



MOUNT ANNAN
CHRISTIAN COLLEGE

ANNUAL SCHOOL REPORT 2016

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SCHOOL OVERVIEW

VISION

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

CORE VALUES

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

EDUCATION

Lifelong Learning

Innovation & Creativity

CHARACTER

Fairness & Compassion

Diligence & Discipline

Mission & Service

Respect

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

Lifelong Learning

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

Innovation and Creativity

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

Fairness and Compassion

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

Diligence and Discipline

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

Mission and Service

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

Respect

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

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

Ephesians 6:1

MOTTO

Nurtured for Life | Prepared for Purpose

OUR COLLEGE

Mount Annan Christian College was established in 1999 when it commenced operations with classes from Kindergarten to Year 7. In 2016, the College had 477 students in Kindergarten to Year 12 with an additional 37 Prep students. The College accepts enrolments from all parents who accept the College’s Statement of Faith as a basis for their child’s education and offer their assurance to meet all student enrolment conditions on an ongoing basis as per the enrolment booklet. Mount Annan Christian College serves its community as a ministry of C3 Church Mount Annan and is a member school of Christian Schools Australia.

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 live 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 and attention, including involvement with Sydney University as one of 12 NSW schools in their Stem Academy.

The student body is characterised by a harmonious, respectful and servant-hearted approach to all aspects of student and College life. The main contributing factor of this fact flows from the consistent support and commitment of the families represented with the College to the commonly accepted Christian ethos, standard of conduct as well as the College’s core values in place within the College. Despite a range of ethnic, age, church backgrounds and socio-economic variances within the student body, the harmony that exists amongst the student body is very pleasing. The student body is very accommodating and considerate of one another’s needs and life circumstances. There are minimal difficulties when it comes to managing anti-social behaviours and generally speaking, the student body can be described as quite respectful. It has a strong desire to be involved in activities of a serving nature. The leadership qualities of students in the Primary and Secondary departments continue to shine and are a great credit to the College and their respective families. The student body also has a confidently active and prominent Christian cohort that find their expression in leadership opportunities, academic pursuits, sport, CAPA and student missions.

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 Head of Primary and Secondary, and Head of Departments. Additionally, there are a number of Faculty Heads within the Secondary years. There are 37 full-time and part-time members on the teaching staff and 11 full time/part-time equivalent non-teaching staff members.

2016 saw the current Principal, Mr Nathan Gray resign at the end of Term 3 and followed by the appointment of Mr Gabi Korocz as the College's new Headmaster.

HEADMASTER'S REPORT

It has been a genuine privilege and honour to join as the new Headmaster of Mount Annan Christian College in Term 4 2016. I look forward to serving the Macarthur community and I have quickly felt very welcome and connected with the wonderful people, children and families that make up this community. The privilege and honour of working with young people is something I try not to take for granted.

In 2015 the College was successfully completed its registration and accreditation through BOSTES now NESAs which gives us full registration until 2019.

The College continues to provide and maintain its Christ-centred focus and is deeply appreciative of the support of C3 Church Mount Annan, its Senior Pastors Mr Andrew Gray (the Chairman of our College) and Mrs Clare Gray. C3 Church's involvement is pivotal in the Christian foundation of our College. The Staff, parents, and Students have demonstrated great commitment and love towards the College and these last three Terms have seen us heavily invest in better connecting and communicating with all the groups. We have commenced our Parent Liaisons, introduced our MACC App, launched a new website, constructed a new Café, Reception area, to name a few of the initiatives to facilitate this communication and connection.

The College continues its commitment to each child's needs and facilitate a wholistic educational experience that equips students to enjoy a life of purpose. During my three terms we have reviewed our Vision Statement, changing 'live a life of purpose' to 'enjoy a life of purpose' and added a sixth Core Value 'Respect'.

We have had a strong emphasis on improving the educational standards during 2016, highlight including our continued work in STEM education, and alliancing Sydney University STEM Teacher Enrichment Academy. We have also extended our STEM programme in "Tinkertime" into our Primary years. The College has also appointed a Head of Teaching and Learning and Innovation to better coordinate and facilitate teacher professional development and we have sort membership of the AIS (Association of Independent Schools) to better support this initiative. We continue to focus on our literacy and numeracy programmes in PREP and Stages 1,2 and 3 (K-6) and we have continued to expand our Project Based Learning Strategies along with our open planned learning environments.

