NSW Education Standards Authority

Annual Report
2021

Reporting on the 2020 Calendar Year

Macquarie College

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

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

School Advisory Council Chairperson Statement

The Macquarie College School Advisory Council (MC SAC) exists as an advisory committee to support the College's Principal and Business Manager, by providing strategic input, advice and support across the full scope of the College's current and future programs and site developments.

2020 was the first year of a new quadrennium period, with a number of new MC SAC appointees finding their feet within the scope of their roles in the midst of the global pandemic.

The MC SAC is made up of the following persons, each of whom brings highly-valued and appreciated expertise to this key "critical friend" council:

- Dr Peter Beamish (Senior Lecturer - School of Education and Science. Avondale University College)
- Mr Lyndon Chapman (Retired ASA Associate Director)
- Mr Scott Coburn (Financial Controller - Graph Building)
- Mrs Sally Crews (Town Planner - Newcastle City Council)
- Dr Mara Evans (Clinical Psychologist - private practice)
- Dr David Fox (MC SAC Chairperson / Senior Director MTP Connect)
- Mr Nathan Hawkins (Strategy and Marketing - Newcastle University)
- Pastor Lizeth Momanga (Wallsend SDA Church)
- Mr Warwick Schmidt (Private business owner)

Despite the challenges that COVID-19 presented to the smooth and effective functioning of the College, the MC SAC was able to assist the Principal and Business Manager, particularly in the areas of:

- Prioritising the appointment of additional chaplains and student wellbeing staff to support the College's renewed focus of the spiritual and emotional wellbeing of our young people
- Identifying a sustainable financial strategy during the early stages of the pandemic to particularly assist MC families who may have been struggling financially due to circumstances beyond their control, and,
- The build out of various pedagogical and site development initiatives (as described in the Principal's section below) to help ensure the ongoing improvement of both MC's learning programs and facilities.

Hence, while 2020 was a somewhat unique year, it remains as a year of significant growth and progression at the College and I trust that you will enjoy the events and achievements reported upon in the following pages.

Dr David Fox

Macquarie College - School Advisory Council Chairperson

Principal's Statement

Macquarie College (MC) aspires to be a school which co-evolves a new exemplar of future-focused schooling that contributes to the transformation of global education. In 2020 this aspiration was tested through the various adaptations necessitated due to the global pandemic.

Notwithstanding, MC's core organisational valuing of:

1. People (the uniqueness of all people in the community is embraced, nurtured and honoured with the intent to craft an inclusive culture that focuses on people first)
2. Growth (a community that is deliberately developmental, attentive to the personal, faith and learning journey of all people and intentional about the social, structural and cultural evolution of the school), and
3. Fun (a deep and profound love of learning, reflected as engagement, autonomy, enjoyment and connection).

was further embedded in the life of our community through the progression of numerous pedagogical and facility developments. Just some of those developments included:

1. The introduction of a new Senior School Design Lab to support the teaching of design thinking and project-based learning inspired by the Stanford University design school (stanford d school)
2. The K-12 Chaplaincy and Student Services Hubs, reflecting MC's understanding of the primacy of student spiritual nurture and wellbeing as being central to the philosophical underpinning of all that MC does
3. The Junior School playground redevelopment incorporating design elements to support the embedding of play-based learning throughout MC's K-2 programs based upon the seminal work of Prof. Pasi Sahlberg
4. The reimagining of the Senior School drama and performance spaces to allow for the expansion of MC's drama and performance programs through Stage 6.

While the above list is by no means exhaustive, it does reflect MC's intent to place our young people and their futures at the heart of all that we do as a 21st century focused school as we seek to prepare our young people for the workplaces and communities of the future.

Through what has been the most complex of school years, MC remained committed to providing a safe and inclusive learning community for all of our stakeholders and I commend the MC 2020 Annual Report to you as providing a snapshot of the progress and achievements of the past 12 months.

Mr. Rohan Deanshaw
Principal
Macquarie College

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

Macquarie College is owned and operated by SDA Schools (North New South Wales) Limited with its head office in Cooranbong, NSW. The Company is governed by the Board of Directors, the key governance committee that supports the operation of its member schools.

Macquarie College provides a comprehensive educational experience that is framed by a Christian worldview. It has a proud tradition of producing graduates that have not only achieved outstanding HSC and ATAR results, but are also equipped with the skills and dispositions to succeed in the employment and community settings of the future.

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 Preschool to Year 12.

Our specialist facilities include the Design Lab where the MC X program (our creative tinkering space for Junior School students), Learning Information Centre, Performing Arts Centre, Science labs, Engineering centre, Hospitality and Visual Arts centre, Design and Technology centre and our new MC Sport facility, each provide a unique setting where our specialist teachers guide the development of future-focused skills within our student community.

Macquarie College provides extensive opportunities for students to participate in a broad range of leadership development programs such as the Student Council (SC) where key recommendations are made, in consultation with staff advisors, in relation to the current and future programs and development of the College. The School Captain, Prefect and House Captain program each provide unique opportunities for students to engage in specific programs designed to support the development of both individual and team-based leadership skills and dispositions, thus equipping Macquarie College students to become our community leaders of the future.

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

There are many opportunities for students to express their creativity through activities such as drama and musical productions. Extracurricular activities encompassing the Year 9 Invictus Program, various outdoor education 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. Upcoming years will see considerable changes regarding the Stage 6 syllabuses, as well as implementation of Project Based Learning, and an intensification of STEM integration and specific classes. Improvement goals are set annually as well as a review process for quality improvement, as part of a system wide multi-year review procedure. In addition, the College has implemented a wide-ranging reflection tool for teachers to improve their professional practice. This has had excellent success to date, and is expected to make a real impact moving forward.

3   Student performance in State-wide tests and examinations

3.1   Record of School Achievement

Item	Students
Number of Students studying in Year 10	71
Number of ROSAs issued by NESA in 2020	71

3.3   Results of the Higher School Certificate Examination 2020

Comparison of 2020 results compared to the state

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	3	School	33	33	33	0	0	0
		State	9	24	29	21	10	5
Biology	11	School	0	45	45	9	0	0
		State	6	24	32	24	11	2
Business Studies	19	School	0	47	42	11	0	0
		State	9	26	27	20	11	6
Chemistry	11	School	27	9	36	18	9	0
		State	13	30	26	21	8	1
Design and Technology	5	School	20	20	20	40	0	0
		State	16	31	36	15	2	0
Engineering Studies	2	School	100	0	0	0	0	0
		State	12	22	34	23	6	2
English Standard	25	School	0	24	64	12	0	0
		State	1	11	46	31	10	1
English Advanced	30	School	7	47	47	0	0	0
		State	14	49	31	5	1	0
English Extension 1	6	School	17 (E4)	67 (E3)	17 (E2)	0 (E1)		
		State	39	54	7	1		
English Extension 2	3	School	0 (E4)	67 (E3)	33 (E2)	0 (E1)		
		State	26	57	17	1		

