



Macquarie College

**NSW Education Standards Authority
Annual Report
2025**

Reporting on the 2024 Calendar Year

Owned and operated by

**Seventh-day Adventist Schools
(NNSW) Ltd**

1 Context

1.1 A message from key school bodies

Message from the Principal

As we close another year at Macquarie College (MC), we are filled with gratitude for the incredible community that has come together to support the learning journey of each MC young person. Our school is not just a place of education; it is an environment where faith, learning and character development intertwine.

We extend heartfelt appreciation to our dedicated MC staff, whose commitment to fostering a caring and supporting learning environment is to be commended. They have cultivated a sense of belonging for each student, understanding that each interaction is an opportunity to uphold their uniqueness and speak into their potential.

Our students have worked hard, and their resilience and determination have not gone unnoticed. Each child has made significant strides, navigated challenges and celebrated successes. The dux of MC achieved an ATAR of 99.05, and three Music 1 students were nominated for Encore Showcase, demonstrating their excellence in musica viva. Students had the opportunity to apply their design thinking skills in the NSW Science and Engineering Challenge and in Lego Robotics. One of the Junior School students achieved the highest score in their district division in the Newcastle Permanent Math Competition. In the sporting arena, students have represented the school in basketball at national level and swimming at state level.

A crucial aspect of the success of our students has been the partnership with our parent community. They have been actively involved in their child's learning adventure and made a difference in our community.



As an Adventist school, our faith foundation guides us as we seek to help each young person to be confident in who God has created them to be and how they can make a positive contribution to their communities, both now and in the future.

Throughout 2024, Macquarie College has sought to answer three key questions in relation to its K-12 learning program:

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 we can provide for MC's young people beyond supporting them to achieve outstanding academic results in the context of current credentialing (the HSC)?

The Organisation for Economic Cooperation and Development have identified the need for school leavers to have a highly adaptive toolkit that equips them to design solutions to complex, real-world challenges.

At MC we do not believe current credentialing (academic excellence) and the global competencies (teaching 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.

This Annual Report shows how MC carried forward the adaptive narrative and tradition of Adventist Education as it sought to implement an exemplar of future-focused schooling that mobilised K-12 learners by building their capacity to navigate complex challenges and opportunities - both present and yet to be imagined.

Principal
Macquarie College



Message from Chaplaincy

Our 2024 year of chaplaincy was a year of mission and ministry to students, staff and school families, along with serving our international sister school in Nepal. The theme for 2024 was Encountering Jesus – to experience, know and share Him.

Beginning the year with a ‘focus week’ centred around being called to the ministry of teaching, staff were inspired for the year ahead by guest speaker, the North NSW Leader of Mission.

Both students and staff participate in annual weeks of worship, providing an opportunity to explore a relationship with Jesus. Our Junior School FLAG week (Fun Learning About God) was a space themed daily program focused on the stories of Jesus and how Jesus’ love for us is “Out of this world’.

Senior School Week of Worship was taken by our Year 12 students and focused on “Growing Up” in Jesus. Their message encouraged peers to grow closer to Jesus in character, courage, relationships, influence and service. A large proportion of students engaged in the message and assisted with the program.

Staff week of prayer encouraged staff back to having an authentic relationship with the God of the Universe. A highlight for our team was our student and staff Alpha groups where we had the opportunity to share life stories and discuss questions on faith.

Another highlight was the opportunity for students to take our students to serve local churches by taking their church service programs. Leading out in special items, worship songs and sermonettes. This was a great way to build confidence in leadership, form new peer connections and serve in another community.

Throughout the year, our weekly chapels focused on experiencing, knowing and sharing the love of Jesus and we saw many students make decisions to follow Jesus.

Senior Chaplain



Message from Student Representative Council

The Student Representative Council (SRC) were active throughout 2024 in providing a voice for students, encouraging school culture and serving the community.

Activities each term raised funds to support others. Out of uniform days and selling beanies raised money for the Mark Hughes Foundation - Beanies for Brain Cancer. Funds were also raised to purchase learning materials for our sister school in Nepal where our Year 12 students visit each year as an international service-learning activity.