I wish to sincerely thank the College Board of Directors in particular our Chairman, Mr Andrew Gray for their faith, belief and support to me, our Staff and School Community. I wish to also acknowledge my great appreciation to my Executive Leadership Team, Mrs Emma Cassin, Head of Operations, Mrs Debbie Pope, Head of Primary and Mr Mark Camilleri, Head of Secondary for their commitment, dedication, hard work and faithfulness to me, our College's vision and our students and families. This has been reflected in encouraging growth in our College with an additional Year 5 class, Kindy Class and close to 50 new students. I look forward to the future with great excitement and anticipation and encourage you to pray for our students, families and staff.

Gabi Korocz
Headmaster

CHAIRMAN OF THE BOARD

We are excited about the many new developments and consolidation of long standing values held at Mount Annan Christian College over the past twelve months.

Our College Motto, “Nurtured for Life | Prepared for Purpose” is most certainly being fulfilled.

2016 saw some significant changes within our staffing and executive team. We farewelled Mr Nathan Gray, and his wife Lynne-Marie, who both contributed to staff and students for a long period of time.

We appointed our current Headmaster, Mr Gabi Korocz, who comes with a wealth of experience, wisdom and a contagious enthusiasm that has bought renewed passion into staff, students, our parent body and wider community.

We also appointed Mrs Emma Cassin, Head of Operations, who is diligently and consistently providing well thought out, and strongly implemented management strategies throughout the College.

A re-vitalised Executive Team provide steady leadership, ensuring our Core Values remain focused and forefront in the growth and development of our students and staff.

Lifelong Learning, Innovation and Creativity, Fairness and Compassion, Diligence and Discipline, Mission and Service and Respect provide a stellar foundation for accelerated growth of individuals, our College, and the Kingdom of God as a whole.

From humble beginnings in 1999, the College has become a considerable influence in the lives of so many students and families, making a real impact within our region.

All of our staff and students are to be commended.

The Board thank God that He has led and guided us as we seek to serve Him in our role.

We look forward to outstanding success and progress over the coming years.

Andrew Gray
Chairman of the Board

PARENTS AND COMMUNITY

In 2016 Mount Annan Christian College announced the commencement of a formal Parent committee, called Parent Liaisons (PL's). This model was introduced to Primary with the intention of expanding through to Secondary in the following years. Parents were all welcome to apply to be a part of the PL's, for a one year time period, with the final selection made by the classroom teacher and Head of School.

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

The first task that was given to the PL's was to create a vision statement that represented their goals as a team. Their vision statement is as follows:

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

To date the introduction of the PL's to the College community has been met with resounding praise. It has given the College families yet another stream of information, and has built a stronger sense of an inclusive College community within MACC.

FROM THE COLLEGE CAPTAINS

In 2016 Mount Annan Christian College had a wonderful year, fulfilling many goals of both the college and the students. Our leadership focus for the year was to push academic achievements higher through continuous encouragement and enthusiasm about learning. This was achieved by the help of all staff members educating about growth mindsets each week and how we can better our academic achievements. The Leadership Council worked hard to organise and set up many different college events such as 'mufti days' and fundraisers such as 'Missions Day'. To make school a fun environment our enthusiasm carried through to our Athletics and Swimming Carnivals and also lunch time play with Primary School students. This helped unite the whole College from Kindergarten to Year 12's which in turn, created bonds between younger and older students where they were able to foster encouraging relationships.

Anabelle Pope (College Vice-Captain on behalf of the College Captains)

PARENT, STUDENT AND TEACHER SATISFACTION

PARENT SATISFACTION – PRIMARY SCHOOL

Throughout 2016, the Head of Primary maintained an open door policy for parents to gain an interview. Cards, letters and/or gifts of appreciation to the School had been received by Mrs Debbie Pope and her staff.

As these Primary School parents commented:

“I would like to formally acknowledge the wonderful support and hard work of Mrs Veronica S., Mrs Debbie P and the Support Staff that have given additional help to my boys this year with reading and sight words. Often outstanding work can be overlooked and I would like to ensure that the above people are recognised for their dedication to my boys and family. Our family are truly blessed to have such a wonderful team supporting our family.”

“There are no words to explain how much we have appreciated Miss M, her kindness, fairness and responsiveness to our son and his learning. She is an asset to MACC Staff. I truly hope she can remain on Staff in 2017.”

