



NSW Education Standards Authority

**Annual Report
2017**

Reporting on the 2016 Calendar Year

Macquarie College

Owned and Operated by

Seventh-day Adventist Schools (NNSW) Ltd

1 A message from key school bodies

1.1 College Advisory Council Chairperson Statement

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

2016 was a year in which considerable work was undertaken regards the forwarding planning for the College. Specifically, the following planning documents were updated:

- i. Strategic Management Plan
- ii. Business and Financial Plan
- iii. Campus Development Masterplan
- iv. Teaching and Learning Plan

There was a continuing smooth transition of operational initiatives including: (i) National Curriculum Rollout; (ii) Enhancement of Technology and Learning initiative; (iii) Implementation of the Quality Adventist Schools review and planning process with focus on Teaching and Learning; (iv) Implementation of the E-Smart School Program; (v) Implementation of the new and systematic WHS Audit process across the College; and (vi) Funding initiatives for the construction and development of the new Sports and Recreation Centre.

The 2016 HSC students and their respective teachers are to be congratulated for their outstanding results again. The College was again ranked in the top three (3) schools across all school sectors within the Central Coast and Hunter Regions and overall in the top 140 schools in NSW. The results were superb and represent a high level of commitment and conscientious endeavour by students and teaching staff as well as patient encouragement by parents.

Likewise, the 2016 NAPLAN results were outstanding and the College results overall rank well above state averages and were near to the top again within the Hunter Region Independent School Sector.

1.2 Principal's Statement

Have you noticed how busy and demanding our lives have become? And as a result, are you experiencing a heightened level of stress or flagging with the weight of responsibilities and demands placed on you by others and life in general.

Even children's lives are filled to the brim including after-hours sport, music, dance and a range of other activities. Parents are often increasingly frazzled by acting as taxi drivers and being a part of the unofficial sideline support group or cheer squad.

The same is experienced in varying ways by senior school and HSC students in particular. I noticed in a media article by Dr Chris Seton, a paediatric and adolescent sleep physician at Westmead, stated that stressed HSC students are resorting to sleeping tablets and taking artificial sleep hormones to get themselves to bed. He warned that using prescription drugs to enhance performance was trickling into

Australian classrooms. It appears that many are failing to get the right balance between their study and the enjoyment of life.

It seems that *time* as a resource in our lives is often *wrung dry*. There is often little 'time out.' We often feel guilty if we do, believing that we need to be using all our time for some productive outcome.

And yet, our **mental, social, emotional and spiritual well-being** is compromised if we fail to give due regard to how we use our time. The mental health epidemic, the social malfunction, the emotional anxieties and depression, and our lack of spiritual commitment are often bi-products of our use or misuse of time.

Personal and family resilience during periods of challenge and duress, can be often a function of how we 'practice' the prioritisation of our time.

At Macquarie College, we are mindful of the importance of *appropriate time being allocated* to the holistic development of young people – be it the *mental, social, physical and spiritual dimensions* of their lives.

As foundations are set during these early years at home and at school, our goal is to provide young people the opportunity to grow, develop and mature into highly resilient people, capable of making sound and informed independent decisions as they enter into adult life.

This is the hallmark and strength of Adventist Christian education at Macquarie College.

In such an environment, Macquarie College also continues to *demonstrate its academic credentials* as a leading school within the region through its NAPLAN and HSC results; its highly interactive IT stimulated learning environment; its sporting achievements; as well as its cultural and performing arts endeavours.

The College has also distinguished itself in its ongoing commitment to Student Well-being through the various Student Resilience Programs as well as the Year 9 Invictus Program.

2016 has been a *period of change and innovation* including: the consolidation of the BYOT program and developing student accountability for their on-line learning; and the implementation of SEQTA Learning Management System providing all with a more efficient and flexible approach to communication and accessibility to student data, learning outcomes and achievements.

Importantly, *a range of initiatives* in 2016 have provided strategic improvement to our learning outcomes including: rolling out 'Habits of the Mind'; the implementation of 'Educator Impact' as a tool for professional development of staff; and the continuing rollout of the QUEST Program which has provided a more flexible approach to learning including the integration of Science, Technology, English and Maths within a Project-Based Learning Model.

And finally, through the 2016 academic year, the Macquarie College community of staff and students have not only matured intellectually, emotionally, socially and physically, they have matured spiritually with their connection with God and in the recognition of their responsibility to others. In so doing, the College has again laid *a foundation for young people to step out into the community as principled, values-driven and confident decision-makers.*

I commend to you, the 2016 Annual Report.

