



MACQUARIE
ANGLICAN GRAMMAR SCHOOL



ANNUAL SCHOOL REPORT

2015



REPORTING AREA 1: MESSAGE FROM THE KEY SCHOOL BODIES

MESSAGE FOR 2015 FROM THE SCHOOL COUNCIL

It is a true privilege to be the Chair of Macquarie Anglican Grammar School.

To see the lives of over 500 young people being actively impacted by generous and creative teaching staff, caring and professional administrative staff and auxiliary staff who are committed to the good functioning of the school property is a great gift to myself and the School Council.

2015 saw the beginnings of our Preparatory School and it's own playground.
The opening of the Design Building has enabled Food Technology and design to be taught as a subject. The updated administrative building has allowed a better flow of personnel and visitors to our school, as well as a discreet sickbay and interview rooms.

The introduction of the Independent Learning Centre has enabled the growth of a support structure to enable all students to learn at their own best capability.

2015 also saw the beginning of the process of renewing the Strategic Plan. This will ensure that school will continue to grow, set and meet challenges in the coming years.

As Chair I am so very thankful for the ongoing partnership that Macquarie has with families of each of our students. This is exemplified in the involvement of so many parents and friends throughout the year in the life of the school and it's activities. Grandparent's Day, Mother's and Father's Day, NAIDOC Day and our incredible Spring Fair are just an example of the strength of community at Macquarie.

It is a great blessing that there is the opportunity of ensuring that each child who comes into the care of the school has the time and space to explore their relationship with God and the world that he made.

The School Council is very thankful for all the students, staff, Parents and Friends, and volunteers who work together to make this school a great place to be!

Mrs. Jennie Everist
CHAIR
MACQUARIE ANGLICAN GRAMMAR SCHOOL COUNCIL



MESSAGE FROM THE HEADMASTER: FROM THE SCHOOL REPORT - 2015

It is with a sense of amazement that I sit down to write this document.
I am amazed by the students of Macquarie.

I am amazed by the staff of Macquarie.

I am amazed by the community of Macquarie.

I am amazed by the future we have at Macquarie.

We are all truly blessed to be a part of this amazing community and the great future that it has.
Macquarie is well on the way to becoming a lighthouse school.

We are blessed with a school community that understands that a great education takes time and hard work.

We are blessed with students who are growing in their understanding that if they want the excellence that they are capable of then they have to own it.

We are blessed to be working in a school whose forebears have created a foundation that we can be truly thankful for. One that we know will stand strong as we strive to grow a vision of Macquarie which calls for greatness.

In a world which preaches mediocrity and selfishness we at Macquarie are striving to grow our students into young people who are ready to live life to the full. This is why we raise money for charities, why we challenge students with our Sustainability and Poverty project and why we strive to raise the academic standards across the school.

The single greatest example of selfless love comes from the Bible. Jesus came to earth and lived a life that was full. People changed when they met Him. Everything changed. Water to wine. Bread and fish fed thousand. The blind saw, the lame walked, the dead rose. Jesus gave and gave. His life can be defined by the following verse from the Book of John.

“John 10:10 The thief comes only to steal and kill and destroy. I came that they may have life and have it abundantly.”

As a school we have benefited greatly from the opening of the design building with its Food Technology classroom and its design classroom. It has become a vibrant space from its very first day. We are also thankful for the refurbished administration building, it is now a far more efficient and professional space within which to work. As we look forward to 2016 we are excited about our new active playground areas, the commencement of the Independent Learning Centre and the upgraded student pick up areas.

Thank you for a great year!
Craig Mansour
Headmaster



STUDENT REPORT: 2015

JUNIOR SCHOOL

Captains and SRC representatives in the Junior School worked closely with Marina Simcox 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.

2015 Junior School Captains

Grace Bowen

Jeremy Roth

2015 Vice-Captain

Lara Humphries

2015 Junior School House Captains

Chisholm – Hunter Laws, Annabelle Fuller,

Cuthbert – Nathan Towart, Chloe Williams

Flynn – Zara Dowle, Emma Stuart

Dunlop – Angel Newham, Franco Marais

2015 SRC Captain

Ebony Apps

2015 Semester One SRC

Stage 1 Zoe Shanks, Olivia Simcox, Luke Osborne, Tao Farmilio, Lily Pedersen, Eva Yin, Tom Arndell, Finn Randell

