



**Board of Studies, Teaching and
Educational Standards NSW**

Annual Report

2015

Reporting on the 2014 Calendar Year

Macquarie College

Owned and Operated by

Seventh-day Adventist Schools (NNSW) Ltd

ANNUAL REPORT

2014

1 A message from key school bodies – (School Council and Student representative Council)

Council Chairperson Statement

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.

2014 was a year in which considerable work was undertaken regards the forward planning for the College. Some of those key areas include:

- i. Quality Adventist Schools (QAS) Strategic Management Plan
- ii. 5 Year Business and Financial Plan
- iii. Campus Development Masterplan
- iv. Teaching and Learning Planning incorporating National Curriculum Roll-Out
- iv. E-Smart School Program

The 2014 HSC students and their respective teachers are to be again congratulated for their outstanding results. The College was again ranked highly across the school sectors within the Central Coast and Hunter Regions. 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 2014 NAPLAN results for all years were outstanding and the College results overall rank well above state averages and were near to the top within the Hunter Region Independent School Sector.

Overall, the College Council was well satisfied with the planning initiatives, the operational efficiency and effectiveness of the College Executive, the stability and professional maturity of all the teaching staff, as well as the overall responsiveness and satisfaction levels indicated by parents and students in the 2014 Annual Satisfaction Survey.

To that end, I commend the 2014 Annual Report to you.

Ms Margaret Watters
Council Chairperson

Principal's Statement

Many will recall the runner, the 24 year old Turia Pitt, who was trapped by a bushfire in the WA Kimberley region, leaving her and another runner, Kate Sanderson with 80 per cent burns during a three-day outback ultra-marathon. Eight others were similarly trapped.

Turia Pitt stated: "We had a quick choice of being a human fireball and burning and that was the end, or what we did, instantaneously, is just stop and run back through the wall of flame." Turia subsequently faced surgery for the rest of her life and was then presented with the option of having a face transplant to improve her looks.

Many will also recall the 60 Minutes program where Turia Pitt took the step to remove the mask she had worn for the previous two years as part of the recovery process and the public shock at the level of her disfigurement.

The 26 year old has now released a book documenting the story of the ultra-marathon race that led to her burns, her rescue, the resulting medical treatment and how her boyfriend and family motivated her recovery. It's called '*Everything to Live For*'.

As I reflected on the context of that book title and the year 2014 just past, I can't help but ask a related question:

How do we live our lives?

We often don't think about such questions until our life or the life of a loved one is under threat. When faced with such challenges, obstacles or extremities in our lives, we discover the priorities that ultimately really matter and that are at the foundation of our lives – our families, friends and in many instances, our relationship with God.

We then ask that question: How do I wish to live my life? What really matters? What are my priorities?

Such a realisation can lay the foundation for purposefulness, resolve and action in our lives. And one other theme running through Turia's story is one of enduring-unconditional love by her partner, Michael Hosken.

But for Turia, it was about facing the challenges and obstacles encountered in her life to regain her dignity, self-worth and ultimately a sense of purposefulness in her life. Her resolve to accept herself and her circumstances has been pivotal to her recovery and ultimately to what she has achieved as an individual.

You will notice that her achievement is not measured in terms of material or financial success or personal appearance, but rather in terms of her attitude to life in the face of adversity.

"Everything to live for" is a statement about an attitude of mind. In Turia's case, it is a statement about drawing meaning from adversity; a statement of determination and commitment; a statement of unbridled optimism and positivity; and a statement recognising that true love is unconditional.

From my experience, I have observed that the best way to develop such an attitude to life is when God is a central focus in our lives. It is God our Creator who really is best able to help us understand

and interpret the world in which we live and to provide us with a sense of well-being and hope in the face of adversity and challenge.

At Macquarie College in 2014, that framework of reference is foundational to all learning and in fact, the total educational experience. The primary educational goal at Macquarie College is to help prepare and equip students to face an uncertain and challenging world and to build the necessary buffers that characterise emotional and mental resilience. Importantly, the College seeks to provide students with a moral compass for life and an inbuilt sensitivity to the needs of others around them.

