Board of Studies
Annual Report
2013

Reporting on the 2012 Calendar Year

Owned and Operated by

Seventh-day Adventist Schools
(North New South Wales) Ltd

ANNUAL REPORT
2013

1   A message from key school bodies – (School Council and Student representative Council)

Council Chairperson Statement

The College Council seeks to ensure that the vision, mission and direction of the College remain consistent with Adventist Christian educational philosophy and values. Importantly, the Council seeks to ensure that the College governance is stable, strategic and that its appointees bring a range of skills and experiences to the Council.

2012 was a year in which considerable work was undertaken regarding the forwarding planning for the College. Specifically, the following planning documents were updated:

  i.   Strategic Management Plan

  ii.   Business Plan

  iii. Campus Development Masterplan

There was a continuing smooth transition of operational changes including: (i) the continuation of triple streaming through to Year 12; (ii) the transfer of classrooms; (iii) the construction of a new Technology Centre encompassing additional facilities for Industrial Technology, Hospitality and Visual Arts.

The 2012 HSC students and their respective teachers are to be again congratulated for their outstanding results. The College was again ranked highly across the school sectors within the Central Coast and Hunter Regions. The results were superb and represent a high level of commitment and conscientious endeavour by students and teaching staff as well as patient encouragement by parents.

Likewise, the 2012 NAPLAN results for all years were outstanding and the College results overall rank well above state averages and were near to the top within the Hunter Region Independent School Sector.

Principal's Statement

'For a terrifying moment, onlookers thought an Austrian daredevil jumping from the edge of space was going to plummet to earth in an out-of-control spin'.   I am sure many of you witnessed in various news bulletins how Felix Baumgartner managed to regain control and go on to break the sound barrier in a record shattering free-fall jump of 39044 meters. The 43 year old, leaping from a capsule hoisted to that altitude by a giant helium balloon, reached a speed of 1136 km/h before opening his parachute and floating down to the New Mexico desert.

He said at one point, while spinning out of control and with blood quickly rushing to his head, 'he considered pressing an emergency button and giving up on breaking records'. 'There was a period of time where I really thought I was in trouble', Baumgartner said in his follow-up press

conference. 'I knew if I pushed that button, this thing would be all over and we would not be going supersonic! Do I push the button and stay alive or fight the whole way down and break the speed of sound?'

Tumbling out of control could have made Baumgartner lose consciousness and the slightest tear in his suit could have made his blood boil because of the high altitude. In his press conference, Baumgartner stated: 'standing on top of the world and preparing to jump' had put his *'life in perspective'.* You become so humble, you don't think about breaking records anymore."

What has put our lives into perspective recently? Thankfully, we don't need to jump from outer space to find out. There are often events, circumstances or even tragedies that give us a sense of perspective. The small and mundane don't appear to be all that important. Even our material wealth often seems to fade into insignificance. So what is it that gives us a meaningful perspective on life?

Can I suggest that what gives us a 'meaningful perspective on life' is an understanding of our origin, our purpose in life and an understanding of the future. Clearly, a Christian worldview provides that perspective. Indeed, it is that worldview and life perspective that provides us with a sense of security in times of extremity. It is that view that we are a creation of God, *purposefully designed* to make a unique contribution in the world; *greatly significant* for Jesus Christ to give His life for us; and *important enough* for Him to want us to live in relationship with Him now and for eternity.

Macquarie College provides such an environment that enables young people to develop such a perspective on life, that builds self-esteem and engenders resilience in coping with the challenges that life presents. Importantly, Macquarie College provides a place where young people are given a sound foundation in which to make quality decisions for life. Through 2012 we continued to witness the success of our students. We have seen them grow and develop as individuals. We have also seen many of those achievements publicised through our Weekly Newsletters, in our Chapel Programs and in the local news media.

Interestingly through all this, Macquarie College continues to demonstrate its credentials as a leading school within the region through its NAPLAN, SC and HSC results; its sporting achievements; cultural and performing arts endeavours. Importantly, the College demonstrates an element of uniqueness through the spiritual and personal growth of individuals and their commitment to others through various service projects.

