

MOUNT ANNAN
CHRISTIAN COLLEGE

Nurtured for life. Prepared for purpose.

Annual Report 2018



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A leading, nurturing, Christian co-educational school for Prep to Year 12, located in peaceful and idyllic grounds in the Macarthur region.

College Overview

Vision

To provide a Christ-centred learning environment that empowers each individual to enjoy a life of purpose.

Core Values

Mount Annan Christian College is committed to the core values of:

EDUCATION

Lifelong Learning
Innovation & Creativity

CHARACTER

Fairness & Compassion
Diligence & Discipline
Mission & Service
Respect

The College's core values apply to the entire College community and are underpinned by genuine faith, hope and love in God.

Lifelong Learning

We approach learning as an exciting lifelong adventure. We enjoy learning from and with each other. We learn about the world with passion and curiosity.

Innovation and Creativity

We embrace innovation and creativity as our response to constant change. We give each other the freedom to develop new ideas, refine them through trial and error, and apply them to current and future challenges.

Fairness and Compassion

We are called to be true to Jesus Christ, each other and ourselves. We strive to be a safe, unified, caring community. We treat each other as we would like to be treated - with dignity, honesty and grace.



Diligence and Discipline

We work together to ensure everyone's success. We pursue excellence with commitment and perseverance. We respect rules and boundaries because we care for each other.

Mission and Service

We make a positive difference to those around us by reflecting the love of Christ and communicating the truth of His gospel. We are all encouraged to respond to others' needs by serving locally, nationally and internationally.

Respect

Respect is a fundamental value that we purpose to model to our students. Being respectful is to display obedience, empathy, courtesy, modesty and humility. It encompasses showing respect towards God, parents, elderly people, the Government/authority, peers, ourselves and the environment. Our hope is that respect will also have love added. Respect then moves to the higher value of honour.

“Children obey your parents in the Lord, for this is right.”

Ephesians 6:1

MOTTO

NURTURED FOR LIFE | PREPARED FOR PURPOSE

Our College

Mount Annan Christian College was established in 1999 when it commenced operations with classes from Kindergarten to Year 7. In 2018, the College had 434 students in Kindergarten to Year 12 with an additional 50 Prep students. The College accepts enrolments from all parents who accept the College's Statement of Faith as a basis for their child's education and offer their assurance to meet all student enrolment conditions on an ongoing basis as per the enrolment booklet. Mount Annan Christian College serves its community as a ministry of C3 New Hope Mount Annan and is a member school of the Association of Independent Schools (AISNSW).



Mount Annan Christian College is a co-educational P-12 College situated on 37 acres of semi-rural land located halfway between the cities of Camden and Campbelltown in the southwest Sydney region of Macarthur. The vision of Mount Annan Christian College is to provide a Christ-centred learning environment that empowers each individual to enjoy a life of purpose. The College is actively seeking to be known as one of the leading innovative School in the Macarthur Region and plans to continue to expand and introduce educational strategies that will support this position. Its innovative approach to STEM education has led to independent recognition by the Educator Magazine as one of the top 40 schools for innovation in Australia.

The student body is characterised by a harmonious, respectful and servant-hearted approach to all aspects of student and College life. The main contributing factor of this fact flows from the consistent support and commitment of the families represented with the College to the commonly accepted Christian ethos, standard of conduct as well as the College's core values in place within the College.

Despite a range of ethnic, age, church backgrounds and socio-economic variances within the student body, the harmony that exists amongst the student body is very pleasing. The student body is very accommodating and considerate of one another's needs and life circumstances. There are minimal difficulties when it comes to managing anti-social behaviours and generally speaking, the student body can be described as quite respectful. It has a strong desire to be involved in activities of a serving nature.

The leadership qualities of students in the Primary and Secondary departments continue to shine and are a great credit to the College and their respective families. The Student Body also has a confidently active and prominent Christian cohort that find their expression in leadership opportunities, academic pursuits, sport, CAPA and student missions. We also actively create P-12 activities and events so a relational and mentoring aspect develops between students.

The workforce composition within the College contains a mixture of experienced staff members and a smaller number of young professionals with less than 5 years' experience. The teaching staff is evenly composed of male and female professionals and overall has been a very stable workforce in terms of retention. It is well supported by an Executive Leadership group consisting of a Headmaster, Head of Operations, Head of Primary and Head of Secondary.



Additionally, there are a number of Faculty Heads within the Secondary years and Stage Coordinators within Primary. There are 38 full-time and part-time members on the teaching staff and 16 full time/part-time equivalent non-teaching staff members.

2018 has been very significant for the College and the expectation of growth will continue through 2019.

Headmaster's Report



It continues to be a real privilege to serve as the Headmaster of Mount Annan Christian College throughout 2018, working with the Macarthur region with its wonderful people, children and families that make up this great community. The privilege and honour of serving our families and children is a blessing that I do not take lightly or for granted.

The College continues to provide and maintain its Christ-centred focus and I am deeply appreciative of the support of C3 New Hope, its Lead Pastors Mr Andrew Gray (the Chairman of our College) and Mrs Clare Gray. C3 Church's involvement is pivotal

in the Christian foundation of our College. The Staff, Parents and Students have demonstrated great commitment and affection towards the College and this last year has seen us continuing to heavily invest in connecting and communicating with all groups. Our Parent Liaisons, MACC App, website, Café, Reception area, and special events are some of the initiatives that facilitate this communication and connection between College, Church and Community.

STEM remains a strong focus with Tinkertime in the Primary years going from strength to strength. Also our Ignite programme has provided some wonderful extension experiences in Literacy, Numeracy, the Arts and Sciences and has extended to Stages 2 and 5 this last year.

The College continues its commitment to each child's needs and to facilitate a wholistic educational experience that equips students to '**enjoy a life of purpose**'. There has been continued focus in our Core Values with a different Termly focus on these Values.

We have had a strong emphasis on improving the educational standards during 2018, highlights include our continued work with expanding our IT infrastructure, with faster Wi-Fi speeds and the latest in technology hardware.

2018 again saw great growth in MACC student numbers resulting in a new Multi-Million dollar development planned for commencement in 2019.

2018 along with 2017 has seen the College achieve its best ever HSC results in the school's history. In 2018 79% of students achieved a Band 4 or 5 (70% or higher) and 41% achieved a Band 5 or 6 (80% or higher).

I wish to sincerely thank the College Board of Directors in particular our Chairman, Mr Andrew Gray for their faith, belief and support of me, our Staff and School Community. I wish to also acknowledge my wonderful Executive Leadership Team, Mr David Chehade, Head of Operations, Mrs Debbie Pope, Head of Primary and Mr Mark Camilleri, Head of Secondary for their commitment, dedication, hard work and faithfulness to me, our College's vision and our students and families. I look forward to the future with great excitement and anticipation and encourage you to pray for our students, families and staff.

Gabi Korocz
Headmaster

Chairman of the Board

On Behalf of the Board of Directors,

FY2018 has been a year of continuing recovery as the college accelerates its ambitious program of growth and student enterprise. During the year, student headcount increased from approximately 450 to nearly 500 with FY2019 poised to continue the trend in growth. After MACC's efforts in FY2017 to win a state award in the prestigious Wakakirri Drama competition, the school continues to excel in many facets across academic, cultural and sporting events.

Gabi Korocz, Headmaster, continues with the College - leading teachers, staff, students and parents alike with a passion for learning and for Christ. This has been a key and fundamental change in the College's recent direction. MACC continues its strong relationship with C3 New Hope as it benefits from strategic leadership and commercial use of much of its facilities. In summary, the board is pleased with the ongoing growth and development of Mount Annan Christian College.

The financial outlook of the College has dramatically improved over the course of the year and cost cutting programs and constraints on capital spending have largely been curtailed. The College is in an excellent position for FY2019 to see investment across many departments within the school. Emma Cassin, Business Manager, tendered her resignation during the latter part of the year and has been replaced by David Chehade.

We have been encouraged by the Executive Staff, Teachers, Students, Parents and Friends within the College Community, refreshing and revisiting our strong core Christian foundations of discipline, strength, faith, courage and determination. These core structures continue to resonate throughout the whole College and the greater community and have enabled excellent communication and development of strategic outcomes.

We look forward, with enthusiasm, to what God will continue to reveal in and through our College community.

Andrew Gray

Chairman of the Board

On Behalf of the Board of Directors

Parents & Community



In 2018 Mount Annan Christian College continued the formal parent committee that was started in 2016, called Parent Liaisons (PL's). This format was continued because of its resounding success in strengthening the wider parent body and College connections.

Primary parents were all welcome to apply to be a part of the PL's, for a one year time period, with the final selection made by the classroom teacher and Head of School. This

year's PL's included 5 parents each representing a different stage within Primary.

The purpose of the PL's is to include College parents in the day to day operation of the College, through collaboration and consultation. The main focus of the PL's is to build community and connections. Secondary focuses include supporting individual classroom teachers, raising funds, volunteering, facilitating communication channels and assisting with the organisation and facilitation of social functions.

This was continued through various endeavours and projects, as per the list below:

- Mother's Day and Father's Day Stall
- Setting up food for the Book Week Parade
- Social Media marketing
- Assisted in various volunteer roles for the Carols event
- Assisted in setting up the parents hub at the Primary Disco
- Different PL's assisted in their stage based classes

The College has found that PL's are vital to strengthening the communication streams between the parent body and the College. When announcements have been made to the wider parent body, our PL's were alerted beforehand in preparation for questions they may receive.

