



MACQUARIE
ANGLICAN GRAMMAR SCHOOL



ANNUAL SCHOOL REPORT

2017



MESSAGE FROM THE KEY SCHOOL BODIES

MESSAGE FOR 2017 FROM THE SCHOOL COUNCIL

It is such an honour for us all to see the minds, hearts and lives of young people being stretched, supported and respected in our society.

This spirit is very much on display at Macquarie Anglican Grammar School. Macquarie is a community of students, teachers, support staff and families where all work together to see young people prepared to take their place with confidence and integrity in the world outside the school gates.

2017 has seen the launch of our strategic plan – The Macquarie Model. It also included the transition of the Advanced Learning Centre to Years 9 & 10, a further expansion of subject choices for our senior students and the introduction of a livestock showing team.

It has indeed been an exciting year!

2018 will see more consolidation of life-long learning and growth for individuals as well as for Macquarie.

We are very excited that 2018 will see us instigate thorough investigations into the plausibility of opening a Boarding facility here in Dubbo. This development will allow students who live further afield from Dubbo to enjoy the same benefits of an exciting education at Macquarie whilst also giving an opportunity for living in a community redolent with not only academic but personal opportunities for investigating life and all its possibilities.

It remains a privilege for me to Chair our committed School Council to whom I give my thanks.

Together with the School Council we thank Mr Mansour, all the staff, students, families and Parents & Friends Committee who work together to make Macquarie Anglican Grammar School the very special place it is.

Reverend Jennifer Everist
Chair

MESSAGE FROM THE HEADMASTER: FROM THE SCHOOL REPORT - 2017

What a year 2017 has been!

We launched our Strategic Plan – The Macquarie Model, achieved excellent results in all external exams, and had a wonderful time growing and learning together. There is much to be thankful for.

I am thankful for each of the 550 young people who have been a part of Macquarie Anglican Grammar School in 2017. They fill this school with vibrancy and a joy that makes it the amazing school community that it is. Whether it is at lunchtime or in the classroom, our students are courteous and well behaved young people who are a credit to their families. In the classroom, our young people are striving more and more to become what our mission claims “resilient young people ready to change the world”.

I am thankful for each of the families that choose to entrust their children to us. It is one of the great privileges available to be the Headmaster of a school. It is even a great privilege to be the Head of a school in this great town. Thank you also to those who participate in our Parents and Friends Association, who assist with sporting and cultural events, who are volunteer helpers in our classrooms and in any of the myriad of ways that I have failed to mention.

I am thankful for our incredible staff. For all that they do. For the hours and hours of professional learning we have undertaken in 2017, the planning and preparation, the delivery in the classroom, the sporting activities, the camps, the cultural events and the administration and maintenance which supports it all. Teachers are blessed with the best job in the world. It is not an easy job by any means but it is an incredibly rewarding profession and I am thankful for the amazing professional staff that we have at Macquarie.

Craig Mansour
Headmaster

STUDENT REPORT: 2017

JUNIOR SCHOOL

2017 was another fantastic year for Macquarie and for our Junior School. The Pre-Kindergarten program continued to thrive, sporting opportunities and achievements expanded and the academic results of our students were outstanding.

Captains and SRC representatives in the Junior School worked closely with Miss Fallon Wheeler and myself to develop leadership skills and organise two charity events and two school dances. SRC representatives are 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 capacities.

2017 Junior School Captains

Mohammed Albaker-Ali
Lilla Attenborough

2017 Vice-Captains

Quynh Anh Huynh Le
Toby Bannon

2017 Junior School House Captains

Chisholm – Anthony Atlee & Ben Furney
Cuthbert – William Fletcher-Toovey, Teirly Jones & Ayla Ryan
Flynn – Harriet Poole and Lili Sargeant
Dunlop – Lillian Watterson & Isabel Mitchell

2017 SRC Captains

Isabella Walker
Nicholas Croker

2017 Semester One SRC

Marcus Leigo, Samuel Ashford, Kara Johnson, Amelia Costello, Lila Powell, Max Taylor, Darcy Shanks, Max Ilievski, Tom Arndell, Charlie Sutton, Calliope Hurford, Ruby Leigo, Tharushi Marapana, Harriet Poole, Minnie Wiggins, Sophie Coggan, Ruby Bowen, Sarah-Joy Day, Kaela Croker, Zoe Shanks.

2017 Semester Two SRC

Samuel Attenborough, Nicole Hodgett, Peter Brendt, Lily Myles, Verity Smith, Ashton Gough, Fletcher Hollingworth, Gigi Windeyer, Angus Bowen, Samuel Brown, Minna Poole, Tom Hooper, Jed Spinks, Hannah Day, Alexi Whittle, Will Fletcher-Toovey, Toby Josephs, Laine Buckler, Zac Dowle, Nicola Millar.

SENIOR SCHOOL

2017 provided us with a range of new opportunities for staff and students at Macquarie. Continued growth in our subject offerings, new extra-curricular pursuits, growth in the sporting scene and a large number of new faces have added to our school community.

It was a fantastic year for our newest members to the senior school with students joining us from across Dubbo and surrounding areas including Wellington, Narromine, Yeoval, Wongarbron and Gilgandra for Year 7 2017. It is exciting to welcome students with a wide range of experiences and skills, watching them come together and develop new friendships and bonds that carried them successfully through one of the most challenging years of senior schooling.

2017 saw the introduction of the Stage 6 University Experience to our camp program. The program is designed to offer experiences that support and enhance the careers and pastoral care elements as students begin to plan and prepare for life after school. Over a very full 4 days away our Year 11 & 12 students travelled to Jindabyne with a short walk to the top of Australia, Mt Kosciuszko to shake out the travel, followed by experiences with ACU, ANU, UOC and ADFA in Canberra. As we reflect on each year and our Camps Program we look for new and exciting opportunities for our students and we look forward to 2018 with some big new adventures on the cards for our Year 7 & 8 students.

With consistent growth in the senior school and a fantastic group of staff on board we were able provide increased opportunities for students to study a wide range of Stage 5 and 6 courses at Macquarie. Courses from the NESA Board developed offerings through to a range of school developed Interest Based Electives, online cross campus study, VET and TVET options all formed a strong platform for us to work alongside our students providing patterns of study suited to our 2017 cohorts. In 2017 we were excited by the commencement of our first ever Stage 6 Food Technology, Japanese and Society and Culture groups on campus at Macquarie. We also launched our MOAGS online courses with the first preliminary cohort commencing Ancient History, Modern History and Design and Technology through our blended delivery model. The MOAGS online model provides students with the opportunity to undertake study in areas that may otherwise be unavailable and we have seen a number of successes with the increased offerings and competitions across the schools.

For our Stage 5 students we implemented the IBE program as a regular part of the Stage 5 pattern of study. Students had the opportunity to undertake semesterised school developed Interest Based electives including Model United Nations (MUNA), Fuelling Performance, Entertainment, Creative Writing and Print Making. The success of these electives has led to the introduction of a third line of elective choices for students entering Year 9 & 10 in 2018.

