



Board of Studies Annual Report 2012

Reporting on the 2011 Calendar Year

Macquarie College

Owned and Operated by

Seventh-day Adventist Schools
(North New South Wales) Ltd

ANNUAL REPORT

2012

1 A message from key school bodies

1.1 Statement from the College Council

The College Council seeks to ensure that the vision, mission and direction of the College remain consistent with Adventist Christian educational philosophy and values. Importantly, the Council seeks to ensure that the College governance is stable, strategic and that its appointees bring a range of skills and experiences to the Council.

2011 was a year in which considerable work was undertaken regards the forwarding planning for the College. Specifically, the following planning documents were updated:

- i. Strategic Management Plan
- ii. Business Plan
- iii. Campus Masterplan

There was a continuing smooth transition of operational changes including: (i) the continuation of triple streaming through to Year 11; (ii) the transfer of classrooms; (iii) the construction of new Science Laboratories and related facilities and a new Design and Technology Centre.

The 2011 HSC students and their respective teachers are to be again congratulated for their outstanding results again. The College was ranked in the top four schools across the school sectors within the Central Coast and Hunter Regions and further, it was ranked in the top 140 schools within NSW. The results were superb and represent a high level of commitment and conscientious endeavour by students and teaching staff as well as patient encouragement by parents.

Likewise, the 2011 NAPLAN results for all years were outstanding and the College results overall were near to the top within the Hunter Region Independent School Sector.

2 Statement from the Principal

One of the more significant publicised events of 2011 was the untimely death of Steve Jobs, who Time Magazine described as “The Genius Who Changed Our World.” Steve Jobs, you will all understand was responsible for the iconic brand, ‘Apple’.

Interestingly, we, or may be more accurately, the generation or two behind me, Gen Y and Gen Z, spend

most of any waking day inside Steve Jobs 'idea'.

- Many are aroused out of bed by an alarm clock set by our iPhone.
- We get up and go for a run, listening to our iPod Nano on shuffle.
- Back home we get dressed, listening to NPR (iPhone application).
- Breakfast time, we read the paper on our iPad. Walk the kids to school, checking tweets on the way back. Spend the day at a terminal with a glowing Apple on the back of it.
- At night, many are often in front of the TV, usually with an iPad on their laps.

More clearly, the legacy of Steve Jobs included many of the things we use in every day life: computers, the touchscreens, the Pixar movies, the computer mouse.

But really what we got from Steve Jobs was 'an idea:' that computers were something that belonged in our lives, they were not just simple tools for calculation but more importantly, for communication.

As I reflected on this recently, I could not help but recognise the significance of 'ideas' and how they impact us personally and how they have the potential to impact the lives of others and the world in which we live.

Christian educational philosophy is just that.

- It is about recognising the uniqueness of individuality, the uniqueness of each person, and the value they are to themselves, to their families and potentially to the community.
- It is about individual creativity, individual ideas and thoughts that are not simply 'a reflection of the ideas and thoughts of others.'

Such creativity and individuality are at the heart of the Christian worldview and by extension, Christian education:

- which acknowledges a Creator and Saviour who provides meaning, purpose and hope for our lives, gives shape and meaning to what we seek to accomplish at Macquarie College.
- which also provides a framework of reference to interpret our lives, our world and to ultimately give meaning to what we seek to accomplish.

'An idea' is all that it takes to influence our lives, the lives of others and ultimately, the shape of the world in which we live.

Through 2011 we witnessed yet again the success of our students. You have seen them grow and develop as individuals. We have also seen many of those achievements publicised through our Weekly Newsletters, in our Chapel Programs and in the local news media.

Interestingly through all this, Macquarie College continues to demonstrate its credentials as a leading school within the region through its NAPLAN, SC and HSC results; its sporting achievements; cultural and performing arts endeavours. Importantly, it demonstrates an element of uniqueness through the spiritual and personal growth of individuals and their commitment to others through various service projects.