"To promote open communication, a respectful environment, with a sense of pride and belonging within our College community."

From the College Captains

MACC 2018 a Year of Growth!

As Captains, we volunteered our time during the holidays to the 'Big Yellow Umbrella' foundation, helping wrap and send out an abundant of Christmas presents to those less fortunate in the Macarthur area. However, this would not have been possible without the student support in the 2017 Christmas Blessing Tree campaign where we as a school contributed to over 150 gifts.

The Student Leadership Team worked together to produce an event in the hope of starting the year with an increase in student participation, this was transformed into the 2018 school wide handball competition bringing together teamwork and competitiveness, with both students, teachers and executives being involved.

2018 was also highlighted by many events that took place throughout the year including:

- the various Anzac services attended by student representatives such as the Camden Anzac Day March, the Camden retirement home service and the Anzac service in the city, as well as our very own school Anzac Day service;
- Parliament House visit;
- The Greater Narellan Business Chamber - Breakfast with the Premier, the Honourable Gladys Berejiklian MP;
- MACC's musical production 'The Wiz';
- Year 12 'crazy sock day' fundraiser and the Volunteer Appreciation breakfast.

As we look towards the future success of our school community and hand over the baton to the 2019 cohort, we pray that the glory of God will shine through each student and our school can continue to grow in His strength.

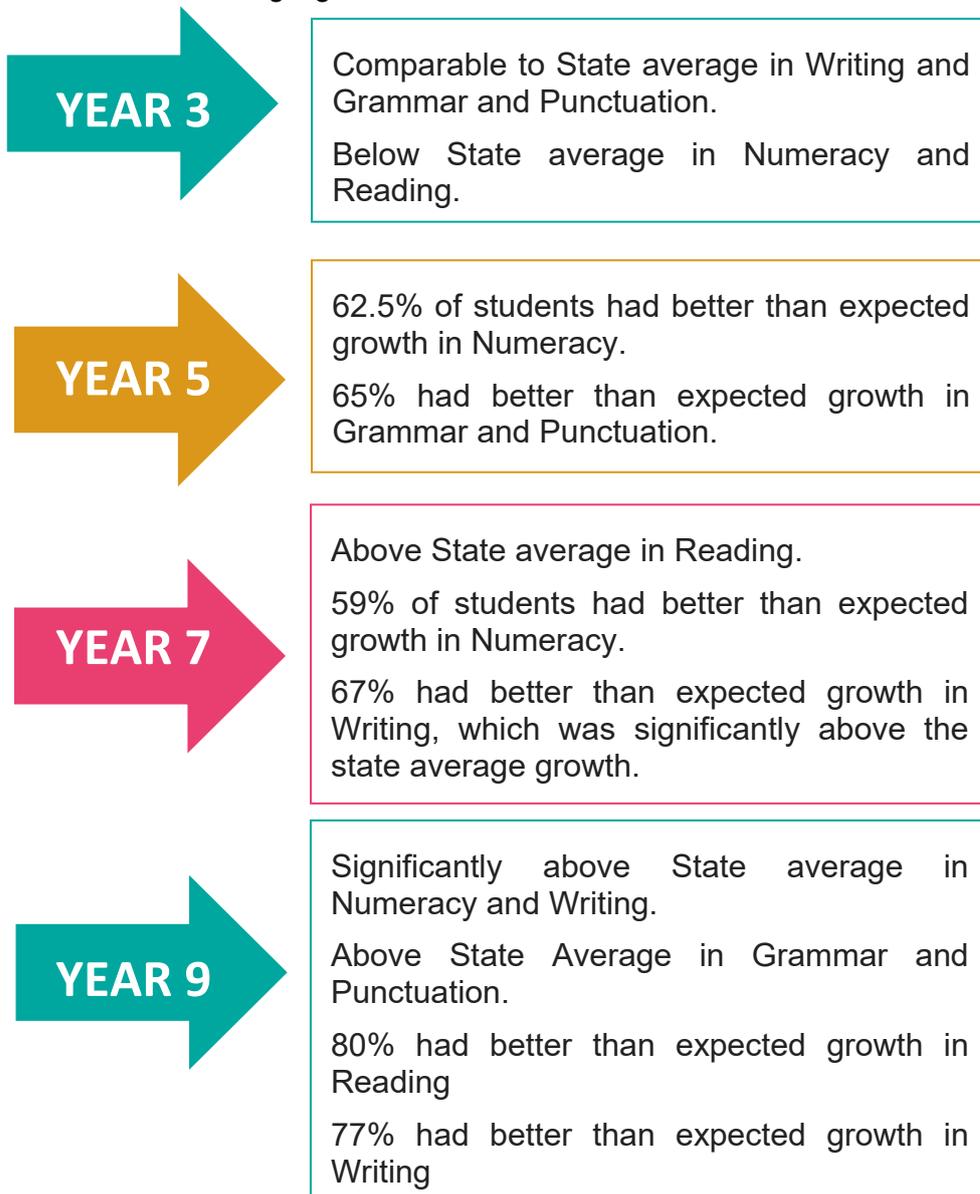
Lachlan Trenfield & Tara Browne
College Captains

Kyle Wyber & Louise Cranston
Vice Captains

2018 NAPLAN Results

In May 2018, National Literacy and Numeracy assessments were administered to students in Years 3, 5, 7 and 9 throughout Australia. The literacy assessments measured student achievement in reading, writing and language conventions. The numeracy assessments measured student achievement across number and measurement. Questions in all assessments required students to apply knowledge, skills and understandings in a variety of contexts. The results of all NAPLAN testing can be found at www.myschool.edu.au.

In the analysis of this year's data we are very pleased with the gains that have been made by students across the board. The most exciting information we have identified so far has been the growth of our students over the two-year period between testing. The Australian Curriculum and Assessment Reporting Authority, make predictions of the expected growth for each individual student in each testing area and forecast where they should be in two years' time. We have included a brief highlight of our 2018 results below.



NAPLAN Years 3 & 5

Year 3	Percentages in Bands			
	Top 2 Bands		Bottom 2 Bands	
Domains	MACC %	State %	MACC %	State %
Reading	44.4	56.0	11.1	11.0
Writing	36.1	49.0	0	8.2
Spelling	41.7	52.9	13.9	12.5
Grammar & Punctuation	27.8	51.9	8.3	12.4
Numeracy	47.2	44.7	13.9	12.2

Year 5	Percentages in Bands			
	Top 2 Bands		Bottom 2 Bands	
Domains	MACC %	State %	MACC %	State %
Reading	12.5	40.1	20.8	16.6
Writing	11.2	18.1	8.3	6.5
Spelling	0	16.6	50.0	20.2
Grammar & Punctuation	12.5	38.3	20.8	16.4
Numeracy	17.4	33.0	17.4	14.8

NAPLAN Years 7 & 9

Year 7	Percentages in Bands			
	Top 2 Bands		Bottom 2 Bands	
Domains	MACC %	State %	MACC %	State %
Reading	26.5	31.4	11.8	16.8
Writing	14.3	19.5	34.3	32.7
Spelling	25.7	36.2	20.0	15.7
Grammar & Punctuation	16.7	30	17.1	20.3
Numeracy	20.6	32.1	17.6	13.9

Year 9	Percentages in Bands			
	Top 2 Bands		Bottom 2 Bands	
Domains	MACC %	State %	MACC %	State %
Reading	20.0	24.8	16.7	19.5
Writing	6.7	15.4	20.0	38.3
Spelling	13.3	27.0	16.7	19.1
Grammar & Punctuation	26.7	26.8	10.0	24.4
Numeracy	20.7	30.4	3.4	15.9

We will be working with all of our staff in continuing to analyse the finer details of the data to help us to pinpoint areas that we can look for continued improvement in, with a particular focus on developing strategies and practices for continuing to improve our results in the coming years.



2018 Year 10 'ROSA' Results

Australian Geography				
Band	College	%	State	%
A	13	30.23	11701	13.85
B	8	18.60	23346	27.63
C	16	37.21	29968	35.46
D	5	11.63	14038	16.61
E	1	2.33	5444	6.44
N	0	0.00	4	0.00

History				
Band	College	%	State	%
A	6	13.95	11783	13.98
B	19	44.95	23045	27.35
C	17	39.53	30098	35.72
D	1	2.33	14220	16.88
E	0	0.00	5116	6.07
N	0	0.00	2	0.00



English				
Band	College	%	State	%
A	5	11.63	10.391	12.32
B	19	44.19	24024	28.48
C	16	37.21	31966	37.89
D	3	6.98	13258	15.72
E	0	0.00	4722	5.60
N	0	0.00	0	0.00

Mathematics				
Band	College	%	State	%
A10	2	4.65	5762	6.83
A9	3	6.98	7026	8.32
B7	4	9.30	10519	12.46
B8	8	18.60	8988	10.65
C5	4	9.30	13227	15.67
C6	8	18.60	13688	16.22
D3	6	13.95	8651	10.25
D4	7	16.28	10766	12.75
E2	1	2.33	5784	6.85
N	0	0.00	0	0.00



Science				
Band	College	%	State	%
A	8	18.60	11336	13.42
B	6	13.95	21164	25.05
C	24	55.81	30943	36.63
D	4	9.30	15608	18.47
E	1	2.33	5432	6.43
N	0	0.00	0	0.00



