



MACQUARIE
ANGLICAN GRAMMAR SCHOOL

ANNUAL SCHOOL REPORT

2014

REPORTING AREA 1: MESSAGE FROM THE KEY SCHOOL BODIES

MESSAGE FOR 2014 FROM THE SCHOOL COUNCIL

It is a privilege to serve as Chair of Macquarie Anglican Grammar School Council. Macquarie Anglican Grammar School is a school within the framework of the Sydney Anglican Schools Corporation. The Corporation has a track record of offering high quality education, within a caring and supportive student environment. Our mission is to provide children the opportunity to flourish academically and to support them to reach their personal potential. An important underpinning to all this is that the love of Jesus Christ is taught and lived out daily in school life.

2014 has been a time of consolidation for the staff and governors of the School. I would like to thank all staff and members of the school council for their hard work and diligence. As a result, the School's tradition of providing high quality education in a caring environment will continue as a solid base to build on as together we move into the future.

Year 12 2013 performed commendably, and all students who applied were granted early entry to university courses. In the NAPLAN tests, our results were very pleasing with numeracy, spelling, reading and grammar strong across-the-board. Particularly pleasing was the growth in students' achievement over the two-year period, where every student showed improvement.

The School's change of owner has brought immediate benefits and the following initiatives have been completed during 2014:

- construction of a new food technology centre with two classrooms, pantry and preparation area, storerooms and teacher work areas
- landscaping and beautification of the campus
- repainting and refurbishment of classroom blocks
- additional computers, iPads and internet infrastructure
- installation of a new school database which includes parent access.

These initiatives are exciting and are a healthy sign of the School's continued growth as a Sydney Anglican Schools Corporation school.

2014 saw the farewell of Mr Geoffrey Fouracre as he left to head up the Oxford Falls Christian School. We thank Mr Fouracre for his hard work, professionalism and ongoing efforts to ensure the best for our children and School.

I also wish to acknowledge the continuing commitment of our fabulous staff, students and their families, the Parents and Friends Association, and the governing School Council. Macquarie is a school of warmth, diligence and growth – and everybody involved with the school contributes strongly to this environment.

In conclusion, we acknowledge God's blessing at Macquarie in the past, and we are excited to see His work continue into the future, as we all build upon the strong foundations laid down previously.

Mrs. Jennie Everist
CHAIR
MACQUARIE ANGLICAN GRAMMAR SCHOOL COUNCIL

MESSAGE FROM THE ACTING PRINCIPAL: FROM THE SCHOOL REPORT - 2014

Macquarie has experienced many milestone moments during 2014; musicals and community events such as the Spring Fair, as well as seeing new buildings taking prominence in our continually developing landscape.

As a School, we stand ever taller as our numbers increase and we see new classes in Kindergarten and Stage One, as well as new electives being offered in the Senior years.

However, buildings and numbers do not make successful schools. Just like writing a revision timetable in the weeks prior to examinations doesn't equal success. Success comes with dedication and application, day in, day out.

I have been blessed over the last two terms as Acting Principal and the last four years as Deputy, to serve a School with passionate and dedicated teachers. Charged with a mutual love of learning; called to share and impart knowledge and wisdom. I have been blessed to serve a School with students who always greet me with a smile and a polite "Hello Sir!", or students who inspire me to be a better teacher. I have been blessed with groups of students who make me want to take up active sports like cricket and rugby, or prepare my mind for the challenges of chess. I have been blessed with parents such as Terry Wilcher, Keryl Barclay, Tara Whittle, Ro Backus, Amy Olney and Sarah Furney, who have a "No challenge is too great" and a "Can do" attitude. I have been blessed by staff who work diligently and quietly in the background like Steve Laws the School cleaner, or Mel Oriel and Leonie Simons from the Canteen. I have been blessed by volunteer helpers in the classroom from Chris Grimson, Anne Perry, Lloyd Walker to Margaret Shelly, who touch the lives of many students and give up much of their free time.

I have been blessed with talented, versatile teachers from the innovative Dean of Stage One, Natalie Cole, to the "Buzz Light Year infinity and beyond attitude" of Simon Murphy, Dean of Students. I have been blessed by spiritual fellowship in prayer through our Chaplain Reverend Hurford, fellow teachers Rachel Hurford, Gaylene McNeice, Sam Cribb, Jen Pankhurst, Hanna Crombie, Sandra Kingston, Rachael Bell, Mary Bullock and all the students of Crusaders on Friday afternoons, too many to mention. I have been blessed by working alongside Mr Craig Mansour, our new Principal for 2015. I have enjoyed his humour, his fellowship in Christ and sharing our dreams to be realised in this place of learning, and this place of ministry.

Someone once said it is lonely at the top, well I have to disagree. I have been blessed by God, he has a firm hand on this place. It is no coincidence that Macquarie continues to find growth in enrolments, or amazing new staff to add to its ranks for 2015. Prayers are realised and answered on a daily basis at Macquarie Anglican Grammar School.

It is no coincidence the School fell into the arms of a Corporation that seeks to provide the students a place of self-discovery, revealed talents, tapped potential and a place they can come to know a life of peace, of hope and of love that only comes through the salvation of Christ. I'd like to thank all those from the Sydney Anglican School's Corporation who work behind the scenes to assist in providing for and building this place of learning and ministry. Where students come each day to achieve, believe and feel they belong.

Romans 8:28 "And we know that in all things God works for the good of those who love him."

Rev Louis Stringer
Acting Principal

STUDENT REPORT: 2014

JUNIOR SCHOOL

Captains and SRC representatives in the Junior School worked closely with Julie Wilson and Mary Bullock to develop leadership skills, organise two charity events and two school dances. SRC representatives were elected on a six month contract (instead of one year) in the hope of encouraging and inspiring more opportunities for Junior School students to shine in leadership opportunities.

2014 Junior School Captains

Erin Barclay and Willis Olney

2014 Vice Captains

Milah Riley and Daniel Barber

2014 Junior School House Captains

Chisholm – Isabel Wilson and Elton Shibble
Cuthbert – Olivia Berryman and Jackson Bailey
Flynn – Ashlee Ferguson and Jack Benias
Dunlop – Claire Shadwell and McKenna Weber

2014 Semester One SRC

Stage 1 Grace Sergeant, Ruby Bowen, Isla Stringer, Lili Sergeant, Ben Goodwin, Zara Ballard
Stage 2 Sophie Barber, Will McNair, Caroline Wallace, Ella Jones, Jett Cole, Araminta Hurford
Stage 3 Abbey Curtin, Jonathan Dixon, Felix Connors, Guy Harrison, Zara Dowle, Sophie Stovell

2014 Semester Two SRC

Stage 1 Jack Taylor, Caiden Ahsee, Luke Furney, Thomas Williamson, Austin Nixon, Hebe Backus
Stage 2 Olivia Pitt, Natahlia Behn, Isabella Walker, Sophie Milstead, Alex Sinclair, Harry Callan
Stage 3 Jeremy Roth, Kade Zaia, Hunter Colbran, Haider Ali, Su Hninn, Ethan Norcott

SENIOR SCHOOL

2014 was a significant year of growth and stability for the pastoral care system at Macquarie. We continued to reap the benefits and positive effects of a vertical house system across the school. Our tutor system provides students with a sense of belonging and a safe, supportive environment to start each day.

From sporting carnivals to academic and sporting house challenges, students have been the focus of the continuing development of the pastoral care system. 2014 saw the continuation of the House Council, a group of students nominated by their peers to represent each tutor group and provide a student voice around the school.

School Captains

School Captains: Johanna Kenny and Bailey May
Vice Captains: Emma Oriel and Hannah Greer
Captain of Houses: Candace Brien

House Captains and Vice Captains 2014

	Dunlop	Chisholm	Cuthbert	Flynn
Captain	George Barraclough	Kaain Houston	Hannah Berryman	Maddison Jones
Vice Captain	Kelsey Harper	Ainsley Jones	Jack Callan	Kaleah Crompton

Macquarie House Council Representatives

James Barton, Emily Bell, Maddison Bradford, Ruan Buchan, Henry Hooper, Sarah Lydon, Sherida Munro, Deena Percy, Quentin Robinson, Mikala Smyth, Emily Stubbs.

Year 12 Prefects

Ohana Alam, Paris Burns, Emily Hyland, Benjamin Primmer, Peter Ratcliffe, Alayna Tink.

Year 11 Prefects

Kelly Bateman, Hannah Berryman, Angus Brander, Haydon Calder, Kelsey Harper, Jacqueline Horton, Sahe Johnston, Maddison Jones, Kate Kennedy, Emily Rath

REPORTING AREA 2: 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 short history, developed an enviable reputation for its standards and achievements; emphasising academic excellence, pastoral care, co-curricular engagement and growth in faith and values.

