



MOUNT ANNAN
CHRISTIAN COLLEGE

ANNUAL REPORT 2023





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HEADMASTER'S REPORT

1. Message from key College bodies

2023 marked the 25th anniversary of Mount Annan Christian College (MACC) and it is inspiring to see the wonderful and significant growth and development of the College over that time. The College commenced with 64 students in 1999 and has grown to 874 students in Kindergarten to Year 12 with an additional 89 Prep students in 2023 and we predict enrolment of over 1,000 students for 2024.

When the College commenced, classrooms were in the C3 New Hope church building and it's exciting to see our Masterplan, unveiled in 2020, becoming a reality. During the year, the College completed 12 new learning spaces for Early Stage 1 (Kindergarten) and Stage 1 (Year 1 and Year 2) and our featured Learning Street which will be open for students in 2024. 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 and STEAM building which will reflect the 21st century needs of our students, with construction expected to commence in mid-2025.

As we celebrate 2023 and look forward to the future, I wish to emphasise our commitment to each and every one 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 extracurricular 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. I would like to thank our College Board, Mr Ken McLean, Anthony Dodds, Shanker Ramakrishnan

and Dan Warren for their support and commitment throughout 2023, along with David Turner who retired from the Board in February. I wish to also acknowledge my Executive Leadership team, Mr Scott Grant, 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 2024 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

“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.”

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

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 Board has relied on God for His guidance throughout the last

25 years, and we work diligently to remain committed to fulfilling this distinctive mandate.

We take time to thank David Turner, who after a long period of service, resigned from our Board in February. We welcome Shanker Ramakrishnan, with a wealth of knowledge and experience, who commenced in March.

Our other Board members include Anthony Dodds, Dan Warren and myself (as Chair).

This year we celebrated 25 years of providing this unique Christian Education in service to the Macarthur region. We are indebted to those who went before us:

- Pastors Adrian and Kathy Gray - Founding Senior Ministers
- John Scott - Founding Chairman
- Wayne Parks, Nathan Gray - Former Principals
- Andrew Gray - Former Chairman

We thank all the families who entrusted us with their children, and forged the path for future growth and development by their tenacity and support. To each and every one of the staff and volunteers who served the Lord in this place for the past 25 years we are genuinely grateful.

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.



Nurtured
for life

Prepared
for purpose



KEN MCLEAN
Chairman of the Board

We are blessed to have such an incredible Executive team, empowered with the responsibility to pursue that mandate. Led by our 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 Debbie 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.

Scott Grant, Head of Operations, has been instrumental in God's hand. We thank him for his diligence, hard work, attention to detail, determination, and his unique 'business and financial acumen' that has resulted in the success of the College balance sheet. 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.

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 (CSA), the Association of Independent Schools (AISNSW), 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, Mission, Service and Respect 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.



FROM THE COLLEGE CAPTAINS

2023 - Year of Community

Throughout 2023, the Student Leadership Council (SLC) greatly focused on building community throughout MACC. COVID disrupted school over the past couple of years, restricting the College's ability to have certain events; the MACC community had been separated. In seeing this, the SLC wanted to focus on promoting and rebuilding the community within the school. Looking back on this year, we can confidently say that we have tried our utmost and succeeded to the best of our abilities to love and be a part of our MACC community. As SLC, we believed that we must set the standard. As such, this year we greatly focused on being a part of the community, investing in the students and participating in as many College events as possible because we wanted to be the change we wished to see.

We are extremely proud because reflecting on 2023, we can personally see that the MACC community has been strengthened and we are extremely happy that as leaders, we have been able to create relationships built on love and genuine connection with the rest of our school community.

This year, the SLC team successfully hosted, attended and even introduced new initiatives and events in the College. We aimed to do this as we believed that events create opportunities for community and unity within our College where we all come together to support each other's talents, successes and are able to learn and laugh together. We believe that these events have played a crucial role in building community throughout this year and creating an identity for our school community.

