



# **NSW Education Standards Authority**

## **Annual Report 2018**

### **Reporting on the 2017 Calendar Year**

#### **Macquarie College**

Owned and Operated by

Seventh-day Adventist Schools  
(NNSW) Ltd

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

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

In 2017, the College Council continued with its forward planning agenda including (i) Strategic Goals and Priorities; (ii) Financial and Business Planning; (iii) Campus Development Master Planning; and (iv) Compliance and Accountability; (v) Staff and Student Well-Being; and (vi) School Improvement Data.

There was a continuing commitment to an innovative and progressive learning environment including: (i) National Curriculum rollout; (ii) Enhancement of Technology and Learning initiatives; (iii) Continuing commitment to Quality Adventist Schools review, planning and improvement process; (iv) SEQTA Teaching, Learning and Communication platform; (v) Rollout of a SIAS Funded Project towards 'Driving Thinking Deeper K-12; and (vi) Implementation of the Educator Impact Teacher Feedback Tool (EI) and BOSTES Highly Accomplished Teacher Accreditation (HATA).

The 2017 HSC students and their respective teachers are to be congratulated again for their outstanding results. 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 96 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 2017 NAPLAN results for all years 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.

### **Principal's Statement**

'They're looking at their phone, or they're looking at their Apple Watch,' a thirteen-year girl lamented at being ignored by her peers.

According to Jean Twenge, who has authored over 120 scientific publications and two books into generational change states, *'They were born after 1995. They grew up with mobile phones, had an Instagram page before they started high school, and do not remember a time before the internet.'*

She adds, *'this current generation are different from any generation that came before them.'*

And so, who are they? According to Twenge, they are **'iGen'**.

Interestingly, Twenge identified ten important trends shaping iGen'ers and ultimately all of us, including our culture, our approach and attitudes to life:

1. iGen's are in no hurry to grow up;
2. They are preoccupied with the internet;
3. Their social interaction has diminished;
4. They are experiencing a sharp rise in mental health issues;
5. There is a decline in commitment to religious organisations;
6. There is increasing insularity;
7. There is an increasing sense of financial insecurity;
8. They have new attitudes towards sex, relationships and children;
9. They are inclusive, more accepting and advocates for equality and freedom of speech;  
and
10. They have increasingly independent political views.

Twenge states: *'Today's super-connected kids are growing up less rebellious, more tolerant, less happy and completely unprepared for adulthood.'*

This is the generation of young people that we have before us as parents and professional educators at Macquarie College in 2017. But importantly, this is the generation that we need to more fully understand and to guide towards adulthood now and into the future.

It is in this context that we need to provide a home and school environment that reflects the needs and challenges of this generation. For Macquarie College, this entails reshaping a learning environment and creating a culture that allows these iGen students to **'flourish,'** so they might become the leaders and entrepreneurs of the future.

To this end, the College through 2017 has undertaken a year of reflective thought and planning to develop a cultural framework that clearly articulates our vision for the College as a place **'where people flourish in a community of learning'**.

And specifically, a community of learning where priority is given to:

- Connecting with Jesus Christ;
- Discovering meaning and purpose;
- Growing personal talents;
- Building meaningful and lasting relationships;
- Leading lives of principle and virtue;
- Valuing curiosity, discovery, creativity and learning;
- Optimising personal health and well-being;
- Contributing to the well-being of others; and finally
- Celebrating achievements.

In such an environment, Macquarie College has continued through 2017 to demonstrate its academic credentials as a leading school within the region through its NAPLAN and HSC results and its highly interactive learning environment; through its sporting achievements; cultural and performing arts endeavours. The College has also distinguished itself in its ongoing commitment to Student Wellbeing through various Student Resilience Programs as well as the Year 9 Invictus Wellbeing Program.

Specifically, some key highlights of the 2017 academic year include:

- completion of an international standard Sport & Recreation Centre;
- highest number of students making representative teams above HRIS, including 32 students going through to AICES, CIS and State level;
- achieving Top 3 places in all three HRIS major events, Swimming, Athletics and Cross Country
- a musical production written and arranged by staff and students;
- musical album of original material written and released by Year 12;
- the Lizotte's Show featuring Year 7-12 students; and
- the Creative and Performing Arts Camp attended by 75 Year 7-12 students.

Importantly, a range of initiatives in 2017 has contributed to the growth of Macquarie College through the:

- introduction of a Makerspace, allowing students to interact together on STEAM-type challenges;
- introduction of Pre-School classes into the Library program, creating a true P-12 learning space;
- expansion of the Invictus Wellbeing Program into over 12 schools across Australia and New Zealand;
- launch and facilitation of the 2018 National Wellbeing Conference in conjunction with sponsorship from Sanitarium Health and Wellbeing Australia;
- implementation of Engineering Studies into Year 11 in 2018;
- creation and leadership of a STEM Collegiate among HRIS Schools;
- development and implementation of common and consistent reporting practices K-6;
- implementation of *Educator Impact*, a 360° Teacher Feedback tool;
- attainment of proficiency by Studies of Religion staff, to become markers of the Higher School Certificate;
- integration of STEM and Problem-Based Learning (PBL) programs across the College; and
- implementation of Social and Emotional Learning programs in Years 5, 7, and 8.