In such an environment, Macquarie College in 2014 also continued to demonstrate its academic credentials as a leading school within the region; its sporting achievements; cultural and performing arts endeavours.

Some of the key initiatives undertaken through 2014 are highlighted below:

Accredited Provider for Professional Development

In 2014 Macquarie College became a registered provider with the Institute of Teachers for delivering professional development. This is a significant achievement as many staff are required to have 50 registered PD hours every 5 years in addition to 50 teacher identified PD hours which can now be delivered on site.

National Curriculum Rollout

National Curriculum continues to be rolled out in Senior School with English, Mathematics, Science and History all endorsed and implemented. Other subject areas are awaiting drafts to provide feedback prior to being endorsed and rolled out.

The Junior School English Curriculum has been successfully implemented in 2014 with professional development and planning around Maths and Science curriculum undertaken in readiness for the 2015 rollout.

Teaching and Learning Initiatives

Using the Quality Adventist Schools Framework audit tool, the College Executive identified the need to further develop 'thinking skills and strategies', as well as 'critical and creative thinking' throughout our curriculum. We have received a \$10,000 grant through AISNSW to fund a 2 year project - "Driving Thinking Deeper" which incorporates "Habits of Mind" framework alongside "Visible Thinking" tools and strategies. All classroom teachers will be provided specialised PD to develop their expertise to deliver a curriculum rich in the use of thinking routines over the next two years.

Technology and Learning Initiatives

The *Bring Your Own Technology* (BYOT) was introduced with Year 7 and 9 in 2014 with outstanding success. Students are able to have the flexibility of choosing a device suited to their needs and budgets and staff have been working tirelessly on making much of what is delivered in the classroom available in an online format through Moodle and Google Docs.

The integration of Information and Communication Technology into student learning experiences within Junior School has continued throughout 2014 with updated iPads and laptops throughout Stage 1, K-2 and Stage 3, Year 5-6 with associated PD training for staff.

eSmart School

Macquarie College has undergone a 3 year process to becoming an eSmart School and this should take place sometime in 2015. eSmart schools is a behaviour-change initiative in over 2,200 schools across Australia. The eSmart Schools Framework is designed to help schools improve cybersafety and reduce cyberbullying and bullying. A recent independent evaluation of over 6,000 parents, teachers, principals and students from eSmart schools across Australia found that 80% of Principals said it was effective in changing school culture and behaviour, 84% of Coordinators said it helped them to deliver policies and 98% of Principals would recommend eSmart schools

Student Welfare Initiatives

Our *Invictus Well-Being Program* for Year 9 continues to go from strength to strength with very high levels of engagement by students. The program covers 4 aspects including skill development, community service, the journey and networking. In 2014 a high proportion of students achieved the gold and silver awards.

Additionally, a number of student welfare programs that enhance College life and student well-being have continued in their development and roll-out throughout the Junior School. These include the Values Program, the Buddy Program, and Resiliency programs as well as developing units of work for Protective Behaviours, the SRC and Leadership program.

Service and Community Focus

Importantly, the College demonstrates an element of uniqueness through the spiritual and personal growth of individuals and their commitment to others through various service projects. The latter is especially evident with the 6th consecutive Year 12 'Schoolies' STORMCo trip to Vanuatu. The symbolism of a Year 12 group of students choosing a service trip as their last act of learning bears testimony to 'a sense of mission accomplished' at the close of their secondary schooling.

The Junior School has maintained and continued our links with the local community by participating our annual ADRA Walkathon, nursing home performances and fundraising initiatives throughout the year.

In conclusion, it is my hope that as you review the 2014 Annual Report, all will gain a glimpse of a community of staff and students engaged not just in a highly interactive and personal academic learning environment but importantly, a community committed to Jesus Christ and His purposes. And specifically, a community of people that have '*everything to live for,*' and who seek to use their lives for the benefit and enrichment of others.