Following the success of the Interschool sport trial in 2016 Mr Richardson and his colleagues from Parkes Christian School and Orange Anglican developed a program of regular competition across terms 2 & 4 for students in Years 7-10 in 2017. This program has seen over 80% of students in 7-10 nominating for the opportunity to represent their school in a range of sports including Rugby 7's Tag, 5 a side soccer, Netball, Touch football and Volleyball. Across the two terms of competition the 3 schools travelled to Orange, Parkes and Dubbo developing sportsmanship, camaraderie and healthy attitudes toward physical activity. We look forward to what 2018 brings for interschool sport.

We are constantly looking for opportunities to engage students in experience significant to our rural setting. 2017 saw the introduction of the Live Stock Show Team thanks to the hard work of Mrs Sanderson and wonderful donations from the Fearnley family's Brangus Stud. The Live Stock Show team had some wonderful successes in their first year of showing taking out a number of prizes across a range of regional shows. To support the development of the show team and safe handling of livestock into the future we invested in a full set of cattle yards including crush, loading ramp and yard panels to handle a significant number of stock. We hope to continue the growth in Agriculture into 2018 looking for further opportunities to engage with community and industry experts.

Our partnership with the Dubbo Regional Council Wujiang Exchange program continues to grow with the visiting group of students and teachers spending a day at Macquarie to experience the life of an Australian student. The Wujiang students worked with our Stage 5 students in the workshop, art room, drama and on the sporting field creating some keepsakes and memories to take home.

In 2017 our Senior School staff introduced the first day back interviews for all 7-12 students. These interviews were designed to assist students, parents and staff in developing strong pastoral relationships, educational and personal goals and open the discussion around wellbeing. Following the initial meetings tutor staff completed a follow up wellbeing survey each term to track each students progress throughout the year. This data is then used by our senior school staff to develop school based initiatives and engage with specialist presenters to support students throughout the year.

With the launch of our school strategic plan 2017-2021 in August we look forward to continuing the positive growth at Macquarie developing well-rounded young people who can participate actively, think critically and solve problems, and make a valuable contribution to society.

Senior School Leadership

School Captains:	Patrick Berryman & Neve Ward
Vice Captains:	Alexander Brouff & Emma Cook
Captain of Houses:	Jackie Bayley & Lachlan Mcleod

House Captains and Vice Captains 2017

	Dunlop	Chisholm	Cuthbert	Flynn
Captain	Jordan Bailey Abbey Cusack	Zoe Provest Luke Ensor	Natalie Roth Rhys Beauchamp	Katie Powell Phoebe Jones

Prefects

Finlay Edwards

Thomas Munro

Jordan Bailey

Elizabeth Dixon

Vimbainashe Chitsunge

Kate Parkes

Amber Beehag

Phoebe Jones

Katie Powell

Natalie Roth

Lachlan Humphries

Mr Simon Murphy

Deputy Headmaster – Senior School

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 outstanding vocational programs and facilities to complement its academic program.

SCHOOL FACTS	
School Sector	Non-government
School Type	Combined
Year Range	K – 12
Location	Provincial
Total Enrolments	521
Girls	243
Boys	276
Indigenous students	6.91%
Language background other than English	5.56%
Student attendance rate	96%

CHARTER

Macquarie Anglican Grammar School is owned and operated by The Anglican Schools Corporation, which is an incorporated body that was created under the powers given to the Synod of the Anglican Church Diocese of Sydney by an Act of Parliament of the State of New South Wales and is a legal entity in its own right. The Corporation's governing document, the Anglican Schools Corporation Ordinance 1947, may be obtained from the Australian Charities and Not for profits Commission website.

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 Model – 2017 – 2021 – Strategic Plan

Macquarie began with a decision in 2001 to establish an independent school in Dubbo. From the initial purchase and establishment of the School's current physical site and facilities under the Diocese of Bathurst, we have evolved and become a school within the Anglican Schools Corporation.

Today is an exciting time. The original vision to develop a leading independent school in Dubbo has grown to become a vision to develop the leading independent school in the Central West. We are a Christian Independent School which offers a diverse curriculum that meets the needs of our P-12 students and prepares them to be adults who are change makers in their communities. Positive change is leading to a period of stability and expansion through which we seek to maintain and build upon our Christian faith. As we go about our work, we are mindful of a number of strategic issues. These include how we:

- Provide quality and affordable Christian education that is comprehensive, inclusive and conducive to rich, lifelong learning whilst maintaining the primacy of mission, care and community in our school.
- Develop our sense of honoured heritage and celebrate achievement within our shared culture whilst building a habit of continuous improvement that is enhanced by greater expertise in the use of goal-setting, measurement of data and critical reflection.
- Position our school to serve the growth of the Dubbo region and beyond whilst developing our capacity to respond with flexibility and resilience to external educational, technological and financial imperatives
- Configure our physical dimensions and facilities optimally to balance present needs and future contingency so that we grow naturally according to demand and within the boundaries of reasonable and available resources

The call of the future for us is to stay true to the school's vision of establishing a vibrant Christ-centred learning community through which Jesus is made known. Future planning and confident growth supported by the appropriate technology will enable this vision to flourish in a school where our students are well prepared for their futures in an ever-changing world.

Our Ethos and Vision

Our 4 Pillars	Faith, Community, Character, Excellence
Our School	The school of choice in the Central West; a school of excellence and care; honouring God through teaching, learning and service to others.
Our Students, Our Mission	Students of Macquarie Anglican Grammar School graduate with: <ul style="list-style-type: none">• A knowledge of the Christian faith• A developed understanding of who they are and what they believe• Pathways to success in their lives and the contemporary world• A desire and the skills to make a difference in their community
We Value	<ul style="list-style-type: none">• Our shared Christian faith• A culture of lifelong learning• An inclusive and respectful community• Our connectedness to the Central West and beyond
Our Vision	<ul style="list-style-type: none">• An authentic Christian educational community• A rigorous, well-balanced and comprehensive education• Genuine care for our students• A committed school within the Anglican Schools Corporation

The Macquarie Model 2017-2021

The Macquarie Model prepares our students to be resilient young people who make a difference in the world within a high quality, affordable, Christ-centred education. As a community, our families, students and staff strive together to achieve and reinforce our vision and mission.

