



# **NSW Education Standards Authority**

## **Annual Report 2019**

### **Reporting on the 2018 Calendar Year**

#### **Macquarie College**

Owned and Operated by

Seventh-day Adventist Schools  
(NNSW) Ltd

## 1 A message from key school bodies

### School Advisory Council Chairperson Statement

The Macquarie College School Advisory Council exists as an advisory body to support the College's Principal and leadership staff via a strategic governance oversight function. While acting as an advisory body only, the School Advisory Council maintains a proactive interest in ensuring that Macquarie College remains as an authentic expression of Adventist Education while, at the same time, progressing its aspirational aim of becoming the future-focused leader of school-based education in the Hunter Valley region of New South Wales.

The purpose, then, of this report is to not only acknowledge key accountability measures as demonstrated through the reporting of HSC results and financial viability, but also to provide transparency on matters as diverse as, but not limited to, the dot points below, all of which underpin core elements of the aspirational culture that helps to define Macquarie College:

- Survey data
- Student academic growth
- Core policies and guidelines
- Post-school destinations of graduating students
- Professional Learning undertaken by staff
- Qualifications of teaching staff.

While this Macquarie College Annual Report seeks to highlight just some of the significant steps in the 2018 journey of ongoing improvement at the College, it would be remiss not to note the significant contribution of Dr Bruce Youlden to the success of the College. Dr Youlden, who in December 2018 retired from his position as Principal at the College after 22 years of dedicated service, will be remembered by the College community as an educational leader whose vision for the growth and success of the College and its programs has created a strong foundation upon which future success and stability can be built.

Dr David Fox

Macquarie College Council Chairperson

### Principal's Statement

The 2018 school year at Macquarie College will be remembered as a season of significant achievement and change.

A brief summary of key achievements includes, but is not limited to:

1. The continuing development of the College's facilities through the construction of the long-anticipated MC Sport complex which will provide first-class exercise and learning spaces for current and future generations of Macquarie College community members. This facility is a testament to the support and guidance provided by the Macquarie College – School Advisory Council.
2. The excellent achievements of both students and the College staff, where once again Macquarie College maintained its status as a leading Independent school in the Hunter Valley region. These

achievements are reported upon in the pages that follow and provide deep evidence of a learning community which is equipping its students with the skills and dispositions required for the future.

3. The enduring culture of Macquarie College which continues to define itself as an aspirational, future-focused, learning community where educational excellence is supported through a welcoming, Christ-centred environment, collectively expressed through mutual trust, nurture and a sense of belonging, where every member of the College community has the opportunity to become the best version of themselves.

Most significantly though, none of the above achievements would have been possible without the vision and professionalism of the Macquarie College Principal, Dr Bruce Youlden who, after 22 years of leading the Macquarie College community, retired at the conclusion of the 2018 school year.

Perhaps the greatest testament to Dr Youlden, is that he leaves Macquarie College as a learning community which is well-equipped to succeed into the future through an embedded culture of professionalism and high-expectations as expressed through the College's academic and extra-curricular programs.

Hence, I commend this report to you, not only as an accurate record of key reportable elements of the Macquarie College program, but also as clear evidence of the strength and validity of the College's programs as its journey of growth and improvement continues into the future.

Mr. Rohan Deanshaw  
Principal  
Macquarie College

## **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 with its head office in Newcastle. The Company is governed by the Board of Directors, the overarching administrative body that oversees the operation of its member schools.

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 and Information Resource Centre; an Open Learning Centre; Performing Arts Centre; Science and Information Technology Laboratories; Hospitality and Textiles Centre; the 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.

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 students to express their creativity through activities such as drama and musical productions. Extracurricular activities encompass the Year 9 Invictus Program, various outdoor education 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. Upcoming years will see considerable changes regarding the Stage 6 syllabuses, as well as implementation of Project Based Learning, and an intensification of STEM integration and specific classes. Improvement goals are set annually as well as a review process for quality improvement, as part of a system wide multi-year review procedure. In addition, the College has implemented a wide-ranging reflection tool for teachers to improve their professional practice. This has had excellent success to date, and is expected to make a real impact moving forward.

### 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	3.7	96.3
Year 5	1.8	1.8	96.4
Year 7	1.2	2.4	96.4
Year 9	0	4.5	95.5

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	1.8	8.9	89.3
Year 7	1.2	14.3	84.5
Year 9	4.3	11.6	84.1

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	1.9	98.1
Year 5	0	3.6	96.4
Year 7	0	4.8	95.2
Year 9	0	7.4	92.6

### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	1.9	98.1
Year 5	0	5.4	94.6
Year 7	2.4	4.8	92.8
Year 9	0	11.8	88.2

### Interpretative Comments

Results across the literacy tests indicate strong understanding and ability in all areas - with Spelling being a standout. The greatest room for improvement is the in area of Writing - and this has already been recognised via internal processes and is a College priority.

### 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	1.9	98.1
Year 5	0	0	100
Year 7	1.2	2.4	96.4
Year 9	0	4.3	95.7

### Interpretative Comments

Numeracy results indicate students' very strong understanding and ability. The overwhelming majority of students are achieving above the national standard. While the College will continue to review and improve, current processes and pedagogy are serving students well.

