



NSW Education Standards Authority

**Annual Report
2024**

Reporting on the 2023 Calendar Year

Macquarie College

Owned and Operated by

Seventh-day Adventist Schools
(NNSW) Ltd

1 Context

1.1 A message from key school bodies

Throughout 2023, Macquarie College (MC) has sought to answer three key questions in relation to MC's K-12 learning program. Those three questions being:

1. To what extent are we currently preparing young people at MC for the emerging realities of future community life and employment?
2. What are the skills and attributes MC's young people will need to thrive in that future?
3. What is the best value-add that we can provide for MC's young people beyond supporting them to achieve outstanding academic results in the context of current credentialing (the HSC)?

To answer these questions, MC has been informed by both its past as a leading school in the Newcastle region of New South Wales, and its intended future as a school which continues to provide outstanding K-12 learning that supports not only academic success, but also equips young people for the yet-to-be-imagined communities and workplaces which they will inhabit.

From that context, MC is a proud member of the world-wide system of Adventist schools, with Adventist Education being the second largest private provider of P-12 education globally.

Why is this important to MC? Being part of a large system of schools means that MC has the benefit of collective governance and best-practice systems which have been tested and tried over generations of teaching and learning practice throughout a diversity of global settings.

Whilst MC itself continues to build upon more than 120 years of learning in Newcastle, the Adventist Education system itself is based upon an even longer and deeper narrative of learning practice. Educators charged with establishing the very first Adventist schools in North America, Europe and Australia in the 20th century used as their blueprint the book *Education*, with the phrase *Nurture for Today, Learning for Tomorrow, Character for Eternity*, being used in more recent times to summarise the core themes of that book.

Whilst the book *Education*, written early in the 20th century, sought to inspire educators and learners in that age by describing the need for schools to teach young people skills that transcended their formal education and equipped them as adaptable, lifelong learners and leaders, such a message is perhaps no less relevant today.

As we continue to provide student-centred, data-informed learning at MC which supports the attainment of academic excellence, like the early Adventist educators of the late 19th and early 20th centuries, we are also conscious of the very real need to provide skills and training for young people which transcends formal learning and credentialing. That is not to say that MC is anything but committed to academic excellence, only that we also understand that today's young people will live in yet to be imagined communities and workplaces.

The OECD's Global Competencies attempt to describe the skills that will be required in the future of work. Those skills themselves have been summarised as the need for school leavers to have a toolkit of highly-adaptive thinking skills which equip them to successfully design solutions to complex, real-world challenges.

At MC we do not believe that current credentialing (academic excellence) and the global competencies (teaching the skills to design solutions to real-world challenges) are in competition. It is not one or the other, instead it can, in fact, be both.

I commend MC's Annual Report for 2023 to you as clear evidence that MC, as an Adventist school, is committed to carrying forward the deep adaptive narrative and tradition of Adventist Education as we aspire to co-evolve a new exemplar of future-focused schooling which mobilises K-12 learners by building their adaptive capacity to navigate complex challenges and opportunities - both present and yet to be imagined.

Rohan Deanshaw
Principal
Macquarie College

1.2 Contextual information about the school

Macquarie College's 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 and cultural evolution of the school.

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

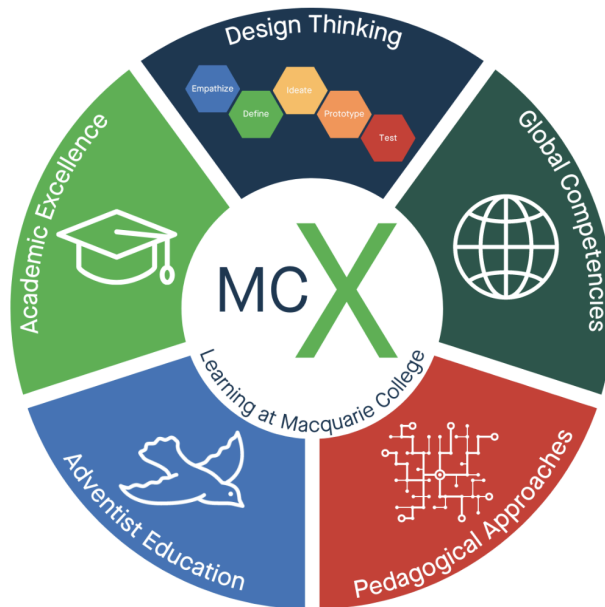
MC's WHERE: Macquarie College's *WHY, WHAT* and *HOW* is actioned in five key areas of strategic practice:

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.

