



MACQUARIE
ANGLICAN GRAMMAR SCHOOL

ANNUAL SCHOOL REPORT 2025



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Theme 1 – Context

MESSAGES FROM KEY SCHOOL BODIES

CHAIR OF COUNCIL

"Whatever you do, work at it with all your heart, as working for the Lord, not for men." Colossians 3:23

2025 has been a highly successful year under the leadership of Mrs Alison Mitchell, Principal, at Macquarie Anglican Grammar School. A significant indicator of this success has been the improvement in academic outcomes. This reflects the dedication of our staff in consistently implementing our Teaching and Learning Framework, while remaining focused on our mission of developing resilient young people who make a positive difference in the world through a high-quality, affordable, Christ-centred education.

We have been blessed with a stable and dedicated staff who demonstrate love, care and compassion for every student each day. Through their commitment, students are encouraged to develop their unique God-given gifts and talents. These gifts are further nurtured through the growing range of co-curricular opportunities available across the school.

The School Council has continued to support the School's future direction as outlined in our Strategic Plan 2025–2029 (refer to the Principal's Report), Learning Today, Leading Tomorrow. A significant milestone this year was the approval of a 10-year Master Plan, outlining the facilities required to support the school's growth to a full two-stream Junior School and a three-stream Senior School by the early 2030s. This Master Plan will enable our students, within a faithful and supportive community, to pursue their unique and inspired futures.



During 2025, we continued to invest in and enhance our facilities, including the refurbishment of G Block and the Music Department. Preparations are also underway for the commencement of a two-court Basketball and Outdoor COLA project in 2026, with completion anticipated in 2027.

In 2025, the school celebrated its largest HSC cohort to date, comprising 40 students. This cohort achieved outstanding results and was recognised as the highest-performing school cohort in Dubbo. As a result, more than 80% of graduates were able to pursue their preferred tertiary pathways in fields including Business, Engineering, Education, Veterinary Science, Health and many others.

The School Council is immensely proud of the dedication and achievements of both staff and students. Through their continued commitment to our vision, mission and values, Macquarie Anglican Grammar School remains well positioned to provide a Christ-centred education that equips students to lead purposeful lives and make a positive difference in the world.

Mr Martyn Mitchell
Chair of Council



PRINCIPAL'S REPORT

2025 has been a year of significant progress and achievement for Macquarie Anglican Grammar School (Macquarie). Guided by our Strategic Plan, Learning Today, Leading Tomorrow 2025–2029, this year reflects the collective commitment of our students, staff and families to continuous improvement, high expectations and shared purpose. This report provides an overview of the key achievements of the school under our three Strategic Drivers – People, Place and Practice – and our three Guiding Principles – Powerful Learners, Faithful Community and Inspiring Futures. Together, these reflect both where we are now and the confident direction in which we are heading.

People

Macquarie continues to grow in both size and reputation. In 2025, the School experienced more applications for enrolment than available places for the first time in its history, resulting in waitlists across several year groups. This strong demand reflects growing community confidence in our educational offering.

We celebrated our largest-ever Year 12 cohort, with 39 students graduating in 2025, and we look ahead to welcoming 50 students into the Year 11 Preliminary Course in 2026. This sustained growth has been matched by continued investment in staff capability, student leadership and wellbeing. Sporting achievements were a highlight of the year. Our students demonstrated excellence, teamwork and resilience, including:

- Stage 5 boys finishing second in the Orana All Schools Touch Football competition
- Stage 4 girls winning their division at the Orana carnival, progressing to the State

Titles and placing 7th in New South Wales

- The same cohort claiming victory in the Central West Girls Rugby 7's tournament

These achievements reflect both student commitment and the exceptional guidance of our coaching staff.

Place

As our enrolments continue to grow, careful attention has been given to facilities and learning environments. Alongside major capital works, 2025 saw a range of significant improvements across the campus.

Key developments included:

- The design and implementation of a new Yarning Circle and Bush Tucker Garden, providing a meaningful space for cultural learning and connection
- Installation of a new fire pit at the Boarding facility to enhance community life for our boarders
- A comprehensive maintenance and refurbishment program, including a new Senior School staff kitchen in G Block and the installation of reverse-cycle air conditioning across the school
- Sustainability initiatives, including solar panels installed on Henderson Hall
- Upgrades to the Agriculture plot, with new fencing, shade shelters for cattle, garden beds and newly planted trees

Practice

Strong systems and intentional practice underpin our work across all areas of the school. In 2025, our Colours Awards system gained significant traction in the Senior School and a badge version will be extended to the Junior School in 2026. Students are recognised for excellence across the Arts, Sport, Livestock, Service and Academics. Student wellbeing remained a priority in 2025. Our *Wellio* wellbeing program

continued to operate alongside additional initiatives such as Bella Girl and a range of guest speakers. We also strengthened our commitment to a positive, respectful school culture by reinforcing anti-bullying practices, empowering students to recognise harmful behaviours and encouraging them to speak up and support one another.

In 2025, the School successfully passed a short-notice NSW Education Standards Authority inspection, affirming the strength, compliance and effectiveness of our policies, procedures and practices.

Powerful Learners

Our Teaching and Learning Framework, *Building Learning Power*, continues to shape confident, resourceful, reflective, relational and resilient learners. Its impact is evident. In 2025, more students elected to study academically rigorous Stage 6 courses, including a 40% increase in enrolments in Advanced English. Participation in holiday HSC workshops increased, draft submissions for feedback became more common, and Stage 6 students consistently exceeded tracked academic expectations.

Faithful Community

In 2026, our commitment to nurturing a faithful community remained central to all we do. The Christian framework was a deliberate focus of both student chapel services and staff devotions, strengthening a shared understanding of its significance and its place within our school's identity. Through thoughtful teaching, reflection, and discussion, staff and students were encouraged to deepen their faith and consider how it shapes daily life and decision-making. Our motto, Faith in Action was lived out in tangible and meaningful ways, with students actively engaging in service opportunities such as regular visits to local nursing homes and participation in our Cook for Good program. These experiences not only fostered compassion and empathy but also empowered students to express their faith through purposeful service to others.

Inspired Futures

This year marked significant progress in preparing our students for life beyond school through our Inspired Futures initiatives. We successfully launched our inaugural Work Experience Week for all Year 10 students, providing authentic opportunities to explore career pathways and develop practical workplace skills. Complementing this, students in Years 9 to 12 engaged in structured, fortnightly Careers lessons designed to build awareness, confidence, and informed decision-making about their futures. Enrichment opportunities included visits from the Australian Defence Force (ADF) and Australian National University (ANU), exposing students to diverse post-school options. Additionally, growth mentoring sessions for all students in Years 10 to 12 offered valuable guidance, encouraging goal-setting, reflection, and personal development as they prepare for their future pathways.

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 2025, 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.

"Commit to the Lord whatever you do, and he will establish your plans." Proverbs 16:3

Mrs Alison Mitchell
Principal



DEPUTY PRINCIPAL'S REPORT

2025 has been a year of continued growth and opportunity at Macquarie Anglican Grammar School.