“Yesterday our daughter attended the Koala presentations at Blackheath. She had a terrific time and was very much excited recounting the day and meeting some of her current and new favourite authors. This day has certainly had a deep effect on her and made her even more enthusiastic about her reading.

We would like to offer our profound thanks for giving the students this opportunity.

Also we would like to show our appreciation on the Thursday afterschool Design program that she is also involved in as we are receiving excited and fantastic feedback from her.

These are just other examples that make this school the great school that it is.”

PARENT SATISFACTION – SENIOR SCHOOL

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

As these Secondary School parents commented:

STUDENT SATISFACTION – SENIOR SCHOOL

“To the teachers, thank you. Thank you for going above and beyond in everything you do. Your copious amounts of support and effort have made such an impact on our lives.”

“I couldn’t have found any place better than Mount Annan Christian College to call home during my time here in the last decade. Having been offered many opportunities, we were able to explore more about ourselves, the world around us and how we are a part of it.”

"I have committed to attend The Pennsylvania State University, having received a scholarship into Schreyer Honors College, an exclusive honours program within the university. The honours program is made up of around 300 students every incoming year, with the goal of "shaping people who shape the world." I am intending to pursue my Honours in the Bachelor of Architecture throughout the next five years.

This moment is truly a blessing from God and a reflection of His good works in my time at Mount Annan Christian College. For that I am also grateful to the College for allowing the journey toward this to be possible."

I wish you the very best as you lead Mount Annan Christian College into a new phase in life and I pray that God will continue to work through you to benefit the College. It has been an honour to be a part of this community."

TEACHER SATISFACTION

"Today I went to a learning support meeting with Deb and Alyssa and I am so proud to be their work colleagues and have my children taught by them.

Their sentiments were supported by Leanne who even had info graphics on the AIS website that support what they do in the classroom. You would all be so proud of them."

SCHOOL-DETERMINED IMPROVEMENT TARGETS

ACHIEVEMENT OF PRIORITIES

The achievement of 2016 school-determined improvement targets is set out in the table below. Specific goals for 2016 included:

	OBJECTIVE	STATUS
PRIMARY SCHOOL	Tinkertime – encourage and immerse Primary students in collaborative making opportunities in STEM related discovery projects	Achieved
SECONDARY SCHOOL	Pastoral Care - Develop a revised 7-12 programme through the homeroom setting emphasizing growth mindset and positive psychology.	Achieved
	STEM_ed – Extend the integrated STEM program into Stage 5.	Achieved
GENERAL	Staff PD – Continue to equip teachers with strategies to design effective and engaging learning activities.	Ongoing
	Literacy & Numeracy – Provide ongoing professional development to assist students to achieve at the highest academic standards with a particular focus on numeracy during the early years of schooling.	Ongoing
	Technology – conduct a thorough review of the College’s technology needs and future direction.	Ongoing
	MAIC – Ensure genuine educational innovations are developed, related and embedded in the MACC context.	Ongoing

PRE DETERMINED TARGETTED IMPROVEMENTS

The achievement of 2016 school-determined improvement targets is set out in the prior table. Specific goals for 2017 include:

	OBJECTIVE	STATUS
PRIMARY SCHOOL	<ul style="list-style-type: none"> • Growth in School Enrolment numbers • Focus development of STEM_ed • Improved Extra-Curricular Opportunities in a variety of KLA's • Increased focus on Professional Development of Staff • Revision of Christian Programmes including Chapel and Christian Discovery. 	
SENIOR SCHOOL	<ul style="list-style-type: none"> • Growth in School Enrolment numbers • Focus development of STEM_ed • Improved Extra-Curricular Opportunities in a variety of KLA's • Increased focus on Professional Development of Staff • Revision of Christian Programmes including Chapel and Christian Discovery. 	
GENERAL	<ul style="list-style-type: none"> • Revision of Mission Statement and Core Values. • Rebatale Status for Before School, After School/Vacation Day Care/Prep (MACCClub) • Greater focus on parental engagement with specific focus on establishment of PL's (Parent Liaisons) • Stronger customer focus with emphasis on online services with Canteen, Uniform Shop, general student notifications and development of our own School App. • Review of Executive Structure and staffing ratios • Continuing review of ICT. • Creating a higher school profile within the Community. • Investigate more inter-school sporting opportunities • Develop stronger links with C3 Mount Annan. • Begin the process of a long term Strategic Plan • Begin the process of a long term Master Plan. 	