Subject	N	Source						
Geography	14	School	7	57	36	0	0	0
		State	12	29	29	16	8	4
Legal Studies	9	School	0	33	44	22	0	0
		State	15	24	28	21	8	2
Mathematics Standard	22	School	18	27	41	9	5	0
		State	5	19	25	25	17	7
Mathematics Advanced	22	School	18	36	23	23	0	0
		State	23	29	28	15	3	1
Mathematics Extension 1	10	School	40 (E4)	10 (E3)	50 (E2)	0 (E1)		
		State	38	36	20	5		
Mathematics Extension 2	1	School	100 (E4)	0 (E3)	0 (E2)	0 (E1)		
		State	36	48	13	3		
Modern History	9	School	0	33	56	11	0	0
		State	10	27	29	18	9	6
History Extension	3	School	0 (E4)	33 (E3)	67 (E2)	0 (E1)		
		State	21	56	22	2		
Music 1	6	School	67	33	0	0	0	0
		State	22	42	26	7	1	0
PDHPE	14	School	0	64	29	7	0	0
		State	9	25	27	24	10	4
Physics	8	School	25	25	13	13	25	0
		State	13	28	26	19	10	4
Science Extension	2	School	0 (E4)	100 (E3)	0 (E2)	0 (E1)		
		State	7	67	25	1		

Studies of Religion 1	5	School	0	20	60	20	0	0
		State	8	36	33	17	5	1
Studies of Religion 2	50	School	0	34	40	20	4	2
		State	7	37	30	18	6	2
Visual Arts	2	School	0	100	0	0	0	0
		State	17	48	25	8	1	0
Hospitality Examination (Food and Beverage)	7	School	0	43	43	0	14	0
		State	2	18	29	25	6	1

Interpretative comments for Higher School Certificate results

Ancient History

33% of students gained a result in band 6 compared to the state distribution of 9%

66% of students gained a result in band 5 or 6 compared to the state distribution of 33%

Biology

45% of students gained a result in band 5 or 6 compared to the state distribution of 30%

90% of students gained a result in the top 3 bands compared to the state distribution of 62%

Business Studies

47% of students gained a result in band 5 or 6 compared to the state distribution of 35%

89% of students gained a result in the top 3 bands compared to the state distribution of 62%

Chemistry

27% of students gained a result in band 6 compared to the state distribution of 13%

English Standard

24% of students gained a result in band 5 or 6 compared to the state distribution of 12%

88% of students gained a result in the top 3 bands compared to the state distribution of 58%

English Advanced

100% of students gained a result in the top 3 bands compared to the state distribution of 94%

Geography

64% of students gained a result in band 5 or 6 compared to the state distribution of 41%

100% of students gained a result in the top 3 bands compared to the state distribution of 70%

Legal Studies

77% of students gained a result in the top 3 bands compared to the state distribution of 67%

Mathematics Standard

18% of students gained a result in band 6 compared to the state distribution of 5%

45% of students gained a result in band 5 or 6 compared to the state distribution of 24%

86% of students gained a result in the top 3 bands compared to the state distribution of 49%

Mathematics Advanced (New Syllabus in 2020)

54% of students gained a result in band 5 or 6 compared to the state distribution of 52%

Mathematics Extension 1

40% of students gained a result in the top band (E4) compared to the state distribution of 38%

Mathematics Extension 2

100% of students gained a result in the top band (E4) compared to the state distribution of 36%

Modern History

89% of students gained a result in the top 3 bands compared to the state distribution of 66%

Music 1

67% of students gained a result in band 6 compared to the state distribution of 22%

100% of students gained a result in band 5 or 6 compared to the state distribution of 64%

Physics

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

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

Visual Arts

100% of students gained a result in band 5 or 6 compared to the state distribution of 65%

Hospitality Examination

43% of students gained a result in band 5 or 6 compared to the state distribution of 20%

86% of students gained a result in the top 3 bands compared to the state distribution of 49%

Comparison of 2020 HSC results as a trend over time

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	3	2020	33	33	33	0	0	0
	7	2019	0	14	57	14	14	0
	5	2018	40	40	20	0	0	0
Biology	11	2020	0	45	45	9	0	0
	10	2019	20	50	30	0	0	0
	13	2018	0	38	54	8	0	0
Business Studies	19	2020	0	47	42	11	0	0
	15	2019	7	27	33	33	0	0
	14	2018	7	36	43	14	0	0
Chemistry	11	2020	27	9	36	18	9	0
	9	2019	22	22	11	44	0	0
	7	2018	0	43	43	14	0	0
Design and Technology	5	2020	20	20	20	40	0	0
	5	2019	0	0	20	80	0	0
	6	2018	0	67	17	17	0	0
Engineering Studies	2	2020	100	0	0	0	0	0
	2	2019	0	50	50	0	0	0
	NA	2018	NA	NA	NA	NA	NA	NA
English Standard	25	2020	0	24	64	12	0	0
	28	2019	0	0	57	29	14	0
	15	2018	0	20	40	40	0	0

	30	2020	7	47	47	0	0	0
English Advanced	25	2019	4	60	36	0	0	0
	47	2018	4	55	34	6	0	0
	6	2020	17 (E4)	67 (E3)	17 (E2)	0 (E1)		
English Extension 1	5	2019	0	100	0	0	-	-
	8	2018	0	63	38	0	-	-
	3	2020	0 (E4)	67 (E3)	33 (E2)	0 (E1)		
English Extension 2	3	2019	0	0	100	0	-	-
	5	2018	0	80	20	0	-	-
	14	2020	7	57	36	0	0	0
Geography	16	2019	6	31	44	19	0	0
	16	2018	13	56	31	0	0	0
	9	2020	0	33	44	22	0	0
Legal Studies	9	2019	11	44	44	0	0	0
	10	2018	10	40	50	0	0	0
	22	2020	18	27	41	9	5	0
Mathematics Standard	28	2019	4	36	39	11	11	0
	30	2018	13	30	40	13	3	0
Mathematics Advanced (NEW syllabus)	22	2020	18	36	23	23	0	0
Mathematics (OLD syllabus)	16	2019	31	6	50	13	0	0
	18	2018	17	39	28	11	6	0
	10	2020	40 (E4)	10 (E3)	50 (E2)	0 (E1)		
Mathematics Extension 1	3	2019	33	67	0	0	-	-