Our Year 12 students demonstrated exceptional leadership and commitment to service through their chosen charity, We are Mobilise. This organisation supports individuals facing homelessness by providing direct funding for housing and essential needs. The cohort's efforts resulted in the highest amount ever raised for a Year 12 charity group at Macquarie, highlighting both their generosity and their desire to make a meaningful impact beyond the school community.

Teaching and learning continued to be a central priority, with the ongoing implementation of our Teaching and Learning Framework centred on developing students who are Resilient, Relational, Reflective and Resourceful. Throughout the year, teaching staff engaged in targeted professional projects aligned to these domains, strengthening classroom practice and consistency. Encouragingly, students are now increasingly able to identify and articulate these attributes within their own learning, demonstrating a growing awareness of themselves as Powerful Learners.

Student wellbeing remained a key focus across both Junior and Senior Schools. The Wellio program in the Senior School and the Second Step program in the Junior School

continued to provide structured support for student wellbeing and personal development. These programs were further enhanced through small group initiatives such as Bella Girl and a range of guest speakers, ensuring targeted and responsive support. Student voice has also been strengthened through active Student Representative Councils in both Junior and Senior Schools, with these groups effectively led by their respective school leaders and contributing meaningfully to school life.

The co-curricular framework continued to flourish in 2025, with many students achieving Bronze, Silver and Gold awards across a range of domains, particularly in the area of service. This reflects a strong culture of participation and commitment beyond the classroom. Complementing this, our Service Learning Program expanded further, providing students with valuable opportunities to engage with and contribute to the wider community. Initiatives such as Cook for Good and visits to local nursing homes have allowed students to demonstrate compassion, empathy and a genuine commitment to serving others. Overall, 2025 has been a year marked by growth, strong community engagement, and a continued commitment to developing well-rounded students who contribute positively to both the school and the broader community.

Mrs Marina Simcox
Deputy Principal



CHAPLAIN'S REPORT

At Macquarie, our motto Faith in Action reminds us that our Christian beliefs are meant to shape the way we live each day. This year, we took significant steps towards building a community that not only talks about faith but lives it, responding to God's great love for us through acts of love, service, and kindness.

A key highlight was the introduction of our Christian Framework, which helps us intentionally and consistently keep faith present in every part of school life. The framework reminds us that our beliefs as Christians are not just ideas to hold privately but truths to live out through our words, actions, and relationships each day.

For the first time, we also offered a Confirmation Course in partnership with Dubbo Anglican Church. A number of high school students participated in this program, engaging deeply with what it means to follow Jesus. At the conclusion of the course, several students made a public declaration of their faith through confirmation.

Service has continued to be a strong expression of our faith in action. Students visited local nursing homes alongside BaptistCare, offering companionship and joy to residents, and helped cook meals for those in need through Orana Support Services. These experiences have helped our students see how practical love and service can reflect the heart of Christ.

Our Senior School Prayer and Hot Chocolate Group and Junior School Christian Lunch Club has flourished, creating safe and welcoming spaces where students can explore faith and encourage one another. A growing number of school camps are now run in partnership with Christian organisations, giving students the opportunity to reflect on faith, life, and leadership in the beauty of God's creation.

Through Chapels and Christian Development classes, students continue to explore theology, apologetics, Anglicanism, ethics, church history, and most importantly The Bible, equipping them to think deeply and live faithfully.

It is a privilege and honour to teach and talk to people at Macquarie about Jesus. I want people to know that God loves them, he has taken the punishment for their sins and he desires a personal relationship with them. At Macquarie, we strive to create a safe environment and equip students with the necessary skills so that they can independently and freely explore their faith.

Mr Tom Owen
Chaplain

HEAD OF JUNIOR SCHOOL

2025 has been a year of growth, opportunity, and rich learning experiences across the Junior School. Our students have embraced challenge, demonstrated resilience, and engaged deeply in both academic and co-curricular life, supported by a strong sense of community and care.

SoundsWrite and Spelling Mastery have strengthened students' phonics knowledge, spelling accuracy, and understanding of language structures, while PRIME Mathematics has supported the development of strong conceptual understanding through its Concrete-Pictorial-Abstract approach. These programs, alongside targeted MiniLit intervention, have enabled us to support a wide range of learners and respond effectively to student data.

The Macquarie Teaching and Learning Framework continues to shape the development of our students as confident and capable learners. Throughout 2025, we have seen students increasingly take ownership of their learning, setting goals, reflecting on progress, and demonstrating the Learning Powers of resilience, resourcefulness, reflectiveness, and relationships. Student wellbeing has remained a priority, with our Wellbeing Framework supporting the social and emotional development of every child. The Second Step Social and Emotional Learning program has continued to provide students with practical strategies for managing emotions, building positive relationships, and resolving conflict. These skills have been further strengthened through our Peer Support program, led by our Year 6 students throughout Term 3.

Junior School students have thrived in a wide range of co-curricular activities throughout the year. Strong participation was evident in school sports, including Cross Country, Athletics, Netball Schools Cup, PSSA

competitions, and gala days, where students demonstrated teamwork, perseverance, and school pride. Our students also achieved success in HICES and CIS representative sport pathways. Opportunities in debating, public speaking, and enrichment programs supported the development of critical thinking and communication skills, while our performing arts students excelled in the Dubbo Eisteddfod across choir, dance, and drama. The Junior School Co-Curricular Badge Award program (formerly Macquarie Participation Program) has continued to recognise and celebrate student involvement in co-curricular activities. In 2025, we refined our processes for tracking and awarding in-school participation. This remains an important part of encouraging students to pursue a balanced and engaged school experience.

This year has been filled with memorable events that have strengthened our community. Highlights included Grandparents Day, which welcomed a large number of visitors for chapel, performances, and a shared picnic, as well as Harmony Day celebrations and ANZAC commemorations across the wider community. Book Week was once again a highlight, with a Character Parade, Book Fair, and strong family involvement. Students also enjoyed events such as Macquarie's Got Talent, Jump Rope for Heart, and Jeans for Genes Day. Camps and excursions provided valuable opportunities for independence, collaboration, and experiential learning. Year 6 students participated in a highly successful Canberra camp, while Year 5 attended Crusaders Camp at Galston, Year 4 at Burrendong Sport & Recreation Centre and Year 3 enjoyed their Zoo Snooze experience at Taronga Western Plains Zoo. Students across all stages engaged in excursions linked to classroom learning, including environmental studies, cultural experiences, and theatre performances.

HEAD OF JUNIOR SCHOOL

Our Junior School Electives program continued to provide opportunities for students to explore areas of interest and develop new skills. Students engaged in a diverse range of activities including service learning, creative arts, STEM projects, environmental initiatives, and community-focused projects. These experiences encouraged creativity, collaboration, and student voice. The Macquarie Plus Enrichment Program was also introduced for Stage 2 and 3 students, providing further opportunities for extension through interest-based learning.