Finally, the College PTA community have been extremely active again in 2017 in providing support through its various activities and events.

And so, it is my hope that as you read the 2017 Annual Report, all will gain a glimpse of a community of staff and students at Macquarie College '**where people flourish in a community of learning**' and importantly, a community that is committed to Jesus Christ and to the needs of others.

**Dr Bruce R Youlden, Ph.D**

Principal

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

Macquarie College is part of the Seventh-day Adventist Schools (North New South Wales) Limited 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	5.7	94.3
Year 5	0	1.6	98.4
Year 7	0	2.9	97.1
Year 9	1.5	6.1	92.4

##### Writing

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	0	100
Year 5	1.6	3.1	95.3
Year 7	1.4	10.0	88.6
Year 9	6.1	10.6	83.3

##### Spelling

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	0	5.7	94.3
Year 5	0	4.7	95.3
Year 7	0	0	100
Year 9	1.5	9.1	98.4

### Grammar and Punctuation

Year	% below national minimum standard	% at national minimum standard	% above national minimum standard
Year 3	1.9	1.9	96.2
Year 5	0	10.9	89.1
Year 7	0	0	100
Year 9	0	6.1	93.9

### Interpretative Comments

#### Primary School Results:

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

100% of Year 5 students were at or above the national minimum standards for Reading literacy.

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

98.4% of Year 5 students were at or above the national minimum standards for Writing literacy.

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

100% of Year 5 students were at or above the national minimum standards for Spelling literacy.

98.1% of Year 3 students were at or above the national minimum standards for Grammar and Punctuation.

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

#### High School Results:

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

98.5% of Year 9 students were at or above the national minimum standards for Reading literacy.

98.6% of Year 7 students were at or above the national minimum standards for Writing literacy.

93.9% of Year 9 students were at or above the national minimum standards for Writing literacy.

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

98.5% of Year 9 students were at or above the national minimum standards for Spelling literacy.

100% of Year 7 students were above the national minimum standards for Grammar and Punctuation.

100% of Year 9 students were at or 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	3.8	96.2
Year 5	0	0	100
Year 7	0	1.5	98.5
Year 9	0	0	100

### **Interpretative Comments**

#### **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 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 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 NESA in 2017	0

### 3.3 Results of the Higher School Certificate Examination 2017

#### Comparison of 2017 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	29	29	29	14	0	0
		State	9	27	25	19	12	6
Biology	13	School	31	38	15	15	0	0
		State	12	27	29	19	8	4
Business Studies	12	School	8	50	25	17	0	0
		State	8	28	28	21	8	4
Chemistry	9	School	0	78	11	11	0	0
		State	9	33	28	19	8	1
Design and Technology	1	School	0	100	0	0	0	0
		State	11	32	34	17	4	1
English (Standard)	13	School	0	15	69	8	8	0
		State	1	15	39	31	9	4
English (Advanced)	45	School	9	49	38	4	0	0
		State	15	48	28	7	1	0
English Extension 1	8	School	38 (E4)	63 (E3)	0 (E2)	0 (E1)	-	-
		State	30	63	6	1	-	-

English Extension 2	4	School	50 (E4)	50 (E3)	0	0	-	-
		State	21	57	22	0	-	-
Geography	23	School	9	35	52	4	0	0
		State	8	34	31	15	7	3
Information Processes and Technology	2	School	100	0	0	0	0	0
		State	7	22	35	16	13	5
Legal Studies	9	School	11	67	11	11	0	0
		State	13	31	30	16	5	3
Mathematics General 2	26	School	12	31	42	12	4	0
		State	7	19	25	24	17	8
Mathematics	19	School	26	32	32	5	5	0
		State	23	30	21	16	6	3
Mathematics Extension 1	5	School	40 (E4)	60 (E3)	0	0	-	-
		State	38	44	15	3	-	-
Mathematics Extension 2	1	School	0 (E4)	100 (E3)	0	0	-	-
		State	34	50	13	2	-	-
Modern History	11	School	18	45	36	0	0	0
		State	9	30	32	15	8	6
History Extension	3	School	100 (E4)	0 (E3)	0 (E2)	0 (E1)	-	-
		State	22	58	18	2	-	-
Music 1	10	School	60	40	0	0	0	-
		State	20	45	24	9	1	0
PDHPE	9	School	11	33	33	22	0	0
		State	9	22	29	21	12	6

Physics	12	School	17	25	25	25	8	0
		State	11	23	33	21	7	4
Studies of Religion 1	11	School	9	27	27	36	0	0
		State	15	34	32	13	4	0
Studies of Religion 2	45	School	11	44	31	9	4	0
		State	7	39	31	15	4	2
Visual Arts	8	School	0	88	13	0	0	0
		State	13	42	35	9	1	0
Hospitality Examination (Food and Beverage)	4	School	0	25	50	25	0	0
		State	2	18	32	18	10	1