Our annual Multicultural Day in Senior School complimented the whole of school Harmony Day, both initiatives to enhance and celebrate inclusivity, connection and respect. SRC members were responsible for hosting various parts of Multicultural Day including distributing cultural food orders from various local restaurants and running cultural activities.

SRC also supported NAIDOC week with a focus on developing cultural awareness and empathy. We helped to organise activities such as a guest speaker who is a local First Nations Elder, and basket weaving.

A key purpose of SRC was to provide a voice for students to improve their school and to support each other. For example, students advocated for Period Positivity and change in the Canteen. MC Voice ran RUOK? Day for the whole school to support mental health and the Junior School SRC interviewed staff then created podcasts and published two school magazines to build connections between students and staff.

Further enhancing House culture was also a focus of our SRC. School Captains and House Captains initiated and ran various Inter-House competitions throughout the year in sport, creative and academic pursuits.

Our incoming School and House Captains in Term 4 attended team building at escape rooms to deepen their connection with one another and strengthen their leadership skills.

We are proud of our school and are committed to making a positive difference in our school and community.

SRC Members



1.2 Contextual information about the school

Macquarie College is informed by its past as a leading school in the Newcastle region of New South Wales and its intended future as a school continuing to provide outstanding K-12 learning that supports not only academic success but also equips young people for their yet-to-be-imagined communities and workplaces.

A co-educational, faith-based school catering for pre-school and K-12 in the Lake Macquarie region, MC is a proud member of the worldwide system of Adventist schools, with Adventist Education being the second largest private provider of P-12 education globally. Being part of a large system of schools means Macquarie College has the benefit of collective governance and best-practice systems that have been tested and tried over generations of teaching and learning practice throughout a diversity of global settings.

While MC continues to build on more than 120 years of learning in Newcastle, the Adventist Education system is based on an even longer and deeper narrative of learning practice globally that sought to inspire educators and learners by describing the need for schools to teach young people skills that complemented 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 that supports the attainment of academic excellence, like the early Adventist educators of the 19th and 20th centuries, we are also conscious of the need to provide skills and training for young people that complements formal learning and credentialing.



Priority areas for improvement:

Macquarie College's Strategic Intent (2030) describes MC's strategic aspiration to coevolve a new exemplar of future focused schooling that contributes to the transformation of global education.

During the period 2020-2024, MC sought to ensure MCX provided the research-based foundation through which K-12 learning played a key part in supporting our aspiration to implement a new exemplar of future-focused schooling that contributes to the transformation of global education.

The priority areas for improvement were:

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 principles from the book Education 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 implement 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 implement a learning journey of adventure and possibilities for every 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: practice: 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 areas of whole-of-school leadership and K-12 Pastoral Houses and Senior School Vertical Homerooms in 2022, progress was made in 2023 in relation to MC's K-12 learning program, MCX, which we started to implement in 2024.

The text and graphic below describe the five pillars of MCX:



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 that 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 Stanford University d.school methodology.
4. Making the global competencies tangible and attainable through learning that 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 the X in MCX represents the multiplicity of teaching and learning approaches when designing pedagogical pathways that equip young people to solve complex, real-world challenges.

Note: The 2024 Annual Report reflects a direction and strategic intent of its time. Following the appointment of new leadership at the beginning of 2025, the school is reviewing processes so it can improve results for a stronger comparison with other schools in the Newcastle region. We will make the changes necessary to better support our students.

Actions taken to promote respect and responsibility:

As a College, we value people, growth and fun, believing that it takes a continually evolving environment and a commitment to the learning journey of each student to produce future leaders.

We also strive to nurture an inclusive culture reflective of the character of Christ. Our students graduate as empowered young people with a love of learning who are ready to make a difference in their world.

These values effectively guide actions to promote respect and responsibility within the College among students and staff. In daily lessons, gatherings, chapels and activities, students are taught to value difference and develop self-awareness and empathy as part of our school wide focus on global competencies.

Awards are given to students in weekly gatherings (assemblies) that recognize empathy, engagement, initiative and effort – characteristics of respect and responsibility.