Stage 2 Hannah Howes, Quynh Anh Huynh Le, Mason Olney, Deljin Javadi, Indiana Triplett, Ben Furney

Stage 3 Chloe Harrison, Thomas Peacock, Amy Lalor, Sophie Stephens, Hugh Shadwell, Brianna Dixon

2015 Semester Two SRC

Stage 1 Kaitlyn Cox, Fergus Attenborough, Grace Benias, Savannah Braithwaite, Harley Pirie, Daniel Mansour

Stage 2 Wasim Radwi, Jacob Norcott, Annabelle Stephens, Olivia Mintern, Thomas Williamson, Alexander Currans

Stage 3 Willow Cargill, Cladua Haseler, Isabella Heinrich, Genevieve Bodiam, Charlie Wolstenholme, Holly Walters



SENIOR SCHOOL

2015 saw the continued development of 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.

School Captains

School Captains: Angus Brander and Maddison Jones

Vice Captains: George Barraclough and Kelsey Harper

Captain of Houses: Kaain Houston and Hannah Berryman

House Captains and Vice Captains 2015

	Dunlop	Chisholm	Cuthbert	Flynn
Captain	Renee Koenig & Patrick Kelly	Sarah Lydon & Nicholas Coggan	Ally Dixon & Quentin Robinson	Phoebe Jones & Lachlan Humphries

Macquarie House Council Representatives

Students engaged with this program on a voluntary basis from each tutor group on a term by term roster.

Prefects

Justin Beehag, Ryan Bromhead, Jingming Chow, Nicholas Coggan, Jessica Hyland, Sarah Lydon, Courtney Provest, Nikhil Rajesh, Nisal Sumaratunga, Emily Stubbs & Grace Walker



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	507
Girls	243
Boys	264
Indigenous students	6.31%
Language background other than English	3.94%
Student attendance rate	95%
Teaching staff	37.0
Full-time equivalent teaching staff	34.5
Non-teaching staff	16.0
Full-time equivalent non-teaching staff	13.1



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 Headmaster 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:



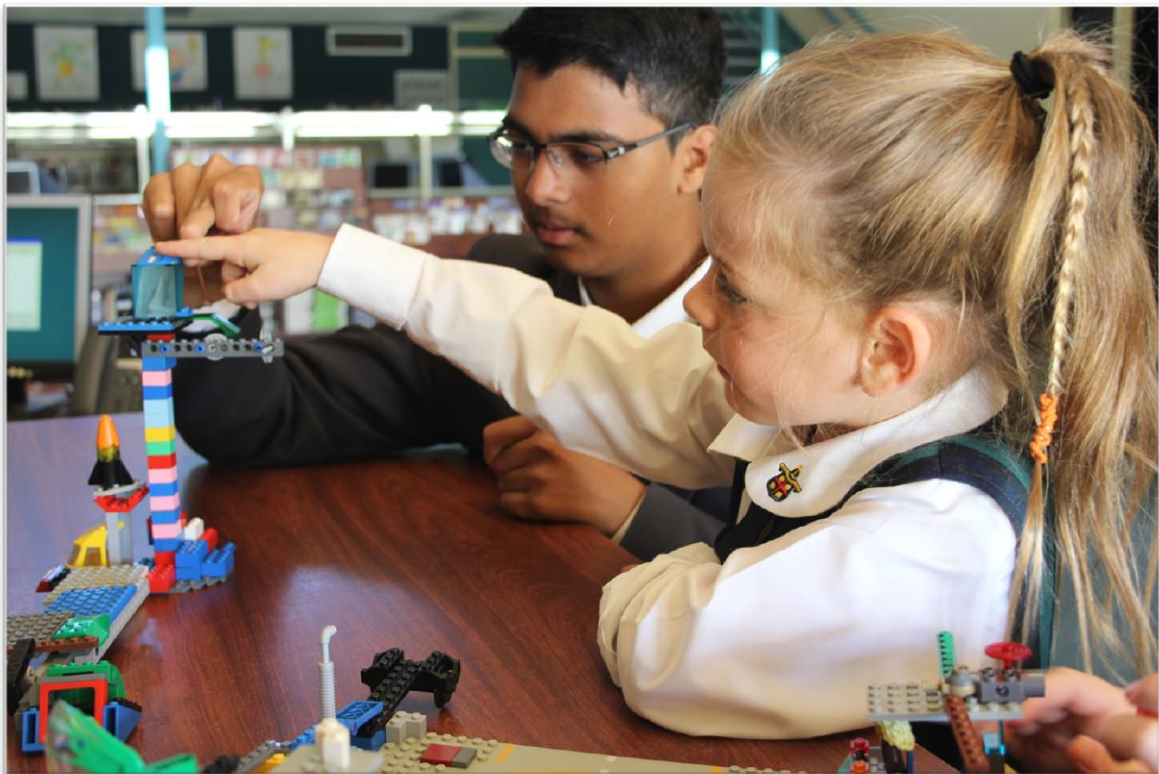
1. A continuity of education for boys and girls from Kindergarten to Year 12 in a caring Christian environment;
2. An educational experience that aims to prepare young men and women for their contribution to Australian society;
3. A liberal academic program that caters for all students with an emphasis 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