### Interpretative comments for Higher School Certificate results

#### Ancient History

29% of students gained a result in band 6 compared to the state distribution of 9%

58% of students gained a result in band 5 or 6 compared to the state distribution of 36%

#### Biology

31% of students gained a result in band 6 compared to the state distribution of 12%

69% of students gained a result in band 5 or 6 compared to the state distribution of 39%

#### Business Studies

58% of students gained a result in band 5 or 6 compared to the state distribution of 36%

#### Chemistry

78% of students gained a result in band 5 or 6 compared to the state distribution of 42%

#### Design and Technology

100% of students gained a result in band 5 or 6 compared to the state distribution of 43%

#### English (Standard)

84% of students gained a result in the top 3 bands compared to the state distribution of 55%

**English (Advanced)**

96% of students gained a result in the top 3 bands compared to the state distribution of 91%

**English Extension 1**

38% of students gained a result in the top band (E4) compared to the state distribution of 30%

**English Extension 2**

100% of students gained a result in the top 2 bands (E3/E4) compared to the state distribution of 78%

**Geography**

96% of students gained a result in the top 3 bands compared to the state distribution of 73%

**Information Processes and Technology**

100% of students gained a result in band 6 compared to the state distribution of 7%

**Legal Studies**

78% of students gained a result in band 5 or 6 compared to the state distribution of 44%

**Mathematics General 2**

12% of students gained a result in band 6 compared to the state distribution of 7%

43% of students gained a result in band 5 or 6 compared to the state distribution of 26%

85% of students gained a result in the top 3 bands compared to the state distribution of 51%

**Mathematics**

26% of students gained a result in band 6 compared to the state distribution of 23%

58% of students gained a result in band 5 or 6 compared to the state distribution of 53%

90% of students gained a result in the top 3 bands compared to the state distribution of 74%

**Mathematics Extension 1**

40% of students gained a result in the top band (E4) compared to the state distribution of 38%

100% of students gained a result in the top 2 bands (E3/E4) compared to the state distribution of 82%

### **Mathematics Extension 2**

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

### **Modern History**

18% of students gained a result in band 6 compared to the state distribution of 9%

63% of students gained a result in band 5 or 6 compared to the state distribution of 39%

100% of students gained a result in the top 3 bands compared to the state distribution of 71%

### **History Extension**

100% of students gained a result in the top band (E4) compared to the state distribution of 22%

### **Music 1**

60% of students gained a result in band 6 compared to the state distribution of 20%

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

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

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

44% of students gained a result in band 5 or 6 compared to the state distribution of 31%

77% of students gained a result in the top 3 bands compared to the state distribution of 60%

### **Physics**

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

42% of students gained a result in band 5 or 6 compared to the state distribution of 34%

### **Studies of Religion 2**

11% of students gained a result in band 6 compared to the state distribution of 7%

55% of students gained a result in band 5 or 6 compared to the state distribution of 46%

86% of students gained a result in the top 3 bands compared to the state distribution of 77%

### **Visual Arts**

88% of students gained a result in band 5 or 6 compared to the state distribution of 55%

### **Hospitality Examination**

25% of students gained a result in band 5 or 6 compared to the state distribution of 20%

75% of students gained a result in the top 3 bands compared to the state distribution of 52%

**Comparison of 2017 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	2017	29	29	29	14	0	0
	7	2016	0	57	29	0	14	0
	11	2015	18	18	36	18	0	9
Biology	13	2017	31	38	15	15	0	0
	10	2016	0	50	40	0	10	0
	17	2015	6	53	29	12	0	0
Business Studies	12	2017	8	50	25	17	0	0
	14	2016	21	50	29	0	0	0
	11	2015	27	36	36	0	0	0
Chemistry	9	2017	0	78	11	11	0	0
	7	2016	14	29	57	0	0	0
	6	2015	0	50	17	33	0	0
Design and Technology	1	2017	0	100	0	0	0	0
	2	2016	0	100	0	0	0	0
	2	2015	50	50	0	0	0	0
English (Standard)	13	2017	0	15	69	8	8	0
	22	2016	0	41	45	9	5	0
	33	2015	0	36	42	15	6	0
English (Advanced)	45	2017	9	49	38	4	0	0
	24	2016	13	75	13	0	0	0
	24	2015	38	46	17	0	0	0