Our Early Years programs have continued to grow, with strong interest from families in Prep to Year 2. Early Years Open Days, orientation programs, and targeted engagement opportunities have strengthened connections with prospective families and supported a smooth transition into school life. Our Prep and Kindergarten students have benefited from rich, play-based and structured learning experiences, laying strong foundations for future success. As we conclude the year, we reflect with gratitude on all that has been achieved. The growth, enthusiasm, and resilience of our students have been inspiring, and we are thankful for the dedication of our staff and the ongoing support of our families. Together, we have built an engaging and supportive learning community, and we look forward with confidence to the opportunities that lie ahead.

Mrs Keera Job
Head of Junior School



HEAD OF SENIOR SCHOOL

2025 has been a year of growth, opportunity and achievement in Senior School. Guided by our focus on Building Learning Power, students have been encouraged to develop the mindset, resilience and curiosity needed to thrive both in and beyond the classroom.

Learning remains at the heart of Senior School life. Students have embraced opportunities to seek feedback, challenge themselves academically and engage deeply with their studies. Across classrooms, workshops, laboratories, sporting fields, creative spaces and agricultural facilities, students have continued to develop knowledge, skills and character through rich and authentic learning experiences.

The Macquarie Agricultural Pathways Program continued to flourish, with students showcasing their practical skills and project work, while accelerated study options provided further opportunities for academic growth. The Year 7 Production, Just in Time, highlighted the creativity and collaboration of our students, with many contributing to performance, design and production elements.

Outdoor Education remained a significant part of the Senior School experience. From Year 7 Camp Somerset through to the Year 12 Retreat, students developed independence, resilience and teamwork through a range of challenging and rewarding experiences across Australia. Students participated enthusiastically in a wide range of co-curricular opportunities including sport, music, creative and performing arts, agriculture, equestrian, chess and academic competitions. The presentation of Colour Awards once again recognised students who demonstrated exceptional commitment, leadership and excellence in these areas.

Student wellbeing continued to be a priority, supported through Tutor Time programs,

targeted workshops and the ongoing work of our Wellbeing Team. Students were equipped with strategies to support their own wellbeing while contributing positively to the wellbeing of others.

Faith, service and leadership remain central to the Macquarie experience. Students participated in Chapel, Christian Development, service initiatives and fundraising activities, raising significant funds for charitable causes while making a positive impact in the wider community.

Leadership opportunities through the SRC, Peer Support Program, House activities and Prefect body enabled students to develop confidence, responsibility and a commitment to serving others.

Milestone events including the Year 7 Waypoint Dinner, Year 11 Leadership Dinner and Year 12 Graduation celebrations, provided important opportunities for reflection and community connection.

As we reflect on 2025, we celebrate a year of learning, growth, service and achievement. Our students continue to embody the values of Macquarie Anglican Grammar School as they develop into capable, compassionate and confident young people prepared to make a positive difference in the world.

Ms Penny Chilton
Head of Senior School



BOARDING

This year has been one of growth, connection, and opportunity for Macquarie Boarding. Throughout the year, our boarding community continued to strengthen, providing students with a supportive environment in which they could develop academically, socially, and personally.

We began the year by welcoming seven new Year 7 boarders, each bringing enthusiasm and fresh perspectives to the boarding house. Their seamless integration into the community reflected the inclusive culture that underpins boarding life and set the foundation for a successful year.

A significant milestone was the Macquarie Boarding Milestone Event, which celebrated the evolution of our boarding program into a complete Year 7–12 community. Staff, students, families, and special guests gathered to reflect on the growth of the program and the opportunities that lie ahead. The event highlighted the strong sense of community that has become a defining feature of Macquarie Boarding and reinforced our commitment to providing students with a place where they feel supported, valued, and connected.

Community spirit was further celebrated during National Boarding Week and Boarders' Day. A range of activities, including games, a pool day, shared meals, and social events, provided opportunities for students to build friendships and strengthen relationships beyond the classroom. These experiences are an important part of boarding life, fostering wellbeing and creating lasting memories.

As the year drew to a close, we farewelled seven graduating Year 12 boarders who have made valuable contributions to our community through their leadership, character, and commitment. We thank them for the example they have set and wish them every success in their future endeavours.

Looking ahead, we welcomed five new student leaders who will guide the boarding community in 2026. We also hosted an orientation evening for 11 incoming Year 7 boarders, providing them with the opportunity to meet staff and fellow students before officially joining the boarding house next year. Their arrival reflects the continued growth and strength of the program.

We are particularly pleased to announce Tia Allan as the 2026 Boarding Captain. Tia has demonstrated outstanding commitment to boarding life and embodies the values of leadership, integrity, and service. We look forward to the positive contribution she will make as she leads the boarding community into the future.

As another successful year comes to a close, we acknowledge the dedication of our boarding staff, whose care and commitment create an environment where students can thrive. We look forward to building on this momentum in 2026 as Macquarie Boarding continues to grow as a community of excellence, belonging, and opportunity.

Mr Eli Kinscher
Head of Boarding

2025 JUNIOR SCHOOL STUDENT LEADERS

School Captains	Delilah Smith and Toby Robinson
Vice Captains	Harriet Kelly and Elijah Newton
Prefects	Poppy Windeyer and Gordon Owen

2025 JUNIOR SCHOOL HOUSE CAPTAINS

Chisholm	Cuthbert	Dunlop	Flynn
Kane Furney Jaxon Bourke	Archer Mealey Musa Nkomo	Molly Linehan Dominic Gadsby	Alexis Cook Eli Pedersen

2025 SENIOR SCHOOL STUDENT LEADERS

School Captains	Olivia Simcox and Tom Kerin
Vice Captains	Corey Binks and Julianah Hegarty
Prefects	Abigail Medcalf, Eva Harris, Jack Taylor, Thomas Roth, Danielle Rice, Alexander Price

2025 SENIOR SCHOOL HOUSE CAPTAINS

Chisholm	Cuthbert	Dunlop	Flynn
Sarah Chandler Tia Allan	Zoe Shanks Will Kerin	Jed Spinks Emilia Peart	Edward Porch Tabitha Hignett

STUDENT REPRESENTATIVE COUNCIL

JUNIOR SCHOOL

The Junior School Student Representative Council (JS SRC) had a highly successful and rewarding year in 2025. Our SRC students demonstrated outstanding leadership, teamwork and dedication as they worked together to support their peers and make a positive impact within our school community.

Throughout the year, the JS SRC organised and supported a range of exciting events and initiatives. These included a much-loved school disco, celebrations for Harmony Day, participation in Jump Rope for Heart, and several out-of-uniform fundraiser days. Through these events, students not only helped to build school spirit, but also developed important skills in organisation, communication and collaboration.

A highlight of the year was the successful fundraising that allowed for new Fundamental Movement Skill activities to be painted under the shade sails. These vibrant additions have enhanced play spaces and provide engaging opportunities for students to develop their movement skills during break times.

SRC members showed great commitment by attending meetings every second week during their lunch time. Their enthusiasm, responsibility and willingness to give up their own time to support others was commendable. We are incredibly proud of the leadership shown by all JS SRC members and thank them for their efforts in making 2025 such a positive and memorable year.