It is my hope that in reading this annual report you will catch a glimpse of a community of staff and students engaged in learning within a highly interactive and personal environment.

But importantly, I trust you will catch a glimpse of a community committed to a Creator God, the architect of creative endeavour and the source of all 'ideas

1.3 Statement from the Student Representative Council

The Student Representative Council at Macquarie College in the Senior School is an elected body from the College student population. Each roll class elects one representative to the Student Representative Council as their voice, vote and reporting person to the roll class. There are 16 student representatives.

The fundraising and mufti day role of the Student Representative Council is to coordinate the collection of funds, usually a gold coin on the 'mufti' day, once a term for community groups and charities. The charity or community group is selected from a range of possible charities by the vote of the Student Representative Council at regular meetings.

Charities which the Student Representative Council raised funds for through the 'mufti' days were Cure For Life Cranes for Brains, Deafness Foundation, Vanuatu Stormco and Christchurch SDA School Earthquake Fund.

The 'Give a Can Campaign' runs throughout the fourth term of the year and students are encouraged to bring cans of food to their Student Representative Council representative in roll call to donate to the Christmas appeal. 'Give a Can Campaign' raises these essential foodstuffs to make a difference to local Hunter families in the festive season. The cans are donated to the Samaritans Christmas Appeal.

2 Contextual information about the school

Macquarie College is part of the Seventh-day Adventist Schools (North New South Wales) Limited (hereafter the Company), with its head office in Newcastle. The Company is governed by the Board of Directors, the overarching administrative body that administrates the ten schools from Gosford to the Queensland border.

Macquarie College provides a comprehensive and outstanding educational experience that is driven by a Christian worldview. It has a proud tradition of producing graduates that have not only enjoyed a well-rounded education, but have also developed skills and adopted values that have positioned them well for adult life.

The College was first established in 1901 at Kemp Street in Hamilton (Newcastle) and relocated to its present site at Wallsend in 1994. Ideally and centrally located, the state-of-the-art facility caters for students from Pre-School to Year 12.

Specialist facilities include: Library, Information Resource Centre; a new Information, Research and Media Centre; Performing Arts Centre; Science and Information Technology Laboratories; Design and Technology Centre; as well as sporting facilities.

Macquarie College is a place where students are encouraged and challenged, where their sense of

self-worth and value is fostered and where they develop the skills to take them forward to a life of meaning and purpose. There is a commitment to the holistic development of the intellectual, social, physical and spiritual elements of each child's life; and assurance that all aspects of College life are integrated into a comprehensive and balanced approach to education.

Macquarie College provides extensive opportunities for students to take on leadership responsibilities, including participating in the Student Representative Council (SRC) and associated sub-committees, house system positions, cultural and sporting leadership roles, peer support positions as well as in community service roles.

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

There are many opportunities for student to express their creativity through activities such as drama and musical productions. Extracurricular activities encompass the Duke of Edinburgh Program, various outdoor activities, representative sports including swimming, athletics, tennis, basketball, rugby and cricket among others.

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	0	2	94
Year 5	0	0	100
Year 7	0	3	96
Year 9	1	10	84

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	4	94
Year 5	0	0	100
Year 7	4	8	87
Year 9	4	18	71

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	98
Year 5	0	0	100
Year 7	0	3	96
Year 9	1	10	84

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	98
Year 5	0	0	100
Year 7	0	4	95
Year 9	1	8	86

Interpretative Comments

96% of Year 3 students were at or above the national minimum standard for Reading and 98% in Writing, Spelling and Grammar and Punctuation. (All students who attempted the task were at or above the national minimum standard in all areas of literacy.)

All Year 5 students were above the national minimum standard for all areas of literacy.

99% of Year 7 students were at or above the national minimum standard for all areas of literacy except Writing. (All students who attempted the task were at or above the national minimum standard.) 95% of students were at or above the national minimum standard in Writing.

