NSW Education Standards Authority

Annual Report
2023

Reporting on the 2022 Calendar Year

Macquarie College

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

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1   A message from key school bodies

The 2022 school year at Macquarie College (MC) will be remembered as a year of many firsts, with a record enrolment for MC of more than 950 students across its Kindergarten to Year 12 program, leading to a range of program adaptations reflective of MC's aspiration to co-evolve a new exemplar of future-focused schooling which contributes to the transformation of global education.

While several of those program adaptations are highlighted in the contextual information section below, without question, the most significant MC program launched in 2022 as part of its future-focused aspiration was the Eden Project. The Eden Project, a collaboration between MC and Future Schools seeks to rebirth MC's faith-based identity through a revisioning of the foundational text for Adventist Education - the book *Education* by E.G.White.

The Eden Project at MC, via the framework described in *Education* outlines a faith-based philosophical underpinning for school-based education across three key areas where young people are:

1. nurtured in a safe and supportive environment.
2. provided with first-rate learning experiences which equip them to succeed, not only in the context of current credentialing, but also in terms of the emerging needs of yet-to-be-imagined communities and workplaces.
3. supported to grow in their relationship with Christ, thereby engaging in the life work of character development to further equip them for success in this life and also eternity.

With the launch of the longterm Eden Project now providing the rock solid foundation for community life at MC, and the various linked programs described below supporting the holistic success of the young people both today and into the future, 2022 may be seen as a relaunching of Macquarie College. Post-covid and building on the lessons from its more than 120 years of history in Newcastle, MC is now well positioned to continue its journey of growth and adaptation, while providing learning experiences for attending young people which nurtures them today, provides learning for tomorrow and character development for eternity.

I commend the Macquarie College Annual Report for 2022 to you as a testament to the combined efforts of the many staff, supporting community members, committed students and school leaders, through whose visions and efforts the success of the 2022 school year was made possible.

Rohan Deanshaw
Principal
Macquarie College

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2   Contextual information about the school

The Macquarie College Strategic Intent (2030) describes MC's strategic aspiration for the period 2020-2030.

MC's WHY: Our Purpose (*WHY*): Macquarie College is an aspirational, future-focused learning community, where the pursuit of excellence is nurtured in an inclusive Christ-centred environment. Our purpose statement is framed by a 21st century application of *Education* (E.G.White) through a whole-of-school commitment to *Nurture for Today - Learning for Tomorrow - Character for Eternity*

MC's WHAT: Through our *WHY:* Macquarie College aspires to co-evolve a new exemplar of future-focused schooling that contributes to the transformation of global education.

MC's HOW: Through our *WHAT:* Macquarie College aspires to co-evolve a learning journey of adventure and possibilities for every MC young person through our collective valuing of People, Growth and Fun.

People: The uniqueness of all people in our learning community is embraced, nurtured and honoured with the intent to craft an inclusive culture that focuses on people first.

Growth: A learning community that is deliberately developmental, attentive to the personal, faith and learning journey of all people and intentional about the social, structural & cultural evolution of the school.

Fun: A deep and profound love of learning reflected as engagement, autonomy, enjoyment and connection.

MC's WHERE: Macquarie College's *WHY, WHAT* and *HOW* is actioned in five key areas of strategic practice:

1. Cultural evolution - through the adaptive cultures framework.
2. Leadership - through adaptive leadership practice.
3. Future-focused learning - through our MC pedagogical framework.
4. Community engagement - our Adventist identity expressed through chaplaincy, student wellbeing and partnerships.
5. Governance, finance, infrastructure - sector best practice.

As highlighted in the key message section above, with the Eden Project as its philosophical foundation, several key MC program initiatives were launched in 2022 with the very intentional aim of supporting the cultural and pedagogical aspirations of MC's Strategic Intent. Two of those key initiatives are highlighted here:

1. The restructure of all leadership roles at MC: This project included the actioning of recommendations from internal/external reviews of MC's pre-2022 leadership roles. The implementation of key review findings resulted in all educational leadership roles across MC's program being relaunched with new role descriptions and team structures reflective of a K-12 learning focus per MC's Pedagogical Framework.
2. The launch of Senior School Pastoral Houses and Vertical Homerooms: This key student wellbeing project saw the rebirth of MC's previous Sport Houses into new Pastoral Houses with associated Vertical Homerooms replacing year-level based Homerooms.

Such programs provide contextual insights into the values which MC seeks to express - best-practice, research-supported, student-centred learning and pastoral programs, both of which underpin MC's commitment to supporting young people to develop the skills and dispositions to make a life-long, positive contribution to their families, communities and workplaces.