Ms Emily King

SENIOR SCHOOL

The 2025 Student Representative Council (SRC) enjoyed a productive and rewarding year, working collaboratively to strengthen student voice and contribute positively to the school community.

While it took some time for the group to establish routines, organise meeting spaces, and develop a clear direction, the SRC quickly found momentum and began exploring a range of initiatives designed to enhance student life at Macquarie.

These proposals included suggestions relating to uniform options and recreational activities, as well as collaborative discussions with the Sports and Recreation group regarding inter-house and lunchtime sporting opportunities. Although not every proposal was able to progress, the experience provided valuable opportunities for students to engage in constructive discussion, teamwork, and leadership.

One of the highlights of the year was the SRC's lunchtime karaoke event held during Week 7 of Term 3. With the support of Ms Chilton and Mrs Barber, the event brought together students from a range of year groups and created a vibrant and inclusive atmosphere within the School community.

The SRC also demonstrated a strong commitment to environmental sustainability. Students explored the introduction of a bottle and can recycling initiative, with the aim of raising funds for future SRC projects and charitable causes. Plans were also developed for a school recycling and clean-up day to encourage student participation in maintaining and caring for the school environment.

The School looks forward to seeing the SRC continue to grow as an important platform for student leadership, collaboration, and positive contribution to the Macquarie community.

Ella Harris and Tom Roth



PARENTS AND FRIENDS ASSOCIATION

The 2025 year welcomed several new and returning members to the MAGS P&F Executive Committee, bringing fresh ideas and exciting initiatives. One of the first changes was moving the annual Easter Raffle entirely online, reducing administration for staff and volunteers while also cutting paper use and improving efficiency.

The annual Parents' Night Out was combined with the launch of the school's new Five-Year Strategic Plan at the Dubbo Cultural Centre, providing a wonderful opportunity for parents and staff to connect while learning more about the school's future direction. Following the event, several new parents joined P&F meetings, strengthening community involvement. A major focus throughout 2025 was the ongoing transition of the Second-Hand Clothing Pool following the phase-out of old logo uniforms. Claire Booth and Lyndal Cook led this process, supported by initiatives such as the installation of a dedicated uniform donation bin outside the Trade Centre, which greatly improved donations and volunteer efficiency.

The P&F also continued supporting key school events, including providing grazing boxes for "Macquarie's Got Talent" in collaboration with Stage 5 Home Economics students. Another exciting achievement was the installation of a new engraving machine in the Trade Centre, giving students access to modern design and manufacturing technology.

One of the largest undertakings for the year was establishing a permanent new home for the Clothing Pool. Thanks to the generous donation of a 40-foot shipping container from a MAGS family and the volunteer

efforts of local tradesmen Scott Parnaby, Tim Watts, and Andrew Murray, the container was transformed into a practical and welcoming retail space. Fully insulated and professionally fitted out, the facility now allows volunteers to operate efficiently while improving accessibility for families seeking affordable second-hand uniforms.

A special thank you is extended to outgoing 2024 President Mary Nushaj for her leadership and dedication during a pivotal period for the P&F. The association also thanks all volunteers, families, and community members who contributed their time and support throughout 2025, helping ensure another successful year for the MAGS community.

2025 P&F Executive Committee

President – Sally Murray

Vice President – Lyndal Cook

Secretary – Vacant until Term 2, 2025, with thanks to Kathleen McNamara

Treasurer – Yvette Lloyd

Clothing Pool Coordinator – Claire Booth

Additional Representative Roles

Sally Murray – Senior School Representative

Terrilee Amatto – Junior School Representative

Helen Smith – Boarding Representative

Mrs Sally Murray

President of the P&F

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

INTRODUCTION

Macquarie Anglican Grammar School is an independent, co-educational day and boarding school in Dubbo, offering education from Prep to Year 12. Serving families across the Central West of New South Wales, the School continues to grow as a leading provider of quality education in the region.

Over more than two decades, Macquarie Anglican Grammar School has built a strong reputation for excellence in teaching and learning, supported by pastoral care and a broad co-curricular program. Central to the School's identity is its commitment to Christian faith, values and service.

Set on a spacious 24-hectare campus, the School features quality facilities supporting academic and extracurricular pursuits, with future development planned to accommodate up to 800 students annually over the next decade.

Macquarie is proud of its strong connection to the local community. Students are encouraged to engage in service and outreach opportunities that foster leadership, compassion and civic responsibility. In the Junior School, a balanced curriculum prioritises literacy and numeracy foundations, enriched by co-curricular opportunities and fortnightly electives.

The Senior School offers a wide range of academic and vocational pathways designed to meet the diverse needs and aspirations of students, supported by purpose-built facilities and future growth planning.

MEMBERS OF SCHOOL COUNCIL

Chair – Mr Martyn Mitchell

Members – Mrs Clare Pendlebury, Mr Michael Sutherland, Rev. Andrew Thornhill, Ms Elizabeth Shuttle

CHARTER

Macquarie Anglican Grammar School is owned and governed by The Anglican Schools Corporation, an incorporated body established by the Synod of the Anglican Church Diocese of Sydney under an Act of the Parliament of New South Wales. The Corporation operates as an independent legal entity.

The governance framework of the Corporation is set out in the Anglican Schools Corporation Ordinance 1947, which is publicly available through the Australian Charities and Not-for-profits Commission website.

SCHOOL FACTS	
School Sector	Non-Government
School Type	Combined
Year Range	K – 12
Location	Provincial
Total Enrolments	664
Girls	337
Boys	327
Indigenous students	15%
Language background other than English	7%
Student attendance rate	90%

OUR FUTURE

Macquarie continues to move confidently forward, building on a strong foundation of sustained growth, academic excellence and a clear sense of purpose. Over the past four years, the school has experienced steady enrolment growth averaging 7% per annum, reflecting the confidence families place in Macquarie as a learning community of choice in the region. This growth is particularly evident in Year 7, which remains a significant intake year for the school. In recent years, demand for places has exceeded availability, underscoring Macquarie's strong reputation and the high regard in which it is held across Dubbo and beyond.

As enrolments increase, careful planning has ensured that learning structures continue to support quality teaching and personalised student experiences. Years 7 to 10 currently operate across three streams, while the Junior School is progressively moving towards two streams in each year group. Stage 2 has already transitioned to two streams, with Stages 1 and 3 currently operating at 1.5 streams. This measured and strategic approach allows the school to balance growth with the maintenance of strong relationships, consistent pedagogy and high expectations for all learners.

Academic outcomes in 2025 provided a powerful affirmation of the school's direction. The 2025 HSC results saw Macquarie rise approximately 200 places on the state league tables and clearly establish itself as the highest-performing school in Dubbo. These outstanding results reflect the depth of work occurring in Teaching and Learning through the school's Learning Framework, informed by the educational thinking of Guy Claxton. Just as importantly, they highlight a culture of high expectations, where students are challenged to think deeply, learn intentionally and strive for their personal best.