Building upon the success of 2022 in the areas of whole-of-school leadership and K-12 Pastoral Houses and Senior School Vertical Homerooms, further significant progress has been made in 2023 towards the attainment of MC's Strategic Intent, particularly in relation to MC's K-12 learning program - MCX.

The text and graphic below describe the 5 pillars of the MCX program:



1. Educators who authentically reflect the character of Christ and infuse the values and ethos of Adventist Education throughout all elements of their practice.
2. Academic excellence in the context of current credentialing which is designed by courageous and adaptive educators who are themselves lifelong learners and inspire their students through best-practice application of the AITSL Standards and NESA syllabus'.
3. Design thinking inspired by the Stanford University d.school methodology.
4. Making the Global Competencies tangible and attainable through learning which is relevant to real life, and equips young people with the skills and dispositions for the yet to be imagined communities and workplaces of the future.
5. Understanding that the X in MCX represents the multiplicity of teaching and learning approaches that exist when designing pedagogical pathways that equip young people to solve complex, real-world challenges.

Macquarie College is increasingly confident that the MCX program provides the researched-based foundation through which K-12 learning at MC will play a key part in supporting MC's aspiration to co-evolve a new exemplar of future-focused schooling which contributes to the transformation of global education.

2 Outcomes and results

2.1 Student outcomes in standardised national literacy and numeracy testing

Literacy

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

Reading

Year	% Exceeding	% Strong	% Developing	% Needs Additional Support
Year 3	32.91%	49.36%	16.49%	1.27%
Year 5	33.76%	49.35%	12.98%	3.9%
Year 7	29.66%	50.85%	16.1%	3.39%
Year 9	16.88%	61.04%	18.18%	3.9%

Writing

	% At or Above State Average		% Below State Average	
Year 3	74.19%		25.80%	
	MC school average - 434.72 State Average - 426.31			
Year	% Exceeding	% Strong	% Developing	% Needs Additional Support
Year 5	24.67%	55.84%	16.88%	2.59%
Year 7	18.64%	50.08%	24.58%	1.69%
Year 9	10.52%	57.89%	27.63%	3.94%

Spelling

Year	% Exceeding	% Strong	% Developing	% Needs Additional Support
Year 3	20.25%	55.69%	20.25%	3.79%
Year 5	26.32%	52.63%	14.47%	6.57%
Year 7	29.06%	55.56%	13.68%	1.71%
Year 9	22.36%	56.57%	15.79%	5.26%

Grammar and Punctuation

Year	% Exceeding	% Strong	% Developing	% Needs Additional Support
Year 3	16.46%	51.89%	24.05%	7.59%
Year 5	18.41%	59.21%	17.11%	5.26%
Year 7	19.66%	58.97%	16.24%	5.13%
Year 9	11.84%	50%	26.32%	11.84%

Numeracy

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

Year	% Exceeding	% Strong	% Developing	% Needs Additional Support
Year 3	14.10%	62.82%	17.94%	5.64%
Year 5	14.28%	64.94%	20.78%	0%
Year 7	15.25%	65.25%	18.64%	0.85%
Year 9	5.33%	81.33%	12%	1.33%

Interpretative Comments

In 2023 Macquarie College achieved above the state average score in reading, writing, spelling and numeracy for all year levels (yr 3, 5, 7, 9). Grammar and punctuation was above the state average for years 3, 5 & 7.