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In 2016, the College continued to be involved in an overseas Missions trip to China. This trip also helped others in our student body to take ownership by raising funds for the benefit of others.

The camps and overnight excursions throughout 2015 contributed towards developing respectful and responsible behaviour and provided an opportunity to focus on like subject matter in an environment away from the routine of the classroom. The Duke of Edinburgh program has had one its most successful years in terms of participation rates and activity types and genuinely contributed to the Secondary student body learning more about personal responsibility and commitment to a cause and program. A combined Christian Leadership camp was again attended with Toongabbie Christian School and helped students develop a greater sense of responsibility to their fellow students and role within the community.

A very special part of our College life has always been the annual ANZAC Day tradition and commemoration. In 2016, it also sent a number of students along to the local ANZAC Day march in Camden and a small selection of student leaders along to the RSL Schools ANZAC service in Hyde Park. As is the case each year a very high level of respect is expected and communicated to each of the students during this week.

The Student Leadership Council continued to bring together student leaders/prefects from Primary and Secondary departments under the leadership and responsibility of the College Captains. Once again, the student leadership council in 2016 aimed to increase the opportunities for students to take on responsibilities and experienced varying degrees of success. This was evidenced in their commitment to regular Student Leadership Council meetings that required a diligent approach to attendance and participation.

The College's core values that apply to the whole College were revised in 2016 and have been focused on in Chapel events, Pastoral Care groups and other times in great depth once throughout 2016. The core values seek to produce a consistent standard of culture, attitudes and behaviours throughout our whole community that certainly promote respect and responsibility. The Core Values were five and are now six 'Respect'.

To highlight the importance of 'Respect' it has become an added and stand-alone Core Value for MACC. The new Core Value, 'Respect.

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

We've also implemented healthy food guidelines for our Canteen to develop healthy eating and better self-image.

Stage 5 – YPEP Programme - Recognising Abuse, Power in Relationships and Protective Strategies. The program is aligned to the NES (formerly BOSTES) PDHPE Syllabus

STAFF INFORMATION

During 2016 the Staff was made up of an **Executive Leadership Team**:

- Headmaster
- Deputy Headmaster
- Business Manager
- Head of Secondary
- Head of Primary
- Director of Innovation
- Head of Student Engagement

During 2016 the Primary School had 10 full-time and 4 part-time teaching Staff and 3 part-time Teachers Aides.

Secondary School Leadership Team

- Head of Secondary
- Deputy Headmaster
- Head of Technical and Applied Studies Faculty
- Head of English/HSIE Faculty
- Head of Mathematics/Science Faculty
- Head of Student Engagement
- Director of Innovation
- Director of Sport/Head of PDHPE
- Stages 4, 5 & 6 Advisors

PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

37 full time and part time teaching staff were employed in 2016 with the full-time equivalent staff being 39.9 (FTE). All 37 teachers have teaching qualifications from a higher education institution within Australia or as recognised within the AEI-NOOSR guidelines. In 2016, three teachers of the 39.9 were working towards achieving accreditation as a Proficient Teachers, as defined by the NSW Board of Studies, Teaching and Educational Standards (BOSTES). Of these teachers, two teachers achieved accreditation as a Proficient Teacher during the year, and one other teacher maintained their Provisional accreditation status with BOSTES as early career teacher.

Mount Annan Christian College is committed to professional learning and the development of all staff. Every staff member is given the expectation upon appointment that they will uphold a personal responsibility and commitment to ongoing professional development. To support this, the College facilitates College-based activities/days, external courses, resources and networks. During 2016. The College also hosted a 'Teachmeet' event that was opened to the wider educational community, encouraging interaction and mutual support between our teachers and those from other schools.

To strengthen the effectiveness of its professional development activities, the College sets whole-school professional development themes each year. In 2016, the key theme was Raising Academic Standards through the establishment of SMART Goals that were driven by Coordinators and Faculty Heads by the Deputy Principal and Director of Innovation. Furthermore, the College continued its work with the Sydney University STEM Teacher Enrichment Academy, a partnership that provides invaluable mentoring and support for six teachers from the Mathematics, Science and TAS Faculties. The Primary staff were also able to engage with some professional learning surrounding the Maker

Education initiative through the provision of an AIS STEM Grant for \$10,000 which provided time for staff to meet, design, execute and reflect on the College's Maker Ed program known as Tinkertime.

