



**PARENT  
HANDBOOK**

*Senior School*



## CONTENTS

- 03 Leadership Team**
- 04 Meet the Team**
- 06 Staff Flow Chart**
- 07 Teaching and Learning Framework**
- 08 Christian Framework**
- 09 Wellbeing Framework**
- 10 Co-curricular at Macquarie**
- 12 Learning at Macquarie**
- 14 General Information**
- 17 Other Learning Opportunities**
- 18 The Role of the Tutor**
- 18 Timetable & Daily Structure**
- 18 Assembly & Chapel**
- 19 Outdoor Education & School Camps**
- 20 Leadership**
- 21 Boarding & Wellbeing Support**
- 22 Behaviour**
- 23 Uniform & Technology**
- 24 P2 Pickup**
- 25 Attendance, Diary & Canteen**
- 26 FAQs**

# 2025 LEADERSHIP TEAM



**Alison Mitchell**  
Principal



**Marina Simcox**  
Deputy



**The Reverend  
Tom Owen**  
Chaplain



**Joanne Rankmore**  
Business Manager



**Lynne Fleming**  
Head of  
Teaching & Learning



**Penny Chilton**  
Head of Senior School



**Keera Job**  
Head of Junior  
School



**Wade Richardson**  
Head of Wellbeing  
Pre-K-12



**Eli Kinscher**  
Head of Boarding

# Meet the Team

## ACADEMIC & CO-CURRICULAR LEADERS



**Rachel Hurford**  
English



**Jennifer Downey**  
Director of Studies and  
Mathematics



**Brett Haddon**  
Science



**Tom Blackburn**  
TAS



**Laura Finch**  
HSIE



**Wade Richardson**  
PDHPE



**Penny Chilton**  
CAPA



**Patrick Connors**  
Head of Sport

## KEY SUPPORT STAFF



**Ainslie Angus**  
Learning Support  
Coordinator



**Ellie Spencer**  
Teacher Librarian



**Kelly Somerville**  
Executive & Student  
Services Officer



**Camilla Cullenward**  
Psychologist

# Meet the Team

## YEAR PATRONS



**Savannah Dimmock**  
Year 7



**Prue Murray**  
Year 8



**Patrick Connors**  
Year 9



**Bradley Ellis-Cole**  
Year 10



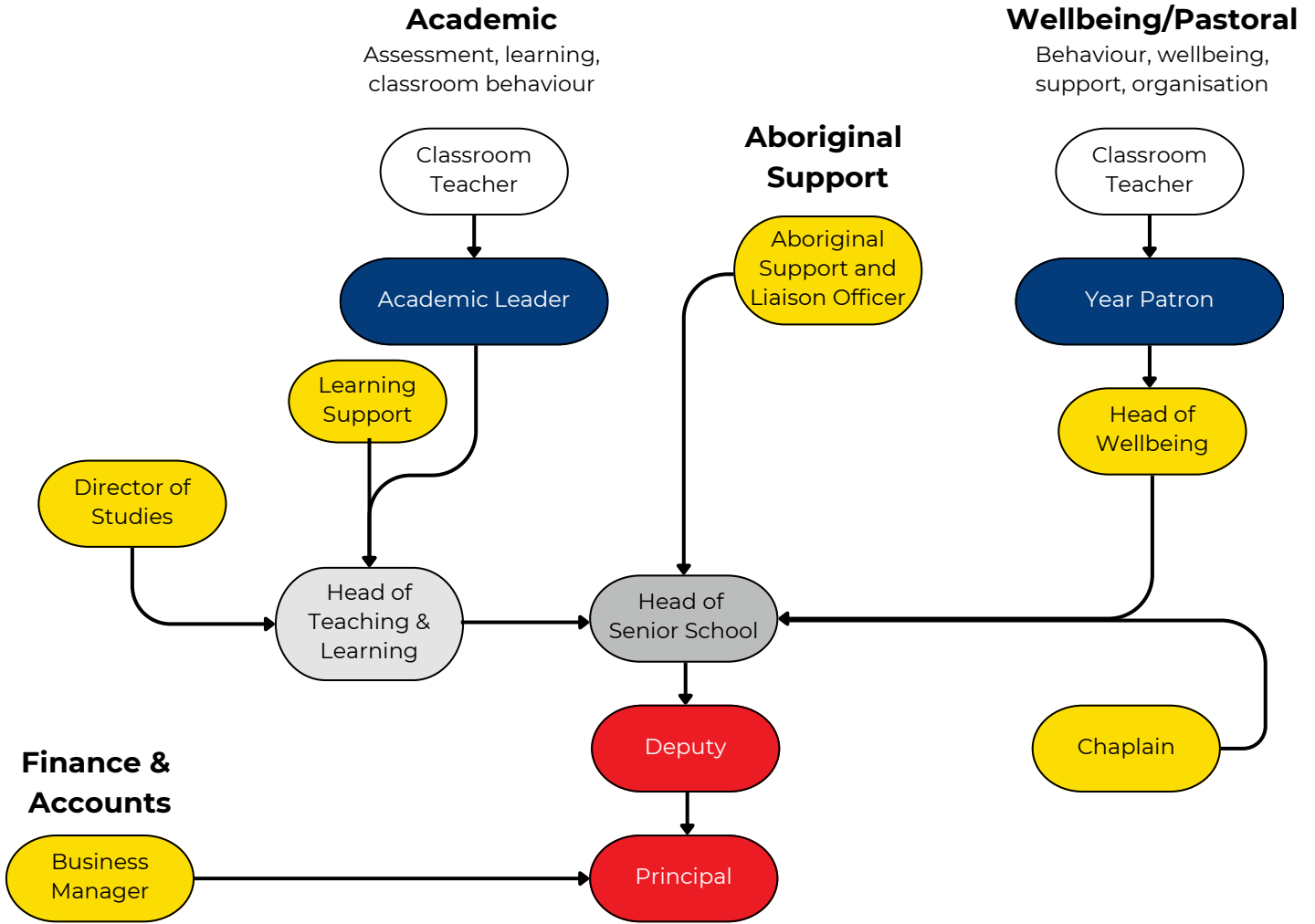
**Rachel Hurford**  
Year 11



**Eli Kinscher**  
Year 12

# Staff Flow Chart

*Who do I contact?*



# Teaching and Learning Framework

The Macquarie Teaching and Learning Framework strengthens students' independence as learners and aims to provide them with habits to support their engagement, whilst providing them with strategies on how to become better learners.

Utilising Guy Claxton's Building Learning Power Approach, the Macquarie framework culminates an approach that is grounded in both science and research. We utilise the four R's, linked to learning to support our framework. Learners convey their Learning Power through developing their Resilient, Resourceful, Relational, and Reflective learning dispositions.

## BUILDING LEARNING POWER

Many people believe that the focus of school's and teachers should revolve around two focus areas: Syllabus content and Assessment. Meaning, what the students are learning and how we check that it is understood. At Macquarie, through Building Learning Power, we aim to stretch and develop our students learning muscles and focus on the 'how' of learning. Students then become drivers of their own learning and develop dispositions as learners.