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

3.1   Student outcomes in standardised national literacy and numeracy testing

Literacy

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

Reading

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	1.67%	0%	98.333%
Year 5	0%	2.99%	97.015%
Year 7	0.91%	7.27%	91.82%
Year 9	2.25%	12.36%	85.393%

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0%	0%	100%
Year 5	0%	5.97%	94.03%
Year 7	0%	8.18%	91.82%
Year 9	2.22%	17.78%	80%

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	2.04%	0%	97.96%
Year 5	1.72%	5.17%	93.103%
Year 7	2.73%	6.36%	90.909%
Year 9	3.33%	3.33%	93.33%

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Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	2.04%	6.12%	91.84%
Year 5	0%	1.72%	98.28%
Year 7	1.82%	3.64%	94.55%
Year 9	2.22%	7.78%	90%

Interpretative Comments

In 2022 Macquarie College achieved above the State average in all areas tested; Grammar & punctuation, Reading, Spelling and Writing; across all year levels (yr3, 5, 7, 9). Reviewing the data from 2021 to 2022 - reading shows a decreased result in all year groups while writing results shows an increase in years 3, 5, 7.

Year 3

2022 Spelling results show the highest band 8 and 9 results since 2018.

Writing results are above similar schools for the first time since 2018 with an increased trend since 2019. Writing results are our highest recorded results since pre2013.

Year 5

Grammar shows our lowest average school score since pre-2013.

Spelling and Writing shows an increasing result each year since 2018.

Year 7

Grammar, Spelling, Writing show an increased result from 2021.

Grammar we were above similar schools average score.

Year 9

All NAPLAN areas tested show a decreased score in 2022.

Year 9 Grammar results show the highest percent of students obtaining band 9 since 2018 and our band 10 results have remained consistent over the past 4 years.

Below similar schools in Grammar, Reading, Spelling and writing.

Reading and Spelling results were our lowest average school score since pre-2013

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Numeracy

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

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	2.04%	8.16%	89.80%
Year 5	0%	1.79%	98.21%
Year 7	0%	5.66%	94.34%
Year 9	0%	2.27%	97.73%

Interpretative Comments

In 2022 Macquarie College achieved above the State average in Numeracy in all year levels (yr3, 5, 7, 9).

Year 3 Steep 31.4 score decrease from 2021 results with 8.97 score off state average NAPLAN score.

Year 5 Numeracy shows a significant increase in average school score from 2021 to 2022 and year 5 numeracy is above similar schools.

Year 7 2022 numeracy shows an increased result while the state and like schools show a decrease trend.

Year 9 numeracy results show a declining average score trend since 2019. Below similar schools average score.

3.2   Record of School Achievement

Item	Students
Number of Students studying in Year 10	**100**
Number of ROSAs issued by NESA in 2022	**91**

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3.3 *Results of the Higher School Certificate Examination 2022*

Comparison of 2022 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	4	School	**50%**	**0**	25%	25%	0	0
		State	**8.5%**	**25%**	29.%	19.%	10.%	5.6%
Biology	9	School	**0**	**44%**	11%	33%	11%	0
		State	**6%**	**20%**	26%	26%	16%	4%
Business Students	8	School	**25%**	**50%**	12%	12%	0	0
		State	**10%**	**24%**	**29%**	**25%**	**8%**	**1%**
Chemistry	9	School	**0**	**11%**	55%	22%	11%	0
		State	**9%**	**23%**	**30%**	**20%**	**11%**	**4%**
Design and Technology	2	School	**0**	**0**	50%	50%	0	0
		State	**6%**	**20%**	**26%**	**26%**	**16%**	**4%**
Drama	5	School	**60%**	**40%**	0	0	0	0
		State	**20%**	**38%**	**29%**	**10%**	**1%**	**0.1%**
Economics	3	School	**0**	**100**	0	0	0	0
		State	**14%**	**34%**	**26%**	**17%**	**6%**	**0.7%**
English Extension 2	1	School	**E1** **0**	**E2** **100**	E3 0	E4 0		
		State	**1%**	**14%**	56%	28%		
English Extension 1	4	School	**E1** **0**	**E2** **25%**	E3 50%	E4 25%		
		State	**0.26**	**7%**	53%	40%		
English Advanced	30	School	**13%**	**66%**	16%	6%	0	0
		State	**14%**	**52%**	**26%**	**5%**	**0.8%**	**0.04**