SCHOOL POLICIES

STUDENT NON-ATTENDANCE POLICY

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

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

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

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

STUDENT ATTENDANCE RATE 2016

JUNIOR SCHOOL	
Kindergarten	94.30%
Year 1	96.40%
Year 2	96.00%
Year 3	93.80%
Year 4	96.10%
Year 5	96.70%
Year 6	96.20%
SECONDARY SCHOOL	
Year 7	97.40%
Year 8	95.50%
Year 9	97.20%
Year 9	93.30%
Year 11	95.30%
Year 12	95.60%

ENROLMENT POLICY

There have been no changes made to the enrolment policy since the previous Annual Report. The complete version of the enrolment policy has been included in this report.

When seeking to identify the essential prerequisites for continuing enrolment in this policy, parents are required to give their initial (at the time of enrolment) and ongoing assurance of their support and agreement to abide by the conditions of enrolment as contained in the enrolment application form as prerequisites for continuing enrolment. This is specified in the policy below under the heading of enrolment offers. They also must be able to their support to their child receiving an education based on a Christian worldview and input as essentially derived from the College's Statement of Faith.

VISION STATEMENT

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. The College enrolment policy is inclusive as the College is seen as a vehicle for extending God's Kingdom.

RELEVANT LEGISLATION

Disability Discrimination Act, Race Discrimination Act and Anti-Discrimination Act and the Disability Standards for Education.

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

DEFINITIONS

Throughout the policy, unless the context requires otherwise:

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

Disability, in relation to a student, means:

- total or partial loss of the student's bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or

- the malfunction, malformation or disfigurement of a part of the student's body; or
- a disorder or malfunction that results in the student learning differently from a student without the disorder or malfunction; or
- a disorder, illness or disease that affects a student's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

PROCEDURES

New Enquiries

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

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

Waiting Lists

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

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

- the Enrolment Application form;
- a non-refundable Application Fee;
- a copy of the student's birth certificate;
- copies of the students' last two school reports;
- a written character reference; or the name, address and telephone number of a Minister of Religion, whom the College may contact;
- all medical, psychological or other reports about the student in their possession or control

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

Enrolment Offers

After a student's name has been entered on the waiting lists, the College will undertake an assessment process will include an academic assessment of the student. 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 education support need or a disability or other information has come to light indicating a possible need for education support services, the College will make an initial assessment of the student's needs. This assessment will be conducted by the Head of Learning Support. In addition, the Headmaster 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 school 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 Headmaster will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Headmaster 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 Headmaster determines that the student would require such services or facilities, the Headmaster will determine whether enrolling the student would impose unjustifiable hardship on the College. In making this assessment, the Headmaster 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 Headmaster determines that the enrolment of the student would cause unjustifiable hardship, 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 Headmaster or a member of staff appointed by the Headmaster. 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 Deposit as specified in the letter of offer.

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

ENROLMENT ENTRY FLOW CHART

After an enquiry has been made details are entered in Edumate and an enrolment pack is mailed to the prospective family

When the application form is received the following needs to be included:

- a registration fee of \$70.00 per child or \$140 per family if registered at same time
- Christian experience reference form
- the child's birth certificate
- updated immunisation records
- the previous two school reports
- if applicable, external examination results e.g. NAPLAN
- if applicable, updated reports for special needs

All family/student details from the enquiry are entered in Edumate

If the application requires special needs the file goes to the 'Head of Learning Support' for comment prior to the interview. Other reports may

When complete an interview will be scheduled with the 'Headmaster' following a positive assessment of the enrolment documentation

Upon satisfactory outcome of this process, a letter of offer for enrolment will be made

