Board of Studies, Teaching and Educational Standards

Annual Report
2016

Reporting on the 2015 Calendar Year

Macquarie College

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

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.

In 2015, the College Council continued with its forward planning agenda including (i) Strategic Goals and Priorities; (ii) Financial and Business Planning; (iii) Campus Development Masterplannning; and (iv) Compliance and Accountability.

There was a continuing commitment to an innovative and progressive learning environment including: (i) National Curriculum rollout; (ii) Enhancement of Technology and Learning initiatives; (iii) Continuing commitment to Quality Adventist Schools review, planning and improvement process; (iv) SEQTA Teaching, Learning and Communication platform; (v) Rollout of a SIAS Funded Project towards 'Driving Thinking Deeper K-12; and (vi) Implementation of the Educator Impact Teacher Feedback Tool (EI) and BOSTES Highly Accomplished Teacher Accreditation (HATA).

The 2015 HSC students and their respective teachers are to be again congratulated for their outstanding results. The College was again ranked in the top three (3) schools across all school sectors within the Central Coast and Hunter Regions and overall in the top 88 schools in NSW. 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 2015 NAPLAN results for all years were outstanding and the College results overall rank well above state averages and were near to the top again within the Hunter Region Independent School Sector.

Principal's Statement

Have you ever observed the deterioration of the health of a loved one, friend or colleague? This is my current experience with my father who turned 95 April this year.

My father has been a person who has led an extremely vibrant, independent and full life. Still at home and driving his car until approximately four months ago, he seemingly was tracking well towards being a centurion! However, with a fall and admission to hospital he has deteriorated to the extent of needing to be admitted into a high-care facility. And with another fall and some brain haemorrhaging, his speech has become blurred and often indecipherable – although this has since been recovered. The challenge being that an active mind resides in a deteriorating and frail body that now requires individual attention and support.

From being a very independent, strong and a highly humorous person, he has now become just the opposite: dependent, weak and one who is struggling with how his end of life is unfolding. Asked how he feels about the end of life prospect, he stated; *"I am not concerned about the end game as much as I am concerned about getting there."*

It seems that as the cycle of life unfolds, we commence at birth and continue through childhood completely dependent upon our parents and that at the end of life, our parents become completely dependent on their respective children. *Just as a parent sits in silence as a sick child sleeps, so likewise the 'adult-child' now sits in silence as an ailing parent sleeps.* But between those periods and during adult life, we often lead completely independent lives.

This is what we seek to do as parents. To help our children move from a dependent relationship to an independent one. We want to see them become self-sufficient human beings with an education and then entry into the workforce where they can establish themselves financially and to ultimately, set up their own homes and families.

In fact, we actively seek to foster that outcome here at MC. We seek to provide a philosophical framework and principles of life whereby they can both interpret life in a challenging and changing world while also teaching them to live lives of principle, integrity and respect. Importantly, we do so to enable them to make quality decisions and to lead independent lives beyond the spheres of family and school life. We seek to foster independence!

Yet, there is always a danger of leading completely independent lives. We can become complacent. We can easily interpret our success and material well-being as a function of our own effort, intellect and personal skills. There is the danger we become self-absorbed. The real danger is that we tend to leave God out of the picture. That is at least, until a time of extremity of unexpected stress or life threatening circumstances hit us or one close to us. It is at those times and particularly when events appear out of our control, that we suddenly recognise our helplessness. We recognise our lack of ability to control such circumstances.

This is potentially how MC value-adds to the lives of your children and to our students. While we seek to foster independence, we also remind them of our mutual dependence upon a Creator and Saving God, who not only provides each of us with unconditional love and acceptance, but also brings a sense of hope and meaning to our lives in the face of adversity and challenge.

At Macquarie College that framework of reference is foundational to all learning and in fact, the total educational experience. The primary educational goal at Macquarie College is to help prepare and equip students to face an uncertain and challenging world and to build the necessary buffers that characterise emotional and mental resilience. Importantly, while the College seeks to foster an ability to make sound decisions and to lead independent lives, we also seek to foster a recognition of our ultimate dependence upon God and the person of Jesus Christ.

In such an environment, Macquarie College also continues to demonstrate its academic credentials as a leading school within the region through its NAPLAN and HSC results and its highly interactive IT stimulated learning environment; through its sporting achievements; cultural and performing arts endeavours. The College has also distinguished itself in its ongoing commitment to Student Well-being through the various Student Resilience Programs as well as the Year 9 Invictus Program.