It is my hope that as you review the 2012 Annual Report, you will gain a glimpse of a community of staff and students engaged not just in learning in a highly interactive and personal environment but importantly, a community committed to a Creator God, which provides us with *a life perspective* that is ultimately filled with meaning and purpose.

Bruce R Youlden, Ph.D; MACE
Principal

Student Representative Council Statement

The Student Representative Council at Macquarie College in the Senior School is an elected body from the College student population. Each roll class elects one representative to the Student Representative Council as their voice, vote and reporting person to the roll class. There are 16 student representatives.

The fundraising and mufti day role of the Student Representative Council is to coordinate the collection of funds, usually a gold coin on the 'mufti' day, once a term for community groups and charities. The charity or community group is selected from a range of possible charities by the vote of the Student Representative Council at regular meetings.

Charities which the Student Representative Council raised funds for through the 'mufti' days were Cure For Life Cranes for Brains, Deafness Foundation, Vanuatu Stormco and Red Nose Charity.

The 'Give a Can Campaign' ran throughout the WOSE week and students are encouraged to bring cans of food to their Student Representative Council representative in roll call to donate to the Christmas appeal. 'Give a Can Campaign' raises these essential foodstuffs to make a difference to local Hunter families in the festive season. The cans are donated to the Samaritans Food Appeal.

2   Contextual information about the school (including information about National Partnerships and /or Improving Teacher Quality if applicable)

Macquarie College is part of the Seventh-day Adventist Schools (North New South Wales) Limited (hereafter the Company), with its head office in Newcastle. The Company is governed by the Board of Directors, the overarching administrative body that administrates the ten schools from Gosford to the Queensland border.

Macquarie College provides a comprehensive and outstanding educational experience that is driven by a Christian worldview. It has a proud tradition of producing graduates that have not only enjoyed a well-rounded education, but have also developed skills and adopted values that have positioned them well for adult life.

The College was first established in 1901 at Kemp Street in Hamilton (Newcastle) and relocated to its present site at Wallsend in 1994. Ideally and centrally located, the state-of-the-art facility caters for students from Pre-School to Year 12.

Specialist facilities include: Library, Information Resource Centre; an Open Learning Centre; Performing Arts Centre; Science and Information Technology Laboratories; Design and Technology Centre; as well as sporting facilities.

Macquarie College is a place where students are encouraged and challenged, where their sense of self-worth and value is fostered and where they develop the skills to take them forward to a life of meaning and purpose. There is a commitment to the holistic development of the intellectual, social, physical and spiritual elements of each child's life; and assurance that all aspects of College life are integrated into a comprehensive and balanced approach to education.

Macquarie College provides extensive opportunities for students to take on leadership responsibilities, including participating in the Student Representative Council (SRC) and associated sub-committees, house system positions, cultural and sporting leadership roles, peer support positions as well as in community service roles.

Enrolment levels ensure personalised attention and our NAPLAN, SC and HSC results regularly place the College among the top independent schools in the Hunter Region.

There are many opportunities for student to express their creativity through activities such as drama and musical productions. Extracurricular activities encompass the Duke of Edinburgh Program, various outdoor activities, representative sports including swimming, athletics, tennis, basketball, rugby and cricket among others.

Improving Teacher Quality is a top priority at the College, with time and resources given to implementing strategies to ensure improvement. Teachers are encouraged to pursue external Professional Development, as well as a regular program conducted internally. State Accreditation (and the transition to National Accreditation) of Teachers is monitored and supported. Improvement goals are set annually as well as a review process for quality improvement, as part of a system wide multi-year review procedure.

3   Student performance in National and State-wide tests and examinations

3.1   Student outcomes in standardised national literacy and numeracy testing

Literacy

Language Conventions includes Reading, Writing, Spelling, Grammar and Punctuation.

Reading

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	6	94
Year 5	2	8	90
Year 7	0	3	97
Year 9	1	4	95

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	0	2	98
Year 7	3	11	86
Year 9	8	21	71

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	2	98
Year 5	2	4	94
Year 7	0	5	95
Year 9	1	14	85

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	2	98
Year 5	4	4	92
Year 7	0	3	97
Year 9	0	16	84

Interpretative Comments

All Year 3 students were at or above the national minimum standard for all areas of literacy.