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

SCHOOL FACTS	
School Sector	Non-government
School Type	Combined
Year Range	K – 12
Location	Provincial
Total Enrolments	502
Girls	251
Boys	251
Indigenous students	7.37%
Language background other than English	2.79%
Student attendance rate	95%
Teaching staff	35.0
Full-time equivalent teaching staff	33.7
Non-teaching staff	17.0
Full-time equivalent non-teaching staff	14.52

CHARTER

Until 31 September 2013, The School Council operated an Anglican School pursuant to the Macquarie Anglican Grammar School Dubbo Ordinance 2009. The School was, under this ordinance, incorporated pursuant to the Anglican Church of Australia Bodies Corporate Act 1938. From 1 October 2013, Macquarie Anglican Grammar School operated (and continues to do so) under the ownership of the Sydney Anglican Schools Corporation, and under the Sydney Anglican Schools Corporation Ordinance 1947.

AIMS AND OBJECTIVES

Macquarie Anglican Grammar School operates as an independent school within Australia.

The principal activities of the School are to provide quality independent education to a broad range of families across the socio-economic spectrum that focuses particularly on:

1. Education for boys and girls from Kindergarten to Year 12 in a Christian caring environment.
2. A liberal academic programme that caters for all students and an educational experience that aims to prepare young people to successfully negotiate the world.
3. Employing committed professional staff to provide a well-balanced and broad co-curricular programme in an environment that emphasises Christian values and beliefs in the Anglican tradition.

The Mission Statement of Macquarie Anglican Grammar School is as follows:

1. Macquarie Anglican Grammar School Dubbo, a Christian School in the Anglican tradition, seeks to develop a caring community in which students are equipped with the academic, social, moral and spiritual abilities and values enabling them to participate fully in the wider community in which they live out their lives.
2. Macquarie Anglican Grammar School aims to provide excellence in education to all its students allowing them to achieve their full potential through encouragement, teaching, discipline and caring concern.
3. Students of Macquarie Anglican Grammar School are encouraged to participate fully in the academic, social and spiritual life of the school community. Through participation students develop to their full potential.

The aims and objectives of Macquarie Anglican Grammar School are stated as to provide:

1. A continuity of education for boys and girls from Kindergarten to Year 12 in a caring Christian environment;
2. An educational experience that aims to prepare young men and women for their contribution to Australian society;
3. A liberal academic program that caters for all students with an emphasis upon the development of individual student potential;
4. A system of pastoral care with a focus on the individual;
5. A committed and professional staff;
6. A commitment to education with an emphasis on values and ethics;
7. A well-balanced and broad co-curricular program;
8. An insistence on academic and behavioural standards;

9. An emphasis upon high achievement in the traditional academic subjects, and a particular emphasis upon music, languages and art;
10. A physical environment that provides up to date facilities.

THE MACQUARIE STRATEGIC PLAN

During 2008 – 2011 the Principal and School Council developed a new Strategic Plan called the “2020 Strategic Vision” which is a bold and ambitious vision of our preferred future for the School, seeking to capture the hopes and dreams of the School community and the essence of what the School stands for and seeks to become. Where necessary, the strategies contained within the plan have been modified throughout 2009-2013 to take into account the changing needs of the School’s students.

The Macquarie 2020 Strategic Vision establishes the broad goals and strategies to guide the direction of the School and its community. It is intended to be a dynamic and evolving vision; constantly reviewed in response to the internal and external changes affecting the life of the School and its community.

The Macquarie 2020 Strategic Vision was been developed through a consultative and dynamic process, involving focus group and workshop meetings with staff, parents and students as important stakeholders with a valuable contribution to make in planning for the future of our School.

The Strategic Vision is based upon five “foundation” priorities that clearly articulate “who we are” and the commitment we make to continuously improving the quality of the educational experience we offer to our students.

The School tartan provides a convenient and beautiful metaphor as we considered each of these foundation priorities, which are like threads that weave their way through the fabric of the school’s life; binding school community members together and infusing the educational experience with direction, meaning, structure, relevance, joy and uniqueness.

THE SEVEN “FOUNDATION PRIORITIES”

We have identified seven priorities as the foundations of the Macquarie Strategic Vision. The seven Foundation Priorities recognise the aspirations of the School and its community, drawing upon current educational research regarding best practice in quality, effective schools.

The foundation educational priorities or “threads” are;

1. Establishing a culture of excellence
2. Providing quality care for each student
3. Building a strong and vibrant community
4. Developing young people of outstanding character
5. Instilling a firm foundation of Christian faith and values

In addition to these educational foundation priorities there are also financial imperatives. In this regard there will also be two strategic and foundational financial priorities;

6. Ensuring long term financial viability
7. Ensuring effective leadership, management and governance

The Macquarie 2020 Strategic Vision aims to provide a platform to build a long and proud future for our School by ensuring that we have in place the goals and strategies to encourage each student to reach for and achieve their potential, so that upon leaving our

School they are outstanding young men and women of character; ready and willing to take their place in the world as active, compassionate and responsible citizens.

FOUNDATION 1: “...ESTABLISHING A CULTURE OF EXCELLENCE...”

An education at Macquarie will seek to develop within the students a spirit of enquiry and a love of learning. Through engagement with a dynamic curriculum and under the guidance and nurture of expert, dedicated and professional teachers, students will be challenged to reach their potential in all areas.

Strategies to achieve these goals in 2011-2014 include;

- Recognising excellence and effort through the Macquarie Participation Program.
- Researching and applying the principles of best practice to improve teaching and learning standards.
- Introducing the “Habits of Mind” program.
- Celebrating quality teaching through an annual award for teacher dedication and excellence.
- Establishing a quality Performance Appraisal process for all staff.
- Awarding an annual teacher scholarship to research and study best practice in other Schools.
- Use data (NAPLAN, HSC, external examinations) to improve teaching methodology and student learning outcomes.
- Developing an extensive co-curricular program which encourages participation in a range of sporting, cultural and performing arts activities.
- Establishing video-conferencing facilities.
- Establishing an “authentic assessment” program to monitor and track student performance over time.
- Providing vocational training opportunities through the Central West Trade College and the Orana Trade Training Centre.
- Enhancing and developing the Gifted & Talented and Learning Support Programs.
- Attracting and retaining teachers who are expert, dedicated, caring, and professional.
- Ensuring quality communication between school and home regarding academic progress and pastoral care issues.
- Providing a range of scholarships across the academic and performing arts domains.
- Developing a Virtual Private Network to promote curriculum delivery and improve communication

FOUNDATION 2: “...PROVIDING QUALITY CARE FOR EACH STUDENT...”

The true heart of education is the education of the heart, and student welfare and pastoral care will be of paramount importance at Macquarie. Our School will be a relational School; providing a safe, nurturing environment where each student is valued and able to make a worthwhile contribution to the life of the School.

Strategies to achieve these goals in 2011-2014 include...

- Participation of all students in an expanded and well co-ordinated co-curricular program.
- Professional development for staff in adolescent mental health, Restorative Justice and anti-bullying programs.
- Expanding the K-12 Peer Support Program.

- Active involvement of all students in student leadership and outdoor education initiatives integrating the Service and Leadership Training (SALT) Program.
- Vertical pastoral care and house systems, with the formation of Tutor Groups.
- A well-articulated Behaviour Management System based on the principles of Restorative Justice.

FOUNDATION 3: “...BUILDING A VIBRANT COMMUNITY...”

Our students find meaning, purpose and a sense of belonging when they are active participants in a School community. At a time when these ideals are in short supply, our students need more than ever to experience what it means to be a part of a caring, Christian community and to understand and appreciate their responsibilities as members of a community.

Strategies to achieve these goals in 2011-2014 include...

- Providing opportunities for parent participation, especially through the Parents & Friends Association.
- School and Community Service programs.
- Active participation of all students in an expanded co-curricular program.
- Quality Leadership Training and Outdoor Education programs.
- Developing and expanding the Student Representative Council.
- A Virtual Private Network for students, parents and staff.
- Forming a Student Alumni Group.
- School involvement in broader community activities.
- Seeking parent feedback through an annual Parent Survey.
- Providing scholarships for Aboriginal students.

FOUNDATION 4: “...DEVELOPING OUTSTANDING CHARACTER...”

More than ever our society needs young leaders; young men and women of outstanding character; equipped to take their place as young leaders in society and whose courage, compassion, personal integrity and sense of social responsibility are a shining light to those around them.

Strategies to achieve these goals in 2011-2014 include...