	5	2018	0	80	20	0	-	-
Modern History	9	2020	0	33	56	11	0	0
	5	2019	0	20	80	0	0	0
	5	2018	0	20	60	20	0	0
History Extension	3	2020	0 (E4)	33 (E3)	67 (E2)	0 (E1)		
	3	2019	0	0	100	0	-	-
	2	2018	0	100	0	0	-	-
Music 1	6	2020	67	33	0	0	0	0
	7	2019	43	43	14	0	0	0
	8	2018	13	87	0	0	0	0
Personal Development, Health and Physical Education	14	2020	0	64	29	7	0	0
	13	2019	0	23	38	38	0	0
	19	2018	0	42	32	11	16	0
Physics	8	2020	25	25	13	13	25	0
	4	2019	25	25	50	0	0	0
	10	2018	0	10	70	0	10	10
Studies of Religion 1	5	2020	0	20	60	20	0	0
	10	2019	0	30	50	20	0	0
	11	2018	9	9	45	36	0	0
Studies of Religion 2	50	2020	0	34	40	20	4	2
	44	2019	7	23	32	20	18	0
	51	2018	0	33	35	24	8	0
Visual Arts	2	2020	0	100	0	0	0	0
	5	2019	0	0	100	0	0	0
	11	2018	0	64	36	0	0	0

	7	2020	0	43	43	0	14	0
Hospitality Examination (Food and Beverage)	4	2019	0	25	50	25	0	0
	6	2018	0	17	33	33	17	0

Interpretative comments for Higher School Certificate result trends over time

Ancient History

Increase in the percentage of Band 6 results from the previous year, as well as an increase in the total percentage of Band 5 and 6 results from the previous year.

Biology

Decrease in the percentage of Band 6 results from the previous year, as well as a decrease in the total percentage of Band 5 and 6 results from the previous year.

Business Studies

Decrease in the percentage of Band 6 results from the previous two years, but an increase in the total percentage of Band 5 and 6 results from the previous year.

Chemistry

Continued increase in the percentage of Band 6 results from the previous two years.

Design and Technology

Increase in the percentage of Band 6 results from the previous two years, as well as an increase in the total percentage of Band 5 and 6 results from the previous year.

English Standard

Increase in the total percentage of Band 5 and 6 results from the previous year.

English Advanced

Similar results to previous years.

English Extension 1

Increase in the percentage of students achieving an E4, compared to the previous two years.

English Extension 2

Similar results to 2018.

Geography

Increase in the total percentage of Band 5 and 6 results from the previous year.

Legal Studies

Decrease in the total percentage of Band 5 and 6 results when compared to the previous two years.

Mathematics Standard

The second year for the new syllabus (previously called "Mathematics General") saw an increase in the percentage of Band 6 results, as well as an increase in the total percentage of Band 5 and 6 results.

Mathematics Advanced

(2020 was the first year the new syllabus was examined. Previous years are reporting on the old syllabus, "Mathematics").

Mathematics Extension 1

(2020 was the first year the new syllabus was examined. Previous years are reporting on the old syllabus).

Modern History

Similar results to the previous two years.

Music 1

Increase in the percentage of students achieving a Band 6, as well as an increase in the percentage of students achieving a Band 5 or 6, when compared to 2019.

Personal Development, Health and Physical Education

Increase in the percentage of students achieving in the top 2 bands.

Physics

Similar results to 2019.

Studies of Religion 1

Similar results to 2019.

Studies of Religion 2

Similar results to the previous two years.

Visual Arts

Increase in the percentage of Band 5 results.

Hospitality Examination

Increase in the total percentage of Band 5 and 6 results, compared to the previous two years.

4　　Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training:
15%

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)
7-10 ACHPER Course	3
Accidental Counsellor Foundations 2-day	2
AIS Child Protection Training	115
AISNSW History Extension Symposium 2020	1
Association of Children's Welfare Course	1
Brightworks Curious Educators Course	1
Bus License	1
Chemistry Teachers Lecture Day	1
CPR	67
Diverse Learners	1
Economics Teachers Conference	1
Engineering Systems - Tech Teachers Course	1
Ext English 2 Online Course	1
First Aid	67
Future Schools Alliance visits to various member school campuses throughout Australia	35
HRIS Library Meetings	1
HSC Maths PD	1
Investigative style assignments in Stage 6 - Online	2
Living Works - Recognising Suicide	1
Meet the Markers - Science Courses	3
NCCD Application and Evidence - Full day AIS	1
NCCD Network Meeting	2
NCCD Overview - AIS	3
NCCD Overview and Moderation - Full day AIS	1
NSW Child Protection Updates	3
Online Maths Ext Course	1
PASS Webinar	1
Physics PD	1
Resilience PD	2

Smarter Stronger	2
Teaching EAL/D Students	5
Trauma Informed Teaching	1
Understanding Giftedness	1
Universal Design Learning	1
Vectors Course	2

Total Staff PD experiences: 298

Average cost per teacher for professional
learning: $1449.00

5.2 Teacher Accreditation Status

Accreditation Level of Teachers		Numbers of teachers
(i)	Conditional	4
(ii)	Provisional	3
(iii)	Proficient or higher	62
		69

6 Workforce composition (comment on Indigenous staff)

Teaching Staff (Kindergarten - Year 12) - Count	69
Teaching Staff (Kindergarten - Year 12) - FTE	66
Admin and Support Staff - Count[*]	41
Admin and Support - FTE[#]	31.42
Total Staff - Count	110
Total Staff - FTE	97.42
Indigenous Staff - Count	2
Indigenous Staff - FTE	1.39

* Includes 7 cleaners in Count

Includes 5.32 FTE's

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	95.71
Year 1	95.77
Year 2	94.59
Year 3	95.59
Year 4	95.43
Year 5	94.90
Year 6	94.47
Year 7	96.04
Year 8	96.05
Year 9	93.75
Year 10	93.58
Year 11	94.10
Year 12	95.95
Total school attendance average	**95.07**

7.2 Management of non-attendance

If a pattern of poor attendance becomes apparent to the class or roll teacher, parents will be contacted by the Class Teacher or Year Advisor to address the problem. In some cases, the AIS will be notified and the school will work with parents and agencies on an attendance plan for the student. Students and parents/carers will be reminded of the legal obligation for students to be attending school unless there is an acceptable reason for being absent.

(Excerpt from *MC Student Attendance Guidelines 2021*). Also see *Appendix A: The Management of Habitual and Chronic Non-Attendance*).

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

Percentage retention rate:

80%

8   Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2020)

Surveys of HSC students post school indicated that the majority of our students were offered University places, and most were attending University full time. The University of Newcastle was the most popular destination, with some students also going to Avondale College, ANU, Griffith and AMPA. A variety of degrees were being pursued, including Law, Physio, Business, Education, Medicine, Engineering, Music, etc. A few students indicated that they were planning to take a gap year prior to commencing tertiary study in 2022. A number of students also reported an intention to enter the workforce immediately upon completing the HSC, or pursue further study at TAFE.

9   Enrolment Policies and characteristics of the student body

Applications

Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at a nominated SDA school.

Students enrolling in K at Macquarie College for the first time will be at least 5 years of age on or before 31 March of the enrolling year.

Please Note: Individual SDA schools may vary in the starting age of students.

Immunisation Requirements

All schools are required to request an immunisation certificate at enrolment.