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Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
English Standard	13	School	**0**	**23%**	30%	46%	0	0
		State	**0.5%**	**14%**	**40%**	**32%**	**10%**	**1%**
Geography	12	School	**0**	**33%**	58%	8%	0	0
		State	**10%**	**31%**	**30%**	**16%**	**7%**	**2%**
Investigating Science	7	School	**14%**	**28%**	57%	0	0	0
		State	**4%**	**21%**	37%	22%	9%	4%
Legal Studies	2	School	**100**	**0**	0	0	0	0
		State	**14%**	**26%**	**25%**	**18%**	**10%**	**5%**
Mathematics Extension 1	5	School	**E4** **0**	**E3** **80**	E2 20	E1 0		
		State	**35%**	**39%**	20%	6%		
Mathematics Advanced	13	School	**23%**	**54%**	23%	0	0	0
		State	**23%**	**26%**	**27%**	**18%**	**5%**	**0.9%**
Mathematics Standard 2	26	School	**8%**	**42%**	31%	8%	12%	0
		State	**7%**	**22%**	**25%**	**28%**	**15%**	**3%**
History Extension	4	School	**E4** **25%**	**E3** **75%**	E2 0	E1 0		
		State	**25%**	**58%**	14%	2%		
Modern History	8	School	**12%**	**37%**	25%	25%	0	0
		State	**10%**	**25%**	**33%**	**21%**	**9%**	**3%**
Music 1	6	School	**33%**	**50%**	17%	0	0	0
		State	**22%**	**48%**	**20%**	**9%**	**1%**	**0.45**
Personal Development, Health and Physical Education	8	School	**0**	**37%**	25%	25%	12%	0
		State	**5%**	**21%**	**24%**	**30%**	**17%**	**3%**

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Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Physics	4	School	**0**	**50%**	25%	25%	0	0
		State	**12%**	**29%**	**27%**	**19%**	**9%**	**4%**
Science Extension	3	School	**E4** **0**	**E3** **33%**	E2 67%	E1 0		
		State	**08%**	**71%**	21%	0.6%		
Studies of Religion 1	2	School	**50%**	**0**	50%	0	0	0
		State	**10%**	**30%**	**39%**	**16%**	**3%**	**0.59**
Studies of Religion 2	41	School	**5%**	**39%**	39%	10%	2%	5%
		State	**10%**	**36%**	**33%**	**14%**	**5%**	**2%**
Visual Arts	7	School	**14%**	**86%**	0	0	0	0
		State	**16%**	**49%**	**26%**	**7%**	**1%**	**0.18**

Interpretative comments for Higher School Certificate results

Our 2022 HSC Results were our highest since 2017, with 55.93% of students receiving a band 5 or 6. 84.75% of students received a band 4, 5, or 6. There were 16 students from 17 subject areas, who received recognition on the Distinguished Student Achievers list.

- Ancient History; 50% received band 6
- Biology; 44% received band 5
- Business Studies; 75% band 5 or 6
- Drama; 60% received band 6
- Economics; 100% received band 5
- English Advanced; 79.99% band 5 or 6
- Legal Studies; 100% band 6
- Maths Advanced; 76.91% band 5 or 6
- Music; 83.33% band 5 or 6
- Physics; 50% band 5
- Studies of Religion 1; 50% band 6
- Visual Arts; 100% band 5 or 6

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Comparison of 2022 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	**4**	2022	**50%**	**0**	**25%**	**25%**	**0**	**0**
	0	2021	**0**	**0**	**0**	**0**	**0**	**0**
	3	2020	**33%**	**33%**	**33%**	**0**	**0**	**0**
Biology	**9**	2022	**0**	**44%**	11%	33%	11%	0
	7	2021	**0**	**28%**	**57%**	**14%**	**0**	**0**
	11	2020	**0**	**45%**	**45%**	**9%**	**0**	**0**
Business Studies	**8**	2022	**25%**	**50%**	12%	12%	0	0
	12	2021	**0**	**33%**	**58%**	**0**	**8%**	**0**
	19	2020	**0**	**47%**	**42%**	**10%**	**0**	**0**
Chemistry	**9**	2022	**0**	**11%**	55%	22%	11%	0
	8	2021	**0**	**50%**	**12%**	**25%**	**12%**	**0**
	11	2020	**27%**	**9%**	**36%**	**18%**	**9%**	**0**
Design and Technology	**2**	2022	**0**	**0**	50%	50%	0	0
	11	2021	**27%**	**36%**	**9%**	**27%**	**0**	**0**
	5	2020	**20%**	**20%**	**20%**	**40%**	**0**	**0**
Drama	**5**	2022	**60%**	**40%**	0	0	0	0
	0	2021	**0**	**0**	**0**	**0**	**0**	**0**
	0	2020	**0**	**0**	**0**	**0**	**0**	**0**
Economics	**3**	2022	**0**	**100**	0	0	0	0
	7	2021	**0**	**0**	**57%**	**42%**	**0**	**0**
	0	2020	**0**	**0**	**0**	**0**	**0**	**0**