Dr Bruce R Youlden, Ph.D; MACE
Principal

2 Contextual information about the school (including information about National Partnerships and /or Improving Teacher Quality if applicable)

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 oversees the operation of 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; an Open Learning 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, ROSA 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.

Improving Teacher Quality is a top priority at the College, with time and resources given to implementing strategies to ensure improvement. Teachers are encouraged to pursue external Professional Development, as well as a regular program conducted internally. State Accreditation (and the transition to National Accreditation) of Teachers is monitored and supported. Improvement goals are set annually as well as a review process for quality improvement, as part of a system wide multi-year review procedure

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	2	2	96
Year 5	0	9	91
Year 7	0	3	97
Year 9	0	3	97

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	0	8	92
Year 7	6	7	87
Year 9	3	9	88

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	8	92
Year 5	2	2	96
Year 7	0	5	95
Year 9	0	9	91

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	2	98
Year 5	2	2	96
Year 7	1	9	90
Year 9	1	9	90

Interpretative Comments

Macquarie College has a strong Literacy program. Our results in 2014 NAPLAN Literacy testing indicate that:

Reading:

96% of Year 3 were at minimum standard or higher in Reading.

78% of Year 3 students were in the top two bands of proficiency in Reading.

100% of Year 5 students were at minimum standard or higher in Reading.

64% of Year 5 students were in the top two bands of proficiency in Reading.

100% of Year 7 students were at minimum standard or higher in Reading.

27% of Year 7 students were in the top two bands of proficiency in Reading.

100% of Year 9 students were at minimum standard or higher in Reading.

43% of Year 9 students were in the top two bands of proficiency in Reading.

Writing:

100% of Year 3 were at minimum standard or higher in Writing.

68% of Year 3 students were in the top two bands of proficiency in Writing.

100% of Year 5 students were at minimum standard or higher in Writing.

21% of Year 5 students were in the top two bands of proficiency in Writing.

94% of Year 7 students were at minimum standard or higher in Writing.

20% of Year 7 students were in the top two bands of proficiency in Writing.

97% of Year 9 students were at minimum standard or higher in Writing.

26% of Year 9 students were in the top two bands of proficiency in Writing.

Spelling:

100% of Year 3 were at minimum standard or higher in Spelling.

68% of Year 3 students were in the top two bands of proficiency in Spelling.

98% of Year 5 students were at minimum standard or higher in Spelling.

49% of Year 5 students were in the top two bands of proficiency in Spelling.

100% of Year 7 students were at minimum standard or higher in Spelling.

50% of Year 7 students were in the top two bands of proficiency in Spelling.

100% of Year 9 students were at minimum standard or higher in Spelling.

36% of Year 9 students were in the top two bands of proficiency in Spelling.

Grammar and Punctuation:

100% of Year 3 were at minimum standard or higher in Punctuation and Grammar.

78% of Year 3 students were in the top two bands of proficiency in Punctuation and Grammar.

98% of Year 5 students were at minimum standard or higher in Punctuation and Grammar.

64% of Year 5 students were in the top two bands of proficiency in Punctuation and Grammar.

99% of Year 7 students were at minimum standard or higher in Punctuation and Grammar.

41% of Year 7 students were in the top two bands of proficiency in Punctuation and Grammar.

99% of Year 9 students were at minimum standard or higher in Punctuation and Grammar.

39% of Year 9 students were in the top two bands of proficiency in Punctuation and Grammar.

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	6	94
Year 5	0	6	94
Year 7	0	1	99
Year 9	0	3	97

Interpretative Comments

100% of Year 3 were at minimum standard or higher in Numeracy.

67% of Year 3 students were in the top two bands of proficiency in Numeracy.

100% of Year 5 students were at minimum standard or higher in Numeracy.

38% of Year 5 students were in the top two bands of proficiency in Numeracy.

100% of Year 7 students were at minimum standard or higher in Numeracy.

49% of Year 7 students were in the top two bands of proficiency in Numeracy.

100% of Year 9 students were at minimum standard or higher in Numeracy.

