profit Commission website.

MEMBERS OF SCHOOL COUNCIL

Chair – Mr Martyn Mitchell

Members – Mrs Clare Pendlebury, Mr Michael Sutherland, Mrs Elizabeth Shuttle and The Reverend Carl Palmer

SCHOOL FACTS	
School Sector	Non-Government
School Type	Combined
Year Range	K – 12
Location	Provincial
Total Enrolments	610
Girls	310
Boys	300
Indigenous students	10%
Language background other than English	6%
Student attendance rate	94%

OUR FUTURE

Macquarie continues to experience steady growth, with an average enrolment increase of seven per cent over the past three years. For the first time in the school's history, several year groups have reached full capacity. In 2024, to accommodate this expansion, a fourth class was introduced in Stage 1 at the beginning of Semester 2.

As students develop their Learning Power, we are seeing greater engagement in academically rigorous Stage 6 courses, including Advanced English, Mathematics, Chemistry, and Physics. The 2024 HSC results reflected this progress, with improvements across all faculties and students consistently meeting or exceeding academic expectations tracked from Year 10.

Looking beyond 2024, the school will prioritise:

- Extending learning potential
- Nurturing faith and fostering a passion for service
- Purposefully planning for students' futures

A key initiative in 2024 has been the development of a new Strategic Plan (2025-2029), shaped by input from the entire school community. This plan will focus on:

- People
- Place
- Practice
- Powerful Learners
- Faithful Community
- Inspiring Futures

In parallel, work has commenced on a ten-year Master Plan, addressing infrastructure and ongoing maintenance to support our growing enrolment and evolving school needs.

With these initiatives, Macquarie is strengthening its position as the school of choice in the region.





Theme 2 – Outcomes & Results

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN TESTS IN YEARS 3, 5, 7 AND 9 FOR 2024

All Australian students in Years 3, 5, 7, and 9 are assessed using national testing in Reading, Writing, Language Conventions (spelling, grammar and punctuation), and Numeracy. 99% of students at Macquarie participated in NAPLAN in 2024, above the Australian average.

The table below shows the average student NAPLAN results from Macquarie Anglican Grammar School in 2024. The cell colour conveys that our school's results are 'above' or 'close to' the results of all students nationally. Macquarie's NAPLAN 2024 results can be accessed on the My School website <https://www.myschool.edu.au/school/43820/naplan/results#>

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
Year 3	411	421	408	411	420
Year 5	515	504	517	518	503
Year 7	551	558	539	547	552
Year 9	574	580	559	557	573

NAPLAN participation for Macquarie Anglican Grammar School is 99% NAPLAN participation for Australian students is 95%

Above Table and Data sourced from ACARA My School.