Macquarie Anglican Grammar School undertook a complete re-write in 2015. This process included parent surveys, externally facilitated staff and executive discussion and school council planning weekend.

The new strategic plan will be published in 2016.



MEMBERS OF COUNCIL

Chair of Council

Mrs Jennie Everist – Dip.Th. JP

Members

Mrs Heather Buster

Mrs Cathy Germon

Rev Phil Howes

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 Headmaster 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 Headmaster 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 bought 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.

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

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



REPORTING AREA 3: STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

HIGHER SCHOOL CERTIFICATE 2015

A cohort of 24 students sat for the Higher School Certificate in 2015. Whilst small in number, the students achieved pleasing results which were commensurate with their abilities.

2015 HSC RESULTS: PERFORMANCES BY BAND

Subject	Year	No of students	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
	2015	2	100	80.55	0	19.45
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
	2015	6	100	82.58	0	15.97
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
	2015	9	77.77	83.74	22.22	15.63
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
	2015	9	66.66	87.46	33.33	11.31
CAFS	2013	2	100	88.54	0	11.44
	2014	4	75	90.63	25 (one student)	9.37
	2015	7	85.69	85.42	14.28	13.25
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
	2015	7	85.7	93.14	14.28	6.46
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
	2015	3	100	94.54	0	4.82
Drama	2012	5	100	99.79	0	0.21
	2014	0	N/A	N/A	N/A	N/A
	2015	5	100	97.94	0	1.83
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
	2015	18	83.32	84.15	16.6	15.22
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
	2015	6	100	99.02	0	0.86
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
	2015	NA	NA	NA	NA	NA
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
	2015	NA	NA	NA	NA	NA
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
	2015	NA	NA	NA	NA	NA
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
	2015	NA	NA	NA	NA	NA
Industrial Technology Timber	2013	3	100	84.2	0	15.8
	2014	7	85.72	81.96	14.28	18.04
	2015	NA	NA	NA	NA	NA
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
	2015	NA	NA	NA	NA	NA
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
	2015	NA	NA	NA	NA	NA
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
	2015	15	86.66	74.19	13.32	24.83
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
	2015	5	100	88.48	0	9.2
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
	2015	NA	NA	NA	NA	NA
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
	2015	5	100	89.37	0	9.69
Extension History	2013	1	100	73.96	0	26.04
	2014	0	N/A	N/A	N/A	N/A
	2015	2	100	100	0	0
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
	2015	2	100	97.47	0	1.93
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
	2015	13	84.61	90.38	15.38	8.92
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
	2015	4	75	89.31	25	10.12
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
	2015	NA	NA	NA	NA	NA
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
	2015	5	100	97.96	0	1.7

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 2015

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 2015 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)

2015 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
2015	Macquarie (%)	97	96	89
	State (%)	61	63	65
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

Year 5		Numeracy Overall	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
2015	Macquarie (%)	71	71	76
	State (%)	56	61	56
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



Year 7		Numeracy Overall	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
2015	Macquarie (%)	78	70	78
	State (%)	43	56	53
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

Year 9		Numeracy Overall	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
2015	Macquarie (%)	55	50	50
	State (%)	51	53	54
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

Year 3		Reading	Writing	Spelling	Grammar & Punctuation
2015	Macquarie (%)	100	67	86	96
	National (%)	71	76	65	73
2014	Macquarie (%)	95	94	89	94
	National (%)	70	69	67	72
2013	Macquarie (%)	72	56	83	77
	National (%)	69	76	68	73