44% of Year 9 students were in the top two bands of proficiency in Numeracy.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	68
Number of ROSAs issued by the Board of Studies in 2014	3

3.3 Results of the Higher School Certificate Examination

Subject	No of students	Performance band achievement by % Bands 6 - 3	Performance band achievement by % Bands 2 - 1
Ancient History	9	89	11
Biology	16	100	0
Business Studies	7	100	0
Chemistry	8	100	0
Design and Technology	10	100	0
English (Standard)	34	94	6
English (Advanced)	21	100	0
English Extension 1	4	100	0
English Extension 2	2	100	0
Geography	14	100	0
IPT	3	100	0
Legal Studies	6	100	0
General Mathematics	34	91	9
History Extension 1	4	25	75
Mathematics	14	100	0
Mathematics Extension 1	6	100	0
Modern History	5	100	0
Music 1	6	100	0
PDHPE	18	100	0
Physics	12	100	0
Studies of Religion 1	18	89	11
Studies of Religion 2	37	95	5
Visual Arts	6	100	0
Hospitality Examination	4	100	0

Interpretative comments for Higher School Certificate results

Biology

38% of students gained a result in band 5 or 6 compared to the state distribution of 28%

Business Studies

43% of students gained a result in band 6 compared to the state distribution of 9%

100% of students gained a result in band 5 or 6 compared to the state distribution of 37%

Chemistry

63% of students gained a result in band 5 or 6 compared to the state distribution of 46%

English (Standard)

71% of students gained a result in the top 3 bands compared to the state distribution of 43%

English (Advanced)

19% of students gained a result in band 6 compared to the state distribution of 15%

76% of students gained a result in band 5 or 6 compared to the state distribution of 59%

100% of students gained a result in the top 3 bands compared to the state distribution of 92%

English Extension 1

100% of students gained a result in the top 2 bands (E3/E4) compared to the state distribution of 93%

English Extension 2

100% of students gained a result in the top 2 bands (E3/E4) compared to the state distribution of 77%

Geography

50% of students gained a result in band 5 or 6 compared to the state distribution of 43%

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

Information Processes and Technology

67% of students gained a result in band 5 or 6 compared to the state distribution of 28%

100% of students gained a result in the top 3 bands compared to the state distribution of 67%

Legal Studies

100% of students gained a result in the top 3 bands compared to the state distribution of 65%

General Mathematics

32% of students gained a result in band 5 or 6 compared to the state distribution of 25%

65% of students gained a result in the top 3 bands compared to the state distribution of 51%

Mathematics

29% of students gained a result in band 6 compared to the state distribution of 22%

57% of students gained a result in band 5 or 6 compared to the state distribution of 54%

86% of students gained a result in the top 3 bands compared to the state distribution of 81%

Mathematics Extension 1

100% of students gained a result in the top 2 bands (E3/E4) compared to the state distribution of 84%

Modern History

80% of students gained a result in the top 3 bands compared to the state distribution of 75%

Music 1

33% of students gained a result in band 6 compared to the state distribution of 18%

100% of students gained a result in band 5 or 6 compared to the state distribution of 60%

Personal Development, Health and Physical Education

72% of students gained a result in the top 3 bands compared to the state distribution of 63%

Studies of Religion 1

28% of students gained a result in band 6 compared to the state distribution of 12%

Visual Arts

17% of students gained a result in band 6 compared to the state distribution of 11%

83% of students gained a result in band 5 or 6 compared to the state distribution of 49%

100% of students gained a result in the top 3 bands compared to the state distribution of 85%

Hospitality Examination

50% of students gained a result in band 6 compared to the state distribution of 4%

75% of students gained a result in band 5 or 6 compared to the state distribution of 31%

100% of students gained a result in the top 3 bands compared to the state distribution of 63%