### 3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	66
Number of ROSAs issued by NESA in 2018	7

## 3.3 Results of the Higher School Certificate Examination 2018

## Comparison of 2018 results compared to the state

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	5	School	40	40	20	0	0	0
		State	10	27	27	21	10	4
Biology	13	School	0	38	54	8	0	0
		State	9	28	33	20	6	4
Business Studies	14	School	7	36	43	14	0	0
		State	8	29	27	22	10	2
Chemistry	7	School	0	43	43	14	0	0
		State	9	33	28	19	9	2
Design and Technology	6	School	0	67	17	17	0	0
		State	12	35	37	13	3	1
English (Standard)	15	School	0	20	40	40	0	0
		State	1	14	35	34	12	3
English (Advanced)	47	School	4	55	34	6	0	0
		State	14	49	28	8	1	0
English Extension 1	8	School	0 (E4)	63 (E3)	38 (E2)	0 (E1)		
		State	38	58	4	0		
English Extension 2	5	School	0 (E4)	80 (E3)	20 (E2)	0 (E1)		
		State	17	55	27	1		
Geography	16	School	13	56	31	0	0	0



		State	8	35	30	14	7	4
Information Processes and Technology	3	School	0	67	33	0	0	0
		State	7	30	30	19	8	4
Legal Studies	10	School	10	40	50	0	0	0
		State	12	32	28	13	10	4
Mathematics General 2	30	School	13	30	40	13	3	0
		State	7	20	26	26	15	5
Mathematics	18	School	17	39	28	11	6	0
		State	22	29	26	15	5	2
Mathematics Extension 1	5	School	0 (E4)	80 (E3)	20 (E2)	0 (E1)		
		State	33	47	16	4		
Modern History	5	School	0	20	60	20	0	0
		State	10	31	29	14	8	6
History Extension	2	School	0 (E4)	100 (E3)	0 (E2)	0 (E1)		
		State	24	55	20	1		
Music 1	8	School	13	87	0	0	0	0
		State	21	44	25	8	1	0
PDHPE	19	School	0	42	32	11	16	0
		State	7	26	27	25	10	3
Physics	10	School	0	10	70	0	10	10
		State	10	24	31	22	10	3
Studies of Religion 1	11	School	9	9	45	36	0	0
		State	9	28	34	23	6	1
Studies of Religion 2	51	School	0	33	35	24	8	0

		State	7	34	30	20	7	2
Visual Arts	11	School	0	64	36	0	0	0
		State	12	41	38	8	0	0
Hospitality Examination (Food and Beverage)	6	School	0	17	33	33	17	0
		State	2	17	30	18	12	0

### Interpretative comments for Higher School Certificate results

#### Ancient History

40% of students gained a result in band 6 compared to the state distribution of 10%

80% of students gained a result in band 5 or 6 compared to the state distribution of 37%

100% of students gained a result in the top 3 bands compared to the state distribution of 64%

#### Biology

38% of students gained a result in band 5 or 6 compared to the state distribution of 37%

92% of students gained a result in the top 3 bands compared to the state distribution of 70%

#### Business Studies

43% of students gained a result in band 5 or 6 compared to the state distribution of 37%

86% of students gained a result in the top 3 bands compared to the state distribution of 64%

#### Chemistry

43% of students gained a result in band 5 or 6 compared to the state distribution of 42%

86% of students gained a result in the top 3 bands compared to the state distribution of 70%

#### Design and Technology

67% of students gained a result in band 5 or 6 compared to the state distribution of 47%

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

#### English (Standard)

20% of students gained a result in band 5 or 6 compared to the state distribution of 15%

60% of students gained a result in the top 3 bands compared to the state distribution of 50%

**English (Advanced)**

59% of students gained a result in band 5 or 6 compared to the state distribution of 63%

94% of students gained a result in the top 3 bands compared to the state distribution of 91%

**English Extension 1**

63% of students gained a result in the top 2 bands (E3/E4) compared to the state distribution of 96%

**English Extension 2**

80% of students gained a result in the top 2 bands (E3/E4) compared to the state distribution of 72%

**Geography**

13% of students gained a result in band 6 compared to the state distribution of 8%

69% of students gained a result in band 5 or 6 compared to the state distribution of 43%

100% of students gained a result in the top 3 bands compared to the state distribution of 73%

**Information Processes and Technology**

67% of students gained a result in band 5 or 6 compared to the state distribution of 37%

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

**Legal Studies**

50% of students gained a result in band 5 or 6 compared to the state distribution of 44%

100% of students gained a result in the top 3 bands compared to the state distribution of 72%

**Mathematics General 2**

13% of students gained a result in band 6 compared to the state distribution of 7%

43% of students gained a result in band 5 or 6 compared to the state distribution of 27%

83% of students gained a result in the top 3 bands compared to the state distribution of 53%

**Mathematics**

17% of students gained a result in band 6 compared to the state distribution of 22%

56% of students gained a result in band 5 or 6 compared to the state distribution of 51%

84% of students gained a result in the top 3 bands compared to the state distribution of 77%

**Mathematics Extension 1**

80% of students gained a result in the top 2 bands (E3/E4) compared to the state distribution of 80%

**Modern History**

80% of students gained a result in the top 3 bands compared to the state distribution of 70%

**History Extension**

100% of students gained a result in the top 2 bands (E3/E4) compared to the state distribution of 79%

**Music 1**

100% of students gained a result in band 5 or 6 compared to the state distribution of 65%

**Personal Development, Health and Physical Education**

42% of students gained a result in band 5 or 6 compared to the state distribution of 33%

74% of students gained a result in the top 3 bands compared to the state distribution of 60%

**Physics**

80% of students gained a result in the top 3 bands compared to the state distribution of 65%

**Studies of Religion 2**

68% of students gained a result in the top 3 bands compared to the state distribution of 71%

**Visual Arts**

64% of students gained a result in band 5 or 6 compared to the state distribution of 53%

100% of students gained a result in the top 3 bands compared to the state distribution of 91%

**Hospitality Examination**

17% of students gained a result in band 5 or 6 compared to the state distribution of 19%

50% of students gained a result in the top 3 bands compared to the state distribution of 49%