2018 Higher School Certificate Results

	2016	2017	2018
Students completing the HSC	42	33	29

2018 HSC SUBJECTS	Course Numbers	% in Bands N – 2		% in Bands 3 – 4		% in Bands 5 – 6	
		% in E1		% in E2		% in E3 – E4	
		MACC	State	MACC	State	MACC	State
Agriculture	2	16.66	19.48	50	48.55	50	31.94
Biology	10	20	10.55	80	52.53	0	36.87
Business Studies	11	0	13.36	27.27	49.64	72.72	36.96
Chemistry	4	0	11.38	100	46.5	0	42.08
Community and Family Studies	12	0	14.82	50	56.24	50	28.91
Design and Technology	8	0	3.58	50	49.71	50	46.69
English Advanced	8	0	1.55	50	35.8	50	62.61
English Standard	21	4.76	15.55	52.37	69.35	42.85	15.06
Industrial Technology	4	0	23.92	75	53.64	25	22.41
Mathematics 2 Unit	6	0	7.6	33.33	40.56	66.66	51.8
Mathematics General	19	5.26	20.84	78.93	52.48	15.78	26.64
Mathematics Ext 1	3	0	3.62	66.66	16.45	33.33	79.6
Modern History	10	10	15.56	50	42.59	40	41.82
Music 1	10	0	2.08	50	33.39	50	64.5



PD/H/PE	15	0	14.48	39.99	52.38	60	33.11
Physics	3	0	13.21	99.99	52.95	0	33.79

Comparison Over Time

HSC subjects offered in all three of the specified years	% in Bands 1 – 2			% in Bands 5 – 6		
	2016	2017	2018	2016	2017	2018
Agriculture	0	0	0	16.66	0	50
Biology	11.11	18.18	20	22.22	18.18	0
Business Studies	15.78	0	0	0	43.75	72.72
Chemistry	0	0	0	40	100	0
Community and Family Studies	6.66	0	0	33.32	31.25	50
Design and Technology	0	0	0	0	41.66	50
English Advanced	0	0	0	6.25	81.81	50
English Standard	8	4.54	4.76	0	4.54	42.85
Mathematics General	20	17.38	5.26	8	17.39	15.78
Mathematics 2 Unit	20	14.28	0	80	71.42	66.66
Mathematics Ext 1	0	0	0	100	100	79.6
Music I	0	0	0	99.99	83.33	50
Personal Development, Health and Physical Education	16.66	20	0	27.77	30	60
Physics	12.5	0	0	12.5	25	0

Student Information

In 2018 Mount Annan Christian College had a student population of 434

- 238 students were enrolled in the Primary School which was made up of 120 males and 118 females
- 196 students were enrolled in the Secondary School which was made up of 100 males and 96 females

The Primary School Leaders

The Primary School Leadership Team was made up of four Prefects and formed part of the Student Leadership Council with the Secondary Leaders. They met regularly to develop Leadership skills and to plan and implement initiatives for the Student Body. They led College Chapel, assemblies and represented the College at public events such as Anzac Day Ceremonies and other various events.

The Secondary School Leaders

The Secondary School Leadership Team was made up of two Captains and two Vice-Captains as well as 8 Prefects across Stage 6.

STUDENT YEAR 10 – 12 RETENTION

Total number of Year 10 Students enrolled at MACC in 2016	42
Total leavers from Year 10, 2016	8
Year 10 Students from 2016 retained and graduated in Year 12 2018	26
Total Number of Year 12 Students who graduated in 2018	29

SENIOR SECONDARY OUTCOMES

YEAR 12 ACADEMIC AND NON-ACADEMIC PATHWAYS 2018

17 HSC subjects were offered

29 students obtained the HSC

EXTERNAL STUDIES

Eight students undertook *Sydney Distance Education* courses:

- Engineering Studies (2 Unit)
- Ancient History (2 Unit)
- Information Software Technology (6 students)

Three students undertook *TVET* courses:

- Animal Studies
- Information and Digital Technology
- Property Services

Two students undertook *NSW School of Languages* courses:

- Japanese Beginners (2 Unit)
- Korean Beginners (2 Unit) (2 students)

One student undertook *Saturday School of Community Languages* courses:

- Spanish Continuers

POST SCHOOL DESTINATIONS

In 2018, 29 students at Mount Annan Christian College completed Year 12.

100% of Year 12 attained the HSC.

STATISTICS RECEIVED FROM THE UNIVERSITY ADMISSION CENTRE

In 2018 29 HSC students gained successful tertiary University entry. We had 45% of students receive Early or Selective entry into University courses, based upon their school examination performances alone.

The majority of students received successful university offers were made into degree courses in Science, Teaching, Business, Social Science, Engineering, Medical, Law and Creative Arts. A number of students chose a career pathway through TAFE or College as well as receiving an apprenticeship and other students entered the workforce in various industries and locations.

Parent, Student & Teacher Satisfaction

Parent Satisfaction - Primary School

Throughout 2018, the Head of Primary maintained an open-door policy for parents to gain an interview. Cards, letters and/or gifts of appreciation to the College had been received by Mrs Debbie Pope and her staff. Our Social Media pages have also had a high level of engagement with positive feedback from students, parents and the community in general.

As these Primary School parents commented:

“My business is in North Sydney and I see a lot of school children on the train and on station concourses.

Just now I got off at central and realized I was in the same carriage all the way to Central with a large group of school children.

I work on my laptop on the train and thought to myself that these young adults were so respectful of my morning train journey into the city that I did not notice they were young adults still at school.

I also thought to myself what a great school example and went to look at their logo on their uniform as I was about to email the school discussing how honored I was to have caught the train with their senior school children and that I would like my children’s school to set such a lovely example of respect to the other people on the train.

I did not recognize the MACC uniform as the senior students had their jerseys on (my three children are in primary school). I had to look twice at the logo and could not believe that these young adults were from MACC.

I am beyond proud at the thought that this was my children’s school.”

Parent Satisfaction - Secondary School

Throughout the year, the Head of Secondary received complimentary emails, phone calls and letters expressing appreciation for the manner in which matters were resolved, the thoughtfulness and extra work of teachers and the overall pastoral care of students.

As these Secondary School parents commented:

“As you know our daughter is leaving school on Friday and we would like to thank all the Teachers and Staff for their support and encouragement over the past 5 years. The things our daughter has learnt and taken part in over these years has prepared and given her the confidence and maturity to continue her education at Tafe. We wish the College great success in the coming years.”

"We would like to thank you for accepting our daughter's Year 9 application to join the MACC community.

*We are so pleased to see such positive changes in her well-being in such a short time.
Our daughter loves attending MACC, the children and staff are so welcoming."*

"I am impressed with some of your high school staff and wanted you to know. Today my son went to the University Steer Live Day with the Ag Teacher and he had the most amazing day. I am writing to thank as the teacher has gotten beside my son and encouraged him. He is hearing impaired and has some issues that come with that and the teacher has given my son a safe haven in his world that he had become comfortable with. Thank you for your dedicated staff that go above and beyond.

Our daughter went to a University Open Day today and this is one of many she has organised to attend. Many people were impressed that a student in Year 11 would be thinking this far ahead. Our daughter has grown into a confident young woman, speaking with people about her education and possible early entry to a law course, including a pathways course during the Christmas holidays that would guarantee an early entry interview. Thank you for your staff who have helped her and the conversations and opportunities that lead a 16-year old toward thinking about her future so early."

Student Satisfaction

Student quotes on what they value about MACC

"Great friends. I appreciate the different opportunities."

"The teachers are great and I love the atmosphere and community."

"I appreciate the teachers and the culture".

"I love the morning greeting from the Headmaster."

"I love the Innovation."

Teacher Satisfaction

Primary and Secondary staff quotes on what they value about MACC

"So thankful for our team. I have worked at so many schools where teachers are more than happy to sit on their hands so to speak, but our team just always goes above and beyond. Love it! "



- *an amazing community that supports each other*
- *students who are encouraged from a young age to look outward and see where they can make a difference*
- *teachers who love their job and want the best for their students*
- *the practice of embracing the individual qualities of each child and giving them purpose from Prep to Year 1.”*

School Determined Improvement Targets

Achievement of Priorities

The achievement of 2018 School-determined improvement targets is set out in the table below. Specific goals for 2018 included:

	OBJECTIVE	STATUS
PRIMARY	Curriculum	
	<ul style="list-style-type: none"> • Introduce a researched based approach to teaching Spelling across K-6 	Achieved
	<ul style="list-style-type: none"> • Establish effective tracking data in Literacy/Numeracy, utilising the new Learning Progressions across K-2. 	Achieved
	<ul style="list-style-type: none"> • Introduce Number talks across K-6 as way to develop student problem solving abilities and mental agility. 	Ongoing
	Staff	
	<ul style="list-style-type: none"> • Participate in the evaluation of the NSW Department of Education, Centre for Education, Statistics and Evaluation review of Literacy/Numeracy Action Plan Phase 2 	Ongoing
	<ul style="list-style-type: none"> • Train teachers in the implementation and delivery of the revised Best Start Kindergarten Assessment 	Achieved
	<ul style="list-style-type: none"> • Review Primary Executive structure, with view to developing leadership opportunities and more supportive structures for teachers. 	Achieved
	Safe and Supportive Environment	
	<ul style="list-style-type: none"> • Develop a Social/Emotional Learning (SEL) curriculum, incorporating College Core Values across K-6. 	Achieved
<ul style="list-style-type: none"> • Introduce Creativity and Innovation Groups, with a focus on STEAM areas across Years 3-6. 	Achieved	