INTERPRETING THE TABLE

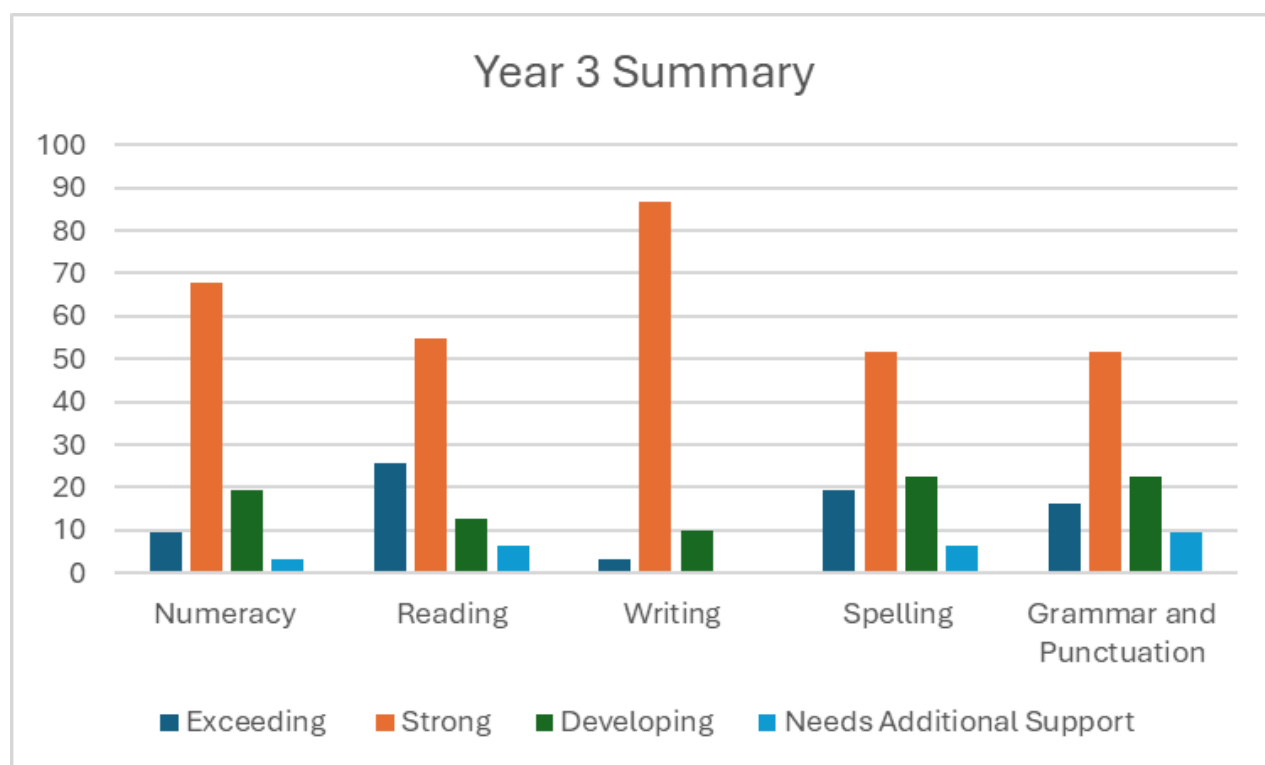
Selected schools average when compared to students with a similar background

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

YEAR 3 SUMMARY

Student Proficiency Percentages by Domain

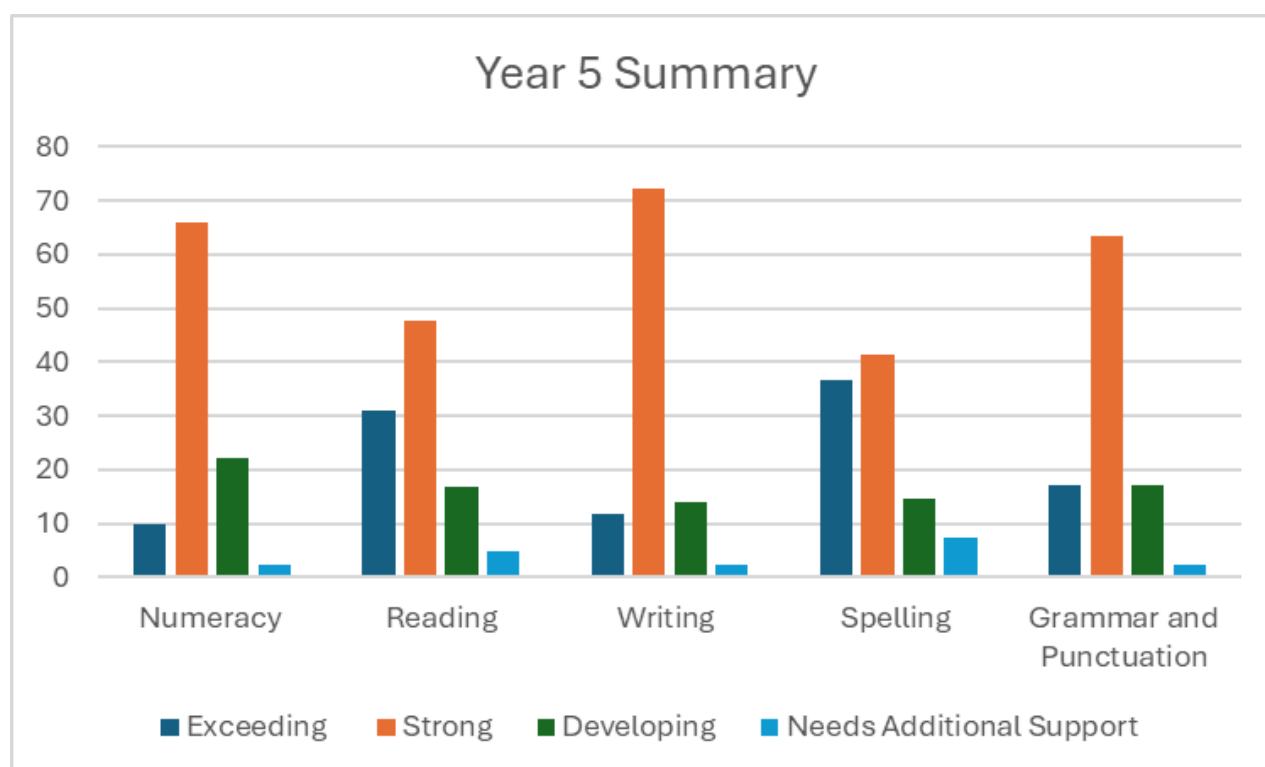
In 2024, 31 students in Year 3 sat the NAPLAN Test. Strong performances were demonstrated in the domain of Writing (90% of students either Exceeding or Strong).