## WHY IS BLP IMPORTANT?

By incorporating the 4R's into learning our students should increasingly be resourceful in their approach to learning, developing confidence through their learning successes and learning from their challenges and mistakes. Collaborating and working effectively with others is clearly modelled and taught and their ability to plan, focus and take ownership of their learning is enhanced.





# Christian Framework

Introducing our new Christian Framework which reflects our mission to honour God through excellence in teaching, learning and service. Developed with input from a wide representation of the Macquarie community, it visually represents our school motto "Faith in Action." The inner circle captures our core Christian beliefs, while the outer circle illustrates some of the actions we hope to teach, inspire and challenge our students in. Our belief that God's love and forgiveness is available to all who put their trust in Him and that Christians are called to respond with repentance, love and good deeds is the foundation of our educational approach. This framework guides us in nurturing the mind, character, and spirit of each student, fostering a school community where love, care and excellence thrive.





# Wellbeing Framework

## OUR DEFINITION OF WELLBEING

Macquarie Anglican Grammar endeavours to develop our four pillars of faith, community, character and excellence through a strong wellbeing program. Wellbeing is achieved through the experience of positive relationships and emotions, the development of one's potential and having a sense of purpose. Wellbeing can be enhanced in an environment that fosters a sense of belonging and equips students with social and emotional learning skills to manage the changes and challenges of life.

### 1. CLASSROOM – CLASSROOM CLIMATE AND SOCIAL EMOTIONAL LEARNING (SEL) SKILLS

Wellbeing is developed in the classroom through:

- Explicit instruction of social and emotional learning skills which are taught and practiced in developmentally, contextually and culturally appropriate ways.
- Evidence based teaching practices detailed in our Teaching and Learning Framework.
- Nurturing and safe classroom climates which are characterised by positive, caring relationships.

### 2. SCHOOL – CULTURE, PRACTICES AND POLICIES

Wellbeing is fostered through our School culture, policies and practices by:

- Developing a sense of belonging within the School community through active engagement by all staff and students.
- Using goal setting strategies to allow students to create their own educational pathway, facilitated and supported by the staff.
- Utilising restorative justice practices to bravely engage in honest – and sometimes difficult – conversations.

### 3. FAMILIES AND CAREGIVERS – AUTHENTIC PARTNERSHIPS

Wellbeing is enhanced through authentic partnerships which recognise that:

- Families and caregivers are children's first teachers, and bring deep expertise about their development, experience, culture, and learning needs.
- Ongoing two-way communication with families and caregivers to better understand the child's development, helping teachers understand family backgrounds and cultures and extending learning activities and discussions into homes.
- Creating opportunities for families and caregivers to volunteer in Schools enhances the effectiveness of the School/home relationship.