Some events that the SLC participated in this year include:

- MACC's Got Talent
- ANZAC Day March
- Premier's Breakfast
- Headmaster Tours
- Celebration of the College's 25th Anniversary
- Being part of the Grand Opening of the AP Gray Hall
- Camden Council events; International Women's Day Gala
- Creation of the MACC Student Newspaper
- Lunchtime Fueltime

We have been extremely blessed to have been able to serve our Mount Annan Christian College community throughout this year. This year as leaders has equipped us with extremely valuable knowledge and experiences that have set us up for our future. Not only this, but 2023 has brought maturity and growth that has helped us become greater leaders. It has been an honour to be able to not just represent the College but to serve our fellow students. Building relationships and being able to have been a part of their success has been one of the major highlights of being a leader. We pray that we are able to leave behind a legacy that is centred around God, love, genuine relationships and community. We are forever grateful to have been able to be leaders of Mount Annan Christian College.



ALICE MEDICI AND ISAIAH CHINYE

College Captains 2023
Mount Annan Christian College



2. Contextual information about the College and characteristics of the student body

OUR COLLEGE

Mount Annan Christian College was established in 1999 when it commenced operations with classes from Kindergarten to Year 7. In 2023, the College continued its rapid growth and had 874 students in Kindergarten to Year 12 with an additional 89 Prep students. The College has a projected growth over 1,000 students for 2024 and our plans are to increase this to our maximum size of 1,258. 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).

Our vision is "to provide a Christ-centred learning environment that empowers each individual to enjoy a life of purpose."

The College is committed to the core values of: Lifelong Learning, Innovation and Creativity, Respect, Fairness and Compassion, Diligence and Discipline and Mission and Service. The College offers an extensive range of extra-curricular

opportunities including Duke of Edinburgh Award scheme, instrument tuition, band and choir groups, musical productions, outdoor education, debating, public speaking and drama programs.

Our Ignite extension program for students in Years 3-10 provides opportunities for extension in key learning areas, academic enrichment and one on one academic mentoring.

Mount Annan Christian College has a strong emphasis on STEM_ed. We believe strongly that we are preparing today's students for tomorrow's world by sculpting students to succeed in the future workforce. The College Tinkertime Program for our Primary students has a focus on creating an environment for students to explore, design and create, it aims to promote inquiry-based learning and includes STEM_ed and Design Thinking strategies. Our Tinkertime Plus program is an after-school extension program for students who are interested in taking their studies in STEM education further, the program has a focus on STEM-based projects and aims to develop a deeper understanding in these important areas.

Students from Year 3 onwards have the opportunity to participate in a range of sporting programs including swimming, cross country and athletics carnivals. The College is a member of Christian Schools Sports Association (CSSA) and Combined Independent Schools (CIS) which allows students to be nominated

for representative teams.

The College fosters a significant range of representative sports with a number of past and present students achieving State and National level accomplishments. The College is blessed to be located on 37 acres of land with a purpose-built area for agriculture. We aim to provide a range of learning experiences for our students in agriculture, from learning about and caring for animals, planting and managing crops, experimenting with new technologies as well as being involved in our community through a range of shows including the Camden Show and Royal Easter Show.

We aim to develop the whole student and through our commitment to our College Core Value of Missions and Service, students have the opportunity to participate in local and overseas mission trips. Our goal is that all students are nurtured to become Christ-orientated individuals, actively participating in their community and glorifying Christ in their actions.





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, Creative and Performing Arts (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 68 full-time and part-time members on the teaching staff and 37 full-time/part-time equivalent non-teaching staff members.

Mount Annan Christian College offers both before and after-school care for students from Prep to Year 6. Vacation Care is also open during the school holiday periods. The service is run by Camp Australia, the largest before and after-school care provider in Australia.

2023 has been very significant for the College and the expectation of growth will continue through 2024.



3. Student outcomes in standardised national literacy and numeracy testing

2023 NAPLAN RESULTS

National Literacy and Numeracy assessments were administered to students in Years 3, 5, 7 and 9 throughout Australia in March 2023. In 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset, which means that 2023 cannot be compared to prior NAPLAN achievements. Student achievement in NAPLAN moved to using 4 proficiency standards for each assessment area at each year level. The standards are set at a challenging but reasonable expectation of what students know and can do at the time of testing.

There are 4 proficiency levels:

- Exceeding: the student's result exceeds expectations at the time of testing.

- Strong: the student's result meets challenging but reasonable expectations at the time of testing.
- Developing: the student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: the student's result indicates that they are not achieving the learning outcomes that are expected at the time of testing. They are likely to need additional support to progress satisfactorily.

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 has been the growth of our students in Numeracy scores, as well as very strong results for our Year 5 students.

We have included a brief highlight of our 2023 results below.