The school will then:
- record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three years after the child has ceased to attend the school;
- provide a copy of a child's immunisation certificate to a school that the child has transferred to (on request);
- notify the public health unit if an enrolled child has a vaccine preventable disease, or if they reasonably believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease;
- exclude unimmunised children at risk of contracting a disease from attending school on the direction of a public health officer. (check).

If a child has not been immunised, parents/caregivers must provide a letter of conscientious objection. This will be noted on the school's database so that these children can be easily identified in the case of outbreaks of preventable disease or illness.

Processing Applications

1. The school will base any decision about offering a place to a student on:
   - Family Relationship with the school:
     - o   the applicant coming from a Seventh-day Adventist family;
     - o   sibling of a current or ex-student;
     - o   whether they hold attitudes, values and priorities that are compatible with the school ethos.
   - The Student:
     - o   the contribution that the student may make to the school, including the co-curricular activities;
     - o   any special needs or abilities of the student;
     - o   the student's reports from previous schools.
   - Other Considerations:
     - o   order of receipt - when the application to enrol is received by the school.

2. The school will meet with the parent/caregiver(s) including the students before offering a place.

3. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.

4. Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.

Composition/characteristics of the student population

The College has 872 students of whom 421 are in Junior School and 451 in the Senior School with a ratio of 435 males to 437 females across the College.

Our College Community is made up primarily of families with a Christian faith (approx. 63%), although we have families of non-Christian faiths (approx. 10%) and families of no religious affiliation or faith not identified (approx. 27%).

Students come from a variety of backgrounds including socio-economic status, students with special needs, and those with a range of academic abilities and extra-curricular 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

Summary of policies for Student Welfare

Student Wellbeing Guidelines

Rationale

Macquarie College is an aspirational, future-focused learning community, where the pursuit of excellence is nurtured in an inclusive, Christ-centred environment. Within that context, student wellbeing is considered as being central in all MC programs and thinking. This guidelines document is intended to provide a framework to support the work of all staff at MC, but most particularly, the MC Student Wellbeing Team (SWT).

The Student Wellbeing Team (SWT)

The SWT at MC consists of the following personnel:

- The Assistant Principal (Student Wellbeing).
- The Senior Chaplain (as a representative of the broader chaplaincy team in relation to the chaplain's role as an incidental counsellor and a proactive leader of positive student experiences).
- The MC Learn Manager (currently this role is filled by the Assistant Principal (Junior School) as part of the scope of their responsibilities).
- MC Counsellors.
- Other MC staff as applicable to the functionality of their roles where their duties include direct involvement in student wellbeing matters (E.g. Student Management processes, students at risk etc.).

The Invictus Wellbeing Program – an MC Led Community of Wellbeing Schools

The Invictus Wellbeing Program, operated through The Invictus Wellbeing Institute, and led onsite by the Assistant Principal (Student Wellbeing) seeks to ensure that students can graduate from school, not just with adequate literacy and numeracy, but with an empowered sense of purpose and kindness in the way they interact with themselves, their world and others.

While the Invictus Wellbeing Program currently provides support for students and teachers 7-10, in 2021 MC will begin to take steps to provide an extension of the program to students in K-6.

The day-to-day operation of the SWT

The SWT at MC is responsible, under the leadership of the AP (Student Wellbeing), for the day-to-day proactive management of the following areas of the school's programs:
1. **Child Protection** - Ensure that the full expectations of the NNSW School Company and MC Child Protection policies and guidelines are implemented in regard to all College programs and processes.
2. **The Invictus Wellbeing Program** - the effective delivery of the Invictus program K-12.

3. **K-12 Student Behaviour Management** - the proactive and positive development and implementation of the College's student management processes.
4. **MC Learn** (Learning Enrichment) - including, but not limited to, the College's implementation of effective responses to mandated and best-practice NCCD/SWD/IEP/ILP processes and student learning extension programs and initiatives.
5. **Counselling** - best-practice responses to *MC Student at Risk* data, proactive/reactive intervention strategies and collaboration with external agencies.
6. **Students at Risk** – Coordination of the College's response to all *Student at Risk* matters, including the ongoing case management of students at risk of significant harm in consultation with external agencies.
7. **Student Attendance** – Support, as related to student wellbeing, the College's responses to and management of student attendance to ensure compliance with relevant government and NESA expectations.
8. **Mentoring Staff** - Mentoring of all MC staff and the day-to-day modelling of appropriate student wellbeing related practices.
9. **Camps and Extracurricular Programs** - attendance and participation by Student Wellbeing staff in the College's camps and extra-curricular programs as appropriate, to both support students and mentor staff.
10. **Student Advocacy** - Ongoing interest in, support of, supervision and mentoring of the College's students as part of a whole-of-college approach to student wellbeing.

Supporting Documentation

- MC Child Protection Guidelines
- MC Student at Risk Forms (A, B, C, D)
- MC Chaplaincy Guidelines

The full text of Student Wellbeing Guidelines is found on the school's intranet. To obtain a copy please ask at the front office.

Discipline Policy

Macquarie College (MC) seeks to provide a learning community which enhances the academic, social, emotional and spiritual growth of every student. MC uses procedural fairness and natural justice based on the principle of restorative justice. As such, MC believes that while students do make mistakes from time to time, they are responsible for repairing any harm that they cause. With this principle forming the basis of the MC *Student Management Guidelines,* students are encouraged to further develop a growth mindset equipping themselves with skills that will enable them to develop a character that sees them able to become positive, contributing members of society.

The intent of the MC *Student Management Guidelines* is to encourage students to become self-disciplined and to take responsibility for their own actions, with emphasis placed on positive behaviour rather than merely punishing negative behaviour.

MC expressly prohibits the use of corporal punishment in disciplining students attending the school. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/carers, to support the student management processes of the school.

The full text of the Student Management Guidelines is found on the school's intranet. To obtain a copy please ask at the front Office.

Anti-Bullying Policy

Bullying is the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and social behaviours and/or digital communication that either intends, or in the circumstances could reasonably be expected to cause physical, social and/or psychological harm. It may involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)

- not liking someone or a single act of social rejection

- one-off acts of meanness or spite

- isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved. MC is committed to building resilience in young people to better equip them in dealing with difficult and unwelcome circumstances which they may well encounter in the future throughout their professional and private lives.

MC has a policy of zero tolerance to bullying. Students who are victims of or witnesses to these practices should report them immediately to a staff member whom they feel comfortable to confide in or make a report via the on-line "bully button", or box inside the MC Library Information Centre.

On receipt of a report, the matter will be investigated by an appropriate MC staff member. Students found to have bullied will be managed per the outline provided by the MC Student Management Guidelines. As with all student management processes at MC, such matters will be undertaken through an intentionally restorative justice methodology.

Responses by MC to incidents of bullying may include, but are not limited to: In-school reflection session/suspension, student conferences (bully and victim), parent/carer meetings, student contracts, mandatory counselling, mentoring support, etc.