Our Goal	To embed The Macquarie Model		
Our Strategic Focus	Aim	Means	Desired Ends
Education	<ul style="list-style-type: none"> To create an engaged Christ-centred learning community that enables each student to become the best they can possibly be 	<ul style="list-style-type: none"> Develop a Teaching and Learning Framework based on data driven best practice to provide our staff with the best possible structures Provide guidance, challenges and opportunities for students to grow and become responsible learners Provide a rigorous and differentiated curriculum that develops critical and creative thinkers Employ pedagogies that use adaptive, courageous and innovative strategies that prepare learners for their global context 	<ul style="list-style-type: none"> We deliver a high quality education shaped by the Bible within a community of life long adaptive learners who are confident, optimistic and resilient with a strong hope for the future We align our curriculum and co-curriculum to the ethos and vision of the school for Christian excellence We achieve our educational targets by producing consistently strong value-added results for our students
Christian Witness	<ul style="list-style-type: none"> The Gospel is clearly proclaimed and modeled in a genuine, relational and integrated way to attract the most number of students and parents 	<ul style="list-style-type: none"> Present Christ at every opportunity and provide opportunities for each person to make an informed choice to follow Christ Model Christ's life through personal witness, school curriculum and practice Establish links with local churches and Christian groups 	<ul style="list-style-type: none"> We communicate the Gospel consistently in a Christ-centered community We thoroughly integrate our Mission focus into the daily life and routines of the School We encourage our community members to grow into the full stature of maturity in Christ

Student Engagement	<ul style="list-style-type: none"> • To build all students engagement throughout their learning journey 	<ul style="list-style-type: none"> • Individual learning plans • Integration to school reporting • Goal setting 	<ul style="list-style-type: none"> • Students participate fully in the life of the school • Assessment are completed well and on time • Teams and auditions are competitive and full • Student achievement is continuously improving
Build opportunities for all students	<ul style="list-style-type: none"> • To grow Macquarie Anglican into a school where all students can pursue meaningful opportunities 	<ul style="list-style-type: none"> • Expand subject selection • Examine innovative ways to expand choice (eg eLearning) • Expand academic support • Expand extra-curricular opportunities 	<ul style="list-style-type: none"> • All students achieve a desired post school outcome • All students achieve bronze Duke of Edinburgh Award
Financial	<ul style="list-style-type: none"> • To set and maintain high standards of affordability and sustainability 	<ul style="list-style-type: none"> • Demonstrate sound financial management • Manage competing financial priorities • Set appropriate budget and other financial targets, including ASC Level 1 status 	<ul style="list-style-type: none"> • We demonstrate successful stewardship of resources • We eliminate financial impediments to the School's mission • We meet or exceed our financial targets
Leadership	<ul style="list-style-type: none"> • To equip staff and student leaders at all levels of the School with a vision for Christian service 	<ul style="list-style-type: none"> • Proclaim and enact the vision • Use our influence in a positive way to challenge and empower others to become servants of our community • Develop and implement integrated programs and structures for leadership with a Christian worldview 	<ul style="list-style-type: none"> • We are effectively and safely led by Christian leaders managing the present and leading into the future • Our students and staff can articulate our shared vision and understanding of learning through Christ and they demonstrate this through their actions • We measure what we do, evaluate our progress and set goals to go further

Parent and Community Engagement	<ul style="list-style-type: none"> • To develop active, effective engagement with parents and the broader community to build a strong eco-system of support for students 	<ul style="list-style-type: none"> • Treat people with dignity, fairness and respect • Teach values of Christian understanding, compassion and love • Foster and model positive Christian relationships in our interaction with staff, students and family 	<ul style="list-style-type: none"> • We are a community with a strong sense of belonging • We demonstrate respect for each other • We receive consistently affirming student, parent and staff feedback about the integrity and consistency of our culture • We are fully engaged in the Central West Community
Staff	<ul style="list-style-type: none"> • To develop current staff and recruit outstanding new staff, so as to build the best team and make Macquarie Anglican the school of choice in the Central West – particularly renowned for its academic excellence 	<ul style="list-style-type: none"> • Provide ongoing professional training and development in a collegial, supportive environment • Teaching and learning framework • Provide opportunities for Christian spiritual growth • Identify and strengthen potential of key individuals 	<ul style="list-style-type: none"> • We have excellent Christian staff who use their God-given gifts to promote the learning outcomes of our students • We feel valued, committed and connected to each other with appropriate levels of staff succession and job satisfaction • We are supported by positive team dynamics and collaborative professional learning
Reputation	<ul style="list-style-type: none"> • To become the school of choice in the Central West 	<ul style="list-style-type: none"> • Offer an affordable and high quality Christian education • Demonstrate excellence in all aspects of school life through our student representatives in the community • Build a strong alumni community 	<ul style="list-style-type: none"> • The community affirms the quality and affordability of a Macquarie Anglican Grammar School education • We continue to achieve the premier Higher School Certificate results in our region • We meet or exceed our enrolment, alumni and growth targets
Infrastructure	<ul style="list-style-type: none"> • To put in place the supportive infrastructure – the “fabric” – required for a growing school 	<ul style="list-style-type: none"> • Resourcing plans • Masterplan • IT plan 	<ul style="list-style-type: none"> • A clear plan is in place • All stakeholders have had a say • All reasonable actions are taken to follow the plan

The Four Pillars

Faith: We believe in God, the creator of all things and His Son, Jesus Christ, whose death and resurrection reopened the way to relationship with God.

<i>The Four Pillars</i>	<i>We value.....</i>	<i>This means we.....</i>
Faith	Belief	<ul style="list-style-type: none"> • Explore God's word to understand how it speaks to us and this world • Engage in open and respectful discussion of the big questions in life.
	Trust	<ul style="list-style-type: none"> • Can have confidence that what others say to us is truthful and dependable • Can rely on others to look after our needs and interests.
	Forgiveness	<ul style="list-style-type: none"> • Acknowledge when we do things that upset and hurt others even if we may not mean to • Seek to restore the relationship and rebuild trust with those we may have hurt.
	Commitment	<ul style="list-style-type: none"> • Follow through on what we say we will do • Work together to make our school a better place for everyone.

Community: We believe that God has designed us for relationship and we as a school believe that the development of community within the school and within the broader Dubbo region is vital.

<i>The Four Pillars</i>	<i>We value.....</i>	<i>This means we.....</i>
Community	Compassion	<ul style="list-style-type: none"> • Care for those who are different to us • Seek to understand others and their needs.
	Reliability	<ul style="list-style-type: none"> • Others can have confidence in what we say, that it is truthful and dependable • Others can rely on us to look after their interests and needs.
	Service	<ul style="list-style-type: none"> • Seek to find ways to serve each other, our local community and more broadly • Help others without expecting they will do something for us.

Character: We believe that Jesus Christ demonstrated what it means to be fully human.

<i>The Four Pillars</i>	<i>We value.....</i>	<i>This means we.....</i>
Character	Respect	<ul style="list-style-type: none"> • Treat other people in ways that show that they are important • Will use polite language in our communication.
	Self-Control	<ul style="list-style-type: none"> • Refrain from impulsive, disruptive, disrespectful or rude behaviour • See challenges or problems as opportunities to build patience and strength
	Responsibility	<ul style="list-style-type: none"> • Are dependable and reliable • Are accountable for our actions
	Courage	<ul style="list-style-type: none"> • Commit to doing what is right, even when we face pressure from others • Determine to follow tasks through to their completion, even if it difficult and challenging.

Excellence: We believe that God calls us to strive to achieve the very best in everything that we do.

<i>The Four Pillars</i>	<i>We value.....</i>	<i>This means we.....</i>
Excellence	Resilience	<ul style="list-style-type: none"> • Determine to follow tasks through to their completion, even if it difficult and challenging. • Want all students to continue to develop and excel, relative to their unique abilities
	Initiative	<ul style="list-style-type: none"> • Make deliberate decisions to set achievable goals that help us excel • Seek out opportunities that help us continue to grow. This might include people who can help us
	Thoroughness	<ul style="list-style-type: none"> • Set challenging goals for ourselves and are committed to doing our best to achieve them. • Complete all learning tasks and complete in-school activities to the best of our ability
	Creativity	<ul style="list-style-type: none"> • Are willing to take positive risks that will improve our learning • Are open to new ways of understanding, experiencing and representing the world.