Comparison of 2018 HSC results as a trend over time

Subject	No of students		Performance band achievement by number and/or %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	5	2018	40	40	20	0	0	0
	7	2017	29	29	29	14	0	0
	7	2016	0	57	29	0	14	0
Biology	13	2018	0	38	54	8	0	0
	13	2017	31	38	15	15	0	0
	10	2016	0	50	40	0	10	0
Business Studies	14	2018	7	36	43	14	0	0
	12	2017	8	50	25	17	0	0
	14	2016	21	50	29	0	0	0
Chemistry	7	2018	0	43	43	14	0	0
	9	2017	0	78	11	11	0	0
	7	2016	14	29	57	0	0	0
Design and Technology	6	2018	0	67	17	17	0	0
	1	2017	0	100	0	0	0	0
	2	2016	0	100	0	0	0	0
English (Standard)	15	2018	0	20	40	40	0	0
	13	2017	0	15	69	8	8	0
	22	2016	0	41	45	9	5	0
English (Advanced)	47	2018	4	55	34	6	0	0
	45	2017	9	49	38	4	0	0

	24	2016	13	75	13	0	0	0
English Extension 1	8	2018	0 (E4)	63 (E3)	38 (E2)	0 (E1)		
	8	2017	38	63	0	0	-	-
	6	2016	17	67	17	0	-	-
English Extension 2	5	2018	0 (E4)	80 (E3)	20 (E2)	0 (E1)		
	4	2017	50	50	0	0	-	-
	2	2016	0	100	0	0	-	-
Geography	16	2018	13	56	31	0	0	0
	23	2017	9	35	52	4	0	0
	13	2016	0	38	62	0	0	0
Information Processes and Technology	3	2018	0	67	33	0	0	0
	2	2017	100	0	0	0	0	0
	2	2016	0	50	50	0	0	0
Legal Studies	10	2018	10	40	50	0	0	0
	9	2017	11	67	11	11	0	0
	6	2016	17	67	17	0	0	0
Mathematics General 2	30	2018	13	30	40	13	3	0
	26	2017	12	31	42	12	4	0
	25	2016	8	68	20	0	0	4
Mathematics	18	2018	17	39	28	11	6	0
	19	2017	26	32	32	5	5	0
	12	2016	50	33	17	0	0	0
Mathematics Extension 1	5	2018	0 (E4)	80 (E3)	20 (E2)	0 (E1)		

	5	2017	40	60	0	0	-	-
	7	2016	0	86	14	0)	-	-
Modern History	5	2018	0	20	60	20	0	0
	11	2017	18	45	36	0	0	0
	5	2016	0	80	20	0	0	0
History Extension	2	2018	0 (E4)	100 (E3)	0 (E2)	0 (E1)		
	3	2017	100	0	0	0	-	-
	4	2016	0	100	0	0	-	-
Music 1	8	2018	13	87	0	0	0	0
	10	2017	60	40	0	0	0	0
	3	2016	0	100	0	0	0	0
Personal Development, Health and Physical Education	19	2018	0	42	32	11	16	0
	9	2017	11	33	33	22	0	0
	17	2016	12	53	24	6	6	0
Physics	10	2018	0	10	70	0	10	10
	12	2017	17	25	25	25	8	0
	6	2016	0	17	50	17	17	0
Studies of Religion I (1 Unit)	11	2018	9	9	45	36	0	0
	11	2017	9	27	27	36	0	0
	10	2016	30	50	20	0	0	0
Studies of Religion II (2 Unit)	51	2018	0	33	35	24	8	0
	45	2017	11	44	31	9	4	0
	35	2016	9	37	37	9	6	3
Visual Arts	11	2018	0	64	36	0	0	0

	8	2017	0	88	13	0	0	0
	4	2016	0	100	0	0	0	0
Hospitality Examination (Food and Beverage)	6	2018	0	17	33	33	17	0
	4	2017	0	25	50	25	0	0
	4	2016	25	50	25	0	0	0

## Interpretative comments for Higher School Certificate result trends over time

### Ancient History

Marked improvement in the percentage of Band 6 results again (0% in 2016 to 29% in 2017 to 40% in 2018).

Also, a marked improvement in the total percentage of Band 5 and 6 results, up to 80% in 2018 from 58% in 2017.

### Biology

Decrease in the percentage of Band 6 results from the previous year, as well as a decrease in the total percentage of Band 5 and 6 results.

### Business Studies

Similar results to 2017, although the percentage of Band 5 results was a little lower.

### Chemistry

Decrease in the percentage of Band 5 results from 2017. Also, the total percentage of Band 5 and 6 results has decreased.

### Design and Technology

Decrease in the total percentage of Band 5 and 6 results from the previous 2 years.

### English (Standard)

The total percentage of students achieving Bands 4 and 5 has decreased from the previous year, although the percentage of Band 5 results has increased somewhat. This is partly due to a much higher percentage of students attempting English Advanced.



### **English (Advanced)**

Slight decrease in percentage of Band 6 results, although the percentage of Band 5 results has increased a little. The number of students choosing English Advanced over English Standard has remained strong.

### **English Extension 1**

Decrease in the percentage of students achieving an E4, as well as a decrease in the total percentage of students achieving in the top 2 bands (E3/E4).

### **English Extension 2**

Decrease in the percentage of students achieving an E4, as well as a decrease in the total percentage of students achieving in the top 2 bands (E3/E4).

### **Geography**

There has been an overall improvement in the results for this subject over the last 3 years. The percentage of students achieving a Band 6 has continued to increase, as has the total percentage of students achieving a result in the top 2 bands.

### **Information Processes and Technology**

Similar results in 2018 to 2016, which is a decrease in Band 6 from the 2017 results.

### **Legal Studies**

Similar percentage of Band 6 results to the previous year, but there was a decrease in the percentage of Band 5 results.

### **Mathematics General 2**

Very similar results in 2018 to 2017.

### **Mathematics**

The decrease in the percentage of Band 6 results has continued, although the total percentage of students achieving a Band 5 or Band 6 result has remained about the same, when compared to the results from 2017.