- Giving special recognition to students who demonstrate involvement in school and community service programs.
- Quality Leadership Training and Outdoor Education programs.
- Developing a “Sister School” relationship with a foreign school and encourage student participation in exchange programs.
- Vertical pastoral care and house systems, with the formation of Tutor Groups.
- Expansion of Peer Support and Student Mentor programs

FOUNDATION 5: “...INSTILLING A FIRM FOUNDATION OF CHRISTIAN FAITH AND VALUES...”

Through active involvement in a caring and dynamic Christian Faith community, students are encouraged to engage with and make a personal response as they learn about the foundations, heritage and teachings of the Christian Faith.

Strategies to achieve these goals in 2011-2014 include...

- Developing staff understanding of “Christian Faith in the Anglican tradition” through professional development, staff meetings, devotional times and special services.
- Chapel to be contemporary and engaging for students.
- Beginning a “School Family” congregation at the School.
- Voluntary Crusaders Groups in Junior and Senior School.
- Providing expressions of care and support for staff, students and families in times of crisis and bereavement.
- Developing dynamic partnerships with local Anglican parishes.

FOUNDATION 6: “...ENSURING EFFECTIVE LEADERSHIP, MANAGEMENT & GOVERNANCE...”

Effective leadership is important if the School is to achieve its goals. The School Council and the Principal will seek to ensure that the School is well governed, well managed and well resourced.

Strategies to achieve these goals in 2011-2014 include...

- Developing a succession plan for the School Council and Principal.
- The Principal to be an active member of the peak professional educational organisations.
- Developing a close association with the Association of Independent Schools.
- Training for School Council in their role as governors.
- Regularly reviewing School policies.
- Annual review of the School Council’s operations.
- Principal and Chairman having representation through the Anglican School’s Commission.
- Conducting an annual appraisal of the Principal’s role, with an appraisal conducted every fourth year by a professional external agency.

FOUNDATION 7: “...ENSURING LONG-TERM FINANCIAL VIABILITY...”

In order to ensure the provision of quality educational outcomes for the students, the School Council and Principal must ensure the long- term financial health of the School.

Strategies to achieve these goals in 2011-2014 include...

- Reviewing the School’s fee structure on an annual basis.
- Developing a “Compliance Framework” to ensure that the School meets its financial, regulatory and educational obligations.
- Regularly reviewing financial goals, processes and operating procedures.
- Financial reporting procedures that ensure financial accountability and transparency.
- Annual and rolling 5 and 10 year financial plans.

- Developing a sophisticated financial reporting model which monitors the School's progress in relation to a range of "industry accepted" Key Performance Indicators.
- Constructing a new Administration Centre which is designed to facilitate efficient management and leadership of the School.

MEMBERS OF COUNCIL

Chair of Council

Mrs Jennie Everist – Dip.Th. JP

Members

Mrs Heather Buster

Rev Daryl McCullough

Mr Earle Shields

Mrs Elizabeth Shuttle

HISTORICAL PERSPECTIVES

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

The School commenced its first school year using 9 demountable buildings, which were located on 25 acres purchased in November 2001. These 25 acres are located at Currawong Road, Dubbo. The formal building program commenced on this site in February 2002.

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

On 26 June 2002, Stage One buildings of Macquarie Anglican Grammar School were officially opened by Dr Peter Hollingworth A.C., O.B.E., the then Governor General of the Commonwealth of Australia. The School has occupied the current site at Currawong Road, Dubbo since 26 August 2002.

The Stage Two building was completed in December 2002 and was officially opened by the Right Reverend Richard Hurford OAM, Bishop of Bathurst on 13 February 2003.

A Year 9 cohort was added in 2003 and a new Head of School, Rev. Dr. Grant Bell commenced in February 2003. This second year of operation commenced with a total 238 students, 4 additional teachers and an additional administration assistant.

Construction of Stage 3 of the School's building program commenced in July 2003 and was ready for occupation at the beginning of the 2004 school year, which also saw a Year 10 cohort added for the first time. This stage consisted of a 4 classroom module (G Block) and a building to be used for Visual Arts, Design & Technology and Science (E Block). Stage Three buildings were opened on 16 February 2004.

Mrs. Lynda Tooth began as the School's third principal in April, 2005. The first Year 11 class was added, and the School was granted full registration and accreditation from the NSW Board of Studies for stage 6 until 2009; enabling Macquarie to present students for the School Certificate and Higher School Certificate. The first HSC classes commenced in term 4, 2005.

Work also commenced in 2005 on the stage 4 buildings, which comprised a module of 4 classrooms, a temporary central K-12 library, a Design & Technology workshop, a Visual Arts studio, staff offices, student toilets, a drama / meeting room, shade structures and additional car parking facilities. These facilities were officially opened in early 2006 by Mr. Pat Farmer MP, along with Right Reverend Richard Hurford OAM, Bishop of Bathurst and President of the School Council.

With student numbers continuing at a similar level as in 2006 no new buildings were erected. However, work continued on the improvement of the grounds.

During 2007, Mrs. Lynda Tooth resigned as the Principal of the School and Mrs. Anne McLeod was the Acting Principal for term 4, 2007. 2008 began with Mr. Robert Grant as the Interim Principal during term one, and Mr. Geoffrey Fouracre formally began as the School Principal in Term 2, 2008.

2010 saw the appointment of Mr. Greg Blackman as the School's Deputy Principal (Administration) and Head of Junior School. A most important development was the commencement of a federally funded BER project to build a Multi-Purpose Hall for the School.

In 2011 Mr. Louis Stringer was appointed as the Deputy Principal (Curriculum) and Head of Senior School. The BER project (Multi-Purpose Hall) was officially opened and named "Henderson Hall" in honour of Mr. Bruce Henderson, the immediate past Chairman of the School. Since then it has been extensively used to promote K-12 events (such as weekly assemblies, Chapel and other special functions) and a School community resource to promote the activities of the Parents & Friends Association, and to expand and enhance teaching and learning, especially in the Sporting and Performing Arts areas.

2011 also saw the completion of the Trade Training Centre, constructed to provide trade training opportunities in the areas of Carpentry, Building and Construction. As a partner organisation of the Central West Trade College, the facility will provide training courses for senior secondary students from local Government, Independent, Christian and Catholic schools.

In 2012, the first course was run in the Trade Training Course. The course was a 12 week course aimed at students who were deemed to be "at risk" of not completing their compulsory schooling. The course was attended by students from 4 different local secondary schools.

Substantial work saw the school's network re-engineered to provide a more stable and efficient platform. As well, a trolley of iPads was introduced in both the Junior and Senior School.

Macquarie Anglican Grammar School became a Sydney Anglican School's Corporation school in October 2013 after a long period of financial uncertainty. Ownership by the Corporation was well received by staff, students and parents alike, who saw a number of positive changes as a result. Most of all, our ownership by the Sydney Anglican Schools Corporation brought financial stability for the future. The changes in 2013 as a result of the new ownership included;

- Planning for a new Food Technology Centre with 2 classrooms, pantry and preparation area, storerooms and teacher work areas.
- The construction of 3 classroom spaces in the Henderson Hall Mezzanine Area, including a Drama classroom and a Senior Studies Centre.
- Several landscaping and beautification projects around the school.
- The repainting and refurbishment of existing classroom blocks.
- The addition of new computers, iPads and internet infrastructure
- The installation of a new school database.

Macquarie experienced enrolment growth in 2014. Enrolments over the next several years seem increasingly healthy, which should see the school grow to around 750 students, necessitating the addition of a new administration centre, library resource centre, new classrooms and specialist facilities.

2014 saw the farewell of Mr Geoffrey Fouracre as he left to head up the Oxford Falls Christian School. We thank Mr Fouracre for his hard work, professionalism and ongoing efforts to ensure the best for our children and School.

Growth in and of itself is not the yardstick by which we measure our success. However, what it does is to allow the employment of more specialised teachers, the addition of new elective choices, the purchase of additional resources, and the building of new facilities. These are exciting developments and auger well for our school's future.

REPORTING AREA 3: STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

HIGHER SCHOOL CERTIFICATE 2014

A small cohort of 14 students sat for the Higher School Certificate in 2014. Whilst small in number, the students achieved pleasing results which were commensurate with their abilities.