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 23%

Percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification: 23%

5 Professional learning and teacher standards

5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
eSmart - Online Safety and Protection	1
Wollongong University- Ed Leaders Conference	1
AIS/Conference	1
DEC/Volleyball Coaching Level 1	1
Positive Schools - Mental Health & Wellbeing Conference	1
Avondale - Outdoor Ed - Bushwalking Certification	4
English Teachers Association Conference	3
AIS Stage 6 In-Service	5
Northern Beaches School Tour	3
Schools Tech Oz Conference	1
LSA/Legal Studies Conference	1
Maths Association Day	1
Mind & its Potential Conference	1
Girls and Education Conference	1
Curriculum Program - History Day	1
Macquarie University Study Day - Studies of Religion	1
MANSW - Focus Study Day	2
Stage 6 In-Service - Science	1
EduTech Conference	1
Geography Teacher Association - HSC Mini Conference	1
Geography Teacher Association Conference	1
AIS/PDHPE Workshop Stage 6	1
Music PD	1
Introduction to Teaching with Google Docs and Teacher Dashboard	38
Managing Change – Staff and Organisational Well Being	56
Live More	56
ECO Training	56
ECO Warden Training	56
Anaphylaxis Training	56
First Aid Refresher Course	56
Teaching with Moodle	38
CyberSmart Outreach	56
Online tools for Teacher Document Creation, Editing and Sharing	38
Cyberbullying	56

Total Staff PD experiences: 597

Average cost per teacher for professional learning: \$92

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 Master degree Graduate Diploma Bachelor 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 Master degree Graduate Diploma Bachelor degree Diploma	
(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	
	Total number of teachers in school	65

6 Workforce composition (comment on Indigenous staff)

Teaching Staff	(across both Junior and Senior School)	65
Full time Teaching Staff		29.3
Ancillary Staff		9.9
Full-time Ancillary Staff		4.5
Indigenous Staff		0

7 Student attendance rate and non-attendance – (Focus Area for 2013)

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	95
Year 10	94
Year 11	95
Year 12	92
Total school attendance average	94

7.2 Management of non-attendance (priority for 2013 report)

Teachers mark rolls electronically via the Denbigh database

An automated SMS is sent to parents if the child is marked absent on the morning roll.

Students arriving late or leaving early are registered on the roll via Student Services and provided with a late or early leave slip.

The electronic attendance register on the database is coordinated by the College Office.

Students are required to bring a note the next day (or day of next attendance) explaining the 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-attendances or lateness.

Chronic lateness and absences are followed up and reported to the School Liaison Officer and attendance plans put in place through interviews with parents, student, and Head of School.

All absence notes are filed in the Administration Office Strong Room and archived for the appropriate period.

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

Percentage retention rate: **93%**

8 Post School Destinations (secondary schools only)

Surveys of HSC students post school indicated that a majority of students were offered University places, and most were attending University full time. University of Newcastle was the most popular destination, with some students also going to Avondale College, Australian National University and Sydney University.

9 Enrolment Policies and characteristics of the student body

Enrolment Policy (full text) (include text which complies with Disability Discrimination Act and requirement for continued enrolment – Focus Area for 2013)

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
10. Letter of Confirmation from Principal, or Registrar.

Conditions of Enrolment

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

Enrolment Policy for Students with a Disability

(This complies with the Disability Discrimination Act Education Standards by outlining how we meet the following obligations...

- Obligation to consult
- Obligation to make reasonable adjustments.

(NB Our obligation to eliminate harassment and victimisation is covered in our Welfare Policy)

General procedure:

Any application for enrolment of a student with a disability should be processed in accordance with the school's ordinary enrolment policy. When considering any application for enrolment (regardless of whether the student has a disability) the school should consider whether the school is able to cater for the student's individual needs.

When considering whether the school is able to accept a student for enrolment, it is important to think laterally about the school's ability to meet the student's needs. It is also important to

demonstrate to the parents/family that the school is seriously considering relevant issues; is willing to be flexible; and is making genuine efforts to find ways to meet the student's needs.

Recommended actions:

1. Ensure staff are aware that:
 - (a) All applications should be processed within the school's ordinary enrolment policy, and
 - (b) The school will not refuse to enrol students simply because they have special needs.