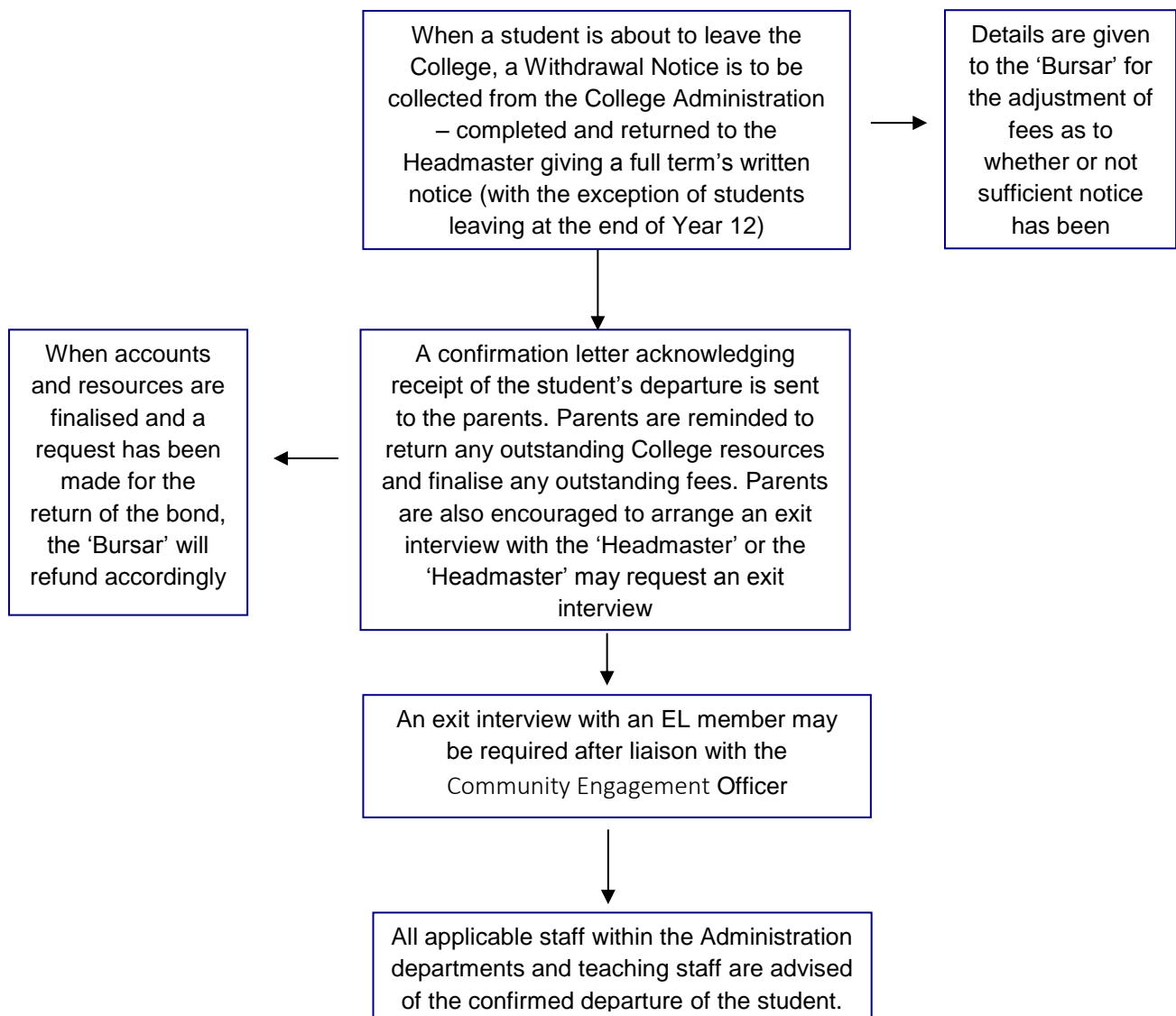
Acceptance of the offer will be payment of the non-refundable enrolment fee of \$750.00 per child. Non-payment of this fee within 14 days may result in the position being offered to another applicant.

The 'Headmaster' and the 'Head of School' will determine the roll call class

All student enrolment details are ready to be filed and distributed as required to all applicable staff with the Administration departments and teaching staff.

The student is ready to commence according to their designated class and year and an agreed starting date

ENROLMENT EXIT FLOW CHART



ENROLMENT OF STUDENTS WITH SPECIAL NEEDS POLICY

There are special procedures governing enrolment of children with Special Needs which are intended to ensure that an appropriate educational program can be provided for the individual child. This may include the provision of Specialist medical and educational reports by the parents at the time of application to help the School ascertain what programs are required to meet the specific needs of the applicant. In these circumstances parents will be consulted regarding the needs of the individual child and will be regularly updated through the assessment process. External specialist advice may also be sought as appropriate. The aim is to properly assess the needs of the child and to ensure that the School can realistically meet those needs. The School is committed to meeting its obligations in relation to the Disability Discrimination Act 1992 and the Disability Standards for Education 2005 where applicable. Parents may be able to request that special arrangements be made for students with special learning needs and may offer to financially contribute to the provision of extra educational services to support their child's learning over and above the standard school fees. Any such arrangements proposed by parents will be considered in the assessment of the applications on a case by case basis.