To measure our achievement against these goals:

- We will appropriately measure and compare our data from all external exams to seek knowledge of our improvements and our areas for improvement
- All students will undertake an annual student wellbeing survey externally delivered and scored to understand how student wellbeing is improving and areas of improvement that need to be focused upon for the following year
- An annual parent survey will be developed to provide regular feedback from parents across all key goals

This feedback will then be presented to the school and broader community in our annual school report, which is published in June each year.



MEMBERS OF COUNCIL

Chair of Council

Reverend Jennie Everist – Dip.Th. JP

Members

Mrs Heather Buster

Mrs Cathy Germon

Rev Phil Howes

Archdeacon Brett Watterson

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 2 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 an 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 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.

2016 saw the very successful commencement of the Preparatory class with 15 students enrolled. The roll out of a 1 to 1 device program for students from Years 5 -12 and the first Macquarie Pre K-12 school musical – Seussical. The ongoing efforts of staff saw the best HSC results in the school's history.

2017 saw the implementation of the Advanced Learning Centre, the ALC is charged with challenging our most academically able students with striving to achieve their very best. The teachers in the ALC are charged with employing our Teaching and Learning framework to the benefit of our children. 2017 also saw the launch of Macquarie 2021 our strategic plan. HSC results continued to improve with the highest ATAR in our region being achieved by a Macquarie student.

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.

STUDENT PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

HIGHER SCHOOL CERTIFICATE 2017

A cohort of 18 students sat for the Higher School Certificate in 2017. Whilst small in number, the students achieved excellent results which were commensurate with their abilities. Achieving the Highest ATAR in our region.

2017 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
	2016	4	100	81.9	0	18.1
	2017	1	100	79.82	0	20.18
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
	2016	5	80	81.26	20	18.32
	2017	3	100	80.46	0	19.54
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
	2016	9	100	89.79	0	10.21
	2017	9	88.89	87.43	11.11	12.57

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
	2016	5	80	86.06	20 (one student)	13.94
	2017	6	100	85.97	0	14.03
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
	2016	NA	NA	NA	NA	NA
	2017	5	100	86.74	0	13.26
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
	2016	3	100	82.3	0	17.7
	2017	2	100	90.36	0	9.64
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
	2016	NA	NA	NA	NA	NA
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
	2016	3	100	97.8	0	2.2
	2017	1	100	97.78	0	2.22
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
	2016	10	90	86.76	10	13.24
	2017	11	81.82	85.74	18.18	14.26
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
	2016	7	100	98.81	0	1.19
	2017	7	100	98.5	0	1.5
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
	2016	1	100	91.94	0	5.06
	2017	2	100	93.27	0	6.73
Food Technology	2011	1	100	97.04	0	2.96
	2012	NA	NA	NA	NA	NA
	2014	NA	NA	NA	NA	NA
	2015	NA	NA	NA	NA	NA
	2016	NA	NA	NA	NA	NA
	2017	NA	NA	NA	NA	NA
Geography	2008	2	100	96.86	0	3.14
	2009	NA	NA	NA	NA	NA
	2010	NA	NA	NA	NA	NA
	2011	NA	NA	NA	NA	NA
	2012	NA	NA	NA	NA	NA
	2014	NA	NA	NA	NA	NA
	2015	NA	NA	NA	NA	NA
	2016	NA	NA	NA	NA	NA
	2017	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
	2016	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
	2016	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
	2016	NA	NA	NA	NA	NA
Legal Studies	2016	1	100	87.93	0	12.07
	2017	4	75	90.4	25	9.6
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
	2016	11	45.45	74.91	54.55	25.09
	2017	10	60	73.83	40	26.17
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
	2016	4	100	83.53	0	16.47
	2017	4	75	90.6	25	9.4
Mathematics Ext	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
	2016	3	25	79.37	75	20.63
	2017	1	100	81.6	0	18.4
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
	2016	5	100	86.41	0	13.59
	2017	4	100	85.59	0	14.41

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
	2016	2	50	80.59	50	19.41
	2017	2	100	79.62	0	20.38
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
	2016	2	100	97.83	0	2.17
	2017	3	100	97.95	0	2.05
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
	2016	9	88.88	82.59	11.12	17.41
	2017	10	80	80.54	20	19.46
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
	2016	3	100	87.89	0	12.11
	2017	2	100	88.05	0	11.95
Senior Science	2013	2	100	86.83	0	13.17
	2012	4	100	97.42	0	2.58
	2014	NA	NA	NA	NA	NA
	2015	NA	NA	NA	NA	NA
	2016	NA	NA	NA	NA	NA
	2017	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
	2016	2	100	97.69	0	2.31

	2017	2	100	98.68	0	1.32
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NAPLAN TESTS IN YEARS 3, 5, 7 and 9 FOR 2017

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 2016 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>

2016 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
2017	Macquarie (%)	81	74	74
	State (%)	71	65	69
2016	Macquarie (%)	62	71	71
	State (%)	66	61	65
2015	Macquarie (%)	97	96	89
	State (%)	61	63	65
2014	Macquarie (%)	92	94.7	84.3
	State (%)	65.9	62.9	61.9

Year 5		Numeracy Overall	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
2017	Macquarie (%)	84	81	81
	State (%)	62	63	58
2016	Macquarie (%)	74	88	76
	State (%)	57	57	61
2015	Macquarie (%)	71	71	76
	State (%)	56	61	56
2014	Macquarie (%)	62	62	59.5
	State (%)	58.3	52.9	57.3

Year 7		Numeracy Overall	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
2017	Macquarie (%)	72	74	62
	State (%)	64	66	60
2016	Macquarie (%)	71	71	69
	State (%)	61	57	61
2015	Macquarie (%)	78	70	78
	State (%)	43	56	53
2014	Macquarie (%)	57.1	57.1	78
	State (%)	55.9	59.1	55.9

Year 9		Numeracy Overall	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
2017	Macquarie (%)	76	73	73
	State (%)	59	63	58
2016	Macquarie (%)	59	59	51
	State (%)	53	54	50
2015	Macquarie (%)	55	50	50
	State (%)	51	53	54
2014	Macquarie (%)	70	70	60
	State (%)	53.8	52.3	52.8

Year 3		Reading	Writing	Spelling	Grammar & Punctuation
2017	Macquarie (%)	81	87	87	78
	State (%)	74	76	74	76
2016	Macquarie (%)	68	88	78	59
	State (%)	71	78	76	72
2015	Macquarie (%)	100	67	86	96
	State (%)	71	78	68	76

Year 5		Reading	Writing	Spelling	Grammar & Punctuation
2016	Macquarie (%)	91	60	72	78
	State (%)	66	48	68	62
2015	Macquarie (%)	71	68	74	74
	State (%)	62	50	64	64
2014	Macquarie (%)	75	50	70	73
	State (%)	60	53	65	60

Year 7		Reading	Writing	Spelling	Grammar & Punctuation
2017	Macquarie (%)	70	54	62	48
	State (%)	60	43	68	60
2016	Macquarie (%)	66	38	57	55
	State (%)	53	41	62	58
2015	Macquarie (%)	80	44	68	68
	State (%)	56	41	67	57

Year 9		Reading	Writing	Spelling	Grammar & Punctuation
2017	Macquarie (%)	85	64	61	64
	State (%)	58	45	55	52
2016	Macquarie (%)	47	25	49	35
	State (%)	51	35	55	42
2015	Macquarie (%)	58	50	59	57
	State (%)	50	38	59	46

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 (i.e. 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: 72 % of students saw a value add improvement from Year 3, 2015.