94% of Year 9 students were at or above the national minimum standard for all areas of literacy except Writing. (99% of students who attempted the task were at or above the national minimum standard.) 89% of students were at or above the national minimum standard in Writing. (96% of students who attempted the task were at or above the national minimum standard.)

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	0	2	98
Year 5	0	0	100
Year 7	0	4	91
Year 9	1	4	90

Interpretative Comments

All Year 3 students were at or above the national minimum standard for numeracy.

All Year 5 students were above the national minimum standard for numeracy.

95% of Year 7 students were at or above the national minimum standard for numeracy. (All students who attempted the task were at or above the national minimum standard.)

94% of Year 9 students were above the national minimum standard for numeracy. (99% of students who attempted the task were at or above the national minimum standard.)

3.2 Results of the School Certificate

Test	No of students	Performance band achievement by %				Grades allocated by %			
		Bands 6 - 3		Bands 2 - 1		Grades A - C	Grades D - E		
English – Literacy	75	School	100	School	0	School	87	School	13
		State	93	State	4	State	75	State	24
Mathematics	75	School	97	School	3	School	67	School	32
		State	75	State	22	State	68	State	31
Science	75	School	99	School	1	School	92	School	8
		State	92	State	5	State	72	State	27
Australian History, Civics and Citizenship	75	School	100	School	0	School	76	School	24
		State	87	State	10	State	67	State	31
Australian Geography, Civics and Citizenship	75	School	99	School	1	School	89	School	10
		State	84	State	12	State	70	State	30
Computing Skills	75	School	100	School	0	School		School	
		State	96	State	1	State		State	

Interpretative Comments for School Certificate Test Results

English - Literacy

53% of students gained a result in bands 5 or 6 compared to the state distribution of 39%

99% of students gained a result in the top 3 bands compared to the state distribution of 84%

Mathematics

39% of students gained a result in bands 5 or 6 compared to the state distribution of 26%

72% of students gained a result in the top 3 bands compared to the state distribution of 47%

Science

52% of students gained a result in bands 5 or 6 compared to the state distribution of 34%

93% of students gained a result in the top 3 bands compared to the state distribution of 69%

Australian History, Civics and Citizenship

39% of students gained a result in bands 5 or 6 compared to the state distribution of 22%

89% of students gained a result in the top 3 bands compared to the state distribution of 52%

Australian Geography, Civics and Citizenship

35% of students gained a result in bands 5 or 6 compared to the state distribution of 25%

89% of students gained a result in the top 3 bands compared to the state distribution of 57%

Computing Skills

76% of students gained a Highly Competent result compared to the state distribution of 52%

All students gained a Competent or Highly Competent result compared to the state distribution of 96%

3.3 Results of the Higher School Certificate Examination Results

Subject	No of students	Performance band achievement by number and/or %			
		Bands 6 - 3		Bands 2 - 1	
Ancient History		School	100	School	0
		State	84	State	15
Biology	16	School	100	School	0
		State	87	State	12
Business Studies	11	School	100	School	0
		State	87	State	12
Chemistry	6	School	100	School	0
		State	90	State	9
D&T	3	School	100	School	0
		State	94	State	5
English - Standard	25	School	96	School	4
		State	72	State	27
English - Advanced	18	School	100	School	0
		State	98	State	2
English - Extension I	9	School	100	School	0
		State	100	State	0
Geography	16	School	100	School	0
		State	90	State	10
IPT	2	School	100	School	0
		State	81	State	17
Legal Studies	4	School	100	School	0
		State	88	State	11
General Mathematics	22	School	100	School	0
		State	80	State	19
Mathematics	15	School	100	School	0
		State	91	State	9
Maths - Extension I	8	School	100	School	0
		State	100	State	0
Maths - Extension II	1	School	100	School	0
		State	100	State	0
PDHPE	17	School	94	School	6