Provide training for staff on these issues and other related issues such as using correct terminology and not making comments which could be construed as indicating a likelihood that the school will unlawfully discriminate.
2. Consider the current and future impact of enrolment on the particular student, other students, staff and the school community (including financial impact) before the enrolment decision is made. To do this, the school will need to gather information and consult with the parents/family and others in order to satisfy itself that it is able (or unable) to meet the student's needs.

The information required may include medical assessments, information about the student's current condition and future prognosis, an assessment of the school's physical environment, an assessment of the likely impact of any required changes to the school's physical or teaching environment (including, but not necessarily limited to, the financial impact of the changes).

The parents/family will have numerous reports which could be of assistance. Of these, the following current reports (if relevant to the student) would be particularly helpful:

 - (a) Previous school reports and current school achievements;
 - (b) Psychologist's report documenting functional skills and IQ test results (although the functional information will be most useful in examining the implications for the student's program, the IQ results are required for Commonwealth funding applications);
 - (c) Speech pathologist report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom;
 - (d) Occupational and physiotherapy reports documenting self-help skills and mobility;
 - (e) Medical specialist reports; and
 - (f) Vision and hearing reports.
3. Request feedback and suggestions from relevant staff within the school about the possible impact of the student's enrolment on the school and possible strategies for accommodating the student's needs.
4. Consider seeking advice from an external special education consultant (e.g. AIS). This person should be able to recommend if/where further information should be sought, as in many cases the parents/family may not be able to assist the school to examine options for how the school could meet the student's needs and the parent's expectations.
5. Where appropriate, invite the parents/family members and their choice of relevant specialists (could include psychologists, therapists, educators, medical specialists etc...) to the school to consider specific needs or issues arising from the reports or other information. Ask the parents/family to articulate the student's special needs and what they expect from the school.

- Consider social, academic, sport and co-curricular areas. Discuss possible options with parents/family and keep parents/family informed of the progress of the application.
6. Seek information on possible levels of Commonwealth funding and access to other support services.
 7. If the school considers that it may have to decline the enrolment, seek advice from the AIS or another appropriate person before making the decision.
 8. Make a decision regarding the school's ability to meet the child's special needs and discuss the decision with the parents/family. This decision must be able to be justified – for example, where the school declines to enrol a student with a disability, it must be able to demonstrate that it is unable to meet that student's needs, having regard to the student's current condition and prognosis.
 9. Where the decision is taken to enrol a student with a disability, any strategies which need to be put into place to accommodate the student's special needs should be developed before communicating/announcing the enrolment decision.

Composition/characteristics of the student population

The College has 785 students of whom 367 are in Junior School and 418 in the Senior School with a slightly higher ratio of males to females.

Our College Community is made up primarily of families with a Christian faith, although we have families of non-Christian faiths and also families of no religious affiliation.

Students come from a variety of backgrounds including, socio-economic status, and students with special needs who all have a range of academic abilities and extra-curriculum interests.

Public and private bus services provide transport for most Macquarie College students who come from diverse localities across the Newcastle/Hunter region including Newcastle suburbs, areas around Lake Macquarie, and Hunter Valley (Maitland area).

10 School Policies

Student Welfare Policy (Manual 5.6.2)

Summary of policies for Student Welfare

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

- ensuring a safe and secure environment for students, including school excursions, security, management of critical incidents
- child protection
- administering 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 (including how to get a copy)

The full text of policies are on the College Moodle site. Parents within the College Community can access this site with a parent username and password provided by the College. External requests for policies may be made directly to the College Administration Office.

Changes made to the policy during 2014 – (Focus Area for 2014)

Students are now able to report bullying online through the E Smart function on Moodle and the College Website.

Child Protection Policies have been updated across the College.

Junior School's Student Welfare Policy has been updated (2013).

A "Reporting and Managing Bullying" flowchart has been developed out of the revised Anti Bullying Policy. This allows for easier staff information and student handling.

A revised Anaphylaxis Policy together with a response flowchart and 12 Appendices have been approved and uploaded to Moodle.

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 Policy includes a list of 'Consequences' that may result from serious infringements. This list of consequences plainly excludes corporal punishment as a disciplinary action. We also clearly state in the policy that the College prohibits corporal punishment. All disciplinary actions that may result in any sanction against a student including suspension, expulsion or exclusion follow processes of procedural fairness. At no time do we (either explicitly or implicitly) sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline.

