

# Mount Annan Christian College Annual Report 2022



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## Headmaster's Report

2022 has again been a wonderful and significant year of growth and development of the College. 2022 saw us add 138 students to the College and with continued interest we have a predicted enrolment of 950 students for 2023.

It's exciting to see our Masterplan become a reality with the College opening a new Administration Centre, Cafe and Year 12 Common Room in 2022. We have also seen the completion of our new College entry and Plaza which provides a wonderful outdoor play area and passive recreational and learning space.

Term 4, saw the commencement of the next phase of our development with 12 new learning spaces for Early Stage 1 (Kindergarten) and Stage 1 (Year 1 and Year 2) and our featured Learning Street which is due for completion in early term 4, 2023.

We are also currently well advanced in planning for the following phase which will be the largest of our projects, a 3-storey High School facility which will include various learning spaces including a lecture theatre.

On 26 October 2022, we celebrated the official opening of the new Administration Centre and Plaza and acknowledged the contribution of Mr Andrew Gray who has been involved with the College since 2003 in the capacity of employee, Board Director and Board Chair. In honour of his outstanding service we renamed our multipurpose hall as the AP Gray Hall. We also erected a memorial, celebrating and remembering those who founded the College. We referred to the story of the people of Israel crossing the Jordan River and entering the promise land and placing 12 stones to represent each tribe. Our memorial represents the 12 stones and the verse from Joshua 4:6-7 that states in the future, your children will ask you, 'What do these stones mean?' Then you can tell them. So my hope and prayer is that we never forget the sacrifices of those who came before us as we enjoy what we have now and what we look forward to in the future.

Another great highlight for 2022, was seeing the end to so many of the COVID restrictions that have impacted our sense of connection and community which is such a feature of MACC. To be able to see the students arrive each day, to welcome them and to see them enjoying the educational journey has been so rewarding.

As we celebrate 2022 and look forward to the future, I wish to emphasise our commitment to each and everyone of the precious young lives that attend MACC, our commitment to the families and to our staff and to maintaining our Christian heritage and foundations now and into the future.

Our STEM, outdoor learning programs, the committed focus on staff professional development, smaller class sizes, individual learning plans for all K-6 students and a significant increase in extra-curricular activities has provided a rich foundation and seen the continued improvement of the academic results of MACC. Some of these activities in Primary include: art club, spotlight drama, dance group, nature club, Tinkertime, IPSSO Sport and Motiv8 Sports. In Secondary, students have the opportunity to participate in mock trials, debating, drama, snow trips, agriculture shows and the Duke of Edinburgh program.

In the midst of all these initiatives the College continues its fundamental commitment to each child and our Christian foundations, with the aim for the holistic development of each child so they can "enjoy a life of purpose".

The College's Christian foundation remains a strong basis and platform in helping us, as we grow and develop. Our continued relationship with C3 New Hope remains pivotal as we move forward and I thank the Lead Pastors Mr Daniel Warren and Mrs Alison Warren for their support in 2022.

I would like to thank our College Board, Mr Ken McLean, Anthony Dodds, David Turner and Dan Warren for their support and commitment throughout 2022.

I wish to also acknowledge my Executive Leadership Team, Mr David Chegade, Head of Operations, Mrs Debbie Pope, Head of Primary and Mr Mark Camilleri, Head of Secondary for their continued commitment, dedication, hard work and faithfulness to me, our College's vision and our students and families.

I look forward to 2023 with great excitement and anticipation as the College continues to grow, develop and impact more and more families in the wonderful Macarthur region.

Gabi Korocz  
**Headmaster**

## Chairman of the Board

It's been an amazing year of growth and development at Mount Annan Christian College.

I was excited to speak at the official opening of our new Admin Building and Plaza.

We paid tribute to the men and women of faith who went before us, who believed Macarthur needed an Educational Institution with Christ at the Centre. They've left a superb legacy for us.

Their eyes saw beyond their immediate present to believe for what could be achieved - a thriving and effective College Ministry, meeting needs of a people coming behind them, a people whom they believed for, but never met.

We are those people. Our Students are those people, Our Families are those people.

Parents, more than ever before, are choosing Educational Institutions that align with their own values. Organisations not afraid to stand for something not only foundational - but eternal. It is HIS PRESENCE that makes all the difference.

Buildings are beautiful, open spaces - outstanding, our master plan - majestic and the future fantastic, but without the Presence of God, we simply become 'another educational institution'.

MACC is a place where students find strong, undergirding and overarching principles and values that have stood the test of time. We aim to help young people understand their own value, purpose goes well beyond 'Success' and 'Excellence', increasingly being misportrayed and poorly defined in a fast moving and shifting post-modern world that has lost connection with its origins.

In the midst of striving for Excellence, we must never forget the Experience.

It is essential that we continue to offer a "Christian Education" that values God's presence and power. - That is our Distinctive. That is our mandate.

Our Current Board, composed of David Turner, Anthony Dodds, Dan Warren and myself (as Chair), are extremely grateful to God for his guidance throughout the last 20+ years, and we remain committed to fulfilling this distinctive mandate.

As a Ministry of C3 New Hope Mount Annan, we rely on God's Grace, His Word, and the leading of

His Holy Spirit to see the foundational principles of "Faith in Action" result in a truly unique and impressive outcome for our children and our community.

We are blessed to have such an incredible Executive Team, empowered with the responsibility to pursue that mandate.

Led by our Highly Acclaimed Headmaster, Gabi Korocz, whose enthusiasm for an educational experience that is purposeful, passionate, personable and precise is contagious.

He treats students as his own, taking interest in their individual personalities and needs, applauding their successes and encouraging them to reach for their best, even in the midst of trying circumstances. In many ways, he is like a 'father' to them ... and not only them, but also to over 100 staff, teaching and non teaching, who benefit from his wisdom and counsel.

Mark Camilleri, Head of Secondary and Deb Pope, Head of Primary make up the teaching and learning side of the Executive Team. Helping their staff to deliver outstanding educational outcomes with genuine care and compassion for the needs of our students. Partnering with Parents, educators and supporting staff are doing all that is necessary to develop young people that are Nurtured for Life and Prepared for Purpose.