Year 3

- Reading had the highest number of students working at proficiency levels: exceeding and strong (82.27%)
- Grammar and punctuation had the highest number of students working at proficiency levels: needing additional support and developing (31.64%)

Year 5

- Reading achieved the highest number of students working at proficiency levels: exceeding and strong (83.11%)
- Overall, Year 5 achieved the highest % average across all areas of students working at proficiency levels, exceeding or strong (average 79.88%)
- Grammar and punctuation had the highest number of students working at proficiency levels: needing additional support and developing (22.36%)

Year 7

- Spelling achieved the highest number of students working at proficiency levels: exceeding and strong (84.62%)
- Writing had the highest number of students working at proficiency levels: needing additional support and developing (26.27%).

Year 9

- Numeracy achieved the highest number of students working at proficiency levels: exceeding and strong (86.66%)
- Grammar and punctuation had the highest number of students working at proficiency levels: needing additional support and developing (38.16%)

Year 5, 7 and 9 Numeracy - has the least number of students needing support:

(Yr 5 - 0%; Yr 7 0.85%; Yr 9 1.33%)

	Year 3	Year 5	Year 7	Year 9
Area of Strength	Reading	Reading	Spelling	Numeracy
Area of Focus	Grammar & Punctuation	Grammar & Punctuation	Writing	Grammar & Punctuation

2.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	84
Number of ROSAs issued by NESA in 2023	82

2.3 Results of the Higher School Certificate Examination 2023

Comparison of 2023 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	10	School	4 40%	1 10%	3 30%	2 20%	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
		State	9.28 %	23.4 4%	28.3 %	20.0 %	13.2 7%	5.69 %
Biology	13	School	15.3 %	15.3 %	46.2 %	15.3 %	7.6 %	0
		State	8.3%	23.6 %	31.9 %	25.4 %	9.1%	1.4%
Business Studies	9	School	0	0	55.5 %	44.4 %	0	0
		State	11.3 %	24.6 %	28%	24%	9.8%	1.9%
Chemistry	7	School	28.5 %	28.5 %	28.5 %	14.2 %	0	0
		State	12.4 %	25.9 %	27.9 %	19.3 %	12.4 %	1.8%
Design & Technology	9	School	0	0	100 %	0	0	0
		State	12.2 %	35.1 %	30.7 %	16.9 %	3.8%	1.1%
Drama	7	School	0	0	100 %	0	0	0
		State	21.5 %	38.8 %	27.8 %	10.7 %	0.93 %	0.12 %
Engineering Studies	5	School	20%	0	40%	40%	0	0
		State	8.8%	20.5 %	39.3 %	26.5 %	4.46 %	0.31 %
English Advanced	28	School	0	46.4 %	42.8 %	3.57 %	7.14 %	0
		State	13.8 %	53.3 %	28.1 %	4.06 %	0.5%	0.06 %

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	24	School	0	8.33 %	62.5 %	20.8 3%	8.33 %	0
		State	0.31 %	12.8 %	46.5 %	30%	8.7%	1.6%
Geography	6	School	16.6 %	33.3 %	50%	0	0	0
		State	9.91 %	32.%	35.8 %	15%	4.94 %	2.24 %
Hospitality Exam (Food & Beverage)	2	School	0	50%	50%	0	0	0
		State	4.39 %	21.1 4%	40.9 %	26.7 %	5.65 %	1.04 %
Investigating Science	13	School	15.3 %	84.6 %	0	0	0	0
		State	7.44 %	26.8 2%	37%	20.5 %	6.50 %	1.70 %
Legal Studies	8	School	25%	12.5 %	25%	37.5 %	0	0
		State	13.9 %	28.5 %	26.9 %	20.8 %	6.94 %	2.77 %
Mathematics Advanced	13	School	7.69 %	23%	30.7 %	38.4 %	0	0
		State	22.3 %	27.4 %	25.6 %	17.6 %	5.58 %	1.35 %
Mathematics Standard	32	School	9.37 %	12.5 %	28.1 %	25%	12.5 %	12.5 %
		State	9.22 %	22.4 %	26.2 %	24.4 %	14.1 %	3.5%
Modern History	6	School	0	33.3 %	16.6 %	33.3 %	16.6 %	0
		State	10.2 %	24.8 %	29%	20.2 %	11.6 %	3.94 %