### 4. COMMUNITIES – COLLABORATION, SUPPORT, OPPORTUNITIES

Wellbeing is promoted through the collaboration, support and opportunities provided by the wider community by:

- Providing safe and developmentally rich settings for learning and developing.
- Forming connections to additional supports that families and Schools need.
- Collaborating with community stakeholders and organisations to develop partnerships and pathways for students beyond School.

# Co-curricular at Macquarie

At Macquarie Anglican Grammar School, our co-curricular framework complements the formal academic curriculum. These activities encompass a diverse range of experiences, such as clubs, sports, volunteer work, workshops, and competitions, which offer students opportunities to develop various skills, interests, and values beyond what is traditionally taught in the classroom. Co-curricular activities not only enhance students' personal and social growth but also contribute to their development by nurturing teamwork, leadership, creativity, and a deeper understanding of their own interests and passions, ultimately preparing them for an enriching educational experience.

Each program on offer is focused on developing our students' skills to live out our mission of being resilient young people who make a difference in the world through our values of Faith, Community, Character, and Excellence.

Our Co-curricular framework can be split into five distinct programs:

1

## ACADEMICS

Academics, traditionally considered the core of formal education, can also be viewed as a co-curricular domain in the broader educational context. Co-curricular activities encompass all the educational experiences that occur outside of the regular classroom curriculum. When academics are included within this framework, it means that they are not limited to the conventional classroom setting but extend to various supplementary educational activities and opportunities.

2

## THE ARTS

The Arts program is accessible to all students from Prep to Year 12. Our focus is to provide opportunities for students to discover ways to express themselves through various art forms, including instrumental and vocal music, clubs and competitions, exhibitions, and performance opportunities. The program is designed to develop skills across the arts, build confidence and a sense of community and belonging.

3

## REPRESENTATIVE SPORT

The Macquarie competitive sports program is designed to develop pathways for our students to participate in elite competition across a broad range of sports. The program exposes students to individual and team sports that will enable them to build confidence, develop friendships and find a lifetime of enjoyment and health.

4

## SERVICE

Macquarie aims to develop students who have a positive influence on both their school and local community through various volunteer opportunities where students are involved in serving as representatives of Macquarie. Providing service to others encompasses actions and behaviours that benefit or assist other individuals, communities, or society. This domain encourages students to understand the importance of helping, supporting, and contributing to the well-being and development of others without expecting personal gain.

# Co-curricular at Macquarie

5

## LIVESTOCK

Livestock is a vital and multifaceted co-curricular domain that encompasses a wide range of activities and opportunities for personal and educational growth. Co-curricular activities in agriculture can be incorporated into a student's overall learning experience to enhance their understanding of agriculture, foster practical skills, and develop a deep appreciation for the agricultural sector's significance in our society. Macquarie has achieved a range of accolades across a range of local and national shows and, including the Sydney Royal Easter Show.

## Senior School Co-Curricular Awards System

The Senior School Co-Curricular Awards System is designed to encourage students to commit to a range of school-based programs and activities by recognising excellence, commitment, teamwork and leadership.

Nomination Process:

- Students who demonstrate outstanding teamwork, attitude, and achievement in their chosen activity, may be nominated by a teacher for an award.
- Applications will be considered by the Co-Curricular Committee and a colour will be determined based on the student's ability to meet set criteria.
- Senior School Colours Assemblies will be held in Term 1, for summer activities, and Term 3, for winter activities.



Gold recipients are exemplary in every aspect of their participation, representing Macquarie at the highest level. Their skills are considered exceptional beyond the context of the school. They display leadership, innovation, and independence. They not only display team spirit, but they also foster it. They inspire and enhance the experience of those around them.



Silver recipients are highly skilled, highly valued and have represented the School for a substantial time in a given activity. They have achieved excellent standards integral to the success of their activity. Their skills are appreciated by and evident to the wider Macquarie community. They display leadership, commitment, self-development, and selfless participation. They epitomise the values of the School in their conduct. They are integral to the success of their activity.



Bronze recipients have represented the School or made a commitment to an activity for a substantial time. During this time the student has displayed skills and/or commitment that exceed expected standards of participation. They display commitment, self-development, and tenacity. They have made a valued and sustained contribution to an activity. They have had a positive impact on the activity and school community.



# Learning at Macquarie

Macquarie Senior School students are encouraged to become powerful, independent learners who are resourceful, resilient, reflective and relational. Each stage of Senior School Curriculum is designed to support students in developing these skills so that they are ready to move into the world beyond school at the end of their studies.