1.3 Student Representative Council (SRC) Statement

The SRC undertook and updated the SRC Constitution in the early part of 2016. Members of the review panel included: Campbell Giddens, Nicholas Morgan, Dimitri Patsan and Olivia Palfreyman.

The SRC voted that the first March mufti-day would be a fundraiser for the Year 12 Vanuatu STORM Co (Service to Others Really Matters) trip with a Pacific Islander theme suggested by Year 12 members in the committee.

The SRC came to an agreement to continue the 'Blood Drive' in support of the Red Cross which has become a tradition at Macquarie College. The day ran very successfully with the highest number of donors since its inception three years ago.

The Term 4 mufti-day was proposed by Dimitri Patson as 'Jerseys for Josh' which was designed to support the *Joshua Caruso Foundation*. The day was one of the most successful fundraisers undertaken by the SRC in 2016.

2 Contextual information about the school

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, 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, SC and HSC results regularly place the College among the top independent schools in the Hunter Region.

There are many opportunities for student to express their creativity through activities such as drama and musical productions. Extracurricular activities 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	42	58
Year 5	4	34	62
Year 7	0	54	46
Year 9	0	73	27

Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	48	52
Year 5	0	60	40
Year 7	7	78	15
Year 9	11	79	10

Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	24	76
Year 5	2	52	46
Year 7	1	58	41
Year 9	1	68	31

Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	36	64
Year 5	0	48	52
Year 7	3	50	47
Year 9	1	72	27

Interpretative Comments

Primary School Results:

100% of Year 3 students were above the national minimum standards for Reading literacy.

96% of Year 5 students were above the national minimum standards for Reading literacy.

100% of Year 3 students were above the national minimum standards for Writing literacy.

100% of Year 5 students were above the national minimum standards for Writing literacy.

100% of Year 3 students were above the national minimum standards for Spelling literacy.

98% of Year 5 students were above the national minimum standards for Spelling literacy.

100% of Year 3 students were above the national minimum standards for Grammar and Punctuation.

100% of Year 5 students were above the national minimum standards for Grammar and Punctuation.

High School Results:

100% of Year 7 students were above the national minimum standards for Reading literacy.

100% of Year 9 students were above the national minimum standards for Reading literacy.

93% of Year 7 students were above the national minimum standards for Writing literacy.

89% of Year 9 students were above the national minimum standards for Writing literacy.

99% of Year 7 students were above the national minimum standards for Spelling literacy.

99% of Year 9 students were above the national minimum standards for Spelling literacy.

97% of Year 7 students were above the national minimum standards for Grammar and Punctuation.

99% of Year 9 students were above the national minimum standards for Grammar and Punctuation.

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	41	59
Year 5	0	50	50
Year 7	0	56	44
Year 9	0	77	33

Interpretative Comments

Primary School Results:

100% of Year 3 students were at or above the national minimum standards for overall NAPLAN Numeracy.

100% of Year 5 students were at or above the national minimum standards for overall NAPLAN Numeracy.

High School Results:

100% of Year 7 students were at or above the national minimum standards for overall NAPLAN Numeracy.

100% of Year 9 students were at or above the national minimum standards for overall NAPLAN Numeracy.

3.2 Record of School Achievement

Item	Students
Number of Students studying in Year 10	69
Number of ROSAs issued by the Board of Studies in 2016	0

3.3 Results of the Higher School Certificate Examination 2016

Comparison of 2016 results compared to the state

Subject	No of students		Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	7	School	0	57	29	0	14	0
		State	8	22	27	24	12	5
Biology	10	School	0	50	40	0	10	0
		State	9	26	30	25	8	2
Business Studies	14	School	21	50	29	0	0	0
		State	9	26	29	23	10	3
Chemistry	7	School	14	29	57	0	0	0
		State	10	31	32	21	4	2
Design and Technology	2	School	0	100	0	0	0	0
		State	13	28	36	19	4	1
English (Standard)	22	School	0	41	45	9	5	0
		State	1	13	36	38	10	3
English (Advanced)	24	School	13	75	13	0	0	0
		State	15	47	28	8	1	0
English Extension 1	6	School	17 (E4)	67 (E3)	17 (E2)	0 (E1)	-	-
		State	35	60	5	0	-	-
English Extension 2	2	School	0 (E4)	100 (E3)	0 (E2)	0 (E1)	-	-
		State	18	61	20	1	-	-
Geography	13	School	0	38	62	0	0	0
		State	8	33	29	19	8	2