Repeat incidents of bullying may result in the matter being referred to an MC Student Management Committee where a given student's enrolment may be reviewed and, where appropriate, Police intervention may be requested.

*All instances of bullying are to be logged into the given student/s SEQTA record

The full text of Student Management Guidelines is found on the school's intranet. To obtain a copy please ask at the front office.

Complaints and Grievances Policy

1. Purpose

This Guideline is intended to ensure that complaints are handled fairly, efficiently and effectively. The complaints management system is intended to:

- enable schools and the Company to respond to issues raised by people making complaints in a timely way; and
- provide information that can be used to deliver quality improvements in schools, systems, practices, procedures and complaint handling.

This document provides the key principles and concepts of the complaints management system for both staff and parents and others who wish to make a complaint.

2. Company Commitment

The company expects staff at all levels to be committed to fair, effective and efficient complaint handling.

a. Director

The Director is committed to promoting a culture that values complaints and their effective resolution by:

- providing adequate support and direction to key staff responsible for handling complaints;
- regularly reviewing reports about complaint trends and issues arising from complaints;
- encouraging staff to make recommendations for system improvements;
- supporting recommendations for system improvements arising from analysis of complaint data.

b. Principal

The Principal is responsible for complaint handling in each school and is committed to establishing and managing the complaints management system by:

- providing regular reports to the Director on issues arising from complaint handling work;
- ensuring recommendations arising out of complaint data analysis are canvassed with the Director and implemented where appropriate;
- training and empowering staff to resolve complaints promptly and in accordance with company policies and guidelines.
- encouraging staff to provide suggestions on ways to improve the company's complaints management system.

c. Staff

Staff whose duties include complaint handling are expected to be committed to demonstrating exemplary complaint handling practices by:

- treating all people with respect, including people who make complaints;
- complying with the Company Complaints Handling Guideline;
- keeping informed about best practice in complaint handling;
- assisting people who wish to make complaints to access the complaints handling guideline;
- assisting those handling complaints to resolve matters promptly;
- providing feedback to their principal/director on issues arising from complaints; and
- implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

3. Guiding Principles

Facilitating Complaints

People focus

The company is committed to seeking and receiving feedback and complaints about practices, procedures and complaint handling at schools and/or the company level.

Any concerns raised in feedback or complaints will be dealt with within a reasonable timeframe.

People making complaints will be:
- provided with information about the complaints handling process;
- listened to, treated with respect by staff and actively involved in the complaint process where practicable and appropriate; and
- provided with reasons for decision/s and any options for redress or review.

No detriment to people making complaints

All reasonable steps will be taken to ensure that people making complaints are not adversely affected because a complaint has been made by them or on their behalf.

Anonymous complaints

Anonymous complaints will be accepted and there will be an investigation of the issues raised where there is enough relevant information provided, including the identity of the school or office to which the complaint relates.

Visibility and transparency

Information about how and where complaints may be made will be readily available and publicised on school websites.

Accessibility

The company is committed to ensuring that its complaints management process is easily understood and accessible to everyone, particularly people who may require assistance, for example, people for whom English is not their first language.

If a person prefers or needs another person to assist them in the making and/or resolution of their complaint, the school or company will communicate with them through their representative if this is their wish. Anyone may represent a person wishing to make a complaint, with their consent.

Respond to Complaints

Early resolution

Where possible, complaints will be resolved at first contact with the particular school or, in the case of complaints about the company, first contact with the director.

Responsiveness

Complaints will be assessed and prioritised in accordance with the urgency and/or seriousness of the issues raised. If a matter concerns an immediate risk to safety or security the response will be immediate and will be escalated appropriately.

The company is committed to managing people's expectations and will inform them as soon as possible, of the following:
- the complaints process;
- the expected timeframes for actions;
- the progress of the complaint and reasons for any delay; and
- their likely involvement in the process.

The school or company will advise people as soon as practicable when it is unable to deal with any part of their complaint.

Objectivity and fairness

Each complaint will be addressed with integrity and in an equitable, objective and unbiased manner. Each complaint will be assessed on its merits.
Conflicts of interests, whether actual or perceived, will be managed responsibly. In particular, internal reviews of how a complaint was managed will be conducted by a person other than the original decision maker.

Confidentiality

The identity of people making complaints will be protected where this is practical and appropriate.

Personal information that identifies individuals will only be disclosed or used by the company as permitted under privacy legislation.

Manage the Parties to a Complaint

Empowerment of staff

All staff managing complaints are empowered to implement the complaints guideline as relevant to their role and responsibilities. Staff are empowered to resolve complaints promptly and with as little formality as possible. Staff are encouraged to provide feedback on the effectiveness of this complaints management process.

Managing unreasonable conduct by people making complaints

Schools and the company are committed to being accessible and responsive to all people who approach them with feedback or complaints.

When people behave unreasonably in their dealings with either a school or the company, conduct can significantly affect the progress and efficiency of the school or company's work. As a result, any conduct that negatively and unreasonably affects a school or the company will be proactively and decisively managed by staff.

4. **Complaint Management System**

Stages of Managing a Complaint

When responding to complaints, staff should act in accordance with this guideline. There are five key stages in the complaint management system:

- Receipt of complaints;
- Acknowledgement of complaints;
- Initial assessment and addressing of complaints;
- Providing reasons for decisions; and
- Closing the complaint, records keeping, redress and review.

Receipt of Complaints

Unless the complaint has been resolved at first point of contact, it will be recorded as a complaint together with its supporting information. Initially verbal complaints will be accepted but with serious complaints the person making the complaint may subsequently be asked to set out their complaint in writing.

The record of the complaint will identify:
- the contact information of the person making the complaint;
- issues raised by the person making the complaint;
- the school or company to which the complaint relates;
- the outcome/s sought;
- any other information required to properly respond to the matter; and
- any additional support the person making the complaint requires.

Acknowledgement of Complaints

The receipt of each complaint will be acknowledged promptly and usually within 10 working days.

Consideration will be given to the most appropriate medium for communicating with the person making a complaint, taking into account the needs of the school or the company and the expressed views of the person making the complaint.

Initial Assessment and Addressing of Complaints

After acknowledging receipt of the complaint, the staff member handling the complaint will confirm whether the issue/s raised in the complaint is/are within the school's or company's control. The outcome/s sought by the person making a complaint will be considered and, where there is more than one issue raised, there will be a determination whether each issue needs to be separately addressed.

When determining how a complaint will be managed, the issues raised will be assessed against the following criteria:
- severity;
- complexity;
- health and safety implications;
- impact on the individual or wider school community; and
- potential to escalate.

Addressing complaints

The methodology for addressing the complaint may include:
- working with the person making the complaint to see how the issues can be appropriately addressed;
- making inquiries with the person or area that is the subject of the complaint; and/or
- conducting an investigation into the issues raised in the complaint.