YR
3

3 out of 5 domains were above state average - Writing, Spelling and Numeracy

YR
7

3 out of 5 domains are at or above State Average - Reading, Grammar & Punctuation and Numeracy

YR
5

4 out of 5 domains were above state average - Reading, Writing, Spelling and Numeracy

YR
9

4 out of 5 domains are at or above State Average - Reading, Spelling, Grammar & Punctuation and Numeracy



PERCENTAGE IN BANDS

Year 3	Exceeding	Strong	Developing	Needs Additional Support
	MACC %	MACC %	MACC %	MACC %
Grammar & Punctuation	5.0	51.0	27.0	17.0
Numeracy	6.5	57.0	22.0	6.5
Reading	12.0	52.0	21.0	15.0
Spelling	11.0	37.0	43.0	9.0
Writing	6.5	60.0	31.0	2.5

Year 5	Exceeding	Strong	Developing	Needs Additional Support
	MACC %	MACC %	MACC %	MACC %
Grammar & Punctuation	8.5	56.5	28.0	7.0
Numeracy	8.5	57.0	26.0	8.5
Reading	23.5	53.5	18.0	5.0
Spelling	17.0	46.0	27.0	10.0
Writing	12.0	38.0	37.0	13.0

Year 7	Exceeding	Strong	Developing	Needs Additional Support
	MACC %	MACC %	MACC %	MACC %
Grammar & Punctuation	9.5	53.0	27.0	10.5
Numeracy	8.0	59.0	28.0	5.0
Reading	10.0	57.0	23.0	9.5
Spelling	9.5	66.0	19.5	5.0
Writing	6.5	63.5	18.0	12.0

Year 9	Exceeding	Strong	Developing	Needs Additional Support
	MACC %	MACC %	MACC %	MACC %
Grammar & Punctuation	18.0	39.0	39.0	4.0
Numeracy	7.0	68.0	21.0	4.0
Reading	11.0	57.0	27.0	5.0
Spelling	22.0	54.0	17.0	7.0
Writing	27.0	44.0	23.0	6.0



4. Post school destinations

In 2023, 100% of students gained successful tertiary University entry. We had over 75% 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.

5. Senior Secondary Outcomes (Student Achievement)

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

In 2023, the formal Record of School Achievement was awarded by NESA to 5 students.

2023 HIGHER SCHOOL CERTIFICATE

Students Completing the HSC		
2021	2022	2023
20	18	24

2023 YEAR 12 SENIOR SECONDARY OUTCOMES

In 2023, 100% 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. 7 students (29%) participated in vocational education training courses.

EXTERNAL STUDIES

4 students undertook Sydney Distance Education courses:	1 students undertook TVET courses:	2 students undertook NSW School of Languages courses
<ul style="list-style-type: none"> Information Processes & Technology Legal Studies Music 1 Design & Technology 	<ul style="list-style-type: none"> Design Fundamentals (Graphic Design) 	<ul style="list-style-type: none"> Italian Continuers Spanish Continuers



2023 HIGHER SCHOOL CERTIFICATE RESULTS

In 2023, 24 students sat for the Higher School Certificate completing a total of 111 HSC examinations, highlights include:

- A total of 28 Band 5 & 6 results were recorded where students achieved a mark between 80 and 100.
- Students achieved above Band 2 (50%) in 100% of exams attempted.
- 10/14 (71%) of the Courses offered had 50% or more students score above 70% or Band 4.
- In 2023, we had over 75% of students receive Early or Selective entry into University courses, based upon their College internal results and performances alone. This highlights that Universities are seeking our students, even before they sit the HSC or ATAR scores are calculated – this is a great achievement!
- We had a student nominated for Shape (an exhibition of a selection of outstanding Major Projects developed by HSC Design and Technology, Industrial Technology and Textiles and Design students).