STUDENT WELFARE | PASTORAL CARE POLICY

POLICY STATEMENT

Mount Annan Christian College endeavours to promote a healthy, supportive and secure environment for all children. It seeks to use biblical truth and principles to underpin the interactions in this educational community. Student Welfare encompasses everything that the College community does to meet the personal and social needs of students and enhance their well-being. It involves recognising, valuing and developing each student as a total and unique person in the context of society.

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

SCOPE

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

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

RATIONAL

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

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

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

AIMS

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

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

POLICY IMPLEMENTATION AND ORGANISATION

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

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

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

1. Development and implementation of Academic Care Program through Learning support, Student

Academic Mentoring (SAM) Program

2. Developing student leaders
3. Student Awards (Student Management Policy)
4. Biblical Education
5. Training staff in wellbeing strategies and developing their skills
6. Transition Programs between Primary and Secondary
7. Developing effective pastoral and behavioural referral systems
8. Developing effective monitoring systems

9. Developing effective grievance processes including allegations of harassment or bullying (including physical, non verbal or verbal)
10. Child protection policies and protocols including mandatory reporting and investigation of allegations against teachers/volunteers etc
11. Camps, inviting special guest speakers, Ministry and Service
12. Monitoring absences and attendance
13. Developing effective learning environments
14. Comply with College OH&S policies including formal risk assessments
15. Overt and active playground duty supervision
16. Encouraging the majority of staff to have current Resuscitation and First Aid certificates
17. Effective excursion, sporting and camps policies and programs
18. Class-based devotional activities

Chaplaincy Program

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

Student Referrals

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

A student can only be referred to Chaplain through Senior Executive Member or Stage Advisers.

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

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

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

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

We also have a commitment to liaise with outside Welfare Organisations such as Anglicare, Local Police Liaison Officers, Mission Australia, Youth Liaison Officer – Camden/Campbelltown Council,

Young Carers Australia, if the student and/or family need extra support.

Middle Years Program

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

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

STACKS/Churchtime – Mentoring Groups Incorporating Positive Psychology/College Core Values

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

Currently, groups meet every second Monday morning for 50 minutes and also every Wednesday morning for 20 minutes during rollcall.

EVALUATION

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

COMPLAINTS AND GRIEVANCES RESOLUTION POLICY

RATIONALE

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

POLICY

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

PRINCIPLES

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

14. Concerns specifically related to the Headmaster should be directed to the Chairman of the College Board.

PROCEDURES

Step 1

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

Step 2

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

Step 3

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

Step 4

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

SUMMARY OF 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 of our community. All bullying incidents will be treated seriously with a response appropriate to the circumstance.

This policy aims to:

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

STUDENT OUTCOMES AND PERFORMANCE

NAPLAN

In May 2015, national literacy and numeracy assessments were conducted with students in Years 3, 5, 7 and 9. The literacy assessments measured achievements in reading, writing and language conventions. Student achievement is reported on a scale Band 1 to Band 10, representing increasing levels of skill and understanding demonstrated in the assessments.

The proportion of students that achieved a result in the top 3 Bands for each of the NAPLAN strands are detailed below along with National data.

Year 3 (Bands 4-6)	School	National
Reading	59%	70%
Writing	66%	80%
Spelling	71%	70%
Grammar	54%	73%
Numeracy	43%	63%
Year 5 (Bands 6-8)		
Reading	83%	62%
Writing	46%	48%
Spelling	71%	58%
Grammar	83%	62%
Numeracy	48%	57%
Year 7 (Bands 7-9)		
Reading	41%	54%
Writing	37%	46%
Spelling	52%	61%
Grammar	47%	53%
Numeracy	59%	60%
Year 9 (Bands 8-10)		
Reading	54%	48%
Writing	48%	32%
Spelling	78%	49%
Grammar	51%	41%
Numeracy	79%	49%

RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement (ROSA) is credential for students who leave school after Year 10 or Year 11 for employment or other training opportunities and do not proceed to the Higher School Certificate (HSC). 2 students were awarded a Record of School Achievement in 2016.

HIGHER SCHOOL CERTIFICATE

In 2016, 42 students were eligible for the Higher School Certificate.