Subject	No of students	Performance band achievement by number and/or %	
		Bands 6 - 3	Bands 2 - 1
		State 90	State 10
Physics	9	School 100	School 0
		State 92	State 8
Studies of Religion I	12	School 100	School 0
		State 94	State 6
Studies of Religion II	30	School 100	School 0
		State 92	State 7
Textiles & Design	2	School 100	School 0
		State 89	State 11
Visual Arts	6	School 100	School 0
		State 97	State 2

Interpretative comments for Higher School Certificate Test results

Ancient History

25% of students gained a result in band 6 compared to the state distribution of 10%

75% of students gained a result in bands 5 or 6 compared to the state distribution of 37%

Biology

38% of students gained a result in bands 5 or 6 compared to the state distribution of 31%

81% of students gained a result in the top 3 bands compared to the state distribution of 61%

Business Studies

18% of students gained a result in band 6 compared to the state distribution of 7%

73% of students gained a result in bands 5 or 6 compared to the state distribution of 32%

All students gained a result in the top 3 bands compared to the state distribution of 65%

Chemistry

33% of students gained a result in band 6 compared to the state distribution of 11%

All students gained a result in the top 3 bands compared to the state distribution of 72%

Design and Technology

33% of students gained a result in the top 2 bands compared to the state distribution of 38%

English (Standard)

12% of students gained a result in bands 5 or 6 compared to the state distribution of 9%

84% of students gained a result in the top 3 bands compared to the state distribution of 39%

English (Advanced)

89% of students gained a result in bands 5 or 6 compared to the state distribution of 58%

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

English (Extension 1)

All students gained a result in bands E3 or E4 compared to the state distribution of 84%

Geography

63% of students gained a result in bands 5 or 6 compared to the state distribution of 38%.

All students gained a result in the top 3 bands compared to the state distribution of 71%

Information Processes and Technology

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

Legal Studies

25% of students gained a result in band 6 compared to the state distribution of 10%

All students gained a result in bands 5 or 6 compared to the state distribution of 39%

General Mathematics

23% of students gained a result in band 6 compared to the state distribution of 7%

57% of students gained a result in bands 5 or 6 compared to the state distribution of 24%

86% of students gained a result in the top 3 bands compared to the state distribution of 50%

Mathematics

47% of students gained a result in bands 5 or 6 compared to the state distribution of 51%

80% of students gained a result in the top 3 bands compared to the state distribution of 78%

Mathematics (Extension 1)

88% of students gained a result in bands E3 or E4 compared to the state distribution of 84%

Mathematics (Extension 2)

All students gained a result in band E3 or E4 compared to the state distribution of 92%

Personal Development, Health and Physical Education

41% of students gained a result in bands 5 or 6 compared to the state distribution of 34%

94% of students gained a result in the top 3 bands compared to the state distribution of 68%

Physics

11% of students gained a result in band 6 compared to the state distribution of 9%

44% of students gained a result in bands 5 or 6 compared to the state distribution of 36%

78% of students gained a result in the top 3 bands compared to the state distribution of 71%

Studies of Religion I

58% of students gained a result in bands 5 or 6 compared to the state distribution of 48%

90% of students gained a result in the top 3 bands compared to the state distribution of 76%

Studies of Religion II

16% of students gained a result in band 6 compared to the state distribution of 9%

60% of students gained a result in bands 5 or 6 compared to the state distribution of 48%

90% of students gained a result in the top 3 bands compared to the state distribution of 76%

Textiles and Design

All students gained a result in band 6 compared to the state distribution of 11%

Visual Arts

83% of students gained a result in bands 5 or 6 compared to the state distribution of 48%

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

ATAR Results

Our top two students achieved ATAR scores of 97.35 and 97.25

12% of students scored an ATAR over 90.

45% of students scored an ATAR over 80.

75% of students scored an ATAR over 70.