2014 HSC RESULTS: PERFORMANCES BY BAND

Subject	Year	No of student s	Performance band achievement by %			
			School Bands 3-6 %	State Bands 3-6 %	School Bands 1-2 %	State Bands 1-2 %
Agriculture	2008	1	100	86.33	0	13.67
	2009	2	100	83.29	0	16.71
	2010	0	N/A	N/A	N/A	N/A
	2011	1	100	77.54	0	22.46
	2012	2	100	74.07	0	25.93
	2013	4	25	79.62	75	20.38
	2014	1	100	79.31	0	20.69
Ancient History	2008	3	67	94.3	33 (one student)	5.7
	2009	3	67	85.4	33(one student)	14.6
	2010	3	66.66	84.79	33.33	15.17
	2011	0	N/A	N/A	N/A	N/A
	2012	4	100	75.65	0	24.35
	2013	3	100	83.25	0	16.75
	2014	6	100	82.95	0	17.05
Biology	2008	5	100	97.39	0	2.61
	2009	5	80	90.09	20	9.91
	2010	5	100	89.75	0	10.21
	2011	4	100	87.22	0	12.78
	2012	8	87.5	89.55	12.5(one student)	10.45
	2013	4	75	91.38	25	8.62
	2014	3	100	85.58	0	14.42
Business Studies	2008	2	100	96.35	0	3.65
	2009	1	100	89.14	0	10.86
	2010	5	80	90.18	20	9.79
	2011	3	100	96.52	0	3.48
	2012	5	100	96.1	0	3.90
	2014	6	83.34	87.6	16.66 (one student)	12.4
CAFS	2013	2	100	88.54	0	11.44
	2014	4	75	90.63	25 (one student)	9.37
Chemistry	2008	4	100	97.03	0	2.97
	2009	1	100	90.15	0	9.85

	2010	2	100	89.12	0	10.83
	2011	0	N/A	N/A	N/A	N/A
	2012	3	100	97.66	0	2.34
	2013	2	100	91.78	0	8.22
	2014	5	60	91.26	40	8.74
Design & Technology	2008	6	100	99.29	0	0.71
	2009	1	100	94.56	0	5.44
	2010	0	N/A	N/A	N/A	N/A
	2011	2	100	98.92	0	1.08
	2012	1	100	98.49	0	1.51
	2014	0	N/A	N/A	N/A	N/A
Drama	2012	5	100	99.79	0	0.21
	2014	0	N/A	N/A	N/A	N/A
English Standard	2008	5	80	93.82	20 (one student)	6.18
	2009	2	100	77.25	0	22.75
	2010	10	60	71.77	40	28.2
	2011	4	100	92.51	0	7.49
	2012	9	100	96.34	0	3.66
	2013	2	100	78.57	0	21.43
	2014	11	100	85.2	0	14.8
English Advanced	2008	7	100	99.81	0	0.19
	2009	3	100	98.9	0	1.1
	2010	0	N/A	N/A	N/A	N/A
	2011	3	100	99.70	0	0.30
	2012	5	100	99.81	0	0.19
	2013	3	100	98.38	0	1.62
	2014	0	N/A	N/A	N/A	N/A
English Extension	2011	1	100	98.60	0	1.40
	2012	NA	NA	NA	NA	NA
	2014	0	N/A	N/A	N/A	N/A
Food Technology	2011	1	100	97.04	0	2.96
	2012	NA	NA	NA	NA	NA
	2014	0	N/A	N/A	N/A	N/A
Geography	2008	2	100	96.86	0	3.14
	2009	0	N/A	N/A	N/A	N/A
	2010	0	N/A	N/A	N/A	N/A
	2011	0	N/A	N/A	N/A	N/A
	2012	NA	NA	NA	NA	NA
	2014	0	N/A	N/A	N/A	N/A
Hospitality	2011	1	N/A	N/A	N/A	N/A
	2012	NA	NA	NA	NA	NA
	2014	0	N/A	N/A	N/A	N/A
Industrial Technology Timber		3	100	84.2	0	15.8
	2013					
	2014	7	85.72	81.96	14.28	18.04
Japanese Beginners	2010	1	100	84.72	0	15.23
	2011	0	N/A	N/A	N/A	N/A

	2012	0	NA	NA	NA	NA
	2014	0	N/A	N/A	N/A	N/A
Japanese Continuers	2010	1	100	93.46	0	6.52
	2011	0	N/A	N/A	N/A	N/A
	2012	1	0	89.89	100	10.11
	2014	0	N/A	N/A	N/A	N/A
Mathematics General	2008	8	100	93.26	0	6.74
	2009	4	75	80.97	25 (one student)	19.03
	2010	6	83.33	85.47	16.67	14.5
	2011	6	83.33	92.98	16.67 (one student)	7.02
	2012	6	66.67	93.68	33.33	6.32
	2013	7	42.85	75.15	57.15	24.85
	2014	12	50	74.99	50	25.01
Mathematics 2 Unit	2008	3	100	96.49	0	3.51
	2009	0	N/A	N/A	N/A	N/A
	2010	2	50	88.95	50	11.01
	2011	0	N/A	N/A	N/A	N/A
	2012	4	100	96.53	0	3.47
	2013	2	100	92.29	0	7.71
	2014	3	100	91.34	0	8.66
Mathematics Extn	2008	2	100	95.81	0	4.91
	2009	0	N/A	N/A	N/A	N/A
	2010	0	N/A	N/A	N/A	N/A
	2011	0	N/A	N/A	N/A	N/A
	2012	4	100	98.12	0	1.88
	2014	0	N/A	N/A	N/A	N/A
Modern History	2008	3	100	96.97	0	3.03
	2009	1	100	93.35	0	6.65
	2010	0	N/A	N/A	N/A	N/A
	2011	2	100	95.40	0	4.60
	2012	N/A	N/A	N/A	N/A	N/A
	2014	0	N/A	N/A	N/A	N/A
Extension History	2013	1	100	73.96	0	26.04
	2014	0	N/A	N/A	N/A	N/A
Music 1	2010	1	100	97.66	0	2.31
	2011	1	100	99.02	0	0.98
	2012	1	100	99.14	0	0.86
	2013	1	100	97.52	0	2.48
	2014	1	100	96.98	0	3.02
PDHPE	2008	6	100	96.06	0	3.94
	2009	2	100	87.16	0	12.84
	2010	6	66.66	93.03	33.33	6.92
	2011	7	85.71	97.42	14.29 (one student)	2.58

	2012	8	100	96.31	0	3.69
	2013	2	100	82.41	0	17.59
	2014	7	71.43	88.31	28.57	11.69
Physics	2008	4	100	95.82	0	4.18
	2009	0	N/A	N/A	N/A	N/A
	2010	0	N/A	N/A	N/A	N/A
	2011	1	98.58	N/A	100 (one student)	1.42
	2014	0	N/A	N/A	N/A	N/A
Senior Science	2013	2	100	86.83	0	13.17
	2012	4	100	97.42	0	2.58
	2014	0	N/A	N/A	N/A	N/A
Studies of Religion	2008	4	100	98.31	0	1.69
	2009	0	N/A	N/A	N/A	N/A
	2010	0	N/A	N/A	N/A	N/A
	2011	0	N/A	N/A	N/A	N/A
	2012	0	N/A	N/A	N/A	N/A
	2014	0	N/A	N/A	N/A	N/A
Visual Arts	2008	0	N/A	N/A	N/A	N/A
	2009	2	100	98.57	0	1.43
	2010	6	83.34	98.11	16.66	1.84
	2011	3	100	99.49	0	0.51
	2012	3	100	99.48	0	0.52
	2013	4	100	97.21	0	1.79
	2014	2	100	97.1	0	2.9

It is however important to note that with small cohorts it is difficult to make meaningful comparisons compared to both previous years and to state average results.

NAPLAN TESTS IN YEARS 3, 5, 7 and 9 FOR 2014

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

NAPLAN RESULTS

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

Below are 2014 results for Years 3,5,7 and 9 students at Macquarie compared to the state averages in these same assessments. Performance in NAPLAN tests is documented on the My School website: <http://www.myschool.edu.au>

Students in Year 3 obtained results from Band 1 to Band 6

Year 3 – Literacy (Bands 4-6)

2014 AVERAGE SCORES

A real reflection of Macquarie Anglican Grammar School's focus on Literacy and Numeracy is evident when one looks at our average scores in each of the subjects. In most cases the results are above the Similar Schools and National average. In some cases substantially above these scores. The results below are percentages in the top 3 Bands:

Year 3		Numeracy Overall	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
2014	Macquarie (%)	92	94.7	84.3
	State (%)	65.9	62.9	61.9
2013	Macquarie (%)	76.3	73.7	73.7
	State (%)	67.5	64	64.2
2012	Macquarie (%)	75.6	72.9	75.6
	State (%)	66.7	63.2	63.7

Year 5		Numeracy Overall	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
2014	Macquarie (%)	62	62	59.5
	State (%)	58.3	52.9	57.3
2013	Macquarie (%)	81.8	72.8	81.9
	State (%)	54.2	58.8	53.5
2012	Macquarie (%)	53.5	53.5	51.2
	State (%)	59.2	56.1	57.2

Year 7		Numeracy Overall	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
2014	Macquarie (%)	57.1	57.1	78
	State (%)	55.9	59.1	55.9
2013	Macquarie (%)	53.7	55.5	55.5
	State (%)	55.7	54.3	54.5
2012	Macquarie (%)	72.7	69.7	72.6
	State (%)	52.7	56.5	52.6