2023 HSC Subjects	Course Numbers	% in Band 1-2		% in Bands 3-4		% in Bands 5-6	
		% in E1		% in E2		% in E3	
		MACC	State	MACC	State	MACC	State
Agriculture	3	66.7	14.6	33.3	54.7	-	30.7
Ancient History	14	28.6	19.0	71.4	48.3	-	32.7
Biology	6	-	10.6	100.0	57.4	-	32
Business Studies	13	23.1	11.8	46.1	52.1	30.8	36.1
Chemistry	4	25.0	14.3	75.0	47.4	-	38.3
Community and Family Studies	7	-	7.7	57.1	56.4	42.9	35.9
English Advanced	8	-	0.6	75.0	32.3	25.0	67.1
English Standard	15	20.0	10.3	60.0	76.5	20.0	13.2
Mathematics Advanced	3	-	6.9	66.7	43.3	33.3	49.8
Mathematics Standard 1	2	-	8.4	50.0	70.1	50.0	21.5
Mathematics Standard 2	11	45.5	17.7	-	50.7	54.5	31.6
PDHPE	12	-	10.4	75.0	58.6	25.0	31
Physics	3	-	10.9	100.0	50.2	-	38.9
Visual Arts	10	-	1.0	50.0	33.4	50.0	65.6



CLASSROOM HELPERS

Role	Name
Line Leader	[Name]
Group Captain	[Name]
Class Monitor	[Name]
Door Monitor	[Name]
Library Monitor	[Name]
Water Monitor	[Name]
Sanitation Monitor	[Name]
Attendance Monitor	[Name]
Discipline Monitor	[Name]
Classroom Cleaner	[Name]
Classroom Helper	[Name]



COMPARISON OVER TIME

Course	% in Bands 1-2			% in Bands 3-4			% in Bands 5-6		
	% in E1			% in E2			% in E3-E4		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Agriculture	11.1	50.0	66.7	66.7	50.0	33.3	22.2	-	-
Ancient History	N/A	N/A	28.6	N/A	N/A	71.4	N/A	N/A	-
Biology	-	50.0	-	83.3	37.5	100.0	16.7	12.5	-
Business Studies	-	16.7	23.1	71.4	25.0	46.1	28.6	58.3	30.8
Chemistry	100.0	25.0	25.0	-	75.0	75.0	-	-	-
Community and Family Studies	-	-	-	77.8	50.0	57.1	22.2	50.0	42.9
English Advanced	-	-	-	62.5	45.5	75.0	37.5	54.5	25.0
English Standard	-	14.3	20.0	100.0	71.4	60.0	-	14.3	20.0
Geography	N/A	-	N/A	N/A	100.0	N/A	N/A	-	N/A
Mathematics Advanced	-	-	-	100.0	80.0	66.7	-	20.0	33.3
Mathematics Standard 1	N/A	-	-	N/A	50.0	50.0	N/A	50.0	50.0
Mathematics Standard 2	12.5	-	45.5	87.5	88.9	-	-	11.1	54.5
Modern History	N/A	-	N/A	N/A	-	N/A	N/A	100.0	N/A
PDH/PE	22.2	-	-	66.7	57.1	75.0	11.1	28.6	25.0
Physics	N/A	-	-	N/A	66.7	100.0	N/A	33.3	-
Visual Arts	-	-	-	50.0	-	50.0	50.0	100.0	50.0

6. Teacher accreditation and qualifications

TEACHER ACCREDITATION

68 full-time and part-time teaching staff were employed in 2023 with the full-time teaching equivalent staff being 64.9 (FTE). All 68 teachers have teaching qualifications from a higher education institution within Australia or as recognised within the Australian Education International - National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.

Level of Accreditation	Number of Teachers
Conditional	2
Provisional	7
Proficient	59



STAFF INFORMATION

During 2023 the staff was made up of an Executive, Secondary and Primary 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 & Learning 7-12 Head of English Head of Mathematics Head of Science Head of PDH/PE Head of HSIE Head of Technologies Year 7, 8, 9, 10, 11 & 12 Advisors Head of Learning Support	Head of Primary Assistant Head of Primary Kindergarten Coordinator Stage 1 Coordinator Stage 2 Coordinator Stage 3 Coordinator

7. Workforce composition

2023 COLLEGE STAFF

Teaching Staff	68
Full time equivalent teaching staff	64.9
Non-teaching staff	37
Full time equivalent non-teaching staff	34.5

In 2023, the College was not aware of any Aboriginal or Torres Strait Islander people on staff.

8. Student attendance and retention rates

STUDENT ATTENDANCE

Primary		Secondary	
Year Level	Attendance Rate %	Year Level	Attendance Rate %
Kindergarten	92.1	Year 7	90.4
Year 1	91.8	Year 8	90.3
Year 2	91.5	Year 9	89.2
Year 3	91.6	Year 10	85.7
Year 4	90.3	Year 11	90.6
Year 5	91.7	Year 12	90.8
Year 6	92.7	Whole College	90.8

For whole College student attendance rates (as at 2023 Term 3) please refer to the schools data on the My School Website ([Whole College Attendance](#)).