All Year 5 students were above the national minimum standard for Writing, 98% of students in Reading and Spelling and 96% of students in Grammar and Punctuation.

All Year 7 students were at or above the national minimum standard for Reading, Spelling and Grammar and Punctuation and 97% of students in Writing.

All Year 9 students were at or above the national minimum standard in Grammar and Punctuation, 99% of students in Reading and Spelling and 92% of students in Writing.

Numeracy

Numeracy incorporates Number and Data, Patterns and Algebra, Measurement Space and Geometry.

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	4	96
Year 5	2	2	96
Year 7	1	4	95
Year 9	1	3	96

Interpretative Comments

All Year 3 students were at or above the national minimum standard for numeracy.

98% of Year 5 students were above the national minimum standard for numeracy.

99% of Year 7 students were at or above the national minimum standard for numeracy.

99% of Year 9 students were above the national minimum standard for numeracy.

3.2   Record of School Achievement

Item	Students
Number of Students studying in Year 10	70
Number of ROSAs issued by the Board of Studies in 2012	70

3.3   Results of the Higher School Certificate Examination Results

Subject	No of students	Performance band achievement by number and/or %	
		Bands 6 - 3	**Bands 2 - 1**
Ancient History	4	School 100 State 76	School 0 State 24
Biology	11	School 91 State 90	School 9 State 10
Business Studies	9	School 100 State 88	School 0 State 11
Chemistry	8	School 63 State 90	School 37 State 10
Design and Technology	7	School 100 State 93	School 0 State 7
English (Standard)	20	School 95 State 78	School 5 State 21
English (Advanced)	13	School 100 State 99	School 0 State 1
English Extension 1	5	School 100 State 100	School 0 State 0
English Extension 2	2	School 100 State 100	School 0 State 0
Geography	6	School 83 State 87	School 17 State 12
IPT	2	School 100 State 80	School 0 State 19

Subject	No of students	Performance band achievement by number and/or %			
		Bands 6 - 3		Bands 2 - 1	
General Mathematics	21	School	90	School	10
		State	80	State	20
Mathematics	8	School	100	School	0
		State	91	State	9
History Extension	1	School	100	School	0
		State	100	State	0
PDHPE	8	School	88	School	12
		State	85	State	14
Physics	6	School	100	School	0
		State	90	State	9
Studies of Religion I	11	School	91	School	9
		State	90	State	9
Studies of Religion II	20	School	75	School	25
		State	89	State	11
Textiles and Design	1	School	100	School	0
		State	94	State	6
Visual Arts	4	School	100	School	0
		State	98	State	1
Hospitality Examination	6	School	100	School	0
		State	85	State	3
Metal and Engineering Examination	1	School	100	School	0
		State	58	State	17

Interpretative comments for Higher School Certificate Test results

Ancient History

25% of students gained a result in band 6 compared to the state distribution of 7%

50% of students gained a result in bands 5 or 6 compared to the state distribution of 27%

All students gained a result in the top 3 bands compared to the state distribution of 54%

Biology

18% of students gained a result in band 6 compared to the state distribution of 6%

36% of students gained a result in bands 5 or 6 compared to the state distribution of 27%

73% of students gained a result in the top 3 bands compared to the state distribution of 63%

Business Studies

44% of students gained a result in bands 5 or 6 compared to the state distribution of 38%

89% of students gained a result in the top 3 bands compared to the state distribution of 67%

Chemistry

All students gained a result in the top 5 bands compared to the state distribution of 98%

Design and Technology

86% of students gained a result in the top 3 bands compared to the state distribution of 78%

English (Standard)

80% of students gained a result in the top 3 bands compared to the state distribution of 51%

English (Advanced)

All students gained a result in the top 4 bands compared to the state distribution of 99%

English (Extension 1)

All students gained a result in bands E2, E3 or E4 compared to the state distribution of 99%

English (Extension 2)

