



**Adventist  
Education**

**NSW Education Standards Authority**

**Annual Report  
2020**

**Reporting on the 2019 Calendar Year**

**Macquarie College**

Owned and Operated by

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

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

### School Advisory Council Chairperson Statement

The Macquarie College Annual Report for 2019 serves to highlight the growth and achievements of the College across a number of key areas, including, but not limited to:

- Student academic growth as demonstrated through standardized testing
- Core policies and guidelines which provide a critical governance framework
- The post-school destinations of graduating students
- The formal qualifications of teaching staff together with professional learning undertaken across the year
- Key initiatives and strategies related to student wellbeing
- A sample of data used to inform planning and practice across the College
- The financial viability and sustainability of the College and its programs

While the Macquarie College School Advisory Council (MCSAC) exists as an advisory committee to support the College's Principal and Executive Team, by maintaining oversight of the key areas listed above and reported upon within this report, the strong functioning of the MCSAC is critical to both the day-to-day and longer-term operational health of the College.

2019 represents the final year of the 4-year appointment period of the current MCSAC members, so I would like to take this opportunity to again thank the members of the MCSAC, all of whom have served in a voluntary capacity, and wish them all the best for their future endeavours. Macquarie College is a better place, with a strong future due in part to your efforts and contributions over the past 4 years.

Dr David Fox

Macquarie College Council Chairperson

### Principal's Statement

The 2019 school year at Macquarie College will be remembered as a time of significant repositioning as the College sought to embrace the opportunities made possible through its partnerships with both the Future Schools Alliance and the Collaborative Learning Network.

These partnerships enabled Macquarie College to take real and significant steps towards fulfilling its purpose to be a *an aspirational, future-focused learning community, where the pursuit of excellence is nurtured in an inclusive, Christ-centred environment.*

The preliminary investigation of adaptations to the College's learning programs, including, but not limited to:

- MC Learn - the reimagining of learning support and differentiated instruction to students K-12
- Student Wellbeing - the creative amalgamation of the Invictus Institute programs, chaplaincy, counselling and MC Learn into single department to better cater for the holistic needs of all students

- MC X - the introduction of a purpose-built maker space, with dedicated staff and external partner support

which commenced in 2019 will continue to underpin creative future adaptations to the College's learning programs over the next decade.

Each of the initiatives mentioned above, was made possible through reimagining of the purpose of professional learning for staff and the restructuring of a number of key leadership roles including, most significantly, the appointment of Mr David Chapman into a new Assistant Principal (K-12 Teaching and Learning/Global Partnerships) role. The benefits of these changes, while recognising immediate positive effects, will no doubt have their greatest impacts in the years to come as the College's students become fully equipped to participate in the global workplaces and communities of the future.

I commend this report to you, not only as an accurate record of key reportable elements of the Macquarie College program for 2019, 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 Cooranbong, NSW. The Company is governed by the Board of Directors, the key governance committee that supports the operation of its member schools.

Macquarie College provides a comprehensive educational experience that is framed by a Christian worldview. It has a proud tradition of producing graduates that have not only achieved outstanding HSC and ATAR results, but are also equipped with the skills and dispositions to succeed in the employment and community settings of the future.

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 Preschool to Year 12.

Our specialist facilities include the Design Lab where the MC X program (our creative tinkering space for Junior School students), Learning Information Centre, Performing Arts Centre, Science labs, Engineering centre, Hospitality and Visual Arts centre, Design and Technology centre and our new MC Sport facility, each provide a unique setting where our specialist teachers guide the development of future-focused skills within our student community.

Macquarie College provides extensive opportunities for students to participate in a broad range of leadership development programs such as the Student Council (SC) where key recommendations are made, in consultation with staff advisors, in relation to the current and future programs and development of the College. The School Captain, Prefect and House Captain program each provide unique opportunities for students to engage in specific programs designed to support the development of both individual and team-based leadership skills and dispositions, thus equipping Macquarie College students to become our community leaders of the future.

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 encompassing 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	8.9	91.1
Year 5	0	3.2	96.8
Year 7	0	1.8	98.2
Year 9	0	1.4	98.6

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	4.5	95.5
Year 5	1.6	6.5	91.9
Year 7	1.8	6.3	91.9
Year 9	1.5	11.8	86.7

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	4.4	6.7	88.9
Year 5	0	4.8	95.2
Year 7	0	6.4	93.6
Year 9	0	11.6	88.4

---

### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	4.4	4.4	91.2
Year 5	1.6	6.5	91.9
Year 7	0	1.8	98.2
Year 9	1.4	2.9	95.7

### Interpretative Comments

Excellent results in literary tests have been achieved by students in all areas. Reading is particularly impressive. Writing continues to be an area of focus for improvement.