## SENIOR SCHOOL CURRICULUM

Students at Macquarie Anglican Grammar School follow the NESA NSW Curriculum, with students in Senior School studying subjects in Stage 4, Stage 5 and Stage 6, culminating in the Higher School Certificate. Subjects studied include:

### STAGE 4 (YEARS 7 AND 8)

- Mathematics
- English
- Science
- HSIE
- Music
- Visual Arts
- LOTE - German
- Technology
- PDHPE

In addition to these subjects, students in Stage 4 all complete classes in Christian Development, Careers and Sport.

### STAGE 5 (YEARS 9 AND 10)

- Mathematics
- English
- Science
- HSIE
- PDHPE

Stage 5 students select 2 electives per year from choices including:

- Elective History
- Commerce
- Elective Geography
- LOTE
- Woodwork
- Textiles
- Food Technology
- ISTEM
- Agriculture
- Music
- Visual Arts
- Drama
- PASS
- Child Studies

In addition to these subjects, students in Stage 5 all complete classes in Christian Development, Careers and Sport.

## STAGE 6

Students in Stage 6 develop a pattern of studies based on their areas of interest and in consultation with academic staff and parents. Students must complete at least 12 units of Preliminary Courses and at least 10 units of HSC Courses. All students must complete at least 2 units of English as part of their pattern of study.

A wide range of subjects are offered across:

- English
- Mathematics
- HSIE
  - History
  - Geography
  - Economics
  - Business Studies
  - Society and Culture
  - Legal Studies
  - Studies of Religion
- Creative and Performing Arts
  - Music
  - Visual Arts
  - Drama
- Technological and Applied Studies
  - Design and Technology
  - Food Technology
  - Agriculture
- Science
  - Chemistry
  - Physics
  - Biology
  - Investigating Science
- Languages
  - German
- PDHPE
  - Health and Movement Science
  - Community and Family Studies
  - Sport, Lifestyle and Recreation

All students at Macquarie complete the Preliminary year of Studies of Religion 1. Careers classes continue until the completion of Year 12 as we support students in preparing for life beyond school.

Additionally, students have the opportunity to study Vocational Education and Training (VET) courses either at Macquarie or Western TAFE. Courses on offer include:

- Primary Industries
- Automotive
- Hospitality
- Construction
- And many others.

Some students also choose to undertake a School Based Traineeship (SBAT). This allows students to begin an apprenticeship and study at TAFE, while still completing their HSC.

## CLASS STRUCTURE

English and Mathematics classes in Years 7 - 10 are streamed to ensure that we are as targeted as possible in supporting students in the crucial areas of literacy and numeracy. At different times throughout the year it may be necessary to move students within these classes. The Academic Leader or Head of Teaching and Learning will contact you if this is needed.

All other classes are mixed ability.

*Any queries about class placement should be directed to the Head of Teaching and Learning.*

## HOMEWORK

Homework in the Senior School is designed to reinforce classroom learning, build skills and develop positive and independent study habits. Students should expect regular homework for all subjects in Senior School. This may include completing work from class, practising additional examples, learning key terms and vocabulary, reading and research.

Homework across the Senior School will be set by subject teachers over the course of the two week cycle. Homework Club will run each Thursday afternoon from 3.15pm-4.15pm. A member of an assigned faculty will be available to assist students at this time. This will take place in the Library.

A list of suitable homework textbooks that can be purchased through external suppliers is available for those wanting additional homework tasks. Please contact Academic Leaders of the specific subjects to outline these texts.

## ASSESSMENTS AND EXAMINATIONS

Students in the Senior School have Assessment tasks that they should be working on throughout the school year. These are noted in the Assessment Calendar which are sent out at the beginning of each Term. Assessment notifications will be provided with a minimum of two-weeks notice. All students are expected to complete all tasks.

All Senior School students complete examinations during an Examination Week. This is an important component of the assessment program with the aim of helping students to learn time management skills, develop understanding of different styles of examination questions, and demonstrate their understanding in a test environment.

Students in Stage 6 receive additional information about assessment processes.

*Queries about assessment and examination processes, including provisions, extensions, absences or lateness should be directed to the Director of Studies.*

## REPORTS

Student reports are provided at the end of Semester 1 and Semester 2, offering detailed feedback on academic progress, effort, and personal development. These assessments support our commitment to nurturing confident, capable, and reflective learners.

## LEARNING SUPPORT

At Macquarie, we are committed to ensuring all students have the opportunity to succeed. Learning Support is provided to students who may benefit from additional assistance, including those with diagnosed learning difficulties. For students with specific diagnoses, we create Individual Learning Plans (ILPs) in collaboration with parents, teachers, and specialists. These personalised plans outline targeted goals, strategies, and accommodations to help students achieve their full potential in the classroom.

Our Learning Support Team works closely with classroom teachers to provide targeted support, ensuring students receive the assistance they need within the classroom setting.

Please make contact with your child's Tutor or the relevant Academic Leader if you have any concerns about your child's academic progress, or if you have a recent diagnosis or specialist report.