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 5%

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

VET qualification:

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
Royal Life Saving-SS	8
Art Express-SS	1
TTA Maths-SS	1
St Johns First Aid Lab Assistant-SS	1
UNSW Human Disease-SS	1
TTA Legal Studies-SS	1
Administrators-SS	2
Differentiated Learning-SS	31
English Teachers Conference-SS	3
The Learning Centre (Support)-SS	1
GTA Annual Conference	1
Annual CASE Meetings-SS	31
MAZE Training-SS	1
Food TechnologyCooking Course-SS	1
Business Studies Conference-SS	1

Total Staff PD experiences: 15 (SS)

Average cost per teacher for professional learning: \$303.17
SS
excluding
casual
cover

5.2 Teacher standards

Categories of Teacher Standards	Qualifications	Numbers of teachers
(i) teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	Education qualification Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	65
(ii) teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	0
(iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed <ul style="list-style-type: none"> - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity 	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	0
	Total number of teachers in school	65

6 Workforce composition

(Focus Area for 2011) (also comment on Indigenous staff) – nil

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	94
Year 1	95
Year 2	94
Year 3	96
Year 4	95
Year 5	95
Year 6	94
Year 7	94
Year 8	94
Year 9	94
Year 10	94
Year 11	95
Year 12	92
Total school attendance average	94.3

7.2 Management of non-attendance

Students required to bring a note explaining absence from school.

A medical certificate may be required if the absence coincides with an assessment task in Years 10-12 or if the absence is protracted in nature.

Parents are contacted if there is a pattern of non-attendance.

The attendance register is kept on an electronic database.

All absence notes are kept/filed in the administration storeroom.

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

Percentage retention rate: **83%**

8 Post School Destinations (secondary schools only)

University Offers - 73%, Workforce and other Courses such as Tafe etc. 17%
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9 Enrolment Policies and characteristics of the student body

Enrolment Policy (full text)(include requirement for continued enrolment – Focus Area for 2011)

Enrolment Rationale

Macquarie College is open to families of all faiths and religious persuasions who have regard for Adventist Christian faith and wish for their children to fully participate in all aspects of the College program. The fees are competitively structured and provide the average family greater access to private education. As limited places are available, parents are advised to submit an Enrolment Application without delay to avoid disappointment. Arrangements will then be made for testing and an appointment organized for parents to inspect the facilities and to discuss the education program offered at the College.

Enrolment Policy

Macquarie College is a coeducational K-12 school which provides an education underpinned by religious values and operating within the policies of the Board of Studies (NSW). All applications will be processed in accordance with our 'Enrolment Guidelines' outlined below.

Criteria of Entry

The following criteria shall generally apply to student admission:

1. Family commitment to the Christian faith
2. Family commitment to the Christian philosophy and mission of the College
3. Family willingness to become actively involved in the life of the College
4. Family commitment to learning and advancement
5. Motivation and commitment of the family/student applicant
6. Goal orientation of the family/student applicant

Priority of Placement

The following priority of placement shall generally apply to student admission:

1. Families who are practicing members of the Seventh-day Adventist Church
2. Families where a sibling is currently enrolled in the College
3. Families who are currently enrolled in the Pre-School
4. Families in special circumstances assessed at the discretion of the Admissions Panel

Enrolment Procedures

The following enrolment procedures shall generally apply to student admission:

1. Submission of Enrolment Application, past reports and accompanying fees
2. College consultation with current and/or previous schools, teachers and referees

3. College Information Meeting for parents and students
4. Questionnaire completed by new families prior to interview
5. Panel interview of parents and students
6. Student Entry Assessment
JS: School Transition Assessment
SS: Entrance Exam
7. Admissions Committee appraisal of all applications
8. Placement Offers mailed out – Round 1 or 2
9. Placement confirmed by payment of Enrolment Deposit

Conditions of Enrolment

Conditions of enrolment are outlined on the back of the Enrolment Application Form.