### 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	6.7	93.3
Year 5	0	4.8	95.2
Year 7	0	1.8	98.2
Year 9	0	1.4	98.6

### Interpretative Comments

Students have achieved outstanding results in the numeracy tests.

### 3.2 *Record of School Achievement*

Item	Students
Number of Students studying in Year 10	62
Number of ROSAs issued by NESA in 2019	5

### 3.3 Results of the Higher School Certificate Examination 2019

#### Comparison of 2019 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	7	School	0	14	57	14	14	0
		State	9	26	29	19	9	5
Biology	10	School	20	50	30	0	0	0
		State	7	24	29	24	12	3
Business Studies	15	School	7	27	33	33	0	0
		State	9	24	28	21	11	5
Chemistry	9	School	22	22	11	44	0	0
		State	16	30	21	21	9	3
Design and Technology	5	School	0	0	20	80	0	0
		State	14	32	35	13	4	1
Engineering Studies	2	School	0	50	50	0	0	0
		State	9	22	38	22	7	1
English Standard	28	School	0	0	57	29	14	0
		State	1	11	40	35	11	1
English Advanced	25	School	4	60	36	0	0	0
		State	13	48	30	7	1	0
English Extension 1	5	School	0 (E4)	100 (E3)	0 (E2)	0 (E1)		
		State	34	60	6	0		
English Extension 2	3	School	0 (E4)	0 (E3)	100 (E2)	0 (E1)		
		State	26	54	19	0		



Seventh-day Adventist Schools (NNSW) Ltd

Geography	16	School	6	31	44	19	0	0
		State	10	33	29	15	8	4
Legal Studies	9	School	11	44	44	0	0	0
		State	13	28	24	18	10	6
Mathematics Standard	28	School	4	36	39	11	11	0
		State	5	19	32	27	13	3
Mathematics	16	School	31	6	50	13	0	0
		State	24	26	29	14	5	3
Mathematics Extension 1	3	School	33 (E4)	67 (E3)	0 (E2)	0 (E1)		
		State	39	41	15	4		
Modern History	5	School	0	20	80	0	0	0
		State	10	30	27	20	9	4
History Extension	3	School	0 (E4)	0 (E3)	100 (E2)	0 (E1)		
		State	28	49	22	2		
Music 1	7	School	43	43	14	0	0	0
		State	22	44	25	7	1	0
Music 2	1	School	0	100	0	0	0	0
		State	41	50	9	0	0	0
Music Extension 1	1	School	0 (E4)	100 (E3)	0 (E2)	0 (E1)		
		State	66	31	2	0		
PDHPE	13	School	0	23	38	38	0	0
		State	6	25	31	26	9	2
Physics	4	School	25	25	50	0	0	0
		State	12	24	27	21	10	4

Studies of Religion 1	10	School	0	30	50	20	0	0
		State	11	35	33	17	3	1
Studies of Religion 2	44	School	7	23	32	20	18	0
		State	7	37	35	14	5	1
Visual Arts	5	School	0	0	100	0	0	0
		State	16	47	27	8	2	0
Hospitality Examination (Food and Beverage)	4	School	0	25	50	25	0	0
		State	3	25	26	19	8	2

### Interpretative comments for Higher School Certificate results

#### Ancient History

71% of students gained a result in the top 3 bands compared to the state distribution of 64%

#### Biology

20% of students gained a result in band 6 compared to the state distribution of 7%

70% 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 60%

#### Business Studies

34% of students gained a result in band 5 or 6 compared to the state distribution of 33%

67% of students gained a result in the top 3 bands compared to the state distribution of 61%

#### Chemistry

22% of students gained a result in band 6 compared to the state distribution of 16%

#### English Standard

57% of students gained a result in the top 3 bands compared to the state distribution of 52%

#### English Advanced

64% of students gained a result in band 5 or 6 compared to the state distribution of 61%

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

### **English Extension 1**

100% of students gained a result in the top 2 bands (E3/E4) compared to the state distribution of 94%