Subject	No of students		Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Information Processes and Technology	2	School	0	50	50	0	0	0
		State	7	21	35	19	12	6
Legal Studies	6	School	17	67	17	0	0	0
		State	12	30	28	17	7	4
Mathematics General 2	25	School	8	68	20	0	0	4
		State	5	20	26	23	16	8
Mathematics	12	School	50	33	17	0	0	0
		State	23	29	24	16	4	3
Mathematics Extension 1	7	School	0 (E4)	86 (E3)	14 (E2)	0 (E1)	-	-
		State	33	46	18	3	-	-
Modern History	5	School	0	80	20	0	0	0
		State	9	32	32	14	9	4
History Extension 1	4	School	0 (E4)	100 (E3)	0 (E2)	0 (E1)	-	-
		State	22	59	18	1	-	-
Music 1	3	School	0	100	0	0	0	0
		State	18	44	26	9	1	0
Music 2	2	School	50	50	0	0	-	-
		State	34	55	10	0	-	-
Music Extension	2	School	0 (E4)	100 (E3)	0 (E2)	0 (E1)	-	-
		State	52	42	6	0	-	-
Personal Development, Health and Physical Education	17	School	12	53	24	6	6	0
		State	11	23	28	20	10	6

Subject	No of students		Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Physics	6	School	0	17	50	17	17	0
		State	8	22	36	22	8	4
Studies of Religion I (1 Unit)	10	School	30	50	20	0	0	0
		State	13	36	26	19	4	1
Studies of Religion II (2 Unit)	35	School	9	37	37	9	6	3
		State	9	39	23	19	7	3
Visual Arts	4	School	0	100	0	0	0	0
		State	14	40	33	10	2	0
Hospitality Examination (Food and Beverage)	4	School	25	50	25	0	0	0
		State	3	20	26	22	7	3

Interpretative comments for Higher School Certificate results

Ancient History

57% of students gained a result in band 5 or 6 compared to the state distribution of 30%

Biology

50% of students gained a result in band 5 or 6 compared to the state distribution of 35%

Business Studies

21% of students gained a result in band 6 compared to the state distribution of 9%

71% of students gained a result in band 5 or 6 compared to the state distribution of 35%

Chemistry

14% of students gained a result in band 6 compared to the state distribution of 10%

43% of students gained a result in band 5 or 6 compared to the state distribution of 41%

Design and Technology

100% of students gained a result in band 5 or 6 compared to the state distribution of 41%

English (Standard)

41% of students gained a result in band 5 or 6 compared to the state distribution of 14%

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

English (Advanced)

88% of students gained a result in band 5 or 6 compared to the state distribution of 62%

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

English Extension 2

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

Geography

100% of students gained a result in the top 3 bands compared to the state distribution of 70%

Information Processes and Technology

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

Legal Studies

17% of students gained a result in band 6 compared to the state distribution of 12%

84% of students gained a result in band 5 or 6 compared to the state distribution of 42%

Mathematics General 2

8% of students gained a result in band 6 compared to the state distribution of 5%

76% of students gained a result in band 5 or 6 compared to the state distribution of 25%

96% of students gained a result in the top 3 bands compared to the state distribution of 51%

Mathematics

50% of students gained a result in band 6 compared to the state distribution of 23%

83% of students gained a result in band 5 or 6 compared to the state distribution of 52%

100% of students gained a result in the top 3 bands compared to the state distribution of 76%

Mathematics Extension 1

86% of students gained a result in the top 2 bands (E3 and E4) compared to the state distribution of 79%

Modern History

80% 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 73%

History Extension 1

100% of students gained a result in the top 2 bands (E3 and E4) compared to the state distribution of 81%

Music 1

100% of students gained a result in band 5 or 6 compared to the state distribution of 62%

Personal Development, Health and Physical Education

65% of students gained a result in band 5 or 6 compared to the state distribution of 34%

89% of students gained a result in the top 3 bands compared to the state distribution of 62%

Studies of Religion 1

30% of students gained a result in band 6 compared to the state distribution of 13%

80% of students gained a result in band 5 or 6 compared to the state distribution of 49%

100% of students gained a result in the top 3 bands compared to the state distribution of 75%

Visual Arts

100% of students gained a result in band 5 or 6 compared to the state distribution of 54%

Hospitality Examination

25% of students gained a result in band 6 compared to the state distribution of 3%

75% of students gained a result in band 5 or 6 compared to the state distribution of 23%

100% of students gained a result in the top 3 bands compared to the state distribution of 49%