David Chehade, Head of Operations, has been instrumental in God's hand. This was David's last year at MACC. We thank him for his diligence, hard work, attention to detail, determination, and his unique 'business and financial acumen' have resulted in the success of the College Balance sheets. His ability to manage projects, on behalf of, the Headmaster and the Board, has resulted in the excellent Buildings and Facilities we see around us.

We welcome Scott Grant, our new Head of Operations, who joins the team with a wealth of knowledge and experience. We look forward to his wisdom and counsel as we continue to grow and develop into everything God calls us to be.

I am excited to see the continuing growth and development of the College and its ongoing ministry in the years ahead.

What has been achieved, cannot be attributed to individuals, who acted on their own.  
What will be achieved, will not be accomplished by individuals who will act on their own.  
We cannot do this alone; we value our relationships with Christian Schools Australia, the AIS, Governments - Federal, State and Local, Staff, Volunteers, Parents, Students and Alumni. Our Local Church community who pray for and contribute to the College. Each helps us, as an educational institution, to offer an education that Nurtures Students for Living this life, by demonstrating concern about each individual student and their developing needs.

As an Educational Institution, we seek to prepare students for purpose on this Earth, to foster good, lasting, loving relationships and by working hard and pursuing excellence, to set the foundation for rewarding careers that help them to feel accomplished and provide for their families, and the community at large.

As a "Christian Educational Organisation" we seek to help them, like our forebears, to see beyond themselves and live for a Purpose that goes way beyond this world and into Eternity.

Our key values of Innovation and Creativity, Fairness and Compassion and Mission and Service will help to achieve this.

At the end of the day, we, as God's Servants, seek to use the gifts and resources He has provided, in partnership with a Community of Faithful Men and Women, to establish His Kingdom for His Purposes and for His Glory.

To that end, we remain resolute.

Ken Mclean  
**Chairman of the Board**  
**Mount Annan Christian College**



## From the College Captains

### 2022 - A Year of Prosperity

2022 has been a year of profound growth both for the SLC team and the wider MACC community. Although some limitations still remained in place due to the unforeseen risks associated with Covid-19, a prosperous year still occurred at MACC as normality slowly reintroduced itself.

The Student Leadership Council and the MACC community have engaged in a number of exciting initiatives that subsequently unified the College community. Most notably of which was our annual MACC's Got Talent showcase, which allowed a number of talented High School and Primary school students the opportunity to showcase their musical and creative talents. Students were also treated with an item from the teachers, which was a crowd favourite. Through the continual efforts of both MACC Student Leadership Council members and the college community, a number of amazing events were hosted and attended. Such events included:

- Harmony day Fundraiser and Fashion Show
- Student representation at the annual Camden Anzac day March
- Student participation in the MACC Anzac day service
- Camden council's International Women's Day Gala

- Presentation of the 'Do it For Dolly' initiative at Monday morning assembly by a fellow Year 12 Prefect
- A visit to the NSW Parliament house and trip to the NSW Governor General's mansion
- Breakfast with the NSW Premier as part of the Greater Narellan Business Chamber initiative for young leaders
- Grand opening of the new Admin building and Year 12 Common Room
- MACC Winter Appeal
- MACC fundraiser and food donations to Turning Point Camden
- MACC's Got Talent
- Grand opening of the new Plaza Area

As the 2022 Mount Annan Christian College school Captains, we are extremely grateful for the amazing opportunity given to us at the beginning of our Year 12 studies. It has been an honour and a privilege serving the College community alongside such a wonderful leadership council. As our time as School Captains comes to an end, we wish the next set of leaders within the 2023 cohort the best of luck and we pray that God will continue to guide the school as it enters into its next chapter.

Jorge Carbonell and Mackenzie Godfrey,  
**College Captains 2022**







## Our College

Mount Annan Christian College was established in 1999 when it commenced operations with classes from Kindergarten to Year 7. In 2022, the College continued its rapid growth and had 757 students in Kindergarten to Year 12 with an additional 85 Prep students. The College has a projected growth of 950 for 2023 and our plans are to increase this to our maximum size of 1258. 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) and Christian Schools Australia (CSA).

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 schools 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 previously by the Educator Magazine. Since 2016 - 2021 our HSC results have been historically been the best, in 2020, one of students finished 2nd in the state for Design and Technology with them STEM project of building a robotic prosthetic arm for a child. In 2019, the College was recognised by the Sydney Morning Herald as one of the most improved schools in NSW between 2016 - 2019 "Other schools showing consistent improvement from 2016 to this year include Mount Annan Christian College, Springwood High School and St Mark's Coptic Orthodox College".

At its heart, MACC's goal is to produce the best young people we possibly can, therefore there is a strong emphasis on our core values:

### 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**

There is a constant review and range of initiatives to ensure we fulfil our core values. This results in our student body being characterised as a harmonious, respectful and servant-hearted group. The main contributing factor of this flows from the consistent support and commitment of the families represented with the College along with our staff to the belief and adherence of our Christian ethos and College vision: To provide a Christ-centred learning environment that empowers each individual to enjoy a life of purpose.

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 69 full-time and part-time members on the teaching staff and 41 full time/ part-time equivalent non-teaching staff members.

2022 has been very significant for the College and the expectation of growth will continue through 2023.

**MOTTO:  
NURTURED FOR LIFE  
PREPARED FOR PURPOSE**

## 2022 NAPLAN Results

In May 2022, 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](http://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 has been the growth of our students in writing scores, as well as very strong results for our Year 7 students. We have included a brief highlight of our 2022 results below.

### Year 3

More than 75% of students are at or above the National Minimum Standard in all 5 conventions.

94% of students are at or above the National Minimum Standard for Writing.

### Year 5

More than 75% of students are at or above the National Minimum Standard in all 5 conventions.

88% of students are at or above the National Minimum Standard for Reading.

### Year 7

More than 80% of students are at or above the National Minimum Standard in all 5 conventions.

87% of students are at or above the National Minimum Standard for Writing.

### Year 9

More than 75% of students are at or above the National Minimum Standard in all 5 conventions.

91% of students are at or above the National Minimum Standard for Reading.