All students gained a result in bands E2, E3 or E4 compared to the state distribution of 98%

Geography

67% of students gained a result in the top 3 bands compared to the state distribution of 66%

Information Processes and Technology

All students gained a result in bands 5 or 6 compared to the state distribution of 31%

General Mathematics

19% of students gained a result in band 6 compared to the state distribution of 6%

38% of students gained a result in bands 5 or 6 compared to the state distribution of 22%

62% of students gained a result in the top 3 bands compared to the state distribution of 51%

Mathematics

All students gained a result in the top 4 bands compared to the state distribution of 91%

Metal and Engineering (Examination)

All students gained a result in bands 5 or 6 compared to the state distribution of 7%

History Extension

All students gained a result in the top 3 bands compared to the state distribution of 95%

Hospitality (Examination)

67% of students gained a result in bands 5 or 6 compared to the state distribution of 28%

All students gained a result in the top 3 bands compared to the state distribution of 66%

Personal Development, Health and Physical Education

38% of students gained a result in bands 5 or 6 compared to the state distribution of 33%

Physics

83% of students gained a result in the top 3 bands compared to the state distribution of 67%

Studies of Religion I

91% of students gained a result in the top 4 bands compared to the state distribution of 90%

Studies of Religion II

75% of students gained a result in the top 4 bands compared to the state distribution of 89%

Textiles and Design

All students gained a result in bands 5 or 6 compared to the state distribution of 46%

Visual Arts

All students gained a result in the top 3 bands compared to the state distribution of 89%

4   Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 27%

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: 100%

5   Professional learning and teacher standards

5.1   Professional Learning

Areas of professional learning	Teachers (number or group)
First Aid/CPR	65
Student Welfares/Wellbeing/Special Needs	140
Resiliency Training	7
Child Protection/ Protective Behaviours	27
Professional Learning (KLA Specific)	36
Professional Learning (Cross KLA)	28
LOTE	2
ICT	45
Sport	11
Leadership	17
System based PD (NNSW SDA Schools Ltd)CAPE/CASE	65

Total Staff PD experiences: 443

Average cost per teacher for professional learning: $692.00

5.2   Teacher standards

Categories of Teacher Standards		Qualifications	Numbers of teachers
(i)	teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	Education qualification Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	65
(ii)	teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	0
(iii)	teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	0
		Total number of teachers in school	65

6   Workforce composition (comment on Indigenous staff)

N/A

7   Student attendance rate and non-attendance – (Focus Area for 2012)

7.1   Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	94
Year 1	95
Year 2	94
Year 3	96
Year 4	95
Year 5	95
Year 6	94
Year 7	94
Year 8	93
Year 9	95
Year 10	94
Year 11	95
Year 12	92
Total school attendance average	94.3

7.2   Management of non-attendance (priority for 2012 report)

Students are required to bring a note explaining absence from school.

A medical certificate may be required if the absence coincides with an assessment task in Years 10-12 or if the absence is protracted in nature.

Parents are contacted if there is a pattern of non-attendance.

The attendance register is kept on an electronic database.

All absence notes are filed in the administration storeroom.

7.3   Retention from Year 10 to Year 12 (where relevant)

Percentage retention rate: 80%

8   Post School Destinations (secondary schools only) – (Focus Area for 2012)

(report on the destination of all students 17 and over who left school during 2012)

65% University

35% Other (Work, TAFE or combination)

9   Enrolment Policies and characteristics of the student body

Enrolment Policy (full text) (include text which complies with Disability Discrimination Act and requirement for continued enrolment – Focus Area for 2012)

Enrolment Rationale

Macquarie College is open to families of all faiths and religious persuasions who have regard for Adventist Christian faith and wish for their children to fully participate in all aspects of the College program. The fees are competitively structured and provide the average family greater access to private education. As limited places are available, parents are advised to submit and Enrolment Application without delay to avoid disappointment. Arrangements will then be made for testing and an appointment organized for parents to inspect the facilities and to discuss the education program offered at the College.

Enrolment Policy

Macquarie College is a coeducational K-12 school which provides an education underpinned by religious values and operating within the policies of the Board of Studies (NSW). All applications will be processed in accordance with our 'Enrolment Guidelines' outlined below.