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Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
English Extension 2	1	2022	**E4** **0**	**E3** **0**	E2 100	E1 0		
	2	2021	0	0	100	0		
	3	2020	0	**67%**	33%	0		
English Extension 1	4	2022	**E4** **25%**	**E3** **50%**	E2 25%	E1 0		
	3	2021	0	**33%**	67%	0		
	6	2020	**17%**	**67%**	17%	0		
English Advanced	30	2022	**13%**	**66%**	16%	3%	0	0
	18	2021	0	**27%**	61%	3%	**0**	**0**
	30	2020	**6%**	**46%**	46%	**0**	**0**	**0**
English Standard	13	2022	0	**23%**	30%	46%	0	0
	23	2021	0	**8%**	52%	**30%**	**4%**	**4%**
	25	2020	0	**24%**	64%	**12%**	**0**	**0**
Geography	12	2022	0	**33%**	58%	8%	0	0
	13	2021	0	**38%**	38%	7%	**15%**	**0**
	14	2020	**7%**	**57%**	35%	**0**	**0**	**0**
Investigating Science	7	2022	**14%**	**28%**	57%	0	0	0
	0	2021	**0**	**0**	**0**	**0**	**0**	**0**
	0	2020	**0**	**0**	**0**	**0**	**0**	**0**
Legal Studies	2	2022	**100**	**0**	0	0	0	0
	3	2021	0	**67%**	33%	**0**	**0**	**0**
	9	2020	0	**33%**	44%	**22%**	**0**	**0**
	2	2022	**E4**	**E3**	E2	E1		

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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			**0**	**80%**	20%	0		
	3	2021	**66%**	**0**	33%	0		
	9	2020	**40%**	**10%**	50%	0		
Mathematics Advanced	**13**	2022	**23%**	**54%**	23%	0	0	0
	9	2021	**11%**	**56%**	23%	**0**	**0**	**0**
	22	2020	**18%**	**36%**	23%	23%	**0**	**0**
Mathematics Standard 2	**26**	2022	**8%**	**42%**	31%	8%	11%	0
	25	2021	**8%**	**16%**	40%	28%	8%	**0**
	22	2020	**18%**	**27%**	41%	9%	5%	**0**
History Extension	**4**	2022	**E4** **25%**	**E3** **75%**	E2 0	E1 0		
	2	2021	**0**	**0**	50%	50%		
	3	2020	**0**	**33%**	67%	0		
Modern History	**8**	2022	**12%**	**37%**	25%	25%	0	0
	2	2021	**0**	**50%**	0	50%	0	0
	9	2020	**0**	**33%**	56%	11%	0	0
Music 1	**6**	2022	**33%**	**50%**	17%	0	0	0
	2	2021	**0**	**100**	0	0	0	0
	6	2020	**67%**	**33%**	0	0	0	0
Personal Development, Health and Physical Education	**8**	2022	**0**	**37%**	25%	25%	12%	0
	7	2021	**0**	**29%**	29%	42%	0	0
	14	2020	**0**	**64%**	29%	7%	0	0
Physics	**4**	2022	**0**	**50%**	25%	25%	0	0

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Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
	7	2021	**0**	**29%**	**29%**	**29%**	**14%**	**0**
	8	2020	**25%**	**25%**	**12%**	**12%**	**25%**	**0**
Science Extension	**3**	2022	**E4** **0**	**E3** **33%**	E2 67%	E1 0		
	4	2021	**0**	**50%**	50%	0		
	2	2020	**0**	**100**	0	0		
Studies of Religion 1	**2**	2022	**50%**	**0**	50%	0	0	0
	4	2021	**0**	**0**	**0**	**75%**	**25%**	**0**
	5	2020	**0**	**20%**	**60%**	**20%**	**0**	**0**
Studies of Religion 2	**41**	2022	**5%**	**39%**	39%	10%	2%	5%
	37	2021	**5%**	**11%**	**27%**	**32%**	**24%**	**0**
	50	2020	**0**	**34%**	**40%**	**20%**	**4%**	**2%**
Visual Arts	**7**	2022	**14%**	**86%**	0	0	0	0
	5	2021	**0**	**60%**	**40%**	**0**	**0**	**0**
	2	2020	**0**	**100**	**0**	**0**	**0**	**0**

Interpretative comments for Higher School Certificate result trends over time

Band History
- Ancient History – highest band 6 result since pre: 2012
- Business Studies – highest band 6 result since 2015 and highest band 5 results since 2017
- English Extension 1 – highest results since 2017
- English Advanced – highest results since 2015
- Legal Studies – highest result since pre 2012
- Mathematics Advanced – highest result since 2020
- History Extension – highest result since 2017
- Modern History – highest band 6 result since 2017
- Physics – highest band 5 result since pre 2012

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- Studies of Religion 1 – highest band results since pre 2012
- Studies of Religion 2 – highest band 5 result since 2017
- Visual Arts – highest band 6 results since 2015

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:
2.33%

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5   Professional learning and teacher standards