Composition/characteristics of the student population

The College has 751 students of whom 365 are in Junior School and 386 in the Senior School. There are approximately equal numbers of boys and girls throughout the College. Students come from a variety of backgrounds including religious affiliation, socio-economic status, a range of academic abilities including students with special needs.

Public and private bus services provide transport for most Macquarie College students.

Students come from diverse localities. The key drawing areas include:

Belmont, Valentine, Eleebana, Warners Bay, Cardiff, Toronto, Coal Point, Speers Point, Glendale, Edgeworth, Cameron Park, Maryland, Wallsend, Elermore Vale, Adamstown, Hamilton, Newcastle, Maitland and Cessnock.

10 School Policies

Student Welfare Policy (Manual 5.6.2)

Summary of policies for Student Welfare

Summary of policies for Student Welfare

The College Student Welfare policies cover the following areas of operation:

- a safe and secure environment for students, including school excursions, security, management of critical incidents
- child protection policies
- administration of medicines to students

- creating a culture promoting holistic development, including for example, codes of conduct, resilience, and anti-bullying
- pastoral care policies, which may include access to counselling services, health, homework

Student Welfare Policies are designed to provide a safe and supportive environment which achieve the following outcomes:

- Minimizes risk of harm and ensures students feel secure
- Supports the academic, social, physical, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

Location of the full text of the Student welfare policy

The full text of policies is found on the College intranet and is available on request through the College Office.

Changes made to the policy during 2011

Inclusion of cyber related welfare issues into the broader welfare policy, this is particularly in relation to issues of cyber bullying being viewed in the context of the College Anti-Bullying Policy.

Discipline Policy (Manual 5.7.1; 5.7.2)

Summary of policies for Student Discipline

Summary of policies for Student Discipline

The College Discipline policies cover the following topics:

- (i) behaviour management strategies
- (ii) rules governing identified issues within the school, for example use of mobile phones, management of student property
- (iii) school and parent cooperation to support students with identified needs

All students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required

penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. The College does not administer corporal punishment. All disciplinary actions that may result in any sanction against a student including suspension, exclusion or expulsion follow processes of procedural fairness.

Location of the full text of the Discipline policy

The full text of policies is found on the College intranet and is available on request through the College Office.

Changes made to the policy during 2011

Nil

Complaints and Grievances Policy

Summary of policies for reporting complaints and resolving grievances

Summary of policies for reporting complaints and resolving grievances

These policies and processes have been developed for the school system and include management of complaints and grievances by students, by teachers, and by parents or other concerned persons. The basic procedures should be applied in all cases, and for more serious cases, a more rigorous application of the stated procedures needs to be implemented to ensure that ethical and just processes occur.

How to access or obtain the full text of policies

A full text of policies is provided in the Staff and Student Handbooks and the College Intranet.

Location of the full text of the Complaints and Grievances Policy

A full text of policies is provided in the Staff and Student Handbooks and the College Intranet.

Changes made to the policy during 2011

– (Focus Area for 2011)

11 School determined improvement targets

Priority Areas for Improvement for 2011

1. To give priority to the integration of Information and Communication Technology (ICT) into student learning experiences
2. To develop and update the College Pastoral Care network
3. To identify and implement teaching practices and learning experiences that are inclusive, innovative and effective
4. To provide mentors and professional learning programs to support all teachers in the utilisation of ICT in teaching practice
5. To develop a positive, ethical and growth promoting workplace culture
6. To develop an effective partnership with parents
7. To ensure the local community is well informed about Macquarie College
8. To ensure the provision and maintenance of ICT across the campus
9. To facilitate an approach to self-reviewing school improvement which is sustainable and innovative
10. To develop a Strategic Financial Plan 2011-2013 including reporting on indicators of sustainability and success
11. Climate of professional dialogue and learning actively focused on the continual improvement in the quality of teaching and learning
12. Focus on developing IT across the school and then actively using IT across the curriculum – the upgrading of the network and the using of wireless effectively in the classrooms, increased use of laptop trolleys in the classroom, the introduction of interactive whiteboards, providing and increasing use of digital projectors, upgrading the computer labs – these are priority areas so that IT can be easily integrated into all area of the JS curriculum.
13. The development of rubrics for all areas in literacy across the Junior School. This is to bring consistency and awareness for assessing, and awareness for what students in each year level should be capable of achieving, and what teachers are to cover in each stage. Professor Maria Northcote is leading Curriculum Coordinators through this professional development.)