Year 5		Reading	Writing	Spelling	Grammar & Punctuation
2015	Macquarie (%)	76	51	71	73
	National (%)	56	52	61	59
2014	Macquarie (%)	64	49	70	61
	National (%)	61	39	61	61
2013	Macquarie (%)	75	62	65	68
	National (%)	63	52	59	62



Year 7		Reading	Writing	Spelling	Grammar & Punctuation
2015	Macquarie (%)	81	44	68	68
	National (%)	56	40	61	56
2014	Macquarie (%)	50	35	58	58
	National (%)	57	39	58	55
2013	Macquarie (%)	58	39	62	57
	National (%)	56	42	61	52

Year 9		Reading	Writing	Spelling	Grammar & Punctuation
2015	Macquarie (%)	58	49	59	57
	National (%)	47	34	51	41
2014	Macquarie (%)	68	60	71	48
	National (%)	49	35	50	45
2013	Macquarie (%)	42	47	42	42
	National (%)	48	47	50	45

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). That is their growth was greater than expected.

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

YEAR 3 TO YEAR 5 “VALUE ADDED SCORES”

Reading: 70 % of students saw a value add improvement from Year 3, 2013.

Spelling: 53 % of students saw a value add improvement from Year 3, 2013.

Writing: 76 % of students saw a value add improvement from Year 3, 2013.

Grammar and Punctuation: 48% of students saw a value add improvement from Year 3, 2013.

Numeracy: 56 % of students saw a value add improvement from Year 3, 2012.

YEAR 5 TO YEAR 7 “VALUE ADDED SCORES”

Reading: 72% of students saw a value add improvement from Year 5, 2013.

Spelling: 53% of students saw a value add improvement from Year 5, 2013.

Grammar and Punctuation: 50% of students saw a value add improvement from Year 5, 2013.

Writing: 67% of students saw a value add improvement from Year 5, 2013.

Numeracy: 63% of students saw a value add improvement from Year 5, 2013.



YEAR 7 TO YEAR 9 “VALUE ADDED SCORES”

Reading: 77% of students saw a value add improvement from Year 7, 2013.

Spelling: 62% of students saw a value add improvement from Year 7, 2013.

Grammar and Punctuation: 62% of students saw a value add improvement from Year 7, 2013.

Writing: 75% of students saw a value add improvement from Year 5, 2013.

Numeracy: 61% 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 = 3

RETENTION RATE OF STUDENTS FROM YEARS 10-12 FOR 2013

65%

Retention Rate of students from Years 11-12

90%



REPORTING AREA 5: PROFESSIONAL LEARNING & TEACHER STANDARDS

Professional Learning and Teaching Standards

During 2015, 39 individuals were employed as teachers at Macquarie Anglican Grammar School teaching across Years K-12.

All 39 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 2015, 55 individuals were employed as either teaching or support staff at Macquarie Anglican Grammar School. 39 of these individuals were on the teaching staff (34.5 full-time equivalent) and 16 individuals (13.1 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.	39
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	5
Existing Teacher	17
Professional Competence	16

SUMMARY OF QUALIFICATIONS OF ACADEMIC STAFF EMPLOYED BY MACQUARIE ANGLICAN GRAMMAR SCHOOL IN 2015

Highest Qualification	Number of Teachers
Masters Degree	6
Bachelor's Degree	32
Diploma	1



The following is a list of teaching staff qualifications

Name	Qualifications
Aquaro,A	B.Arts (<i>LTU</i>), Dip Ed
Barber, J	BEd (Sec Mus) (<i>Adel</i>)
Barnes, R	B.Arts (Human Movement Studies), Dip Ed (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>)
Cribb, S	MEc BSc Grad. Dip. Ed
Crombie,H	BLaw, Grad Dip Ed
Downey, J	B.Sc, Dip Ed(Sec) (<i>UoN</i>), Grad Cert Math (<i>CSU</i>)
Doyle, T	MEd (<i>UoSQ</i>), B.Ed (<i>UoN</i>)
Dixon, S	BTeach, BEd (<i>UWS</i>)
Edwards, L	BTeach, BArts (<i>UoN</i>)
Garner, H	BTeach/BEarly Childhood (<i>UoNewcastle</i>)
Garner, R	MTeach (<i>Distinction</i>), B.Eco (<i>UoNewcastle</i>)
Gibb, M	B.Arts/B.Teaching (<i>Avondale</i>) July to December Only
Hurford, R	B.Ed (Primary) (<i>UNE</i>)
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- MATERNITY LEAVE</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>)
McIntosh, M	BEd, BTeach, GradCertEd (Language & Literacy Ed) (<i>UniSA</i>), Cert IV Assess & Workplace Training
McNamara, E	B.Ed (Early Childhood), (<i>CSU</i>)
Mansour, C	BEd, Dip Teach, MACE
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, MEd Secondary English
Simcox, M	BEd (Primary) (<i>UTS</i>)
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 , K	BEd (Primary)