### **Geography**

81% of students gained a result in the top 3 bands compared to the state distribution of 72%

### **Legal Studies**

55% of students gained a result in band 5 or 6 compared to the state distribution of 41%

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

### **Mathematics Standard**

40% of students gained a result in band 5 or 6 compared to the state distribution of 24%

79% of students gained a result in the top 3 bands compared to the state distribution of 56%

### **Mathematics**

31% of students gained a result in band 6 compared to the state distribution of 24%

89% of students gained a result in the top 3 bands compared to the state distribution of 79%

### **Mathematics Extension 1**

33% of students gained a result in the top band (E4) compared to the state distribution of 39%

100% of students gained a result in the top 2 bands (E3/E4) compared to the state distribution of 80%

### **Modern History**

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

### **Music 1**

43% of students gained a result in band 6 compared to the state distribution of 22%

86% of students gained a result in band 5 or 6 compared to the state distribution of 66%

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

### **Physics**

25% of students gained a result in band 6 compared to the state distribution of 12%

50% of students gained a result in band 5 or 6 compared to the state distribution of 36%

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

**Visual Arts**

100% of students gained a result in the top 3 bands compared to the state distribution of 90%

**Hospitality Examination**

75% of students gained a result in the top 3 bands compared to the state distribution of 54%

**Comparison of 2019 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	7	2019	0	14	57	14	14	0
	5	2018	40	40	20	0	0	0
	7	2017	29	29	29	14	0	0
Biology	10	2019	20	50	30	0	0	0
	13	2018	0	38	54	8	0	0
	13	2017	31	38	15	15	0	0
Business Studies	15	2019	7	27	33	33	0	0
	14	2018	7	36	43	14	0	0
	12	2017	8	50	25	17	0	0
Chemistry	9	2019	22	22	11	44	0	0
	7	2018	0	43	43	14	0	0
	9	2017	0	78	11	11	0	0
Design and Technology	5	2019	0	0	20	80	0	0
	6	2018	0	67	17	17	0	0
	1	2017	0	100	0	0	0	0
Engineering Studies	2	2019	0	50	50	0	0	0
	NA	2018	NA	NA	NA	NA	NA	NA
	NA	2017	NA	NA	NA	NA	NA	NA
English Standard	28	2019	0	0	57	29	14	0
	15	2018	0	20	40	40	0	0
	13	2017	0	15	69	8	8	0

Seventh-day Adventist Schools (NNSW) Ltd

English Advanced	25	2019	4	60	36	0	0	0
	47	2018	4	55	34	6	0	0
	45	2017	9	49	38	4	0	0
English Extension 1	5	2019	0 (E4)	100 (E3)	0 (E2)	0 (E1)	-	-
	8	2018	0	63	38	0	-	-
	8	2017	38	63	0	0	-	-
English Extension 2	3	2019	0 (E4)	0 (E3)	100 (E2)	0 (E1)	-	-
	5	2018	0	80	20	0	-	-
	4	2017	50	50	0	0	-	-
Geography	16	2019	6	31	44	19	0	0
	16	2018	13	56	31	0	0	0
	23	2017	9	35	52	4	0	0
Legal Studies	9	2019	11	44	44	0	0	0
	10	2018	10	40	50	0	0	0
	9	2017	11	67	11	11	0	0
Mathematics Standard	28	2019	4	36	39	11	11	0
	30	2018	13	30	40	13	3	0
	26	2017	12	31	42	12	4	0
Mathematics	16	2019	31	6	50	13	0	0
	18	2018	17	39	28	11	6	0
	19	2017	26	32	32	5	5	0
Mathematics Extension 1	3	2019	33 (E4)	67 (E3)	0 (E2)	0 (E1)	-	-
	5	2018	0	80	20	0	-	-
	5	2017	40	60	0	0	-	-