Achievement of Priority Areas listed for improvement in the 2010 report

1. Setting standards for academic excellence have been drawn from the emerging national agenda for assessment and reporting student achievement. Targets have been set and improvements made in student achievement as follows:

§ Literacy–Years 3, 5, 7 and 9

- § Numeracy–Years 3, 5, 7 and 9
- § School Certificate–Year 10
- § Higher School Certificate–Year 12

Student achievements have been consistently acknowledged and celebrated across a broad range of curricular and co-curricular activities

We have also established a culture of pro-active and sustainable differentiated learning and targeted intervention to support individual learning needs.

We have targeted and strengthened our students' work ethic through a variety of strategies and mentoring approaches.

2. Sustained improvement in literacy and numeracy outcomes have been achieved through a whole school approach:

- § Analysing and using a variety of assessment data
- § Annual target setting and achievement against other relevant benchmarks
- § The emerging national agenda for schooling in Australia well understood, implemented and consolidated (Refer: Federalist Paper 2: The Future of Schooling in Australia A Report by the States and Territories April 2007)
- § Through the use of detailed strategies for improvement in literacy and numeracy included in the Annual Development Plans for each KLA.

3. Meaningful and timely reporting of student achievement has been achieved as follows:

- § A well-developed, whole-school approach to reporting student achievement based on the fundamental principles of contemporary reporting and the emerging national agenda
- § Reporting processes reviewed and refined
- § Arrangements which facilitate dialogue between parents and teachers about student achievement, progress and development effective

4. A whole school approach to curriculum planning and delivery for both Junior and Senior Schools has been achieved in the following ways:

- § College curriculum coordinators have completed up-dating all KLA Scope and sequence plans and school curriculum documents across Stages 1-5, Years K-10.
- § Teaching staff have worked to ensure their personal yearly curriculum plans reflect the outcomes outlined in the Curriculum School Scheme. The same format and content has been adopted across all stages.
- § Senior school and JS documents are both cyclical which means JS teach through to aspects Stage 4 (e.g. G and T) and Senior School are give JS outcomes e.g. in Math and language for remedial students - Support department curriculum planning is focused on meeting these needs.
- § Some SS HOD's have been consulted on K-6 syllabus changes.
- § Support department HOD sits on both school curriculum committees
- § Planning for National Testing is Coordinated and planned for K-12 - identifying strengths and weakness across the both school to identify focus areas for teachers.
- § Grant applications as a result of curriculum needs in Math are done Year 4-10

§ Group planning and professional development has been undertaken in the school - Math (decimals and fractions).

§ Meta planning for student transition Year 6 into 7 - language based activities - timetable reading, diary use - intentional planning goes into this.

§ Whole school assessment drives the curriculum planning

5. Analysis of achievement data to measure and sustain learning gains K-12 have been achieved in the following ways:

§ Teachers are using student achievement data

§ Shared understandings about learning and its measurement have consolidated and informed teaching practices

§ The College Information Management system ensures the tracking of each student's progress and achievement

6. Staff performance review processes focusing on professional goals for the improvement of teaching and learning have included:

§ Leadership capacity developed to meet current and future needs

§ All staff engaged in negotiating their professional learning goals in the context of the College's priorities

§ Leadership capacity of middle managers strengthened with programs of professional learning

§ Staff with leadership potential provided with opportunities to develop leadership skills

7. Engage all staff in new appraisal process

§ Established and consolidated culture of staff engagement with appraisal

§ All leaders engaged with the College Appraisal process

§ All teachers engaged with the College Appraisal process

§ Appraisal leaders developed and committed to processes for improving teacher and student performance

§ Career path planning has been integrated into the Appraisal process

8. Development of new College website

§ The Website has been re-developed under the NETAdventist framework. Feedback has been very positive to date. We are continuing to add and expand the information for parents and prospective families.