1.3 Characteristics of the student body

The student population in 2024 was 1075 students in Kindergarten to Year 12. The Preschool (3 years old and over) consisted of 53 students by fulltime equivalent.

3% of students identify as Indigenous. All students speak fluent English and 30% live in households where more than one language is spoken. Students come from a wide variety of cultural backgrounds which enriches the school community.

There are 52% girls and 48% boys with the majority of students living within a 10 km range of the school. The catchment area extends to 30 km on both sides of Lake Macquarie.

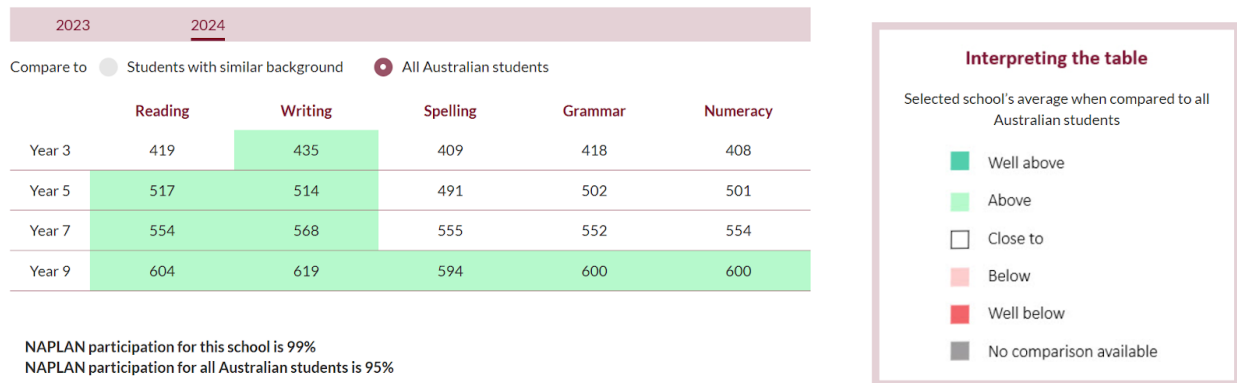
The population of students who are Seventh-day Adventists is 18%, another 82% identify as Christian and there are a number of students from Hindu, Muslim, Buddhist and other faiths.

In Junior School (K-6) there are generally three classes in each year level, and in Senior School (7-12) four classes. Classes are inclusive of all ability levels and vary in size according to subject.

2 Outcomes and results

2.1 Student outcomes in standardised national literacy and numeracy testing

In 2024, Macquarie College students achieved close to or above the average results when compared to all Australian students. Areas of strength across the school were reading and writing, and the Year 9 cohort where above average in all areas. Areas of focus were grammar and punctuation.



When compared to students with similar backgrounds, Macquarie College students achieved close to the average in spelling, reading and writing, and slightly below average in grammar for Year 5 and 7, and numeracy across all grades.

Literacy

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

Reading

Year	% Exceeding	% Strong	% Developing	% Needs Support
Year 3	23.1	60.0	12.3	4.6
Year 5	32.4	48.5	17.7	1.5
Year 7	27.1	55.2	13.5	4.2
Year 9	29.8	53.5	14.0	2.6

Writing

Year	% Exceeding Proficiency	% Strong Proficiency	% Developing Proficiency	% Needs Support
Year 3	6.3	87.5	4.7	1.6
Year 5	19.4	70.2	8.9	1.5
Year 7	25.2	54.2	17.8	2.8
Year 9	34.2	50.0	12.3	3.5

Spelling

Year	% Exceeding Proficiency	% Strong Proficiency	% Developing Proficiency	% Needs Support
Year 3	9.7	61.3	24.2	4.5
Year 5	14.9	62.7	17.9	4.5
Year 7	31.8	44.7	18.7	4.7
Year 9	24.1	65.2	8.9	1.8

Grammar and Punctuation

Year	% Exceeding Proficiency	% Strong Proficiency	% Developing Proficiency	% Needs Support
Year 3	4.8	52.3	36.5	6.4
Year 5	6.0	65.7	25.4	3.0
Year 7	16.8	57.0	19.6	6.5
Year 9	22.32	56.3	18.8	2.7