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Music	10	School	40%	60%	0	0	0	0
		State	22.6 %	46.3 %	20.8 %	8.15 %	1.32 %	0.71 %
PDHPE	5	School	0	20%	40%	20%	20%	0
		State	6.44 %	24.5 %	32.5 %	26.1 %	8.95 %	1.43 %
Physics	3	School	0	66.6 %	0	33.3 %	0	0
		State	13.1 %	25.8 %	28.5 %	21.6 %	9.8%	1.09 %
Studies of Religion I	1	School	0	0	0	0	0	100 %
		State	13.9 %	34.7 %	35.5 %	12.6 %	2.57 %	0.59 %
Studies of Religion II	39	School	0	17.9 %	38.4 %	25.6 %	17.9 %	0
		State	10.8 %	35.3 %	36.1 %	12.6 %	3.91 %	1.08 %
Visual Arts	8	School	0	62.5 %	37.5 %	0	0	0
		State	18.5 %	47%	24.7 %	7.64 %	0.94 %	0.10 %

Interpretative comments for Higher School Certificate results

- 48.84% students received a band 4, 5, 6
- 33.72% students received band 5 and 6
- Ancient History - 40% received band 6
- Biology - 30.76% received band 5 and 6
- Music - 100% received band 5 or 6
- Investigating Science - 100% received band 5 or 6
- Chemistry - 57.14% received band 5 or 6
- Modern History - 33.3% received band 5
- English Advanced - 46% received band 5

- Geography - 50% received band 5 or 6
- Hospitality - 50% received band 5
- Legal Studies - 25% received band 6
- Our 2023 highest ATAR was 96.15
- MC 2023 NSW ranking is 184 in the state
- MC received 27 distinguished achiever nominations, listed for various subjects

Comparison of 2023 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	10	2023	40%	10%	30%	20%	0	0
	4	2022	50%	0	25%	25%	0	0
	0	2021	-	-	-	-	-	-
Biology	13	2023	15.3 %	15.3 %	46.1 %	15.3 %	7.69 %	0
	9	2022	0	44.4 %	11.1 %	33.3 %	11.1 %	0
	7	2021	0	28.5 %	57.1 %	14.2 %	0	0
Business Studies	9	2023	0	0	55.5 %	44.4 %	0	0
	8	2022	25%	50%	12.5 %	12.5 %	0	0
	12	2021	0	33.3 %	58.3 %	0	8.3%	0
Chemistry	7	2023	28.5 %	28.5 %	28.5 %	14.2 %	0	0
	9	2022	0	11.1 %	55.5 %	22.2 %	11.1 %	0
	8	2021	0	50%	12.5 %	25%	12.5 %	0

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Design & Technology	9	2023	0	0	100 %	0	0	0
	2	2022	0	0	50%	50%	0	0
	11	2021	27.2 %	36.3 %	9%	27.2 %	0	0
Drama	7	2023	0	0	100 %	0	0	0
	5	2022	60%	40%	0	0	0	0
	0	2021	-	-	-	-	-	-
Engineering Studies	5	2023	20%	0	40%	40%	0	0
	0	2022	-	-	-	-	-	-
	1	2021	0	0	100 %	0	0	0
English Standard	24	2023	0	8.33 %	62.5 %	20.8 3%	8.33 %	0
	13	2022	0	23%	30%	46.1 %	0	0
	23	2021	0	8.69 %	52.1 %	30.4 %	4.34 %	4.34 %
English Advanced	28	2023	0	46.4 %	42.8 %	3.57 %	7.14 %	0
	30	2022	13.3 %	66.6 %	16.6 %	3.33 %	0	0
	18	2021	0	27.7 %	61.1 %	11.1 %	0	0
Geography	6	2023	16.6 %	33.3 %	50%	0	0	0
	12	2022	0	33%	58%	8%	0	0
	13	2021	0	38%	38%	7%	15%	0