YEAR 5 SUMMARY

Student Proficiency Percentages by Domain

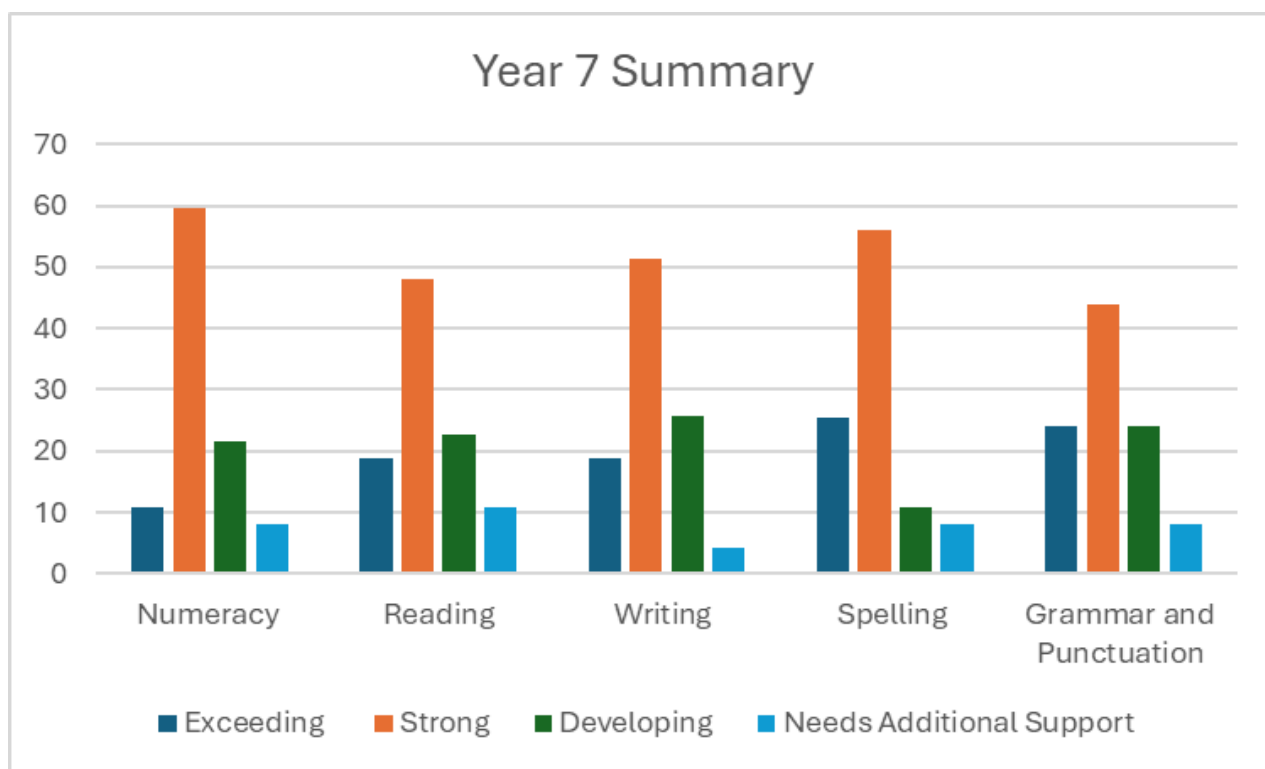
In 2024, 43 students in Year 5 sat the NAPLAN Test. Consistent performances were demonstrated in the domains of Writing (83.7% of students either Exceeding or Strong) and Grammar and Punctuation ((80.5% of students either Exceeding or Strong).