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. The latter is especially evident with the 8th consecutive Year 12 'Schoolies' Stormco trip to Vanuatu, particularly this year as a response to the needs arising following *Tropical Cyclone Pam*. The symbolism of 48 Year 12 students choosing a service trip as their last act of learning bears testimony to 'a sense of mission accomplished' at the close of their secondary schooling.

It is my hope that through this 2015 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 Jesus Christ and His purposes. And specifically, a community of people who recognise their daily dependence upon God and who seek to use their lives for the benefit and enrichment of others.

I commend the 2015 Annual Report to you.

Bruce R Youlden, Ph.D; MACE
Principal

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 oversees the operation of 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, RoSA, 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.

Note: Exempt students not included

Reading

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	2%	98%
Year 5	0%	5.6%	94.4%
Year 7	0%	2.7%	97.3%
Year 9	0%	4.2%	95.8%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	2%	98%
Year 5	0%	1.8%	98.2%
Year 7	4.1%	17.8%	78.1%
Year 9	5.6%	16.9%	77.5%

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	9.8%	90.2%
Year 5	0%	1.8%	98.2%
Year 7	1.4%	4.1%	94.5%
Year 9	2.8%	2.8%	94.4%

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	9.8%	90.2%
Year 5	0%	0%	100%
Year 7	1.4%	4.1%	94.5%
Year 9	2.8%	12.7%	84.5%

Interpretative Comments

NAPLAN Reading Results:

100% of Year 3 students were at minimum standard or higher in Reading.

100% of Year 5 students were at minimum standard or higher in Reading.

100% of Year 7 students were at minimum standard or higher in Reading.

100% of Year 9 students were at minimum standard or higher in Reading.

NAPLAN Writing Results:

100% of Year 3 students were at minimum standard or higher in Writing.

100% of Year 5 students were at minimum standard or higher in Writing.

95.9% of Year 7 students were at minimum standard or higher in Writing.

94.4% of Year 9 students were at minimum standard or higher in Writing.

NAPLAN Spelling Results:

100% of Year 3 students were at minimum standard or higher in Spelling.

100% of Year 5 students were at minimum standard or higher in Spelling.

98.6% of Year 7 students were at minimum standard or higher in Spelling.

97.2% of Year 9 students were at minimum standard or higher in Spelling.

NAPLAN Grammar and Punctuation Results:

100% of Year 3 students were at minimum standard or higher in Grammar and Punctuation.

100% of Year 5 students were at minimum standard or higher in Grammar and Punctuation.

98.6% of Year 7 students were at minimum standard or higher in Grammar and Punctuation.

97.2% of Year 9 students were at minimum standard or higher in Grammar and Punctuation.

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%	3.9%	96.1%
Year 5	0%	1.9%	98.1%
Year 7	0%	6.8%	93.2%
Year 9	0%	4.3%	95.7%

Interpretative Comments

NAPLAN Numeracy Results:

100% of Year 3 students were at minimum standard or higher in Numeracy.

100% of Year 5 students were at minimum standard or higher in Numeracy.

100% of Year 7 students were at minimum standard or higher in Numeracy.

100% of Year 9 students were at minimum standard or higher in Numeracy.

3.2   Record of School Achievement

Item	Students
Number of Students studying in Year 10	66
Number of ROSAs issued by the Board of Studies in 2015	3

3.3 Results of the Higher School Certificate Examination 2015

Comparison of 2015 results compared to the state

Subject	No of students		Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Ancient History	11	School	36	54	9
		State	33	50	17
Biology	17	School	59	41	0
		State	28	56	15
Business Studies	11	School	63	36	0
		State	36	52	11
Chemistry	6	School	50	50	0
		State	41	52	9
Design and Technology	2	School	100	0	0
		State	36	58	4
English (Standard)	33	School	36	57	6
		State	8	76	15
English (Advanced)	24	School	84	17	0
		State	57	41	1
English Extension 1	6	School	84	17	
		State	95	6	
English Extension 2	2	School	100	0	
		State	82	17	
Geography	21	School	57	43	0
		State	41	45	12