### Percentages in Bands

Year 3	Top 2 Bands	Top 2 Bands	Bottom 2 Bands	Bottom 2 Bands
	MACC %	State %	MACC %	State %
Grammar & Punctuation	39.7	56.3	14.7	10.9
Numeracy	27.9	39.8	16.2	13.8
Reading	46.8	50.0	11.8	11.1
Spelling	45.6	54.4	14.7	12.9
Writing	50.8	59.7	6.2	6.5

Year 5	Top 2 Bands	Top 2 Bands	Bottom 2 Bands	Bottom 2 Bands
	MACC %	State %	MACC %	State %
Grammar & Punctuation	28.6	36.6	11.9	13.7
Numeracy	19.0	31.2	23.8	14.7
Reading	28.6	43.8	11.9	11.4
Spelling	35.1	33.3	9.5	12.2
Writing	16.2	21.4	14.3	15.3

Year 7	Top 2 Bands	Top 2 Bands	Bottom 2 Bands	Bottom 2 Bands
	MACC %	State %	MACC %	State %
Grammar & Punctuation	31.3	29.1	19.4	19.1
Numeracy	41.8	37.1	16.4	17.0
Reading	31.3	30.9	11.9	15.1
Spelling	38.8	39.9	11.9	14.4
Writing	35.8	29.8	13.4	19.0

Year 9	Top 2 Bands	Top 2 Bands	Bottom 2 Bands	Bottom 2 Bands
	MACC %	State %	MACC %	State %
Grammar & Punctuation	15.9	26.8	18.2	25.0
Numeracy	22.7	25.4	18.2	16.5
Reading	18.2	25.5	9.1	21.6
Spelling	20.5	22.2	15.9	17.7
Writing	13.6	19.1	25.0	28.9

## Record of School Achievement (ROSA)

In 2022, the formal Record of School Achievement was awarded by NESA to 5 students.

## 2022 Higher School Certificate

Students Completing the HSC		
2020	2021	2022
35	20	18

## 2022 Higher School Certificate Results

In 2022, 18 students sat for the Higher School Certificate completing a total of 91 HSC examinations, highlights include:

- 4 students were formally recognised as Distinguished Achievers in the HSC (gaining a Band 6 in one or more subjects)
- 100% of students achieved a Band 5 (80%) or above in Modern History and Visual Arts
- 100% of students achieved a Band 4 (70%) or higher in 6 subjects: English Advanced, Mathematics Advanced, Mathematics Extension 1, Modern History, Physics and Visual Arts
- 50% of students within each class scored a Band 4 (70%) or above in 12/14 of the courses offered: Business Studies, Chemistry, Community and Family Studies, English Advanced, English Standard, Geography, Mathematics Advanced, Mathematics Extension 1, Mathematics Standard 2, Modern History, Physics and Visual Arts
- 8 Subjects had an average mark above the state average: Business Studies, Community and Family Studies, English Advanced, Mathematics Advanced, Mathematics Standard, Modern History, Physics and Visual Arts
- Students achieved a Band 4 (70%) or higher in 75% of exams attempted
- Students achieved above Band 2 (50%) in 100% of exams attempted

2022 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	50	18.82	50	55.56	0	25.59
Biology	8	50	20.76	37.5	52.55	12.5	26.65
Business Studies	12	16.66	10.6	24.99	54.88	58.33	34.5
Chemistry	4	25	15.77	75	51.16	0	33.03
Community and Family Studies	8	0	6.84	50	60.8	50	32.31
English Advanced	11	0	0.94	45.45	31.92	54.54	67.09
English Standard	7	14.28	12.44	71.42	72.16	14.28	15.36
Mathematics Standard 2	9	0	18.85	88.88	52.3	11.11	28.82
Mathematics Advanced	5	0	5.72	80	45.36	20	48.88
Mathematics Extension 1	2	0	6.2	50	20.41	50	73.36
PDHPE	7	0	21.03	57.14	53.12	28.57	25.81
Physics	3	0	13.52	66.66	45.14	33.33	41.3
Visual Arts	4	0	1.71	0	32.64	100	65.62
Modern History	3	0	11.84	0	53.96	100	34.17
Geography	2	0	10.78	100	47.25	0	41.94

### Comparison Over Time

Course	% in Bands 1-2			% in Bands 3 -4			% in Bands 5-6		
	% in E1			% in E2			% in E3-E4		
	2020	2021	2022	2020	2021	2022	2020	2021	2022
Biology	11.11	0	50	66.66	83.32	37.5	22.22	16.66	12.5
Business Studies	0	0	16.66	54.54	71.42	24.99	45.45	28.57	58.33
Chemistry	25	100	25	50	0	75	25	0	0
Community and Family Studies	0	0	0	26.66	77.77	50	73.33	22.22	50
English Advanced	0	0	0	35.29	62.5	45.45	64.70	37.5	54.54
English Standard	0	0	14.28	73.32	99.99	71.42	26.66	0	14.28
Geography	0	N/A	0	66.66	N/A	100	33.33	N/A	0
Mathematics Standard 2	6.25	12.5	0	62.50	87.5	88.88	31.25	0	11.11
Mathematics Advanced	0	0	0	75	100	80	25	0	20
Mathematics Extension 1	0	N/A	0	0	N/A	50	33.33	N/A	50
Modern History	0	N/A	0	70	N/A	0	30	N/A	100
PDHPE	0	22.22	0	39.99	66.66	57.14	59.99	11.11	28.57
Physics	40	N/A	0	40	N/A	66.66	20	N/A	33.33
Visual Arts	0	0	0	33.33	50	0	66.66	50	100

In 2022, 94% of the Year 12 students attained the Higher School Certificate, 1 student is undertaking the HSC Pathway option and is completing the HSC over 2 years. 3 students (17%) participated in vocational education training courses.

## External Studies

5 students undertook Sydney Distance Education courses:

Agriculture x 2  
Legal Studies  
Society and Culture  
Sports Lifestyle & Recreation

3 students undertook TVET courses:

Animal Studies  
Human Services: Nursing  
Fitness



## Professional Learning Undertaken by Teachers

59 full-time and part-time teaching staff were employed in 2022 with the full-time teaching equivalent staff being 57.5 (FTE). All 59 teachers have teaching qualifications from a higher education institution within Australia or as recognised within the AEI-NOOSR guidelines. 54 Teachers were accredited at the Proficient level with 5 teachers being either at the Conditional or Provisional level.

