



NSW Education Standards Authority

**Annual Report
2022**

Reporting on the 2021 Calendar Year

Macquarie College

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

1 A message from key school bodies

Without question, 2021 was a most complex year for all schools across Australia. Entering the second year of the Covid-19 global pandemic, schools shifted between face-to-face and remote, online learning dependent upon localised infection rates, with resulting impacts on scheduled programs and restrictions to site access.

For students and staff, such conditions for learning have perhaps only previously been experienced in our nation during times of significant conflict or economic downturn, such as the events which categorised much of the first-half of the 20th century.

That period of time during the 20th century is not without relevance to Macquarie College (MC) today, as despite the complexity of the 2021 school year, as a College community, we are able to reflect on the various periods of complexity that previous generations of students, staff and MC community members have successfully navigated since the College's foundation in 1901.

From the rich history of the MC story, we may take both courage and comfort in the understanding that in times of great challenge and complexity, MC has continued to successfully support the learning and wellbeing of successive generations of young people who have continued to pass through the school gates each day.

Through that lens, the MC Annual Report for 2022, reporting on the 2021 school year, reflects on a year where, despite the inherent complexity, MC has recorded record student enrolment and significant progressions in its learning programs and student wellbeing initiatives. Meaning that, notwithstanding the swirl of disruption, the learning community that is MC, has continued to provide a high-quality experience for the young people and their families that it serves.

I commend the MC Annual Report for 2022 to you as a testament to MC's continuing journey of change and progression through a year which, perhaps more than ever before, has highlighted the need for young people to be equipped with the skills and dispositions to ensure their success in the emerging communities and workplaces of a rapidly changing global community.

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, part of the world-wide system of Adventist Schools, is a non-selective, faith-based school where we believe that great learning is made possible when students, their families and staff feel safe and happy. This precondition for learning and school community life underpins all aspects of the Macquarie College program, where a strong tradition of academic excellence is supported through comprehensive pastoral care, wellbeing, sporting and extracurricular programs which have been intentionally planned to meet the diverse and changing needs of today's learners.

Macquarie College is committed to providing each of our Preschool to Year 12 students with age appropriate skills and dispositions to equip them for the workplaces and communities of the future. From that perspective Macquarie College is committed to providing a learning community which actively demonstrates the following eight elements:

Flexibility – A learning community and programs which enable students to develop agile thinking and adaptability in finding solutions to complex challenges. This skill equips our students to more readily adapt to the changing contexts of workplaces and community life.

Community – A learning community which is formed around healthy, relationship-based networks which encourages ongoing partnerships between students, families, staff, businesses, community organisations, tertiary institutions and the broader global community. This skill equips our students to see their healthy participation in community as being central to both their personal and professional lives.

Success for all – A learning community which understands that not all people are the same and, as a consequence, not all students will learn and/or achieve success via the same pathways. By encouraging the development of an active growth-mindset, this skill equips our students to measure their success more broadly than simply the attainment of a test score or selection in a team.

High-quality adults – A learning community where the intentional inclusion of wise, caring and highly-skilled adults is used to enhance student learning and self-development. Staff are supported to both maintain and grow their professional skill set, while at the same time, external partners included in the learning program are carefully curated to ensure their relevance to authentic future-focused learning. This element of the College's programs equips our students with a sense of valuing the attainment of diverse and authentic skills as lifelong learners.

Co-constructed learning – A learning community which values student ownership of the learning experience and actively engages students in planning for their individualised post-school success. Pedagogical approaches such as project-based learning help to equip our students with the critical 4 C's (Creativity, Critical Thinking, Communication, Collaboration) of 21st century learning.

Student empowerment – A learning community where students are supported to take increasing ownership and responsibility for their education and lives. Through initiatives such as the Invictus program, the College's active student leadership programs, extra-curricular and various student-led learning activities, students are equipped to contribute to the operation and direction of the College.

Development of self – A learning community where a supportive framework of Biblical, faith-based learning, encourages each student to explore values and their place in, and interactions within

communities. By actively pursuing the development of self, students are equipped to know how they learn, how to become a critical questioner, how to assess and take appropriate risks and to develop the deep skill of empathy.