Subject	No of students		Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Information Processes and Technology	5	School	80	20	0
		State	32	52	15
Legal Studies	5	School	100	0	0
		State	41	49	10
Mathematics General	31	School	48	48	3
		State	26	48	24
Mathematics	18	School	72	28	0
		State	53	38	9
Mathematics Extension 1	7	School	86	14	
		State	84	16	
Modern History	7	School	57	43	0
		State	43	45	9
History Extension 1	3	School	33	67	
		State	78	21	
Music 1	6	School	84	17	0
		State	62	36	2
Personal Development, Health and Physical Education	9	School	55	44	0
		State	30	61	9
Physics	17	School	24	65	12
		State	28	60	10
Studies of Religion I	21	School	47	53	0
		State	51	45	5

Subject	No of students		Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Studies of Religion II	37	School	46	51	3
		State	40	50	10
Visual Arts	8	School	88	13	0
		State	51	44	1
Hospitality Examination (Food and Beverage)	4	School	75	25	0
		State	23	57	3

Interpretative comments for Higher School Certificate results

Ancient History

18% of students gained a result in band 6 compared to the state distribution of 8%

Biology

59% of students gained a result in band 5 or 6 compared to the state distribution of 28%

Business Studies

27% of students gained a result in band 6 compared to the state distribution of 8%

63% of students gained a result in band 5 or 6 compared to the state distribution of 36%

Chemistry

50% of students gained a result in band 5 or 6 compared to the state distribution of 41%

Design and Technology

50% of students gained a result in band 6 compared to the state distribution of 12%

100% of students gained a result in band 5 or 6 compared to the state distribution of 36%

English (Standard)

78% of students gained a result in the top 3 bands compared to the state distribution of 42%

English (Advanced)

38% of students gained a result in band 6 compared to the state distribution of 15%

84% of students gained a result in band 5 or 6 compared to the state distribution of 57%

100% of students gained a result in the top 3 bands compared to the state distribution of 91%

English Extension 2

100% of students gained a result in the top 2 bands (E3/E4) compared to the state distribution of 82%

Geography

57% of students gained a result in band 5 or 6 compared to the state distribution of 42%

90% of students gained a result in the top 3 bands compared to the state distribution of 67%

Information Processes and Technology

40% of students gained a result in band 6 compared to the state distribution of 7%

80% of students gained a result in band 5 or 6 compared to the state distribution of 32%

100% of students gained a result in the top 3 bands compared to the state distribution of 65%

Legal Studies

20% of students gained a result in band 6 compared to the state distribution of 11%

100% of students gained a result in band 5 or 6 compared to the state distribution of 41%

General Mathematics

16% of students gained a result in band 6 compared to the state distribution of 6%

48% of students gained a result in band 5 or 6 compared to the state distribution of 26%

83% of students gained a result in the top 3 bands compared to the state distribution of 50%

Mathematics

72% of students gained a result in band 5 or 6 compared to the state distribution of 53%

89% of students gained a result in the top 3 bands compared to the state distribution of 81%

Modern History

57% of students gained a result in band 5 or 6 compared to the state distribution of 43%

86% of students gained a result in the top 3 bands compared to the state distribution of 71%

Music 1

84% of students gained a result in band 5 or 6 compared to the state distribution of 62%

Personal Development, Health and Physical Education

44% of students gained a result in band 6 compared to the state distribution of 9%

55% of students gained a result in band 5 or 6 compared to the state distribution of 30%

88% of students gained a result in the top 3 bands compared to the state distribution of 63%

Studies of Religion 2

16% of students gained a result in band 6 compared to the state distribution of 6%

Visual Arts

25% of students gained a result in band 6 compared to the state distribution of 13%

88% of students gained a result in band 5 or 6 compared to the state distribution of 54%

100% of students gained a result in the top 3 bands compared to the state distribution of 89%

Hospitality Examination

50% of students gained a result in band 6 compared to the state distribution of 3%

75% of students gained a result in band 5 or 6 compared to the state distribution of 23%

100% of students gained a result in the top 3 bands compared to the state distribution of 59%

Comparison of 2015 HSC results as a trend over time

Subject	No of students	Year	Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Ancient History	11	2015	36	54	9
	9	2014	11	77	11
	5	2013	80	20	0
Biology	17	2015	59	41	0
	16	2014	38	63	0
	14	2013	50	43	7
Business Studies	11	2015	63	36	0
	7	2014	100	0	0