Criteria of Entry

The following criteria shall generally apply to student admission:

1.   Family commitment to the Christian faith
2.   Family commitment to the Christian philosophy and mission of the College
3.   Family willingness to become actively involved in the life of the College
4.   Family commitment to learning and advancement
5.   Motivation and commitment of the family/student applicant
6.   Goal orientation of the family/student applicant

Priority of Placement

The following priority of placement shall generally apply to student admission:

1.   Families who are practicing members of the Seventh-day Adventist Church
2.   Families where a sibling is currently enrolled in the College
3.   Families who are currently enrolled in the Pre-School
4.   Families in special circumstances assessed at the discretion of the Admissions Panel

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Enrolment Procedures

The following enrolment procedures shall generally apply to student admission:

1. Submission of Enrolment Application, past reports and accompanying fees

2. Students with a disability are subject to the same process, criteria and priority placements as outlined above for other students. College consultation with current and/or previous schools, teachers and referees. No student with a disability will be declined enrolment on the basis of the disability.

    Our application form requests information from parents about the student's medical conditions and/or disabilities. This provides the College with the opportunity to seek advice from our Support Department about the needs of particular conditions and/or disabilities. We also involve the Support Department in all assessments and interviews that may be conducted with parents as part of the enrolment process; and provide appropriate professional development for teachers of prospective students with disabilities.

    Macquarie College uses the AIS NSW "Guidelines for dealing with applications for enrolment on behalf of students with disabilities." These guidelines serve as a part of 'The Enrolment Process and the Enrolment Contract' Policy for the College. Macquarie College is currently updating its Enrolment Policy to reflect and align with these guidelines.

3. College Information Meeting for parents and students

4. Questionnaire completed by new families prior to interview

5. Panel interview of parents and students

6. Student Entry Assessment

    JS: School Transition Assessment

    SS: Entrance Exam

7. Admissions Committee appraisal of all applications

8. Placement Offers mailed out – Round 1 or 2

9. Placement confirmed by payment of Enrolment Deposit

Conditions of Enrolment

   Conditions of enrolment are outlined on the back of the Enrolment Application Form.

Composition/characteristics of the student population

The College has 751 students of whom 365 are in Junior School and 386 in the Senior School. There are approximately equal numbers of boys and girls throughout the College. Students come from a variety of backgrounds including religious affiliation, socio-economic status, a range of academic abilities including students with special needs.

Public and private bus services provide transport for most Macquarie College students.

Students come from diverse localities. The key drawing areas include:

Belmont, Valentine, Eleebana, Warners Bay, Cardiff, Toronto, Coal Point, Speers Point, Glendale, Edgeworth, Cameron Park, Maryland, Wallsend, Elermore Vale, Adamstown, Hamilton, Newcastle, Maitland and Cessnock.

10   School Policies

Student Welfare Policy (Manual 5.6.2)

Summary of policies for Student Welfare

The College Student Welfare policies cover the following areas of operation:

- ensuring a safe and secure environment for students, including school excursions, security, management of critical incidents

- child protection

- administration of medicines to students

- creating a culture promoting holistic development, including for example, codes of conduct, resilience, and anti-bullying

- pastoral care policies, which may include access to counselling services, health, homework

Student Welfare Policies are designed to provide a safe and supportive environment which achieve the following outcomes:

- Minimizes risk of harm and ensures students feel secure

- Supports the academic, social, physical, spiritual and emotional development of students

- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

Location of the full text of the Student welfare policy (including how to get a copy)

The full text of policies is found on the College intranet and is available on request through the College Office.

Changes made to the policy during 2012 – (Focus Area for 2012)

Inclusion of cyber related welfare issues into the broader welfare policy, this is particularly in relation to issues of cyber bullying bing viewed in the context of the College Anti-Bullying Policy.