Core skill development – A learning community where confident written, spoken and digital communication skills alongside established numeracy and scientific understanding, equips students to make informed choices in life and to be active contributors to their community.

At Macquarie College we value People, Growth and Fun

We demonstrate a valuing of People by ensuring that 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.

We demonstrate a valuing of Growth by nurturing 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.

We demonstrate a valuing of fun by cultivating a deep and profound love of learning, which is reflected through engagement, autonomy, enjoyment and connection.

Through partnerships with organisations such as the [Future Schools Alliance](#) and the [Collaborative Learning Network](#), together with links to both local and international tertiary providers, Macquarie College is recognised as a leading Independent school in the Hunter region.

Macquarie College students, empowered through real-world, authentic learning are being equipped as the global citizens of the future.

3 Student performance in State-wide tests and examinations

3.1 *Record of School Achievement*

Item	Students
Number of Students studying in Year 10	75
Number of ROSAs achieved by Year 10 students in 2021	75

3.3 Results of the Higher School Certificate Examination 2021

Comparison of 2021 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
Biology	7	School	0	29	57	14	0	0
		State	7	24	35	25	7	2
Business Studies	12	School	0	33	58	0	8	0
		State	9	26	30	20	9	4
Chemistry	8	School	0	50	13	25	13	0
		State	11	29	26	22	9	2
Design and Technology	11	School	27	36	9	27	0	0
		State	17	37	28	14	2	1
Economics	7	School	0	0	57	43	0	0
		State	15	35	27	17	5	1
Engineering Studies	1	School	0	0	100	0	0	0
		State	11	25	35	21	6	1
English Standard	23	School	0	9	52	30	4	4
		State	1	16	41	33	8	2
English Advanced	18	School	0	28	61	11	0	0
		State	16	52	25	5	1	0
English Extension 1	3	School	0 (E4)	33 (E3)	67 (E2)	0 (E1)		
		State	42	53	5	0		
English Extension 2	2	School	0 (E4)	0 (E3)	100 (E2)	0 (E1)		
		State	25	59	15	1		

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Geography	13	School	0	38	38	8	15	0
		State	9	35	29	18	6	2
Legal Studies	3	School	0	67	33	0	0	0
		State	15	27	27	17	10	4
Mathematics Standard	25	School	8	16	40	28	8	0
		State	6	19	26	27	15	6
Mathematics Advanced	9	School	11	56	33	0	0	0
		State	23	27	28	15	4	2
Mathematics Extension 1	3	School	67 (E4)	0 (E3)	33 (E2)	0 (E1)		
		State	37	37	20	6		
Mathematics Extension 2	1	School	100 (E4)	0 (E3)	0 (E2)	0 (E1)		
		State	43	44	12	1		
Modern History	2	School	0	50	0	50	0	0
		State	11	27	27	19	10	5
History Extension	2	School	0 (E4)	0 (E3)	50 (E2)	50 (E1)		
		State	23	54	20	2		
Music 1	2	School	0	100	0	0	0	0
		State	20	44	25	9	1	0
PDHPE	7	School	0	29	29	43	0	0
		State	7	24	29	26	11	3
Physics	7	School	0	29	29	29	14	0
		State	12	28	31	19	7	2

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Science Extension	4	School	0 (E4)	50 (E3)	50 (E2)	0 (E1)		
		State	10	62	27	1		
Studies of Religion 1	4	School	0	0	0	75	25	0
		State	13	29	27	22	7	1
Studies of Religion 2	37	School	5	11	27	32	24	0
		State	13	34	26	19	7	2
Visual Arts	5	School	0	60	40	0	0	0
		State	17	46	27	8	1	0
Hospitality Examination (Food and Beverage)	2	School	0	100	0	0	0	0
		State	2	19	29	21	9	2

Interpretative comments for Higher School Certificate results

In 2021 Year 12 students achieved Band 5 and 6 results above the NSW standard in Mathematics Advanced, Chemistry, Design and Technology, Modern History, Music, Legal Studies, Visual Arts, Hospitality and Studies of Religion 2

Design and Technology – 27% of the class received a mark of 90 or above (band 6) and 36% received a band 5, Visual Arts – 60% of students received a band 5 and 40% received a band 4, Music – 100% received band 5, Hospitality – 100% received band 5, Legal studies – 66.6% received a band 5 and 33.3% received band 4, Mathematics Advanced – 11% band 6 and 55% band 5.