Subject	No of students	Year	Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
	10	2013	60	40	0
Chemistry	6	2015	50	50	0
	8	2014	63	38	0
	8	2013	75	25	0
Design and Technology	2	2015	100	0	0
	10	2014	30	70	0
	11	2013	36	63	0
English (Standard)	33	2015	36	57	6
	34	2014	9	86	6
	35	2013	6	95	0
English (Advanced)	24	2015	84	17	0
	21	2014	76	24	0
	19	2013	58	42	0
English Extension 1	6	2015	84	17	
	4	2014	100	0	
	3	2013	100	0	
English Extension 2	2	2015	100	0	
	2	2014	100	0	
	2	2013	100	0	
Geography	21	2015	57	43	0
	14	2014	50	50	0
	12	2013	67	33	0

Subject	No of students	Year	Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Information Processes and Technology	5	2015	80	20	0
	3	2014	67	33	0
	2	2013	50	50	0
Legal Studies	5	2015	100	0	0
	6	2014	17	83	0
	11	2013	54	45	0
Mathematics General	31	2015	48	48	3
	34	2014	32	58	9
	29	2013	35	56	10
Mathematics	18	2015	72	28	0
	14	2014	58	43	0
	15	2013	60	40	0
Mathematics Extension 1	7	2015	86	14	
	6	2014	100	0	
	6	2013	66	33	
Modern History	7	2015	57	43	0
	5	2014	0	100	0
	6	2013	66	33	0
History Extension 1	3	2015	33	67	
	4	2014	25	75	
	-	2013	-	-	

Subject	No of students	Year	Performance band achievement by number and/or %		
			Bands 6 - 5	Bands 4 - 3	Bands 2 - 1
Music 1	6	2015	84	17	0
	6	2014	100	0	0
	11	2013	91	9	0
Personal Development, Health and Physical Education	9	2015	55	44	0
	18	2014	17	84	0
	18	2013	61	33	6
Physics	17	2015	24	65	12
	12	2014	17	83	0
	7	2013	43	57	0
Studies of Religion I	21	2015	47	53	0
	18	2014	45	45	11
	16	2013	44	56	0
Studies of Religion II	37	2015	46	51	3
	37	2014	38	56	5
	35	2013	43	48	9
Visual Arts	8	2015	88	13	0
	6	2014	84	17	0
	4	2013	75	25	0
Hospitality Examination (Food and Beverage)	4	2015	75	25	0
	4	2014	75	25	0
	4	2013	75	25	0

Interpretative comments for Higher School Certificate result trends over time

Ancient History

Has seen an improvement, especially in Band 6 results for 2015.

Biology

Has seen an improvement from 2014 to 2015, with similar results in 2015 to 2013.

Business Studies

Had excellent results in 2014 (100% Bands 5 and 6), and the 2015 results are an improvement on those from 2013.

Chemistry

Results have been similar over the three years.

Design and Technology

Excellent results this year (100% Bands 5 and 6), showing an improvement on the previous two years.

English (Standard)

Has shown an improvement in 2015, with a much higher percentage of Band 5 results than the previous two years. (It is almost impossible to gain a Band 6 in English Standard).

English (Advanced)

Has shown an improvement in 2015, with a much higher percentage of Band 6 results than the previous two years.

English Extension 2

Has maintained its 100% of students in the top two bands (E3 and E4).

Geography

Had excellent results in 2013 (67% Bands 5 and 6), and the 2015 results are an improvement on those from 2014.

Information Processes and Technology

Has shown an improvement in 2015, with 40% of the students gaining a Band 6, compared to 0% for the previous two years.

Legal Studies

Excellent results this year (100% Bands 5 and 6), showing an improvement on the previous two years.

General Mathematics

Good results in 2015, similar to those in 2013 and an improvement on 2014.

Mathematics

Similar results over the three years, although 2015 saw a higher percentage of the top two bands (72% Bands 5 and 6).

Modern History

Similar results in 2015 to 2013, in terms of Bands 5 and 6.

Music 1

Similar results over the three years, in terms of Bands 5 and 6.

Personal Development, Health and Physical Education

2015 saw a big improvement, especially in Band 6, with 44% for 2015 compared to 0% for the previous two years.

Studies of Religion 1

Saw a decline in the number of Band 6 results in 2015, although the total number of Band 5 and 6 results together remained about the same over the three years.

Studies of Religion 2

2015 saw an improvement, especially in Band 6, with 16% for 2015 compared to 0% for the previous two years.

Visual Arts

Has shown an improvement over the last three years.

Hospitality Examination

Has similar results over the three years.