Seventh-day Adventist Schools (NNSW) Ltd

Modern History	5	2019	0	20	80	0	0	0
	5	2018	0	20	60	20	0	0
	11	2017	18	45	36	0	0	0
History Extension	3	2019	0 (E4)	0 (E3)	100 (E2)	0 (E1)	-	-
	2	2018	0	100	0	0	-	-
	3	2017	100	0	0	0	-	-
Music 1	7	2019	43	43	14	0	0	0
	8	2018	13	87	0	0	0	0
	10	2017	60	40	0	0	0	0
Personal Development, Health and Physical Education	13	2019	0	23	38	38	0	0
	19	2018	0	42	32	11	16	0
	9	2017	11	33	33	22	0	0
Physics	4	2019	25	25	50	0	0	0
	10	2018	0	10	70	0	10	10
	12	2017	17	25	25	25	8	0
Studies of Religion 1	10	2019	0	30	50	20	0	0
	11	2018	9	9	45	36	0	0
	11	2017	9	27	27	36	0	0
Studies of Religion 2	44	2019	7	23	32	20	18	0
	51	2018	0	33	35	24	8	0
	45	2017	11	44	31	9	4	0
Visual Arts	5	2019	0	0	100	0	0	0
	11	2018	0	64	36	0	0	0
	8	2017	0	88	13	0	0	0
	4	2019	0	25	50	25	0	0

Hospitality Examination (Food and Beverage)	6	2018	0	17	33	33	17	0
	4	2017	0	25	50	25	0	0

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

#### Ancient 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.

#### Biology

Increase in the percentage of Band 6 results from the previous year, as well as an increase in the total percentage of Band 5 and 6 results from the last two years.

#### Business Studies

Similar results to 2018, although the percentage of Band 5 results was a little lower.

#### Chemistry

Increase in the percentage of Band 6 results from 2018 and 2017.

#### Design and Technology

A continuing 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 continued to decrease from the previous years.

#### English Advanced

Similar results for 2019, compared to 2018. The number of students choosing English Advanced over English Standard has decreased.

#### English Extension 1

Decrease in the percentage of students achieving an E4, but an increase in the total percentage of students achieving in the top 2 bands (E3/E4).

#### English Extension 2

Decrease in the percentage of students achieving in the top 2 bands (E3/E4).



### **Geography**

The results for this subject in 2019 were similar to those in 2017, representing a decrease in the percentage of Band 6 results, as well as a decrease in the total percentage of Band 5 and 6 results.

### **Legal Studies**

Very similar results to 2018, representing an overall decrease in the total percentage of Band 5 and 6 results from 2017.

### **Mathematics Standard**

(2019 was the first year the new syllabus was examined. Previous years are reporting on "Mathematics General").

### **Mathematics**

2019 saw an increase in the percentage of Band 6 results from 2018 and 2017, although the total percentage of Band 5 and 6 results has decreased.

### **Mathematics Extension 1**

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

### **Modern History**

Similar results to 2018, which was a decrease in the percentage of students achieving in Bands 5 and 6 from 2017.

### **History Extension**

Decrease in the percentage of students achieving in the top 2 bands (E3/E4).

### **Music 1**

Increase in the percentage of students achieving a Band 6, but a decrease in the percentage of students achieving a Band 5 or 6, when compared to 2018 and 2017.

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

Decrease in the percentage of students achieving in the top 2 bands.

### **Physics**

Increase in the percentage of Band 6 results from the previous year, as well as an increase in the total percentage of Band 5 and 6 results.

### **Studies of Religion 1**

Decrease in the percentage of Band 6 results, but the total percentage of students achieving a result in the top 2 bands has increased from 2018.

### **Studies of Religion 2**

Increase in the percentage of Band 6 results from the previous year, but a decrease in the total percentage of Band 5 and 6 results.

### **Visual Arts**

Decrease in the percentage of Band 5 results.

### **Hospitality Examination**

Results have gone back to exactly the same as 2017, showing an increase in Band 5 results from 2018.

## **4 Senior secondary outcomes**

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

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

98%

## 5 Professional learning and teacher standards

### 5.1 Professional Learning

Areas of professional learning	Teachers (number or group)
5th Annual School Planning, Design & Construction Summit	1
AIS Disability Network Meetings	6
AIS English Conference	1
AIS History Extension PD	1
AIS ICT Conference	1
AIS Maths Conf HODS Day	1
AIS Senior Leaders Course	2
AIS Sports Conference	1
AIS Wellbeing Conference	2
AISNSW Ignite Learning	1
Anti-Discrimination Legislation Masterclass	1
Beginning Teachers Workshop	1
Bio Course at UNSW Museum	2
Body Image PD	1
Catastrophe and Memory PD	1
Child Protection - Identify and Respond PD	1
Children's Grief PD	1
Choral PD	3
Colour Conference	1
Community of Empowerment	1
Demystifying Play-based Learning	3
Educating Global Citizens - Harvard Course	1
EduTech	1
Electrical Test & Tag Training Course	1
Engaging Students in Secondary Drama	2
Enrolling and Supporting Students with Diverse Needs Masterclass for Principals and School Executive	1
Environmental PD IEU	2
English Teacher Association Conference	5