	<ul style="list-style-type: none"> • Begin participation in weekly inter school sport with the Independent Primary Schools Sports Organisation. <p>Facilities</p> <ul style="list-style-type: none"> • Refurbish the Prep classroom and play space. • Develop an outdoor natural play space in the Primary Playground. • Upgrade facilities in the Primary Classroom Block 	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>
<p>SECONDARY</p>	<p>Curriculum</p> <ul style="list-style-type: none"> • Continued improvement in academic results using targeted Professional Development through the AIS, AHISA and HICES networks. • After School Opportunity clubs established for Maths and English to promote literacy and numeracy. • Tracking of HSC data across each major examination period. <p>Staff</p> <ul style="list-style-type: none"> • Review the Secondary Leadership model in consultation with the College Executive Leadership Team, with the view of expanding the team to encompass a Director of Studies and a Director of Wellbeing. • Continue to develop and support staff by providing access to leadership programs, such as Growth Coaching. <p>Safe and Supportive Environment</p> <ul style="list-style-type: none"> • Build upon the CARE Structure for pastoral care. Increase staffing priorities for Chaplaincy and Welfare staff. Continue to develop and rollout a P-12 Growth Mindset initiative. • Continue working on engagement with Parent Networks to drive community amongst year groups and assist in College 	<p>Ongoing</p> <p>Achieved</p> <p>Ongoing</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>



	<p>Facilities</p> <ul style="list-style-type: none">• Begin Building Plans for 2019 construction• Continue Master Planning and Strategic Planning development• Investigate Uniform Shop Outsourcing• Upgrade and improve WiFi• Increasing College Enrolments	<p>Ongoing</p> <p>Ongoing</p> <p>Achieved</p> <p>Ongoing</p> <p>Ongoing</p>
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Pre-Determined Targeted Improvements

Specific goals for 2019 include:

	OBJECTIVE
PRIMARY	<p>Curriculum</p> <ul style="list-style-type: none"> ● Introduce a researched based approach to teaching the new K-6 Science and Technology Syllabus ● Establish effective programming skills across all KLA's utilising the teaching and learning cycle and in alignment with the Australian Professional Standards for Teachers. ● Establish the Best Start Kindergarten Assessment for all 2019 Kindergarten Students and track and report on data to parents. <p>Staff</p> <ul style="list-style-type: none"> ● Participate in the evaluation of the NSW Department of Education, Centre for Education, Statistics and Evaluation review of Literacy/Numeracy Action Plan Phase 2. ● All K-6 staff to participate in the AIS Research to Practice Professional Learning Program in the area of Science and Technology. ● Develop an action research team to work with AIS Consultants regularly in the area of Science and Technology. ● Appoint 3 Primary Stage Coordinators to support staff in their general wellbeing, classroom behaviour and professional learning. <p>Safe and Supportive Environment</p> <ul style="list-style-type: none"> ● Develop our Social/Emotional Learning (SEL) programmes to include playground activities. ● Develop our extra curricular offerings to students during lunch times and after school. ● Provide Parent Workshops on supporting students socially and emotionally. <p>Facilities</p> <ul style="list-style-type: none"> ● Combine the Primary Library into the Secondary Hub.



	<ul style="list-style-type: none">● Redevelop the primary library space into a Learning Support classroom.● Add laptop trolley bank into the Stage 2 area.● Extend the Primary natural playground space developed last year, to include loose parts play area.
SECONDARY	<p><i>Curriculum</i></p> <ul style="list-style-type: none">● Establish effective programming skills across all KLA's utilising the expertise of our Director of Curriculum and in alignment with the Australian Professional Standards for Teachers.● Continued improvement in academic results using targeted Professional Development through the AIS, AHISA and HICES networks.● Implement the use of Literacy Planet software in Stage 4-5 to target improvement in literacy.● Continue to track HSC data across each major examination period and Director of Curriculum to evaluate findings. <p><i>Staff</i></p> <ul style="list-style-type: none">● Review the Secondary Leadership model in consultation with the College Executive Leadership Team, with the view of expanding the team to encompass a Director of Teaching & Learning.● Continue to develop and support staff Professional Development by providing access to leadership programs, such as Growth Coaching, as well as targeted conferences or courses. <p><i>Safe and Supportive Environment</i></p> <ul style="list-style-type: none">● Director of Wellbeing to establish a space/room for students to access when they need support and time-out.● Build upon the CARE Structure for pastoral care. Increase staffing priorities for Chaplaincy and Welfare staff. Continue to develop and rollout a P-12 Growth Mindset initiative.



	<ul style="list-style-type: none">• Director of Wellbeing and Stage Advisors to develop a tracking system to manage and monitor student pastoral care issues.• Continue working on engagement with Parent Networks to drive community amongst year groups and assist in College events, such as Year 12 Formal and Graduation.• Plan for expansion of Inter-School Sports Competitions through the association with MISA (Macarthur Independent Schools Association) for 2020. <p>Facilities</p> <ul style="list-style-type: none">• Redesign the Sails Area play space with added outdoor furniture and charging stations to support the BYOP Program.• Installation of 75" LCD TV screens in all classrooms to replace projectors.• Implementation of Vivi across Secondary learning spaces to enhance wireless technology integration.• Continue to maintain and refurbish learning spaces around Secondary, including the Art room and Hub (Library).
<p>WHOLE College</p>	<p>Safe and Supportive Environment</p> <ul style="list-style-type: none">• Continue to develop the strength of our K-12 Student Leadership Program by allowing for student voice in programs and activities throughout the whole College, as well as participation in Leadership development programs.• Introduce a Staff Code of Conduct and Community Social Media Policy.• Review College Enrolment Procedures and Statement of Faith to support all stakeholders. <p>Staff</p> <ul style="list-style-type: none">• Our goal is to build our teachers individual and collective capacity for continuous and sustainable professional improvement by providing relevant professional learning.



- Review the Leadership model in consultation with the College Executive Leadership Team, with the view of expanding the team to encompass a Director of Teaching & Learning K-12.

Curriculum

- Our goal is for every student to achieve rich and deep learning outcomes.
- Implement a mandatory BYOD policy and programme for Stages 3, 4, 5 and 6 to assist in the transition to new syllabus requirements in Digital Technologies
- Extend our Ignite Extension programme for Gifted and Talented Students to Stages 2 and 5.

Facilities

- Begin Building Plans for 2019 construction
- Continue Master Planning and Strategic Planning development to prepare for continued growth.
- Further develop BYOD across Stages 3 - 6.
- Upgrade and improve WiFi bandwidth.
- Decommission Computer Labs and refurbish to classroom spaces.
- Upgrade and resurface College oval and erect rabbit/snake proof fence.

Initiatives Promoting Respect & Responsibility

In 2018, the College continued to be involved in Missions as it continues to encourage students to look beyond the College and how they can impact the community in which they participate.

The Duke of Edinburgh program has continued its success with higher participation rates from students and an increased number of activity types. The program genuinely contributed to the Secondary student body learning, and focused more regarding personal responsibility and commitment to a cause and program.

A very special part of our College life has always been the annual ANZAC Day tradition and commemoration. In 2018, the College sent a number of students along to the local ANZAC Day march in Camden and a small selection of student leaders along to the RSL Schools ANZAC service in Hyde Park. As is the case each year a very high level of respect is expected and communicated to each of the students during this week.

The Student Leadership Council continued to bring together student leaders/prefects from Primary and Secondary departments under the leadership and responsibility of the College Captains. Once again, the Student Leadership Council in 2018 aimed to increase the opportunities for students to take on responsibilities and experienced varying degrees of success. This was evidenced in their commitment to regular Student Leadership Council meetings that required a diligent approach to attendance and participation. Our Student Leaders attended State parliament hosted by the Local Member. We also attended the Chamber of Commerce throughout the year with our Student Leadership.

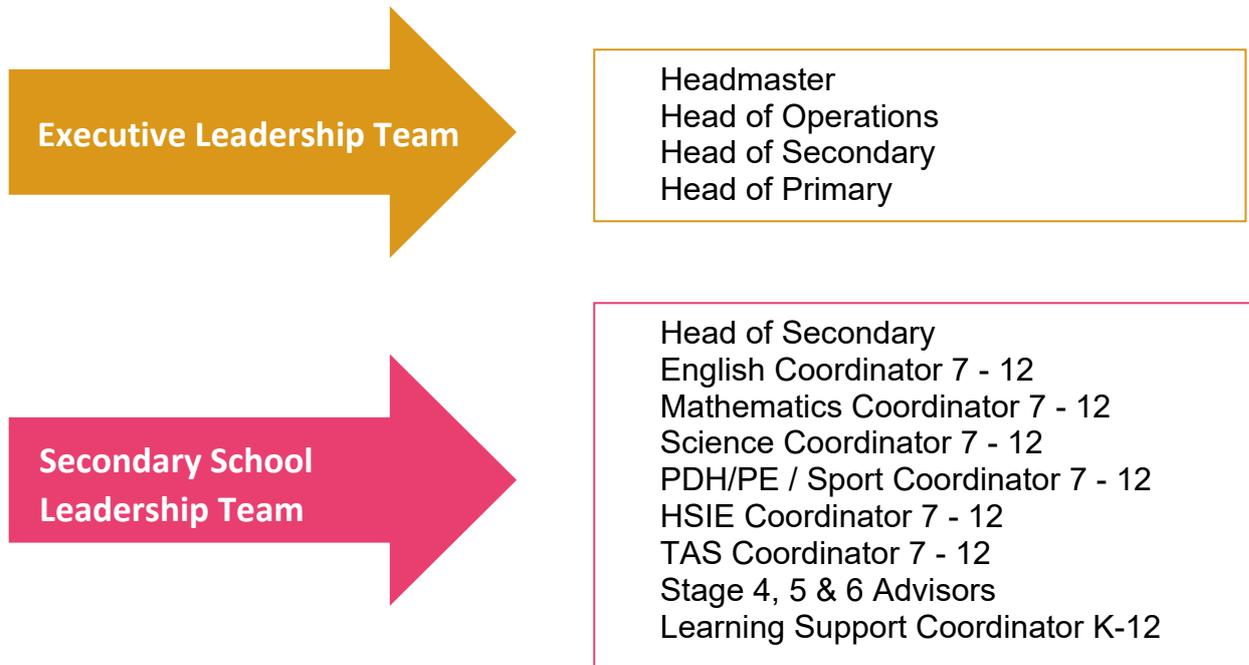
The College's core values that apply to the whole College were revised in 2017 and have continued to be a focus in 2018 at our Chapel events and Pastoral Care groups. The core values seek to produce a consistent standard of culture, attitudes and behaviours throughout our whole community that certainly promote respect and responsibility.