### **Mathematics Extension 1**

Decrease in the percentage of students achieving an E4, as well as a decrease in the total percentage of students achieving in the top 2 bands (E3/E4).

### **Modern History**

Decrease in the percentage of Band 6 results from the previous year, as well as a decrease in the total percentage of Band 5 and 6 results.

### **History Extension**

Similar results to 2016, which is a decrease in the percentage of students achieving a top band (E4), when compared to the results from 2017.

### **Music 1**

Decrease in the percentage of students achieving a Band 6, although the total percentage of students achieving in the top 2 bands has remained the same for the last 3 years, with 100% of students achieving a Band 5 or a Band 6.

### **Personal Development, Health and Physical Education**

Decrease in the percentage of Band 6 results, although the total percentage of students achieving in the top 2 bands has remained about the same.

### **Physics**

Decrease in the percentage of Band 6 results from the previous year, as well as a decrease in the total percentage of Band 5 and 6 results.

### **Studies of Religion 1**

Band 6 results are the same as the previous year, but the total percentage of students achieving a result in the top 2 bands has decreased.

### **Studies of Religion 2**

Decrease in the percentage of Band 6 results from the previous year, as well as a decrease in the total percentage of Band 5 and 6 results.

### **Visual Arts**

Decrease in the percentage of Band 5 results.

### **Hospitality Examination**

Continued decrease in percentage of Band 5 and 6 results over the last 3 years.

## 4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 10%

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

## 5 Professional learning and teacher standards

### 5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
3 Day MANSW Conference Sept 15-17	2
Accidental Counsellor Course	1
AIS Eng Conference	3
AIS History Conference	1
AIS Learning for Tomorrow	1
AIS PDHPE Conference	3
CandleBark School Visit	2
Colour Conference	1
Cracking the Hard Class	1
Crucible Symposium	2
Dangerous Thoughts	1
EduTech	2
EduTech	
English Teacher Association Conference	5
Ext Science AIS	1
Food Tech - New Syllabus	1
Future Schools	1
History New Syllabus AIS	1
HRIS Maths PD	2
ICT Languages	1
Intro to Premiere	1
K-10 Languages	1
McCrinkle Research	1
Networks PD	1

New Tech Syllabus - NGS	1
Positive Schools Conference	1
STA Chemistry Conference	1
STEM Conference - Hunter	1
Studio Mixing PD	2
TEDxSydney	1
USyd Lecturer - Chemistry	1
Refresh	65
HRIS Data - Teacher Development Day	4
HRIS Science & Technology - Teacher Development Day	1
Initial Lit Program - Kindergarten Training	4
AIS Assessment	3
AIS Writing	1
7 Steps Writing	2
AIS Lightup Stem	2
SEQTA	3
Trauma PD	1
Metacognitive Strategies	1
AIS Assessment Rubrics	3

Total Staff PD experiences: 199

Average cost per teacher for professional learning: \$105

5.2 *Teacher Accreditation Status -*

<b>Accreditation Level of Teachers</b>	<b>Numbers of teachers</b>
(i) Conditional	1
(ii) Provisional	2
(iii) Proficient or higher	61

**6 Workforce composition** (comment on Indigenous staff)

Teaching Staff (across both Junior and Senior School)	64
Full-time equivalent Teaching Staff	60.4
Ancillary Staff	22
Full-time equivalent Ancillary Staff	18.3
Full-time equivalent Indigenous Staff	0.4

## 7 Student attendance rate and non-attendance

### 7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	94.09
Year 1	95.31
Year 2	94.04
Year 3	93.76
Year 4	93.69
Year 5	93.68
Year 6	94.12
Year 7	93.57
Year 8	92.22
Year 9	92.23
Year 10	92.47
Year 11	93.9
Year 12	94.17
Total school attendance average	93.63

### 7.2 Management of non-attendance

Teachers mark rolls electronically via SEQTA Learning Management System. An automated SMS is sent to parents by 10:30am if the child is marked absent on the morning roll.

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

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

Students are required to bring a note the next day (or day of next attendance) explaining the absence from school.

Where patterns of non-attendance are identified, the student is referred to the Deputy Principal where discussions with parents, the College Counsellor, and the AIS may result in further action.

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

Percentage retention rate: **89.8%**

## 8 Post School Destinations (secondary schools only)

(report on the destination of all students 17 and over who left school during 2018)

Surveys of HSC students post school indicated that the majority of our students were offered University places, and most were attending University full time. The University of Newcastle was the most popular destination, with some students also going to Avondale College, Sydney University, UNSW and UTS. Several students indicated that they were planning to take a gap year prior to commencing tertiary study in 2020. A number of students also reported an intention to enter the workforce immediately upon completing the HSC, including one student who was accepted into the Navy.

## 9 Enrolment Policies and characteristics of the student body

### *Applications*

Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at a nominated SDA school.

Students enrolling in Kindergarten at the school for the first time will be at least 5 years of age on or before 31 July of the enrolling year. Students enrolling in Pre-Kindergarten classes will be at least 4 years of age on or before 31 July of the enrolling year.

Please Note: Individual SDA schools may vary in the starting age of students. (MC School Start date January 29, 2018)

### *Immunisation Requirements*

All schools are required to request an [immunisation certificate](#) at enrolment.

The school will then:

- record each child's immunisation status in a register and retain copies of approved immunisation certificates for a period of three years after the child has ceased to attend the school;
- provide a copy of a child's immunisation certificate to a school that the child has transferred to (on request);
- notify the public health unit if an enrolled child has a vaccine preventable disease, or if they reasonably believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease;
- exclude unimmunised children at risk of contracting a disease from attending school on the direction of a public health officer.