5.1   Professional Learning

Areas of professional learning	Teachers (number or group)
Youth in Distress: Blended Learning	2
Attendance, Exemption and Enrolment Requirements for Schools	6
MR Bus License	1
Growing Evidence Informed Practice PD	4
LawSense Managing Student Disability -	1
Audio Mixing PD	1
Vocal Recording & Production	1
AIS SOR Conference	1
Design Thinking with d.school	17
AISNSW Education Research Symposium 2022 - Leading Evidence Informed Practice	1
School Talk PD - Stonefields	2
Dynamiq Online Crisis Management Training	67
Meet the Markers	2
Maths Pathways PD	2
Initial Lit PD	4
EAL/D Training	1
UDL PD	1
Legal Studies Conference	1
Deeper Learning PD	2
Innovative Schools Tour	1
FSA Victoria Trip	4
MacLit PD	2
AIS ICT Conference	2

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Areas of professional learning	Teachers (number or group)
Ancient History Course	1
Restorative PD	5
Dyslexia PD	5
AIS Flagship Leaders Course	1
Chemical Safe Handling	1
Synergetic Training	5
Dance Instruction PD	1
Mantle Library Conference	1
Food Tech Course	1
Supporting Students with a disability	24
Berry St Course	6

Total Staff PD experiences:
182

Average cost per teacher for
professional learning: **$1350**

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5.2   Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	4
(ii) Provisional	6
(iii) Proficient or higher	63
	73

6   Workforce composition (comment on Indigenous staff)

Teaching Staff (Junior and Senior School)	74
FTE Teaching Staff	66.9
Ancillary Staff	34
FTE Ancillary Staff	29
Indigenous Staff	2
FTE Indigenous Staff	1.39

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7   Student attendance rate and non-attendance

7.1   Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	90.04%
Year 1	88.51%
Year 2	90.02%
Year 3	88.76%
Year 4	88.03%
Year 5	88.66%
Year 6	86.50%
Year 7	88.77%
Year 8	88.67%
Year 9	89.53%
Year 10	88.14%
Year 11	88.08%
Year 12	88.64%
Total school attendance average	88.64%

7.2   Management of non-attendance

Unacceptable Patterns of 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.

Appendix A - Management of Student Absences

If students are absent from school for one or more days, parents may respond to the SMS sent out from MC. Alternatively, they can 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

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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.

The following process is to be followed regarding notification of student absences from school:

Junior School	Senior School
House Leader ((JS) to receive a list of students from Student Services each Monday. House Leader (JS) to review consecutive or habitual absence by Tuesday PM and add to shared Absenteeism google doc for Wellbeing/Counsellors/Principals to view.	House Leader (SS) to get a list of students from the Student Services office each Monday. House Leader (SS) to review consecutive or habitual absence by Tuesday PM and add to shared Absenteeism google doc for House Leader/Counsellors/Principals to view.

Up to 5 Consecutive or Habitual Days

Junior School	Senior School
Classroom teachers to contact parent/guardian when absences are between 3-5 days either consecutive or habitual. Notes recorded on SEQTA regarding conversation and anticipated return date to school.	Homeroom teachers to contact parents/guardian when absences are between 3-5 days either consecutive or habitual. Notes recorded on SEQTA regarding conversation and suspected return date to school.

Up to 10 Consecutive or Habitual Days

Junior School	Senior School
House Leader (JS) to make phone contact with parents to discuss absence either consecutive or habitual. Notes made on SEQTA regarding conversation and return to school dates. At any stage if concerns around Child Protection exist, please refer to Child Protection Guidelines. Attendance Letter No 1 mailed home.	House Leader (SS) to make phone contact with parents to discuss absence either consecutive or habitual. Notes made on SEQTA regarding conversation and return to school dates. At any stage if concerns around Child Protection exist, please refer to Child Protection Guidelines. Attendance Letter No 1, mailed home.

Up to 15 Consecutive or Habitual Days

Junior School	Senior School

House leader to complete *Form A* and pass on to the Counselling team who will contact and meet with parents/carers. MC Return-to-School Action Plan discussed and completed with parent/s including proactive/supportive strategies considering the specific wellbeing needs of the given child. In doing so the following must be addressed:
     1. Are their wellbeing related reasons for non-attendance?
	House leader to complete *Form A* and pass on to the Counselling team who will contact and meet with parents/carers. MC Return-to-School Action Plan discussed and completed with parent/s including proactive/supportive strategies considering the specific wellbeing needs of the given child. In doing so the following must be addressed:
	     1. Are their wellbeing related reasons for non-attendance?

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2. Counsellor to provide support and/or connection to external agencies as appropriate. 3. MC Wellbeing Plan created/implemented and attached to child's file on SEQTA. 4. MC Return-to-School Action Plan attached to child's file on SEQTA. Attendance Letter No 2 and Back-to-School Plan mailed home to parents/carer.	2. Counsellor to provide support and/or connection to external agencies as appropriate. 3. MC Wellbeing Plan created/implemented and attached to child's file on SEQTA. 4. MC Return-to-School Action Plan attached to child's file on SEQTA. Attendance Letter No 2 and Back-to-School Plan mailed home to parents/carer.