YEAR 7 SUMMARY

Student Proficiency Percentages by Domain

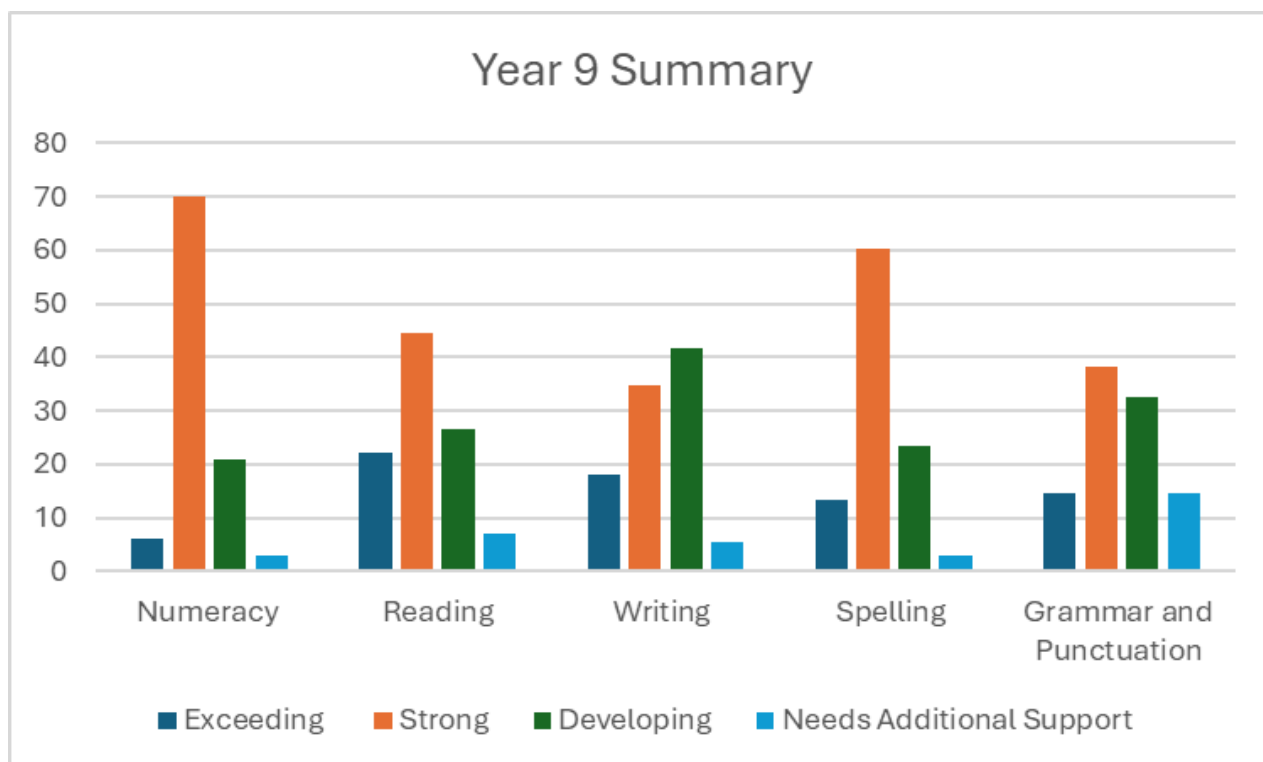
In 2024, 76 students in Year 7 sat the NAPLAN Test. The strongest performance was in Spelling (79.5% of students either Exceeding or Strong).