4   Senior secondary outcomes

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

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)
ACER Assessment Research	1
Activating Stage 4 English	6
AIS Languages Conf	1
AIS Leadership Executive	1
AIS TAS Conf	2
ASA Conf NZ	1
Biology PD	1
Boys Conference	1
CAD / 3D modelling workshop	2
Colour Conference	1
Conflict in Europe	1
CPR Refresher Course	64
Cracking the Hard Class	1
Cyberbullying	64
Departmental Feedback Projects	34
EBE Conf	1
EduTEch	2
eSmart with Robyn Moore - Safe and Supportive Communities	64
Essay Writing Workshop	6
ETA	2

Areas of professional learning	Teachers (number or group)
Ethics Goes to the Movies	3
Food Safari	2
Future Schools	1
Future Strategic Improvements	64
Geography GIS Seminar	4
GTA Conf	1
Guitar Lessons	2
History Ext Master Class	1
Imaginative Writing	6
Improving Student Feedback via the Department	34
Into English Poetry	1
Intro to Foreign & Indie Film for the English Classroom	6
Macq Uni SoR Conference	1
MANSW Event	2
MANSW PD Week	4
Maths NSW Conf	2
Modern History Master Class	1
Moodle Moot	1
Music Ednet	1
Online Art Course	1
SEQTA January Refresher	34
SEQTA Reporting Training	34
STEM Conf	1
Sydney Writers Festival	1
Teaching Kids to Code	1
TEDx	1
USA Studio Trip	1

Areas of professional learning	Teachers (number or group)
Using SEQTA to Plan and Program	34
Workshop on the poetry of Judith Wright	6
Writers Festival	1
Writing History	1
WWI History - Newcastle Uni	1

Total Staff PD experiences: 510

Average cost per teacher for professional learning: $1269

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	64
(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	
(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	
		Total number of teachers in school	64

6   Workforce composition (comment on Indigenous staff)

Teaching Staff (across both Junior and Senior School)   64

Full-time equivalent Teaching Staff   60.1

Ancillary Staff   26

Full-time equivalent Ancillary Staff   19.5

Full-time equivalent Indigenous Staff   0.8

7   Student attendance rate and non-attendance –
(BOSTES Focus Area for this Report)

7.1   Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	89.67%
Year 1	94.97%
Year 2	92.09%
Year 3	93.4%
Year 4	93.46%
Year 5	93.21%
Year 6	91.25%
Year 7	93.53%
Year 8	92.58%
Year 9	92.97%
Year 10	92.54%
Year 11	94.8%
Year 12	90.9%
Total school attendance average	92.72%

7.2   Management of non-attendance

Teachers mark rolls electronically via SEQTA Learning Management System

An automated SMS is sent to parents by 10:30am if the child is marked absent on the morning roll.

Students arriving late or leaving early are registered on the roll via Student Services and provided with a late or early leave slip.

The electronic attendance register on the database is coordinated by the College Office.

Students are required to bring a note the next day (or day of next attendance) explaining the 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-attendances or lateness.

Chronic lateness and absences are followed up and reported to the Home School Liaison Officer and attendance plans put in place through interviews with parents, student, and Head of School.

All absence notes are filed in the Administration Office Strong Room and archived for the appropriate period.

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

Percentage retention rate: **85%**

8.   Post School Destinations (secondary schools only) (report on the destination of all students 17 and over who left school during 2015)

Surveys of HSC students post school indicated that the majority of our students were offered University places, and most were attending University full time. University of Newcastle was the most popular destination, with some students also going to Avondale College, Sydney University, Macquarie University and Griffith University (Gold Coast). Two of our Year 12 students were offered apprenticeships and a few were taking a Gap Year before starting University in 2017.

9   Enrolment Policies and characteristics of the student body - (BOSTES Focus Area for this Report)

Enrolment Policy

1.   Introduction

Macquarie College is committed to addressing entry requirements and parent expectations for enrolment so that the best interests of all students, families, teachers and school community can be met with fairness and Christian courtesy.

 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. As limited places are available, parents are advised to submit and Enrolment Application at their earliest convenience to avoid disappointment. Arrangements will then be made for testing and an appointment organised for parents to inspect the facilities and to discuss the education program offered at the College.

All applications will be processed in accordance with the guidelines outlined below.

2.   Audience

The intended audience for this policy is parents considering enrolment for their child at Macquarie College, current parents of children at Macquarie College, all staff and students of Macquarie College.

3. Scope

This policy applies to both Junior and Senior School enrolments. Specific guidelines regarding Kindy enrolment are included in this document.   Enrolments for students with a disability is outlined in Enrolment Policy B - Students with a Disability.