The nature and scope of any action taken will depend on a number of factors including:

- the circumstances of each case;
- any statutory requirements;
- the issue/s complained about;
- the parties involved; and
- the likely outcome.

5. Providing Reasons for Decisions

Following consideration of the complaint and any investigation into the issues raised, the person making the complaint will be contacted in a timely manner and advised of:
- the outcome of the complaint and any action that was taken arising out of the complaint so far as permitted under privacy legislation;
- the reasons for any decisions that have been made; and
- any remedy or resolution that has been offered.

6. Closing the Complaint, Record Keeping, Redress and Review

At the time of closing the complaint a record will be made of the following:
- steps taken to address the complaint;
- the outcome of the complaint; and
- any undertakings or follow up action required.

7. Three Levels of Complaint Handling

Where possible, complaints will be resolved by staff at the appropriate school level. Staff will be adequately equipped to respond to complaints, including being given appropriate authority, training and supervision.

Where early resolution of a complaint is not possible, however, due to the complexity of the issues raised, dissatisfaction with the complaint outcome or how the complaint was dealt with, the complaint may be escalated to the director level. This second level of complaint handling will provide for the following internal mechanisms:
- assessment and possible investigation of the complaint and decision/s already made, and/or
- facilitated resolution (where a person not connected with the complaint reviews the matter and attempts to find an outcome acceptable to the relevant parties).

Where a person making a complaint is dissatisfied with the outcome of the director's review of their complaint they may seek a further review from the Chair of the Board of Directors. In some instances the Chair of the Board of Directors may engage a third party to review a matter and provide a report.

8. Accountability and Learning

Analysis and Evaluation of Complaints

Complaints are recorded in a systematic way so that information can be easily retrieved for reporting and analysis.

Regular reports will be run on:
- the number of complaints received;
- the outcome of complaints;
- issues arising from complaints;
- systemic issues identified; and

● the number of requests received for internal and/or external review of complaint handling. Regular analysis of these reports will be undertaken to monitor trends, measure the quality of service and make improvements.

Both reports and their analysis will be provided to the Director of Education for review.

Monitoring of the Complaint Management System

The complaints management system will be monitored to:
● ensure its suitability for responding to and resolving complaints; and
● identify and correct deficiencies in the operation of the system.

Continuous Improvement

The Company is committed to improving the effectiveness and efficiency of its complaints management system. To this end, the company will:
● support the making and appropriate resolution of complaints;
● implement best practices in complaint handling;
● regularly review the complaints management system and complaint data; and
● implement appropriate system changes arising out of analysis of complaints data and
● continual monitoring of the system.

This is the full text of the Complaints and Grievances policy (Complaints Handling Guideline) and is found on the school's intranet. To obtain a copy please ask at the front office.

There have been no changes made to this policy during 2020.

11 School determined improvement targets

Priority Areas for Improvement for 2021

(Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

Foster the development of a Christ-centred P-12 environment.
● Enhance the relationship with the Campus church and actively pursue opportunities to connect with other local churches.
● Continue to develop the spiritual programs being delivered in JS classrooms and SS homerooms and make chapels more relevant and age appropriate.

Foster the development of a collaborative P-12 school community.
● Identify early adopters/supporters of the future-focus direction within parent community
● Review / create parent groups to foster the MC Strategic Intent.
● Continue to promote School Council as peak advisory group

● Organise meals & activities during January & July planning weeks.
● End of year Christmas Party - continue to foster a more relaxed atmosphere.

Ongoing review of school guideline documents / practises with a view to bring further consistency & clarity across the school that further strengthens our capacity to live our strategic intent.

- Complete QAS component reviews 1.2, 2.2, 3.2, 4.2. Assign leaders at Lead Learning meetings. Reviews to be complete with a 4-week period.
- Review documents and practises at relevant meetings
- Review leadership structure.
- Create a process for the review and implementation of new ideas.

Embed the purpose statement and what we value - People / Growth / Fun.
- JS MC X teacher to join JS Coordinator group.
- Document and promote 'green shoots'.
- Unpack the purpose statement and what we value through the creation of key statements / language.
- Continue to look for opportunities for student involvement in decision making and planning.

Continue the adaption of learning spaces to foster future-focused, learner-centred learning.
- Refit infant toilet block to be completed by term 3
- SS MC X Lab
- Purchase new JS furniture
- Purchase outdoor furniture for SS English learning area
- SS drama room refit
- Year 12 common room
- Display student work around the school.
- Design outdoor learning area in front of MC Learn / Year 9 locker area.

Provision of targeted, high quality, external professional learning
- Continue to work with all staff to identify needs and ensure participation in targeted PL.
- Identify early adopters and assign mentors / create supportive teams.
- Provide regular PL opportunities to promote the living out of our purpose statement.

Embed the merging of the MC Wellbeing department (Chaplaincy, MC Learn, Counselling)
- Review Wellbeing department guidelines and procedures.
- Review the referral & triage processes & communicate with staff and parents.

Develop a skills passport
- Review current extra-curricular offerings and the process used to record.
- Gain input from student leaders to determine skills they value.
- Work with FSA to research what leading schools are doing in this space.
- By the end of the year - have a list of skills that can be added to and have format for recording student mastery K-12.

Support learning of ESL and G&T learners
- Appoint an ESL and G&T teacher.
- Create guidelines for the identification and support of ESL, G&T student learning needs.
- Begin implementation of support measures.

Develop continuous reporting K-12
- Finalise stages involved in 2021.
- Finalise report for ready for Semester 1 use.

Embed Initial Lit K-2

- Review learning progress at stage meetings.
- Review student assessment procedures at stage meetings.

Foster the development and implementation of future-focused, learner-centred pedagogy.
- Staff training - off site visits to successful future-focused schools
- Provide further clarity regarding the nature of future-focused, learner-centred learning by reviewing and adjusting JS stage & year level pedagogical statements.
- Support the implementation of Year 4/5 MC X class.
  - Allocate time and resources to MC-X teacher.
  - Schedule review meetings with class teacher and coordinators.
  - Seek learner and parent feedback.
  - Create year-long permission form to be refined
- Document and celebrate green shoots - marketing, add to meeting agendas.

Foster the development and implementation of future-focused, learner-centred pedagogy.
- Give opportunity for teachers to review best practice
- Provide staff with time to develop projects, units and programs
- Support small projects and ideas with time and funding
- Document and celebrate green shoots - marketing, add to meeting agendas.