YEAR 9 SUMMARY

Student Proficiency Percentages by Domain

In 2024, 72 students in Year 9 sat the NAPLAN Test. Consistent performances were demonstrated in the domains of Numeracy (76.1% of students either Exceeding or Strong) and Spelling (73.5% of students either Exceeding or Strong).



POST-SCHOOL DESTINATIONS

YEAR 12 LEAVERS

Academic Results: Higher School Certificate 2024

100% of the twenty-seven (27) Year 12 students presented for and attained the HSC in 2024. Additionally, one student completed a Life Skills HSC.

Two (2) students (7.4% of the candidature) (0% in 2023) achieved Band 6 and E4 results in Mathematics Advanced, English Extension 1 and the Primary Industries Examination.

13 students achieved Band 5 (E3) Results (48%), (38%, 5 students in 2023) (43%, 15 students in 2022). There were 33 Band 5 (E3) Results in total.

26.1% of all Macquarie Anglican Grammar School results were Band 5 or Band 6 (21.4% in 2023) (19.6% in 2022).

Early Entry Offers

74% of students who applied for Early Entry to universities received offers to courses of their choosing (87.5% in 2023).

Number of Students ATAR eligible: 20

Number of Students with an Early Offer: 14

Number of individual offers: 27

Tertiary Institution	Offers Made
University of Wollongong	7
University of Newcastle	5
Charles Sturt University	9
University of New England	1
University of Sydney	1
University of Technology Sydney	2

UAC Offers

Tertiary Institution	Offers Made	Category
University of Wollongong	3	Business, Secondary Education, Nutrition Science
University of Newcastle	3	Business, Commerce, Physiotherapy
Charles Sturt University	7	Business, Info Tech, Occupational Therapy, Physiotherapy, Nursing, Environmental Science
University of New England	1	Criminology
University of Sydney	3	Visual Arts, Engineering, Arts
ACU	2	Exercise Science, Early Childhood Education
Macquarie, Canberra, UNSW	1, 1, 1	Design, Business

POST-SCHOOL DESTINATIONS

Vocational Education and Training

Students gained external qualifications in:

- Certificate II in Agriculture and Certificate II in Automotive Vocational Preparation
- Certificate III in Business
- Statement of Attainment in Early Childhood Education and Care
- Certificate III in Health Services Assistance (Assisting in Nursing: Work in Acute Care)

2024 HSC Performance Achievement 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	2024	8	87.5	83.47	12.5	16.49
	2023	0	NA	NA	NA	NA
	2022	4	75	81.15	25	18.85
Biology	2024	12	91.66	88.25	8.33	11.75
	2023	5	100	88.93	0	10.55
	2022	6	100	79.2	0	20.8
Business Studies	2024	8	87.5	87.34	12.5	12.76
	2023	8	100	87.4	0	11.66
	2022	6	83.34	89.38	16.66	10.62
Chemistry	2024	5	80	87.27	20	12.73
	2023	2	100	85.44	0	14.24
	2022	3	0	84.19	100	15.81
Community and Family Studies	2024	3	100	92.73	0	7.27
Design and Technology	2024	1	100	95.94	0	4.06
	2023	4	100	94.79	0	4.97
	2022	0	NA	NA	NA	NA
Economics	2024	7	71.42	92.38	28.57	7.62
	2023	0	NA	NA	NA	NA
	2022	2	100	92.96	0	7.31
English Advanced	2024	12	100	99.51	0	0.49
	2023	8	100	99.42	0	0.54
	2022	5	100	99.01	0	0.99
English Standard	2024	15	73.34	92.4	26.66	7.6
	2023	5	100	89.31	0	10.29
	2022	7	71.42	87.52	28.58	12.48