English Extension 1	8	2017	38	63	0	0	-	-
	6	2016	17 (E4)	67 (E3)	17 (E2)	0 (E1)	-	-
	6	2015	17	67	17	0	-	-
English Extension 2	4	2017	50	50	0	0	-	-
	2	2016	0 (E4)	100 (E3)	0 (E2)	0 (E1)	-	-
	2	2015	0	100	0	0	-	-
Geography	23	2017	9	35	52	4	0	0
	13	2016	0	38	62	0	0	0
	21	2015	5	52	33	10	0	0
Information Processes and Technology	2	2017	100	0	0	0	0	0
	2	2016	0	50	50	0	0	0
	5	2015	40	40	20	0	0	0
Legal Studies	9	2017	11	67	11	11	0	0
	6	2016	17	67	17	0	0	0
	5	2015	20	80	0	0	0	0
Mathematics General 2	26	2017	12	31	42	12	4	0
	25	2016	8	68	20	0	0	4
	31	2015	16	32	35	13	0	3
Mathematics	19	2017	26	32	32	5	5	0
	12	2016	50	33	17	0	0	0
	18	2015	22	50	17	11	0	0
Mathematics Extension 1	5	2017	40	60	0	0	-	-
	7	2016	0 (E4)	86 (E3)	14 (E2)	0 (E1)	-	-
	7	2015	0	86	14	0	-	-

Modern History	11	2017	18	45	36	0	0	0
	5	2016	0	80	20	0	0	0
	7	2015	14	43	29	14	0	0
History Extension	3	2017	100	0	0	0	-	-
	4	2016	0 (E4)	100 (E3)	0 (E2)	0 (E1)	-	-
	3	2015	33	0	67	0	-	-
Music 1	10	2017	60	40	0	0	0	0
	3	2016	0	100	0	0	0	0
	6	2015	17	67	17	0	0	0
Personal Development, Health and Physical Education	9	2017	11	33	33	22	0	0
	17	2016	12	53	24	6	6	0
	9	2015	44	11	33	11	0	0
Physics	12	2017	17	25	25	25	8	0
	6	2016	0	17	50	17	17	0
	17	2015	0	24	53	12	12	0
Studies of Religion I (1 Unit)	11	2017	9	27	27	36	0	0
	10	2016	30	50	20	0	0	0
	21	2015	14	33	24	29	0	0
Studies of Religion II (2 Unit)	45	2017	11	44	31	9	4	0
	35	2016	9	37	37	9	6	3
	37	2015	16	30	35	16	3	0
Visual Arts	8	2017	0	88	13	0	0	0
	4	2016	0	100	0	0	0	0
	8	2015	25	63	13	0	0	0
	4	2017	0	25	50	25	0	0



Hospitality Examination (Food and Beverage)	4	2016	25	50	25	0	0	0
	4	2015	50	25	25	0	0	0

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

#### **Ancient History**

Similar total percentage of Band 5 and 6 results as 2016. Marked improvement in the percentage of Band 6 results (0% in 2016 to 29% in 2017).

#### **Biology**

Marked improvement in the percentage of Band 6 results (0% in 2016 to 31% in 2017). Also an improvement in the total percentage of Band 5 and 6 results, up to 69% from 50% the previous year.

#### **Business Studies**

Decrease in the percentage of Band 6 results from the previous 2 years. Band 5 results remain strong.

#### **Chemistry**

Decrease in the percentage of Band 6 results from 2016. However, the total percentage of Band 5 and 6 results have improved, from around 50% for the previous 2 years, up to 78% for 2017.

#### **Design and Technology**

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

#### **English (Standard)**

A very high percentage achieving Bands 4 and 5 again (it is almost impossible to gain a Band 6 in English Standard), although the percentage of Band 5 results has decreased. This would be partly due to a much higher percentage of students attempting English Advanced.

#### **English (Advanced)**

Decrease in percentage of Band 6 results, although there were almost double the number of students attempting this level of English in 2017 compared to the previous 2 years.

#### **English Extension 1**

Percentage of students achieving an E4 (the top band for an Extension subject) more than doubled in 2017 compared to the previous 2 years. 100% of students were in the top two bands (E3 and E4) in 2017.

### **English Extension 2**

Percentage of students achieving an E4 (the top band for an Extension subject) increased by 50% in 2017 compared to the previous 2 years. Has maintained its 100% of students in the top two bands (E3 and E4).

### **Geography**

Similar results in 2017 to those in 2015, an improvement on 2016.

### **Information Processes and Technology**

100% of students achieved a Band 6 in 2017, a huge improvement on the previous year.

### **Legal Studies**

Results were more spread out in 2017, with a lower percentage of Band 6 results compared to the previous 2 years.

### **Mathematics General 2**

Results were more spread out in 2017, with a slightly higher percentage of Band 6 results compared to 2016.

### **Mathematics**

Again, the results were more spread out than in 2016, with a decrease in the percentage of Band 6 results.

### **Mathematics Extension 1**

Huge improvement in 2017, with 40% of students achieving an E4 (the top band for an Extension course), up from 0% in the previous 2 years, and 100% of students achieving results in the top two bands (E3 and E4).

### **Modern History**

2017 results are similar to those from 2015, improving on the number of Band 6 results from 2016.

### **History Extension**

Huge improvement in 2017, with 100% of students achieving an E4 (the top band for an Extension course).