Development of Senior School MC-X program
- Allocate time and resources to MC-X teachers
- Schedule review meetings with teachers and MC-X coordinator
- Seek learner and parent feedback

Student-focused and directed PBL - support the implementation of project learning with early adopters
- Staff training - off site visits to successful PBL schools
- Provide staff with time to collaborate and plan
- Look for opportunities for cross curricular relevance.
- To facilitate early adopters of PBL to implement projects into their pedagogy
- Ensure that the projects are student led, focused and relevant

Special character - intentionally run home room with a worship thought and prayer across all home rooms with leadership from the chaplains
- Ensure that home room teachers understand the importance of integrating mission and special character into home room time
- Assign chaplains the responsibility of making ideas and resources available to home room teachers on a weekly basis ahead of time to be refined and continued
- Shifting to 2 chapel programs in SS to allow programs to be more age appropriate

Continue to build leadership capacity
- Harvard LEFT course
- School visits
- 1 x leader to complete the AIS Flagship Leadership program.
- Review SIP progress at executive meetings. (RR to add to agenda)
- OPT in Adaptive Leaders course - FSA David Runge
- Provide opportunities for staff take on leadership functions
- Raise the profile of student leadership forums
- Student representatives on decision making forums

Achievement of Priority Areas listed for improvement in the 2020 report

(Schools in National Partnerships should include achievements of items from their school plan **and come from the improvements listed in your last Annual Report**)

Whole School:

Foster the development of a collaborative, student-centred Preschool to Year 12 school community.

The following initiatives were actioned.

- Preparation week in January - combined staff worship and lunch
- End of year Christmas Party - a great success. This was held on site where food vans and activities surrounded the oval. Staff presentations and gifts were given. The event was casual, and families were invited.
- Promote School Council as peak advisory group - a new School Advisory Council was formed.

The following action items were paused due to COVID restrictions:

- Identify early adopters/supporters of future-focus direction within parent community
- Consider review/create of parent groups

Ongoing review of school guideline documents with a view to bring further consistency & clarity across the school.

Completed.

Documents are stored in confluence. Documents are reviewed per schedule and updated on a needs basis.

Ongoing review of meeting terms of reference, members, frequency etc.

Meeting norms created for whole-school coordinator meetings. Meeting norms for JS Staff Meeting and JS Coordinators reviewed and updated. To do: SS meetings.

Meeting schedules created at the beginning of each term to ensure appropriate frequency to foster achievement of school goals.

Implement newly created purpose statement

The executive further developed the MC strategic intent to include: the Just Cause, the What, the How, and the Where.

Creation of graduate profiles - Our focus has moved to the creation of multiple pathways for student learning rather than graduate profiles. The creation of opportunities for a wide range of learning and interests is better aligned with our school intent as it focuses on the uniqueness of the individual rather than creating a desired end point that students may or may not fit into.

Investigate and nurture the implementation of a student-led learning program K-12:

Adaption of learning spaces to ensure the promotion of future-focused student learning.

- A consultant was used to provide advice on K-2 furniture that would support play-based learning. Orders were placed for furniture to arrive for 2021.

Provision of targeted, high quality, external professional learning.

- The provision of professional learning was impacted significantly by COVID 19. More time was provided to staff to collaboratively plan and staff participated in online learning where possible.

Creation of MC Learning Enrichment Department.

- The learning support, chaplaincy and counselling departments were merged under the title MC Wellbeing Department. 'MC Learn' (learning support) was created and the JS AP was assigned as the coordinator of the department. A restructure of the learning support approach was made based on the three-tiered approach (AIS). This saw the appointment of a number of Teachers Aides replace teachers. The restructure required and continues to require pedagogical change in some areas.

QAS - The following four component reviews were completed: 1.1, 2.1, 3.1, 4.1.

Junior School:

- Implement K-2 Initial Lit program - achieved
- Foster the development of student-directed learning opportunities.

  o Develop and promote JS pedagogical framework - each stage created a statement detailing the pedagogical approach used in the stage.
  o The MC X program continued for the second year. During COVID the teacher set tasks for students to work on while at home. The opportunity was taken to run smaller, specialised group activities while students on site were fewer than normal.
  o A review of enrolment at the end of the year saw the creation of a Year 4 & 5 MC X class. Parent survey results indicated an overwhelming response to go ahead with the class. Teacher assigned

Senior School:

- Explore development of a Senior School MCX program- achieved
- Complete the roll out of Invictus X Wellbeing Program Years 7-10- achieved
- Student-focussed and directed PBL - support the implementation of project learning with early adopters - developing
- Special character - intentionally run home room with a worship thought and prayer across all home rooms with support from the Chaplains - developing

School Leadership:

- Senior Leadership Team & AP's professional learning including Harvard LEFT, European& Asian School visits. COVID restrictions prevented overseas travel.
- 1 x leader to complete AIS Flagship Leadership program - Achieved - Tonia Bentley completed this program. Tonia reported that the program was incredibly worthwhile. The focus on adaptive leadership at MC was supported by the work Tonia did in this program.
- Student leadership - investigate the embedding of a structured whole of school student leadership program - achieved.

  o The Senior School SRC was reviewed and adjustments were made to increase the involvement of students. Senior School Students ran the application and interview process for the School Council. Meetings were run by the students.

  o Students sat on the executive committee to provide feedback on initiatives and projects.

  o Students were involved in staff interview panels for new positions.

- Build leadership capacity:

  o The DP's had regular meetings with David Runge from Future Schools Alliance to build their adaptive leadership capacity. This work resulted in changes in how meetings were

run and how decisions were made. Initial workshopping of adaptive leadership was done in coordinator meetings. Two coordinators were asked to act as critical friends to the DP's to provide feedback on their adaptive leadership approaches. This provided an opportunity for honest and open leadership dialogue regarding the effectiveness of leadership practises as well as the nature of adaptive challenges at the school.

- o Identify future leaders and continue to provide opportunities for staff to take on leadership functions. - When leaders took leave for extended periods the role was advertised internally for staff to apply.

12   Initiatives promoting respect and responsibility

MC Inspired Series

Across the course of each year, Macquarie College facilitates the MC Inspired series where engaging speakers are invited to present key information to our student and parent communities. Due to COVID restrictions we were unable to hold these in 2020.

The Invictus Institute

Macquarie College owns and operates the Invictus Institute which provides a comprehensive wellbeing program not only to students in Years 7-10 on our campus, but also to more than 20 other member schools in Australia and overseas. These member schools represent all education sectors The Invictus program covers four aspects including skill development, community service, the journey and networking.

eSmart Schools

Macquarie College maintains its registration as an eSmart school and actively promotes the healthy use of online programs and activities by all members of the school community.

Chapels and Worships

Chapel programs and roll worship 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 6 and 11, Year 7 and Year 12 with selected staff.

Buddies

All Junior School students have the opportunity to participate in our Junior School 'Buddies' Program where upper grade classes buddy with the lower grades. This program gives students an opportunity to practise empathy, collaboration, respect, responsibility as they develop cross-peer relationships. Buddies promote wellbeing across the school.

Values Education Program

In conjunction with the regular Junior School Bible Curriculum, specific Christian values are addressed throughout the school year. A value, usually one each fortnight, is presented to the students and a deliberate effort is made to incorporate value awareness and practice through the day, both in the

classroom and in the playground. In an effort to reinforce these values into the daily lives of the children, students are awarded a Christian Values Award each week at Chapel.