SUBJECT	YEAR	NO OF STUDENTS	SCHOOL BANDS 3-6 %	STATE BANDS 3-6 %	SCHOOL BANDS 1-2 %	STATE BANDS 1-2 %
Investigating Science	2024	5	100	92.98	0	6.98
	2023	2	100	91.74	0	8.23
	2022	0	NA	NA	NA	NA
Legal Studies	2024	6	100	89.51	0	10.49
	2023	0	NA	NA	NA	NA
	2022	2	100	83.96	0	16.04
Mathematics Advanced	2024	10	100	94.77	0	5.23
	2023	2	50	92.92	50	6.91
	2022	2	100	94.24	0	5.76
Mathematics Standard	2024	9	88.88	83.18	11.11	16.78
	2023	9	88.88	81.77	11.11	17.57
	2022	6	100	81.12	0	18.88
Modern History	2024	4	75	90.54	25	9.46
	2023	3	100	84.54	0	15.46
	2022	1	100	88.13	0	11.87
Music 1	2024	1	100	97.14	0	2.86
	2023	4	100	97.57	0	2.01
	2022	3	100	88.77	0	11.23
PDHPE	2024	7	100	91.11	0	8.89
	2023	8	100	88.78	0	10.27
	2022	3	100	78.93	0	21.07
Primary Industries Examination	2024	4	100	96.94	0	3.06
Society and Culture	2024	4	100	94.95	0	5.05
	2023	3	100	94.72	0	5.04
Studies of Religion	2024	5	100	96.28	0	3.72
	2023	5	1010	96.68	0	4.15
Visual Arts	2024	2	100	99.42	0	0.58
SUBJECT	YEAR	NO OF STUDENTS	SCHOOL BANDS E2-4	STATE BANDS E2-4	SCHOOL BANDS E1	STATE BANDS E1
Mathematics Ext 1	2024	1	100	97.5	0	2.5
	2023	1	100	95.93	0	4.07
	2022	1	100	93.77	0	6.23
Mathematics Ext 2	2024	0	NA	NA	NA	NA
	2023	1	100	98.6	0	1.4
English Ext 1	2024	3	100	95.52	0	4.48
	2023	1	100	99.47	0	0.32
Science Extension	2024	1	100	99.08	0	0.92

Theme 3 - Staffing

PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

During 2024, 50 individuals were employed as teachers at Macquarie Anglican Grammar School, teaching across Prep-Year 12.

All 50 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	No. of Teachers
1	Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office Overseas Skills Recognition (AEL-NOOSR) guidelines.	50
2	Teachers who have teaching qualifications as a graduate from a higher education institution within australia or one recognised withing 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 relevent successfull teaching experience or appropriate knowledge relevant to the teaching context.	0

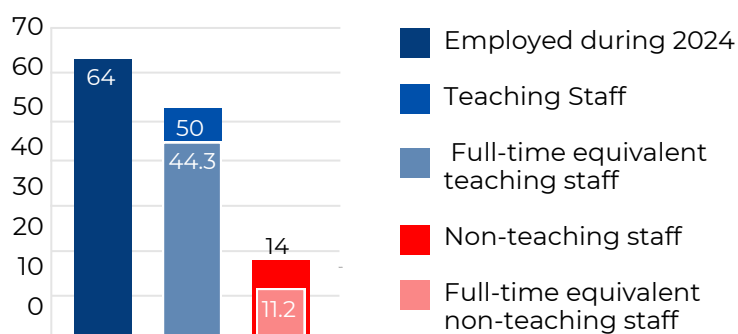
SUMMARY OF QUALIFICATIONS OF ACADEMIC STAFF EMPLOYED BY MACQUARIE ANGLICAN GRAMMAR SCHOOL IN 2024

ISTAA Registration

Category	Conditional	Provisional	Proficient	Experienced
No. of Teachers	0	8	22	20

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

During 2024, 64 individuals were employed as either teaching or support staff at Macquarie Anglican Grammar School. 50 of these individuals were on the teaching staff (44.3 full-time equivalent) and 14 individuals (11.2 full-time equivalent) were employed as support or non-teaching staff.



Theme 4 - Attendance

2024		
94%	95%	93.5%
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	95%	97%	95%	94%	95%	93%	95%

YEAR GROUP	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total School
ATTENDANCE RATE	96%	90%	93%	93%	95%	92%	94%

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 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 the 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 Principal.