Highlights include:

- Forty-one (41) or 20% of examinations sat received a Band 5-6 (80% or higher) result, and these were within fifteen separate subjects.
- Seven exam results received a band 6 (90% or higher).
- A total of 15/21 subjects offered with 50% or more of students achieve either a Band 4 or higher (70-100%), as well as 4 subjects where it was a Band 5 or higher (80-100%), which is a great achievement for both students and teaching staff.
- Many of our HSC students (2014 & 2015 cohorts had rates of 95%) have successful tertiary University entry and we see 2016 being no different. In fact, this year, we had many students receive Early or Selective entry into University courses, based upon their School Half Yearly and Trial HSC exam result performances alone. This highlights that our students are being sought after by Universities, even before they sit the HSC or ATAR scores are calculated – this is a great achievement!

2016 HSC Course Achievements

Agriculture - 83%	Industrial Tech - 83%	Music 1 - 100%
Business Studies - 53%	Legal Studies - 88%	PDHPE - 50%
CAFS - 73%	Mathematics 2 Unit - 80%	Physics - 50%
English Advanced - 81%	Mathematics Ext 1 - 100%	Society & Culture - 78%
English Ext 1 - 100%	Mathematics Ext 2 - 100%	Visual Arts - 100%

50% or more of the class achieving a Band 4 (70%) or higher:

50% or more of the class achieving a Band 5 (80%) or higher:

English Extension 1 - 100%

Mathematics 2 Unit - 80%

Mathematics Ext 2 - 100% it - 80%

Music 1 - 100%

School vs State Mean Variation – Course above State average %

1. Agriculture – 1.81
2. CAFS – 2.92
3. Industrial Technology – 4.28
4. Legal Studies – 0.72
5. Music 1 – 5.00

Course	Proportion of students achieving the top Performance Bands (Bands 4-6)	
	School	State
Agriculture	83.32%	58.67%
Ancient History	11.11%	57.97%
Biology	22.22%	60.98%
Business Studies	52.63%	63.42%
Chemistry	40%	73.23%
Community & Family Studies	73.32%	64.56%
Design & Technology	37.5%	76.5%
English (Standard)	24%	92.4%
English (Advanced)	81.25%	90.39%
English Extension 1	100%	94.97%
Industrial Technology	53.53%	53.05%
Legal Studies	87.5%	70.52%
Mathematics General	24%	51.57%
Mathematics	80%	76.41%
Mathematics Extension 1	100%	96.96%
Mathematics Extension 2	100%	97.87
Music 1	99.99%	88.75%
PDHPE	49.99%	62.15%
Physics	50%	98.95%
Society & Culture	77.77%	78.94%
Visual Arts	100%	87.33%

STUDENT INFORMATION

CHARACTERISTICS OF THE STUDENT BODY

In 2016 Mount Annan Christian College had a student population of 433.

- 212 students were enrolled in the Primary School which was made up of 108 males and 104 females.
- 221 students were enrolled in the Secondary School which was made up of 111 males and 110 females.

The Primary School Leaders

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

The Secondary School Leaders

The Secondary School Leadership team was made up of two Captains and two Vice-Captains as well as House Captains from each of the four Sports Houses. There were also 18 Prefects.

STUDENT YEAR 10 -TO 12 RETENTION

Total no. of Year 10 Students enrolled at MACC in 2014	53	
Total leavers from Year 10, 2014	3	
Year 10 students from 2014 retained and graduated in year 12, 2016	40	75.5%
Total Number of Year 12 Students who graduated in 2016	42	

SENIOR SECONDARY OUTCOMES

YEAR 12 ACADEMIC AND NON-ACADEMIC PATHWAYS 2016

21 HSC subjects were offered

42 Students obtained the HSC

1 Student undertook TVET course - Community Services Introduction (Child Studies) 240hrs

POST –SCHOOL DESTINATIONS

In 2016, 42 students at Mount Annan Christian College completed Year 12. 100% of Year 12 attained the HSC.

STATISTICS RECEIVED FROM THE UNIVERSITY ADMISSION CENTRE

24 successful university offers were made into degree courses in Science, Teaching, Business, Social Science, Engineering, Medical, Law and Creative Arts. A number of these offers were granted early admission prior to the release of the HSC results. 7 students received offers (sometimes to more than one university). A number of students chose a career pathway through TAFE or College as well as receiving an apprenticeship and other students entered the workforce in various industries and locations.

SUMMARY OF FINANCIAL INFORMATION