Numeracy

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

Year	% Exceeding Proficiency	% Strong Proficiency	% Developing Proficiency	% Needs Support
Year 3	10.9	59.4	28.1	1.6
Year 5	10.5	70.2	17.9	1.5
Year 7	16.7	63.9	16.7	2.8
Year 9	8.0	74.1	15.2	2.7

Interpretive Comments

Year 3

- Writing is a real area of strength with 93.8% achieving strong or exceeding literacy levels.
- Approximately 25% of students are developing proficiency in Spelling and numeracy.
- Grammar and punctuation are areas for growth for 43% of students.

Year 5

- Writing is an area of strength with 89.6% achieving strong and exceeding proficiency levels.
- 28% of students are developing proficiency in grammar and punctuation.
- 80.7% of students are working at strong and exceeding proficiency levels in numeracy.

Year 7

- In each of the five areas, approximately three quarters of Year 7 students achieved strong or exceeding proficiency levels.
- Reading (82.3%) and numeracy (80.3%) achieved the highest number of students working at exceeding and strong levels.
- Grammar and punctuation had the highest number of students still developing or needing further support (26.2%).

Year 9

- 89.3% of Year 9 students achieved exceeding or strong proficiency levels in Spelling
- Reading, writing and numeracy were also strong with over 80% of students achieving exceeding or strong proficiency in these areas.
- Grammar and punctuation had the highest number of students still developing or needing support (21.4%).
- Overall, Year 9 achieved the highest average, 83.5%, across all areas of students working at the proficiency levels, exceeding or strong.

2.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	76
Number of ROSAs issued by NESA in 2024	13

2.3 Results of the Higher School Certificate Examination 2024

Comparison of 2024 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	11	School	0	27.27	63.63	9.09	0	0
	7 756	State	9.6	27.68	28.14	19.13	10.62	4.8
Biology	26	School	0	26.92	57.69	15.38	0	0
	19 046	State	6.7	28.89	34.51	18.13	9.53	2.22
Business Studies	24	School	4.16	33.33	37.50	25	0	0
	19 572	State	10.53	26.92	26.98	22.79	8.72	4.04
Chemistry	19	School	5.26	10.52	26.31	26.31	26.31	5.26
	9 722	State	11.44	27.23	28.44	19.99	10.66	2.07
Design & Technology	13	School	0	30.77	61.54	7.69	0	0
		State	12.09	35.95	29.43	18.46	3.46	0.61
Earth and Environmental Science	4	School	0	50	50	0	0	0
		State	5.72	26.95	31	24.74	9.96	1.632
Engineering Studies	6	School	0	33.33	16.67	50	0	0
		State	9.76	22.36	35.87	25.91	5.06	1.04
English Advanced	41	School	2.44	48.78	42.34	0	2.44	0
		State	15.10	52.47	28.96	2.97	0.44	0.06
English Standard	37	School	0	0	72.97	21.62	2.7	2.7
		State	0.55	12.86	53.89	25.10	6.94	0.66
Food Technology	5	School	0	0	40	60	0	0
		State	9.57	22.85	29.19	26.51	9.71	2.16
Geography	18	School	0	38.89	50	11.11	0	0
		State	10.21	27.76	35.52	17.89	6.05	2.57