Comparison of 2016 HSC results as a trend over time

Subject	No of students	Year	Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Ancient History	7	2016	0	57	29	0	14	0
	11	2015	18	18	36	18	0	9
	9	2014	0	11	44	33	11	0
Biology	10	2016	0	50	40	0	10	0
	17	2015	6	53	29	12	0	0
	16	2014	0	38	25	38	0	0
Business Studies	14	2016	21	50	29	0	0	0
	11	2015	27	36	36	0	0	0
	7	2014	43	57	0	0	0	0
Chemistry	7	2016	14	29	57	0	0	0
	6	2015	0	50	17	33	0	0
	8	2014	0	63	13	25	0	0
Design and Technology	2	2016	0	100	0	0	0	0
	2	2015	50	50	0	0	0	0
	10	2014	0	30	40	30	0	0
English (Standard)	22	2016	0	41	45	9	5	0
	33	2015	0	36	42	15	6	0
	34	2014	0	9	62	24	6	0
English (Advanced)	24	2016	13	75	13	0	0	0
	24	2015	38	46	17	0	0	0
	21	2014	19	57	24	0	0	0

Subject	No of students	Year	Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
English Extension 1	6	2016	17 (E4)	67 (E3)	17 (E2)	0 (E1)	-	-
	6	2015	17	67	17	0	-	-
	4	2014	0	100	0	0	-	-
English Extension 2	2	2016	0 (E4)	100 (E3)	0 (E2)	0 (E1)		
	2	2015	0	100	0	0	-	-
	2	2014	0	100	0	0	-	-
Geography	13	2016	0	38	62	0	0	0
	21	2015	5	52	33	10	0	0
	14	2014	0	50	43	7	0	0
Information Processes and Technology	2	2016	0	50	50	0	0	0
	5	2015	40	40	20	0	0	0
	3	2014	0	67	33	0	0	0
Legal Studies	6	2016	17	67	17	0	0	0
	5	2015	20	80	0	0	0	0
	6	2014	0	17	83	0	0	0
Mathematics General 2	25	2016	8	68	20	0	0	4
	31	2015	16	32	35	13	0	3
	34	2014	6	26	32	26	9	0
Mathematics	12	2016	50	33	17	0	0	0
	18	2015	22	50	17	11	0	0
	14	2014	29	29	29	14	0	0

Subject	No of students	Year	Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Mathematics Extension 1	7	2016	0 (E4)	86 (E3)	14 (E2)	0 (E1)	-	-
	7	2015	0	86	14	0	-	-
	6	2014	0	100	0	0	-	-
Modern History	5	2016	0	80	20	0	0	0
	7	2015	14	43	29	14	0	0
	5	2014	0	0	80	20	0	0
History Extension 1	4	2016	0 (E4)	100 (E3)	0 (E2)	0 (E1)	-	-
	3	2015	33	0	67	0	-	-
	4	2014	0	25	50	25	-	-
Music 1	3	2016	0	100	0	0	0	0
	6	2015	17	67	17	0	0	0
	6	2014	33	67	0	0	0	0
Personal Development, Health and Physical Education	17	2016	12	53	24	6	6	0
	9	2015	44	11	33	11	0	0
	18	2014	0	17	56	28	0	0
Physics	6	2016	0	17	50	17	17	0
	17	2015	0	24	53	12	12	0
	12	2014	0	17	33	50	0	0
Studies of Religion I (1 Unit)	10	2016	30	50	20	0	0	0
	21	2015	14	33	24	29	0	0
	18	2014	28	17	28	17	11	0

Subject	No of students	Year	Performance band achievement by %					
			Band 6	Band 5	Band 4	Band 3	Band 2	Band 1
Studies of Religion II (2 Unit)	35	2016	9	37	37	9	6	3
	37	2015	16	30	35	16	3	0
	37	2014	0	38	32	24	5	0
Visual Arts	4	2016	0	100	0	0	0	0
	8	2015	25	63	13	0	0	0
	6	2014	17	67	17	0	0	0
Hospitality Examination (Food and Beverage)	4	2016	25	50	25	0	0	0
	4	2015	50	25	25	0	0	0
	4	2014	50	25	25	0	0	0

Interpretative comments for Higher School Certificate result trends over time

Ancient History

Has seen an improvement in the total number of Band 5 and 6 results over the last 3 years (up to 57% in 2016).

Biology

Similar results for the last 3 years.

Business Studies

Consistently good results, especially in Bands 5 and 6.

Chemistry

Showed an improvement in 2016, with 14% in Band 6.

Design and Technology

Excellent results again this year (100% Bands 5 and 6).

English (Standard)

Results continue to improve, with a very high percentage achieving Bands 4 and 5. (It is almost impossible to gain a Band 6 in English Standard).

English (Advanced)

Percentage of Band 6s have dropped back to a level similar to 2014, whilst percentage of Band 5s have improved.

English Extension 2

Has maintained its 100% of students in the top two bands (E3 and E4).

Geography

Similar results over the 3 years, with a slight decrease in Bands 5 and 6.