Year 9		Numeracy Overall	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
2014	Macquarie (%)	70	70	60
	State (%)	53.8	52.3	52.8
2013	Macquarie (%)	54.6	54.6	48.5
	State (%)	50.3	48.9	49.4
2012	Macquarie (%)	76.4	68.4	76.3
	State (%)	50	50.2	51.9

Year 3		Reading	Writing	Spelling	Grammar & Punctuation
2014	Macquarie (%)	95	94	89	94
	National (%)	70	69	67	72
2013	Macquarie (%)	72	56	83	77
	National (%)	69	76	68	73
2012	Macquarie (%)	75	77	75	84
	National (%)	70	77	68	71

Year 5		Reading	Writing	Spelling	Grammar & Punctuation
2014	Macquarie (%)	64	49	70	61
	National (%)	61	39	61	61
2013	Macquarie (%)	75	62	65	68
	National (%)	63	52	59	62
2012	Macquarie (%)	50	30	54	45
	National (%)	58	49	59	56

Year 7		Reading	Writing	Spelling	Grammar & Punctuation
2014	Macquarie (%)	50	35	58	58
	National (%)	57	39	58	55
2013	Macquarie (%)	58	39	62	57
	National (%)	56	42	61	52
2012	Macquarie (%)	72	54	76	74
	National (%)	56	43	58	58

Year 9		Reading	Writing	Spelling	Grammar & Punctuation
2014	Macquarie (%)	68	60	71	48
	National (%)	49	35	50	45
2013	Macquarie (%)	42	47	42	42
	National (%)	48	47	50	45
2012	Macquarie (%)	61	44	58	64
	National (%)	45	37	47	44

VALUE ADDED

Of importance is the “*Value Added*” component measured by the NAPLAN tests. This component compares the relative gains made by the students from one test period to the next (ie. Year 3, 2009 to Year 5, 2011).

The data below summarises our “*Value Added*” scores.

YEAR 3 TO YEAR 5 “VALUE ADDED SCORES”

Reading: 95 % of students saw a value add improvement from Year 3, 2012.

Spelling: 92 % of students saw a value add improvement from Year 3, 2012.

Writing: 92 % of students saw a value add improvement from Year 3, 2012.

Grammar and Punctuation: 82% of students saw a value add improvement from Year 3, 2012.

Numeracy: 97 % of students saw a value add improvement from Year 3, 2012.

YEAR 5 TO YEAR 7 “VALUE ADDED SCORES”

Reading: 83% of students saw a value add improvement from Year 5, 2012.

Spelling: 85% of students saw a value add improvement from Year 5, 2012.

Grammar and Punctuation: 82% of students saw a value add improvement from Year 5, 2012.

Writing: 86% of students saw a value add improvement from Year 5, 2012.

Numeracy: 86% of students saw a value add improvement from Year 5, 2012.

YEAR 7 TO YEAR 9 “VALUE ADDED SCORES”

Reading: 97% of students saw a value add improvement from Year 7, 2012.

Spelling: 87% of students saw a value add improvement from Year 7, 2012.

Grammar and Punctuation: 73% of students saw a value add improvement from Year 7, 2012.

Writing: 79% of students saw a value add improvement from Year 5, 2012.

Numeracy: 90% of students saw a value add improvement from Year 7, 2012.

Those students who have not made gains or made minimal gains have been identified and appropriate programmes have been put in place. In terms of addressing NAPLAN weakness in the Senior School we have;

1. Taken a back to basics approach in Year 7 and 9 in term one looking at fundamentals of language and spelling
2. Put on a Trial Naplan In Week 1 of Term 2 with feedback
3. Continue Multi Lit and Reading program for identified students
4. Continue using Spellodrome with Years 7 to 9

REPORTING AREA 4: SENIOR SECONDARY OUTCOMES

Percentage of Year 12 students who attained a HSC = 100%

Percentage of Year 12 students who completed secondary school
= 100%

Number of VET courses attempted = 4

RETENTION RATE OF STUDENTS FROM YEARS 10-12 FOR 2012

100%

Retention Rate of students from Years 11-12

100%

REPORTING AREA 5: PROFESSIONAL LEARNING & TEACHER STANDARDS

Professional Learning and Teaching Standards

During 2014, 33 individuals were employed as teachers at Macquarie Anglican Grammar School teaching across Years K-12.

All 33 teachers had teaching qualifications from higher education institutions within Australia or as recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines

During 2013, 54 individuals were employed as either teaching or support staff at Macquarie Anglican Grammar School. 33 of these individuals were on the teaching staff (28.1 full-time equivalent) and 15 individuals (11.4 full-time equivalent) were employed as support or non-teaching staff.

	Category	Number of Teachers
1	Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines.	33
2	Teachers who have teaching qualifications as a graduate from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (AEL-NOOSR) guidelines but lack formal teacher education qualifications.	0
3	Teachers who do not have qualifications as described in (1) or (2) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

NEW SOUTH WALES INSTITUTE OF TEACHERS REGISTRATION

	Category	Number of Teachers
	Provisional - Returning	1
	Provisional - Beginning	6
	Existing Teacher	13
	Professional Competence	13

SUMMARY OF QUALIFICATIONS OF ACADEMIC STAFF EMPLOYED BY MACQUARIE ANGLICAN GRAMMAR SCHOOL IN 2014

	Highest Qualification	Number of Teachers
	Masters Degree	6
	Bachelor's Degree	27
	Diploma	1

The following is a list of teaching staff qualifications

Name	Qualifications
Apps, P	DipTeach(Secondary), Grad Dip Ed Computing
Barber, J	BEd (Sec Mus) (<i>Adel</i>)
Barnes, R	B.Arts (Human Movement Studies), Dip Ed (PDHPE)
Beattie, M	M.Ed (Special Education), B.Sp.Sc, Grad.DipEd. (PDHPE)
Bell, R	MTeach (Primary), BA (History) (<i>UWS</i>)
Bennet, A	B.Arts, Dip Ed (Primary) (<i>Macq</i>)
Bodium,S	Bachelor of Applied Science – Rural Technology
Bullock, M	BSoc Science (Hons)(<i>UoN</i>)GradDipEd(<i>UoN</i>)
Cole, N	BEd (Early Childhood) (<i>USQ</i>)
Collin, K	MEdLShip,(CSU),BEd (Humanities)(<i>Syd</i>)GradCert ReligiousEd(<i>ACU</i>)
Connors, C	BFinAdmin, Grad Dip Ed
Cribb, S	MEc BSc Grad. Dip. Ed
Crombie,H	BLaw, Grad Dip Ed
Dubois, A	BTeach, BPDHPE – 22.01.14 – 11.4.2014 ONLY
Dixon, S	BTeach, BEd (<i>UWS</i>) - MATERNITY LEAVE
Edwards, L	BTeach, BArts (<i>UoN</i>) – MATERNITY LEAVE
Fouracre, G	MEdAdmin (<i>UNSW</i>), BEd (Science) (<i>Syd</i>) – Terms 1 & 2 ONLY
Hurford, N	BArts (<i>UNE</i>), BEd (Primary) (<i>CSU</i>), GradDipSocSc (Psych), BSc (Psych) (Hons) (<i>UNE</i>)
Jackson, R	BHumMov (PDHPE), BTeach (Sec) (<i>CSU</i>)
Jones, T	BTeach Primary (<i>UNE</i>)
Kingston, S	BA (Photography) (<i>CSU</i>), DipEd (Sec Vis Arts) (<i>UoN</i>)
Lane, S	BA(Ancient History/English) B. Teaching (Eng/History) (<i>UNE</i>)
Li, J	B.Teach, BA(<i>UoAdelaide</i>)
Lovett,L	BEd, BTeach
Lynch, H	BEd (Prim/Sec Jap) (<i>Niigata Uni - Japan</i>),DipEd (Sec Jap/Math) (<i>USQ</i>); MEd (TESOL) (<i>QUT</i>) – MATERNITY LEAVE
McIntosh, M	BEd, BTeach, GradCertEd (Language & Literacy Ed) (<i>UniSA</i>), Cert IV Assess & Workplace Training
McNeice, G	B.Science, B.Ed (<i>UNSW</i>)
Mintern, M	Grad.Dip.Ed (Sec) (<i>CSU</i>), B.Med.Sci(Pathology) (<i>CSU</i>), Dip.App.Sci (Bct)(<i>UWS</i>)
Murphy, R	BEd (Early Childhood/Primary) (<i>CSU</i>)
Murphy, S	BEd (Health Science PDHPE) (<i>UWS</i>), BEd Teaching (Sec) (<i>UWS</i>), Cert IV Workplace Health & Safety
Rathbone, M	DipTeach (<i>MCAE</i>), BEd (Primary) (<i>CSU</i>)
Randell,M	MA English, BA Theatre and English, MSED Secondary English
Simcox, M	BEd (Primary) (<i>UTS</i>) – MATERNITY LEAVE
Spillane, D	MEd (<i>UNE</i>) BA, GradDipEd,
Stringer, L	BEd(Hons) (<i>Liv - UK</i>)
Thorne, A	BRuralScience (<i>UNE</i>), MScience (<i>Monash</i>), GradDipEd (Sec Ag/Science) (<i>CSU</i>)
Turner, C	BEd (Sec Science), GradCertPhysics (<i>ACU</i>)
Wheeler, F	BEd(Early Childhood/Primary) (<i>CSU</i>)
Wilson, J	MEd, (English/Literacy) (<i>Syd</i>), BEd (Prim)(Hons) (<i>Syd</i>), Grad Cert (Gifted Ed) (<i>NSW</i>)
Wilson , K	BEd (Primary)