Theme 5 - School Policies

ANTI-BULLYING POLICY

<https://magsnsw.policyconnect.com.au/module/223/page/4f6bff19-f13d-46f3-a79a-bd0ca5a5d350.md>

CHILD PROTECTION POLICY

<https://magsnsw.policyconnect.com.au/module/214/page/79b3152d-18dd-4c19-b717-6c4c7e26b1c6.md>

DISCIPLINE POLICY

<https://magsnsw.policyconnect.com.au/module/80/page/343cb5fd-cda6-48e3-8198-d4700bf957e3.md>

ENROLMENT POLICY

<https://magsnsw.policyconnect.com.au/module/716/page/96bb524e-bece-42fd-a9f4-e7f419c2e61d.md>

COMPLAINTS POLICY

<https://www.mags.nsw.edu.au/assets/Downloads/Child-Safe-Policies/Complaints-Handling-Policy.pdf>





Theme 6 - Stakeholder Satisfaction

During 2024, parents were given various opportunities to provide feedback, including;

- Direct Contact with Teachers: Parents could approach teachers directly, via telephone, or through email.
- Direct Contact with the Principal: A special email address was set up for parents to address their concerns directly with the principal.
- Information Evenings and Parents and Friends Association Meetings: Special events and meetings provided additional forums for discussion and feedback.

Parent satisfaction was measured through several methods:

- Email, Letter, and Telephone Contact: Communications expressing support or concern were reported to the School Council at monthly meetings.
- Parents and Friends Association Meetings: Opinions and correspondence received at these meetings were considered.
- Interviews with the Principal: Direct feedback was gathered during individual parent interviews.
- Teacher Feedback: Insights from teachers regarding parent interactions were collected.
- Monitoring Enrolments: Steady growth in enrolments was an indicator of satisfaction.
- Exit Interviews: Feedback from parents of departing students was analysed.

Student satisfaction was gauged using various approaches:

- Student Representative Council Meetings: Issues and suggestions were discussed at these meetings.
- Meetings between the Principal and School Captains: Regular meetings provided a platform for student leaders to communicate their views.
- Staff Meetings: Student-related discussions were a part of regular staff meetings.
- Parent Interviews and Association Meetings: Insights were also gathered through parent interactions.
- Leadership Training Sessions: Feedback was collected from students in leadership training sessions for Years 6-12.
- Monitoring of Macquarie Cares Entries: Entries were reviewed to gauge student welfare and satisfaction.

Staff satisfaction was assessed through multiple channels:

- Interviews with the Principal: Direct feedback from staff members was collected.
- Regular Staff Meetings: Open forums allowed staff to express their opinions.
- Executive Meetings: Regular meetings of the executive team included discussions on staff satisfaction.
- Professional Development Sessions: Opinions were gathered during professional development activities.
- Staff Representative Planning Sessions: These sessions facilitated structured feedback from staff representatives.



In Term 3 of 2024, students, staff, and parents were invited to complete surveys to help the school assess its strengths and identify areas for improvement. The Parent Survey achieved a response rate of 39%. While this was lower than anticipated, it still provided a reliable set of results.

Overall, parent satisfaction was high, with 83% of respondents expressing satisfaction with how the school supports their children's wellbeing and learning needs. Additionally, 83% indicated they would recommend the school to other families.

Parents identified the school's values and small class sizes as its best distinguishing features. Other notable factors attracting families to Macquarie included its behavioural expectations, quality of teaching, and convenient location. Despite Macquarie's Christian focus, only 13% of parents cited this as a primary reason for choosing the school, even though 64% of parents identified as Christian, and 77% supported the school's Christian ethos.

Most school practices were rated highly. Of the 12 practices surveyed, 10 received at least 80% favourable ratings, with none scoring below 50%. Parents particularly appreciated the school's communication (85%), the respect displayed by staff and students (84%), and the quality of teaching (83%). School facilities, while still positively rated, received a slightly lower score (79%).

More than 80% of parents agreed that the school excels in fostering positive values. This includes focusing on positive results, maintaining high standards of conduct, developing student character and leadership, promoting connectedness among students, and fostering a sense of belonging. Parents also noted that students are engaged in all aspects of school life.