The year 2025 also marked the first year of implementation of the Strategic Plan, Learning Today, Leading Tomorrow 2025–2029. This plan provides a clear and cohesive vision for the school's future, with six priority areas guiding all aspects of decision-making and improvement: People, Place, Practice, Powerful Learners, Faithful Community and Inspiring Futures. As implementation progresses, these focus areas are already shaping initiatives that strengthen staff capability, enhance learning environments, deepen student engagement and nurture Macquarie's distinctive Christian identity.

Preparing students for life beyond school remains a key priority. In 2025, all students in Year 10 completed a week of structured work experience, an initiative designed to broaden horizons and support informed future pathways. This program proved highly beneficial, with several students securing part-time employment and many gaining valuable insight into workplace expectations, personal strengths and potential career directions. The experience encouraged intentional thinking about life after school and reinforced the vital connection between learning and future opportunity.

Looking ahead, strategic planning is underway for the development of a new Covered Outdoor Learning Space. This project aims to provide a much-needed shaded and weather-proof area for play, physical activity and outdoor learning, enhancing student wellbeing and expanding opportunities for sport and recreation across the school year. Experiential learning will continue to be a hallmark of the Macquarie experience, particularly through the Macquarie Agriculture Pathways Program. This program supports students with an interest in the agricultural sector through authentic, hands-on learning that connects classroom knowledge with real-world application, preparing students for future study and employment in a key regional industry.

As Macquarie looks to the future, the commitment remains clear: to pursue excellence, to strive to be our best every day and to continue positioning Macquarie as the school of choice in the region. With a strong strategic plan, a culture of high expectations and a community united by shared purpose, Macquarie is well placed to lead confidently into the years ahead.



Theme 2 – Outcomes & Results

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN TESTS IN YEARS 3, 5, 7 AND 9 FOR 2025

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. 98% of students at Macquarie participated in NAPLAN in 2025, above the Australian average.

The table below shows the average student NAPLAN results from Macquarie Anglican Grammar School in 2025. The cell colour conveys that our school's results are 'close to' the results of students with a similar background. Macquarie's NAPLAN 2025 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	400	419	408	410	418
Year 5	500	479	486	514	499
Year 7	539	542	547	543	550
Year 9	570	589	567	571	579

NAPLAN participation for this school is 98%

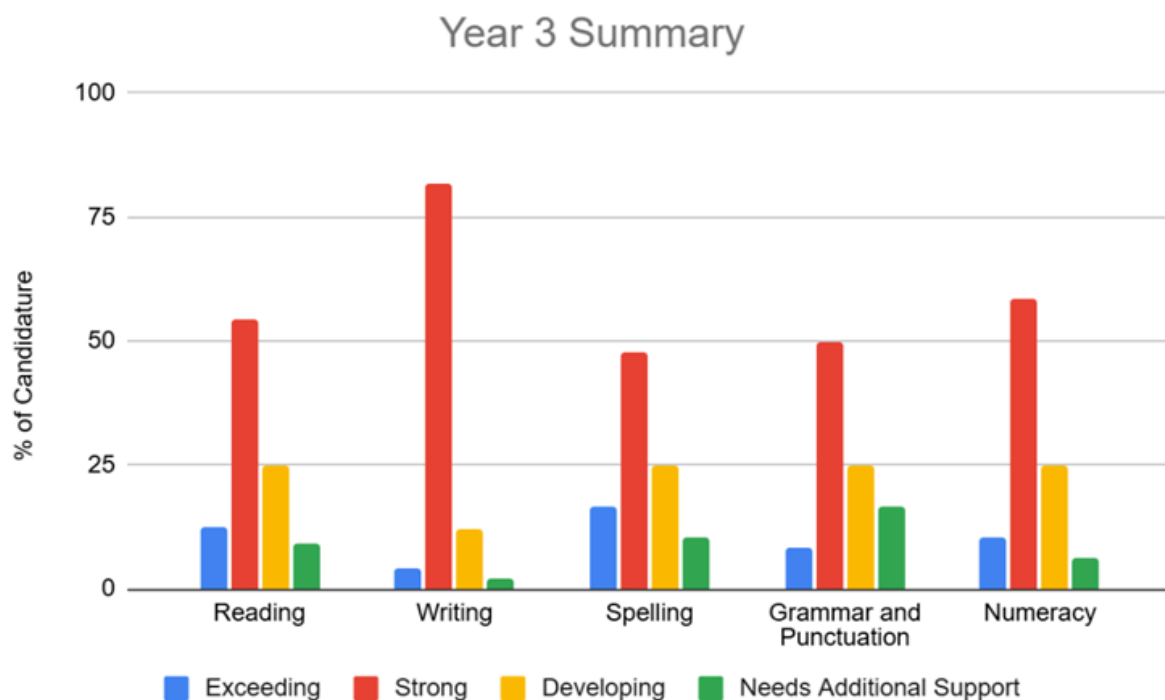
NAPLAN participation for all Australian students is 95%

Above Table and Data sourced from ACARA My School. Note: All results were close to the State Average.

YEAR 3 SUMMARY

Student Proficiency Percentages by Domain

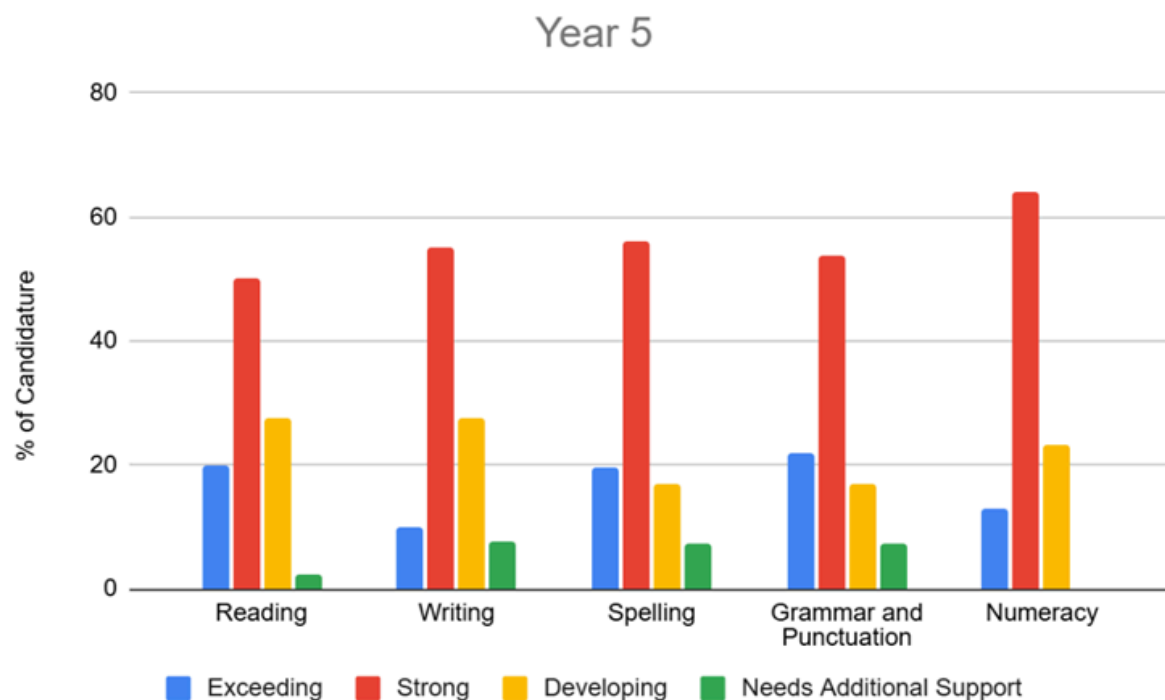
In 2025, 49 students in Year 3 sat the NAPLAN Test. Strong performances were demonstrated in the domain of Writing (85.7% of students either Exceeding or Strong).