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

Fitness Certification	3
Future Schools Alliance School Event	1
Future Focused Learning (STEM) Conference	1
Future Schools Conference	2
Grammar in a Nutshell	1
Geography Teachers Alliance Conference	1
High Tech High Visit	5
Hillsong Creative Conference	1
HRIS PDHPE PD	7
HSC Scholarship	1
History Teacher Association Conference	2
HVGS JS Sport PD	1
Initial Lit Course	3
Invictus Conference	11
Kidshaper PD	1
Literary Worlds PD	1
MacLit PD	3
MANSW Conference	1
Mantle Conference	2
Mathematics in Trades Implementation Workshop	1
Maths Ex 2 x 2 Day Course	1
Morning with Angela Hanscomb	5
Museum PD	6
Music EdNet	1
National Boys Ed Conference	1
Nationally Consistent Collection of Data PD	1
Online Hosp Portfolio course	1
PD4Maths	1
PD4Maths - Vectors	1
Peacewise	2
Positive Parent Conference	1
Preparing for the 12 Chem Exam	1
Preparing for the 2019 HSC Physics Exam	1
Program Writing PD	1

---

RMIT Music Mixing	1
SMH Schools Summit	4
SDA Business Retreat	1
SDA Leaders Retreat	2
Seven Steps to Writing Course	4
Spark Course	2
STA Chem Conference	1
TEDx	1
The Law	1
Tuning into Teens PD	1
VOSA Course	1
Walker Learning PD	5
WH&S Training	1
Work Safely at Heights	3
Yr 12 Crooked Science Chem Course	1

Total Staff PD experiences: 148

Average cost per teacher for professional  
learning: \$536

## 5.2 Teacher Accreditation Status

Accreditation Level of Teachers	Numbers of teachers
(i) Conditional	5
(ii) Provisional	1
(iii) Proficient or higher	68

## 6 Workforce composition (comment on Indigenous staff)

Teaching Staff (across both Junior and Senior School)	74
Full-time equivalent Teaching Staff	58.7
Ancillary Staff	35
Full-time equivalent Ancillary Staff	30.6
Full-time equivalent Indigenous Staff	0.2

---

## 7 Student attendance rate and non-attendance

### 7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	93.94
Year 1	93.67
Year 2	94.54
Year 3	93.62
Year 4	94.04
Year 5	94.31
Year 6	92.48
Year 7	94.75
Year 8	92.21
Year 9	91.75
Year 10	90.03
Year 11	92.57
Year 12	94.25
Total school attendance average	<b>93.24</b>

### 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 the relevant staff e.g. roll teacher, year advisor, and/or school counsellor may follow together with consultation with parents.

In chronic cases of non-attendance, the College may refer student cases to the AIS which may result in further action.

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

Percentage retention rate:

79%

## **8 Post School Destinations (secondary schools only)**

(report on the destination of all students 17 and over who left school during 2019)

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, ANU, Griffith and AMPA. A variety of degrees were being pursued, including Law, Physio, Business, Education, Medicine, Engineering, Music, etc. A few students indicated that they were planning to take a gap year prior to commencing tertiary study in 2021. A number of students also reported an intention to enter the workforce immediately upon completing the HSC, or pursue further study at TAFE.



## 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 Macquarie College.

Macquarie College Kindergarten students must be 5 before 30 March in the year of commencement to be eligible for placement.

### *Immunisation Requirements*

All schools are required to request an [immunisation certificate](#) at enrolment or provide a letter of conscientious objection.

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**

The College has 846 students of whom 401 are in Junior School and 445 in the Senior School with a ratio of 436 males to 410 females across the College.

Our College Community is made up primarily of families with a Christian faith (approx. 61%), although we have families of non-Christian faiths (approx. 1%) and families of no religious affiliation or faith not identified (approx. 28%).

Students come from a variety of backgrounds including socio-economic status, students with special needs, and those with a range of academic abilities and extra-curricula 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**

*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.