## THE SCHOOL DIARY

All Senior School students are issued with a School Diary. This Diary should be brought to every class and used to record homework, assessment and goals. It is an important organisational aid, with students encouraged to use them to keep track of the learning, co-curricular commitments and events.

The Diary also provides information for parents, carers and students regarding uniform guidelines, student code of conduct, behaviour response information, Co-curricular awards, acceptable use of computers and the internet information and mobile device usage policy.

Please check and sign your child's Diary each week so that you can support them in maintaining an organised approach to learning.

## MATERIALS FOR CLASSROOM LEARNING

Students are expected to bring the following items every lesson:

- Exercise book
- School Diary
- Pencil case
- Laptop

Additional materials such as calculators and art equipment may be required for some subjects. Students are expected to be organised in what they bring to each class and to ensure that workbooks and materials are kept well-ordered and in good condition for learning.

## LIBRARY

The School Library is staffed by a Teacher Librarian and is a space of additional learning for Senior School students. It is open Monday - Thursday from 8am - 5pm. Students are able to access this facility for reading, support and revision before school, at lunchtime and after school.

## BYOD

Macquarie Anglican Grammar Senior School uses BYOD to support student learning. Students use their laptops for engaging with online learning platforms, completing research and developing technical skills relevant to different learning areas. Our BYOD program enables students to access their Dashboard to access their timetable, Canvas, Macquarie Cares and a range of other useful resources, programs and software.

Students should ensure that they bring their fully charged laptop to school every day. If required, additional charging facilities are available in J Block.

Well used Information Technology can be a powerful tool, but we are also aware of the challenges that can come with so much available at our fingertips. Learning to manage technology appropriately is a vital component of learning. To support appropriate use of IT, all Senior School students must complete a Webinar on Acceptable Use of Technology and sign a declaration that they will follow school guidelines in their usage.

## CANVAS

Senior School uses CANVAS, an online learning platform, to provide access to class materials, assessment information and learning. Parents can access CANVAS via the mobile app. Lessons, assessments and resources can be accessed by students using this platform.

This should be the first place students check for any missed class work.

## CAREERS

The Careers program is a bespoke program designed to help students across the entire Senior School prepare for life beyond school.

In Years 7 to 9 students will learn about different types of work, understanding workplace environments, and building soft skills that will be applicable no matter the workplace or career a student chooses in the future.

Students in Year 10 to 12 start to investigate what careers might be suitable and appropriate for them. Students learn about post school options, prerequisite subjects, and communication and collaboration skills. Workplace issues and workplace safety are investigated and managing personal finances, developing study skills and time management skills are also explored. Soft skill development continues including creating a curriculum vitae and practising interview skills. Students in these year groups will also undertake individualised Growth Mentoring sessions, focusing on assisting students in developing their individual path through the many choices and opportunities of the senior years.

For our Year 12 students there will be frequent updates for students and parents regarding University applications, and Careers news





# Other Learning Opportunities

## MAPP

Students in Years 7, 8 and 9 have the opportunity to apply for a place in our Macquarie Agricultural Pathways Program (MAPP). Students in this program spend a day each week undertaking extensive and intensive learning in Agriculture. Our teachers work with industry experts to ensure students are gaining practical experience on a working property. For more information about MAPP, please contact the Head of TAS.

## MUSIC

Students have the opportunity to extend their musical journey beyond the classroom through private, small-group, or one-on-one lessons with our peripatetic music teachers, learning instruments such as piano, strings, woodwind, voice and brass instruments. All musicians are strongly encouraged to participate in our School Ensembles, which include choirs and bands. For more information about Music, please contact the Head of CAPA.



# The Role of the Tutor

Our Tutors play an important role at Macquarie. Your child will meet with their Tutor every day and they should be your first point of contact should you have any questions or concerns regarding your child.

Our Tutors prioritise building strong trusted relationships, they act as a mentor, monitoring wellbeing and academic progress of your child. They are your child's goal setting guide and they will be the person to write your child a reference. If at all possible, your child's tutor will follow them through secondary school.

Students will be in a Tutor Group with other students in the same House and Year Group. This enables us to be targeted in supporting students according to needs, and in ensuring wellbeing and study skills covered are most appropriate to where students are at.

## Timetable & Daily Structure

Senior School operates on a carefully designed timetable that they can access through Edumate Diary. Students move around different classrooms to enable access to specialist spaces. The timetable follows a two week structure (Week A and Week B) and consists of 6 periods and Tutor time each day. On Fridays, all students attend Chapel in place of Tutor.

All students are expected to be lined up and ready to start their academic day by 8:50am each morning. School concludes at 3:10pm. Students in Years 11 and 12 may have some extension or specialist subjects scheduled before or after school.

## Assembly & Chapel

Senior School Assemblies are held every Wednesday Week A. These are important times for our students to come together as a large group, learn about opportunities, be challenged in thinking and celebrate success. All students must wear formal uniform, including blazers, at Assemblies.