Information Processes and Technology

Dropped back to 0% Band 6, similar to 2014.

Legal Studies

Excellent results again this year (84% Bands 5 and 6), showing a huge improvement on 2014.

Mathematics General 2

Percentage of Band 6s have dropped back to a level similar to 2014, whilst percentage of Band 5s have improved.

Mathematics

Excellent results in 2016, with 50% of students achieving a Band 6 and 83% achieving Band 5 or 6. This is a big improvement on the previous 2 years.

Modern History

Improvement in the overall percentage of Bands 5 and 6 in 2016.

Music 1

Similar results over the three years, in terms of Bands 5 and 6.

Personal Development, Health and Physical Education

2015 saw a big improvement, especially in Band 6, with 44% for 2015, which dropped back a bit in 2016, whilst the percentage of Band 5s improved.

Physics

Similar results over the 3 years.

Studies of Religion 1

Improvement in 2016, in percentage of Band 6s (30%) and in Band 5s (50%).

Studies of Religion 2

Similar results for the last 2 years, which were both an improvement on 2014.

Visual Arts

Has shown an improvement over the last three years.

Hospitality Examination

Has similar results over the three years.

4 Senior secondary outcomes

Percentage of students in Year 12 undertaking vocational or trade training: 9%

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)
SEQTA Reporting Training	34
SEQTA January Refresher	64
eSmart with Robyn Moore - Safe and Supportive Communities	64
Introduction to Mind Matters	64
Advanced SEQTA Training for Macquarie College	12
VR & AR in Education	12
Mind Matters - Understanding Mental Health and Wellbeing	64
Mental Health 2016	64
Geo PD	3
Legal Studies Conference	1
EduTech	2
Future Schools	1
AIS Drama Conference 2016	1
AIS Head of Sports	1
Fundamentals of Teaching Maths	1
AIS Music Conference 2016	1
Julius Caesar Symposium	1
Writers Festival	2
Chemistry Teachers Conference	1
Presenting at Leading Digital Schools Conference	2
STANSW Conference	1
MANSW	2
AIS TAS Conference 2016	2
Julius Ceasar Symposium	1
GTA Conference	1
AIS Visual Arts Conference	1

Total Staff PD experiences: 403

Average cost per teacher for professional learning: \$314

5.2 Teacher standards

Categories of Teacher Standards	Qualifications	Numbers of teachers
(i) teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	Education qualification Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	64
(ii) teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	Doctorate Masters degree Graduate Diploma Bachelors degree Diploma	
(iii) teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed <ul style="list-style-type: none"> - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity 	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	
	Total number of teachers in school	64

6 Workforce composition

Teaching Staff (across both Junior and Senior School)	64
Full-time equivalent Teaching Staff	60.1
Ancillary Staff	25
Full-time equivalent Ancillary Staff	18.2
Full-time equivalent Indigenous Staff	0.8

7 Student attendance rate and non-attendance

7.1 Average Year Level Attendance

Year Level	Average Attendance (%)
Kindergarten	93.72
Year 1	92.88
Year 2	93.57
Year 3	91.81
Year 4	93.61
Year 5	92.28
Year 6	92.23
Year 7	93.56
Year 8	93.87
Year 9	93.21
Year 10	93.19
Year 11	94.56
Year 12	95.41
Total school attendance average	93.38

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 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.

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

Parents are contacted if there is a pattern of non-attendances or lateness.

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

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

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

Percentage retention rate: 71% - some students left to attend other schools to complete Year 11 and 12 - a few joined Macquarie College for Years 11 and 12.

8 Post School Destinations (secondary schools only)

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, Monash University and Western Sydney University. One of our Year 12 students took up a place at ADFA in Canberra and a few were taking a Gap Year before starting University in 2018.

9 Enrolment Policies and characteristics of the student body

Enrolment Policy

1. Introduction

Macquarie College is committed to addressing entry requirements and parent expectations for enrolment so that the best interests of all students, families, teachers and school community can be met with fairness and Christian courtesy.

Macquarie College is open to families of all faiths and religious persuasions who have regard for Adventist Christian faith and wish for their children to fully participate in all aspects of the College program. As limited places are available, parents are advised to submit an Enrolment Application at their earliest convenience to avoid disappointment. Arrangements will then be made for testing and an appointment organised for parents to inspect the facilities and to discuss the education program offered at the College.

All applications will be processed in accordance with the guidelines outlined below.

2. Audience

The intended audience for this policy is parents considering enrolment for their child at Macquarie College, current parents of children at Macquarie College, all staff and students of Macquarie College.