Other activities included visits to Retirement Villages, Grandparents Day targeting 'respect' for the older Community. Mother's Day and Father's Day Stalls to recognise the importance of respect for family.

We also conducted a Christmas Toy appeal for local families in need and we were recognised as the leading contributor in the local area over this period of time. We have also continued to revise our healthy food guidelines for our Canteen to develop even healthier eating and better self-image.

Staff Information

During 2018 the Staff was made up of an Executive Leadership Team:



Professional Learning Undertaken by Teachers

38 full-time and part-time teaching staff were employed in 2018 with the full-time teaching equivalent staff being 31 (FTE). All 38 teachers have teaching qualifications from a higher education institution within Australia or as recognised within the AEI-NOOSR guidelines.

Throughout 2018 Mount Annan Christian College staff have engaged with a variety of Professional Learning (PL) initiatives. Below is a review of the strategies and investment made to continue to improve the capacity of the staff team.

Internal College Professional Development

Building on our Key Team Leader strategy from 2017 it was identified that we needed to support leaders, both current and emerging, in the area of developing teaching and learning capacity and leadership skills to ultimately improve student learning outcomes and wellbeing. This saw the Key Team Leader (KTL) group, as well as identified emerging leaders complete in-house professional learning sessions with *Growth Coaching International*. Through participation in this program, staff were able to develop skills in working with teams of staff and students to improve the everyday culture of MACC and to build trusting and respectful relationships.

Professional learning was also conducted with pre-2004 staff on becoming accredited at Proficient Teacher level with NESAs as of the commencement of 2018. Staff were able to attend afternoon information sessions collaboratively and meet individually to discuss the implications surrounding this initiative. Two staff notified the College of their intention to apply for their proficient accreditation throughout 2018.

At the Mid-Year Professional Development week staff continued to work through the *Growth Coaching International* program with great success, seeing all participants successfully complete the program. In addition Primary staff spent several sessions with our K-12 Learning Support Coordinator and Extension studies teacher to develop their understanding and knowledge around differentiating learning programs for all students.

As a part of the College's commitment to ongoing/personalised professional development the College continued its investment in membership to The Teacher Learning Network (TLN) to enable staff to access online courses to assist in their professional growth and meeting of the NESAs teaching and learning standards. Several of these courses were accessed by staff throughout 2018. The College also retains an active subscription with the Education Review, an online educational publication designed to deliver new and relevant content to teachers' inboxes. The College desires for staff to maintain relevance, to be up to date with current trends and research in teaching and learning.

The Professional Learning budget continues to be invested in not only staff who attend external Professional learning opportunities, but also allows for teaching teams to be released from face-to-face teaching to work on Teaching and Learning projects and priorities. It assists staff to become part of Professional Associations to further their networks and understanding of key KLA information and to invest in online professional learning and resourcing.



College staff also engaged in a range of compliance development surrounding child protection, first aid, safety plans and student individual plans ensuring policy and procedure are being introduced and outworked.

External Professional Development

Below is a summary of professional learning days/course staff were able to partake in throughout 2018.

- Supporting the College's literacy strategy in Primary 'Words their Way/Daily 5/CAFÉ' Primary teams studied, planned, implemented, taught, observed and evaluated these initiatives to build a common understanding/approach to literacy/spelling in the Primary years.
- Beginning teachers were supported through participation in the AIS Growing Early Years Teachers Program.
- Two staff expressed a desire to look into becoming a Highly Accomplished teacher with NESA and attended AIS courses and support groups to assist in this process.
- Secondary staff predominately attended courses surrounding the rollout of the new curriculum for PDHPE courses and Digital Technologies.
- Newly appointed Coordinators were able to attend courses surrounding particular KLA's in particular Maths and English.
- HSC Simulation and Marking experiences.

Professional Associations

Throughout 2018 the College continued membership of the following professional association to enhance the opportunities afforded staff for professional learning.

In 2018 the College continued to be a member of the Association of Independent Schools (AIS) and sent staff to a range of conferences and opportunities that linked to our vision/values and objectives for staff, enhancing the capacity of the KLA Leaders and assisting staff with new curriculum units.



Other associations include:

- ACHPER (Australian Council for Health, Physical Education and Recreation)
- ETA (English Teachers Association)
- IIATE (Institute of Industrial Arts and Technology Education)
- MANSW (Maths Association of New South Wales)
- PALS (Professional Association for Learning Support)
- PD4MATHs
- Primary English Teaching Association
- HICES (Heads of Independent Co Educational Schools)
- AHISA (Australian Heads of Independent Schools Association)
- MISA (Macarthur Independent Schools Association)



College Policies

Statement of Faith

We Believe:

- There is one God: God the Father, God the Son, and God the Holy Spirit
- That God in His own sovereign will created the heavens, the earth, and all that is contained within the Universe
- In the deity of our Lord Jesus Christ the Son of God; we believe in His virgin birth, in His sinless life, in His miracles, in His victorious and atoning death, in His bodily resurrection, in His ascension to the right hand of the Father, His constant intercession and in His imminent return
- In the person and work of the Holy Spirit with His fruits and gifts available in the Church
- The bible is the living Word of God – infallible, authoritative and everlasting, and the foundation of all Christian doctrine
- In the existence of an evil spiritual being – the devil
- In the spiritually lost condition of all people and the essential need for the ‘new birth’ by faith in Jesus Christ
- In the baptism of the Holy Spirit as a gift available to believers subsequent to the new birth, with normal evidence of speaking in other tongues
- In the sacraments of the Lord’s Supper and baptism by full immersion in water for all believers
- In the resurrection of both the saved and the lost, the one to everlasting life and the other to everlasting separation from God
- In the church being the body of Christ, and each member being an active part of a local church, fulfilling the Great Commission

STUDENT ATTENDANCE POLICY

SCHOOL ATTENDANCE

All enrolled students are expected to attend the College on each day the College is open and for the duration of each day. Mount Annan Christian College (MACC) encourages punctuality and regular attendance at school as well as accountability on the part of all parties involved. These are important expressions of two of the College's core values – diligence and discipline. Punctuality and regular attendance are also valued in the wider community, and attendance standards apply in NSW to all students of compulsory school age (i.e. those under 17 years old). This policy aims to help students and parents to meet all appropriate standards and expectations, and it explains the procedures to be followed when daily attendance is not possible.

SCHOOL HOURS

- The school day commences at 8:30am.
- Playground supervision commences at 8:05am and parents are encouraged not to deliver students to school before this time.
- The standard school day finishes at 2:55pm for students in Prep-Year 12.
- Additionally, some lessons, usually extension courses, may run from 2:55-3:45pm for Years 11-12.

NSW ATTENDANCE REGISTER & STANDARDS

Mount Annan Christian College maintains an attendance register of daily attendance for each student that is consistent with the NSW Attendance Common Code as approved by the Minister (c.f. Appendix).

PROCEDURES

The following sections summarise how MACC monitors the daily attendance / absences of students:

ROLL CALL

- Roll teachers are to mark the roll using Edumate between 8:30-8:50 each morning.
- Student Services will notify parents of absences by SMS. Parents can provide an explanation by return SMS or by completing an absentee form via the MACC App.
- The day after an absence has occurred Student Services will send an email to the parent/carers, if they have not received an SMS response or MACC App submission providing an explanation.
- Roll teachers will receive an automated email of unexplained absences before 8:00am each Wednesday and Friday. This list is to be checked before roll call so that the roll teacher can remind students to bring their notes within the 7 day time limit.
- Roll teachers are to collect any notes from students and send them to Student Services.
- Roll teachers are to monitor unusual or excessive patterns of absence. The Head of Primary/Secondary is to be notified of any concerns and the roll teacher will be asked to assist with rectifying problems.

LATE ARRIVALS AFTER 8:30am

- All students who arrive late after 8:30am must report to Student Services. Student Services Staff will record the arrival time in Edumate. All teachers are to check this when the student arrives to class.
- Parents are required to provide an explanation for every incidence of a child arriving late to school. This is either completed directly at the Student Services office or via the MACC App.
- All late arrivals are considered a partial absence and parents must provide an explanation.
- Roll teachers are to follow up unusual or repeated lateness by notifying the Head of School. Whenever lateness becomes a concern the roll teacher or Stage Advisor will be asked to assist by contacting parents.

LEAVING BEFORE 2:55pm

The Headmaster oversees the safety and supervision of all students at the College so permission to leave the College grounds before 2:55pm is at the discretion of the Headmaster.