### **Music 1**

Huge improvement in 2017, with 60% of students achieving a Band 6 and 100% of students achieving Band 5 or 6.

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

Similar results to the previous year.

### **Physics**

Improvement in Band 6 results, with 17% of students achieving a Band 6, up from 0% the previous 2 years.

### **Studies of Religion 1**

Dropped back in 2017 to results similar to those from 2015.

### **Studies of Religion 2**

Similar results for the last 3 years.

### **Visual Arts**

Similar results to the previous year.

### **Hospitality Examination**

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

## **4 Senior secondary outcomes**

Percentage of students in Year 12 undertaking vocational or trade training:  
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)
2 Days HRIS Maths Meetings	1
3 Day MANSW Conference	2
ACER Research Conference	1
Advanced SEQTA Training	3
AFTRS - Film Making Course	1
AIS English Day	2
AIS History Conference	1
AIS TAS Conference	2
ASELL Workshop	1
BOSTES Inservice	1
Chocolate Course - Hospitality	1
Colour Conference - Studies of Religion	2
EduTech	4
English Teacher Association Conference	4
Ext 2 Music Course	1
Future Schools	1
Geography Conference	1
HRIS Science Day	3
HSC CHEM Conference	1
Intro to Wellbeing	45
MyEd Training	5
PDHPE Conference	1
PESA Conference	2
Revised History Online	1
School Design Conference	1
SEQTA Changemakers	1
Standard Maths Day	3
Sydney Writers Festival	1
Teaching with Moodle	15
Twilight Science	1

World Science Festival	2
------------------------	---

Total Staff PD experiences:  
98

Average cost per teacher for professional  
learning:  
\$172

## 5.2 Teacher standards

Categories of Teacher Standards	Qualifications	Numbers of teachers
(i) teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	Education qualification Doctorate Master degree Graduate Diploma Bachelor degree Diploma	63
(ii) teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	Doctorate Master degree Graduate Diploma Bachelor degree Diploma	1
(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"> <li>- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and</li> <li>- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity</li> </ul>	These teachers work under the direction of another teacher and are registered as transition scheme teachers with the NSW Institute of Teachers unless he/she is a LOTE teacher	0
	Total number of teachers in school	64

## 6 Workforce composition (comment on Indigenous staff)

Teaching Staff (across both Junior and Senior School)	64
Full-time equivalent Teaching Staff	60.2
Ancillary Staff	24
Full-time equivalent Ancillary Staff	18.9
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	94.76
Year 1	93.79
Year 2	93.94
Year 3	95.33
Year 4	93.04
Year 5	94.21
Year 6	92.26
Year 7	93.12
Year 8	92.33
Year 9	93.43
Year 10	92.94
Year 11	94.54
Year 12	95.87
Total school attendance average	93.81

### 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.

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

Percentage retention rate: **85%**

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

(report on the destination of all students 17 and over who left school during 2017)

Surveys of HSC students post school indicated that the majority of our students were offered University places, and most were attending University full time. The University of Newcastle was the most popular destination, with some students also going to Avondale College, Sydney University, UNSW and UTS. A few were taking a Gap Year before starting University in 2019 and 2 out of the 58 indicated that they were going straight into the workforce.



## 9 Enrolment Policies and characteristics of the student body

### Enrolment Policies:

Enrolment Policy A ~ General

Enrolment Policy B ~ Students with a Disability

### Enrolment Policy A ~ General

#### 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. Enrolment 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

It is important to note that high regard will be given to the priorities listed below. For Kindy Placements however, all priorities are assessed in light of the school readiness benchmark as noted below.

- 4.2.1 Students and families who are practicing members of the Seventh-day Adventist Church
- 4.2.2 Students where a sibling is currently enrolled in the College
- 4.2.3 Students who are currently enrolled in the Macquarie College Pre-School
- 4.2.4 Students of families in special circumstances who are assessed (at the discretion of the Admissions Panel) as eligible or a priority.

#### Kindergarten

The most important factor in the placement of a Kindy child is the overall well-being of the child and the creation of a positive learning experience that will ultimately lead to learning success throughout their school life.

While the benchmark age of children entering Kindergarten is five, priority will be given to children where evidence shows, and professional discussions with stakeholders indicates a level of school readiness and maturation that allows the child to not just cope in Kindergarten, but to thrive in the Macquarie College school environment.

#### 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
- Children identified with a disability are processed using Enrolment Policy B ~ Students with a Disability and referred to the Head of Support Department
- 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 as required
- Admissions Committee appraisal of all applications
- Placement Offers and Waiting List Letters are mailed out
- Placement confirmed by payment of Enrolment Deposit
- Confirmation Letter with Enrolment Deposit Receipt is mailed out
- A Welcome Pack is provided as part of the Kindergarten and Year 7 Orientation Process.  
For other years, the Registrar meets with the family prior to the student commencing.