YEAR 5 SUMMARY

Student Proficiency Percentages by Domain

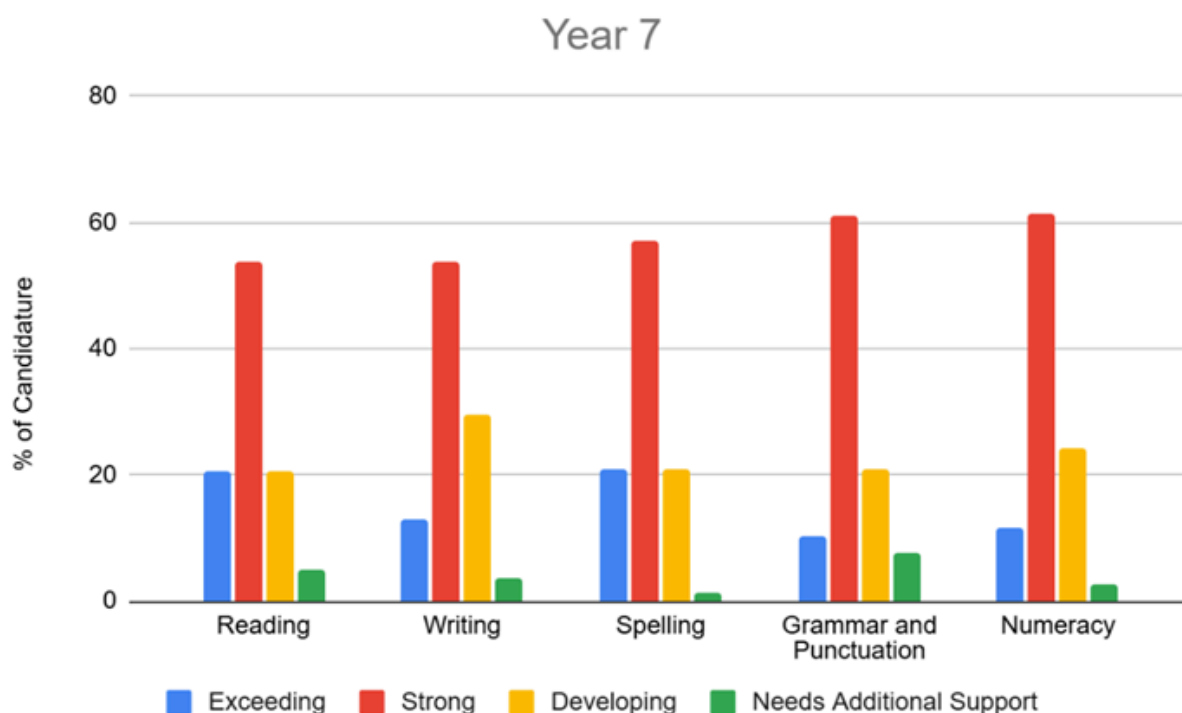
In 2025, 39 students in Year 5 sat the NAPLAN Test. Consistent performances were demonstrated in the domains of Spelling (75.6% of students either Exceeding or Strong), Grammar and Punctuation (75.7% of students either Exceeding or Strong) and Numeracy (76.9% of students either Exceeding or Strong).



YEAR 7 SUMMARY

Student Proficiency Percentages by Domain

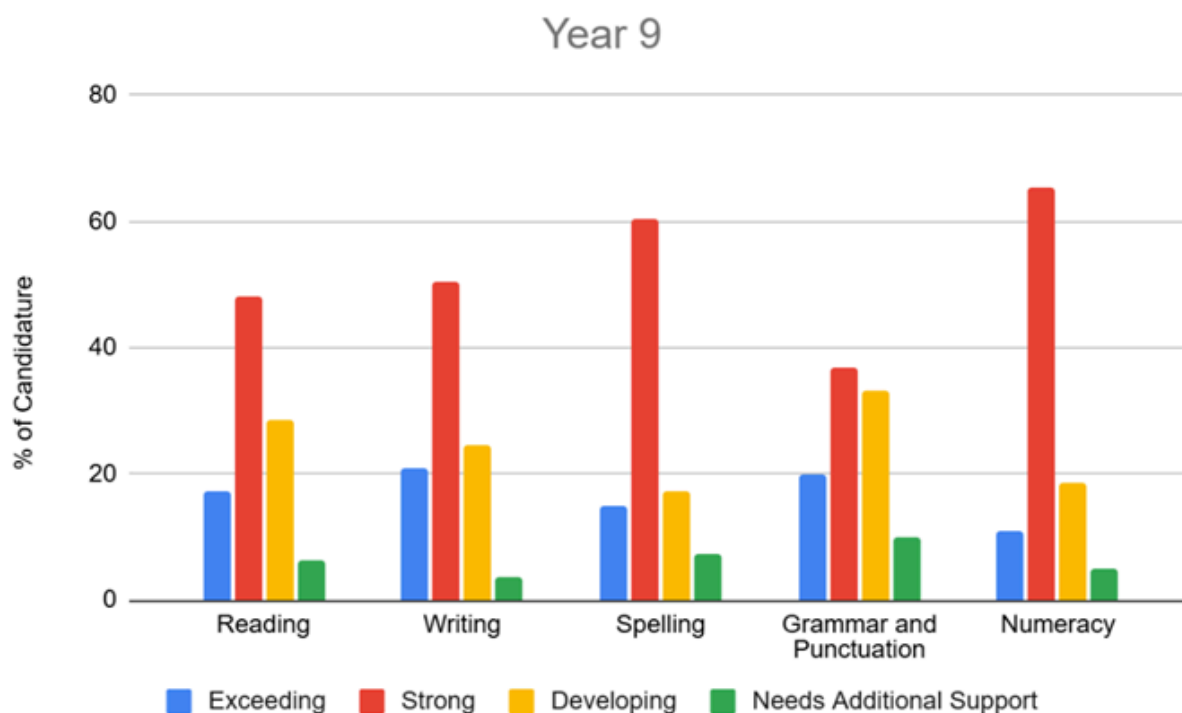
In 2025, 78 students in Year 7 sat the NAPLAN Test. Consistent performances were demonstrated in the domains of Reading (74.3% of students either Exceeding or Strong), Spelling (77.9% of students either Exceeding or Strong) and Numeracy (73% of students either Exceeding or Strong).