Discipline Policy (Manual 5.7.1; 5.7.2)

Summary of policies for Student Discipline

Summary of policies for Student Discipline

The College Discipline policies cover the following topics:

(i)   behaviour management strategies

(ii)   rules governing identified issues within the school, for example use of mobile phones, management of student property

(iii)   school and parent cooperation to support students with identified needs

All students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. The College does not administer corporal punishment. All disciplinary actions that may result in any sanction against a student including suspension, exclusion or expulsion follow processes of procedural fairness.

Location of the full text of the Discipline policy (including how to get a copy)

The full text of policies is found on the College intranet and is available on request through the College Office.

Changes made to the policy during 2012 – (Focus Area for 2012)

Nil

Complaints and Grievances Policy

Summary of policies for reporting complaints and resolving grievances

These policies and processes have been developed for the school system and include management of complaints and grievances by students, by teachers, and by parents or other concerned persons. The basic procedures should be applied in all cases, and for more serious cases, a more rigorous application of the stated procedures needs to be implemented to ensure that ethical and just processes occur.

How to access or obtain the full text of policies

A full text of policies is provided in the Staff and Student Handbooks and the College Intranet.

Location of the full text of the Complaints and Grievances welfare policy (including how to get a copy)

A full text of policies is provided in the Staff and Student Handbooks and the College Intranet.

Changes made to the policy during 2012

 (Focus Area for 2012)

11   School determined improvement targets

Priority Areas for Improvement for 2012 (Schools in National Partnerships should include items from their school plan)

Senior School

1.   To establish a greater recognition of the importance of transforming education in the context of an ICT environment

2.   To review curriculum and assessment across the College

3.   To establish a greater role for Teaching and Learning Leadership in the College in order to facilitate positive change for students and teachers

4.   To further establish a wide range of communication opportunities for the College and its parents and wider community

5.   To increase and refine career advice for students as they near the completion of their College education

6.   To review the role of Coordinators with a view to improve student welfare management

Junior School

1. To continue to give priority to the integration of Information and Communication Technology (ICT) into student learning experiences within the Junior School.

2. To equip and maintain ICT technologies throughout Junior School i.e. (Smartboards, mobile laptop trolleys, update computer labs and provide more laptops into classrooms)

3. To continue to implement teaching practices and learning experiences that are inclusive, innovative and effective

4. To continue providing mentors and professional learning programs to support all teachers in the utilisation of ICT in teaching practice

5. Continue the development and implementation of rubrics for all areas in literacy across the Junior School.

6. Familiarise Junior School teachers with the framework and impending rollout of the Australian Curriculum. Start to map out a pathway leading to the implementation of the English Curriculum in 2014

7. Focus in Junior School on continual improvement in the area of differentiated learning – ie providing PDs for teachers, resources, professional dialogue.

8. Introduce a spelling program moving from a list based scheme to phonemic/graphemic/ morphemic spelling.

9. Develop units of work within the K-6 PDHPE curriculum to cover Protective Behaviours.

10. Develop a College Child Protection Policy and Procedures document and Staff Guidebook.

11. Update and improve the Junior School Student Welfare Policy including Behaviour Management and Anti Bullying documents.

12. Improve the process within the Junior School for collecting, storing, communicating and using student Medical information.

13. Upgrade Junior School Student Achievement Report documents. Prepare Report pro formas for entering onto Denbigh.

14. Map out a plan to train teachers and incorporate full resiliencey programs in classrooms K- Yr 6 by the end of 2013. Presently we have started by incorporating "Fun Friends" in Year 4 and Year 5.

Achievement of Priority Areas listed for improvement in the 2011 report (Schools in National Partnerships should include achievements of items from their school plan) – (Focus Area for 2012)

Senior School

1. Integration of Information and Communication Technology (ICT) into student learning experiences was a high priority, and this has commenced with greater awareness, training and implemenation of the College Learning Management System (LMS) of choice – Moodle.

2.   The College Pastoral Care network has been updated.

3.   The goal of identifying and implementing teaching practices and learning experiences that are inclusive, innovative and effective has been a focus, and this has been recognised through the addional loading given to a Coordinator to lead out in this area. Staff have received training and assistance in implementing additional teaching strategies.

4.   Time has been allocated to a Coordinator which has provided mentoring and professional learning programs to support all teachers in the utilisation of ICT in teaching practice.