In 2021 Year 12 students achieved Band 5 and 6 results comparable and reflective of the NSW standard in Biology, Geography, Mathematics Standard, PDHPE and Physics.

Biology - 29% of the class received a mark of 80 or above, Geography - 38% of the class received a mark of 80 or above, PDHPE- 29% of the class received a mark of 80 or above and Physics - 29% of the class received a mark of 80 or above.

Comparison of 2021 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
Biology	7	2021	0	29	57	14	0	0
	11	2020	0	45	45	9	0	0
	10	2019	20	50	30	0	0	0
Business Studies	12	2021	0	33	58	0	8	0
	19	2020	0	47	42	11	0	0
	15	2019	7	27	33	33	0	0
Chemistry	8	2021	0	50	13	25	13	0
	9	2019	22	22	11	44	0	0
	7	2018	0	43	43	14	0	0
Design and Technology	11	2021	27	36	9	27	0	0
	5	2019	0	0	20	80	0	0
	6	2018	0	67	17	17	0	0
Economics	7	2021	0	0	57	43	0	0
	0	2020	-	-	-	-	-	-
	0	2019	-	-	-	-	-	-
Engineering Studies	1	2021	0	0	100	0	0	0
	2	2020	100	0	0	0	0	0
	2	2019	0	50	50	0	0	0
English Standard	23	2021	0	9	52	30	4	4
	25	2020	0	24	64	12	0	0
	28	2019	0	0	57	29	14	0
English Advanced	18	2021	0	28	61	11	0	0

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
	30	2020	7	47	47	0	0	0
	25	2019	4	60	36	0	0	0
English Extension 1	3	2021	0 (E4)	33 (E3)	67 (E2)	0 (E1)		
	6	2020	17 (E4)	67 (E3)	17 (E2)	0 (E1)		
	5	2019	0	100	0	0		
English Extension 2	2	2021	0 (E4)	0 (E3)	100 (E2)	0 (E1)		
	3	2020	0 (E4)	67 (E3)	33 (E2)	0 (E1)		
	3	2019	0	0	100	0		
Geography	13	2021	0	38	38	8	15	0
	14	2020	7	57	36	0	0	0
	16	2019	6	31	44	19	0	0
Legal Studies	3	2021	0	67	33	0	0	0
	9	2020	0	33	44	22	0	0
	9	2019	11	44	44	0	0	0
Mathematics Standard	25	2021	15	27	27	17	10	4
	22	2020	18	27	41	9	5	0
	28	2019	4	36	39	11	11	0
Mathematics Advanced (New Syllabus)	9	2021	11	56	33	0	0	0
	22	2020	18	36	23	23	0	0
Mathematics Advanced (Old Syllabus)	18	2018	17	39	28	11	6	0

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Mathematics Extension 1	3	2021	67 (E4)	0 (E3)	33 (E2)	0 (E1)		
	10	2020	40 (E4)	10 (E3)	50 (E2)	0 (E1)		
	3	2019	33	67	0	0	-	-
Mathematics Extension 2	1	2021	100 (E4)	0 (E3)	0 (E2)	0 (E1)		
	1	2020	100 (E4)	0 (E3)	0 (E2)	0 (E1)		
		2019	-	-	-	-	-	-
Modern History	2	2021	0	50	0	50	0	0
	9	2020	0	33	56	11	0	0
	5	2019	0	20	80	0	0	0
History Extension	2	2021	0 (E4)	0 (E3)	50 (E2)	50 (E1)		
	3	2020	0 (E4)	33 (E3)	67 (E2)	0 (E1)		
	3	2019	0	0	100	0	-	-
Music 1	2	2021	0	100	0	0	0	0
	6	2020	67	33	0	0	0	0
	7	2019	43	43	14	0	0	0
Personal Development, Health and Physical Education	7	2021	0	29	29	43	0	0
	14	2020	0	64	29	7	0	0
	13	2019	0	23	38	38	0	0
Physics	7	2021	0	29	29	29	14	0
	8	2020	25	25	13	13	25	0