PROFESSIONAL LEARNING OF EXECUTIVE, TEACHERS AND CHAPLAIN EMPLOYED AT MACQUARIE ANGLICAN GRAMMAR SCHOOL IN 2012

During 2014 all members of the School Executive, Chaplain, teaching and support staff participated in a rich and varied Professional Development program. The Professional Development was conducted by the Association of Independent Schools, AHISA, HICES, IPSHA and other private and accredited bodies. Professional Development included attendance at Conferences and Professional Development Days, both on and off-site.

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

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

Several staff continued Post graduate courses during the year.

The 6 full-day Professional Development meetings are attended by all teaching staff and focussed on;

- AIS online learning
- Google drive
- Maths curriculum
- AITSL standards and the PSA system
- Child protection
- Edumate training
- Aboriginal & Torres Strait Islander Responsive Framework for Schools

The full list of professional development experiences is shown below;

Chaplain - SRE Christmas - Transition with Tom Owen
Kambala Professional Development
Technology Education Conference Australia
Supporting students with intellectual disabilities, downs syndrome
Richard Johnson music workshop
Stop Motion Animation
Master of Clinical Psychology
Edumate training
AIS - Nineteen eighty four and metropolis
PDHPE teachers association conference
Multilit word attack skills extension
Geography workshop
IPSHA Conference
Edumate training
Executive Assistant forum
Edumate training
Governance Institute - Accidental Company Secretary
First Aid Trainer Workshop
Senior First Aid
Anglican Schools Australia Conference
Peer support
Minilit
The autism spectrum - NSW DEC
Diploma of Management - Aust HR institute
Implementation workshop - peer support
Mental Health & Wellbeing of young people
Engaging with extension history
HSC marking
HSC simulated marking session
Mathematics workshop - 8 plus 10 in 2015
Child Protection Investigation
Physics teacher conference
Science - play it safe
Managing Challenging behaviour
Advanced Diploma CMT
Physics teacher conference
Mind Matters briefing
Business studies teachers conference
Assessment for head teachers/coordinators (stage 4-5)
Edumate training
Supervising teachers progressing to proficient teacher
Principals Advanced Financial Skills seminar

English Stage 6 area of study - discovery
Inclusion for learners with speech, language & communication
Understanding dyslexia and significant difficulties in reading
Certificate IV - library, info & cultural services
Aboriginal & Torres Strait Islander Culturally Responsive Framework for Schools

Average expenditure on professional learning per staff member was in excess of \$1000 per person.

REPORTING AREA 6: WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

During 2013, 45 individuals were employed as either teaching or support staff at Macquarie Anglican Grammar School. 30 of these individuals were on the teaching staff (28.1 full-time equivalent) and 15 individuals (11.4 full-time equivalent) were employed as support or non-teaching staff.

Teaching staff	31
Full-time equivalent teaching staff	30
Non-teaching staff	18
Full-time equivalent non-teaching staff	14.1

REPORT AREA 7: STUDENT ATTENDANCE AND RETENTION RATES IN SECONDARY SCHOOL

	2009	2010	2011	2012	2013	2014
Attendance Rate for Years K-12	N/A	95%	94%	93%	92.52%	93.83%
Attendance Rate for Years K-6	N/A	94%	95%	94%	94.93%	95.17%
Attendance Rate for Years 7-12	94%	95%	93%	91%	89.72%	92.26%

ATTENDANCE BY YEAR/STAGE

Year Group	Attendance Rate 2011	Attendance Rate 2012	Attendance Rate 2013	Attendance Rate 2014
Kindergarten	95%	93%	95.79%	96.20%
Year 1	95%	95%	94.39%	94.90%
Year 2	95%	94%	94.76%	95.90%
Year 3	95%	95%	94.71%	94%
Year 4	94%	94%	95.59%	95.20%
Stage 3	95%	95%	95.31%	94.40%
Year 6	92%	92%	94%	95.60%
Year 7	94%	94%	94.89%	94.30%
Year 8	93%	91%	91.95%	94.10%
Year 9	93%	85%	93%	92.60%
Year 10	90%	87	91.23%	91.20%
Year 11	95%	94	91.76%	90.30%
Year 12	91%	93	*75.5%	91.10%
Total School	94%	93%	92.52%	93.83%

**Database calculates attendance on a full year basis, and Year 12 exit the school at the end of term 3, 2013. The actual attendance rate was ~ 90% for Year 12 over the three terms of 2013.*

MANAGING NON-ATTENDANCE

Class Rolls are marked electronically each morning with a Roll Call during the Tutor Period. A list of absent students 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. On the third day a child is absent the Roll Call teacher is required to telephone home and check on the well-being of the student.

The students are reminded that they are required to return to School with a note to explain their absence.

REPORT AREA 8: POST-SCHOOL DESTINATIONS FOR SECONDARY SCHOOL STUDENTS

POST SCHOOL DESTINATIONS

Year 10 Leavers

Student A left for a Hairdressing Apprenticeship in Sydney

Year 12 Leavers

Of the 10 students who presented for the HSC, 7 have entered Post School education as listed below. The other 3 have entered the work force.

Post School Education 2013

Student	University Course	University & Campus
Student A	Cert III Early Childhood Education	TAFE Dubbo
Student B	Cert III Business Operations	TAFE Dubbo
Student C	B Science (Park Rec & Heritage)	Charles Sturt University Albury
Student D	B Animal Science	Charles Sturt University Wagga Wagga
Student E	Cert III Early Childhood Education	TAFE Dubbo
Student F	Carpentry Apprenticeship	TAFE Dubbo
Student G	B Media & Communications	Swinburne University

REPORT AREA 9: ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

THE ENROLMENT POLICY

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

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

RESPONSIBILITIES:

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

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

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

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

PROCEDURALLY RELATED DOCUMENTATION:

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

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

REPORTING AREA 10: SCHOOL POLICIES

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

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

1. A continuity of education for boys and girls from Kindergarten to Year 12
2. An educational experience that aims to prepare young men and women for active contribution to and leadership of contemporary Australian society
3. A liberal academic program that caters for all abilities
4. A system of pastoral care that values the individual within the life of the broader School community and develops students' resilience
5. An emphasis on achievement in literacy and numeracy, an experiential approach to learning in the sciences and technological subjects, and a particular emphasis on the creative and performing arts and languages.
6. A physical environment that provides up to date facilities
7. A well-balanced and broad co-curricular program
8. An insistence on academic and behavioural standards
9. A committed and professional staff
10. A commitment to education with an emphasis on values and ethics exemplified through the;
 - correct wearing of the school uniform,
 - expectation of appropriate behaviour,
 - engagement of effort in all things
 - demonstration of respect for all people and the school environment.