## **Enrolment Policy B ~ Students with a Disability**

### **1. Introduction**

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

When considering whether the school is able to accept a student for enrolment, it is important to think laterally about the school's ability to meet the student's needs. It is also important to demonstrate to the parents/family that the school is seriously considering relevant issues; is willing to be flexible; and is making genuine efforts to find ways to meet the student's needs.

### **2. Audience**

The intended audience for this policy is parents of children with a disability.

### **3. Scope**

This policy applies to all staff, parents of children with a disability, and students with a disability.

### **4. Policy**

- 4.1 The College will process all applications within the school's ordinary enrolment policy.
- 4.2 The College will not refuse to enrol a student simply because they have special needs.
- 4.3 The College will consider the current and future impact of enrolment on the particular student, other students, staff and the school community (including financial impact) before the enrolment decision is made.
- 4.4. The College will advise and support parents regarding any additional information required.
- 4.5 The College will provide training for staff on disability issues and other related issues such as correct terminology relating to specific conditions and their implications for the child's learning.

- 4.6 The College will ensure staff do not discuss any child's enrolment either internally or to the parent using language that could be construed as indicating a likelihood that the College will unlawfully discriminate.

## 5. Procedure

When the College considers the current and future impact of the enrolment on the particular student, other students, staff and the school community (including financial impact), the following procedures may be followed:

- The College may gather information and consult with the parents/family and others in order to satisfy itself that it is able (or unable) to meet the student's needs.

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

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

- previous school reports and current school achievements;
  - psychologist's report documenting functional skills and IQ test results (although the functional information will be most useful in examining the implications for the student's program, the IQ results are required for Commonwealth funding applications);
  - speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom;
  - occupational and physiotherapy reports documenting self-help skills and mobility;
  - medical specialist reports; and
  - vision and hearing reports
- The College may request feedback and suggestions from relevant staff within the school about the possible impact of the student's enrolment on the school and possible strategies for accommodating the student's needs.
  - The College may consider seeking advice from an external special education consultant. This person should be able to recommend if/where further information should be sought, as in many cases the parents/family may not be able to assist the school to examine options for how the school could meet the student's needs and the parent's expectations.
  - Where appropriate, the College may invite the parents/family members and their choice of relevant specialists (may include psychologists, therapists, educators, medical specialists etc...) to the school to consider specific needs or issues arising from the

reports or other information. The parents/family will be invited to articulate the student's special needs and what they expect from the school. Consideration will be made to social, academic, sport and co-curricular areas. Possible options will be discussed with parents/family and parents/family will be kept informed of the progress of the application.

- The College may seek information on possible levels of Commonwealth funding and access to other support services.
- If the College considers that it may have to decline the enrolment, it will seek advice from the AIS or another appropriate person before making that decision.

The College will make a decision regarding the school's ability to meet the child's special needs and discuss the decision with the parents/family. This decision must be able to be justified – for example, where the school declines to enrol a student with a disability, it must be able to demonstrate that it is unable to meet that student's needs, having regard to the student's current condition and prognosis.

Where the decision is taken to enrol a student with a disability, any strategies which need to be put into place to accommodate the student's special needs should be developed before communicating/announcing the enrolment decision.

### **Composition/characteristics of the student population**

The College has 794 students of whom 377 are in Junior School and 417 in the Senior School with a slightly higher ratio of males to females across the College.

Our College Community is made up primarily of families with a Christian faith (approx. 59%), although we have families of non-Christian faiths (approx. 6%) and families of no religious affiliation or faith not identified (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*
- *MCIS 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 that achieve the following outcomes:

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

*Location of the full text of the Student welfare policy (including how to get a copy)*

The full text of 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 2017*

Nil

### **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 BOSTES '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.

The Macquarie College Discipline Policy sits within two broader policies:

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

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

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

The full 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 2017*

Nil

### **Anti-Bullying Policy**

*Summary of policies for reporting Bullying*

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 Anti-Bullying policy (including how to get a copy)*

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 2017*

Nil

## 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 Complaints and Grievances welfare policy (including how to get a copy)*

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 2017*

Nil

## 11 School determined improvement targets

### Priority Areas for Improvement for 2018

#### Senior School

1. To develop a comprehensive whole school Pedagogical Framework that is communicated and implemented from K-12.
2. Clarify and embed a clear process around the usage of data in programming.
3. Embed PBL, STEM and Engineering Studies into the 7-12 program.
4. Continue discussions with K-6 regarding PBL and STEM with views to an overall integrated program.
5. To continue to review and embed Best Practice Teaching of HSC subjects.
6. Embed a K-12 Wellbeing Program.

#### Junior School

1. To streamline SEQTA reports by incorporating comment banks and rubric scales, and to utilize the pastoral care component to track student need.
2. To develop and implement processes to provide ongoing feedback to students and their families, replacing end of semester portfolios.
3. To familiarise and develop new K-6 science programs in line with the new syllabus.
4. To continue the K-6 writing project including the development of a K-6 scope and sequence, common K-6 language and K-6 assessment rubrics. This work will be completed using a 'professional learning team' model.