Throughout 2022 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.

### Whole College Professional Development

Building Learning Power continued to be our main area of Professional Development for staff in 2022. Throughout the year our teaching staff engaged with a series of blended learning modules provided by TLO who experts in the Learning Power approach are based in the UK. The College engaged Maryll Chambers and Steve Watson from TLO to support our Middle Leaders through video conferencing sessions, as well as delivering a Workshop for all of our teachers during our mid-year Professional Development Week.

Due to the College's continued growth, we had many new staff join us in 2022, considerable time was dedicated to our Staff Induction Process, working with teachers to ensure a smooth transition to MACC as well as the provision of training for all new teachers in the Building Learning Power program that the College commenced the previous year. Professional learning was also conducted with new scheme staff on becoming accredited at Proficient Teacher level with NESA as of the commencement of 2022. Staff were able to meet individually to discuss the implications surrounding this initiative. During our mid-year Professional Development Week, all staff participated in a briefing of NESA requirements for both new scheme and pre 2004 staff, including the importance of maintenance of accreditation and ways to demonstrate their continued proficiency. Information sessions were also provided for staff wishing to achieve accreditation at the level of Proficient Teacher or Experienced Teacher as well as ISTAA - Independent Schools Teacher Accreditation Authority Teacher Accreditation Pathways.

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. All Teachers were also provided with online access to TLN (Teacher Learning Network) which hosts a range of live and on-demand webinars and Professional Learning courses.

### Primary Professional Development Courses

- SSP STEM School Challenge
- Planning and Programming for the New Mathematics K-2 Syllabus
- Leading the implementation of the New English K-2 Syllabus
- The Learning Power Approach: A Day with Guy Claxton
- The Accidental Counsellor
- 'Play Matters: The post pandemic classroom and why Play Matters more than ever'
- ACHPER PDHPE K-12 Conference
- Completing Differentiation for students with a learning disability
- 2022 MANSW Annual Conference
- AIS Circles for Social Emotional Learning
- Personalised Learning Processes for Aboriginal Students
- Nationally Consistent Collection of Data: An Introduction for School Teams
- Dyslexia Decoded

### Secondary Professional Development Courses

- SSP STEM School Challenge
- Art on Trial - Strategies for Teaching Secondary Art History and Art Criticism
- Shark Tank eSchool Commerce Module
- Leading Effective Classrooms
- AISNSW Wellbeing Conference 2022 - Along For The Ride
- Restorative Practice in Schools
- Promoting and Protecting Student Wellbeing and Mental Health
- Live Life Well @ School: Starting the Journey - Self Paced Learning Experience
- AISNSW PDHPE Conference 2022
- BGBAA Breeders Workshop

- CSA Teaching and Learning Community of Practice
- HSC English: The Craft of Writing: Standard and Advanced
- Online Captivate Year 10 Food Technology
- Chemical Safety in Schools Basic Induction
- Deepening the Learning in Mathematics

### Professional Associations

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. Throughout 2022 the College continued membership of the following professional association to enhance the opportunities afforded staff for professional learning.

Other associations include:

- AIS NSW (Association of Independent Schools)
- AHISA (Australian Heads of Independent Schools Association)
- MISA (Macarthur Independent Schools Association)
- TLN Teacher Learning Network
- EBE NSW (Economic and Business Educators New South Wales)
- HTA NSW (History Teachers Association of New South Wales)
- LSA (Legal Studies Association of New South Wales)
- GTA NSW (Geography Teachers Association of New South Wales)
- MANSW (Maths Association of New South Wales)
- PETTA (Primary English Teachers Association)





## Staff Information

During 2022 the Staff was made up of an Executive Leadership Team:

Executive Leadership Team	Secondary Leadership Team	Primary Leadership Team
Headmaster Head of Operations Head of Secondary Head of Primary	Head of Secondary Director of Studies Director of Wellbeing Director of Teaching and Learning English Coordinator 7 - 12 Mathematics Coordinator 7 - 12 Science Coordinator 7 - 12 PDH/PE Coordinator 7 - 12 HSIE Coordinator 7 - 12 Technologies Coordinator 7 - 12 Year 7, 8, 9, 10 & 11/12 Advisors Learning Support Coordinator 7-12	Head of Primary Assistant Head of Primary Kindergarten Coordinator Stage 1 Coordinator Stage 2 Coordinator Stage 3 Coordinator Learning Support Coordinator K-6

### Workforce Composition

2022 College Staff	
Teaching Staff	59
Full-time equivalent teaching staff	57.5
Non-teaching staff	41
Full-time equivalent non-teaching staff	37.34

In 2022, the College was not aware of any Aboriginal or Torres Strait Islander people on staff.



# Student Attendance & Retention Rates & Post-School Destinations in Secondary Schools

## Student Attendance Rates

Primary School	
Year Level	Attendance Rate
Kindergarten	88.60
Year 1	87.80
Year 2	88.70
Year 3	87.50
Year 4	88.80
Year 5	89.80
Year 6	87.90

Secondary School	
Year Level	Attendance Rate
Year 7	88.50
Year 8	87.20
Year 9	86.30
Year 10	85.90
Year 11	85.90
Year 12	90.70

For whole school student attendance rates please refer to the schools data on the My School Website <https://www.myschool.edu.au/school/43864/profile/2022>

### Management of non-attendance

As per the school's Attendance Policy, 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.

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 Admin 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 the Admin Office 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.

## Student Year 10 – 12 Retention

Total number of Year 10 Students enrolled at MACC in 2020	22
Total leavers from Year 10, 2020	2
Year 10 Students from 2020 retained and graduated in Year 12 2022	16
Total Number of Year 12 Students who graduated in 2022	17

### Post-School Destinations

In 2022, 82.4% of students gained successful tertiary University entry. We had 35% of students receive Early or Selective Entry into University courses, based upon their school examination performances alone.

University offers received by our students were for a range of degree courses, including: Law, Sports Medicine and Exercise Science, Criminal Justice, Education, Engineering, Science, Commerce, Nursing and Arts. Several students chose a career pathway through TAFE, Apprenticeships and entering the workforce in various industries.