Location of the full text of the Discipline policy (including how to get a copy)

The full text of policies are on the College Moodle site. Parents within the College Community can access this site with a parent username and password provided by the College. External requests for policies may be made directly to the College Administration Office.

Changes made to the policy during 2013 – (Focus Area for 2013)

Students are now able to report bullying online through the E Smart function on Moodle and the College Website.

The Junior School Discipline Policy has been updated.

Flow charts for easy referral for staff on reporting and managing behaviour have been designed from the new Policy and all Junior School staff have them laminated in their classrooms.

Complaints and Grievances Policy

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.

Location of the full text of the Complaints and Grievances welfare policy (including how to get a copy)

The full text of policies are on the College Moodle site. Parents within the College Community can access this site with a parent username and password provided by the College. External requests for policies may be made directly to the College Administration Office.

Changes made to the policy during 2013 – (Focus Area for 2013)

The North New South Wales Conference (our parent company) has provided a new policy that we have now adopted.

11 School determined improvement targets

Priority Areas for Improvement for 2015 (Schools in National Partnerships should include items from their school plan)

Senior School

1. To establish a greater recognition of the importance of transforming education in the context of an ICT environment - this includes working towards eSmart accreditation.
2. To review curriculum and assessment across the College

3. To review, for compliance and ease of communication, student reports to parents. To improve and implement required changes
4. To review the role of Coordinators with a view to improve student welfare management
5. To enhance the quality of teaching and learning at the Stage 6 level.

Junior School

1. To continue the integration of Information and Communication Technology into student learning experiences within Junior School.
2. To implement National Curriculum Maths and Science Programs. Further resource classrooms with Maths equipment. Develop resources to support Science curriculum
3. To develop a Scope and Sequence for Protective Behaviours curriculum K-6
4. To Develop critical and creative thinking throughout all areas of learning.
5. To target communication from parents to appropriate personnel by implementing our "Communication between Parents/Carers and Junior School Staff" protocols.
6. To embed a culture of reflection and improvement throughout Junior School.

Achievement of Priority Areas listed for improvement in the 2014 report (Schools in National Partnerships should include achievements of items from their school plan) (Focus Area for 2013)

Senior School

1. Establishing a greater recognition of the importance of transforming education in the context of an ICT environment
2. Reviewed curriculum and assessment across the College
3. Reviewed, for compliance and ease of communication, student reports to parents. To improve and implement required changes.
4. Implemented electronic communication (email) of reporting to allow for more efficient transmission to parents of student progress
5. Reviewed the role of Coordinators with a view to improve student welfare management
6. Enhancing the quality of teaching and learning at the Stage 6 level.

Junior School

1. The integration of Information and Communication Technology into student learning experiences within Junior School has been demonstrated by providing Kindy and Year 1 students with iPads, and PD training in iPad use for teachers. Year 5 and 6 students have been provided with class set of laptops for each year level.
2. National Curriculum English Programs have been implemented throughout all classrooms. Maths and Science curriculum has been developed for 2015 implementation.
3. Teachers have been professionally developed in Maths and Science curriculum ready for 2015 roll out.

4. Newly developed flowcharts for "Behaviour Management" and "Reporting and Managing Bullying" which support our "Student Management" policy, have been laminated and placed in all classrooms. Teachers are implementing these processes.
5. QAS review of Junior School Curriculum and Pastoral Care have been completed. Areas for improvement in 2015 have been identified.

12. Initiatives promoting respect and responsibility

Senior School

eSmart Schools

Macquarie College has undergone a 3 year process to becoming an eSmart School and this should take place sometime in 2015. eSmart schools is a behaviour-change initiative in over 2,200 schools across Australia. The eSmart Schools Framework is designed to help schools improve cybersafety and reduce cyberbullying and bullying. A recent independent evaluation of over 6,000 parents, teachers, principals and students from eSmart schools across Australia found that 80% of Principals said it was effective in changing school culture and behaviour, 84% of Coordinators said it helped them to deliver policies and 98% of Principals would recommend eSmart schools

Cyberbullying presentation

ACMA - Australian Communications and Media Authority conducted student presentations on the importance of cyber safety, being cyber smart and being aware of the digital footprint being created by students. There was a strong emphasis on treating each other with respect and looking out for each other on line.