3. Scope

This policy applies to both Junior and Senior School enrolments. Specific guidelines regarding Kindy enrolment are included in this document. Enrolments for students with a disability is outlined in Enrolment Policy B - Students with a Disability.

4. Policy

4.1 Criteria of Entry

The following *criteria* shall generally apply to all student admission:

- 4.1.1 Family commitment to the Christian faith
- 4.1.2 Family commitment to the Christian philosophy and mission of the College
- 4.1.3 Family willingness to become actively involved in the life of the College
- 4.1.4 Family commitment to learning and advancement
- 4.1.5 Motivation and commitment of the family/student applicant
- 4.1.6 Goal orientation of the family/student applicant.

4.2 Priority of Placement

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

- 4.2.1 Families who are practicing members of the Seventh-day Adventist Church
- 4.2.2 Families where a sibling is currently enrolled in the College
- 4.2.3 Families who are currently enrolled in the Macquarie College Pre-School
- 4.2.4 Families in special circumstances are assessed at the discretion of the Admissions Panel
- 4.2.5 For Kindy, as a general rule, priority will be given to children turning five prior to January 1 of the school entry year, but consideration will be given to the maturation level of the child.

5. Procedure

The following *enrolment procedure* generally applies to student admission:

- Submission of Enrolment Application, with appropriate paperwork and payment of accompanying fees
- Placement of student on relevant Applicant List
- Acknowledgment Letter with Receipt for application fee
- Information Session for Parents of students in transition classes
 - Transition to School Evening (for prospective Kindy parents only)
 - Transition to Senior School Evenings (for prospective Year 7 parents only)
- Student Entry Assessment
 - Kindy Readiness Screening
 - JS: School Transition Assessment
 - SS: Entrance Exam

- Panel interview of parents and students
 - College consultation with current and/or previous schools, teachers and referees
 - Admissions Committee appraisal of all applications
 - Placement Offers mailed out – Round 1 or 2
 - Placement confirmed by payment of Enrolment Deposit
 - Confirmation Letter with Enrolment Deposit Receipt
 - Welcome Pack with Post-Enrolment Forms for completion prior to commencement.
6. Other
Nil
7. Appendices
Appendix 1 - Conditions of Enrolment
Appendix 2 - Kindy Planning & Procedures (For internal view only).
8. Supporting Documentation
Enrolment Policy B - Students with a Disability (v2.0 Nov 2015)

Composition/characteristics of the student population

The College has 782 students of whom 373 are in Junior School and 409 in the Senior School with a slightly higher ratio of males to females.

Our College Community is made up primarily of families with a Christian faith (approx. 55%), although we have families of non-Christian faiths (approx. 10%) and families of no religious affiliation (approx. 35%).

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

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

10 School Policies

Student Welfare Policy (Manual 5.6.2)

Summary of policies for Student Welfare

- *Student Welfare – Student Management and Anti-Bullying v1.0 for Public View Aug 2015*
- *Behaviour Management Flowchart – Appendix 5.1*
- *MCJS Reporting Bullying Flowchart*
- *Welfare Policy (SS)*
- *Protecting and Supporting Young People (GAPP)*

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

- ensuring a safe and secure environment for students, including school excursions, security, management of critical incidents
- child protection
- administering medicines to students
- creating a culture promoting holistic development, including for example, codes of conduct, resilience, and anti-bullying
- pastoral care policies, which may include access to counselling services, health, homework

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

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

Location of the full text of the policy

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

Changes made to the policy during 2016

No changes during this period but a review of policy listed below was commenced ~

Student Welfare – Student Management and Anti-Bullying Policy v 1.0 for Public View Aug 2015.

Discipline Policy (Manual 5.7.1; 5.7.2)

Summary of policies for Student Discipline

The College Discipline policies cover the following topics in alignment with the NESA 'Principles of Procedural Fairness':

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

All students are required to abide by the rules of the College and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. The College Policy includes a list of 'Consequences' that may result from serious infringements. This list of consequences plainly excludes corporal punishment as a disciplinary action. We also clearly state in the policy that the College prohibits corporal punishment. All disciplinary actions that may result in any sanction against a student including suspension, expulsion or exclusion follow processes of procedural fairness. At no time do we (either explicitly or implicitly) sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline.

Location of the full text of the policy

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

Changes made to the policy during 2016

Nil – Under Review

Anti-Bullying Policy

Summary of policies for reporting complaints and resolving grievances

The Macquarie College Anti-Bullying Policy sits within two broader policies:

1. Junior School – 'Student Welfare – Student Management and Anti Bullying Policy'
2. Senior School – 'Welfare Policy'.

These policies play a significant role in providing a safe and supportive environment across both of our schools.