Subject	No of students		Performance band achievement by number and /or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Hospitality (Food and Beverage)	4	School	0	25	50	0	25	0
		State	3.61	25.65	45.34	21.05	3.76	0.59
Information and Digital Technology	2	School	0	0	50	50	0	0
		State	5.35	31.83	43.66	16.62	1.97	0.56
Legal Studies	21	School	4.76	28.57	52.38	9.52	4.76	0
		State	15.4	28.18	25.88	20.05	8.63	1.87
Mathematics Advanced	21	School	9.52	14.29	42.86	33.33	0	0
		State	22.33	27.70	27.32	17.40	4.71	0.54
Mathematics Standard 2	43	School	6.98	16.28	34.88	30.23	11.63	0
		State	9.35	19.40	30.35	24.10	13.38	3.42
Modern History	7	School	0	0	57.14	42.86	0	0
		State	10.43	28.80	32.31	18.99	8.13	1.33
Music 1	11	School	36.36	63.64	0	0	0	0
		State	20.22	47.36	22.02	7.51	2.44	0.44
Personal development, health and PE	21	School	0	33.33	57.14	4.76	4.76	0
		State	1.13	7.78	32.32	7.78	7.78	1.13
Physics	17	School	5.88	0	29.41	41.18	23.53	0
		State	12.4	25.92	26.80	21.01	11	2.86
Retail Services Examination	1	School	0	0	0	0	100	0
		State	3.31	15.03	39.86	31.59	8.69	1.52
Studies of Religion II	2	School	0	0	50	50	0	0
		State	12.86	33.99	34.40	13.65	4.23	0.91
Visual Arts	5	School	0	80	20	0	0	0
		State	17.12	49.82	26.99	5.48	0.54	0.05

Interpretative comments for Higher School Certificate results

- Highest ATAR result from 2024 was 99.05.
- 78 Students sat the HSC in 2024.
- Macquarie College had 403 entries in 2024.
- 14 Band 6 results were awarded.
- 56 Band 5 results were awarded.
- All students in Music 1 achieved a Band 5 or higher.

2.4 Comparison of 2024 HSC results as a trend over time

Subject	No of student s	Performance band achievement by number and/or %						
		Year	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	11	2024	0.0	27.3	63.6	9.1	0.0	0.0
	10	2023	40.0	10.0	30.0	20.0	0.0	0.0
	4	2022	50.0	0.0	25.0	25.0	0.0	0.0
	0	2021	-	-	-	-	-	-
Biology	26	2024	0.0	26.9	34.5	18.1	9.5	0
	13	2023	15.3	15.3	46.1	15.3	7.7	0.0
	9	2022	0.0	44.4	11.1	33.3	11.1	0.0
	7	2021	0.0	28.5	57.1	14.2	0.0	0.0
Business Studies	24	2024	4.2	33.3	37.5	25.0	0.0	0.0
	9	2023	0.0	0.0	55.5	44.4	0.0	0.0
	8	2022	25.0	50.0	12.5	12.5	0.0	0.0
	12	2021	0.0	33.3	58.3	0.0	8.3	0.0
Chemistry	19	2024	5.3	10.5	26.3	26.3	26.3	5.3
	7	2023	28.5	28.5	28.5	14.2	0.0	0.0
	9	2022	0.0	11.1	55.5	22.2	11.1	0.0
	8	2021	0.0	50.0	12.5	25.0	12.5	0.0
Design & Technology	13	2024	0.0	30.8	61.5	7.7	0.0	0.0
	9	2023	0.0	0.0	100.0	0.0	0.0	0.0
	2	2022	0.0	0.0	50.0	50.0	0.0	0.0
	11	2021	27.2	36.3	9.0	27.2	0.0	0.0
English Standard	37	2024	0.0	0.0	73.0	21.6	2.7	2.7
	24	2023	0.0	8.3	62.5	20.8	8.3	0.0
	13	2022	0.0	23.0	30.0	46.1	0.0	0.0
	23	2021	0.0	8.7	52.1	30.4	4.3	4.3
English Advanced	41	2024	2.4	48.8	42.3	0.0	2.4	0.0
	28	2023	0.0	46.4	42.8	3.6	7.1	0.0
	30	2022	13.3	66.6	16.6	3.3	0.0	0.0
	18	2021	0.0	27.7	61.1	11.1	0.0	0.0