4. Policy

4.1 Criteria of Entry

The following *criteria* shall generally apply to all student admission:

4.1.1 Family commitment to the Christian faith

4.1.2 Family commitment to the Christian philosophy and mission of the College

4.1.3 Family willingness to become actively involved in the life of the College

4.1.4 Family commitment to learning and advancement

4.1.5 Motivation and commitment of the family/student applicant

4.1.6 Goal orientation of the family/student applicant.

4.2 Priority of Placement

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

4.2.1   Families who are practicing members of the Seventh-day Adventist Church

4.2.2 Families where a sibling is currently enrolled in the College

4.2.3 Families who are currently enrolled in the Macquarie College Pre-School

4.2.4 Families in special circumstances are assessed at the discretion of the Admissions Panel

4.2.5 For Kindy, as a general rule, priority will be given to children turning five prior to January 1 of the school entry year, but consideration will be given to the maturation level of the child.

5. Procedure

The following *enrolment procedure* generally applies to student admission:

● Submission of Enrolment Application, with appropriate paperwork and payment of accompanying fees

● Placement of student on relevant Applicant List

● Acknowledgment Letter with Receipt for application fee

- Information Session for Parents of students in transition classes
    - o Transition to School Evening (for prospective Kindy parents only)
    - o Transition to Senior School Evenings (for prospective Year 7 parents only)

- Student Entry Assessment
    - o Kindy Readiness Screening
    - o JS: School Transition Assessment
    - o SS: Entrance Exam

- Panel interview of parents and students

- College consultation with current and/or previous schools, teachers and referees

- Admissions Committee appraisal of all applications

- Placement Offers mailed out – Round 1 or 2

- Placement confirmed by payment of Enrolment Deposit

- Confirmation Letter with Enrolment Deposit Receipt

- Welcome Pack with Post-Enrolment Forms for completion prior to commencement.

6. Other

Nil

7. **Appendices**

Appendix 1 - Conditions of Enrolment

Appendix 2 - Kindy Planning & Procedures (For internal view only).

8. **Supporting Documentation**

Enrolment Policy B - Students with a Disability (v2.0 Nov 2015)

Composition/characteristics of the student population

The College has 747 students of whom 357 are in Junior School and 388 in the Senior School with a slightly higher ratio of males to females.

Our College Community is made up primarily of families with a Christian faith, although we have families of non-Christian faiths and also families of no religious affiliation.

Students come from a variety of backgrounds including, socio-economic status, and students with special needs who all have a range of academic abilities and extra-curriculum interests.

Public and private bus services provide transport for most Macquarie College students who come from diverse localities across the Newcastle/Hunter region including Newcastle suburbs, areas around Lake Macquarie, and Hunter Valley (Maitland area).

10   School Policies

Student Welfare Policy (Manual 5.6.2) - *(BOSTES Focus Area for this Report)*

Summary of policies for Student Welfare

- *Student Welfare – Student Management and Anti-Bullying v1.0 for Public View Aug 2015*
- *Behaviour Management Flowchart – Appendix 5.1*
- *MCJS Reporting Bullying Flowchart*
- *Welfare Policy (SS)*
- *Protecting and Supporting Young People (GAPP)*

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
- administering 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 all policies are available on the College Moodle site. Parents within the College Community can access this site with a parent username and password provided by the College. External requests for policies may be made directly to the College Administration Office.

Changes made to the policy during 2015

A minor amendment to this policy (v1.1) was made in September 2015 to include Appendix 4 – The Office of the Children's Safety Commissioner – Resolving Complaints with Schools. The Office of the Children's eSafety Commissioner has provided advice to schools in a Letter to the Principal re "Cyberbullying – important changes from 1 July 2015", Page 2 - Resolving Complaints to Schools. This is available to College staff only.

Discipline Policy (Manual 5.7.1; 5.7.2)

Summary of policies for Student Discipline

The College Discipline policies cover the following topics in alignment with the BOSTES 'Principles of Procedural Fairness':

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 Policy includes a list of 'Consequences' that may result from serious infringements. This list of consequences plainly excludes corporal punishment as a disciplinary action. We also clearly state in the policy that the College prohibits corporal punishment. All disciplinary actions that may result in any sanction against a student including suspension, expulsion or exclusion follow processes of procedural fairness. At no time do we (either explicitly or implicitly) sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline.