*Processing Applications*

1. The school will base any decision about offering a place to a student on:
  - Family Relationship with the school:
    - the applicant coming from a Seventh-day Adventist family;
    - sibling of a current or ex-student;
    - whether they hold attitudes, values and priorities that are compatible with the school ethos.
  - The Student:
    - the contribution that the student may make to the school, including the co-curricular activities;
    - any special needs or abilities of the student;
    - the student's reports from previous schools.
  - Other Considerations:
    - order of receipt - when the application to enrol is received by the school.
2. The school will meet with parent/caregiver(s) of the students before offering a place.
3. The school has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
4. Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct, payment of fees and other requirements of the school which are applicable from time to time.

**Composition/characteristics of the student population**

Student Nationalities:

African nations – 1%  
American, British, Canadian, New Zealander - 2%  
Asian nations – 2%  
Australian – 93%  
Others – 2%

Student Religions:

Christian – 61%  
SDA specific (subset of Christian) – 23%  
Non-Christian – 7%  
No Religion – 32%



## 10 School Policies

### Student Welfare Policy

*Summary of policies for Student Welfare*

#### 1. Rationale

All children have a right to feel safe and supported in their school environment. As school staff, we have a legal and moral responsibility to ensure programs and procedures are in place to provide support and pastoral care for students as well as providing for their physical safety at school.

#### 2. Aim

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

#### 3. Implementation

This school will abide by the legislation pertinent to the provision of a safe and supportive environment. This includes:

- making sure buildings and facilities are secure and evacuation procedures are in place;
- having in place a rigorous supervision protocol including a risk management process for onsite and off-site activities;
- having in place codes of conduct that will ensure the rights and responsibilities of students and staff, the application of a behaviour management system (including anti-bullying), a student leadership system, and the management and reporting of serious incidents;
- a process for receiving complaints/grievances from students, and/or parents/guardians;
- a pastoral care plan which gives students access to counselling, provision of support for special needs students, a scheme for the distribution of medication, and a serious incident response mechanism; and
- guidelines for formal and informal communication with all stakeholders.

*The Student Welfare policy (Safe and Supportive Environment Policy) is found on the school's intranet. To obtain a copy please ask at the front office.*

*There have been no changes made to this policy during 2018.*

### Discipline Policy

#### 1. Rationale

All students have a right to a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on procedural fairness and expressly prohibits the use or corporal punishment or the implicit sanctioning of such. As school staff, we have a legal and moral responsibility to ensure that a fair and redemptive discipline system is in place and well understood by students and staff.

#### 2. Aim

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

### 3. Implementation

This school will abide by the legislation pertinent to the provision of a discipline system (including but not limited to the suspension, expulsion and exclusion of students) that is based on the principles of procedural fairness. This includes the right of the student to:

- know the allegation and any other information related to it;
- know the process by which the matter will be considered;
- make a response to the allegation;
- know how to have any process or decision reconsidered;
- expect impartiality in the investigation and the decision making; and
- an unbiased decision-maker.

This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.

*The Discipline policy (Student Management Policy) is found on the school's intranet. To obtain a copy please ask at the front office.*

*The following sentence has been added to this policy during 2018.*

*'This school expressly prohibits corporal punishment in any form or the implicit sanctioning of such.'*

### Anti-Bullying Policy

This section is an introduction to the Junior School Anti-Bullying Policy and is supported by the MCJS Reporting Bullying Flowchart (An Appendix to the Policy)

The Macquarie College community values honesty, happiness, confidence, responsibility, individual dignity and the self-worth of all its members. We aim to foster a supportive school environment where everyone can feel safe.

We acknowledge that although social upheavals, family breakdown, emotional disturbance, lack of ability or lack of interest in school, can cause inappropriate behaviour, schools can and do make a positive difference to student behaviour.

We believe that it is important to promote an environment where we can help children to control themselves, and where all community members are responsible for their behaviour rather than dependent on authoritarian control.

We believe we can value, esteem and respect a person and still call their behaviour to account.

We believe that children learn at different rates and in different styles, and that a supportive school environment should cater for these differences.

We believe that every effort must be made to reduce aggression, bullying, harassment, violence and truancy in our school.

We believe that we must aim to eradicate prejudicial language and behaviour, and engender in students mutual respect and sound interpersonal skills.

We believe that teachers and parents often need support in dealing with behavioural difficulties. This support may come from other teachers, administration and other agencies. A team approach can often provide the best support.

We believe that the participation of the whole school community is central to the building and maintaining of a successful plan. This plan must include a broad range of both proactive and reactive strategies. Macquarie College is committed to providing a safe and caring environment that fosters respect for others and has a zero tolerance to bullying.

*The 'Student Welfare ~ Student Management and Anti Bullying Policy' is found on the school's intranet. To obtain a copy please ask at the front office.*

*There have been no changes made to this policy during 2018.*

## **Complaints and Grievances Policy**

### **1. Purpose**

This Guideline is intended to ensure that complaints are handled fairly, efficiently and effectively. The complaints management system is intended to:

- enable schools and the Company to respond to issues raised by people making complaints in a timely way; and
- provide information that can be used to deliver quality improvements in schools, systems, practices, procedures and complaint handling.

This document provides the key principles and concepts of the complaints management system for both staff and parents and others who wish to make a complaint.

### **2. Company Commitment**

The company expects staff at all levels to be committed to fair, effective and efficient complaint handling.

#### **a. Director**

The Director is committed to promoting a culture that values complaints and their effective resolution by:

- providing adequate support and direction to key staff responsible for handling complaints;
- regularly reviewing reports about complaint trends and issues arising from complaints;
- encouraging staff to make recommendations for system improvements;
- supporting recommendations for system improvements arising from analysis of complaint data.

#### **b. Principal**

The Principal is responsible for complaint handling in each school and is committed to establishing and managing the complaints management system by:

- providing regular reports to the Director on issues arising from complaint handling work;
- ensuring recommendations arising out of complaint data analysis are canvassed with the Director and implemented where appropriate;
- training and empowering staff to resolve complaints promptly and in accordance with company policies and guidelines.
- encouraging staff to provide suggestions on ways to improve the company's complaints management system.