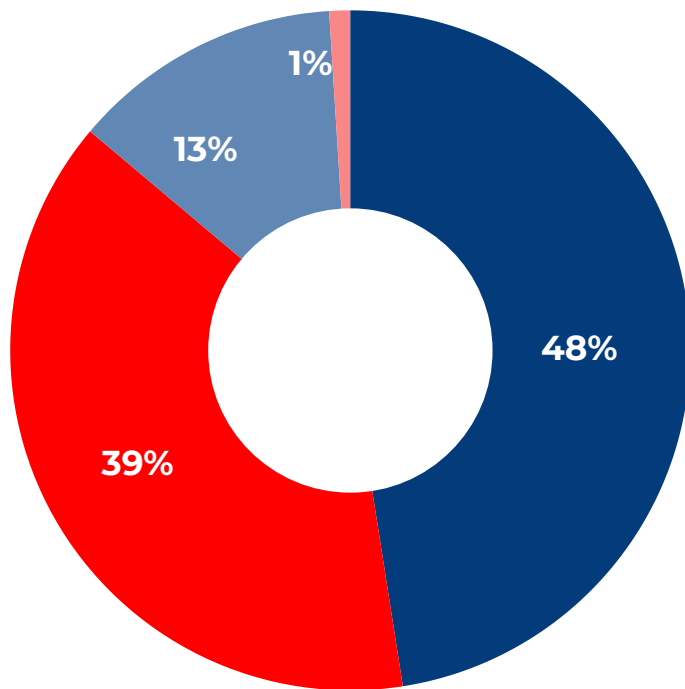
Support for the Principal was exceptionally high, with 95% of parents reporting that the Principal is highly visible and present within the school. Additionally, 93% noted the Principal communicates effectively about education and learning, while 92% acknowledged the Principal's role in modelling Christian faith, values, and high standards across all areas of school operations.

The analysis highlights key opportunities for further improvement:

- Enhancing quality education through more meaningful reporting and feedback
- Supporting students in building resilience
- Continuing efforts to prevent and address bullying

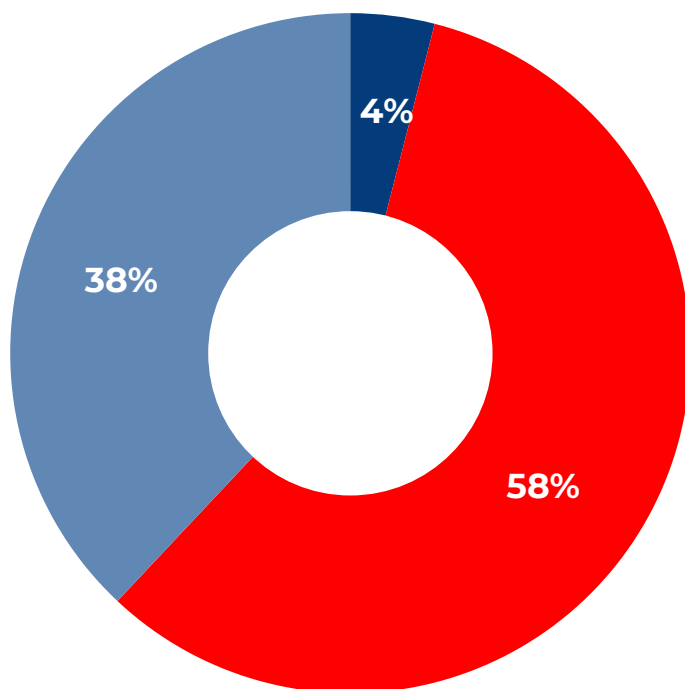
The feedback from parent, student, and staff surveys has been instrumental in shaping the school's new Strategic Plan, which is set to launch early next year. Sincere thanks to all parents who shared their valuable perspectives.

Theme 7 - Summary Financial Information



INCOME

- Fees & Private Income
- State Recurrent Grants
- Commonwealth Recurrent Grants
- Other Capital Income



EXPENDITURE

- Salaries, allowances & related expenses
- Non-salary Expenses
- Capital Expenditure

ANNUAL SCHOOL REPORT 2024

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MACQUARIE
ANGLICAN GRAMMAR SCHOOL

FAITH IN *Action*