Spelling: 72 % of students saw a value add improvement from Year 3, 2015.

Writing: 76 % of students saw a value add improvement from Year 3, 2015.

Grammar and Punctuation: 52% of students saw a value add improvement from Year 3, 2015.

Numeracy: 55 % of students saw a value add improvement from Year 3, 2015.

YEAR 5 TO YEAR 7 “VALUE ADDED SCORES”

Reading: 54% of students saw a value add improvement from Year 5, 2015.

Spelling: 42% of students saw a value add improvement from Year 5, 2015.

Grammar and Punctuation: 43% of students saw a value add improvement from Year 5, 2015.

Writing: 71% of students saw a value add improvement from Year 5, 2015.

Numeracy: 76% of students saw a value add improvement from Year 5, 2015.

YEAR 7 TO YEAR 9 “VALUE ADDED SCORES”

Reading: 75% of students saw a value add improvement from Year 7, 2015.

Spelling: 59% of students saw a value add improvement from Year 7, 2015.

Grammar and Punctuation: 78% of students saw a value add improvement from Year 7, 2015.

Writing: 78% of students saw a value add improvement from Year 7, 2015.

Numeracy: 72% of students saw a value add improvement from Year 7, 2015.

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. Implement using Literacy Planet with Years 7 to 9

This group is the first group to undertake the HSC Minimum standards program. Those Year 9 students who did not meet the minimum standards received specialised support from the Director of Learning Engagement. This support included lessons at school and practice at home.

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 = 0

PROFESSIONAL LEARNING & TEACHER STANDARDS

Professional Learning and Teaching Standards

During 2017, 41 individuals were employed as teachers at Macquarie Anglican Grammar School teaching across Years Pre- Kinder-12.

All 41 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 2017, 56 individuals were employed as either teaching or support staff at Macquarie Anglican Grammar School. 41 of these individuals were on the teaching staff (34.10 full-time equivalent) and 12 individuals (11.8 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.	41
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	2
Provisional - Beginning	3
Existing Teacher	17
Professional Competence	19

**SUMMARY OF QUALIFICATIONS OF ACADEMIC STAFF EMPLOYED BY MACQUARIE
ANGLICAN GRAMMAR SCHOOL IN 2017**

	Highest Qualification	Number of Teachers
Masters Degree		5
Bachelor's Degree		36
Diploma		0

The following is a list of teaching staff qualifications

Name	Qualifications
Barber, J	B.Ed (Sec Mus) (<i>Adel</i>)
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
Chalmers, T	B.Ed (Primary) (<i>USyd</i>), BA (Communications/Journalism) (<i>CSU</i>)
Childs, I	B.Arts, Master of Journalism, Post-Grad Dip.Ed (<i>UQLD</i>)
Cole, N	B.Ed (Early Childhood) (<i>USQ</i>)
Crombie,H	BLaw, Grad Dip Ed
Day, J	B. SC Grad. Dip. Ed.
Dixon, S	BTeach, BEd (<i>UWS</i>)
Downey, J	B.Sc, Dip Ed(Sec) (<i>UoN</i>), Grad Cert Math (<i>CSU</i>)
Dubois, M	B. Advanced Science (University of NSW), Graduate Diploma Education (University of NSW)
Dubois, S	University of New South Wales - Bachelor of Arts / Education (Secondary)
Garner, R	MTeach (<i>Distinction</i>), B.Eco (<i>UoNewcastle</i>)
Haddin, B	Diploma of Education (secondary Science), Bachelor of applied Science (Environmental) CSU
Heggie, M	B.Ed (Special Education), Bachelor Music (Performance) (<i>FUSA</i>), Grad Cert Gifted Education (<i>FUSA</i>)
Hurford, R	B.Ed (Primary) (<i>UNE</i>)
Jackson, R	BHumMov (PDHPE), BTeach (Sec) (<i>CSU</i>)
Job, K	B.Ed (Primary) (<i>CSU</i>)
Jones, T	BTeach (Primary) (<i>UNE</i>)
Kingston, S	B.Arts (Photography) (<i>CSU</i>), DipEd (Sec Vis Arts) (<i>UoN</i>)
Lane, S	B.Arts(Ancient History/English) B. Teaching (Eng/History) (<i>UNE</i>)
Lowbridge, V	B.Ed (Primary) (<i>UNE</i>)
Luff, S	B.Arts/B.Ed (Secondary) (<i>UND</i>)
Mansour, C	B.Ed, Dip Teach, MACE
Marshall, J	B.Ed (Home Economics) (<i>HAC</i>), Intro Theatre Studies, Drama Teaching Methodology
Marzouk, C	Bachelor of Arts (Dip. Ed) (Macquarie University, Master in Educational Leadership
McIntosh, M	B.Ed, BTeach, GradCertEd (Language & Literacy Ed) (<i>UniSA</i>), Cert IV Assess & Workplace Training
Munge, K	B.Ed (Primary - Special Education) (<i>CSU</i>)
Murphy, S	B.Ed (Health Science PDHPE) (<i>UWS</i>), B.Ed Teaching (Sec) (<i>UWS</i>), Cert IV Workplace Health & Safety
Rathbone, M	DipTeach (<i>MCAE</i>), BEd (Primary) (<i>CSU</i>)
Richardson, W	B.Ed / B. Health & Physical Education (<i>UON</i>)

Sanderson, J	B.Ed (Early Childcare & Primary) (CSU), Master Inclusive Education (CSU), M.Ed (Education Leadership) (CSU)
Simcox, M	B.Ed (Primary) (UTS)
Stevenson, C	Notre Dame University - Bachelor of Education (Birth - 12years)
Thompson, K	B.Ed (Primary-Special Education), Master Inclusive Education (CSU)
Thorne, A	BRuralScience (UNE), MScience (Monash), GradDipEd (Sec Ag/Science) (CSU)
Turner, C	B.Ed (Sec Science), GradCertPhysics (ACU)
Wheeler, F	B.Ed(Early Childhood/Primary) (CSU)
Wright, B	B.Arts/B.Ed (Secondary) (CSU)
Webster, R	B. Ed (Primary) (CSU)

PROFESSIONAL LEARNING OF EXECUTIVE, TEACHERS AND CHAPLAIN EMPLOYED AT MACQUARIE ANGLICAN GRAMMAR SCHOOL IN 2016

During 2017 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 staff. These meetings include: Whole School Staff Meetings Junior & Senior School Staff Meetings, Stage/Faculty Meetings and Specific Purpose Training Meetings (eg. First Aide Training)

Several staff continued or began Postgraduate courses during the year.