The following are general guidelines and procedures:

- Leaving the College before 2:55pm will be considered as a partial absence and parents must provide an explanation for the absence.
- Primary students are only to be signed out at the Student Services Office by a parent/caregiver.
- Secondary students may sign themselves out at Student Services if Student Services have received written permission from a parent or if the parent has contacted the office directly. Parental permission should state the reason for leaving early and the time the student is expected to leave College.

GENERAL PROCEDURES

- Teachers and others responsible for recording attendance data at MACC are to be familiar with the NSW Attendance Common Code, and also with the correct options used in Edumate to record these.
- PARENTS ARE TO PROVIDE AN EXPLANATION WITHIN 7 DAYS of each student absence. After this time, absences are recorded as “unexplained”. Follow up of unexplained absences will be the responsibility of roll call teachers in consultation with Stage Advisors and the Head of School.
- Parents will be contacted via telephone by the roll call teacher and/or Stage Advisor to notify parents / guardians of poor attendance patterns. Information regarding unsatisfactory attendance will be transferred to student record files in the Student Services Office.
- There is no fixed limit to the number of days a student may be absent due to illness/medical appointments, although for prolonged or frequent absences the Headmaster may require a medical certificate as verification.
- The Headmaster has authority to grant leave to students for absences other than those due to illness/medical appointments. Whenever possible, for extended leave of four or more days, parents must notify Student Services in writing AT LEAST TWO WEEKS IN ADVANCE so that the student’s educational needs can be met during their absence.



- For prolonged or frequent absences, other than those due to illness/medical appointments, parents may apply for a Certificate of Exemption from Attendance. Valid reasons for an exemption from attendance may include student participation in an accredited elite sports program, employment in the entertainment industry, etc. Note that extended family holidays are NOT a valid reason for an exemption from attendance. Whenever possible, parents should apply AT LEAST TWO WEEKS IN ADVANCE so the Headmaster can properly assess whether the application meets all necessary criteria for approval. Further details and application forms are available from the Student Services Office.
- Student Services is available to assist students, parents and teachers with any questions or concerns about school attendance.
- As playground supervision commences at 8:05am, students arriving earlier than this are to remain seated.
- Students must attend every timetabled lesson unless approved leave has been granted.
- Students are expected to maintain an average attendance rate above 90%. In circumstances where this is difficult, parents are asked to contact the College to discuss how we can work together to support the child's education.
- Heads of School receive an automatically generated email from Edumate every Friday Morning notifying them of Students whos attendance rate have fallen below 90%

SECONDARY – SPECIAL ARRANGEMENTS

- Secondary students who are absent on the day of, or the day before, a scheduled examination or assessment task are required to complete an "Illness/Misadventure Form". Relevant supporting documentation must also be attached.
- During examination periods, students in Year 11-12 are given a flexible timetable where they are permitted to stay at home, leave early or arrive late according to their exam timetable. Students will be advised in writing by the Head of Secondary of these arrangements.
- Students in Years 10-12 may require permission to leave early on a regular basis to attend TVET lessons, etc. Parents are to sign a permission note from the Head of Secondary where all arrangements have been clearly explained. The students must sign out at Student Services each time they leave the College.
- Students in Year 12 may request permission to leave before 2:55pm one day per week (Monday-Friday) after they have completed all scheduled lessons. Parents are to sign a permission note from the Head of Secondary where all arrangements have been clearly explained. The students must sign out at Student Services each time they leave the College.
- All students up to Year 11 are required to participate in Sport. On sports days (Tuesdays), those in Year 12 are free to leave College at 12:30pm without being required to sign out at Student Services. Year 12 students who remain at College from 12:30-2:55pm must notify Student Services that they are on site.



STUDENT NON-ATTENDANCE POLICY

The College manages student non-attendance through its Attendance Policy (2015) and Certificate of Exemption Policy and Procedures (2015) The College will:

- Expect that in the case of illness, parents will inform the College by phone, written note or email including an explanation of the reasons for the absence.
- Expect that in the case of family leave, including family holidays during term time, parents will apply in writing at least two weeks prior and include the dates of absence and an explanation of the reasons for the request. In an emergency situation, a written explanation is to be provided on the first day of the student's return to College.
- Expect that parents will apply for an Exemption from Attendance in cases such as elite sporting events and participation in the entertainment industry and exceptional family circumstances.
- Follow up in an appropriate manner all unexplained absences from classes or College with the student and/or parents or guardians.
- Notify parents/guardians in an appropriate manner when a student has an accumulation of unexplained absences from College.
- Record in the student's files any attendance issues and the action taken to resolve those issues.

Both applications for Exemption from Attendance and Leave are made to the appropriate Head of School who will make recommendations to the Headmaster for final approval. Requests are considered in the light of what is best for the child.

Because there is currently no prescriptive number of days, as a duty of care, if staff are concerned that the educational progress of a student is being hindered by continued unexplained absences and parents have been notified of these continual unexplained absences, the College will seek legal advice on how to proceed.



STUDENT ATTENDANCE RATE 2018

PRIMARY SCHOOL	
Kindergarten	95.30%
Year 1	95.30%
Year 2	93.90%
Year 3	96.80%
Year 4	95.20%
Year 5	92.40%
Year 6	94.70%
SECONDARY SCHOOL	
Year 7	96.20%
Year 8	96.20%
Year 9	95.60%
Year 10	95.90%
Year 11	95.60%
Year 12	95.10%

ENROLMENT POLICY

VISION STATEMENT

The vision of Mount Annan Christian College is to provide a Christ-centred learning environment that empowers each individual to enjoy a life of purpose.

RATIONALE

This policy provides guidelines and the process for enrolment at Mount Annan Christian College.

PRINCIPLES

The College seeks to enrol students whose families seek a Christian Education for their children and who can support the ethos of the College and the ongoing conditions of enrolment.

RELEVANT LEGISLATION

Disability Discrimination Act, Race Discrimination Act and Anti-Discrimination Act.

These Acts make it unlawful to discriminate against a person on the grounds of their disability or race by refusing to enrol them at the College. The College is committed to fulfilling its obligations under the law in this Enrolment Policy. Evidence of the College's compliance can be seen in the Support Services documentation and progress.

DEFINITIONS

Throughout the policy, unless the context requires otherwise:

Parents includes guardians or any other person who has applied to have a student entered on the waiting list or enrolled at the College and, where the student has only one parent, means that parent.

Disability, in relation to a student, means:

- total or partial loss of the student's bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the student's body; or
- a disorder or malfunction that results in the student learning differently from a student without the disorder or malfunction; or
- a disorder, illness or disease that affects a student's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

PROCEDURES

New Enquiries

The Community Engagement Officer will send everyone enquiring about enrolment, details of the procedure for enrolment at the College including:

- a Prospectus;
- a statement about the College Fees;
- an Enrolment Application form.

Waiting Lists

The Headmaster through the Community Engagement Officer is responsible for the maintenance of waiting lists for entry to the College.

Students will be entered on the appropriate waiting list when the parent/s return:

- the Enrolment Application form;
- a non-refundable Application Fee;
- a copy of the student's birth certificate;
- copies of the students' last two school reports;
- where applicable NAPLAN results;
- all medical, psychological or other reports about the student in their possession or control

Failure to provide or disclose all required information may result in the College declining to enter the student's name on the appropriate waiting list or delaying such entry, and may also result in the College declining or delaying the student's enrolment.

Enrolment Offers

After a student's name has been entered on the waiting lists, the College will undertake an assessment process. As part of the assessment process the College may ask the parents to provide more information about the student.

Where a student has a declared an educational support need, or a disability or other information has come to light indicating a possible need for educational support services, the College will make an initial assessment of the student's needs. This assessment will be conducted by the Head of School and Head of Support Services. After the assessment, and in addition to the information received, the Head of School and Head of Support Services may:

- require the parents to provide medical, psychological or other reports from specialists outside the College.
- obtain an independent assessment

Any assessments or reports required from non-College personnel will be at the parents' expense. In considering all prospective enrolments, the College may ask parents to authorise the Headmaster or his delegate to contact:



- the Headmaster of the student's previous school to confirm information pertaining to the student;
- any medical or other personnel considered significant for providing information pertaining to the needs of the student.

Where information obtained by the College suggests a profile of willful misconduct, illegal activities or strong anti-social behaviours that indicate that the student's enrolment at the College is likely to be detrimental to other students, the staff or the College, notwithstanding that the student be the sibling of a current student, the Headmaster may decline to proceed any further with the enrolment process.

Where information obtained by the College indicates that the student has a disability, the Head of School and Head of Support Services will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, they will determine whether the student, if enrolled, would require services or facilities that are not required by students who do not have the student's disability. Where the Head of School and Head of Support Services determines that the student would require such services or facilities, a decision will be made whether enrolling the student would impose unjustifiable hardship on the College. In making this assessment, the Head of School and Head of Support Services will take into account all relevant circumstances of the case, including:

- the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the College, the student, the family of the student); and
- the effect of the disability of the student; and
- the College's financial circumstances and the estimated amount of expenditure required to be made by the College.

Where the Head of School and Head of Support Services determines that the enrolment of the student would cause unjustifiable hardship they will liaise with the Headmaster, the Headmaster may decline the offer of a position or defer the offer.

When a position becomes available, the College may in its discretion invite the parents of a student on the waiting lists to attend an interview at the College with the Head of School.