YEAR 9 SUMMARY

Student Proficiency Percentages by Domain

In 2025, 81 students in Year 9 sat the NAPLAN Test. Consistent performances were demonstrated in the domains of Spelling (74.8% of students either Exceeding or Strong). Numeracy (76.5% of students either Exceeding or Strong).



POST-SCHOOL DESTINATIONS

YEAR 12 LEAVERS

Academic Results: Higher School Certificate 2025

All 40 candidates attained the HSC in 2025. This cohort included one student undertaking Accelerated Progression and one student completing a Life Skills pathway.

11 students (27.5% of the candidature) (7.4% in 2024) achieved Band 6 (or E4) Results in one or more courses (16 Band 6 or E4 Results in total).

64x Band 5 (or E3) Results were achieved by 27 students (68%), (48%, 13 students in 2024) (38%, 5 students in 2023).

37.9% of all Macquarie Anglican Grammar School results were Band 5 or Band 6 (26.1% in 2024, 21.4% in 2023). 36 students were ATAR eligible.

The following courses achieved examination means above the State Average by the following percentages:

- Agriculture (8.47%)
- Business Studies (1.04%)
- Community and Family Studies (4.63%)
- Design and Technology (9.75%)
- Economics (1.71%)
- Mathematics Standard (0.10%)
- Modern History (1.08%)
- PDHPE (1.5%)
- Physics (1.3%)
- Society and Culture (5.64%)
- Studies of Religion 1 (0.30%)
- Visual Arts (2.75%)

Early Entry Offers

100% of students who applied for Early Entry to universities received offers to courses of their choosing (74% in 2024).

Number of Students undertaking the HSC: 40

Number of Students who received an Early Offer: 28

Number of individual offers: 64

Tertiary Institution	Offers Made
University of Wollongong	11
University of Newcastle	10
Charles Sturt University	16
University of New England	14

Tertiary Institution	Offers Made
Australian National University	2
University of Notre Dame	3
University of Western Sydney	3
Australian Catholic University, Torrens University University of New South Wales, Sydney Billie Blue College of Design Australian College of Physical Education	1, 1, 1, 1, 1

Vocational Education and Training

Students gained external qualifications in:

- Certificate II in Automotive (Mechanical Technology)
- Certificate II in Early Childhood Education and Care
- Certificate III in Human Services (Nursing)

Two students secured apprenticeships starting in 2026.

One student was offered and accepted a place with ADFA in Army Officer training.

UAC Offers

Tertiary Institution	Offers Made	Category
Charles Sturt University	7	Veterinary Technology, Animal Science, Physiotherapy, Education, Biomedical Science, Radiography, Nursing
University of Newcastle	5	Bridging Course, Education, Biomedical Science, Rural Science, Nursing
University of New England	4	Nursing, Rural Science, Science, Radiation
University of Canberra	2	Bridging Course, Film Production
University of Sydney	2	Social Work, Arts
UNSW	2	Engineering
Macquarie, WSU, Uni of Technology	1, 1, 1	Community Justice/Social Work, Criminology, Communication

POST-SCHOOL DESTINATIONS

2025 HSC Performance Achievement by Band

Year 10 Leavers:

- 1 Student left School to pursue an apprenticeship in Air Conditioning and Refrigeration
- 1 Student left School to pursue an apprenticeship as a Diesel Mechanic

2025 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	2025	17	94.1	83.6	5.9	14.9
	2024	8	87.5	83.47	12.5	16.49
	2023	0	NA	NA	NA	NA
Biology	2025	22	86.4	86.3	13.6	13.3
	2024	12	91.66	88.25	8.33	11.75
	2023	5	100	88.93	0	10.55
Business Studies	2025	15	100	97.9	0	2.1
	2024	8	87.5	87.34	12.5	12.76
	2023	8	100	87.4	0	11.66
Chemistry	2025	14	71.4	89.5	28.6	10.2
	2024	5	80	87.27	20	12.73
	2023	2	100	85.44	0	14.24
Community and Family Studies	2025	6	100	90.1	0	8.2
	2024	3	100	92.73	0	7.27
Design and Technology	2025	3	100	97.3	0	2.5
	2024	1	100	95.94	0	4.06
	2023	4	100	94.79	0	4.97
Economics	2025	3	100	92.5	0	7.3
	2024	7	71.42	92.38	28.57	7.62
	2023	0	NA	NA	NA	NA
English Advanced	2025	22	100	99.7	0	0.3
	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	2025	16	100	93.8	0	5.7
	2024	15	73.34	92.4	26.66	7.6
	2023	5	100	89.31	0	10.29
Legal Studies	2025	1	100	86.47	0	13.53
	2024	6	100	89.51	0	10.49

SUBJECT	YEAR	NO OF STUDENTS	SCHOOL BANDS 3-6 %	STATE BANDS 3-6 %	SCHOOL BANDS 1-2 %	STATE BANDS 1-2 %
Mathematics Advanced	2025	10	100	94.2	0	5.6
	2024	10	100	94.77	0	5.23
	2023	2	50	92.92	50	6.91
Mathematics Standard	2025	25	92	83	0	16.8
	2024	9	88.88	83.18	11.11	16.78
	2023	9	88.88	81.77	11.11	17.57
Modern History	2025	4	100	86.8	0	12.5
	2024	4	75	90.54	25	9.46
	2023	3	100	84.54	0	15.46
Music 1	2025	4	100	95.2	0	4.2
	2024	1	100	97.14	0	2.86
	2023	4	100	97.57	0	2.01
Music 2	2025	1	100	99.86	0	0.14
PDHPE	2025	12	100	89.8	0	9.4
	2024	7	100	91.11	0	8.89
	2023	8	100	88.78	0	10.27
Physics	2025	4	100	84.42	0	15.58
Society and Culture	2025	3	100	94.4	0	5.1
	2024	4	100	94.95	0	5.05
	2023	3	100	94.72	0	5.04
Studies of Religion 1	2025	9	100	94.9	0	4.9
	2024	5	100	96.28	0	3.72
	2023	5	100	96.68	0	4.15
Visual Arts	2025	3	100	99.1	0	0.7
	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	2025	4	100	95.3	0	22.6
	2024	1	100	97.5	0	2.5
	2023	1	100	95.93	0	4.07
Mathematics Ext 2	2025	1	100	100	0	1.27
	2024	0	NA	NA	NA	NA
	2023	1	100	98.6	0	1.4
English Ext 1	2025	6	100	95.2	0	0.4
	2024	3	100	95.52	0	4.48
	2023	1	100	99.47	0	0.32
English Ext 2	2025	3	100	99.8	0	0.2

Theme 3 - Staffing

PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

During 2025, 53 individuals were employed as teachers at Macquarie Anglican Grammar School, teaching across Prep-Year 12.