5. To further develop procedures around data-driven practice that utilizes ACER OARS, NAPLAN, and formative / summative assessment data.
6. To review current handwriting and touch typing practice with the the goal to improve student outcomes.
7. To review and update current reading rubrics to bring about further consistency to classroom practice and strengthen student reading outcomes
8. To continue developing staff expertise to use the Google suite, specifically the storage of documentation, communication, collaboration and data collection.
9. To review latest NESA curriculum compliance expectations and adjust practice accordingly
10. To continue to work with Senior School to develop STEM initiatives within a K-12 integrated program.

### **Achievement of Priority Areas listed for improvement in the 2017 report**

#### **Senior School**

1. Educator Impact (EI) has now been rolled out to all staff as an integral aspect of teacher appraisal and professional growth. EI is an innovative 360-degree teacher feedback tool for professional learning.
2. The continued development of the QUEST program has been assisted by improved teacher skills and usage of online tools such as Education Perfect and Moodle. Improvements have been made with the addition of Google Classroom to assist with individual student workflows.
3. Engineering Studies has been offered as an HSC subject for the 2017 Year 11 class. In addition, a stage 5 STEM course has been developed and introduced. PBL is also being implemented in a variety of subject areas.
4. Discussion have commenced with K-6 regarding PBL and STEM with views to an overall integrated program.
5. Year Advisors are now established as leaders of Year groups, and their roles continued to rise in importance and relevance to students.
6. A Director of Wellbeing and Outdoor Education has been appointed from 2017.

#### **Junior School**

1. Junior School teachers have been introduced to Educator Impact, an innovative 360 degree teacher feedback tool for professional learning. Teachers have completed the feedback, reflection and goal setting phases have been completed. Teachers have commenced their professional learning phase.
1. Professional learning opportunities, as well as extra time allocations, have been given to upskill Junior School staff who are new to the school or grade, to meet syllabus requirements and Macquarie College pedagogical practice.
2. An intentional focus on further promoting quality writing has commenced. Our goal has been to strengthen pedagogy by collaboratively planning, creating and implementing a robust scope and sequence, common terminology and teaching practices across K-6. By utilizing the "Professional Learning Community" model, we have collaborated at Staff,

Stage and Year levels to develop writing pedagogy and consistent practice to strengthen student writing outcomes.

3. Junior School teachers, along with the Junior School ICT specialist staff, have begun to develop STEM activities within Junior School including Makerspace and Coding.
4. The “Thinking, Feeling Behaving” resilience program has been rolled out to all Year 5 students. Lead by our School Counsellor along with Year 5 teaching staff, the Thinking, Feeling, Behaving Program is an emotional education curriculum designed to help children and adolescents learn positive mental health strategies. This program adds to our already robust suite of explicit resilience programs that are embedded in the Junior School.
5. A trial vacation care program has been offered to Macquarie College Junior School families throughout the year, during term breaks. Our after school care service have been contracted to run this program providing on-campus activities as well as off-campus excursions.
6. We are continuing to develop our technology resources throughout Junior School in accordance with our rolling 5-year plan. I pads, chromebooks, and PCs have been purchased along with continued professional learning to support staff with the use of SEQTA Teach and the Google suite.

## **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 Jonny Shannon was invited to the College to run a series of keynote talks - topics covered were cyber safety and digital citizenship, anxiety and depression.

### **Invictus**

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

### **Chapels and Worships**

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

### **Mentoring Programs**

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

### **Buddies**

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

### **Values Education Program**

In conjunction with the regular Junior School Bible Curriculum, specific Christian values are addressed throughout the school year. A value, usually one each fortnight, is presented to the students and a deliberate effort is made to incorporate value awareness and practice through the day, both in the classroom and in the playground. In an effort to reinforce these values into the daily lives of the children, students are awarded a Christian Values Award each week at Chapel if spotted demonstrating values.

## **13 Parent, student and teacher satisfaction**

Parent satisfaction surveys deployed via email to 750 parents.

- Overall unprompted satisfaction with the school has remained high and consistent with the previous survey results.
- Parent re-enrolment intent has remained consistent year on year at 83%.
- Facilities and resources, community spirit, and communication are consistent between 2015 and 2016 with marginal improvements.