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

- CPR Refresher
- Understanding by Design (UBD) sessions
- Data Analysis with AIS support team
- Child Protection
- CANVAS Workshop
- Flipped Learning
- Goal Setting
- Visible Thinking
- Assessment Development
- Learning Support
- Differentiation
- Project Based Learning

- The full list of professional development experiences is shown below;

Flagship Program – AIS
School Link Steering Committee
AHISA
Edval D1, D2, D4
PDHPE Conference – Teachers Association
Schools Leading Learning – AIS (Data Analysis, UBD Planning, Assessment)
Arrow Leadership
Yarc Workshop and Disability Provisions
The hard of hearing student in the regular classroom
Familiarisation: Revised stage 6 science syllabuses
AHISA Directors of Studies Conference
Depth of Learning in stage 6 science
Chemical Accreditation Course
Drama Conference: The Project
Kids Matter Facilitating Component: Social and Emotional Learning for Students
MAPA Training
MacLit
CAFS HSC marking: Simulation Workshop
Autism & Aspergers Sensory Training
Working with Complex Trauma and Health
Tim Connell: Support in Risk assessments and Behaviour support plans
MOAGS – Orange & Macquarie Anglican Schools internal workshop
MiniLit
Lets talk adjustments: Learning support workshop
NESA registration and accreditation briefing
Reconceptualising Assessment
WINDSSM – PD4Maths
First aid Trainer update
Edval
Hart & Mind
Art of ED Now Conference
Educate Plus Conference
Geography Skills Roadshow
Canvas Con 2017
Project Based Learning
NAPLAN Literacy
Programming the New Syllabus: From the big picture to fine detail
HSC English Marking
English teachers conference

NSW Education standards authority accreditation workshop: ROSA & HSC
Introduction to Adobe Illustrator
Supporting Teachers through accreditation experienced teacher standards
HSC Marking
Welfare in Secondary Schools conference
Regional Legal Studies Teachers workshop

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

During 2017, 61 individuals were employed as either teaching or support staff at Macquarie Anglican Grammar School. 43 of these individuals were on the teaching staff (37.7 full-time equivalent) and 18 individuals (14.3 full-time equivalent) were employed as support or non-teaching staff.

Teaching staff	43
Full-time equivalent teaching staff	37.7
Non-teaching staff	18
Full-time equivalent non-teaching staff	14.3

STUDENT ATTENDANCE

	2011	2012	2013	2014	2015	2016	2017
Attendance Rate for Years K-12	94%	93%	92.52%	93.83%	94%	93.94%	96%
Attendance Rate for Years K-6	95%	94%	94.93%	95.17%	94.6%	94.4%	96.32%
Attendance Rate for Years 7-12	93%	91%	89.72%	92.26%	93.1%	93.3%	95.61%

ATTENDANCE BY YEAR/STAGE

Year Group	Attendance Rate 2013	Attendance Rate 2014	Attendance Rate 2015	Attendance Rate 2016	Attendance Rate 2017
Kindergarten	95.79%	96.20%	95.6%	95.1%	97%
Year 1	94.39%	94.90%	95.8%	94.8%	96.6%
Year 2	94.76%	95.90%	94.1%	95.4%	96.8%
Year 3	94.71%	94%	95.7%	94.9%	95.8%
Year 4	95.59%	95.20%	93.9%	95.7%	96.6%
Year 5	95.31%	94.40%	94.5%	93%	95.5%
Year 6	94%	95.60%	93.1%	92.2%	96%
Year 7	94.89%	94.30%	95.1%	94.7%	96.3%
Year 8	91.95%	94.10%	92.9%	93.6%	94.9%
Year 9	93%	92.60%	93.7%	92.6%	97.1%
Year 10	91.23%	91.20%	93%	91.7%	96.4%
Year 11	91.76%	90.30%	92.8%	92.8%	95.2%
Year 12	*75.5%	91.10%	91.6%	94.8%	93.8%
Total School	92.52%	93.83%	94%	93.94%	96%

**In 2013 the database calculated 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.

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

The School has implemented the following systems and procedures in order to follow up unexplained absences from School:

Where an absence has not been verified as a legitimate absence the parent/ carer will receive a phone call

Phone calls will commence by 9.30am each day.

If a student is absent for a day, the School asks that the parent/carers log onto the parent portal and give a reason for the student absence. This is a legal requirement.

After 3 days, if a parent/ carer has not provided a reason for the absence, an automated email request will be sent to complete.

After 7 days Edumate will close the absence and it will remain an unexplained absence.

All information in relation to unsatisfactory attendance is recorded on students' files and information with respect to attendance is provided in each student's School Report.

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

POST-SCHOOL DESTINATIONS FOR SECONDARY SCHOOL STUDENTS

Year 12 Leavers

Of the 18 students who presented for the HSC, the majority (80%) have entered Post School education locally, across NSW and interstate. We have several students who have followed pathways directly into the workforce and one young man following his dream to enter the defence force. The table below provides examples of some of our 2017 HSC cohorts destinations post school.

Student	Post 2017 Destination
Student A	Biomedical Engineering – Flinders University
Student B	Bachelor of Business – Newcastle
Student C	Medicine – University of Queensland
Student D	Speech Pathology – Macquarie University
Student E	Early Childhood – TAFE Western
Student F	Bachelor of Business – Newcastle
Student G	Cert 3 & 4 Tertiary Preparation Course – TAFE Western
Student H	Primary Education – Newcastle University
Student I	Australian Defence Force

RETENTION RATE OF STUDENTS FROM YEARS 10-12 FOR 2015 - 64%

Retention Rate of students from Years 11-12 -86%

ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

THE ENROLMENT POLICY

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

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

RESPONSIBILITIES:

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

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

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

The enrolment process is dependent upon a vacancy existing and involves initial contact with the Marketing and Communications Coordinator (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.



SCHOOL POLICIES

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

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

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

During 2009 a framework for policy development, implementation and review was established and that review process continued in 2010 to 2013. In 2013 the School Council reviewed several policies in line with a regular policy review program. A review of this program is due in 2018.

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 Anglican Schools Corporation have partnered with Complispace to provide policies and procedures to contextualised and implemented in each school, these along with those provided by the Association of Independent Schools, provide the basis for a school policies. The following model will provide a scaffold for this process to occur.

POLICY HIERARCHY

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.