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 or email 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 Administration 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 five or more days, parents must notify the Administration Office in writing at least two weeks in advance to ensure 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 2021	34
Total leavers from Year 10 2021	7
Year 10 students from 2021 retained and graduated in Year 12 2023	22
Total number of Year 12 students who graduated in 2023	24



9. COLLEGE POLICIES

The following College policies are publicly available on the website:

Enrolment policy

Mount Annan Christian College offers families in Macarthur and surrounding areas an opportunity to have their children educated in a positive and caring environment in which they are nurtured for life and prepared for purpose. The enrolment procedures and protocols of the College reflect the Christian ethos of the College and compliance with the relevant legislation as essential components for a thriving College culture and best practice. The College is committed to ensuring that throughout the enrolment application process, for the duration of enrolment, and any subsequent withdrawal procedure, everyone is treated with respect, dignity, equity and fairness. See full text on policy [enrolment policy](#)

Child protection policy

The College seeks to create a caring environment where Christian values inspire and affirm the highest standards of ethical conduct in the care, support, and wellbeing of the students entrusted to it. All students who are enrolled at the College are to be protected and kept safe from abuse, harm and mistreatment.

The College has an obligation to uphold legislative requirements and ensure the duty of care is executed to the highest standard by staff. See full text on policy [child protection policy](#)

Anti-bullying policy

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 within our community. All bullying incidents will be treated seriously with a response appropriate to the circumstance. See full text on policy [safe schools anti-bullying policy](#)

Discipline policy

The College have a Primary Student Management Policy ([primary student management and discipline policy](#)) and a Secondary Student Management Policy ([secondary student management and discipline policy](#)). Both policies have a strong emphasis on positive, proactive whole College practices that promote a partnership between the College and families based on shared responsibility and mutual respect.

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.

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.

Complaints policy

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 email 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. See full text on policy [grievance policy](#)



10. School determined improvement targets

ACHIEVEMENT OF PRIORITIES

The achievement of the 2023 School determined improvement targets is set out in the table below:

Area	Objective	Status
Staff	<ul style="list-style-type: none"> Development of a new teacher mentoring program for both new staff and early career teachers. 	Teacher mentoring and leadership programs deferred to 2024.
	<ul style="list-style-type: none"> Development of a Middle Leaders Leadership Program by the Heads of School. 	Teacher mentoring and leadership programs deferred to 2024.
	<ul style="list-style-type: none"> 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. 	Staff consultative group worked with the Headmaster to develop a range of initiatives, including a “why work at MACC” framework.
	<ul style="list-style-type: none"> Development of a Staff Support Policy for any para-professionals (Teacher Aides) interested in training to become qualified teachers. 	A policy was developed and shared with staff interested in training as a teacher. This was taken up by two staff members at the end of 2023.
	<ul style="list-style-type: none"> Recruitment and appointment of specialist PDH/PE/Sport teachers into K-6. 	Two specialist K-6 PDH/PE / Sport teachers were appointed with significant improvement made in our delivery of PDH/PE and Sport.
	<ul style="list-style-type: none"> Review of Secondary leadership structure which the view of expansion in the area into Administration. 	Director of Operations 7-12 position was appointed.
Curriculum	<ul style="list-style-type: none"> 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. 	A very successful year was spent in professional learning around the new Mathematics syllabus. All Primary staff participated in a variety of face to face and online learning with Mathematics Consultant, Anita Chin. Each Stage were able to transfer this learning to classroom programs, which resulted in increased engagement in mathematics lessons. A committed team of representatives from each stage formed the Math’s Crew and were the drivers of change within their stages.
	<ul style="list-style-type: none"> Development of K-6 Mathematics Scope and Sequences in line with new Mathematics Scope and Sequences. 	All Mathematics Scope and Sequences were rewritten in line with the new Mathematics Syllabus documents.