**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.

	<b>PARENT RESPONSE</b>
<b>Overall Satisfaction</b>	
Overall, how satisfied are you with Macquarie College?	8.2
<b>Leadership &amp; Administration</b>	
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
<b>Facilities &amp; Resources</b>	
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

**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

**Retention**

Do you plan on keeping your child/ren at this College next year	8.5
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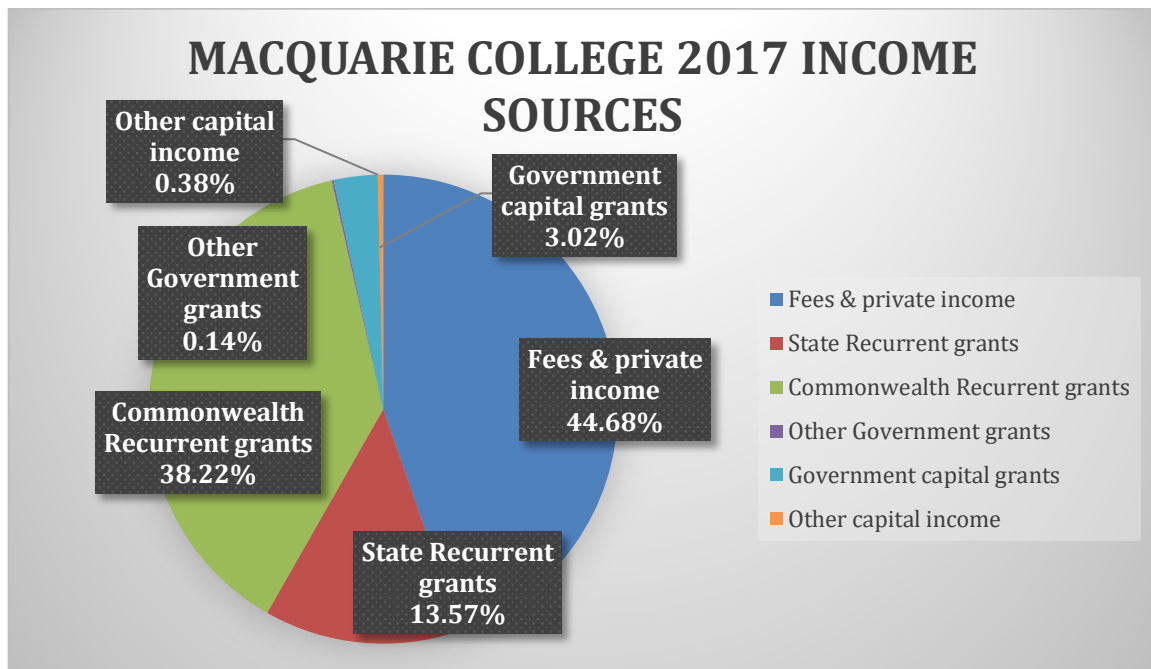
**Word of Mouth Promotion**

How likely are you to recommend this College to other parents and students?	8.1
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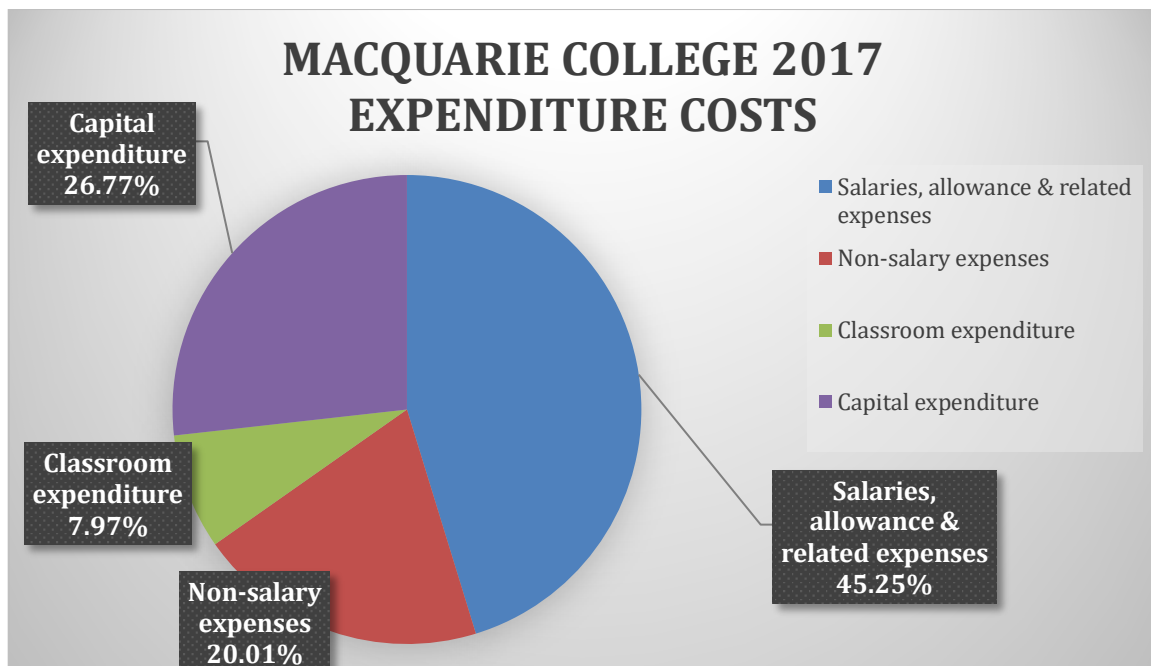
## 14 Summary financial information

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

### Income



### Expenditure



## 15 Public disclosure of educational and financial performance

The 2017 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.**

- 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