## Enrolment Policies

MACC has an Enrolment Policy which can be located at its website, and is also referenced in Appendix 1.



## Other School Policies

Summary of Policy	Changes in 2022	Access to full text
<p><b>Student Welfare / Pastoral Care Policy</b>            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.</p> <p>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.</p>	No changes were made to the policy in 2022	The full text of the Student Welfare/Pastoral Care Policy can be accessed by request from the Headmaster or from the school website.
<p><b>Anti-Bullying</b>            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.</p>	No changes were made to the policy in 2022	The full text of the Safe Schools Anti Bullying Policy can be accessed by request from the Headmaster or from the school website.
<p><b>Student Discipline</b>            The College have a Primary Student Management Policy and a Secondary Student Management Policy.            Both policies have a strong emphasis on positive, proactive whole school practices that promote a partnership between the College and families based on shared responsibility and mutual respect.</p> <p>The College Student Management Policies are governed by the principles of procedural fairness and involve parents in the processes of procedural fairness for suspension and expulsion.</p> <p>Mount Annan Christian College prohibits the use of corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents to enforce discipline at the College.</p>	The Primary Student Management Policy was updated in 2022 with the addition of a Restorative Practice approach to Building Learning Power Themes.	The full text of the school's Primary Student Management Policy and Secondary Student Management Policy can be accessed by request from the Headmaster or from the school website

Reporting Complaints and Resolving Grievances  
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.

Parents can raise a concern to the staff member directly. If the concern is not adequately addressed they may raise the concern with the Head of School, and also with the Headmaster. If they wish to escalate the issue, they can write to the Chairman of the Board.

The school may coordinate meeting times with the relevant staff member and if the matter is escalated, the Chairman of the Board may respond to the letter provided.

No changes were made to the policy in 2022.

The full text of the school's Complaints and Resolving Grievances Policy can be accessed by request from the Headmaster or from the school website.



## School Determined Improvement Targets

### Achievement of Priorities

The achievement of the 2022 School-determined improvement targets is set out in the table below:  
Specific goals for 2022 included:

Area	Objective	Status
Staff	Provide Professional Learning on usage of the National Literacy and Numeracy Progressions across K-6.	Achieved - A range of Professional Development Activities have taken place and teachers have a good understanding of the Progressions. With the introduction of a new English and Maths Syllabus across K-2 and 3-6 we are continuing this work in using the Progressions to measure our student achievement.
	Implement a new Student Management System, Sentral to the College to begin in 2022. Staff training will take place late 2021 in preparation.	Achieved - Sentral is now in operation across the College and utilized well. We are continuing to roll out additional modules, including Parent and Student Portals in 2023.
	Development of a coordinated Teacher Professional Learning Program with the appointment of our new K-12 Director of Teaching and Learning.	Achieved - The appointment of a K-12 Director of teaching and Learning has been completed and a coordinated Teacher Professional Learning Program developed for implementation in 2022 focused on Building Learning Power.
	Participate in the evaluation of the NSW Department of Education, Centre for Education, Statistics and Evaluation review of Literacy/Numeracy Action Plan Phase 2.	Achieved - Our involvement with Best Start Kindergarten Assessment as part of this project continues, however, our involvement in the Phase 2 Action Plan with CESE has been completed.
	Research and development of a coordinated Staff Wellbeing program utilising our new staff room spaces and key event opportunities.	Achieved - A dedicated Wellbeing Space has been set up in both the Secondary and Primary staff area spaces, with a focus on Mindfulness. As part of our Professional Development Program a weekly meeting time is set aside each term to focus on staff wellbeing. We have also engaged the services of Employee Assistance program to support staff as required.
	Complete Phase 1 of the Building Learning Power online learning program through TLO	Achieved - All staff completed Phase 1 of the Building Learning Power Course through both online, webinar and face to face PD opportunities during our PD days and regular weekly staff meetings.
	Induct new teaching staff in Building Learning Power	Achieved - BLP was included in our staff Induction Program during Term 1 2022 and continued through our mentoring program with early career teachers throughout the year.

	Explore other collaborative opportunities such as networks with other Building Learning Power schools, external consultants	Achieved - Connections were made with a number of other schools through the Building Learning power Network in Sydney. A number of staff attended sessions and observations at Norwest Christian School. During our beginning year Professional Development we connected with Mrs Jan Robinson, a BLP Consultant who ran in school sessions for us.
Curriculum	Preparations made for the introduction of a new Stage 5 course - Dance	Ongoing - Dance was included as an Elective choice for 2021 however low student selections have set this course offering back to 2023.
	Integration of Play Based and Outdoor Learning strategies with the English, Mathematics and Science and technology curriculums across K-6.	Achieved - K-2 grades have ensured an effective integration of Play based and Outdoor learning in Mathematics, English and Science and technology. This is an ongoing goal, particularly in Years 3-6 for 2023.
	Establish effective programming skills across all KLA's utilising the expertise of our Director of Studies and in alignment with the Australian Professional Standards for Teachers.	Ongoing - staff professional development in the area programming skills are undertaken during Staff Meetings.
	Familiarisation for all K-2 staff with the new K-2 English and Maths syllabus for implementation in 2022.	Achieved - All staff completed the NESA online modules and Scope and Sequences re developed for K-2 English and Maths.
	Development of K-2 Scope and Sequence for Phonemic Awareness and Phonics.	Ongoing - A draft scope and sequence has been developed for K-2 and continued to be trialled throughout 2022 in line with the new K-2 English Syllabus.
	Continue to track HSC data across each major examination period and Director of Studies to evaluate findings.	Ongoing - Data tracking forms part of our annual process for HSC students and this was conducted despite the interruptions of COVID.
	Review the Assessment and Reporting model with the view of incorporating Sentral.	Achieved - Semester Reports are now developed through Sentral and shared with parents through the parent portal.
	Improvement in K-6 student Writing skills through development of Seven Steps to Writing Program.	Achieved - Staff participated in 4 workshops on using the Seven Steps Writing with external consultants. Programming for using these strategies took place in Years 1-6 throughout 2022 and we were all to track significant improvement in student achievement against the NSW English syllabus outcomes, National Learning Progressions and Naplan results. We have now embedded Seven Steps writing into all English Programs.
	Research and implement usage of the Learning Progressions in Numeracy with a key focus on number sense and developing a scope and sequence from K-6 to support student learning.	Ongoing - Scope and Sequences continue to be developed and refined in line with the new Mathematics K- 6 syllabus in 2023. Naplan and school based data has led us to make Mathematics a major focus for 2023 in teacher development and student tracking.