Area	Objective	Status
	<ul style="list-style-type: none"> Review of K-2 Phonics and K-6 Grammar Scope and Sequences in line with new English Syllabus documents. 	<p>A review of K-2 Phonics Scope and Sequences, in line with the new English syllabus resulted in researching a new approach to Spelling and Phonics to be implemented in 2024. The review of our K-6 Grammar Scope and Sequence is ongoing.</p>
	<ul style="list-style-type: none"> 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. 	<p>Our Kindergarten team participated in a year-long research project, resulting in units being written that integrate Science and Technology and Geography with an emphasis on outdoor learning. Parents also participated in the research and gained an understanding of the benefits of outdoor learning.</p>
	<ul style="list-style-type: none"> Targeted approach to staff professional development in the areas of Secondary English and Mathematics in light of new curriculum, with a focus on Scope and Sequence and Program development. 	<p>Staff took part in professional development in the areas of English and Mathematics.</p>
	<ul style="list-style-type: none"> Engagement in the Secondary Sydney Science Park (SSP) Stem Schools Challenge Field Day and Program to enhance our Stem education. 	<p>The participation in the SSP Stem program took place and we have joined for 2024.</p>
	<ul style="list-style-type: none"> Introduction of Engineering Studies in Stage 5 and 6 Elective offerings. 	<p>These subject offers were taken up.</p>
Facilities and Resources	<ul style="list-style-type: none"> Finalise the detailed Master Plan 	Completed
	<ul style="list-style-type: none"> Continue to maintain and refurbish learning spaces around Secondary, including the Art Room and Hub (Library) 	Ongoing
	<ul style="list-style-type: none"> Creation of a Property Maintenance Schedule 	Ongoing
	<ul style="list-style-type: none"> Lodgement and approval of Development Application with Camden Council for Secondary Building 	Completed
	<ul style="list-style-type: none"> Commence detailed drawings of the Secondary Building for construction 	Ongoing



Area	Objective	Status
Safe and Supportive Environment	<ul style="list-style-type: none"> Research and development of a regular Peer Support Program for Year 6 and Year 10 students. 	Year 6 and Year 10 students engaged in a highly successful Peer Support Program throughout the second semester.
	<ul style="list-style-type: none"> Development of a comprehensive extra-curricular program for K-6 students in the area of Sport and Recreation activities. 	A comprehensive extra-curricular program was developed with great success across K-6. Across any given week 12 activities were offered from sports, creative and practical arts and Science and Technology.
	<ul style="list-style-type: none"> 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. 	This initiative was unable to proceed due to staffing changes at Learning Links.
	<ul style="list-style-type: none"> Development of a Policy pertaining to Staff as College Parents - to ensure procedural fairness for all staff and students. 	A policy was developed and shared with all staff.
	<ul style="list-style-type: none"> Promote parent engagement within the College through twice a term 'Coffee and Chat' meet ups between Parents and College Executive. 	Coffee and Chat was held each term with many parents availing themselves the opportunity to meet with the College Executive. It was a pleasing forum for parents to engage with each other and learn of developments across the College or seek information.
	<ul style="list-style-type: none"> 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. 	The ySafe program was delivered and the partnership with our Police Liaison Officers is ongoing.



IMPROVEMENT TARGETS FOR 2024

Area	Objective
Staff	<ul style="list-style-type: none"> • Development of a new teacher mentoring program for both new staff and early career teachers. • Development of a Middle Leaders Leadership Program. • Review of Secondary Year Advisor structure to ensure our students have the best possible supports. • Review of Primary leadership team structure.
Curriculum	<ul style="list-style-type: none"> • A Coordinated approach from K-6 on improving both teacher understanding of the new English curriculum and student outcomes in English. We will be engaging an English consultant and developing a dedicated English Crew to drive change. • Implementation of new Structured Synthetic Phonics/Spelling program across K-6. • Develop a dedicated K-2 Developmental Play Program to more formally integrate play based learning into key learning areas. • Review and streamline K-6 Assessment practices, incorporating the use of the Essential Assessment platform with view to updating our Assessment and reporting policy and procedures. • Curriculum development in HSC English, Mathematics and History as well as Stage 4 & 5 Science and Stage 4 Technology, Music and Visual Arts in readiness for implementation in 2025.
Facilities and Resources	<ul style="list-style-type: none"> • Continue to maintain and refurbish learning spaces around Secondary, including the Agricultural Farm, Art Room and Hub (Library). • Detailed drawings of the Secondary Building for construction. • Detailed drawings of the STEAM Building for construction. • Continual improvement of the overall aesthetics of the College by renewing and refurbishing its physical assets, appearances and landscaping, including improved shade, upgrade outdoor furniture and replacement of astro turf. • Continue to improve the security of the College, physical as well as digital assets. • Develop two new outdoor basketball courts for student usage. • Complete fit out and occupation of new K-2 Learning precinct. • Upgrades to our Visual Arts COLA.
Safe and Supportive Environment	<ul style="list-style-type: none"> • Implementation and development of 'The Resilience Project' across K-12 to support our student's wellbeing and emotional health. • Complete a comprehensive review of our Christian Studies program. • Promote parent engagement in the College through a variety of events from subject/Key Learning Areas (KLA) specific to celebrations.