At the interview among other things, the College's representative will:

- inform the parents of their responsibility to the College in relation to fees and will ascertain their ability to afford the current fees.
- will seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the College.



- Seek assurance from the parents of their support and agreement to abide by the conditions of enrolment as contained in the enrolment application form as prerequisites of continuing enrolment.

The College reserves the right not to offer any student a place at the College or to defer the offer of a place to any student in its discretion but particularly when the parents, having been aware of their child's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their child's needs.

At the satisfactory conclusion of the assessment process, the College may make an offer to the parents to enrol the student. To accept the offer, the parents must within fourteen days of receiving it deliver to the College:

- the Acceptance of Offer of Enrolment Form;
- the Enrolment Fee as specified in the letter of offer.

Failure to reply within the required time may result in the position being re-offered where other students are waiting for entry to the College.

ENROLMENT OF STUDENTS WITH SPECIAL NEEDS POLICY

There are special procedures governing enrolment of children with Special Needs which are intended to ensure that an appropriate educational program can be provided for the individual child. This may include the provision of specialist medical and educational reports by the parents at the time of application to help the College ascertain what programs are required to meet the specific needs of the applicant. In these circumstances parents will be consulted regarding the needs of the individual child and will be regularly updated through the assessment process.

External specialist advice may also be sought as appropriate. The aim is to properly assess the needs of the child and to ensure that the College can realistically meet those needs. The College is committed to meeting its obligations in relation to the Disability Discrimination Act 1992 and the Disability Standards for Education 2005 where applicable. Parents may be able to request that special arrangements be made for students with special learning needs and may offer to financially contribute to the provision of extra educational services to support their child's learning over and above the standard College fees.

Any such arrangements proposed by parents will be considered in the assessment of the applications on a case by case basis.

SAFE SCHOOLS & ANTI-BULLYING POLICY

VISION STATEMENT

To provide a Christ-centred learning environment that empowers each individual to enjoy a life of purpose.

RATIONALE

Mount Annan Christian College desires to facilitate a unified and peaceful community that treats each other as we would like to be treated – with dignity, respect, honesty and grace.

Bullying of students is not tolerated at any time.

All students have the right to learn, and all teachers have the right to teach in a safe and caring environment that promotes self-worth and personal growth. It is the responsibility of all members of the College community to play an active part in ensuring that everyone is treated with respect.

POLICY STATEMENT

The College has a zero tolerance approach to bullying at all levels in our community. We seek to implement intervention strategies and programs of instruction to minimise bullying at all levels of our community.

All bullying incidents will be treated seriously with a response appropriate to the circumstance.

AIMS

This policy aims to:

- promote a safe, supportive and positive environment free from threat, harassment and any type of bullying behaviour.
- show commitment to overcoming bullying by practicing zero tolerance.
- inform students and parents of the College's expectations and to foster a productive partnership which helps to maintain a bully free environment.
- educate students, parents and staff about the causes, nature, effects and prevention of bullying.
- provide support for victims of bullying.
- ensure that the perpetrators of bullying behaviour understand and accept responsibility for their behaviour and receive appropriate discipline and rehabilitation in accordance with our Student Management policies.



DEFINITION

Bullying is repeated intimidation over time of a physical, verbal or psychological nature of a less powerful person by a more powerful person or group of persons. Three important points in this definition are:

- **Power** – People who bully may acquire power through various means: physical size and strength, status within a peer group, and recruitment within the peer group so as to exclude others.
- **Frequency** – Bullying is not a random act. It is characterised by its repetitive nature whereby the children who are bullied not only have to survive the humiliation of the attack, but live in constant fear of its reoccurrence.
- **Intent to harm** – Bullies usually deny any intent to harm others and may not always be conscious of the harm they cause. Causing physical and emotional harm however, is a deliberate act. It puts the person who is bullied in a position of oppression by the person who bullies.

Some examples of bullying may include:

- Any form of physical violence towards others.
- Invasion of another's personal space with the intent to intimidate.
- Using offensive names, teasing or spreading rumours about others or their families or friends.
- Using put downs such as negative nicknames or belittling others' abilities, achievements or efforts.
- Ridiculing others because of their race, gender, religion, social grouping, physical appearance or dress sense.
- Writing offensive notes, e-mail or graffiti about others.
- Using a third person or group to influence others against someone.
- Hurtfully excluding others from a group, conversation or event.
- Using standover tactics or threats to intimidate others.
- Interfering with another's property by stealing, hiding, damaging or destroying it.
- Making sexually suggestive comments or gestures or telling sexually oriented jokes that cause discomfort, which could be classed as sexual harassment.

Cyber-bullying is a form of bullying involving the use of information and communication technologies (such as mobile phones, the internet and social media sites) to deliberately harm another person. Cyber-bullying may include:

- Sending unwelcome text messages to harm, shame, exclude, embarrass or intimidate another person.
- Circulating hurtful messages or images with the intention of humiliating someone or isolating them from their peer group.
- Posting messages, images and videos on social media.
- Sharing sexually explicit images via text messages, known as *sexting*
- Using text messages and social media sites whilst using someone else's identity/personal details, known as *hacking*.



POLICY IMPLEMENTATION

Our proactive response to bullying includes:

- Facilitating an environment that ensures every student flourishes; free from the threat and fear of bullying.
- Not condoning or trivialising any bullying behaviours.
- Informing staff and students about how to recognise bullying behaviour. Individual classes and teachers will address important issues of bullying, inclusion, acceptance, servanthood, fellowship, caring for others, and self-esteem in Devotions and Personal Development & Health KLA's. In this way students are receiving ongoing guidance and support from a teacher they see daily and have an existing relationship with.
- All College staff (including in the playground or on excursions) have a responsibility to report any incident of bullying to a student's classroom/homeroom teacher or Year Advisor. The teacher responsible will then follow up the incident in accordance with the Student Management Policy and record the incident.
- It is important that the communication lines between home and College be open. Parents will be informed of bullying and any incidents reported by parents will be investigated.
- Disciplinary action taken as a result of bullying by a student will be managed in accordance with the Primary and Secondary Student Management Policy.
- In servicing of teaching staff on the ability to identify different forms of bullying and how to address bullying issues.
- Facilitating Student Wellbeing initiatives across K-12, including Care Groups, Student leadership programs and an organised approach to delivering pastoral care.

Victims of bullying behaviour at Mount Annan Christian College will be urged to consider using some of the following strategies

- confront the offending student and make it clear that such behaviour is unacceptable;
- speak with the relevant teacher or parent/guardian to work out strategies for dealing with the problem and follow the appropriate guidelines for the management of bullying;
- Referral to external agencies such as counselling services if appropriate.
- Refrain from the use of ICT, mobile phone and social media technologies.

Bystanders (other students) should:

- inform an appropriate member of staff or responsible senior student immediately;
- make it clear to others in the peer group that such behaviour is wrong;
- understand that observing such behaviour without action can be seen as supporting the offending student;
- Responsibly use ICT, mobile phone and social media technologies;



We encourage parents to

- be supportive of the College's efforts to deal with incidents of bullying and be willing to attend interviews or conferencing if required;
- be aware of signs of distress or changed behaviour that may indicate their child is a victim of bullying, for example, reluctance to attend College, a pattern of headaches or stomach pains, frequently missing equipment that is out of character, requests for extra money, damaged clothing or bruising;
- take an active interest in their child's social life and friendship groups;
- communicate openly and regularly with their child so the child is more inclined to tell them of problems before they become major problems;
- encourage their child to report the problem to a trusted teacher or do so themselves if the child is unable to do so;
- refrain from encouraging the child to retaliate or involving themselves directly with the child or their parents;
- trust the College's established procedures and desire to reach the best outcome for all parties concerned rather than seek revenge;
- Refer their child to external agencies such as counselling services if appropriate.
- Monitor their child's use of ICT, mobile phone and social media technologies.
- Attend College events which educate them about bullying and cyber-bullying.

MANAGEMENT OF A BULLYING INCIDENT

Step 1

All reports of bullying (including cyber-bullying) are to be investigated in the first instance by the relevant staff member in consultation with the Head of Primary/ Secondary to determine the nature and extent of the bullying.

Step 2

If the bullying incident is a minor first offence, staff will follow up the incident as appropriate. This should involve bringing the parties together, with other relevant people as required, in student conferencing. This will allow both the offending party and the victim to talk through the situation and the offending student being given the opportunity to apologise and accordingly modify their behaviour. The offending student must be very clear on the fact that their behaviour is wrong and must not reoccur.

Step 3

If the bullying is a serious first offence, the teacher will interview the offenders and the victim and the parents will be informed. The offending student will have discipline applied in an appropriate manner and counselled to assist them from re-offending. The victim will be provided with appropriate support. Staff will then appropriately monitor the students involved.



Step 4

In the event of repeated offences of bullying by the same student, the Head of School will interview the offending student in the presence of their parents and the teacher. A more comprehensive conference would be arranged. Direct consequences for repeated incidents of bullying behaviour may include:

- detention;
 - separation from peers;
 - College or community service;
 - professional assistance or counselling such as conflict resolution, anger management, referral to College Chaplain or Police Youth Liaison Officers (see contact details below);
 - suspension or expulsion at the direction of the Headmaster and in accordance with Primary and Secondary Student Management Policy;
 - being banned from bringing a mobile phone/device to College and/or from using the College's ICT resources;
 - details of all alleged and investigated but unconfirmed bullying incidents will be recorded within the normal record keeping methods of individual teachers;
 - details of all confirmed and investigated cases of bullying and the related disciplinary outcomes for both the victim and offender will be recorded on the student files located in the Admin office as well as a soft copy of any documentation produced. All standard record keeping practices should be maintained by staff eg diary entries and/or staff emails;
 - the relevant teacher or Executive Leadership member will conduct a post bullying review with the victim and offending student to ensure that the situation has improved. The review should be shortly after the original incident and in the following days and/or weeks;
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- **Police Youth Liaison Officer for Camden is Senior Constable Mark Scambury (02) 4632 4462**
 - **College Liaison Police for Campbelltown/Camden is Senior Constable Mel Sumerta (02) 4632 4453 M: 0417 735 487**

GRIEVANCE POLICY

VISION STATEMENT

To provide a Christ-centred learning environment that empowers each individual to enjoy a life of purpose.