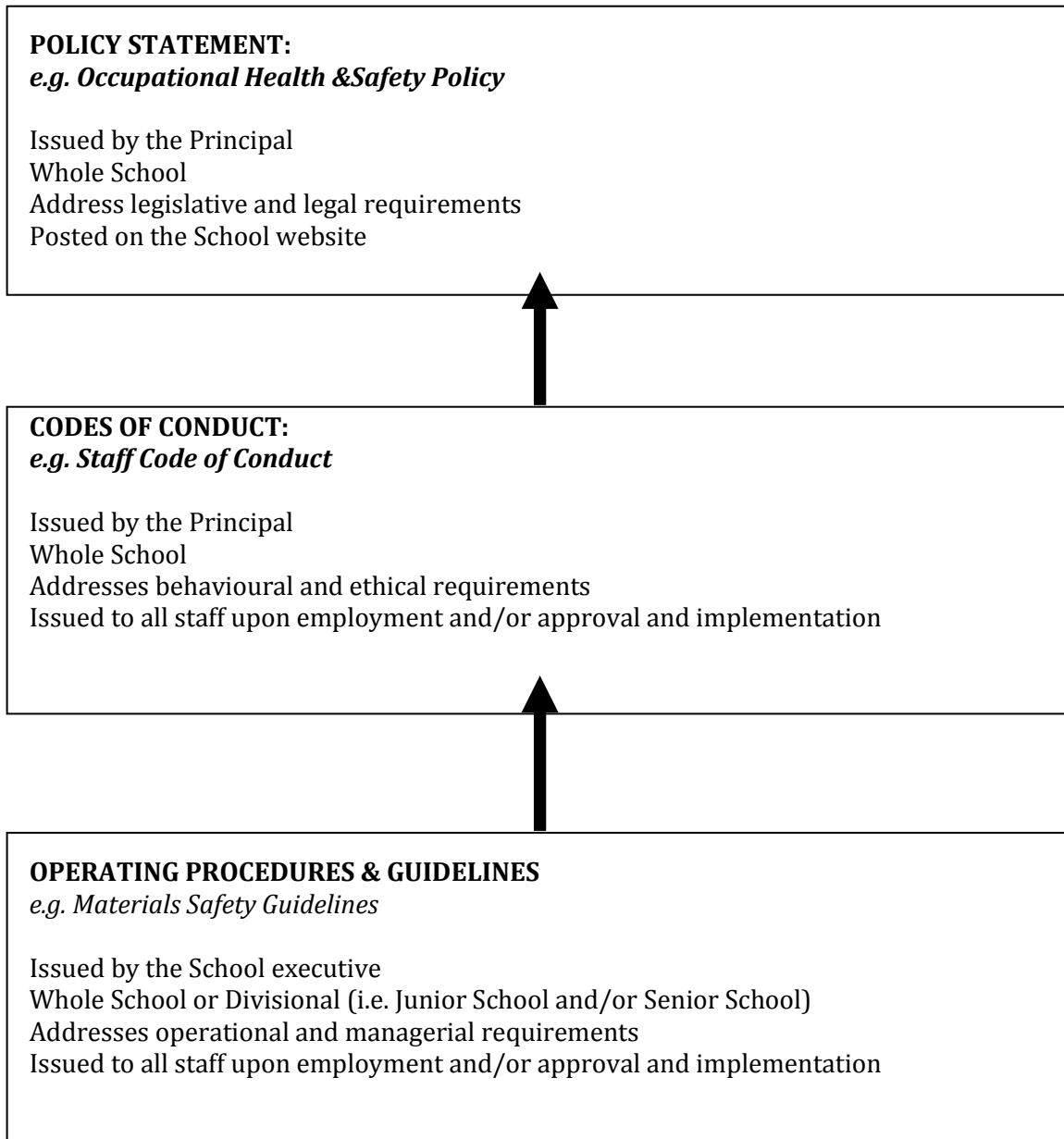
During 2009 a framework for policy development, implementation and review was established and that review process continued in 2010 to 2013. In 2013 the School Council reviewed several policies in line with a regular policy review program.

The framework for Policy development is shown overleaf;

POLICY DEVELOPMENT GUIDELINES

Schools are complex organisations and our School needs a logical and coherent system whereby policy can be developed, organised, monitored and reviewed. The following model will provide a scaffold for this process to occur.

POLICY HIERARCHY



POLICIES FOR STUDENT DISCIPLINE

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

The key school rules relate to;

1. Uniform
2. Behaviour
3. Participation and Effort
4. Respect for self, others, facilities and the traditions of the Anglican Church.

Each year, the existing Behaviour Management System is conducted. This process has led to the separation of protocols for dealing with “negative behaviour” and associated sanctions, with the concomitant development of an award recognition system to encourage and reinforce positive behaviour. The so-called “School Accountability Model” was further refined from 2010 to 2013 as a result of significant staff consultation. An updated version was posted on the school web site to allow for consultation in 2012.

During 2010 - 2013 the School’s staff were involved in professional development activities concerning “Restorative Justice”. In 2011 a 2 day professional development course in Restorative Justice practices was run by Peta Blood of Circle-Speak, a respected consultant in the field. This was followed up with a series of Staff Meetings during the same period. In 2013 a further session was run over 2 days with the consultant Terry O’Connell from the “Real Justice” organisation.

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

POLICIES FOR STUDENT WELFARE

The welfare of students at Macquarie Anglican Grammar School is the concern of every member of staff. Welfare covers the safety of all students in our care and is concerned with their emotional, social, spiritual and intellectual well-being as well as their behaviour and conduct. The Christian foundation of the School is evident in the way we care for our students and it also provides a structure that encourages the students to care for each other; positively promoting student leadership, citizenship and community awareness.

The School will take the necessary action(s) to be proactive in the management of student welfare and pastoral care, and will have procedures for identifying and reporting students in need.

The key elements of the Student Welfare policy are:

- The promotion of the emotional, social, spiritual, intellectual and physical development of each student;
- The promotion of the idea that student welfare and pastoral care are intrinsic to the education process;
- The establishment and implementation of well communicated procedures for the identification and reporting of students in need;
- To initiate and integrate programs into the school curriculum that will maximise student development;
- The provision, promotion and maintenance of a safe, caring school environment;
- The implementation of the School Accountability Model of behaviour management.

The development in 2010 of a Student Code of Conduct, Staff Code of Conduct and School Community Code of Conduct were significant policy statements regarding student welfare. These policy statements were reviewed in 2011, 2012 and 2013.

ANTI-BULLYING INITIATIVES & GUIDELINES FOR DEALING WITH BULLYING

Every person has the right to be treated with dignity and respect and to enjoy mutually respectful relationships with other members of the School community.

All students of the School have the right to learn, and all teachers have the right to teach in a safe, caring environment that promotes self-worth and personal growth. It is the responsibility of all members of the School community to play an active part in ensuring that everyone is treated with respect.

The guidelines and procedures documents aim;

1. To provide a safe, secure and supportive environment for all members of the School community by actively promoting positive peer relations.
2. To provide support for victims of bullying.
3. To ensure that the perpetrators of bullying behaviour understand and accept responsibility for their behaviour and receive appropriate rehabilitation.
4. To educate students of all ages about appropriate ways to treat others.
5. To assist to produce students who are responsible and caring adult citizens in the community.

The School will review the bullying guidelines and procedures as a part of the policy review process in light of the fact that the School is ever changing and other approaches may be deemed appropriate. The evaluation may include an assessment of the degree of bullying in the School through such means as student surveys and interviews.

The evaluation includes an assessment of the extent to which the strategies used and educational opportunities undertaken in various parts of the School had been effective. In the light of such an evaluation, the Principal, in consultation with other relevant staff, will map-out the educational approaches, activities and special visitors employed to ensure that all students are aware of the issues involved in bullying.

In 2010 it was resolved that the School would move towards integrating the principles of Restorative Justice in dealing with all bullying issues. These approaches were further emphasised when the staff completed professional development courses in Restorative Justice practices in 2011, 2012 and 2013.

2014 saw a continued focus on Cyber-Bullying and a range of measures was investigated to address this issue.

REPORTING COMPLAINTS AND GRIEVANCES

Parents and students are encouraged to report and resolve issues in a number of ways. They are encouraged to telephone, e-mail or make appointments with class teachers, roll call teachers, or with the section Deans / Senior School executive staff if academic, pastoral or behavioural issues arise. Following on from that, the Principal, the Head of Senior School and Head of Junior School are readily available and accessible to assist in resolving issues of concern. Having gone through a process of attempting to address parent concerns and/or complaints, parents can contact the Principal directly to discuss issues if they believe that their concern/complaint has not been addressed satisfactorily.

Parents are requested to put formal complaints or grievances in writing (email or letter) and to address them to the Principal. Staff may refer parents and students via this process as necessary.

Procedural fairness is the basis for dealing with any complaint or grievance. After receiving the complaint or grievance, a full and fair investigation of the matter is undertaken by the person (or people) who are most appropriate to do so. Senior Management may discuss the findings, and the parents of students are usually (depending upon the circumstances) reported back to.

Equally, any staff complaints or grievances are to be made directly to the Principal in writing. Procedural fairness is then followed with the Principal or his/her delegate, who investigates the complaint or grievance.

A formal appeals process is in place for students regarding examination and assessment issues. This process is found in the School Certificate, Preliminary HSC and Higher School Certificate handbooks, which contain the relevant policies and procedures documents and follows the guidelines as set down by the NSW Board of Studies. All examination and assessment appeals are overseen by the Director of Studies.

It is a requirement that any allegation of reportable conduct is reported immediately to the Principal (as the Head of Agency) and the guidelines provided in both the Child Protection Policy and Guidelines and Procedures statements are followed.