#### **c. Staff**

Staff whose duties include complaint handling are expected to be committed to demonstrating exemplary complaint handling practices by:

- treating all people with respect, including people who make complaints;
- complying with the Company Complaints Handling Guideline;

- keeping informed about best practice in complaint handling;
- assisting people who wish to make complaints to access the complaints handling guideline;
- assisting those handling complaints to resolve matters promptly;
- providing feedback to their principal/director on issues arising from complaints; and
- implementing changes arising from individual complaints and from the analysis and evaluation of complaint data.

### 3. Guiding Principles

#### *Facilitating Complaints*

##### **People focus**

The company is committed to seeking and receiving feedback and complaints about practices, procedures and complaint handling at schools and/or the company level.

Any concerns raised in feedback or complaints will be dealt with within a reasonable timeframe.

People making complaints will be:

- provided with information about the complaints handling process;
- listened to, treated with respect by staff and actively involved in the complaint process where practicable and appropriate; and
- provided with reasons for decision/s and any options for redress or review.

##### **No detriment to people making complaints**

All reasonable steps will be taken to ensure that people making complaints are not adversely affected because a complaint has been made by them or on their behalf.

##### **Anonymous complaints**

Anonymous complaints will be accepted and there will be an investigation of the issues raised where there is enough relevant information provided, including the identity of the school or office to which the complaint relates.

##### **Visibility and transparency**

Information about how and where complaints may be made will be readily available and publicised on school websites.

##### **Accessibility**

The company is committed to ensuring that its complaints management process is easily understood and accessible to everyone, particularly people who may require assistance, for example, people for whom English is not their first language.

If a person prefers or needs another person to assist them in the making and/or resolution of their complaint, the school or company will communicate with them through their representative if this is their wish. Anyone may represent a person wishing to make a complaint, with their consent.

## *Respond to Complaints*

### **Early resolution**

Where possible, complaints will be resolved at first contact with the particular school or, in the case of complaints about the company, first contact with the director.

### **Responsiveness**

Complaints will be assessed and prioritised in accordance with the urgency and/or seriousness of the issues raised. If a matter concerns an immediate risk to safety or security the response will be immediate and will be escalated appropriately.

The company is committed to managing people's expectations and will inform them as soon as possible, of the following:

- the complaints process;
- the expected timeframes for actions;
- the progress of the complaint and reasons for any delay; and
- their likely involvement in the process.

The school or company will advise people as soon as practicable when it is unable to deal with any part of their complaint.

### **Objectivity and fairness**

Each complaint will be addressed with integrity and in an equitable, objective and unbiased manner. Each complaint will be assessed on its merits.

Conflicts of interests, whether actual or perceived, will be managed responsibly. In particular, internal reviews of how a complaint was managed will be conducted by a person other than the original decision maker.

### **Confidentiality**

The identity of people making complaints will be protected where this is practical and appropriate.

Personal information that identifies individuals will only be disclosed or used by the company as permitted under privacy legislation.

## *Manage the Parties to a Complaint*

### **Empowerment of staff**

All staff managing complaints are empowered to implement the complaints guideline as relevant to their role and responsibilities. Staff are empowered to resolve complaints promptly and with as little formality as possible. Staff are encouraged to provide feedback on the effectiveness of this complaints management process.

### **Managing unreasonable conduct by people making complaints**

Schools and the company are committed to being accessible and responsive to all people who approach them with feedback or complaints.

When people behave unreasonably in their dealings with either a school or the company, conduct can significantly affect the progress and efficiency of the school or company's work. As a result, any conduct

that negatively and unreasonably affects a school or the company will be proactively and decisively managed by staff.

#### 4. Complaint Management System

##### *Stages of Managing a Complaint*

When responding to complaints, staff should act in accordance with this guideline. There are five key stages in the complaint management system:

- Receipt of complaints;
- Acknowledgement of complaints;
- Initial assessment and addressing of complaints;
- Providing reasons for decisions; and
- Closing the complaint, records keeping, redress and review.

##### *Receipt of Complaints*

Unless the complaint has been resolved at first point of contact, it will be recorded as a complaint together with its supporting information. Initially verbal complaints will be accepted but with serious complaints the person making the complaint may subsequently be asked to set out their complaint in writing.

The record of the complaint will identify:

- the contact information of the person making the complaint;
- issues raised by the person making the complaint;
- the school or company to which the complaint relates;
- the outcome/s sought;
- any other information required to properly respond to the matter; and
- any additional support the person making the complaint requires.

##### *Acknowledgement of Complaints*

The receipt of each complaint will be acknowledged promptly and usually within 10 working days.

Consideration will be given to the most appropriate medium for communicating with the person making a complaint, taking into account the needs of the school or the company and the expressed views of the person making the complaint.

##### *Initial Assessment and Addressing of Complaints*

After acknowledging receipt of the complaint, the staff member handling the complaint will confirm whether the issue/s raised in the complaint is/are within the school's or company's control. The outcome/s sought by the person making a complaint will be considered and, where there is more than one issue raised, there will be a determination whether each issue needs to be separately addressed.

When determining how a complaint will be managed, the issues raised will be assessed against the following criteria:

- severity;
- complexity;

- health and safety implications;
- impact on the individual or wider school community; and
- potential to escalate.

#### *Addressing complaints*

The methodology for addressing the complaint may include:

- working with the person making the complaint to see how the issues can be appropriately addressed;
- making inquiries with the person or area that is the subject of the complaint; and/or
- conducting an investigation into the issues raised in the complaint.

The nature and scope of any action taken will depend on a number of factors including:

- the circumstances of each case;
- any statutory requirements;
- the issue/s complained about;
- the parties involved; and
- the likely outcome.