RATIONALE

In a Christ-centred community our College's Grievance Policy seeks to provide each student, parent/guardian or staff member with the opportunity to access procedures to facilitate the resolution of a grievance, concern or complaint about the College in a conciliatory manner. It is the College's desire to facilitate a unified and peaceful community where its members treat each other as we would like to be treated – with dignity, respect, honesty and grace.

POLICY

Mount Annan Christian College recognises that all members of the College community have the right and an opportunity to express disappointment or disapproval and seek resolution and reconciliation with the intent of clearly reaching mutual understanding amongst the parties involved whilst being afforded a procedurally fair process.

PRINCIPLES

1. All grievances will be treated seriously, having due regard to procedural fairness principles
2. Resolution of grievances and the preservation of relationship should be the intent of all communication regarding a concern of a community member.
3. Parents and Guardians have a recognised right to seek access to information about and clarification of circumstances relating to the education and welfare of children in their care.
4. All grievance matters should initially be attempted to be resolved at the lowest level of operational/leadership responsibility.
5. Where appropriate, Biblical principles are encouraged and pursued to ensure that the positive relationships that exist within the grievance resolution process are maintained.
6. If initial face-to-face communication with an applicable staff member occurs and yet fails to achieve resolution, the grievance matter should be placed in writing, giving detail of the nature of the grievance and action taken to date and then taken to the next step in the resolution process.
7. Concerns of parents should be communicated in accordance with the accompanying procedures. Steps have been set in place to protect students, staff and parents from unnecessarily escalating issues of concern whilst ensuring that matters are heard openly and responded to appropriately.
8. When processing a grievance all parties are to show the utmost respect for the privacy of the students, parents or staff involved and the confidentiality of all information related to the grievance resolution process. No other communication about the matter should be entered into by anyone involved.
9. A member of the Executive Leadership shall reserve the right to communicate with other College community members in order to seek a resolution during the grievance process. This includes the right to delegate responsibilities to other staff members to assist in the resolution process.
10. Certain staff members are given Executive responsibility for resolving grievances in a manner that is in keeping with College policy and procedure.



11. The College will reserve the right to manage grievances brought by a student against another student under the College's Student Management policies and the procedures contained therein.
12. A record of communication should be kept for all formal interviews.
13. A formal written communication of the resolution of the grievance should be distributed to those involved in the process.
14. Concerns specifically related to the Headmaster should be directed to the Chairman of the College Board.

PROCEDURES

Step 1

Make an appointment to discuss the grievance matter face to face with the staff member concerned.

Having spoken to the staff member and if the grievance matter is not resolved, the student, parent/guardian or staff member should place the grievance matter in writing, giving detail of the nature of the grievance and all actions taken to date.

Step 2

If the grievance is still unresolved, an appointment (with written details of the grievance matter provided) should be made with the Head of Primary / Secondary or Headmaster to discuss the matter further.

Step 3

If the matter remains unresolved to your satisfaction, the next step is to arrange an appointment with the Headmaster.

Step 4

If the grievance matter is still unresolved or the person is dissatisfied with the Headmaster's handling of the matter, the final step is to write a letter addressed to the Chairman of the College Board.

Letters are to be addressed to:
The Chairman of the College Board
Mount Annan Christian College
PO Box 7039
MOUNT ANNAN NSW 2567

STUDENT WELFARE / PASTORAL CARE POLICY

VISION STATEMENT

To provide a Christ-centred learning environment that empowers each individual to enjoy a life of purpose.

POLICY STATEMENT

Mount Annan Christian College endeavours to promote a healthy, supportive and secure environment for all children. It seeks to use biblical truth and principles to underpin the interactions in this educational community.

Student Welfare encompasses everything that the College community does to meet the personal and social needs of students and enhance their well-being. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

It seeks to assist young people to grow strong and to grow up into Christ. It seeks to raise awareness of what makes students resilient and to develop policies, structures and practices to reduce vulnerabilities, to build connectedness, and to develop community.

SCOPE

This policy applies to all staff, students and caregivers/parents. The following policies and documents should be read in conjunction with this policy:

- Student Management policy
- Anti-bullying policy
- Staff Code of Conduct
- Child Protection Policy
- Grievance Policy

RATIONALE

The College accepts that parents and families have the prime responsibility for the welfare of their children. Families, however share that responsibility with the general community and a range of social institutions, including Colleges.

A division between the College's responsibility and that of the home is artificial and fails to recognise the child's development as a whole person.

Therefore, every teacher is responsible for student welfare and they are accountable through the trust that parents have placed in them through their shared role.

AIMS

Mount Annan Christian College aims to create a positive environment in which all teachers assume responsibility for the student's wellbeing endeavouring to provide successful experiences for all children, where children feel safe and secure in a supportive environment where a sense of belonging and wellbeing are strengthened.



- Staff are confident, skilled and proactive in the management of student welfare issues.
- Communication processes and protocols are clear and well known to ensure the effectiveness of student welfare support.
- To engage with the families and to support them in raising their children.
- To encourage students to develop healthy relationships, in and out of College.
- Reduce incidents of mental health.

POLICY IMPLEMENTATION AND ORGANISATION

The College will adopt a proactive and strategic stance with issues of student welfare, rather than operating in a consistently reactive mode.

The College will implement wellbeing support structures and programs which prioritise and address the identified needs of individual students or the College as a whole and that help implement the aims of the policy.

The College will endeavour to implement and maintain programs such as:

1. Development and implementation of Academic Care Program through Learning support, Student Academic Mentoring (SAM) Program.
2. Developing student leaders.
3. Student Awards (Student Management Policy).
4. Biblical Education.
5. Training staff in wellbeing strategies and developing their skills.
6. Transition Programs between Primary and Secondary.
7. Developing effective pastoral and behavioural referral systems.
8. Developing effective monitoring systems.
9. Developing effective grievance processes including allegations of harassment or bullying(including physical, non verbal or verbal).
10. Child protection policies and protocols including mandatory reporting and investigation of allegations against teachers/volunteers etc.
11. Camps, inviting special guest speakers, Ministry and Service.
12. Monitoring absences and attendance.
13. Developing effective learning environment.
14. Comply with College WH&S policies including formal risk assessments.
15. Overt and active playground duty supervision .
16. Encouraging the majority of staff to have current Resuscitation and First Aid certificates.
17. Effective excursion, sporting and camps policies and programs.
18. Class-based devotional activities.

Chaplaincy Program

The College has a Chaplain that works onsite 2 days a week. The chaplain is involved in working with individual students or small groups of students in both developmental and preventative well-being issues.



Student Referrals

The Chaplain can only initiate meetings with students through the Chaplaincy Referral System.

A student can only be referred to the Chaplain through a Senior Executive Member or Stage Advisor.

If a teacher/parent/student has a concern/need to see the Chaplain it must be reported to one of the above people first.

Students/Parents/Teachers are not to deal directly with the Chaplain for referrals.

The Chaplain is involved in (but not limited to):

- Bounce Back Program
- Individual / spiritual guidance
- Grief/Loss Counselling
- Family Support
- Mind Matters Program
- Social Skills Program
- Community Service
- College Camps

We also have a commitment to liaise with outside Welfare Organisations such as Anglicare, Local Police Liaison Officers, Mission Australia, Youth Liaison Officer – Camden/Campbelltown Council, Young Carers Australia, if the student and/or family need extra support.

Middle Years Program

In our Primary and Secondary Stage 3 and Stage 4 classes, specific pre and early adolescent needs are recognised and addressed by staff through teaching and pastoral programs.

- Homeroom/Care Group Teachers
- Breakdown of Curriculum
- Management and reward Systems
- Camp program
- Student Engagement initiatives
- Support and mentoring
- Forum and community events
- Playground areas
- Mentoring – through Stage CARE groups
- Academic Competitions



CARE Groups – Mentoring Groups Incorporating Positive Psychology

Core Values

Care groups are pastoral care groups that meet regularly. Groups consist of students from vertical grade groupings. Care Group teachers are mentors to the students in their groups and develop programs around the College Core Values that focus on the Spiritual, Academic, Physical (Fitness), Social/Emotional growth of the students within their groups. Mentoring is encouraged within the group between younger and older students.

Currently, groups meet every second Thursday morning for 50 minutes and also every morning for 20 minutes during roll call.

EVALUATION

The needs of the students are continually being assessed. Programs are implemented as the need arises and as the resources become available. Identification of needs occurs at various levels of operation throughout the College, including but not limited to the Executive meeting and staff meeting structures and Stage Advisor interactions. Other areas that require specific development are identified on an Executive Leadership planning level and will be implemented according to the College's Strategic Educational Plan. See the latest version of the Educational Strategic Plan for more details.



SUMMARY OF FINANCIAL INFORMATION