	Development of a K-2 Grammar scope and sequence aligned with the new K-2 English Syllabus for implementation in 2023.	Not Completed - With the complexity of understanding the new syllabus and the release of the draft 3-6 syllabus in late 2022, we have deferred this until 2023.
	Move from a Stage-based Elective Program in Stage 5 to individual Year Grades to enhance the program.	Achieved - In 2023 we offered our Stage 5 Elective offerings per grade in Year 9 and 10. This was achieved due to student growth in both cohorts.
	Evaluation of Stage 4 Stem Program to ignite new ideas and potential projects.	Achieved - In 2023 our Stem team were able to evaluate our Stage 4 Stem Program and to take part in the AIS Sydney Science Park STEM Schools Challenge Field Day.
<b>Facilities and Resources</b>	Undertake the construction of the Administration Building.	Completed - with the project completed in Term 4, 2022.
	Finalise the Detailed Masterplan	Ongoing - with major projects utilising information from the Masterplan.
	Continue to maintain and refurbish learning spaces around Secondary, including the Art room and Hub (Library).	Ongoing - various learning spaces throughout Secondary have been refurbished.
	Completion of the Administration Building	Completed - with the project completed in Term 4, 2022.
	Start the K-2 Building Project	On schedule - with the project to be completed in Term 4, 2023.
	Completion of the Plaza Project	Completed - with the project completed in Term 4, 2022.
	Creation of a Property Maintenance Schedule	Ongoing - a proactive property maintenance schedule is now in place, regularly updated as additional assets come online.
<b>Safe and Supportive Environment</b>	Continued development of the Primary Social Emotional Learning Program to align with the Australian Government Mental Health Framework 'Be You'.	Ongoing - Research led us to the Restorative Practice Approach which was utilised to develop our new Primary Student Management Policy.
	Continued improvement in academic results using targeted Professional Development through the AIS, AHISA and HICES networks	Ongoing - staff PD was restricted due to COVID, however, we were able to incorporate Zoom PD opportunities and some face to face networks to develop staff in raising academic achievement.
	Continue working on engagement with Parent Networks to drive community amongst year groups and assist in College events, such as Year 12 Formal.	Achieved - We were able to hold a number of community engagement events in 2022, such as our Year 12 Graduation and Formal events.
	Develop our Social/Emotional Learning (SEL) programmes to include playground activities.	Achieved - Zones have been set up in our playgrounds to arrange for a variety of play based activities, including sensory, quiet activities and a variety of lunch time clubs. These initiatives have allowed all students to find their place during break times.

Provide Parent Workshops on supporting students socially and emotionally.	Ongoing - further work is required in this area and will continue into 2023.
Review of the Primary and Secondary Student Management Programs, with an emphasis on linking our social/emotional learning to a coordinated strategy, with common language developed.	Ongoing - research has begun on best practice in reviewing our policies around student management, including the incorporation of restorative practices and Building Learning Power competencies.
Development of Sentral set up to be able to track student wellbeing and incident recording.	Achieved - Our Student Management Policies now have Sentral incident and wellbeing recording embedded.
Establish a Stage 3 Human Sexuality Program which engages parents and students in conversations together.	Achieved - A regular program is now held inline with our Scope and Sequence for Parents and their children to hear and discuss information together at an evening event.
Participate in the Black Dog Institute Future Proofing Study, targeting Year 8.	Ongoing - this commenced successfully with our Year 8 cohort and they continue to be involved this year in Year 9, in the study.
Research and classroom implementation in K-6 based on best practice behaviour management processes, using a restorative practice approach in K-6	Achieved - Staff underwent Professional development in restorative practice and our K-6 Student Management Policy was rewritten with the Restorative Practice pedagogy embedded.
Reviewing our K-6 Social Emotional Learning Program in line with new knowledge from the Building Learning power model	Ongoing - We have begun the process of integrating the Building Learning Power model into our award system and also in our social emotional program Bounceback. This will continue in 2023.
Development of K-6 Parent engagement opportunities to equip parents to support their children's social and emotional learning competencies within and outside of school	Ongoing - Whilst we engaged parents online in regards to the changes in our Student Management Policy, with regards to restorative practice and also offered two session on supporting parents with managing children's cyber safety, we were unable to add in a specific session or further information on social/emotional competencies and will seek to do so in 2023.
Engaging Anglicare to offer in school Counselling Services for students in K-12	Achieved - Anglicare were engaged and we now offer this Counselling service across the whole school two days per week. This has been of great assistance to students referred and parents as well. We anticipate extending this service as soon as practicable.
Implementation of Whole School Wellbeing Approach based on AIS model	Ongoing - The Wellbeing team continues to implement aspects of the AIS model to enhance our care of students.

## Improvement targets for 2023

Specific goals for 2023 include:

Area	Priorities
<b>Staff</b>	<ul style="list-style-type: none"> <li>• Development of a new teacher mentoring program for both new staff and early career teachers.</li> <li>• Development of a Middle Leaders Leadership Program by the Heads of School.</li> <li>• Develop a staff consultative group on staff retention and recruitment programs to advise the Headmaster on improvements and opportunities to retain and attract new staff.</li> <li>• Development of a Staff Support Policy for any para-professionals (Teacher Aides) interested in training to become qualified teachers.</li> <li>• Recruitment and appointment of specialist PDHPE/Sport teachers into K-6.</li> <li>• Review of Secondary leadership structure which the view of expansion in the area of Administration.</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• A Coordinated approach from K - 6 on improving both teacher understanding of new Mathematics curriculums and student outcomes in Mathematics. We will be engaging a Mathematics consultant and developing a dedicated Maths Crew to drive change.</li> <li>• Development of K-6 Mathematics Scope and Sequences in line with new Mathematics Scope and Sequences.</li> <li>• Review of K-2 Phonics and K-6 Grammar Scope and Sequences in line with new English Syllabus documents.</li> <li>• Participation in University of New England PHD research on Outdoor Learning in the Early Years and the integration of both the K-6 Science and Geography curriculums.</li> <li>• Targeted approach to staff professional development in the areas of Secondary English and Mathematics in light of new Curriculum, which a focus on Scope and Sequence and Program development.</li> <li>• Engagement in the Secondary SSP Stem Schools Challenge Field Day and Program to enhance our Stem education.</li> <li>• Introduction of Engineering Studies in Stage 5 and 6 Elective offerings.</li> </ul>
<b>Facilities and Resources</b>	<ul style="list-style-type: none"> <li>• Finalise the Detailed Master Plan - Ongoing</li> <li>• Continue to maintain and refurbish learning spaces around Secondary, including the Art Room and Hub (Library) - Ongoing</li> <li>• Creation of a Property Maintenance Schedule - Ongoing</li> <li>• Lodgement and Approval of Development Application with Camden Council for Secondary Building</li> <li>• Commence Detailed drawings of the Secondary Building for Construction</li> </ul>
<b>Safe and Supportive Environment</b>	<ul style="list-style-type: none"> <li>• Research and development of a regular Peer Support Program for Year 6 and Year 10.</li> <li>• Development of a comprehensive extra Curricular program for K-8 students in the area of Sport and Recreation activities.</li> <li>• Develop a community partnership program with Learning Links and provisional Psychologists to run an in school emotional regulation program for K-6 students and a 7-12 anxiety management program with identified students in small groups.</li> <li>• Development of a Policy pertaining to Staff as College Parents - to ensure procedural fairness for all staff and students.</li> <li>• Promote parent engagement within the College through twice a term 'Coffee and Chat' meet ups between Parents and College Executive.</li> <li>• Partnered with ySafe and Police Liaison Officers to support student and parent understanding of legal rights and responsibilities around social media use and responsible online interactions.</li> </ul>

## Initiatives Promoting Respect and Responsibility

Respect is one of our fundamental core values that we purpose to model to our students. In 2022 a range of opportunities for both primary and secondary students were provided to promote respect and responsibility.

Our Core Values of Respect, Mission and Service, Fairness and Compassion, Innovation and Creativity, Lifelong Learning and Diligence and Discipline continue to be a focus in 2022 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. With the Professional development focus on Building Learning Power, we began the process of aligning these strategies to our core values to develop personal responsibility of our learners and to give currency to discuss throughout all areas of learning across the College.

The Student Leadership Council continued to bring together student leaders/prefects from Primary and Secondary under the leadership and responsibility of the College Captains. Once again, the Student Leadership Council in 2022 aimed to increase the opportunities for students to take on various responsibilities. This was evidenced in their commitment to weekly Student Leadership Council meetings that required a diligent approach to attendance and participation. Leaders are encouraged to discuss ideas and to provide a student voice at these meetings. Many of the ideas, such as 'MACC's Got Talent' are incorporated into our Pastoral programs, so students can engage in activities which promote inclusiveness, kindness and respect. Our Year 6 Leaders attended the Halogen National Young Leaders Day in Term 1, and Secondary Leaders participated in a Youth Leadership Conference, these days are held to inspire and empower a generation of young people who lead themselves and others well. Our Primary student leaders also attended State parliament hosted by the Local Member and our Secondary College Captains attended the Greater Narellan Business Chamber's Annual Premiers Breakfast.

The Duke of Edinburgh program has continued its success with higher participation rates from students in Years 9 -12. The program involves students learning a skill, improving their physical well being, volunteering in their community and participating in a team adventure. Our Duke

of Edinburgh students had the opportunity to participate in two team adventures in 2022 with one being an interstate expedition. Through this challenging journey students learn important life skills through taking responsibility for their own goals and choices, they develop perseverance and resilience, and have the opportunity to make a difference to society through positive contributions and service.

A very special part of our College life has always been the annual ANZAC Day service. In 2022 students from Prep to Year 12 attended our commemoration service to honour, remember and give thanks to those who have served. A number of our students also represented the College at the local ANZAC Day March and Service in Camden. 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 College also actively participated in a Remembrance Day commemoration pausing to pay respect to the service and sacrifice of past and current serving defence personnel

We continued to explore, where possible, our social responsibility in supporting our community. As a College we partnered with Turning Point Camden for our Winter Appeal to assist local individuals and families in need during the winter months as well as families who had been impacted by the floods. Students donated pantry items/vouchers and were encouraged to wear their favourite winter accessory for a small donation, the College raised over \$4,000. A team of students and staff sorted and packed the pantry items before delivering them to Turning Point.

Towards the end of the year we again partnered with Life Beyond Barriers for our toy appeal to support families in need in the Macarthur Region. Our entire College community was involved in donating toys for Christmas gifts for children through a range of services in the Macarthur and Camden area.

The College also held a fundraiser for R U OK Day to raise awareness and funds for mental health.

Our Primary Student Leadership Program called MACC Mates continued in 2022. All Year 6 students were afforded the opportunity to develop their leadership skills and were activated in our

playgrounds to support students who were needing a friend, or ideas for games to play. Our MACC Mates were able to engage many large groups of younger students in cooperative games during lunch time periods. They also developed important leadership skills in negotiation and conflict resolution whilst engaging with other students, generally, in the playground.

Year 12 Buddies continues to grow throughout the College, where our Senior students are allocated a Primary class to visit throughout each Term. During Term One our Year 12 students read or got involved in play based games with the Primary class students to forge inter-school relationships and peers.

The College celebrated Harmony Day in recognising and respecting the diversity of backgrounds that are within our College community encouraging inclusiveness, support and respect for one another. This was incorporated into our social/emotional learning program in K-6 and extended out beyond Harmony Day into activities to

promote inclusiveness throughout the week, with a focus on belonging. Various activities occurred throughout the grades, as well as images and drone footage taken of students on the oval forming a large orange heart. This was used to promote inclusiveness amongst our community.

As part of Extra care, our Year 8 students focused on Mission and Service and donated chocolates and wrapped Christmas hampers and cards for 120 residents at Carrington Nursing Home. Due to COVID restrictions they were unable to personally deliver them, however they were passed on by staff and were warmly accepted by appreciative residents.