#### **5. Providing Reasons for Decisions**

Following consideration of the complaint and any investigation into the issues raised, the person making the complaint will be contacted in a timely manner and advised of:

- the outcome of the complaint and any action that was taken arising out of the complaint so far as permitted under privacy legislation;
- the reasons for any decisions that have been made; and
- any remedy or resolution that has been offered.

#### **6. Closing the Complaint, Record Keeping, Redress and Review**

At the time of closing the complaint a record will be made of the following:

- steps taken to address the complaint;
- the outcome of the complaint; and
- any undertakings or follow up action required.

#### **7. Three Levels of Complaint Handling**

Where possible, complaints will be resolved by staff at the appropriate school level. Staff will be adequately equipped to respond to complaints, including being given appropriate authority, training and supervision.

Where early resolution of a complaint is not possible, however, due to the complexity of the issues raised, dissatisfaction with the complaint outcome or how the complaint was dealt with, the complaint may be escalated to the director level. This second level of complaint handling will provide for the following internal mechanisms:

- assessment and possible investigation of the complaint and decision/s already made, and/or
- facilitated resolution (where a person not connected with the complaint reviews the matter and attempts to find an outcome acceptable to the relevant parties).

Where a person making a complaint is dissatisfied with the outcome of the director's review of their complaint they may seek a further review from the Chair of the Board of Directors. In some instances the Chair of the Board of Directors may engage a third party to review a matter and provide a report.

## 8. Accountability and Learning

### *Analysis and Evaluation of Complaints*

Complaints are recorded in a systematic way so that information can be easily retrieved for reporting and analysis.

Regular reports will be run on:

- the number of complaints received;
- the outcome of complaints;
- issues arising from complaints;
- systemic issues identified; and
- the number of requests received for internal and/or external review of complaint handling.

Regular analysis of these reports will be undertaken to monitor trends, measure the quality of service and make improvements.

Both reports and their analysis will be provided to the Director of Education for review.

### *Monitoring of the Complaint Management System*

The complaints management system will be monitored to:

- ensure its suitability for responding to and resolving complaints; and
- identify and correct deficiencies in the operation of the system.

### *Continuous Improvement*

The Company is committed to improving the effectiveness and efficiency of its complaints management system. To this end, the company will:

- support the making and appropriate resolution of complaints;
- implement best practices in complaint handling;
- regularly review the complaints management system and complaint data; and
- implement appropriate system changes arising out of analysis of complaints data and
- continual monitoring of the system.

*This is the full text of the Complaints and Grievances policy (Complaints Handling Guideline) and is found on the school's intranet. To obtain a copy please ask at the front office.*

*This is a new Policy introduced during 2018.*



## 11 School determined improvement targets

**Priority Areas for Improvement for 2019** (Schools in National Partnerships should include items from their school plan and come from the QAS Rolling School Improvement Plan)

1. Whole School:
  - a. Foster the development of a collaborative, student-centred Preschool to Year 12 school community:
    - i. Clarify leadership structure & responsibilities
    - ii. Review school guideline documents with a view to bring further consistency & clarity across the school
    - iii. Create more opportunities for P-12 staff interaction - socially and professionally
    - iv. Assign K-12 Wellbeing / Teaching & Learning Assistant Principals (APs)
    - v. Regular P-12 meetings / dialogue
  - b. Create Year 6 and Year 12 Graduate Profiles (Consultants FSA - Future School's Alliance):
    - i. Staff, Student, Parent involvement
  - c. Review learning spaces to ascertain how to best promote student learning (Consultant - Nick Salmon)
  - d. Embed 360 degree Educator Impact feedback and professional development tool (teacher appraisal)
2. Junior School:
  - a. Initial Lit - Embed Kindy program, implement Year 1 program
  - b. Embed K-6 Writing Scope & Sequence
3. Senior School School:
  - a. HSC best practice
    - i. HSC Marking
    - ii. HSC Teachers Scholarship T4
    - iii. Continued results analysis and adjustments
  - b. STEM Teacher Enrichment Academy
    - i. Impart knowledge, build confidence and skills, and inspire teachers across Australia in the delivery of mathematics, technology and science education. The academy's programs will combine discipline-specific interactive learning experiences with inquiry-based pedagogies.
    - ii. Participating teachers will gain real skills and insight into teaching science, digital technology and mathematics in the classroom, with adaptive approaches to meet the needs of students.
  - c. Roll out Invictus X Wellbeing Program Years 7-10 (2019-2020)
    - i. 2019 - Year 7 and 9
    - ii. 2020 - Year 7-10.

4. School Leadership:
  - a. Senior Leadership Team & AP's - AIS Leadership Centre
  - b. AP's and Coordinators - Professional learning & coaching with Steve Stretton - Leading Change

**Achievement of Priority Areas listed for improvement in the 2018 report (Schools in National Partnerships should include achievements of items from their school plan and come from the improvements listed in your last Annual Report)**

#### **Whole-School**

1. Collaboratively developed a comprehensive K-12 whole school Pedagogical Framework and communicated to staff.
2. Continue to embed a K-12 Wellbeing Program.

#### **Senior School**

1. Clarified and embedded a clear process around the usage of data in programming.
2. Embedded PBL, STEM and Engineering Studies into the Year 7-12 program.
3. Continued discussions with the JS regarding PBL and STEM with views to an overall integrated program.
4. Continued to review and embed Best Practice Teaching of HSC subjects.

#### **Junior School**

1. Added comment banks to JS SEQTA reports.
2. Created a K-6 Reading Rubric for trial in Semester 2 to bring further consistency to assessment practises.
3. Commenced discussions regarding how the Pastoral Care component of SEQTA can support the tracking of student welfare / wellbeing needs.
4. Developed and implemented a process to provide ongoing feedback to students and their families, which replaced end of semester portfolios. The new process is focused on identification and communication of student progress, and less about creating a keepsake.
5. Developed a new K-6 Science and Technology programs in line with the new syllabus.
6. Continued the K-6 writing project including:
  - a. The development of a K-6 writing scope and sequence (grammar, sentences, paragraphs, texts).
  - b. The identification and communication of common K-6 text type language.
  - c. Commenced writing a K-6 writing rubric for narrative text based on the new K-6 writing scope and sequence.
  - d. This work was completed using a 'professional learning team' model.