11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Respect is one of our fundamental core values that we purpose to model to our students. In 2023 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 2023 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 (BLP), 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 2023 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, 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.



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 wellbeing, 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 2023. Through those 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 2023 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 at this time. 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. Students donated pantry items/ vouchers and were encouraged to wear their favourite winter accessory for a small donation, with the College raising over \$5,100. 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 Turning Point again 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.

Our Primary Student Leadership Program called MACC Mates continued in 2023. All Year 6 students were afforded the opportunity to develop their leadership skills and were active 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. Primary classes continued to work through the Bounce Back Resilience Program.

Targeted lessons include the development of specific skills to help children navigate social situations and bounce back from challenges. Lessons were integrated with morning Devotions and Worship, providing an authentic Christian perspective to their interactions with each other.

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 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 9 students focused on Mission and Service and donated chocolates and wrapped Christmas hampers and cards for residents at Carrington Nursing Home.

The Police Youth Liaison Officer met with Years 5 through to 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.





12. Parent, student and teacher satisfaction

PARENT SATISFACTION

Parent satisfaction remains an area of priority at Mount Annan Christian College and parents are provided with a number of opportunities to speak with staff throughout the year including parent teacher interviews, meet the teacher evenings, information nights and Coffee and Chat. 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:

- As a very proud grandparent I'd just like to congratulate the students and staff who participated in Wakikirri last night. I thought the students performed brilliantly! Well done and many thanks to the teachers and support staff who must have dedicated a lot of time in preparing the choreography, making the sets, organising and making costumes and not to mention rehearsing with students. Teachers don't often get thanks for the extra things you do, well done and thank you to each one of you. Your hard work is much appreciated.
- To the Maths Crew and all teaching staff, I just wanted to send through my appreciation and thanks to you all for going above and beyond for our children and for providing daily such wonderful and engaging learning opportunities. I found the information night to be incredibly helpful and worthwhile and I acknowledge the time and effort put in by so many to make the night possible. My children love learning and these information packs have given us even more things to enjoy.
- Thank you for the comprehensive report. It's great to see how our son is progressing and we love that the comments in this report show his individuality is recognised and supported. Flynn is loving being at MACC and we are so glad we made the choice to join this amazing school.

The teachers have been fantastic with communication and supporting Flynn in his adjustment to a new school and we just wanted to say thank you to you and your team for being so amazing.

- I just wanted to share my comments and thoughts of Mrs Roberts. Natalie has been extremely supportive and understanding with our daughter. Her commitment and dedication to the learning needs and support to our family, and other children, is to be truly celebrated. She has always shown genuine warmth, empathy and compassion as we navigate her particular learning needs. Mrs Roberts is a valuable asset to the College and I just needed to make this known to some of the College leadership team. I acknowledge that there is a team effort in delivering education to the children, but I needed to highlight the support and interactions I have had with Natalie. Sometimes, dedicated hard work goes unrecognised, which should not be the case.
- I would just like to say once again, thank you. You made what was an uncomfortable situation for us, comfortable. Not only did you put us at ease by sharing your personal story you made us feel valued and showed us that our children's well-being during this difficult time is important to you too. We are so very grateful for your kindness, understanding and compassion.



STAFF SATISFACTION

Informal feedback from staff and discussions with Heads of Departments indicates that during 2023 staff were generally very satisfied in all areas of the College, 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:

- A Headmaster that is approachable and happy to have a conversation with his staff it great. It is fantastic that Gabi is so present in the school, speaking at morning devotions and being active in the school community.
- Having Deb as the Head of Primary is a blessing, she is compassionate, reasonable and her door is always open. She has her staff's best interests at heart and is always looking to support her team.
- The maintenance team is extraordinary. Paul is one of the most accommodating people I have ever met and is always happy to help where he can. This carries over into his entire team who are always making improvements to our school.
- The lovely cafe team is lead by Amanda, who is a God send. Fueling our staff everyday not just with delicious food but also the coffee.