Chapel is held each Friday. Senior School come together to learn about the Bible and our Christian Faith, to pray, reflect and celebrate the gift of Christ. Bell times on Friday morning are adjusted to accommodate this, with students going straight to Period 1 instead of Tutor Time.

Student leaders are actively involved in the running of our Assemblies and Chapels.

# Outdoor Education & School Camps

Our Outdoor Education Program is a core part of the Senior School experience, designed to foster independence, resilience, and teamwork. Through a carefully sequenced camp program, students progressively build confidence in new environments, develop problem-solving skills, and strengthen friendships. These experiences align with our Teaching & Learning Framework, encouraging students to be resourceful, reflective, resilient, and relational learners. School camps create lasting memories and valuable learning experiences that help students develop confidence, responsibility, and a deeper connection to their peers and the world around them.

## 7 YEAR 7 CAMP

A three-night, outdoor challenge camp early in the school year. This camp is designed to build confidence and community for our youngest members of Senior School.

## 8 YEAR 8 CAMP

A four-night urban challenge, in which students learn to navigate around Sydney. This camp combines navigation, service and challenge.

## 9 YEAR 9 CAMP

A four night camp designed to meet criteria for the Bronze Duke of Edinburgh Award hike. Students navigate, hike with packs and manage camps.

## 10 YEAR 10 SNOW CAMP

Snow Camp! Students travel to the snowy mountains and have the opportunity to spend time on the slopes.

## 11 YEAR 11 CAIRNS TRIP

Year 11 students travel to Cairns, engaging in learning about the geography, science and culture of this area. Students visit the Daintree Rainforest, visit an observatory and snorkel on the Great Barrier Reef. They are able to take part in additional challenge and adventure activities, such as canyoning and scuba diving, and learn about the rich Aboriginal Culture of Eastern Cape York.

## 12 YEAR 12 RETREAT

Year 12 spend their final days before graduation in a retreat that focuses on study and reflection about time spent at school.



# Leadership

Providing leadership opportunities for our students is a priority at Macquarie. All students have opportunities to build leadership skills, and are encouraged to seek opportunities to put these into practice at school by seeking out formal leadership positions.

The Student Representative Council (SRC) provides students from Years 7-12 with a voice in school matters, allowing them to contribute ideas and lead initiatives that enhance our school community. SRC members are elected by their peers and work together to promote school spirit, service projects, and student-led fundraising activities.

Year 10 students participate in a peer support training program. The Peer Support program helps to empower students with practical skills and strategies to positively navigate life and relationships. At Macquarie, Year 10 students are trained to be Peer Support Leaders in readiness to work with new Year 7 students beginning their Senior School journey. The Peer Support sessions allow our Year 10 students to develop their leadership skills, while becoming an important older role model for our new Senior School students. As soon as we are allowed to cross year groups, our Peer Support program between our now Year 11 students and Year 7 will commence.

Year 11 students have the opportunity to apply for the important role of House Captain (two per House). Our House Captains foster House Spirit, organise events and relays, and model participation and involvement to their peers.

Our School Captains and Prefects are selected from our Year 12 cohort. Students wishing to undertake one of these roles go through a rigorous process of application, interview and voting before taking on these important roles. Our School Captains and Prefects have responsibility for different portfolios such as Chapel and Charities, SRC, Co-curricular engagement, Boarding and Agriculture. Additionally, they work as a team with all of Year 12, to model and support our culture and community.



# Boarding

Our weekly and full time boarders are a vital part of the Macquarie community with their own distinct sense of identity and community. There is strong communication between day school and Boarding staff to ensure we are all working together to support Boarding students in their wellbeing and learning.

Boarding provides an exciting opportunity for students to engage in learning at Macquarie, even when home is far away.

For more information, please reach out to our Head of Boarding, Mr Eli Kinscher, at [eli.kinscher@mags.nsw.edu.au](mailto:eli.kinscher@mags.nsw.edu.au).

# Wellbeing Support

We recognise that the years of adolescence can sometimes be challenging and that managing your own Wellbeing is a skill that must be learnt. Our Wellbeing Framework, outlined earlier in the booklet, provides more information on what drives our approach.

All Senior School students undertake learning about Wellbeing through the Tutor Program, PDHPE and a range of guest speakers targeted at specific age groups.

# Behaviour

At Macquarie, we aim to promote positive behaviour and support students to make positive behavioural choices. In the event that students make poor choices, the following responses have been put in place.