PROFESSIONAL LEARNING OF EXECUTIVE, TEACHERS AND CHAPLAIN EMPLOYED AT MACQUARIE ANGLICAN GRAMMAR SCHOOL IN 2015

During 2015 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;

- Fire Training (including Fire Warden Training)
- CANVAS Workshop
- Strategic Planning Session (all staff)
- IT Workshop with ASC Learning Technology Consultant
- Edumate Training
- Clickview
- WHS update
- Child Protection



The full list of professional development experiences is shown below;

Beginning Principals - AIS
ASA Conference
Building Teacher & Student Relationships AIS
Edval Timetabling
Child Protection - AIS
Kids Matter (webinar)
Promoting Reconciliation - AIS
Edumate training
Principals Generative Thinking – (SASC)
Familiarisation with Science Curriculum - AIS
Planning and Programming Science - AIS
Multilit word attack skills extension
Learning Across the Curriculum - AIS
IPSHA Conference
Flagship Program - AIS
Executive Assistant forum
Challenged Based Learning
Governance Institute - Effective Minute taking
First Aid Trainer Workshop
Senior First Aid
Anglican Schools Australia Conference
Peer support
Minilit
Mathletics
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
Managing Challenging Behaviours
School Link Steering Committee
Foundation Gymnastics for Secondary Schools
Science - play it safe
Managing Challenging behaviour
Making Mathematics (2 unit) meaningful
Physics teacher conference



Mind Matters briefing
CSSA Team Managers
Assessment for head teachers/coordinators (stage 4-5)
Head Start to Extension English
Supervising teachers progressing to proficient teacher
Principals Advanced Financial Skills seminar
English Stage 6 area of study - discovery
Masterclass – Exploring Teaching Strategies
Understanding dyslexia and significant difficulties in reading
E-Learning Working Party (SASC)
Aboriginal & Torres Strait Islander Culturally Responsive Framework for Schools
History Teachers Association – Study Days
Junior School Literacy Workshop – AIS at All Saints College
Thinking & Learning Conference – Hawker and Brownlow Melbourne
After the Bomb – Ext 1 English AIS
English Teachers Association – Ext 2 English

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



REPORTING AREA 6: WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

During 2015, 55 individuals were employed as either teaching or support staff at Macquarie Anglican Grammar School. 39 of these individuals were on the teaching staff (34.5 full-time equivalent) and 16 individuals (13.1 full-time equivalent) were employed as support or non-teaching staff.

Teaching staff	37
Full-time equivalent teaching staff	34.5
Non-teaching staff	16
Full-time equivalent non-teaching staff	13.1



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

	2010	2011	2012	2013	2014	2015
Attendance Rate for Years K-12	95%	94%	93%	92.52%	93.83%	94%
Attendance Rate for Years K-6	94%	95%	94%	94.93%	95.17%	94.6
Attendance Rate for Years 7-12	95%	93%	91%	89.72%	92.26%	93.1

ATTENDANCE BY YEAR/STAGE

Year Group	Attendance Rate 2011	Attendance Rate 2012	Attendance Rate 2013	Attendance Rate 2014	Attendance Rate 2015
Kindergarten	95%	93%	95.79%	96.20%	95.6%
Year 1	95%	95%	94.39%	94.90%	95.8%
Year 2	95%	94%	94.76%	95.90%	94.1%
Year 3	95%	95%	94.71%	94%	95.7%
Year 4	94%	94%	95.59%	95.20%	93.9%
Year 5	95%	95%	95.31%	94.40%	94.5%
Year 6	92%	92%	94%	95.60%	93.1%
Year 7	94%	94%	94.89%	94.30%	95.1%
Year 8	93%	91%	91.95%	94.10%	92.9%
Year 9	93%	85%	93%	92.60%	93.7%
Year 10	90%	87	91.23%	91.20%	93%
Year 11	95%	94	91.76%	90.30%	92.8%
Year 12	91%	93	*75.5%	91.10%	91.6%
Total School	94%	93%	92.52%	93.83%	94%

**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 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. 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.