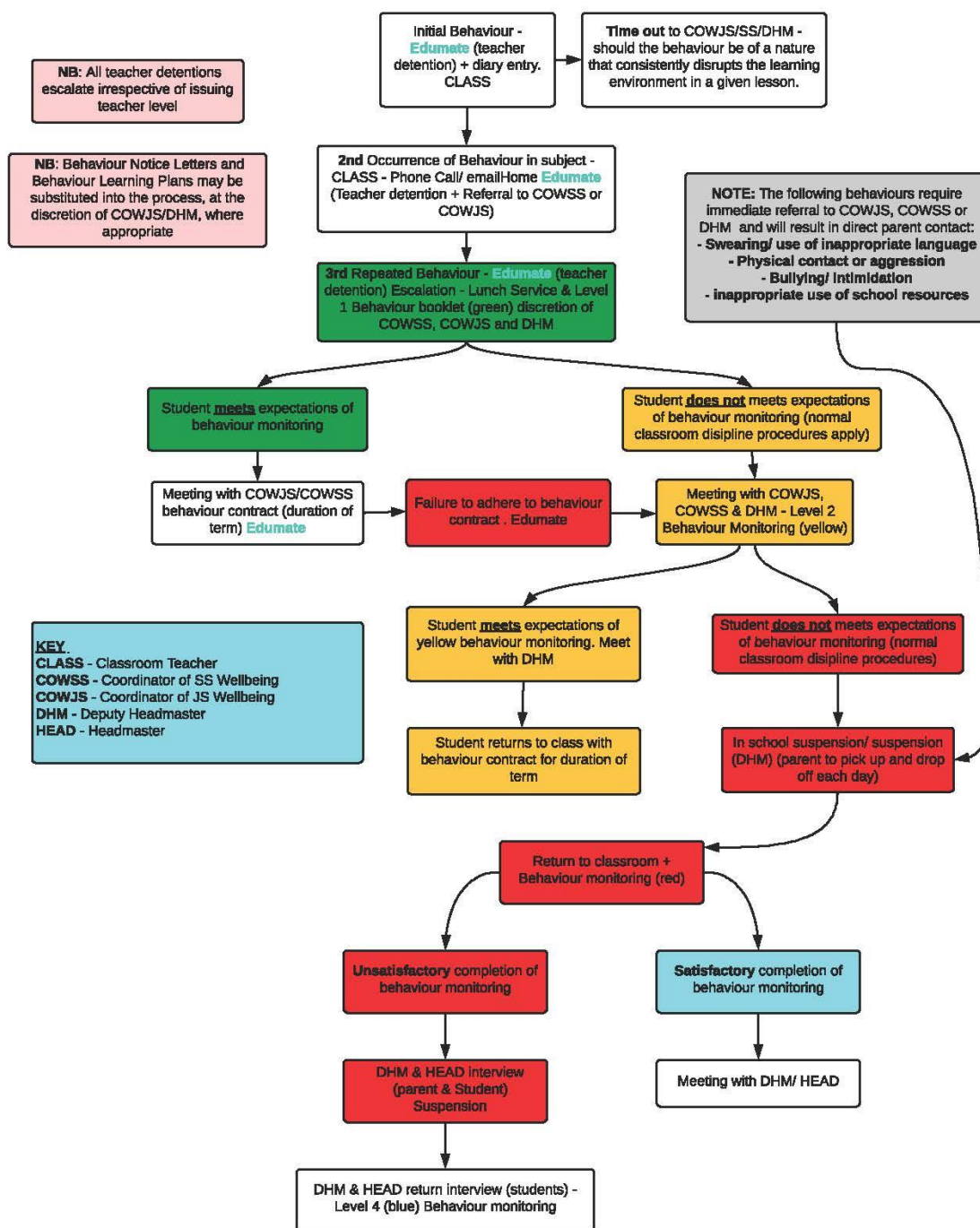
The key school rules relate to;

1. Uniform
2. Behaviour
3. Participation and Effort
4. Respect for self, others, facilities and the school and all it stands for.

Each year, the existing Behaviour Management System is conducted.

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

The 2017 flow chart is on the following two pages.



Classroom Teacher

- **1st Offence or time out** - Reporting staff member to record incident in Edumate (JS- Parent contact) using the appropriate action from the list below:
 - **Teacher Detention:** Teachers need to meet students in G4 at lunch time to complete a detention on the day of offence or the next day for infringements during period 5 & 6
 - **Time out:** If student has been timed out during a lesson for repeated disruptions
 - **Welfare:** If student is victim of reportable incident
- **2nd Offence** - Reporting staff member to record incident in Edumate and make contact with home via email notifying parents of behaviour. Record in edumate using the following:
 - **Teacher Detention:** must be completed and recorded in this stage
 - **Parent call/ meeting:** email has been sent
 - **Referral:** refer in Senior School - Coordinator of SS Wellbeing, Junior School - Coordinator of JS Wellbeing

Repeated offences: Must record in edumate as above. Note that teacher detention and Timeout actions auto escalate following 3 in a term. Students who fail to meet classroom expectations whilst on monitoring must still be recorder on Edumate

House Coordinator/ Coordinator of JS Wellbeing

Following 3 or more behaviour incidents recorded accurately on Edumate behaviours auto escalate. Please note that professional judgement will also be used in making the decision to place students on monitoring.

Classroom Teacher - whilst on monitoring classroom teachers will:

- complete monitoring booklet
- any behaviours are to be followed up with edumate report, teacher detention and parent contact.

COWSS/ COWJS - meet with student to discuss pattern of behaviour. based on edumate reports COWSS/ COWJS makes judgment on monitoring. If student is to be placed on monitoring parent/ carer must be notified.

- 1st level of monitoring is a green booklet for a period of 1 week. Each lesson recorded on card with COWSS/COWJS meeting with student each morning to review progress.
- Upon successful completion of green monitoring COWSS/COWJS will sign off card, scan into student edumate file
- Student will be placed on behaviour contract (parent must sign off contract) for remainder to the school term (to be placed on edumate).
- Should student fail to maintain behaviour as outlined in contract during this period or be unsuccessful on green monitoring they will move to Yellow monitoring.

Deputy Headmaster - 3 teacher detentions/ timeouts will prompt DH to complete lunch service with students. It is at the DH discretion which day Lunch service take place but should be at least once a week where required.

Deputy Headmaster

Yellow level monitoring - Students who fail to meet the expectations of green monitoring or behaviour contract will be referred to DHM by COWSS or COWJS. Parent notified.

Head of School - Creates and monitors behaviour card. Each lesson recorded on card with HOS meeting with student each morning to review progress

- Upon successful completion of yellow monitoring DH will sign off card, scan into student edumate file
- Student will be placed on behaviour contract for remainder to the school term (to be placed on edumate). Should student fail to maintain behaviour as outlined in contract during this period or be unsuccessful on yellow monitoring they will be referred to DH and HM for further action.

Deputy Headmaster - Final sign off on Yellow monitoring. If student unsuccessful in meeting monitoring expectations DH may issue one of the following at their discretion. Should any of the following actions be taken parents must receive formal notification.

- After School Detention
- In School Suspension
- Suspension

Deputy Headmaster & Headmaster

Return from Suspension - appointment made with DHM, Headmaster, Parent/carers and Student

Red level Monitoring - Return from suspension

Note: If an suspension is processed students and families receive a formal notification outlining the return to school expectations and conditions. This may include, but is not limited to :

- Partial enrolment periods
- Behaviour management plans
- consultation with the school psychologist
- withdrawal from certain activities or resources (eg. network use, external excursions)

Where a suspension has been processed due to an incident involving significant risk to Students or staff the AIS student wellbeing team are consulted to assist in the development of a behavior and risk management plan prior to student re-entry into the school setting.

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 2017. Staff are trained in all child safe policies and procedures each year and are able to access them on our school intranet.

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. This process continue to this day.

2017 saw a continued focus on Cyber-Bullying and staff were trained in 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 Academic Leaders if academic, pastoral or behavioural issues arise. Following on from that, the Headmaster, the Deputy Headmaster -Senior School and Deputy Headmaster -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. We then use our internal tracking process (CompliSpace) to track any complaints or grievances through to their completion.