5.   The goal of developing a positive, ethical and growth promoting workplace culture is an improving process, with professional time allocated in staff and faculty meeting times.

6.   The College continues to develop an effective partnership with parents with clear communication via letters and emails, and an improved methodolgy via online LMS (Moodle).

7.   A review has been undertaken to facilitate further improvements to ensure the local community is well informed about Macquarie College. Social Media is a key focus going forward.

8.   Various improvements across a range of ICT matters have improved access and reliability regarding the provision and maintenance of ICT across the campus. This has included improved wireless connections and improved network systems.

9.   In order to facilitate an approach to self-reviewing school improvement which is sustainable and innovative, the College has implemented a wide ranging committee which meets regularly to review, strategise and plan. This group has met successfully with various positive outcomes in place.

10.   A Strategic Financial Plan 2011-2013 (now a Financial Management Plan 2012 – 2105) including reporting on indicators of sustainability and success has been completed.

11.   A climate of professional dialogue and learning actively focusing on the continual improvement in the quality of teaching and learning has been achieved through the establishment of the Teaching and Learning role, with priority given to professional time in this area.

12.   Focus on developing IT across the school and then actively using IT across the curriculum – the upgrading of the network and the using of wireless effectively in the classrooms, increased use of laptop trolleys in the classroom, the introduction of interactive whiteboards, providing and increasing use of digital projectors, upgrading the computer labs – these are priority areas so that IT can be easily integrated into all area of the JS curriculum.

13.   The development of rubrics for all areas in literacy across the Junior School. This is to bring consistency and awareness for assessing, and awareness for what students in each year level should be capable of achieving, and what teachers are to cover in each stage. Professor Maria Northcote is leading Curriculum Coordinators through this professional development.)

Junior School

1. ICT: Smartboards installed in Year 2-6 classrooms. 2nd laptop trolley purchased (now 28 laptops), 2 laptops placed into Year 2-6 respectively. Wireless is now becoming effective in all Junior School classrooms. However Junior School still needs more Laptops for incorporating ICT into the curriculum.

2. Pastoral Care:

3. Resilience program "Bounce Forward" rolled out (December). Forward planning for 2013 resilience Programs are now in place ("Fun Friends", "Play it Forward", "Tall Me Up") providing Resiliency Programs across the Junior School.

4. Mentoring groups have been set up in Junior School to encourage, train, show and share new initiatives in using the Smartboards. The most capable Smartboard users have become the mentors to small groups of other teachers. This is working well.

5. A Morning Tea for new and Kindy parents put on by Head of Junior School and Chaplain at the start of the year including a "get-to-know-you" and information time, builds strong partnerships with parents. The Kindy Orientation Day morning tea for parents including an information session, and get-to know-you held at the end of the year likewise builds good partnerships with parents.

6. More targeted Professional Development for staff was initiated. Staff Meetings include professional dialogue focused on continual improvement in the quality of teaching and learning. Junior School has brought in quality guest speakers to inspire teachers in different areas of the curriculum.

7. Junior School has developed rubrics and are using them particularly in writing. We still are continuing to develop rubrics in other areas of English.

12   Initiatives promoting respect and responsibility

Senior School

1. Mission – Fostering of special character of Seventh day Adventists Christian beliefs through our weekly chapel programmes, weeks of spiritual emphasis and Bible studies.

2. Community Service – Year 7 visits to the retirement villages, Year12 Service trip to Vanuatu as an alternative to "schoolies", various school based fundraisers for charity.

3. Cyber safety and bullying education – this occurs in PDHPE classes and Bible classes, chapel programmes, visits by the school liaison police officer, parent information evenings.

4. Student Leadership – training days for senior school leaders such as captains, prefects and house captains.

5. Promoting the values of the College in classrooms through the use of signage and daily roll call worships.

Junior School

1. Junior School's Values Program - focusing on a value for 2 weeks across the school promotes respect and responsibility. Inviting guest speakers to share on a value; rewarding students found practising values, incorporating the value into Chapel, Assembly and classroom worships.