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Hospitality Exam (Food & Beverage)	2	2023	0	50%	50%	0	0	0
	0	2022	-	-	-	-	-	-
	2	2021	0	100 %	0	0	0	0
Investigating Science	13	2023	15.3 %	84.6 %	0	0	0	0
	7	2022	14.2 %	28.5 %	57.1 %	0	0	0
	0	2021	-	-	-	-	-	-
Legal Studies	8	2023	25%	12.5 %	25%	37.5 %	0	0
	2	2022	100	0	0	0	0	0
	3	2021	0	66.6 %	33.3 %	0	0	0
Mathematics Advanced	13	2023	7.69 %	23%	30.7 %	38.4 %	0	0
	13	2022	23%	53.8 %	23%	0	0	0
	9	2021	11.1 %	55.5 %	33.3 %	0	0	0
Mathematics Standard	32	2023	9.37 %	12.5 %	28.1 %	25%	12.5 %	12.5 %
	26	2022	7.69 %	42.3 %	30.7 %	7.69 %	11.5 %	0
	25	2021	8%	16%	40%	28%	8%	0
Modern History	6	2023	0	33.3 %	16.6 %	33.3 %	16.6 %	0
	8	2022	12.5 %	37.5 %	25%	25%	0	0

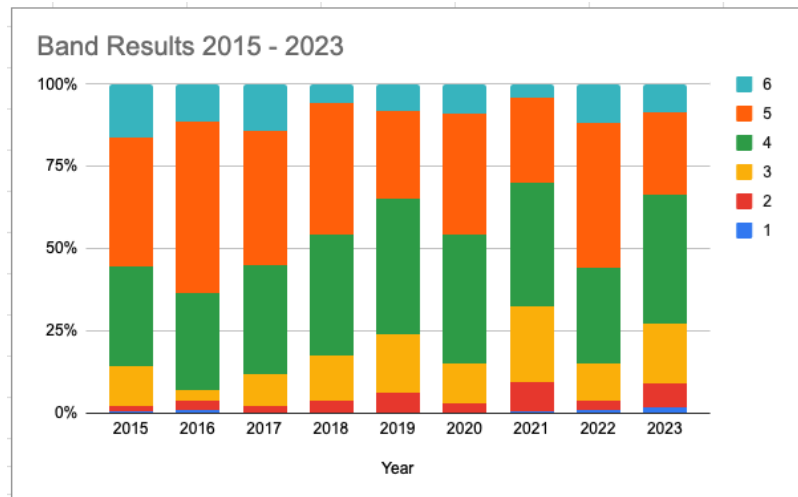
Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
	2	2021	0	50%	0	50%	0	0
Music	10	2023	40%	60%	0	0	0	0
	6	2022	33.3 %	50%	16.6 %	0	0	0
	2	2021	0	100 %	0	0	0	0
PDHPE	5	2023	0	20%	40%	20%	20%	0
	8	2022	0	37.5 %	25%	25%	12.5 %	0
	7	2021	0	28.5 %	28.5 %	42.8 %	0	0
Physics	3	2023	0	66.6 %	0	33.3 %	0	0
	4	2022	0	50%	25%	25%	0	0
	7	2021	0	28.5 %	28.5 %	28.5 %	14.2 %	0
Studies of Religion I	1	2023	0	0	0	0	0	100 %
	2	2022	50%	0	50%	0	0	0
	4	2021	0	0	0	75%	25%	0
Studies of Religion II	39	2023	0	17.9 %	38.4 %	25.6 %	17.9 %	0
	41	2022	4.87 %	39%	39%	9.75 %	2.43 %	4.87 %
	37	2021	5.4%	10.8 %	27%	32.4 %	24.3 %	0
Visual Arts	8	2023	0	62.5 %	37.5 %	0	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
	7	2022	14.2 %	85.7 %	0	0	0	0
	5	2021	0	60%	40%	0	0	0

EXTENSION SUBJECTS			Performance band achievement by number and/or %			
Subject	No of students		E4	E3	E2	E1
English Extension 1	State		40.8%	53.5%	5.26%	0.33%
	6	2023	0	83.3%	16.3%	0
	4	2022	25%	50%	25%	0
	3	2021	0	33.3%	66.6%	0
English Extension 2	State		28.8 %	56.8%	13.6%	0.71%
	3	2023	0	0	100%	0
	1	2022	0	0	100%	0
	2	2021	0	0	100%	0
Mathematics Extension 1	State		34.2%	37.6%	24%	4.05%
	3	2023	33.3%	66.6%	0	0
	5	2022	0	80%	20%	0
	3	2021	66.6%	0	33.3%	0
Mathematics Extension 2	State		37.8%	47.9%	12.8%	1.37%
	1	2023	0	100%	0	0
	0	2022	-	-	-	-
	1	2021	100%	0	0	0