13   Parent, student and teacher satisfaction

Due to the COVID-19 pandemic, the scheduled suite of parent, student and staff surveys were not conducted in 2020. However, in September 2020, a marketing survey of MC parents/carers was conducted by MC's marketing and events staff with some 358 responses, representing 62% of the College's 572 families.

This survey was conducted to help inform MC's current and future services to its community. An executive summary of this 2020 survey included the following data/findings:

1. Over half of enrolments at MC are **referrals from friends and family**. It is important to nurture the relationship between school and MC families so that they continue to promote our school.
2. MC's reputation (65%), academic performance (50.4%) and faith-based elements (43.4%) are the strongest reasons as to **why a parent/caregiver sends their child** to MC.
3. About 20% of parents surveyed **liked** the faith-based part of MC best. This is what keeps them at the school.
4. Results indicate that 67.5% of parents feel **SEQTA** is "ok" to "good". However, only 6.4% "love it!".
5. 74.1% of parents feel that the **Parent Newsletter** is either good or they love it.
6. 59.7% of parents feel that the **Cooinda** yearbook is either good or they love it. Several parent comments communicated that they did not know what this was.
7. Results indicate that only 34.1% of students currently use the **bus** to get either to or from school. This is most likely lower because of COVID -19.
8. Regarding **car drop off and pick up**, 43.4% of parents feel that car drop-off and pick-up is ok but it 'could be improved'.
9. 78.1% stated that a **P-12 school** is "very important" and "Important". Results indicate that parents find the idea of a Preschool to Year 12 school very appealing to them.
10. Overall parents seem positive regarding their child's **Preschool to Kindergarten transition.**
11. Almost 90% of respondents indicated that their **office enquiries** were responded to in a prompt and efficient manner.
12. Results indicate that families are overall very happy with the **MC X program**, with 80.7% of parents stating that "My child loves it!" or "It's good".
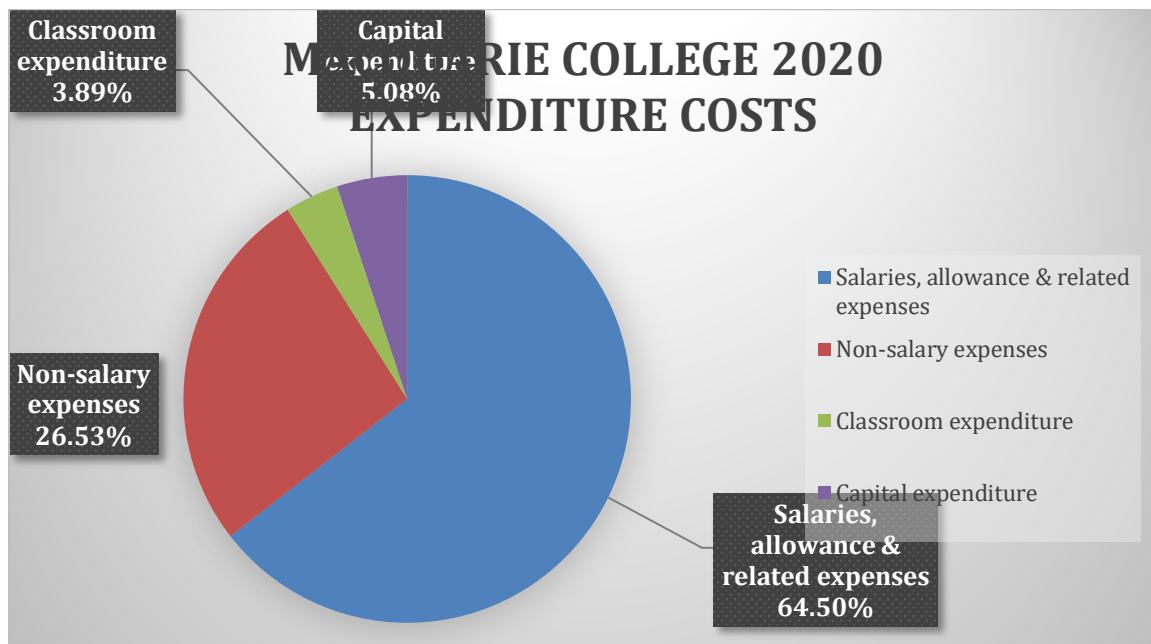
14   Summary financial information

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

Income
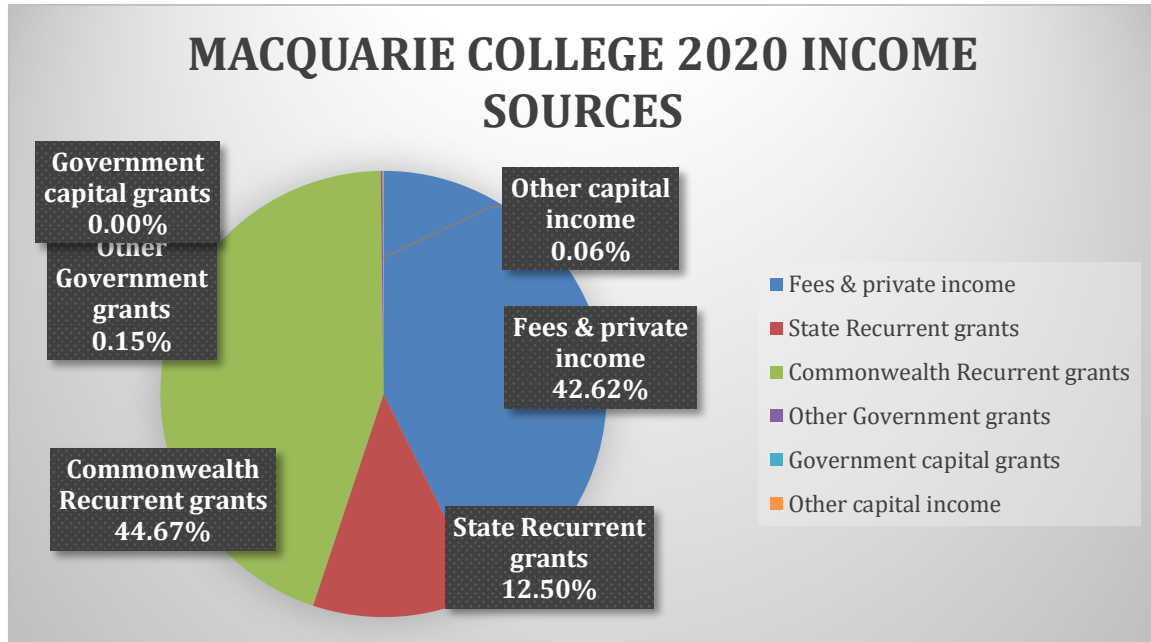
Expenditure

15   Public disclosure of educational and financial performance

The 2020 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 NESA requirements for registration and accreditation.

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

☑   Provides national reports on the outcomes of schooling

☑   Provides individual school information on performance

☑   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