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
	4	2019	25	25	50	0	0	0
Science Extension	4	2021	0 (E4)	50 (E3)	50 (E2)	0 (E1)		
	2	2022	0 (E4)	100 (E3)	0 (E2)	0 (E1)		
Studies of Religion 1	4	2021	0	0	0	75	25	0
	5	2020	0	20	60	20	0	0
	10	2019	0	30	50	20	0	0
Studies of Religion 2	37	2021	5	11	27	32	24	0
	50	2020	0	34	40	20	4	2
	44	2019	7	23	32	20	18	0
Visual Arts	5	2021	0	60	40	0	0	0
	2	2020	0	100	0	0	0	0
	5	2019	0	0	100	0	0	0
Hospitality Examination (Food and Beverage)	2	2021	0	100	0	0	0	0
	7	2020	0	43	43	0	14	0
	4	2019	0	25	50	25	0	0

Interpretative comments for Higher School Certificate result trends over time

In making interpretative comments for the 2021 HSC results it must include a number of relevant considerations including the HSC dates were postponed, adjusted then pushed back twice and that the majority of 2021 cohort of students were offered placements at university before sitting their formal HSC exams, which took the pressure off the exams.

From 2015 to 2021 shows a slight increase trend in the number of band 3 students. Bands 4 and 5 maintain strong and consistent percentages over this timeframe.

Design and Technology – 27% of the class (3 students) received a mark of 90 or above (band 6) and 36% received a band 5. Past two years, growth in band results

Visual Arts – 60% of students received a band 5 and 40% received a band 4. Consistent solid results.

Music – 100% received band 5

Hospitality – 100% received band 5

Legal studies – 66.6% received band 5 and 33.3% received band 4. No band 6 since 2019.

Mathematics Advanced – 11% band 6; 55% band 5 and 33% band 4

Modern History - improving band results since 2018

Business Studies and Biology - no band 6 since 2019

English Advanced - 2021 shows a reduction in band 6, with no band 6's in 2021. The percentage of students receiving Band 5 is at the lowest since 2012. 2021 shows the largest percent of students obtained a band 4 since 2012.

PDHPE - no band 6 since 2017. 2021 shows the highest percentage of students obtained band 3.

Studies of Religion 2 - 2021 shows a reduction in the number of students receiving band 5. This year showed the highest percentage of students received a band 3 (highest since 2012).

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 0%

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: 7%

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
7 Steps Writing Course	1
Aboriginal and Torres Strait Islander Perspectives in History K-6	3
Adaptive Leadership Training	35
AISNSW Studies of Religion Conference 2021	3
Attendance and School Refusal Course	1
Autism Workshop	6
Compass Education	1
Cultivating Growth: Trauma Awareness and Responsive Practices for Teachers	1
Dyscalculia Workshop	1
Educator Impact Teacher Training	60
First Aid/CPR	152
Growth Mindset Course	1
Identifying and Responding to Children and Young People at Risk	152
Mastering English Paper 2	3
Meet Manager Training	2
Mental Health Academy	1
RISE Wellbeing Workshop	62
Sexting and the Law Webinar	2
Speaking Sessions	1
Supported, Safe, Successful Course	1
The Resilience Doughnut Course	3
Virtual Tour of Innovative Schools	62
Work Health & Safety Training	152

Total Staff PD experiences: 706

Average cost per teacher for
professional learning: \$36

5.2 Teacher Accreditation Status

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

6 Workforce composition (comment on Indigenous staff)

Teaching Staff (Kindergarten - Year 12) - Count	72
Teaching Staff (Kindergarten - Year 12) - FTE	67.93
Admin and Support Staff - Count	36
Admin and Support - FTE	30.65
Total Staff - Count	108
Total Staff - FTE	98.58
Indigenous Staff - Count	2
Indigenous Staff - FTE	1.39