Invictus

Our *Invictus Well-Being Program* for Year 9 continues to go from strength to strength with very high levels of engagement by students. The program covers 4 aspects including skill development, community service, the journey and networking. In 2014 a high proportion of students achieved the gold and silver awards.

Chapels and Worship

Chapel programs and roll worships often cover areas promoting respect and responsibility in a Christian context.

Junior School

1. eSmart Schools - The eSmart Schools Framework has also been implemented throughout Macquarie College Junior School. It is designed to help schools improve cybersafety and reduce cyberbullying and bullying. This program helps us to address these issues, put processes and strategies in place and keep it at the forefront of our awareness.
2. The special character of SDA Christian beliefs is fostered through our weekly Chapel programs, Week of Spiritual Emphasis and Bible studies.
3. Our Junior School Values Program focuses on values education across the school and promotes respect and responsibility. We Invite guest speakers to share on a value, we award

students found practising values with the 'Values in Action Award', we incorporate the value into Chapel, assembly and classroom activities.

4. Leadership is developed through our Leadership Training Program for all Year 6 students. Year 6 students role-model respect and responsibility to the rest of the school as the senior students of Junior School. The training of School Captains and Year 5 and 6 Student Representatives for tour guiding is a great initiative that builds excellent responsibility and respect into the students as they take charge of the visitors on Open Days. Our Junior School "Buddy" program teams up Stage 2 and 3 classes with infant's classes to care for, read with and participate in various school wide activities. The Buddy Program promotes respect and responsibility and further develops leadership throughout the school.
5. Resiliency programs have been embedded into our curriculum and explicitly taught from Kindergarten to Year 6. Evidence-based programs develop children's understanding about personal well-being, healthy relationships, respect and responsibility promoting resilience.
6. Junior School continued to develop units on protective behaviours in every classroom.

13 Parent, student and teacher satisfaction

Vividus Survey 2014 Executive Summary

Our school's satisfaction research included 3 online surveys administered between 28 August and 22 September 2014:

- Parent satisfaction surveys deployed via email to 806 parents resulted in 317 completed (or partially completed) surveys, representing a 39% response rate.
- Student satisfaction surveys were deployed by teachers via web link during class to 341 students (grade 7-12).
- Staff satisfaction surveys deployed via email to 109 staff resulted in 52 completed (or partially completed) surveys, representing a 48% response rate.

Overall satisfaction with the school is consistently high across parent, staff, and student groups. 89% of parents feel the school is the same or better than other (competitor) schools.

The survey responses provided relatively consistent feedback between parents, staff, and students regarding perceived school strengths and weaknesses, desired school focus and priorities, and levels of satisfaction in the six School Satisfaction Indicators (SSI).

The school has healthy Christian values (and focus), delivering good holistic student development and care. Perceived quality of teaching is also quite positive.

The most positive SSIs included student development and care, communications and community spirit, and facilities and resources. The leadership and administration, achievement opportunities and affordability and value SSIs were less positive and may require consideration.

Morale amongst parents and staff is quite positive indicating a good work and educational environment, and a higher degree of buy-in and support for school vision, direction and initiatives.

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	47.48
State recurrent grants	13.32
Commonwealth recurrent grants	37.60
Other Government grants	1.11
Government capital grants	0.47
Other capital income	0.02

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	66.92
Non-salary expenses	22.52
Classroom expenditure	6.63
Capital expenditure	3.94

15 Public disclosure of educational and financial performance

The 2014 Annual report will be published on the College's website and available on request from the College office.

SECTION 2

CHECKLIST

Commonwealth legislation (Schools Assistance Act 2008) includes the following requirements not listed as part of 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.