*Location of 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 2019.*

## **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.

*Location of the Discipline policy (Student Management 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 2019.*

## **Anti-Bullying Policy**

### **Bullying**

Bullying is the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and social behaviours and/or digital communication that either intends, or in the circumstances could reasonably be expected to cause physical, social and/or psychological harm. It may involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts still need to be addressed and resolved. MC is committed to building resilience in young people to better equip them in dealing with difficult and unwelcome circumstances which they may well encounter in the future throughout their professional and private lives.

MC has a policy of zero tolerance to bullying. Students who are victims of or witnesses to these practices should report them immediately to a staff member whom they feel comfortable to confide in or make a report via the on-line “bully button”, or box inside the MC Library Information Centre.

On receipt of a report, the matter will be investigated by an appropriate MC staff member. Students found to have bullied will be managed per the outline provided by the MC Student Management Guidelines. As with all student management processes at MC, such matters will be undertaken through an intentionally restorative justice methodology.

Responses by MC to incidents of bullying may include, but are not limited to: In-school reflection session/suspension, student conferences (bully and victim), parent/carer meetings, student contracts, mandatory counselling, mentoring support, etc.

Repeat incidents of bullying may result in the matter being referred to an MC Student Management Committee where a given student’s enrolment may be reviewed and, where appropriate, Police intervention may be requested.

***\*All instances of bullying are to be logged into the given student/s SEQTA record***

*This is a subsection of the schools’ Student Management Guidelines. To obtain a copy please ask at the front office. The Student Management Guidelines were reviewed and updated during 2019.*

## **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 time frame (see Acknowledgement of Complaints).

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 time frames 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 usually be within 24 hours and a response, or an update, will be given 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.*

*There have been two changes made to this Policy in 2019.*

1. In Facilitating Complaints this line was added: *(see Acknowledgement of Complaints).*
2. In Acknowledgement of Complaints the first paragraph was changed to *The receipt of each complaint will usually be within 24 hours and a response, or an update, will be given within 10 working days.*

## 11 School determined improvement targets

**Priority Areas for Improvement for 2020** (Schools in National Partnerships should include items from their school plan and should come from your QAS Rolling School Improvement Plan)

### 2020 MC SIP Priorities:

- Whole School:
  - Foster the development of a collaborative, student-centred Preschool to Year 12 school community:
    - Foster engagement with parent community with a focus on learning and other areas of school life:
      - identify early adopters/supporters of future-focus direction within parent community
      - consider review/create of parent groups
      - promote School Council as peak advisory group
    - Ongoing creation of opportunities for P-12 staff interaction:
      - preparation week in January
      - end of year Christmas Party
  - Ongoing review of school guideline documents with a view to bring further consistency & clarity across the school
  - Ongoing review of meeting terms of reference, members, frequency etc.
  - Implement newly created purpose statement:
    - Collaboratively unpack purpose statement
    - Creation of graduate profiles
    - Investigate and nurture the implementation of a student-led learning program K-12
  - Adaption of learning spaces to ensure the promotion of future-focused student learning

(Consultant - Nick Salmon)

- Provision of targeted, high quality, external professional learning
    - Identify early adopters and assign mentors / create supportive teams
    - Provide regular professional learning opportunities to foster ongoing forward motion
  - Creation of MC Learning Enrichment Department - merge learning support, chaplaincy and counselling departments
    - Create name for department
    - Review & create processes within the department to support the cohesive management/support of students
  - QAS - complete 4 component reviews: 1.1, 2.1, 3.1, 4.1.
- Junior School:
    - Implement K-2 Initial Lit program
    - Foster the development of student-directed learning opportunities.
      - Develop and promote JS pedagogical framework:
        - K-3 - embedding excellence / foundations
        - 4-6 - building on foundations & expanding opportunities
      - Support the implementation of:
        - K-2 future-focused, play-based learning programs
        - PBL - Year 3-6
        - Year 4 & 5 MCX program.
  - Senior School:
    - Explore development of a Senior School MCX program
    - Complete the roll out of Invictus X Wellbeing Program Years 7-10
    - Student-focussed and directed PBL - support the implementation of project learning with early adopters
    - Special character - intentionally run home room with a worship thought and prayer across all home rooms with support from the Chaplains.
  - School Leadership:
    - Senior Leadership Team & AP's professional learning including Harvard LEFT, European & Asian School visits.
    - 1 x leader to complete AIS Flagship Leadership program
    - Student leadership - investigate the embedding of a structured whole of school student leadership program
    - Build leadership capacity:
      - investigate the appointment of project leaders
      - identify future leaders and continue to provide opportunities for staff take on leadership functions.