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	94.35
Year 1	95.25
Year 2	92.89
Year 3	94.47
Year 4	94.4
Year 5	94.95
Year 6	93.72
Year 7	95.52
Year 8	94.7
Year 9	95.23
Year 10	93.14
Year 11	95.65
Year 12	91.51
Total school attendance average	94.29

7.2 Management of non-attendance

If a pattern of poor attendance becomes apparent to the class or roll teacher, parents will firstly be contacted by the Class Teacher to enquire about the reason for leave. As this pattern extends, the JS Wellbeing leader and the SS House leaders will collaborate with families to work towards a solution to the non-attendance. 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.

If students are absent from school for one or more days they must bring a note of explanation from their parent/guardian on the first day they return to school. Notes must include the name of the student, the date of the day/s absent, an explanation for the absence and the name and signature of the parent/guardian. If a note is not submitted to the school within 7 days of returning to school, the absence must be recorded as "Unexplained" on the Class Roll. All student attendance data is maintained on the school's SEQTA database which links to Student Reports and other academic records.

(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: **56.4%**

8 Post School Destinations (secondary schools only)

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, followed by Avondale College, ANU, Griffith and AMPA. A variety of degrees were being pursued, including Law, Physio, Business, Education, Medicine, Engineering, Music. 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-12 at the school for the first time will be at least 5 years of age on or before 31 July of the enrolling year. Students enrolling in Pre Kindergarten classes will be at least 4 years of age on or before 31 July of the enrolling year.

Please Note: In order to commence Kindergarten at Macquarie College the child must be five (5) years of age prior to 31 March in the year of enrolment.

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.

Processing Applications:

The school will base any decision about offering a place to a student on:

- Family Relationship with the school:
 - the applicant coming from a Seventh-day Adventist family;
 - sibling of a current or ex-student;
 - whether they hold attitudes, values and priorities that are compatible with the school ethos.

- The Student:
 - the contribution that the student may make to the school, including the co-curricular activities;
 - any special needs or abilities of the student;
 - the student's reports from previous schools.
- Other Considerations:
 - order of receipt - when the application to enrol is received by the school.

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

The school has 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.

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

MC has 879 students enrolled in its K-12 learning program of whom 429 are in Junior School and 450 in the Senior School with a ratio of 434 males to 445 females across the College.

Our College Community is made up primarily of families with a Christian faith (approx. 61%), although we have families of non-Christian faiths (approx. 1%) and families of no religious affiliation or faith not identified (approx. 28%).

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-curricula 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

Rationale:

All children have a right to feel safe and supported in their school environment. As school staff, we have a legal and moral responsibility to ensure programs and procedures are in place to provide support and pastoral care for students as well as providing for their physical safety at school.

Aim:

To ensure that every child's need for support and safety is maintained.

Implementation:

This school will abide by the legislation pertinent to the provision of a safe and supportive environment. This includes:

- making sure buildings and facilities are secure and evacuation procedures are in place;
- having in place a rigorous supervision protocol including a risk management process for onsite and off-site activities;
- having in place codes of conduct that will ensure the rights and responsibilities of students and staff, the application of a behaviour management system (including anti-bullying), a student leadership system, and the management and reporting of serious incidents;
- a process for receiving complaints/grievances from students, and/or parents/guardians;
- a pastoral care plan which gives students access to counselling, provision of support for special needs students, a scheme for the distribution of medication, and a serious incident response mechanism; and
- guidelines for formal and informal communication with all stakeholders.

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

These Guidelines were reviewed and updated in 2021.

Discipline Policy

Rationale:

All students have a right to a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on procedural fairness and expressly prohibits the use or corporal punishment or the implicit sanctioning of such. As school staff, we have a legal and moral responsibility to ensure that a fair and redemptive discipline system is in place and well understood by students and staff.

Aim:

To ensure that a procedurally fair discipline system is in place.