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

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



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

POST SCHOOL DESTINATIONS

Year 12 Leavers

Of the 24 students who presented for the HSC, many have entered Post School education as listed below. The others have entered the work force.

Post School Education 2015

Student	University Course/ Program/Workplace	University & Campus
Student A	Event Management	JMC Academy
Student B	ADF Gap Year	ADF
Student C	Nursing	TAFE Dubbo
Student D	Bachelor of Communications & Media	University of Newcastle
Student E	Bachelor of Science	University of Newcastle
Student F	Bachelor of Education (Primary)	CSU Dubbo
Student G	Teacher's Aide	Wellington PS



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 Headmaster, 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 Headmaster.
- The Registrar will provide a written report to the Headmaster and School Council each month concerning enrolments and enrolment trends.
- Parents agree to the terms and conditions contained in the Enrolment Form as a condition of enrolment.
- Students agree to uphold the values and expectations of the School and to abide by the Student Code of Conduct as a condition of enrolment.
- The Headmaster has the sole right to offer or refuse enrolment to any student as per the conditions contained in the Enrolment Form.

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

1. Siblings of existing students
2. Children of Staff families.
3. Children of Clergy families.
4. Children and grandchildren of past students and parents.
5. Children of families active in 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 Headmaster. Parents and students must articulate acceptance of the fee structure and



agreement with the School's requirements regarding uniform, discipline, participation in the academic program and willingness to be actively involved in both the School's 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

POLICY STATEMENT:

e.g. Work Health & Safety Policy

Issued by the Headmaster
Whole School
Address legislative and legal requirements
Posted on the School website



CODES OF CONDUCT:

e.g. Staff Code of Conduct

Issued by the Headmaster
Whole School
Addresses behavioural and ethical requirements
Issued to all staff upon employment and/or approval and implementation



OPERATING PROCEDURES & GUIDELINES

e.g. Materials Safety Guidelines

Issued by the School executive
Whole School or Divisional (i.e. Junior School and/or Senior School)
Addresses operational and managerial requirements
Issued to all staff upon employment and/or approval and implementation



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 updated in 2015.

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 Headmaster, 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.



2015 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 Headmaster, 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 Headmaster 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 Headmaster. 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 Headmaster in writing. Procedural fairness is then followed with the Headmaster 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 Headmaster (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 2015 the Headmaster held "Meet the Headmaster" 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 2015.

- 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 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 2015;

- 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.

2. PROVIDING QUALITY CARE FOR EACH STUDENT

The following strategies were employed in 2015;

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.
- Implementation of a new Behaviour Management system that incorporates Restorative Justice principles.



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 2015;

- Continue to develop and update the School website and social media pages.
- 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 the coffee with the Headmaster program with set topics for discussion.
- 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 2015;

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 2015;

- 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.
- Headmaster and senior staff to develop good working relationships with local Bible Believing Churches.

6. ENSURING EFFECTIVE GOVERNANCE

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

The following strategies were employed in 2015;

- To be mindful of succession planning for the School Council and Headmaster.
- 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 Headmaster, with an external appraisal conducted every fourth year.
- 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 2015;

- To develop more effective procedures to monitor and maintain debtor records in order to reduce overall bad debt levels.
- 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 2015, parents were given the opportunity to communicate their concerns in a variety of ways;

- Direct contact with teachers through direct approach, telephone or an email address
- Direct contact with the Headmaster through a special email address set up for the specific purpose of addressing concerns.
- Through parent focus groups.
- Through the Parents and Friends Association Meetings
- Through regular “Meet the Headmaster” coffee sessions.
- Through special Information Evenings
- 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 Headmaster and parents.
- Through feedback from teachers.
- Through the monitoring of enrolments, which grew steadily throughout the year.
- Through exit interviews with parents of students leaving the School.
- Through regular “Meet the Headmaster” coffee sessions.