2. Year 6 has developed a Leadership Training Program for all Year 6 students – Year 6 role model respect and responsibility to the rest of the school as the Senior Students.

3. Junior School "Buddy" program of teaming up classes to care for each student and read to each student promotes respect and Responsibility..

4. Our Resiliency Program, planned to initiate resiliency programs across all Junior School classes by the end of 2013, promotes respect and responsibility.

5. Junior School introduced units on Protective Behaviours in every classroom.

6. Our Chapel Program promotes responsibility as each class takes a turn to host Chapel – arrange welcome, prayer, introduce guest speakers, thank speakers, run a class item, provide musical item for the students when they walk into chapel.

7. The Training of School Captains and Year 5 & 6 Student Representatives for Tour Guiding is a great initiative that builds excellent responsibility and respect into the students as they take charge of the visitors on Open Days.

13   Parent, student and teacher satisfaction

Specific satisfaction levels were collected across 6 School Satisfaction Indicators:

*   Leadership and Administration

*   Affordability

*   Facilities and Resources

*   Communication and Community Spirit

*   Development and Care

*   Achievement and Opportunities

A 5-point scale including, most positive, positive, neutral/unsure, negative and most negative was used with the highest three – most positive, positive and neutral reported as a percentage of respondents.

Overall satisfaction (Parents) - 94%

Overall satisfaction (Staff) – 95%

Overall satisfaction (Students) – 94%

Leadership and Administration – Parent satisfaction

- Effective school board management – 86%

- The attitude and performance of the Principal – 87%

- Effective issue resolution – 82%

- Speed of response to issues – 86%

Value Perceptions – Parent satisfaction

- Overall value for money – 87%

- Appropriate level of school fees – 82%

Facilities and Resources – Parent satisfaction

- Equipment and resources available to pupils – 93%

- Equipment and resources available to teachers – 90%

- Access to computers/ICT/iPads – 82%

Communication and Community Spirit – Parent satisfaction

- Sense of community between students, parents and staff – 90%

- Adequate and timely communications from the school – 88%

- The student reporting process is effective – 94%

- Staff are approachable and available – 96%

Student Achievement Opportunities – Parent satisfaction

- Teachers display a caring attitude to students – 95%

- Promotes a strong school ethos with clear moral boundaries and Christian values – 95%

- Quality of teaching – 96%

- Level of discipline to ensure good behaviour – 93%

- Encouragement of students to achieve to the best of their ability – 94%

- Fair and consistent behaviour management – 85%

Student Development and Care

- Appropriate class sizes – 91%

- Students are given opportunities to achieve to the best of their ability – 92%

- Academic results – 91%

- The school provides learning support programs for identified students – 88%

- The school provides extension programs for talented students – 80%

Staff Development and Care - Staff satisfaction

- My skills and abilities are utilised effectively – 86%
- I feel empowered to make a positive difference – 82%
- Provision of personal, spiritual and professional support as required – 83%
- Appropriate recognition provided for positive staff performance – 61%

14 Summary financial information

The schools company will complete this section for all SDA schools.

Income

Income Sources	Percentage of Total Income
Fees and private income	44.24
State recurrent grants	13.02
Commonwealth recurrent grants	35.72
Other Government grants	3.15
Government capital grants	3.87
Other capital income	0.00

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	65.27
Non-salary expenses	25.65
Classroom expenditure	6.60
Capital expenditure	2.47

15 Public disclosure of educational and financial performance

The 2012 Annual report will be published on the College's website and available on request from the College office.

SECTION 2

CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of the BOS requirements for registration and accreditation.

Please tick that your school complies with the following. (please delete the least applicable box)

☑   Participates in National Student Assessments – NAPLAN

☑   Provides national reports on the outcomes of schooling

☑   Provides individual school information on performance

☑   Passes on the NAPLAN reporting to parents showing student results against key national information

☑   Annually reports on school performance information and makes the report publicly available

☑   Implements the National Curriculum as it becomes available

☑   Has an annual certificate of financial accountability from a qualified accountant

☑   Annually reports on each program of financial assistance provided under this Act

☑   Participates in program evaluations