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 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 Education Standards Authority. 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

The full texts for the policies are kept in the **Staff Resources** and under **Policies/Procedures** on the School Learning Management System - Canvas. Policies can also be found on Complispace. Policies are updated regularly as a part of a systematic review process. The School Council will review School policies regularly and the procedures and guidelines statements will be updated (if necessary) to meet the changing needs of the School.

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

SCHOOL DETERMINED IMPROVEMENT TARGETS

The following were identified for improvement during 2017.

- 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 2017;

- Implementation of a 1 to 1 learning device program from Stages 3 -6 and a 1 to 3 program In Early Stage 1, Stage 1 and Stage2.
- The implementation of our Teaching and Learning Framework – The Macquarie Model
- The implementation of the Advanced Learning Centre which provided academically able students with an opportunity to dive deeply into their education.
- 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 2017;

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.
- Continued implementation and review of the House Coordinator Structure.

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 2017;

- 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 with a review of its efficacy in the senior school.
- 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 2017;

- Develop staff understanding of the School's core values at regular staff meetings.
- 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.
- All teachers demonstrating involvement in an expanded and well-coordinated co-curricular program.
- 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 2017;

- 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 2017;

- 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 fifth 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 2017;

- To maintain an 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 whilst striving to become increasingly affordable.

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 resilient young men and women ready to change the world”. The following strategies were employed in 2017 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 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 Give me 5 for kids program through Dubbo Hospital

PARENT, STUDENT AND TEACHER SATISFACTION

During 2017, 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.

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.
- Through a comprehensive survey undertaken by the Anglican Schools Corporation.

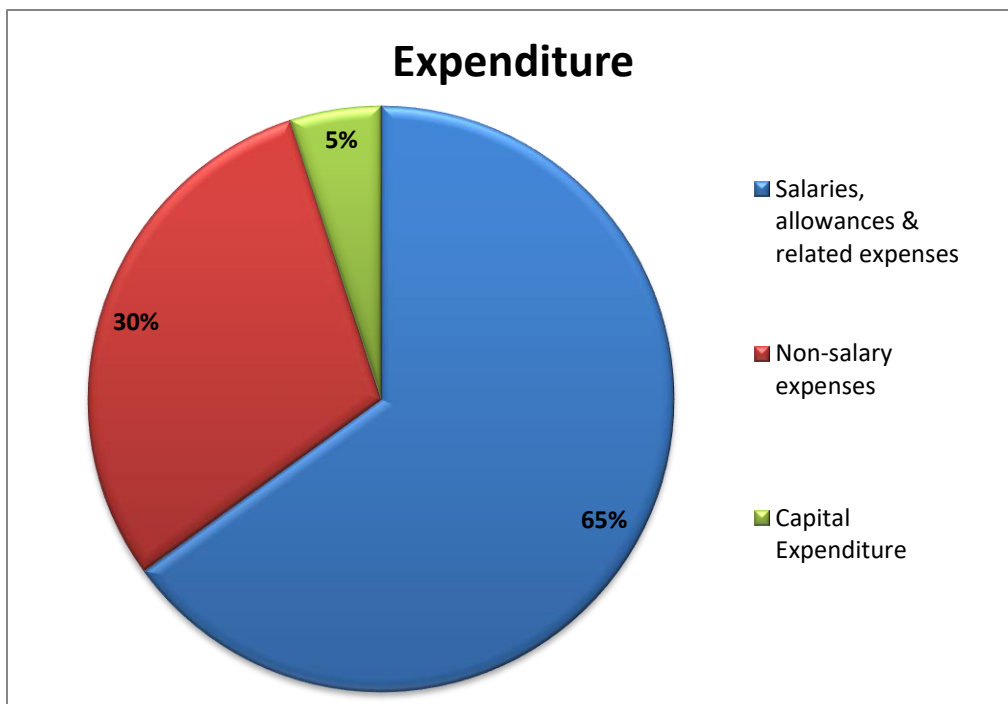
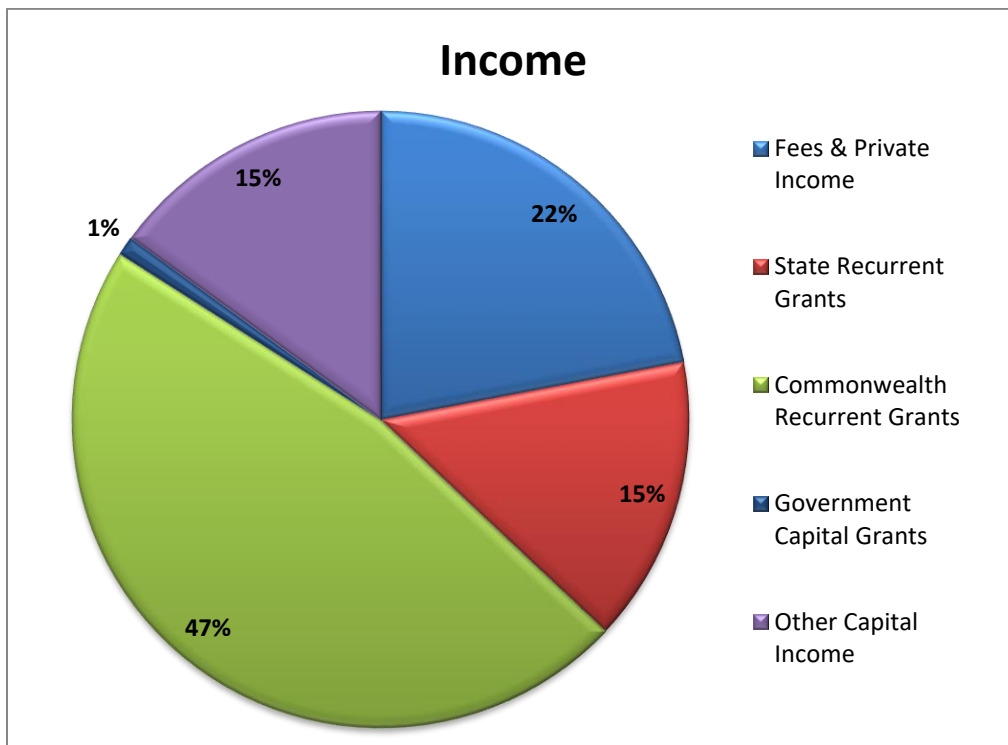
Student satisfaction was gauged in a variety of ways, including;

- Through representations made at the Student Representative Council meetings.
- Through regular meetings between the Headmaster and School Captains.
- Through discussions of the subject at regular staff meetings.
- Through parent interviews and at the Parents and Friends Association Meetings
- Through leadership training sessions held with students in years 7-12.
- Through an annual welfare survey undertaken through ACER.
- Through a comprehensive survey undertaken by the Anglican Schools Corporation.

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.
- Through a comprehensive survey undertaken by the Anglican Schools Corporation.

FINANCIAL INFORMATION – 2017





***Macquarie Anglican Grammar School
A school within the Anglican Schools Corporation
2018***