These processes incorporate, as appropriate, principles of procedural fairness.

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

ACCESS TO POLICIES

Where appropriate, new policies, codes and guidelines documents are placed in draft form on the School's website for parent comment and consultation. New policies, codes and guidelines are also canvassed for comment and feedback at the regular monthly Parents & Friends Meetings as they are developed/reviewed. Throughout 2014 the Principal held "Meet the Principal" sessions on a fortnightly basis and these sessions were often used as parent focus groups. Parent comments are considered before the final version is presented to the School Executive and School Council for discussion and approval.

The full texts for the policies are kept in the **School Policy Folder** and under "**Staff Documentation**" on the School Server. Policies are updated regularly as a part of a systematic review process. The School Council will review School policies regularly and the procedures and guidelines statements will be updated (if necessary) to meet the changing needs of the School.

The School's staff receive regular professional development regarding the policies, guidelines and operating procedures as appropriate.

REPORTING AREAS 11: SCHOOL DETERMINED IMPROVEMENT TARGETS

The following were identified for improvement during 2014. The areas identified were based upon the “foundation priorities” as presented in the Macquarie 2020 Strategic Vision;

- Establishing a culture of excellence
- Providing quality care for each student
- Building a strong and vibrant community
- Developing young people of outstanding character
- Instilling a firm foundation of Christian faith and values
- Ensuring long term financial viability
- Ensuring effective leadership, management and governance

1. ESTABLISHING A CULTURE OF EXCELLENCE

An education at Macquarie will seek to develop within the students a spirit of enquiry and a love of learning. Through engagement with a dynamic curriculum and under the guidance and nurture of expert, dedicated and professional teachers, students will be challenged to reach their potential in all areas.

The following strategies were employed in 2014;

- Introduce a Performance Appraisal system which is intended to improve pedagogy and professionalism for all teaching and non-teaching staff.
- Develop a Virtual Private Network to promote curriculum delivery and improved communication.
- Provide a structured Professional Development program for all teachers, including both on-site and off-site opportunities.
- Develop an extensive co-curricular program with a range of new sporting opportunities.
- To establish video-conferencing facilities and opportunities.
- Using data (NAPLAN, HSC) to improve teaching methodology and student learning outcomes.
- Continuation of the habits of Mind program.
- Development of formative assessment procedures.

2. PROVIDING QUALITY CARE FOR EACH STUDENT

The following strategies were employed in 2014;

The true heart of education is the education of the heart and student welfare and pastoral care will be of paramount importance at Macquarie. Our School will seek to be a relational School; providing a safe, nurturing environment where each student is cared for, valued, and able to make a worthwhile contribution to the life of the School.

- Review and professional development in Child Protection.
- Professional development of staff concerning adolescent mental health, restorative justice and anti-bullying programs.
- Development of a new Behaviour Management system that incorporates Restorative Justice principles.
- All teachers demonstrating involvement in an expanded and well coordinated co-curricular program.
- Continuation of the Lake Keepit Leadership Training experience.

3. BUILDING A STRONG AND VIBRANT COMMUNITY

Our students find meaning, purpose and a sense of belonging when they are active participants in a School community. At a time when these commodities are in short supply, our students need more than ever to experience what it means to be a part of a caring, Christian community and to understand and appreciate their responsibilities as members of a School community.

The following strategies were employed in 2014;

- Continue to develop and update the School website.
- Expand school and community service programs and recognise and reward students who actively participate in such programs through the Macquarie Participation Program.
- Raise expectations concerning students chosen to represent the School.
- Run parent morning tea program with set topics for discussion.
- Develop the concept of “Macquarie Pride” and give special recognition to students who demonstrate exceptional involvement in school and community by presentation of a special “Macquarie Pride” award.
- Develop student initiated community building and fundraising initiatives.
- Support and promote the activities of the Parents & Friends Association.

4. DEVELOPING YOUNG PEOPLE OF OUTSTANDING CHARACTER

More than ever our society needs young leaders; young men and women of outstanding character; equipped to take their place as young leaders in society and whose courage, compassion, personal integrity and sense of social responsibility are a shining light to those around them.

The following strategies were employed in 2014;

1. Develop staff understanding of the School’s core values at regular staff meetings.
2. Develop the concept of “Macquarie Pride” and give special recognition to students who demonstrate exceptional involvement in school and community by presentation of a special “Macquarie Pride” award.
3. All teachers demonstrating involvement in an expanded and well-coordinated co-curricular program.
4. Continuation of the Lake Keepit Leadership Training experience.

5. INSTILLING A FIRM FOUNDATION OF CHRISTIAN FAITH AND VALUES

Macquarie is unapologetically a Christian School. Through active involvement in a caring and dynamic Christian Faith community, students are encouraged to engage with and make a personal response as they learn about the foundations, heritage and teachings of the Christian Faith.

The following strategies were employed in 2014;

- Develop Chapel times as more contemporary and with more contextually appropriate forms of worship and liturgy.
- Develop staff understanding of what it means to be a Christian School in the Anglican tradition through professional development, staff meetings, devotional times and special services.

- Develop staff understanding of what it means to teach from a Christian World View through professional development and staff meetings.
- Develop voluntary lunchtime and after school Crusaders Groups.
- Principal and senior staff to develop good working relationships with local Anglican parish(es).

6. ENSURING LONG TERM FINANCIAL VIABILITY

Effective leadership is important if the organisation is to achieve its stated goals. The School Council and the Principal must ensure that the School is well governed, well managed and well resourced.

The following strategies were employed in 2014;

- To be mindful of succession planning for the School Council and Principal.
- To provide opportunities for School Council members to receive training and development in their governance role.
- To ensure that School Council meetings are well attended.
- To ensure that School Council meetings are well minuted, and that agendas are efficiently prepared and communicated to Council members in a timely manner.
- To conduct an annual appraisal of the Principal, with an external appraisal conducted every fourth year.
- To compile a policy folder for School Council.
- To continue the regular review process for School policies.

7. ENSURING EFFECTIVE LEADERSHIP, MANAGEMENT AND GOVERNANCE

Someone has said that “dreams without finances are called hallucinations” and all operations of the School are contingent upon ensuring the long- term financial health and growth of the School.

The following strategies were employed in 2014;

- To develop more effective procedures to monitor and maintain debtor records in order to reduce overall bad debt levels.
- To construct a detailed cash flow projection for the School.
- To develop a sophisticated financial model which enables the setting and reporting of the School’s financial “progress” in relation to set Key Performance Indicators.
- To conduct an annual review of the School’s fee structure and to advise the School community of any fee changes in a timely manner.

REPORTING AREAS 12: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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

With that in mind, foundation priority 4 in the Strategic Vision is to “develop young men and women of outstanding character”. The following strategies were employed in 2013 to achieve those goals;

- (i) The conducting of Leadership Training days.
- (ii) Development of the Lake Keepit Leadership experience
- (iii) The development of various Peer Support programs.
- (iv) The continued development of the concept of “Macquarie Pride” in encouraging students to strive for their best at all times.
- (v) The participation of students in the Community Service Program component of the Macquarie Participation Program (with some 500+ badges awarded).
- (vi) Various fundraising activities organised to help students to assist community projects and those within the wider community who are less fortunate through the Student Representative Council.
- (vii) Chapel and assembly speakers who focussed upon the themes of respect and responsibility.
- (viii) The compulsory participation of students in both Junior and Senior School in Dubbo Eisteddfod items.
- (ix) The various Outdoor Education experiences as a special feature of the curriculum for each year group.
- (x) Class support for “foster-children” with overseas aid organisations
- (xi) Whole School support of initiatives to create awareness of the work of community groups such as the Royal Flying Doctor Service.

REPORTING AREA 13: PARENT, STUDENT AND TEACHER SATISFACTION

During 2014, parents were given the opportunity to communicate their concerns in a variety of ways;

- Direct contact with teachers through direct approach, telephone or an email address
- Direct contact with the Principal through a special email address set up for the specific purpose of addressing concerns.
- Through parent focus groups.
- Through letter/telephone to the Chair of the School Council.
- Through the Parents and Friends Association Meetings
- Through special "Meet the Principal" morning tea sessions.
- Through special Information Evenings
- Through draft policies being placed on the School website for comment and consultation.

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

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

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

- Through representations made at the Student Representative Council meetings.
- Through regular meetings between the Principal and School Captains.
- Through discussions of the subject at regular staff meetings.
- Through parent interviews and at the Parents and Friends Association Meetings
- Through leadership training sessions held with students in years 7-12.

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

- Through interviews with the Principal.
- Through regular staff meetings.
- Through regular executive meetings.
- Through opinions expressed at professional development sessions.
- Through staff representative planning sessions.

REPORTING AREA 14: FINANCIAL INFORMATION - 2014