Low Level Behaviour	Moderate Level Behaviour	High Level Behaviour
<p><i>Class Teacher/Tutor:</i></p> <ol style="list-style-type: none"> <li>1. Prompt</li> <li>2. Redirect</li> <li>3. Reteach</li> <li>4. Choice</li> <li>5. Consequence (Teacher Detention. Edumate Report and Parent Contact)</li> </ol>	<p><i>Academic Leader/Year Patron:</i></p> <ol style="list-style-type: none"> <li>1. Teacher Detention, Behaviour Notice Letter, possible After-School Detention</li> <li>2. If multiple Behaviour Letters received, the following may occur:               <ul style="list-style-type: none"> <li>• Parent Meeting</li> <li>• Behaviour Support Plan</li> <li>• Behaviour Monitoring Card (Green)</li> </ul> </li> </ol>	<p><i>Head of Senior School/Deputy Principal:</i></p> <ol style="list-style-type: none"> <li>1. After-School Detention</li> <li>2. Behaviour Monitoring Card (Yellow or Red)</li> <li>3. Internal or External Suspension</li> <li>4. Behaviour Support Plan</li> </ol>
<ul style="list-style-type: none"> <li>• Disruption to the learning environment</li> <li>• Late to class</li> <li>• Incorrect uniform</li> <li>• Incorrect or no resources</li> <li>• Refusal to participate</li> <li>• Refusal to complete tasks</li> <li>• Minor stealing</li> <li>• Inappropriate comments to others</li> <li>• Minor dishonesty</li> <li>• Minor physical contact</li> <li>• Out of bounds</li> <li>• Misuse of technology</li> <li>• Minor unsafe behaviour</li> <li>• Removal/Timeout from class</li> </ul>	<ul style="list-style-type: none"> <li>• Defiance</li> <li>• Graffiti or property damage</li> <li>• Absconding/truancy</li> <li>• Stealing</li> <li>• Sustained loud talk, screaming or excessive yelling</li> <li>• Physical aggression</li> <li>• Repeated inappropriate use of technology</li> <li>• Swearing/abusive language</li> <li>• Physical contact causing injury or distress</li> <li>• Inappropriate/unsafe behaviour during school excursions</li> <li>• *Consistent disruptive behaviour</li> <li>• *Consistent incorrect uniform</li> <li>• *Consistent lack of resources</li> <li>• *Consistent removal from class</li> </ul>	<ul style="list-style-type: none"> <li>• Physical contact causing serious injury or distress to another subject</li> <li>• Physical contact using on object (eg. rock, scissors)</li> <li>• Swearing/abusive language directed at a Teacher</li> <li>• Striking/hitting a Teacher</li> <li>• Actions considered illegal or criminal</li> </ul>

*\*Consistent being described as more than three times*

In the event of a behaviour incident, students may be issued a formal Senior School detention to reflect on their actions, with parents notified via email. If a student accumulates three Senior School detentions, this will result in an after-school detention on Thursday afternoons.

For moderate and high-level behaviours, the student may be issued a Behaviour Letter and placed on a Behaviour Monitoring Card, where their conduct is monitored and reviewed regularly. Our approach aims to support students in making better choices, while maintaining a safe and respectful environment for all.

# Student Uniform

At Macquarie, our uniform policy is designed to promote a sense of pride, belonging, and equality among students.

Students are expected to wear the summer uniform during Term 1 and Term 4 and the winter uniform during Term 2 and Term 3. The correct uniform must be worn each day, including the appropriate shoes, socks, bag and hat, as specified in the uniform guidelines. These guidelines can be found in the student diary and on our website via the Downloads page.

Sports uniform is worn on Senior School sports days and during classroom PDHPE practical lessons. Information about allocated sports days has been shared with students and parents via the Portal.

In addition to the uniform, hair must be neat and tidy, and longer hair should be tied back. Hair accessories should be simple and in school colours. Jewellery should be minimal, with silver, gold or pearl stud earrings, or silver or gold sleeper earrings being the only acceptable form of jewellery for girls.

Nail polish, mullets, shavings, or hair colouring are not permitted. These guidelines help ensure that students look their best while contributing to a focused and respectful learning environment.

## Technology and Mobile Phones

At Macquarie, we value the role of Information and Communication Technology (ICT) in enhancing learning experiences and work with students to develop their skills in digital literacy. Students in Senior School are required to participate in our BYOD (Bring Your Own Device) 1:1 policy, where each student brings their own device to use for learning throughout the school day.

To maintain a focused and respectful learning environment, mobile phones are not permitted for use during school hours, in line with our Mobile Phone Policy.

These devices must be kept in student's bags during the school day. Any misuse of technology, including accessing inappropriate content or engaging in disruptive behavior, will be addressed according to the school's Acceptable Use of IT Policy.

# P2 Pickup

# 1

## **MORNING DROP OFF (AFTER 8.20AM)**

Parents are invited to use the P2 area to drop their child off in the morning. Please note that parents are asked to remain in their vehicle and farewell their child. If you need to finalise pick up arrangements or chat to your child before the school day starts please park and help your child to the crossing.

# 2

## **PREP PICK UP**

Pre-Kindergarten students finish at 3.00pm and are to be collected from out the front of A Block. Please note that staff will supervise students until 3.15pm. No student from K-12 should be picked up in this area. Please proceed to P2 to collect older siblings.