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

The full texts of all policies are on the College Moodle site. Parents within the College Community can access this site with a parent username and password provided by the College. External requests for policies may be made directly to the College Administration Office.

Changes made to the policy during 2015

A minor amendment to this policy (v1.1) was made in September 2015 to include Appendix 4 – The Office of the Children's Safety Commissioner – Resolving Complaints with Schools.

Anti-Bullying Policy - *(BOSTES Focus Area for this Report)*

The Macquarie College Anti-Bullying Policy sits within two broader policies:
1. Junior School – 'Student Welfare – Student Management and Anti Bullying Policy'
2. Senior School – 'Welfare Policy'.

These policies play a significant role in providing a safe and supportive environment across both of our schools.

Location of the full text of the Anti-Bullying policy (including how to get a copy)

The full text of all policies are on the College Moodle site. Parents within the College Community can access this site with a parent username and password provided by the College. External requests for policies may be made directly to the College Administration Office.

Changes made to the policy during 2015

A minor amendment to this policy (v1.1) was made in September 2015 to include Appendix 4 – The Office of the Children's Safety Commissioner – Resolving Complaints with Schools.

Complaints and Grievances Policy - *(BOSTES Focus Area for this Report)*

Summary of policies for reporting complaints and resolving grievances

As part of providing a safe and supportive environment, the following policies and procedures are used in the management of complaints and grievances by students, teachers, and parents or other concerned persons.

- Addressing Concerns about a School – NNSW
- Grievance Procedure 2014

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

The full text of all policies are on the College Moodle site. Parents within the College Community can access this site with a parent username and password provided by the College. External requests for policies may be made directly to the College Administration Office.

Changes made to the policy during 2015

Nil

11   School determined improvement targets

Priority Areas for Improvement for 2016 (Schools in National Partnerships should include items from their school plan)

Senior School

1.   To implement Educator Impact (EI) as our appraisal process in a roll out with 20 SS Staff in 2016 and the entire teaching staff in 2017. EI is an innovative 360-degree teacher feedback tool for professional learning.
2.   To continue to develop our learning platform (SEQTA) - release of parent and student portals.
3.   To continue to implement continuous reporting with a view to generating reports K-12 on SEQTA.
4.   To improve and consolidate communication between the Senior School and our stakeholders

This link shows our Strategic Improvement Goals 2016.

file:///Users/manderson/Downloads/STRATEGIC%20IMPROVEMENT%20GOALS%202016.pdf

Junior School

1.   To further develop communication channels between home and school. Commence training for the implementation of SEQTA.
2.   To implement National Curriculum History units that were written in 2015.
3.   To embed a 'Thinking Curriculum (SIAS Project):
    a)   using a common language across K-6
    b)   building teachers' repertoire of teaching strategies that promote deep thinking. It's becoming part of the FABRIC of our school.

Achievement of Priority Areas listed for improvement in the 2015 report (Schools in National Partnerships should include achievements of items from their school plan)

Senior School

1. In 2015 Macquarie College received our eSmart accreditation - a recognition of the importance of transforming education in the context of an ICT environment.

2. The College identified and implemented a new Student Information System (SEQTA). The full implementation begins in 2016.

3. Plans were established and agreed for new reporting processes to begin in 2016. This included continuous reporting via SEQTA.

4. We have re defined the role of year advisors with a small time allocation to assist the Head of Welfare with student well-being management

5. A SIAS grant for improving HSC Teaching Practices helped drive several PD opportunities and the establishment of improved practices around HSC Teaching.

Junior School

1. Integration of Information and Communication Technology into student learning experiences within Junior School. PD has occurred in the use of SEQTA, google docs and IPad Apps.

2. National Curriculum Mathematics and Science Programs have been implemented in every class. Resources have been purchased to support the program.

3. A protective behaviours scope and sequence has been developed and is supported by the development and implementation of the ESmart program which promotes safe schools.

4. Our two-year 'Driving Thinking Deeper' project commenced in the Junior School. PD occurred throughout the year conducted by an AIS consultant. Changes to practise are evidenced in documentation, student awards and the language being used by both teachers and students.

5. The 'Communication between Parents/Careers and Junior School Staff' procedure has been implemented.

6. Embed a culture of reflection and improvement: The implementation of a thinking curriculum has provided a vehicle for the further development of a reflective culture. We have prioritised sharing time at both staff and stage meetings focused on what has worked and what hasn't. We have focused on seeing challenges as a necessary part of the growth process, rather than a negative reflection on one's ability.