Geography	18	2024	0.0	38.9	50.0	11.1	0.0	0.0
	6	2023	16.6	33.3	50.0	0.0	0.0	0.0
	12	2022	0.0	33.0	58.0	8.0	0.0	0.0
	13	2021	0.0	38.0	38.0	7.0	15.0	0.0
Hospitality Exam (Food & Beverage)	4	2024	0.0	25.0	50.0	0.0	25.0	0.0
	2	2023	0.0	50.0	50.0	0.0	0.0	0.0
	0	2022	-	-	-	-	-	-
	2	2021	0.0	100.0	0.0	0.0	0.0	0.0
Legal Studies	21	2024	4.8	28.6	52.4	9.5	4.8	0.0
	8	2023	25.0	12.5	25.0	37.5	0.0	0.0
	2	2022	100.0	0.0	0.0	0.0	0.0	0.0
	3	2021	0.0	66.7	33.3	0.0	0.0	0.0
Mathematics Advanced	21	2024	9.5	14.3	42.9	33.3	0.0	0.0
	13	2023	7.7	23.0	30.7	38.4	0.0	0.0
	13	2022	23.0	53.8	23.0	0.0	0.0	0.0
	9	2021	11.1	55.5	33.3	0.0	0.0	0.0
Mathematics Standard	43	2024	7.0	16.3	34.9	30.2	11.6	0.0
	32	2023	9.4	12.5	28.1	25.0	12.5	12.5
	26	2022	7.7	42.3	30.7	7.7	11.5	0.0
	25	2021	8.0	16.0	40.0	28.0	8.0	0.0
Modern History	7	2024	0.0	0.0	57.1	42.9	0.0	0.0
	6	2023	0.0	33.3	16.6	33.3	16.6	0.0
	8	2022	12.5	37.5	25.0	25.0	0.0	0.0
	2	2021	0.0	50.0	0.0	50.0	0.0	0.0
Music	11	2024	36.4	63.6	0.0	0.0	0.0	0.0
	10	2023	40.0	60.0	0.0	0.0	0.0	0.0
	6	2022	33.3	50.0	16.7	0.0	0.0	0.0
	2	2021	0.0	100.0	0.0	0.0	0.0	0.0
Personal Development Health & Physical Education		2024	0.0	33.3	57.1	4.7	4.7	0.0
	5	2023	0.0	20.0	40.0	20.0	20.0	0.0
	8	2022	0.0	37.5	0.3	0.3	12.5	0.0
	7	2021	0.0	28.5	28.5	28.5	14.2	0.0
Physics	17	2024	5.9	0.0	29.4	4.2	23.6	0.0
	3	2023	0.0	66.7	0.0	33.3	0.0	0.0
	4	2022	0.0	50.0	25.0	25.0	0.0	0.0
	0	2021	-	-	-	-	-	-
Studies of Religion II	2	2024	0.0	0.0	50.0	50.0	0.0	0.0
	39	2023	0.0	17.9	38.4	25.7	17.9	0.0
	41	2022	4.9	39.0	39.0	9.8	2.4	4.9
	37	2021	5.4	10.8	27.0	32.4	24.3	0.0

Visual Arts	5	2024	0.0	80.0	20.0	0.0	0.0	0.0
	8	2023	0.0	62.5	37.5	0.0	0.0	0.0
	7	2022	14.2	85.7	0.0	0.0	0.0	0.0
	5	2021	0.0	60.0	40.0	0.0	0.0	0.0

EXTENSION SUBJECTS			Performance band achievement by number and/or %			
Subject	No of students		E4	E3	E2	E1
English Extension 1	6	2024	16.7	66.7	16.7	0.0
	6	2023	0.0	0.8	0.2	0.0
	4	2022	25.0	50.0	50.0	0.0
	3	2021	0.0	33.3	66.7	0.0
English Extension 2	3	2024	0.0	66.7	33.3	0.0
	3	2023	0.0	0.0	100.0	0.0
	1	2022	0.0	0.0	100.0	0.0
	2	2021	0.0	0.0	100.0	0.0
Mathematics Extension 1	14	2024	7.1	35.7	42.9	14.3
	3	2023	33.3	66.7	0.0	0.0
	5	2022	0.0	80.0	20.0	0.0
	3	2021	66.6	0.0	33.3	0.0

Interpretative comments for Higher School Certificate result trends over time

- HSC 'Success Rate' of 4.22%, down from 9.89% in 2023. The median state success rate was 5.47% in 2024. Success rate references high scores expressed as a percentage of HSC entries.
- School is ranked 343, down from 190 in 2023, 137 in 2022, and 129 in 2021.
- 17 students were listed on the Distinguished Achievers list, decreasing from 27 in 2023.