20 Consecutive or Habitual Days

Junior School	Senior School
Meeting with the Assistant Principal (Student Wellbeing) to discuss attendance at school and how to move forward. Attendance letter No 3, mailed home. MC Wellbeing Plan updated/implemented and attached to child's file on SEQTA. Family Referral Service notified School Liaison Officer Notified	Meeting with the Assistant Principal (Student Wellbeing) to discuss attendance at school and how to move forward. Attendance letter No 3, mailed home. MC Wellbeing Plan updated/implemented and attached to child's file on SEQTA. Family Referral Service notified. School Liaison Officer Notified.

30 Consecutive or Habitual Days*

Junior School	Senior School
Police Liaison Officer notified by Assistant Principal (Student Wellbeing) with a visit to follow. AIS notified by Assistant Principal (Student Wellbeing). Attendance Letter No 4 mailed to family. MC Wellbeing Plan updated/implemented and attached to child's file on SEQTA.	Police Liaison Officer notified by Assistant Principal (Student Wellbeing) with a visit to follow. AIS notified by Assistant Principal (Student Wellbeing). Attendance Letter No 4 mailed to family. MC Wellbeing Plan updated/implemented and attached to child's file on SEQTA.

40 DAYS

Junior School	Senior School
DCJ report made at 40 days. Letter posted to family on behalf of the Principal. MC Wellbeing Plan updated/implemented and attached to child's file on SEQTA.	DCJ report made at 40 days. Letter posted to family on behalf of the Principal. MC Wellbeing Plan updated/implemented and attached to child's file on SEQTA.

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

Percentage retention rate: **84%**

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8   Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2022)

Surveys of HSC students post school indicated that 85% of our students were offered university places, and were attending university full time. The University of Newcastle was the most popular destination, followed by Avondale University, Charles Sturt University, the Australian National University and the Australian Institute of Music.

A variety of degrees were being pursued, including law and commerce, chemical engineering, nursing, computer science & data science, education, history, electrical and electronic engineering, medical science, psychology, exercise physiology, environmental science, paramedics and music.

53% of our students accepted early entry into their chosen university. 10% of students also reported an intention to enter the workforce immediately upon completing the HSC, or pursue further study at TAFE or traineeship level.

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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: 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.

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 parent/caregiver(s) of the students before offering a place.

3. 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.

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.

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Composition/characteristics of the student population

MC has 951 students enrolled in its K-12 learning program of whom 448 are in Junior School and 503 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 extracurricular 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

1. 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.

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

3. 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.

Location of the Student Welfare policy (Safe and Supportive Environment Policy) 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 2022.

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Discipline Policy

1. 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.

2. Aim

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

3. 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.

Location of the Discipline policy (Student Management Policy) 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 2022.

Anti-Bullying Policy

MC responds to all instances of reported bullying between students via the processes described in the MC Student Management Guidelines. These guidelines recognise that bullying is a genuine risk to student wellbeing, whether the student concerned is the alleged perpetrator or the alleged victim. In all instances, reported bullying is investigated and responded to per the outline provided in the MC Student Management Guidelines.

The MC Student Management Guidelines are available from the MC website at <www.macquariecollege.nsw.edu.au> or by request from the MC main office reception.

In addition to the processes outlined above, young people at MC are actively supported to identify and respond to bullying through various education programs provided as part of the MC learning program each year.

There have been no changes made to this policy during 2022.

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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.

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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 published 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.

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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, record 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;

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- 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

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- 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.

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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 2022.

11   School determined improvement targets RD/TB

Priority Areas for Improvement for 2023 (Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

In 2022, MC completed four Quality Adventist Schools (QAS) Component Reviews and also underwent a 5-yearly QAS Cyclic Review at which time the school successfully achieved a further 5 year accreditation. The four QAS Component Reviews undertaken in 2022 were in the following areas:

1. Adventist Identity - 1.3 (Pastoral Care)
2. Learning & Teaching - 2.3 (Teaching Practices)
3. Leading School Improvement - 3.3 (Sustainability)
4. Community Partnerships - 4.3 (Professional Partnerships)

The successful internal review of the above component areas informed the creation of MC's annual School Improvement Plan (2022) and the ongoing work towards the attainment of the following goals across key programs:

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.

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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-practice 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.

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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 and experience in their chosen life path.
Ultimate	Student leaders are outstanding leaders on the world stage that others seek to model.

Achievement of Priority Areas listed for improvement in the 2022 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**)

MC's annual School Improvement Plans are based on both short and longer term goals linked to the work described in the following MC documents, all of which are available by request from MC's main office reception:

1. MC's Strategic Intent
2. Adaptive Cultures @ MC
3. Adaptive Leadership @ MC
4. MC's Pedagogical Framework

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The priorities detailed in our School Improvement plan were further progressed. Any projects that were incomplete by the end of 2022 have been continued into the 2023 School Improvement Plan.