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

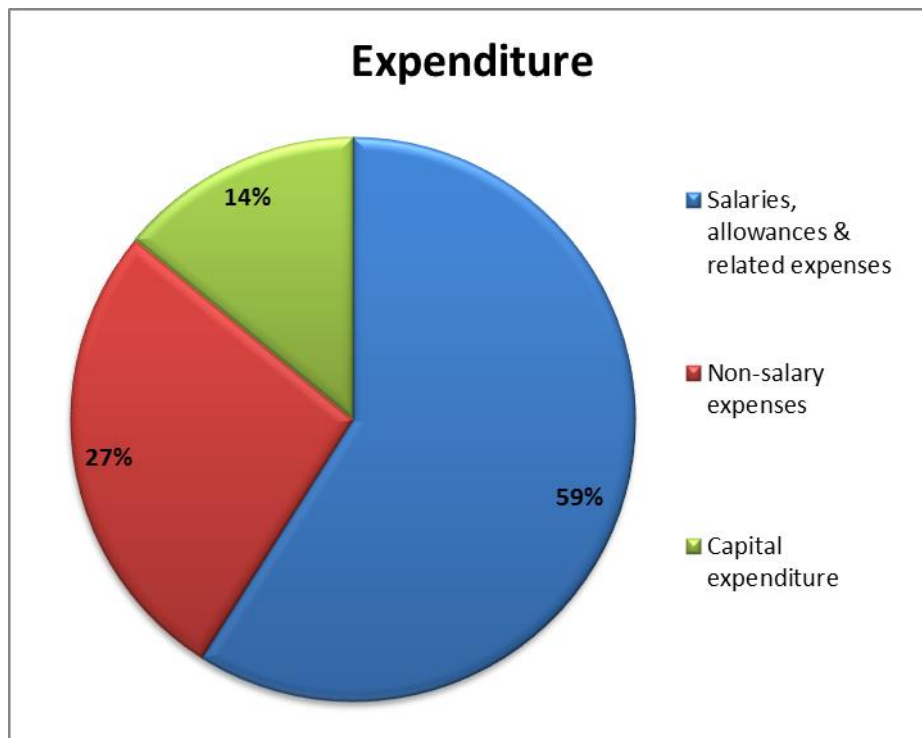
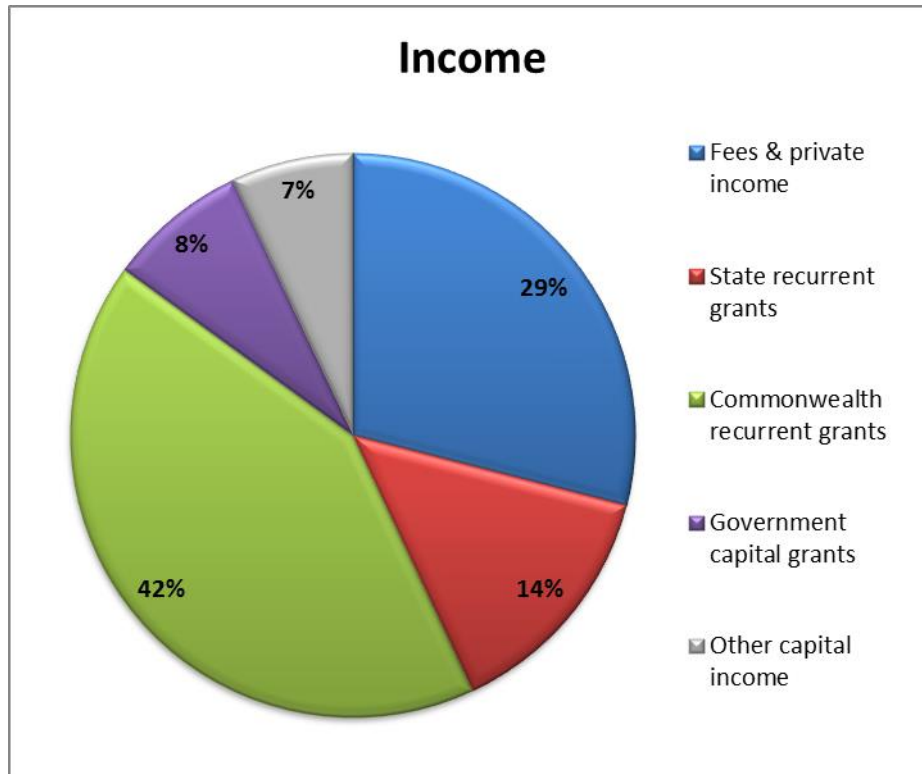
- Through representations made at the Student Representative Council meetings.
- Through regular meetings between the Headmaster and School Captains.
- Through discussions of the subject at regular staff meetings.
- Through parent interviews and at the Parents and Friends Association Meetings
- Through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

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

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



REPORTING AREA 14: FINANCIAL INFORMATION - 2015





***Macquarie Anglican Grammar School
2016***