Implementation:

This school will abide by the legislation pertinent to the provision of a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on the principles of procedural fairness. This includes the right of the student to:

- know the allegation and any other information related to it;
- know the process by which the matter will be considered;
- make a response to the allegation;
- know how to have any process or decision reconsidered;
- expect impartiality in the investigation and the decision making; and
- an unbiased decision-maker.

This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.

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

These Guidelines were reviewed and updated in 2021.

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 the MC Student Management Guidelines, which contains specific reference to bullying related matters, is located on the school’s intranet. To obtain a copy please ask at the front office.

These Guidelines were reviewed and updated in 2021.

Complaints and Grievances Policy

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.

Company Commitment:

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

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.

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.

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.

Guiding Principles:

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.

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.

1. 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.

2. 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.

3. 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.

1. 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.

The full text of the MC Staff Wellbeing Guidelines and MC Conflict Resolution Guidelines is located 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 2021.

11 School determined improvement targets

Priority Areas for Improvement for 2022 (Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

At MC we value: People, Growth & Fun

MC's Purpose Statement: Macquarie College is an aspirational, future-focused learning community, where the pursuit of excellence is nurtured in an inclusive, Christ-centred environment.

MC's Strategic Intent: We aspire to co-evolve a new exemplar of future focused schooling that contributes to the transformation of global education.

Executive Summary:

The goals outlined below have been developed in partnership with specialist consultants from the [AISNSW Leadership Centre](#) through the lens of the [Adaptive Cultures Framework](#) as facilitated by the [Future Schools Alliance](#).

These goals are both intentional and aspirational, with the short term, green highlighted goals identifying the key descriptors outlining the current cultural and pedagogical work underway at MC through the period 2022-2030, and are intended to be living goals which may be adapted to meet the changing needs of MC and its community.

Each of the MC leaders who are responsible for leading teams concerned with accomplishing the work associated with the goals below are themselves directly supported by AISNSW Leadership Centre consultants in the specific areas of leading strategically and leading adaptively.



Chaplaincy at MC - 2022

Goals	Descriptors
Short term	MC Chaplaincy programs and initiatives are accessible and relevant to all members of the MC community.
Mid Term	All MC staff are enthusiastic co-contributors to the lived experience of the MC faith-based culture.
Long Term	The faith-based culture of MC Chaplaincy permeates the lived experience of all members of the college community.
Ultimate	Chaplaincy at MC is a global exemplar of Adventist mission and ministry in an educational context.

Teaching & Learning at MC - 2022

Goals	Descriptors
Short term	MC is an exemplar of current credentialing through the comprehensive implementation of student-centered, data-informed, best practice.
Mid Term	MC is an exemplar of co-evolved and alternative learning pathways in addition to current credentialing.
Long Term	Students at MC co-design their learning pathways and credentialing.
Ultimate	Teaching and Learning at MC is an exemplar of future-focused schooling that contributes to the transformation of global education.

Student Wellbeing at MC - 2022

Goals	Descriptors
Short term	MC staff value the uniqueness of all students, which enables a deeply integrated community, typified through authentic expression of the character of Christ.
Mid Term	Staff, students and the broader community are committed co-contributors to a culture of best-practise student wellbeing at MC.
Long Term	MC student wellbeing programs and initiatives are exemplars of school-based student wellbeing in Australia.
Ultimate	MC is a global exemplar of school-based student wellbeing.

Innovation & Partnerships at MC - 2022

Goals	Descriptors
Short term	MC staff see themselves as contributing members of a Global community of educators.
Mid Term	MC Staff and students co-evolve MC's contribution to a Global community of school-based learners.
Long Term	MC students are content creators for future-focused credentialing to a global audience.
Ultimate	Innovation and Partnerships at MC is an exemplar of future-focused schooling that contributes to the transformation of global education.

Creative & Performing Arts at MC - 2022

Goals	Descriptors
Short term	MC staff and students are learning collaborators as we reimagine CAPA events at MC.
Mid Term	Students and staff are co-contributors in the embedding of CAPA events into the emerging culture of MC.
Long Term	MC students are actively involved in the development of their chosen craft and are committed to contributing to an environment of Arts enhancement and promotion in the local and wider communities.
Ultimate	Creative and Performing Arts Events at MC are a global exemplar of students collaboratively applying skills and knowledge in real world, industry based Arts environments.