7. Discussions continued in regard to how to further develop procedures around data-driven practice that utilizes ACER OARS, NAPLAN, and formative / summative assessment data. Staff to use reflection / evaluation column in curriculum documents to make comment on data-informed curriculum decisions.

## **12 Initiatives promoting respect and responsibility**

### **ESmart Schools**

Macquarie College has undergone a 3-year process to becoming an eSmart School and we are pleased to report that we have received our eSmart accreditation. ESmart schools is a behaviour-change initiative in over 2,200 schools across Australia. The eSmart Schools Framework is designed to help schools improve cyber-safety 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 the eSmart schools Cyberbullying presentation.

### **Wellbeing Presentations**

As part of our safe and supportive schools and eSmart program Jonny Shannon was invited to the College to run a series of keynote talks - topics covered were cyber-safety and digital citizenship, anxiety and depression.

### **Invictus**

Our Invictus Wellbeing Program for Year 9 continues to go from strength to strength with very high levels of engagement by students. The program covers four aspects including skill development, community service, the journey and networking.

### **Chapels and Worships**

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

### **Mentoring Programs**

There are a number of mentoring programs operating in the Senior School - Year 5 and Year 10, Year 6 and 11, Year 7 and Year 12 with selected staff.

### **Buddies**

All Junior School students have opportunity to participate in our Junior School 'Buddies' Program where upper grade classes buddy with the lower grades. This program gives students opportunity to practise empathy, collaboration, respect, responsibility as they develop cross-peer relationships. Buddies promotes wellbeing across the school.

### **Values Education Program**

In conjunction with the regular Junior School Bible Curriculum, specific Christian values are addressed throughout the school year. A value, usually one each fortnight, is presented to the students and a

deliberate effort is made to incorporate value awareness and practice through the day, both in the classroom and in the playground. In an effort to reinforce these values into the daily lives of the children, students are awarded a Christian Values Award each week at Chapel if spotted demonstrating values.

### 13 Parent, student and teacher satisfaction

Macquarie College undertook comprehensive surveys of staff, students and parents in 2018 via the Insight SRC survey tool. The tables below describe the areas surveyed, together with the percentage favourable scores. Percent favourable scores show the percentage of people surveyed who responded favourably to the survey questions (i.e., they gave a response that was at or above the midpoint of the scale).

#### Staff Survey (Summary Tables)

Indicator Title	2018 Percent Favourable	Indicator Title	2018 Percent Favourable
Individual Morale	84.92	Student Behaviour (Classroom) <sup>^</sup>	93.71
School Morale	74.46	Student Behaviour (School)	97.44
Individual Distress	65.23	Student Management	82.46
School Distress	54.63	Curriculum Processes <sup>^</sup>	90.57
Supportive Leadership	57.85	Student Motivation <sup>^</sup>	98.87
Role Clarity	76.54	Respect for Students	100.00
Teamwork	71.54	Parent Partnerships <sup>^</sup>	91.51
Empowerment	56.92	Teacher Confidence <sup>^</sup>	97.63
Ownership	80.00	Engaging Practice <sup>^</sup>	94.97
Appraisal & Recognition	63.74	Quality Teaching <sup>^</sup>	91.04
Professional Growth	73.15	Resources – IT <sup>#</sup>	92.82
Work Demands	41.15	This School – People <sup>#</sup>	36.72
		Psychosocial Safety Climate <sup>#</sup>	27.19
		Adaptive Behaviours <sup>#</sup>	72.31

Student Survey (Summary Tables)

Indicator Title	2018 Percent Favourable	Indicator Title	2018 Percent Favourable
Student Morale	81.52	Student Motivation	94.91
Student Distress	81.45	Learning Confidence	91.87
Connectedness to School	87.23	Desire to Learn <sup>#</sup>	85.91
Encouraging Learning <sup>#</sup>	82.14	Connectedness to Peers	93.70
Teacher Empathy	88.32	Student Safety	89.89
Purposeful Teaching	89.37	Classroom Behaviour	70.53
Focus on Numeracy <sup>#</sup>	82.67	Survey – Easy	91.35
Focus on Literacy <sup>#</sup>	83.34	Survey – Enthusiasm	64.57
Stimulating Learning	79.29		
Collaboration <sup>#</sup>	77.18		
Eagerness to Learn <sup>#</sup>	77.57		

Parent Survey (Summary Tables)

Indicator Title	2018 Percent Favourable
Parent Partnerships	85.83
Approachability	87.22
Parent Input	80.37
Reporting	88.15
School Improvement	91.39
Learning Focus	91.36
Extra-Curricular	69.44
Transitions	93.06
Homework	77.22
Behaviour Management	87.04
Stimulating Learning	93.61
Teacher Morale	95.78
Connectedness to School	90.56
Student Motivation	76.11
Social Skills	94.81
Connectedness to Peers	94.81
Student Safety	82.96
Classroom Behaviour	66.11
Attitude to Survey	79.97

## 14 Summary financial information

The school company will complete this section for all SDA schools.

### Income

Income Sources	Percentage of Total Income
Fees and private income	43.89%
State recurrent grants	13.60%
Commonwealth recurrent grants	38.81%
Other Government grants	0.12%
Government capital grants	3.49%
Other capital income	0.08%

### Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	57.94%
Non-salary expenses	33.27%
Classroom expenditure	4.85%
Capital expenditure	3.94%

## 15 Public disclosure of educational and financial performance

The 2018 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 NESA 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