9. Macquarie College Foundation fostered and strengthened

§ Financial goals reviewed

10. Updating of the ICT Masterplan

§ A three year ICT Masterplan was updated

11. Climate of professional dialogue and learning actively focused on the continual improvement in the quality of teaching and learning

§ We have implemented a number of initiatives that help to provide rich and stimulating learning environments

§ Students are engaged in evaluations of the learning environment

§ Staff performance review processes focused on professional goals for the improvement of teaching and learning

12 Initiatives promoting respect and responsibility

1. Mission – Fostering of special character of Seventh day Adventists Christian beliefs through our weekly chapel programmes, weeks of spiritual emphasis and Bible studies.

2. Mac Attack – Friday night praise and worship programme to provide something for Senior School students and students that have recently completed High School

3. Community Service – Year 7 visits to the retirement villages, Storm Co trips for Year 9 and 10 students, Year 12 Service trip to Vanuatu as an alternative to “schoolies”, various school based fundraisers for charity.

4. Cyber safety and bullying education – this occurs in PDHPE classes and Bible classes, chapel programmes, visits by the school liaison police officer, parent information evenings.

5. Student Leadership – training days for senior school leaders such as captains, prefects and house captains.

6. Promoting the values of the College in classrooms through the use of signage.

13 Parent, student and teacher satisfaction

Parent Satisfaction: Community Feedback

A range of indicators to assess parental satisfaction indicate that parents are overwhelmingly positive in a range of areas. A rank 1-5 is used with the higher ranks of 4-5 reported below as a percentage of respondents.

1. I am proud of Macquarie College 85%

2. My child enjoys their experience at the College 82%

3. There is a high level of purposefulness at the College 84%

4. The campus environment is conducive to learning 86%

5. I recommend the College to my friends and acquaintances 81%

6. I value the sense of discipline at the College 85%

Student Satisfaction

A range of indicators to assess student participation and satisfaction indicate that students are overwhelmingly positive in a range of areas. A rank 1-5 is used with the higher ranks of 4-5 reported below as a percentage of respondents.

1. I feel that Macquarie College is a great place to learn 81%
2. It is easy to make friends at the College 77%
3. I feel safe and secure at the College 87%
4. The teachers are available for extra help 79%
5. The College has a good community service program 80%
6. The College has high expectations 83%

Teacher Satisfaction

A range of indicators to assess staff satisfaction indicate that College staff are overwhelmingly positive in a range of areas. A rank 1-5 is used with the higher ranks of 4-5 reported below as a percentage of respondents.

1. Macquarie College is a great place to work 91%
2. I have a great sense of pride in the College 81%
3. I support the Christian focus and mission of the College 94%
4. I enjoy teaching and seeing young people mature 83%
4. The school program is well organised 88% either high or above average
5. Staff care for and respect each other 83%

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	45.33
State recurrent grants	13.65
Commonwealth recurrent grants	36.67
Other Government grants	2.67
Government capital grants	1.69
Other capital income	0.0

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	68.34
Non-salary expenses	21.86
Classroom expenditure	6.86
Capital expenditure	2.95

15 Public disclosure of educational and financial performance

The Annual Report will be uploaded on the College website and will also be available from the office on request.

SECTION 2

CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of the BOS requirements for registration and accreditation.

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

- Participates in National Student Assessments – NAPLAN
- Provides national reports on the outcomes of schooling
- Provides individual school information on performance
- Passes on the NAPLAN reporting to parents showing student results against key national information
- 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