Sport at MC - 2022

Goals	Descriptors
Short term	MC enables collaboration with the school community to increase opportunities for sporting participation.
Mid Term	MC provides a sport program that enables access to sport and physical activity for all students.
Long Term	MC is a leader in the HRIS/CIS network in providing access and support for students, staff and community and the foundations for excellence have been built.
Ultimate	MC is a leader in the HRIS/CIS network in providing access, support, and excellence in partnership with staff and community.

Student Leadership at MC - 2022

Goals	Descriptors
Short term	1) Student leadership pathways are accessible to all students with opportunities for student leaders to make significant contributions to the day-to-day operation and culture of MC. 2) Student leaders become genuine role-models to their peers.
Mid Term	1) Student leaders are co-contributors to day-to-day and future planning of the school, and significant contributors to the wider community. 2) Student leaders manage student leadership forums and pathways
Long Term	Student leaders are leaders of integrity, skill & experience in their chosen life path.

Ultimate	Student leaders are outstanding leaders on the world stage that others seek to model.
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Achievement of Priority Areas listed for improvement in the 2021 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**)

The priorities detailed in our School Improvement plan were further progressed. Any projects that were incomplete by the end of 2021 have been moved to the 2022 School Improvement Plan.

12 Initiatives promoting respect and responsibility

Chapels / Worships / Bible Program

The students from K-12 participate in weekly Chapel programs. During COVID these were run online. Students also participate in weekly / daily Bible lessons and Worship times led by staff. These programs promote values, including respect and responsibility within a Christian context.

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.

Junior School Resilience Programs

Junior School Students participate in resilience programs run by their class teacher throughout their schooling. These programs support student wellbeing - focus on respecting self and others and what responsibilities come as a result.

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.

Mentoring Programs

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. There are a number of mentoring programs operating in the Senior School selected staff. Where the COVID restrictions allowed, these programs continued.