12   Initiatives promoting respect and responsibility

Chapels/Worships/Bible Program

MC students participate in weekly Chapel programs. In the Senior School this is based on Years 7-9 and 10-12. Students also participate in homeroom content, including intentional faith development that occurs on a daily basis.

The Junior School also has a weekly chapel program led by our chaplains as well as a daily 'morning circles' routine that supports the development of faith and social-emotional development. This content is based on the value for the fortnight, which includes topics such as respect and responsibility within a Christian context. These values are also aligned with the social emotional development program that is embedded into the Junior School which is based on the 'You can do it' program.

The Invictus Institute

Macquarie College owns and operates the Invictus Institute which provides a comprehensive wellbeing program not only to students in Years 7-12 on our campus, but also to a large number of 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. This program is based on the You Can Do It program.

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.

Student Management Guidelines

Macquarie College (MC) is an aspirational, future-focused learning community, where the pursuit of excellence is nurtured in an inclusive and Christ-centred environment. These aspirations drive MC's desire to provide a learning community that enhances the holistic growth of each student including their intellectual, social, physical and spiritual development. MC is a school that maintains high academic and behavioural standards while keeping the truth of the Christian gospel at its core.

Our approach to building and maintaining positive behavioural standards and developing student character is focused primarily on evidence-based approaches, the foundation of respectful and positive relationships, collaborative problem solving, procedural fairness, natural justice and the restoring of harm caused to our community, or an individual.

The intent of the Student Management Guidelines is to encourage students to develop their personal character, lifelong positive relationships, self-discipline, and responsibility for their own actions, along with repairing the harm that they have caused. This boutique approach stems from

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'MC's Just Cause' which focuses on *People, Growth and Fun,* where high levels of support and care for people aligns simultaneously with high behavioural expectations. This leads MC to emphasise a focus on positive behaviour and proactive management rather than merely punishing negative behaviour.

13   Parent, student and teacher satisfaction

In 2022, MC commenced a series of ongoing staff surveys as part of a longer term commitment to the Adaptive Cultures program. Adaptive Cultures is a program intended to enable cultural evolution within organisations to support ongoing improvement and refinement of both individual and workplace practices. At its heart, the use of the Adaptive Cultures program at MC is intended to support all staff to engage in deeply purposeful and meaningful work while contributing to the attainment of MC's Strategic Intent.

The table below shows the stages of cultural evolution which are typically exhibited across workplaces world-wide. MC staff were surveyed in 2022 to create a baseline understanding of MC's organisational cultural disposition.


Stages of Cultural Evolution

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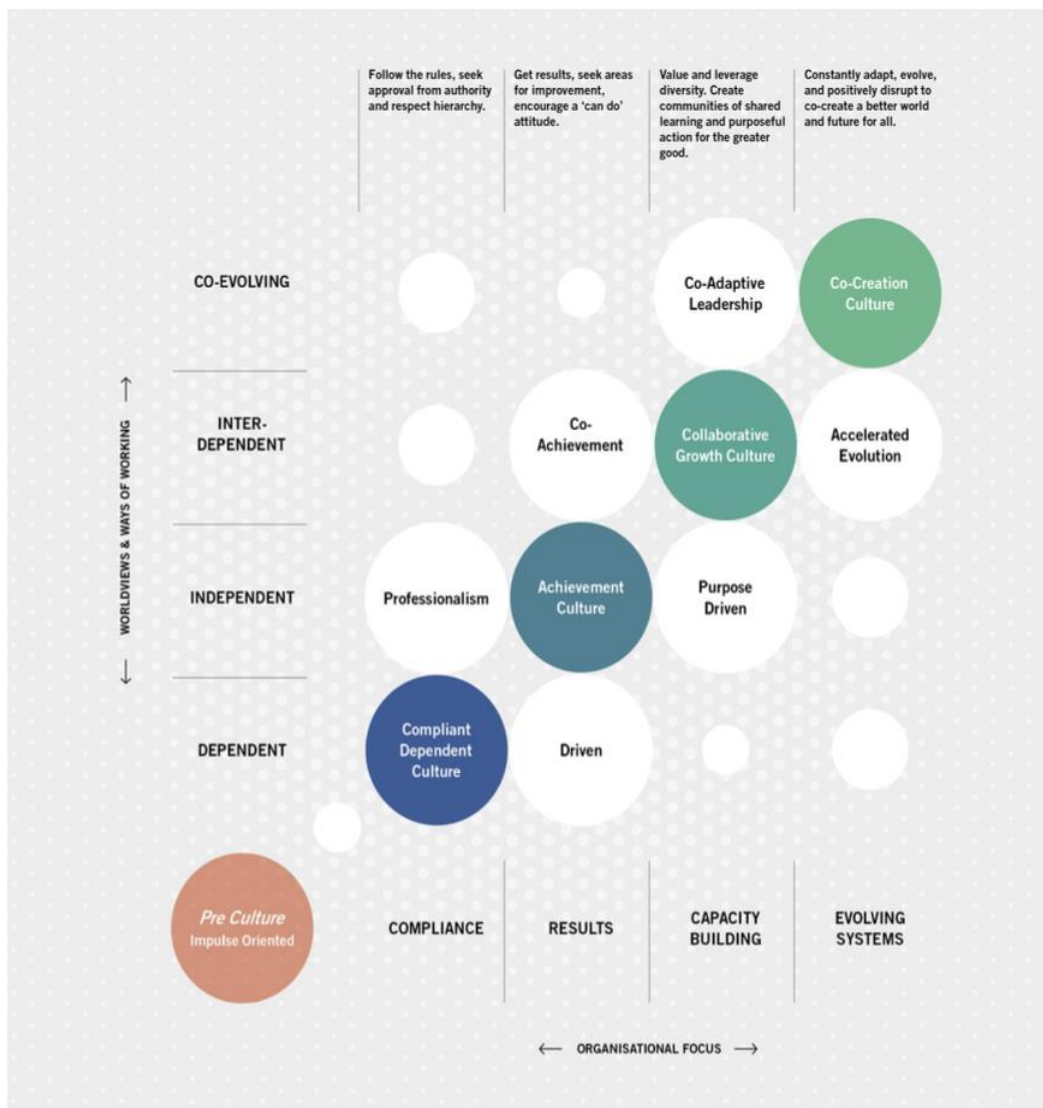
<67% of MC staff voluntarily completed the Adaptive Cultures survey in 2022. The table below shows the results from that survey:

4. Results Summary

Based on your results, your organisation's current stage of cultural evolution suggests:

an **Achievement Culture**
provide space for people to lead, and hold them accountable to achieve results.
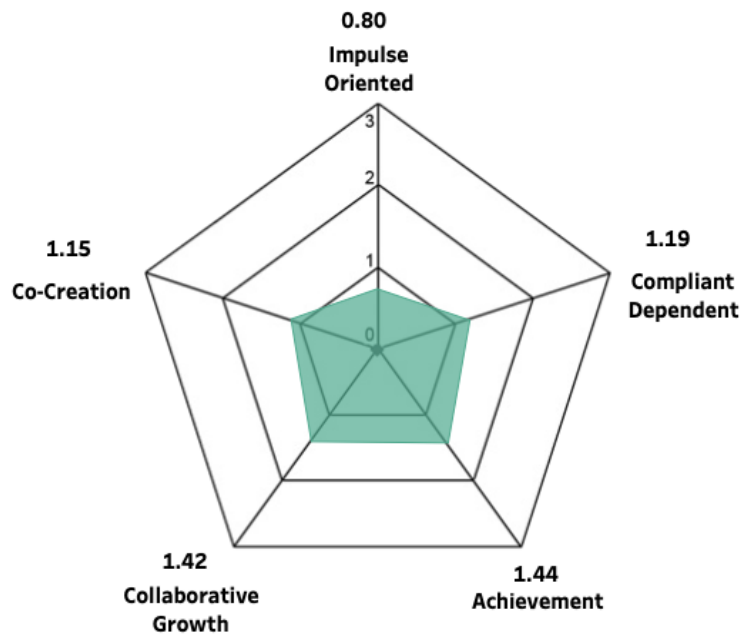
Achievement Culture Overview

Organisations at this stage have typically developed a distributed responsibility for achieving goals which are aligned to the organisation's strategy. While these goals are usually cascaded through hierarchy with each function, team and individual held responsible for their contribution, there is often limited reference to responsibilities outside of the immediate function or business unit. In an Achievement Culture, there is often a high level of energy focused on achieving results and a "can-do" attitude is valued.

In a healthy Achievement Culture, the energy created through setting aspirational goals will create appropriate action and a sense of being part of a high achieving organisation.

While MC aspires to overtime move towards a collaborative growth/co-created cultures, this survey result provides a valuable insight into where we are at in 2022, together with useful tools and strategies to support the continued evolution of MC's workplace culture.

Further information about the Adaptive Cultures program at MC is available by request from MC's main office reception.

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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	43.97%
State recurrent grants	11.82%
Commonwealth recurrent grants	43.20%
Other Government grants	1.01%
Government capital grants	0.00%
Other capital income	0.00%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	61.87%
Non-salary expenses	25.70%
Classroom expenditure	5.86%
Capital expenditure	6.57%

15   Public disclosure of educational and financial performance

The 2023 Annual report will be published on the College's website and available on request from the College office.

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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