PROFESSIONAL DEVELOPMENT

“The remarkable feature of the evidence is that the greatest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers” - John Hattie (2012)

Throughout 2023 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.

The beginning of 2023 saw a staff review of the Building Learning Power (BLP) Model, as designed by Professor Guy Claxton. A major focus of our Professional Learning in 2023 was the introduction of classroom visits and sharing our learning journeys together, as we sought to build on our BLP foundations from 2022 and embed Learning Progressions into our pedagogy and programs.

Due to the College’s continued growth, we had many new staff join us in 2023, 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, as well as introduce Key Learning Area (KLA) specific learning programs.

Professional learning was also conducted with provisionally trained teachers in becoming accredited at Proficient Teacher level with NESAs. At the end of 2023, NESAs became the governing body that oversees the system of accreditation and recognition of teachers’ professional capacity against the Australian Professional Standards for Teachers (the Standards) which includes the requirements and processes for achieving Proficient Teacher. NESAs will now make this decision within 28 days of the principal’s recommendation for Proficiency.

Throughout the year 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.

All staff were involved in a number of training sessions introducing The Resilience Project. This program provided staff with an overview of its implementation, as well as familiarising staff with the key resources to support the program. The workshop was designed to build capacity and knowledge of wellbeing amongst educators while equipping them with practical tools to embed Gratitude, Empathy and Mindfulness (GEM) and Emotional Literacy (EL) in the classroom, staffroom and school environment in order to provide a range of benefits.

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

Mathematics

A major focus for professional development in Primary was a focus on Mathematics. This was in correlation with the implementation of the new NSW Mathematics Syllabus K-10 in the 2022/23 period. In the pursuit of enhanced mathematical learning and proficiency among students, we sought the guidance of mathematical expert Anita Chin. With a wealth of experience and a deep understanding of pedagogical principles, Chin's programs are tailored to address the specific challenges faced by educators in fostering mathematical skills. Through a blend of theory and practical applications, these initiatives equipped MACC teachers with the tools and strategies necessary to cultivate numeracy competencies in our students.

SECONDARY PROFESSIONAL DEVELOPMENT

In 2023, professional development for secondary teachers focused on the importance of enhancing emotional wellbeing to improve classroom pedagogy. Professional learning sessions targeted three main areas: spiritual, physical, and pedagogical growth. Teachers engaged in activities designed to boost their spiritual mental health and resilience, promoting a holistic approach to their professional practice. Physical wellness initiatives included presentations on Science of the brain, while pedagogical sessions focused on innovative teaching strategies and classroom management techniques.



Professional Associations

The College continued to be a member of the Association of Independent Schools (AISNSW) 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 2023 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)
- ETA (English Teachers Association)
- GTA NSW (Geography Teachers Association of New South Wales)
- MANSW (Maths Association of New South Wales)
- PETAA (Primary English Teachers Association Australia)



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 2023 across all grades which is also a positive indication of student satisfaction.

Below is a selection of comments received from students:

- I enjoy all the opportunities that Mount Annan Christian College provides. In Primary we have band, debating, morning sports, lunch clubs, drama and dance.
- I love how much the teachers care about us students.
- There is a lot of wonderful facilities at MACC. We are very lucky to have the big oval, farm, plaza and play areas.
- My favourite part of MACC is how many opportunities there is to share God's word. I love every second Thursday because we have chapel and every morning we look at a devotion.
- I like how we do a lot of things with the school community. My favourite is Grandparent's Day, where I can have my grandparents in and show them around the school and they can experience my classroom.
- I like how our school is Prep to year 12 and how we can be here for our whole schooling because we can build really good friendships.





13. FINANCIAL INFORMATION SUMMARY 2023



REVENUE



EXPENDITURE

45%

Commonwealth Grants

31%

Fees and Other Income

13%

State Grants

6%

Capital Income

5%

Trading Income

43%

Salaries and Related

30%

Capital Expenditure

12%

Non Salaries Expenditure

9%

Trading Expenses



MOUNT ANNAN
CHRISTIAN COLLEGE