The Police Youth Liaison Officer met with Years 5-6, Years 7-8 and Years 9-10 students to educate them on the many aspects of social media and the law. Students were reminded of the importance of cyber safety and respectful relationships.



### Parent Satisfaction

Parent satisfaction remains an area of priority at Mount Annan Christian College, parents are provided with a number of opportunities to speak with staff throughout the year such as parent teacher interviews, meet the teacher evenings and information nights. Ongoing opportunities to communicate feedback are also provided through the College Newsletter, email communication and direct communication with staff members as requested. The level of community involvement and attendance at school activities is very positive and a good reflection of satisfaction.

The Head of Primary and Head of Secondary maintain an open-door policy for parents to speak with them. They both received many complimentary emails, phone calls and letters expressing appreciation for the manner in which matters are resolved, the thoughtfulness and extra work of teachers and the overall pastoral care of students.

Our social media pages have had a high level of engagement with positive feedback from parents, students and the community in general.

Some feedback received throughout the year included:

- Making the decision to change school was something my husband and I struggled with for quite some time, now my only regret is that we didn't do it sooner. I can not speak highly enough about MACC and I just thought you should know.
- I wanted to let you know, we are so incredibly lucky at MACC to have such amazing caring teachers.
- We chose MACC as your teaching and vision for our children's education and future is and always has been so innovative.
- We absolutely love the school. It's a beautiful community and such a supportive environment. Cannot speak highly enough of it.
- The school and staff are very supportive about helping our little people grow to be better humans. Very supportive and the families are great!
- They have truly gone well above and beyond on communication, educating my children and being kind to my children and just being incredible.
- It eases my mind to know my children have such lovely teachers.
- MACC is hands down the best for our boys, truly a Christ-centered education approach and framework and the staff are amazing.

### Staff Satisfaction

Informal feedback from staff and discussions with Heads of Departments indicates during 2022 staff were generally very satisfied in all areas of the school, particularly in terms of school operations, professional development, leadership, recognition and staff morale. Surveys are also conducted after each professional development event to obtain feedback on the quality and effectiveness of the sessions provided.

Several staff were informally asked to reflect on why they like working at MACC, below are some of the comments received:

- Mount Annan Christian College is a workplace like no other. I have seen significant, positive growth over the last five years; we are heading in a wonderful direction. As a staff member, I feel supported, encouraged and I love that my students' achievements are regularly, and genuinely celebrated by the whole College community. Our students are a brilliant group of young people, and I feel very honoured to get to work with them daily. Our facilities are fantastic here and have allowed for growth of the College. Staff input and suggestions are not only heard, but are encouraged, to ensure MACC is the best learning environment.
- MACC is an excellent place to work. The staff are so friendly, supportive and encouraging. It brings me joy to assist the students and foster meaningful connections with our incredible families.
- I appreciate the continued support as a staff member at MACC. Gabi and the executive team go above and beyond to look after their staff. They support us in seeking professional development opportunities, care for the wellbeing of staff both professionally and personally and ensure a positive and harmonious working environment. It is a blessing and privilege to work at MACC.
- The reason why I work at MACC is because coming in to work goes beyond the idea of a job, it is a place where there is joy and peace amongst students, staff and the community. It is a place where I can be a teacher and a christian at the same time. Teaching at MACC allows me to teach students about Jesus and about the Christian faith. You get to teach them how to live a Christian lifestyle and what it means to follow Jesus.

### **Student Satisfaction**

The Headmaster meets individually with Year 12 Students each year as part of an exit survey. Overall these students expressed satisfaction with the College community and the culture of the College. The Headmaster and Executive Leadership Team also meet regularly with the Student Leadership Council and senior students. Students have the opportunity to present any ideas for consideration and provide feedback. Student retention remained high in 2022 across all grades which is also a positive indication of student satisfaction.

Below is a selection of comments received from students:

- I enjoy the positive culture and the environment
- I love the overall community and the vibe that everyone brings to the college.
- I love the welcoming community and how it always feels safe to come to school. There is always a sense of belonging here as everyone is unique, different and welcoming.
- I have really loved my time at MACC. I am now in year 6 and have been here since prep. I have always wanted to come to school each day and this is because the teachers make each day fun and unique.
- There are so many things that make MACC a special place. I came to MACC in year 4. My teachers have given me a love of subjects that I never used to like before and are always there to listen. The school environment is like no other.



# Financial Information Summary 2022

Capital Income 8%

Trading Income 4%

State Grants 13%

Commonwealth Grant 44%

Revenue

Fees & Other Income 32%

Trading Expenses 2%

Non Salaries Expenditure 19%

Salaries & Related 55%

Expenses

Capital Expenditure 23%





# Mount Annan Christian College 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 1992 and the Racial Discrimination Act 1975.

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.

The Disabilities Discrimination Act covers disabilities that people have now, had in the past, may have in the future or which they are believed to have.

### POLICY POSITION

- Applications for enrolment may be made at any time by the parent/carer(s) of students to commence at a future date.
- Students enrolling in Kindergarten for the first time will be five years of age on or before 31 May of the year of commencement.
- Students enrolling at Prep for the first time will be four years of age on or before 31 May of the year of commencement.
- The College will base any decision about offering a place to a student on:
  - Family relationship with the College:
  - sibling of a current or ex-student;
  - either of the parents attended the College
  - they hold attitudes, values and priorities that are compatible with the College's ethos

- The student:
  - the contribution that the student may make to the College, including the co-curricular activities
  - The student's reports from previous schools or prior to school service e.g. the NSW Department of Education's Transition to School Statement
- The College:
  - ability to meet the special needs or abilities of the student
- Other considerations
  - Order of receipt - when the application to enrol is received by the College
- The College will meet with parent/carer(s) of the student before offering a place.
- The College has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
- Continued enrolment at the College is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the College which are applicable from time to time.

## 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.
- Priority of enrolment is given to current families in the College. Once we have one member enrolled the other children will be prioritized, this is on the basis of our desire to keep families together
- As a co-educational school the College will try to keep an appropriate gender balance.

### 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 Operations. After the assessment, and in addition to the information received, the Head of School and Head of Operations 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-school 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 Operations 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 Operations 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 Operations 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 Operations 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 student's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their student'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.



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