Location of the full text of the policy

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

Changes made to the policy during 2016

Nil – Under review

Complaints and Grievances Policy

Summary of policies for reporting complaints and resolving grievances

As part of providing a safe and supportive environment, the following policies and procedures are used in the management of complaints and grievances by students, teachers, and parents or other concerned persons.

- Addressing Concerns about a School – NNSW
- Grievance Procedure 2014

Location of the full text of the policy

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

Changes made to the policy during 2016

Nil

11 School determined improvement targets

Priority Areas for Improvement for 2017

Senior School

1. To implement Educator Impact (EI) as our appraisal process in a roll out with 20 Senior School Staff in 2016 and the entire teaching staff in 2017. EI is an innovative 360-degree teacher feedback tool for professional learning.
2. Develop systems of individualising programs in QUEST (e.g. Education Perfect and/or MyEd).
3. Develop, plan and implement PBL, STEM and Engineering Studies into the 7-12 program.
4. Commence discussions with K-6 regarding PBL and STEM with views to an overall integrated program.
5. To continue to define and support the roles for staff involved in formal Student Welfare positions (e.g. Year Advisors).
6. Implementation of new well-being programs where appropriate.

Junior School

1. Prioritise professional learning that promotes the upskilling of Junior School teaching staff, new to the school/grade, to syllabus requirements and Macquarie College pedagogy.
2. Roll out the Educator Impact Teacher Appraisal program to all Junior School teaching staff commencing Term 3, EI is an innovative 360-degree teacher feedback tool for professional learning.
3. Carry out an audit on current STEM activities throughout Junior School with the view to develop K-12 STEM future initiatives
4. Develop a K-12 Coding scope and sequence and implement coding activities throughout Junior School.
5. Review the K-6 Writing Scope and Sequence and incorporate strategies and routines to drive deep thinking and improve writing quality.
6. Design and implement PD and activities to promote staff wellbeing and staff self-care within Junior School.
7. Add the "Thinking, Feeling, Behaving" program to the suite of explicit social-emotional programs, rolling it out to all Year 5 students.
8. Continue to partner with our PTA to build "community" for our Junior School families by providing opportunities through events and activities
9. Trial a vacation care program for Macquarie College Junior School Children with the view to providing vacation care on an ongoing basis.
10. Continue to upgrade technologies throughout Junior School providing 1:2 or 1:1 devices for Year 2-6 students.

Achievement of Priority Areas listed for improvement in the 2016 report

Senior School

1. Educator Impact (EI) was successfully roll out to the first cohort of staff. A plan has been developed and implemented for all staff to be involved over a two year process.
2. SEQTA portals have been released to students and parents, and have been received very positively. Both students and parents can view information, assessment details, notices and grades via SEQTA at any time.
3. Continuous Reporting has been implemented, with all years in 7-12 reported as assessments are completed, rather than waiting for Semester Reports. Two reports per year are still delivered as per legislative requirements, but the Continuous Reporting allows for much more immediate feedback and value adding to learning outcomes.
4. SEQTA has allowed for significantly improved communication with parents and stakeholders. The ease of two way messaging and emails via SEQTA has allowed for greater information between students, parents and teachers.

Junior School

1. SEQTA was rolled out in Junior School. SEQTA reports were piloted in Semester 1. All Junior School reports were delivered through SEQTA in Semester 2. Junior School classes created a "Class SEQTA page," providing key information for parents that can be regularly updated and easily accessed. Teachers mark rolls and access student information via SEQTA. Whole-class and school emails are sent through SEQTA. Staff received ongoing PD and support throughout the year as each component has been rolled out.
2. National Curriculum History was implemented throughout all Junior School classrooms. Resources were purchased to support History programs. Teachers aligned Physical Education and Sport scope and sequences.
3. The "Driving Thinking Deeper" project, funded by AIS and lead by an AIS consultant, was completed. Teachers worked to embed thinking routines and Habits of Mind throughout programs and in practice.
4. We continued to develop the technology resource throughout Junior School. Year 3 teachers piloted Chromebooks as an alternative to laptops.
5. Building on the 5/10 program introduced in 2015, the 6/11 Program connected our Year 6 Junior School students with the Year 11 Senior School students through activity based afternoons, where both cohorts interacted to build connections relationally. Junior School also expanded opportunities for the Macquarie College Pre-School children to participate in Junior School activities.
6. We further developed co-curricular opportunities for Junior School students by establishing a Chess Club, participating in the HRIS Public Speaking competition and adding a String Ensemble group to the Junior School CAPA program.