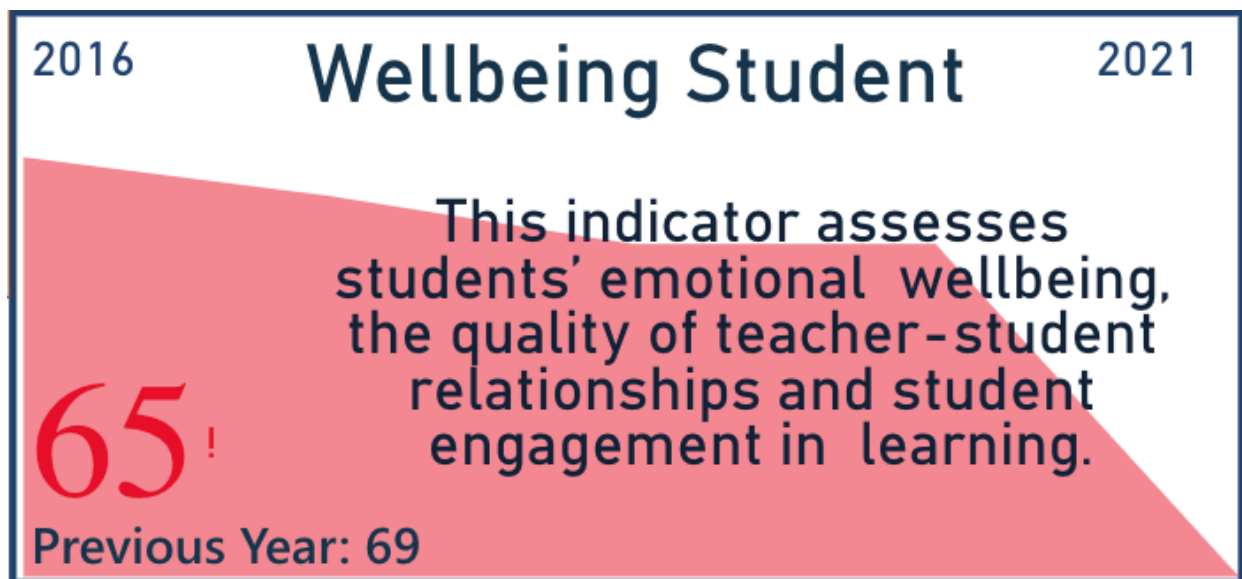
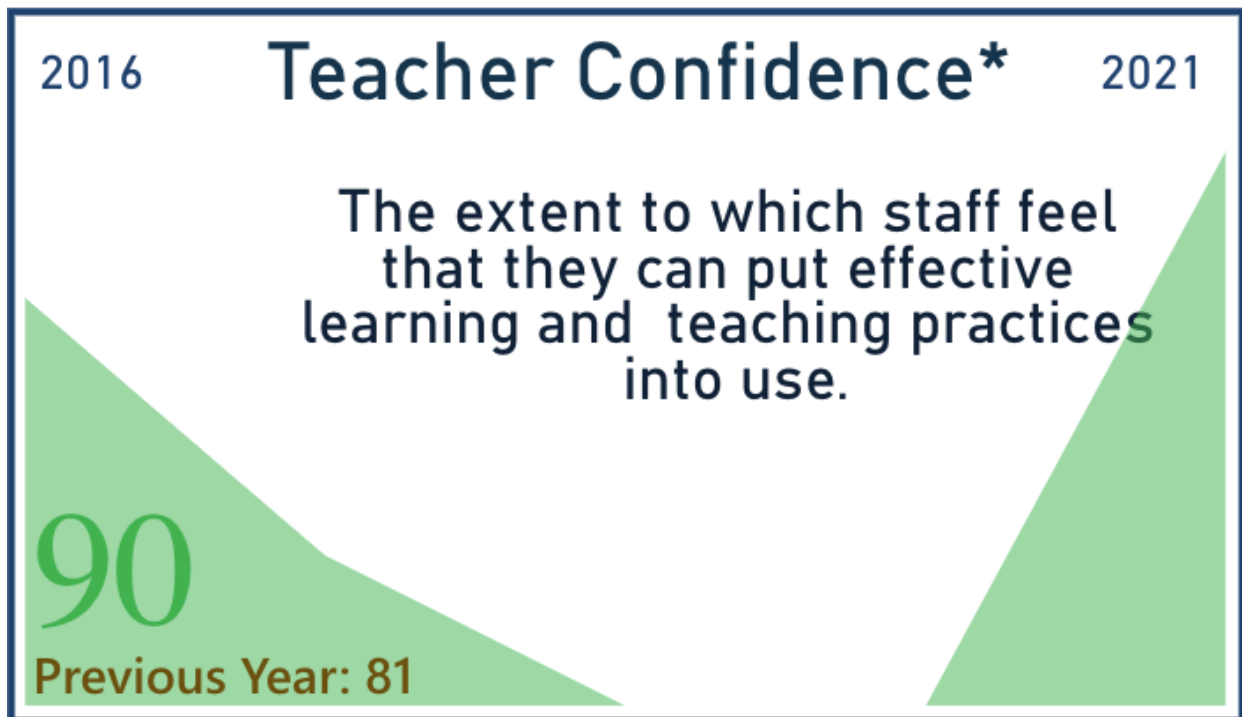
Values Education Program

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

In 2021, Macquarie College participated in the Insight SRC suite of surveys for staff and students facilitated by Adventist Schools Australia. These surveys, conducted in May 2021 at the height of the Covid-19 pandemic, highlighted a number of areas for ongoing improvement focus including the key areas of staff and student wellbeing.

A snapshot of feedback received via the surveys included:



14 Summary financial information

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

Income

Income Sources	Percentage of Total Income
Fees and private income	40.71%
State recurrent grants	12.65%
Commonwealth recurrent grants	46.12%
Other Government grants	0.52%
Government capital grants	0.00%
Other capital income	0.00%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	64.07%
Non-salary expenses	25.23%
Classroom expenditure	4.56%
Capital expenditure	6.14%

15 Public disclosure of educational and financial performance

The 2021 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