7. The Junior School Music room has been extended and renovated. Choir, Chapel Band, Concert Band and ensembles are able to use this facility for rehearsals.

8. Anaphylaxis case management plans have been introduced for our anaphylactic Kindergarten students.

12   Initiatives promoting respect and responsibility

ESmart Schools

Macquarie College has undergone a 3-year process to becoming an eSmart School and we are pleased to report that we have received our eSmart accreditation. ESmart schools is a behaviour-change initiative in over 2,200 schools across Australia. The eSmart Schools Framework is designed to help schools improve cybersafety and reduce cyberbullying and bullying. A recent independent evaluation of over 6,000 parents, teachers, principals and students from eSmart schools across Australia found that 80% of Principals said it was effective in changing school culture and behaviour, 84% of Coordinators said it helped them to deliver policies and 98% of Principals would recommend eSmart schools Cyberbullying presentation

Wellbeing Presentations

As part of our safe and supportive schools and eSmart program Robyn Moore was invited to the College to run a series of key note talks. Robyn is a well-known figure on the Australian speaking circuit and delivered 3 meaningful presentations to Years 4-7, Years 8-12 and to parents. Robyn's theme was about being the best version of me and how this impacts our family and school relationships. She emphasised the importance of having self-respect and the responsibility we have to each other.

Invictus

Our Invictus Well-Being Program for Year 9 continues to go from strength to strength with very high levels of engagement by students. The program covers 4 aspects including skill development, community service, the journey and networking. In 2014 a high proportion of students achieved the gold and silver awards.

Chapels and Worships

Chapel programs and roll worships often cover areas promoting respect and responsibility in a Christian context.

Mentoring Programs

There are a number of mentoring programs operating in the Senior School - Year 5 and Year 10, Year 7 and Year 12 and Year 12 with selected staff.

13   Parent, student and teacher satisfaction

Macquarie College's satisfaction research included 3 online surveys administered between 11 November and 29 November 2015:

1.   Parent satisfaction surveys deployed via email to 673 parents resulted in 219 completed (or partially completed) surveys, representing a 33% response rate.

2.   Student satisfaction surveys were deployed by teachers via web link during class to 285 students (grade 7-12).

3.   Staff satisfaction surveys deployed via email to 94 staff resulted in 60 completed (or partially completed) surveys, representing a 64% response rate.

4.   School satisfaction indicators shows above average ratings in the following areas:
Leadership and Administration

   o   The College's vision and mission are clearly stated and integrated into College life

   o   Day to day organisation and management

   o   Positive Christian values and behaviour reflected by staff

   o   The attitude and performance of the Principal

   Facilities and Resources

   o   Convenient drop off/pick up access and parking at the College

   o   Presentation/maintenance of buildings and grounds

   o   Equipment and resources available to students

Community Spirit

o   Sense of community between students, parents and staff

o   Friendly and helpful office staff

o   Positive morale amongst parents

Communication

o   The student reporting process is effective

o   Clear and effective communications from the College

o   Timely communications providing adequate notice from the College

o   Effective methods are used for internal parent, student and staff communications

o   Consistently effective marketing and promotion to the wider community

o   The College uses an appropriate range of media/technologies in college marketing/communications

Student Development and Care

o   Safe and secure environment

o   The College prepares children well for transitioning between grades

o   Level of discipline to ensure good behaviours

o   Fair and consistent behaviour management in line with redemptive, positive Christian values

o   Promotes a strong College ethos with clear moral boundaries and Christian values

o   Providing practical personal/spiritual support and programs

o   Students are encouraged in a personal relationship with God

o   Homework is related to classwork

Achievement Opportunities

o   Career guidance programs

o   Appropriate class sizes

o   The college provides a stimulating learning environment/college work interesting and enjoyable

Affordability and Value

o   Appropriate level of College fees

o   Reasonable level of ancillary costs (uniforms etc…)

o   Overall value for money

14   Summary financial information

Income

Income Sources	Percentage of Total Income
Fees and private income	47.13
State recurrent grants	13.44
Commonwealth recurrent grants	38.52
Other Government grants	0.82
Government capital grants	0.00
Other capital income	0.10

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	62.31
Non-salary expenses	20.37
Classroom expenditure	5.65
Capital expenditure	11.67

15   Public disclosure of educational and financial performance

The 2015 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