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 cybersafety and reduce cyberbullying and bullying. A recent independent evaluation of over 6,000 parents, teachers, principals and students from eSmart schools across Australia found that 80% of Principals said it was effective in changing school culture and behaviour, 84% of Coordinators said it helped them to deliver policies and 98% of Principals would recommend eSmart schools Cyberbullying presentation

Wellbeing Presentations

As part of our safe and supportive schools and eSmart program Nic Newling was invited to the College to run a series of keynote talks. Nic suffered severe mental health challenges through high school and having worked for a number of years for the Black Dog Institute now speaks full time in schools encouraging students to seek help and to have conversations around mental health.

Invictus

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

Chapels and Worship

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 7 and Year 12 with selected staff.

13 Parent, student and teacher satisfaction

The Macquarie College satisfaction research included one online parent survey administered between 15th November and 1st December 2016.

Parent satisfaction surveys deployed via email to 750 parents resulted in 177 completed (or partially completed) surveys, representing a 24% response rate.

- Overall unprompted satisfaction with the school has remained high and consistent with the 2015 survey results.
- Parent re-enrolment intent has remained consistent year on year at 83%. This indicates loyalty despite some weakening in comparative sentiment and the NPS.
- Facilities and resources, community spirit, and communication are consistent between 2015 and 2016 with marginal improvements.
- Parent awareness of the chaplaincy service continues to appear low due to the number of 'unsure' responses which has increased from 22% in 2015 to 26% in 2016.

An excerpt from the *Management Report* as provided by Vividus from our Parent Satisfaction Survey, is provided below. Parent Responses are out of a maximum of 10.

	PARENT RESPONSE
Overall Satisfaction	
Overall, how satisfied are you with Macquarie College?	8.2
Leadership & Administration	
The College's vision and mission are clearly stated and integrated into College life	8.1
Day to day organisation and management	8.1
Appropriate Christian emphasis	8.0
Positive Christian values and behaviour reflected by staff	8.0
Facilities & Resources	
Presentation / maintenance of buildings and grounds	9.2
Equipment and resources available to teachers	7.0
Equipment and resources available to students	8.0
Access and support to information communication technology (ICT)	7.3
Library resources	7.7
Canteen has good variety of food	8.1
Canteen has healthy options	8.0
Community Spirit	
The College's friendly / inclusive / supportive atmosphere	8.2
Sense of community between students, parents and staff	7.8
Staff / teachers are approachable and available	8.3
Friendly and helpful office staff	8.1
Staff and parents work cooperatively to deliver high quality educational outcomes	7.8
The College provides opportunities that actively engage Christian service to others	8.1
Communication	
College policies and procedures are clearly documented and easily accessible	7.2
The student reporting process is effective	7.5
The College schedules adequate opportunities to discuss student progress with	7.5
Clear and effective communications from the College	7.8

Effective methods are used for internal parent, student and staff communications 8.1
The College uses an appropriate range of media/technologies in College 7.2

Chaplaincy

Chaplaincy support to students and their families 6.1
Guidance and support provided by chaplains 6.1

Student Development and Care

Safe and secure environment 8.7
Teachers display a caring attitude to students 8.3
Teachers gladly provide help and support to students when needed 8.1
Students' individual educational needs are considered 7.4
Encouragement of responsible attitudes in students 8.2
Clarity of student behavioural expectation 8.2
Level of discipline to ensure good behaviour 8.0
Promotes a strong College ethos with clear moral boundaries and Christian values 8.1
Encouragement of students to achieve to the best of their ability 8.0
Quality of teaching 8.1

Achievement Opportunities

Appropriate class sizes 7.9
Academic Results 7.7
Students are given opportunities to achieve to the best of their ability 7.9
Realistic educational expectations for students 7.8
Choice of sports opportunities available 7.2
Choice of music / performing arts opportunities available 7.7
The College celebrates the successes of all students 7.4

Retention

Do you plan on keeping your child/ren at this College next year 8.5

Word of Mouth Promotion

How likely are you to recommend this College to other parents and students? 8.1

14 Summary financial information

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

Income

Income Sources	Percentage of Total Income
Fees and private income	47.09%
State recurrent grants	14.00%
Commonwealth recurrent grants	38.68%
Other Government grants	0.20%
Government capital grants	0.00%
Other capital income	0.03%

Expenditure

Expenditure Costs	Percentage of Total Expenditure
Salaries, allowance and related expenses	67.82%
Non-salary expenses	22.04%
Classroom expenditure	6.33%
Capital expenditure	3.81%

15 Public disclosure of educational and financial performance

The 2016 Annual report will be published on the Macquarie College website and available on request from the College Administration Office.

SECTION 2

CHECKLIST

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

Please tick that your school complies with the following.



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