# 3

## **K-2 PICK UP**

Kindergarten – Year 2 students finish their day at 3.00pm. If you arrive at P2 before 3.00pm the sign and chain will prevent you from entering P2. Note that a staff member may advise you to go and park if you arrive early. The banking up of traffic waiting to enter P2 causes ongoing congestion. Please do not arrive to pick up K-2 students until 3.00pm. If your K-2 child has a sibling in Years 3-12 please collect them all between 3.15pm and 3.30pm.

# 4

## **YEARS 3-12 PICK UP (ARRIVE NO EARLIER THAN 3.10PM)**

Students in Years 3-12 finish their school day at 3.10pm and then make their way to P2. Therefore, if 3-12 parents arrive at P2 earlier than required staff may advise you to do a loop of P2 until your child arrives. There are staff members on duty in this area until 3.30pm and then students are sent to the bus bay area if they have not yet been picked up. Your child can then walk to meet you at P2 when you arrive.

**Students are not to be collected from the grassed roundabout area or the bus bay.**

# 5

## **CHANGE OF PICK UP PLANS**

We understand and recognise that plans can sometimes change for pick up in the afternoon. If this occurs, we ask that you contact the office on (02) 6841 6222 no later than 2.30pm. Emailing your child's Core or Tutor Teacher is not a suitable option as teachers are sometimes unable to check their emails throughout the school day and the message may not be received in time.



# Attendance

Regular attendance is important for ongoing student success, and we encourage all families to ensure students attend school consistently. Absences can be recorded via the Parent Portal or School App for ease of communication. For planned leave, such as holidays or other extended absences, leave applications must be submitted before the time off, and can be found in the Downloads section of the school website.

If a student's attendance falls below 80%, an attendance letter will be issued, and a meeting will be requested to discuss and create an attendance plan to support your child's ongoing education. Our goal is to work collaboratively with families to ensure that students remain engaged and supported in their learning.

# Diary Communication

The School Diary is an important tool for communication with your child's teacher. Parents and teachers are required to sign children's Diaries each day. Notes regarding pick up arrangements should be made via the Diary. Any urgent messages/communication should be made by phoning the front office. Staff may not check their emails throughout the school day.

The Diary also provides information for parents, carers and students regarding uniform guidelines, student code of conduct, behaviour response information, acceptable use of computers and the internet information and mobile device usage policy.

# Canteen

The School Canteen operates Monday to Friday each week, offering a variety of healthy lunch options for students. To order lunch, students must place their orders through **Munch Monitor** at [www.munchmonitor.com](http://www.munchmonitor.com). Parents will need to set up an account using the school code as follows to ensure their child can make orders correctly.

School ID: macqgrammardubbo  
Password: munch2830

# FAQs

1

## WHAT TIME DOES SCHOOL START AND FINISH?

School begins at **8:50 am** and finishes at **3:00 pm for Prep-Year 2 students and 3:10 pm for Year 3 - Year 12 students**. Students are encouraged to arrive by **8:30 am** to ensure they are settled and ready to start the day.

2

## HOW SHOULD I NOTIFY THE SCHOOL IF MY CHILD WILL BE ABSENT?

Absences can be recorded via the **parent portal** or **school app**. If you know in advance that your child will be absent, please inform the school as early as possible.

3

## HOW CAN I APPLY FOR LEAVE DURING THE SCHOOL TERM?

For planned leave, such as holidays or family events, **leave applications** should be submitted prior to the leave. These forms are available in the **Downloads section** of our school website.

4

## HOW CAN I SUPPORT MY CHILD WITH THEIR LEARNING AT HOME?

Regular reading is key. You can also encourage your child to set learning goals, engage in educational games or activities, and ask questions to engage their curiosity. Don't hesitate to reach out to your child's teacher for specific resources or strategies.

5

## HOW ARE STUDENT BEHAVIOUR ISSUES ADDRESSED AT SCHOOL?

Behaviour incidents are managed by providing appropriate consequences, such as **Reflection Room detentions**. A Behaviour Monitoring Card may be issued for moderate or high-level behaviours. We aim to work collaboratively with parents to support the student's development of positive behaviour choices.

6

## WHAT IS THE POLICY REGARDING SCHOOL UNIFORMS?

Students are required to wear the **school uniform** as outlined in the Uniform Guidelines Policy.

7

## HOW CAN I GET INVOLVED IN THE SCHOOL COMMUNITY?

We encourage parents to get involved through various opportunities, such as assisting in classrooms, participating in **school events**, or joining the **Parent & Friends Association**. Please contact the school office for more information on how you can contribute.



**FAITH IN**  
*Action*

**MACQUARIE PARENT  
HANDBOOK 2025**

For more information  
visit [www.mags.nsw.edu.au](http://www.mags.nsw.edu.au) or  
contact us on **02 6841 6222**