2.5 Senior secondary outcomes

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

- 3 students - 4.1%

The three VET courses undertaken in 2024 were:

- IT Game Design
- IT Web Development
- Cert 3 Retail

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: 100%

2.6 Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2024)

Based on UAC offers the University of Newcastle is the preferred place for study for graduates of Macquarie College. Other universities of choice include University of NSW, Charles Sturt, and University of Sydney.

Students entered a range of tertiary degrees from Allied Health and Science related courses to law, education, and business.

A few students enrolled in TAFE courses and apprenticeships including electrical, construction and carpentry.

3 Staffing

3.1 Teacher Accreditation Status

Accreditation Level of Teachers	Number of teachers
(i) Conditional	12
(ii) Provisional	3
(iii) Proficient or higher	72
	87

3.2 Workforce composition (description of workforce composition based on My School Data, where the privacy act allows comment on Indigenous and Torres Strait Islander staff.)

Teaching staff	87
Full-time equivalent teaching staff	81.9
Non-teaching staff	50
Full-time equivalent non-teaching staff	39.9

Staff are from a variety of cultural backgrounds and have a range of experience.

4 Attendance

4.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	82.41
Year 1	92.84
Year 2	90.95
Year 3	92.57
Year 4	92.54
Year 5	91.29
Year 6	90.89
Year 7	90.07
Year 8	91.00
Year 9	89.97
Year 10	88.37
Year 11	90.10
Year 12	92.62
Total school attendance average	90.4%

4.2 Management of non-attendance

Macquarie College monitors and manages school attendance through the student administration system SEQTA, with rolls marked daily in Primary School and for each lesson in Secondary. Student Services and Office Staff contact parents and carers by SMS when a child is recorded as absent on any day. Parents and carers are then required to notify the school with the reason for the absence via an Absence Notification on the school's website.

Parents are expected to provide written or verbal explanation of the reason for the absence. Should staff receive no response to the SMS and the student has not returned for three or more days the House Leaders will contact the parents to check on the welfare of the student and ask for an explanation.

In cases where an absence rate is below 85% parents or carers are contacted by the Assistant Principal of Student Wellbeing and if necessary, will organise a family conference where the importance of attendance at school is reiterated and strategies for better attendance is developed through a MC Internal Attendance Plan and a Return to School Action Plan if appropriate. Counsellors provide support and/or connection to external agencies as appropriate.

If the wellbeing and return to school strategies are not adhered to and the child has more than 30 days in 100 unexplained absences, the school will report the family to the Department of Communities and Justice for 'failure to educate'.

5 School policies

The following school policies are publicly available and can be found at this link: <https://nsw.adventist.edu.au/policies/>

- Anti-bullying
- Child protection
- Discipline
- Enrolment
- Managing Complaints

6 Stakeholder satisfaction

In 2024, Macquarie College participated in the Association of Independent Schools (AISNSW) Perspectives Survey. This survey provides key data for the MC leadership to better understand the impact of Macquarie College's programs on specific cohorts, individual young people and their families.

Analysis of the Perspectives survey data completed by students, families, teachers, non-teaching staff, and College Council at Macquarie College indicated the following areas of strong performance:

- including supportive teaching staff
- a valuing of the MCX program
- a strong sense of community
- Overall rating of the student experience as a member of the school

Areas for identified for potential improvement included:

- Teacher retention and professional development
- Adventist Identity, education, and spirituality
- Student voice and supports
- Parent voice and parent engagement
- Communication and change management
- School facilities, class sizes, traffic flow, parking, and drop offs.

The areas for improvement will be investigated further in 2025 to determine what additional actions by Macquarie College are required.

7 Summary financial information

Income

Income Sources	Percentage of Total Income
Fees and private income	42.64%
State recurrent grants	11.18%
Commonwealth recurrent grants	41.90%
Other Government grants	0.42%
Government capital grants	3.80%
Other capital income	0.05%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	53.97%
Non-salary expenses	20.74%
Classroom expenditure	5.11%
Capital expenditure	20.17%