**Achievement of Priority Areas listed for improvement in the 2019 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**)

2019 Priorities\*

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
  - 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:

- a. HSC best practice
  - i. HSC Marking
  - ii. HSC Teachers Scholarship Term 4
  - 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 & Assistant Principal's - AIS Leadership Centre
  - b. Assistant Principal's and Coordinators - Professional learning & coaching with Steve Stretton - Leading Change

***\* The Macquarie College School Improvement Plan (SIP) for 2019 was fully implemented throughout the course of the school year, with the majority of targets met and all applicable funding expended. Targets that were not met, due to the ongoing nature of some improvement strategies, were rolled over into the school's 2020 SIP.***

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

### **MC Inspired Series**

Across the course of each year, Macquarie College facilitates the MC Inspired series where engaging speakers are invited to present key information to our student and parent communities. Topics addressed in 2019 included the risks posed to children and youth via online pornography, the future and learning and mental health and wellbeing.

### **The Invictus Institute**

Macquarie College owns and operates the Invictus Institute which provides a comprehensive wellbeing program not only to students in Years 7-10 on our campus, but also to more than 20 other member schools in Australia. These member schools represent all education sectors and in 2019 the first European school also joined the Invictus network.

The Invictus program covers four aspects including skill development, community service, the journey and networking.

### **eSmart Schools**

Macquarie College maintains its registration as an eSmart school and actively promotes the healthy use of online programs and activities by all members of the school community.

### **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

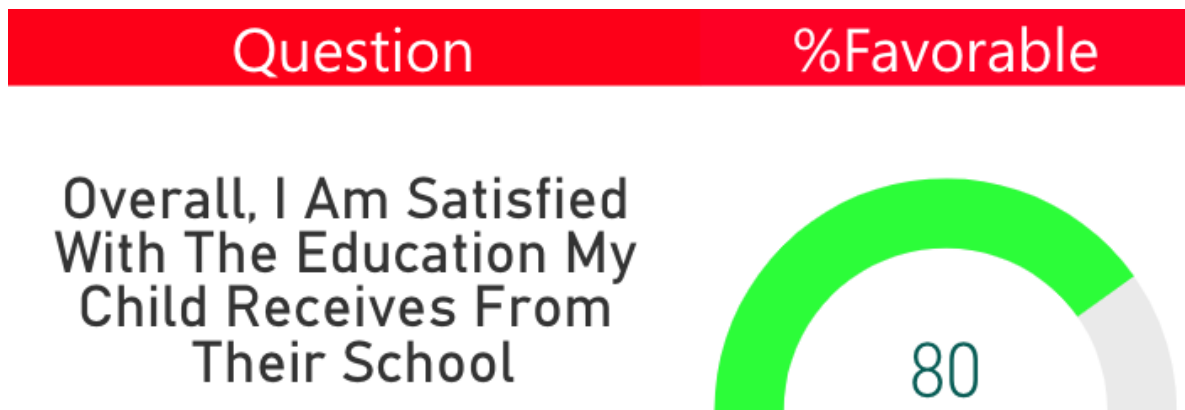
deliberate effort is made to incorporate value awareness and practice through the day, both in the classroom and in the playground. In an effort to reinforce these values into the daily lives of the children, students are awarded a Christian Values Award each week at Chapel if spotted demonstrating values.

### 13 Parent, student and teacher satisfaction

In 2019, Macquarie College participated in the Insight SRC suite of surveys facilitated by Adventist Schools Australia. These surveys, conducted in May, highlighted a number of areas including the provision of extra-curricular activities, student management and facilities, which have been identified as areas for ongoing improvement.

A snapshot of feedback received via the surveys included:

Parent Survey:



Student Survey:



Staff Survey:



## 14 Summary financial information

### Income

Income Sources	Percentage of Total Income
Fees and private income	42.44%
State recurrent grants	14.07%
Commonwealth recurrent grants	43.22%
Other Government grants	0.18%
Government capital grants	0.03%
Other capital income	0.06%

### Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	59.39%
Non-salary expenses	24.40%
Classroom expenditure	5.59%
Capital expenditure	10.62%

## 15 Public disclosure of educational and financial performance

The 2019 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 NESAs 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