All 53 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.	53
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

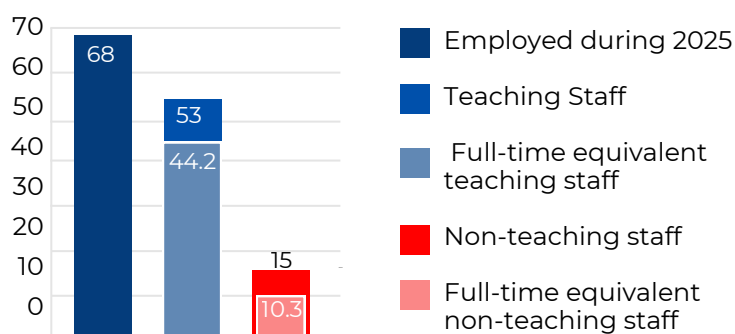
SUMMARY OF QUALIFICATIONS OF ACADEMIC STAFF EMPLOYED BY MACQUARIE ANGLICAN GRAMMAR SCHOOL IN 2025

ISTAA Registration

Category	Conditional	Provisional	Proficient	Experienced
No. of Teachers	0	5	22	20

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

During 2025, 68 individuals were employed as either teaching or support staff at Macquarie Anglican Grammar School. 53 of these individuals were on the teaching staff (44.2 full-time equivalent) and 15 individuals (10.3 full-time equivalent) were employed as support or non-teaching staff.



Theme 4 - Attendance

2025		
90%	92%	88%
Attendance Rate for Years K-12	Attendance Rate for Years K-6	Attendance Rate for Years 7-12

6.1 ATTENDANCE BY YEAR/STAGE							
YEAR GROUP	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ATTENDANCE RATE	94%	95%	90%	91%	92%	90%	90%

YEAR GROUP	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total School
ATTENDANCE RATE	91%	85%	87%	88%	89%	89%	90%

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

Throughout 2025, the school continued to prioritise meaningful engagement with parents, students, and staff by providing a wide range of opportunities for feedback and open communication.

Parents were encouraged to share their perspectives through both formal and informal channels. Direct communication with teachers remained a key avenue, with parents able to connect via phone, email, or in person. In addition, a dedicated email address enabled parents to correspond directly with the Principal, ensuring that concerns and feedback could be addressed promptly and transparently. Community forums such as Information Evenings and Parents and Friends Association meetings further strengthened partnerships, offering opportunities for discussion, collaboration, and shared decision-making.

Parent satisfaction was monitored through a variety of qualitative and quantitative measures. Regular correspondence – whether by email, letter, or telephone – was reviewed and reported to the School Council each month, providing ongoing insight into parent sentiment. Feedback gathered through Parents and Friends Association meetings and individual interviews with the Principal also contributed to a well-rounded understanding of community perspectives. Staff observations of parent interactions added another valuable dimension.

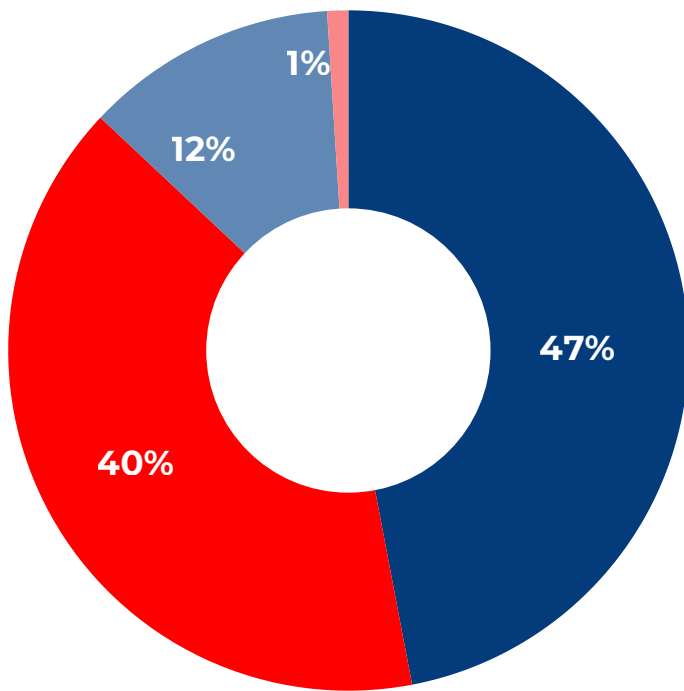
Additionally, patterns in enrolment, including sustained growth, were viewed as a positive indicator of parent confidence in the school. Exit interviews with families leaving the school provided further opportunities to reflect on areas of strength and identify potential improvements.

Student voice remained central to school improvement processes. The Student Representative Council continued to provide a structured forum for students to raise issues and offer suggestions, while regular meetings between the Principal and School Captains allowed student leaders to share insights and advocate on behalf of their peers. Student wellbeing and satisfaction were also considered during staff meetings and informed by feedback gathered through parent interactions. Leadership training sessions for students in Years 6–12 provided another important mechanism for capturing student perspectives. In addition, the monitoring of Macquarie Cares entries offered valuable information about student wellbeing, engagement, and overall satisfaction within the school community.

Staff satisfaction was carefully supported and monitored through ongoing consultation and dialogue. Opportunities for direct feedback were provided through interviews with the Principal, as well as during regular staff and executive meetings, where open discussion was actively encouraged. Professional development sessions also served as a platform for staff to share their views and contribute to school improvement. Structured input from staff representatives during planning sessions further ensured that a broad range of perspectives informed decision-making and strategic direction.

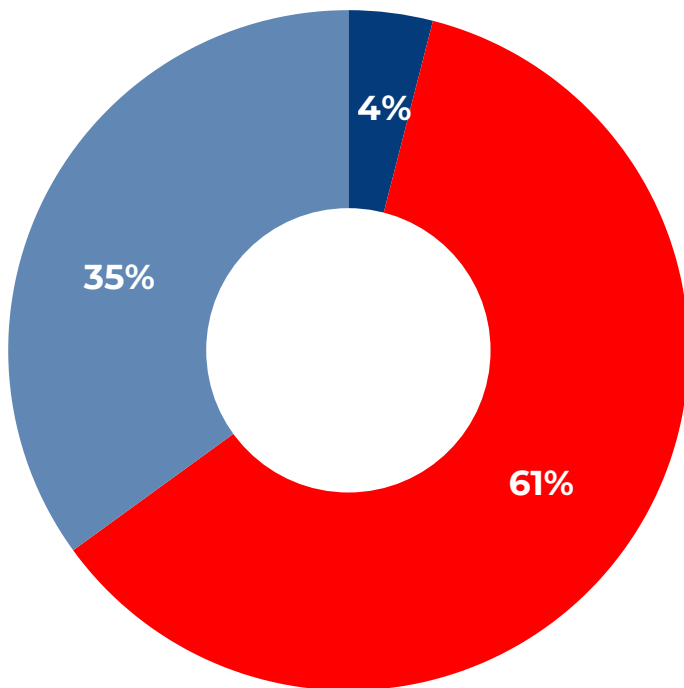
Together, these processes reflect the school's commitment to fostering a collaborative, responsive, and inclusive community, where the voices of parents, students, and staff are actively sought, valued, and acted upon.

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 2025

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MACQUARIE
ANGELICAN GRAMMAR SCHOOL

FAITH IN *Action*