Interpretative comments for Higher School Certificate result trends over time

- The number of students who received a band 5 or 6 has increased from our 2021 results (29.9%) to 33.72% in 2023.
- Biology received their highest number of band 6's since 2019
- Chemistry received their highest number of band 6's since 2013
- Geography received their highest number of band 6's since pre-2013
- Physics received their highest number of band 5's since pre-2013 with 66.6% receiving band 5



2.4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: - 13.2%	
Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: - 100%	

2.5 Post School Destinations (secondary schools only) (report on the destination of all students 17 and over who left school during 2023)

UAC indicated that 50.94% had university offers. The University of Newcastle was the most popular destination, followed by Macquarie University, Avondale University, UNSW, University of Sydney and Charles Sturt University.

A variety of degrees were being pursued, including law and commerce, engineering, nursing, mechatronics, business, social work, international studies, computer science & data science, education, electrical and electronic engineering, medical science, psychology, physiotherapy, environmental science and music.

3 Staffing

3.1 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	4
(ii) Provisional	10
(iii) Proficient or higher	84

3.2 Workforce composition (comment on Indigenous staff)

Teaching Staff (Junior and Senior School)	80
FTE Teaching Staff	72.7
Ancillary Staff	44
FTE Ancillary Staff	35.7
Indigenous Staff	3
FTE Indigenous Staff	2

4 Attendance

4.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	90.12%
Year 1	89.51%
Year 2	90.84%
Year 3	89.2%
Year 4	90.15%
Year 5	89.99%
Year 6	88.27%
Year 7	89.29%
Year 8	88.5%
Year 9	89.75%
Year 10	87.21%
Year 11	88.65%
Year 12	91.4%
Total school attendance average	89.45%

4.2 Management of non-attendance

The following Appendix text is located within the MC Student Attendance Guidelines. These Guidelines are available upon request from MC.

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 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 <i>Form A</i> 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: <ol style="list-style-type: none"> 1. Are their wellbeing related reasons for non-attendance? 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/carers.	House leader to complete <i>Form A</i> 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: <ol style="list-style-type: none"> 1. Are their wellbeing related reasons for non-attendance? 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/carers.

20 Consecutive or Habitual Days

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

30 Consecutive or Habitual Days*

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

40 DAYS

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

4.3 Retention from Year 10 to Year 12

90% retention rate (Year 10 2021 to Year 12 2023 - excluding additions in Year 11 2022)

5 School policies

The following school policies are publicly available on the [NSW Adventist Schools](https://www.nswadventist.com.au/schools) website:

- [Enrolment policy](#)
- [Child protection policy](#)
- [Anti-bullying policy \(consolidated with the Student Behaviour policy\)](#)
- [Discipline policy](#)
- [Complaints policy](#)

6 Stakeholder satisfaction

In 2023, MC participated in the Association of Independent Schools (AISNSW) Perspectives survey for graduating Year 12 students. This survey provides key data for the MC leadership to better understand the impact of MC's programs on specific cohorts, individual young people and their families.

Analysis of the 2023 Perspectives survey data completed by Year 12 students at MC indicated the following areas of strong performance:

- Impact of MC's vision, mission and values on the young person.
- The effectiveness of MC's learning program.
- Overall rating of the student MC experience.

Areas for identified for potential improvement included*

- Support for developing post-school pathways.
- Alumni connection.

**These areas will be investigated further in 2024 to determine whether additional actions by MC are required.*

7 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	45.47%
State recurrent grants	11.46%
Commonwealth recurrent grants	42.43%
Other Government grants	0.64%
Government capital grants	0.00%
Other capital income	0.00%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	58.25%
Non-salary expenses	27.60%
Classroom expenditure	5.76%

Capital expenditure	8.39%
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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 NESA 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 (BGA, National Partnerships & NCCD)