

Annual Report 2016

Macquarie Grammar School

Prepared for the NSW Educational Standards Authority



MACQUARIE GRAMMAR SCHOOL

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Purpose of this Report

This Annual School Report is a requirement for compliance with Section 3.10.1 Educational and Financial Reporting of the Registration and Accreditation Requirements for Individual Non-government Schools, under the [Education Act 1990](#) (NSW). This Report provides the Macquarie Grammar School community with reliable and objective information about the School's performance measures and policies, as determined by the Minister for Education, New South Wales.

Details about initiatives and developments of significant interest and importance to the School community throughout 2016 and achievements. Other information has been provided from the School's management software program (Denbigh) and, existing policies and documentation. The Report outlines the processes, in place, to assure the provision of quality educational experiences for Macquarie Grammar students.

The Report is submitted to the NSW Educational Standards Authority (NESA) and is available on the School's website from the 30 June 2017. Ultimately, the Report demonstrates accountability and compliance with regulatory bodies, as well as the School community and convinces the reader of Macquarie Grammar's quality and effectiveness, in fulfilling the needs of students. Further information about the School and/or this Report may be obtained by contacting the School.



1. Messages from Key School Bodies

1.1 From the Headmaster

Macquarie Grammar School is a unique school that is located in the central business district of Sydney. In 2004 it was felt that the best location for a new vibrant Independent School would be where transport options would be best for students to commute daily to and from school easily and quickly. With the rail, bus and light rail networks all diverging to the centre of Sydney, it was decided that Town Hall would be the best and prime location to locate and establish a high school. Schools are constantly evolving and are always exploring how to make the classroom a meaningful and genuine learning environment that mimics society and the working world. With the multi-national and large corporate Australian companies having their main offices in Sydney, the stock exchange being positioned just up the road in Martin Place, the Law Courts and NSW Parliament within walking distance in Macquarie Street, the NSW Art Gallery and the open playing fields just a stones throw away from us at the Domain, the Powerhouse Museum at Ultimo, the Ian Thorpe Aquatic Centre in Darling Harbour, this places the school in a fortunate position to exploit the use of these facilities and bring the mobile classroom to life. It's not uncommon for our students to be visiting these sites throughout the year as part of enriching their classroom experience.

The School underwent an administrative restructure with the positions of Director of Curriculum and Director of Welfare being introduced clearly delineating the roles of student and staff welfare and curriculum. The school attained its registration and accreditation for ELICOS and the ELICOS Programme was fully reviewed and refined leading to changes in the High School Preparation Programme for both the Pre-Intermediate and Intermediate levels. In the area of student welfare two scheduled home visitations took place in April and September, which led to better observation and monitoring of homestay arrangements and quality of service. The student attendance process was reviewed and changes were introduced that led to improved student monitoring and academic outcomes.

Our Year 12 2016 cohort maintained the School's HSC ranking within the Top 100 Schools' List, ranked 70th, which is an improvement upon 2015 but most importantly nearly all of our students matriculated to university. As a fully comprehensive non-selective school, this is an outstanding achievement and a credit to both the students and their teachers. Congratulations to our 2016 Year 12 cohort. A magnificent set of results!

Enrolments improved by approximately 20%, which highlights the relevance of the school's unique operational model to parents and in meeting the needs of their children. The mix between domestic and international students created a well-balanced school environment where all cultures are treated and respected equally and students felt comfortable in attending school and striving to achieve their best.

I wish to thank the parents for displaying their confidence in the school by enrolling their child, the staff for their genuine interest and ongoing care of the students, and the students for displaying enormous pride in the School. I confirm that information in this Report is the result of a School evaluative process and provides a balanced account of the School's progress in 2016 and areas for development.

1.3 Parents and Friends' Committee

With the commencement of the new school year, our new Headmaster, Mr Rekouniotis, was welcomed. With such, the workings of the Parents and Friends' Committee and its formal meetings moved towards more of a parent / carer information session hosted by the Headmaster. The Parents and Friends information sessions were held at the School on three occasions in 2016, each with a topic being presented by the Headmaster. The topics presented were most informative and much appreciated, and I thank the Headmaster for his efforts in preparing the presented topics.

Mr Richard Clift

President

MGS Parents & Friends' Committee

1.4 From the Student Representative Council

The Student Representative Council (SRC) promotes leadership within the School and encourages students to participate in decision making processes. It is managed by Mrs Cawood, and a variety of student representatives elected democratically by the students. Meetings are held every Tuesday and a number of important fundraising activities for the school were undertaken in 2016. The now famous SRC cake sale, ANZAC Day poppy and biscuit sales.



SRC ANZAC Biscuits

Congratulations to the active students and supportive staff who ensure that the SRC will continue to contribute to provide valuable input into the operations of the School.



National Young Leaders Day

2. The Educational Context of the School

Macquarie Grammar School is Sydney's only secular, independent, co-educational secondary School that operates within the policies of the New South Wales Educational Standards Authority. Founded in 2004, the School's mission is to provide an environment which is academic, well supported by the teaching staff and prepares students for the Higher School Certificate (HSC), pre-vocational and University education, and the workplace, by providing quality education to its students and fostering an enjoyment of and respect for learning.

The School prides itself on its unique environment, which is harmonious, where students feel welcomed, enjoy attending school daily and strive to attain their best in all areas of the school's curriculum. We elicit in our students values of integrity, honesty, pride, tolerance and non-discrimination. We reflect accurately on societal challenges and changes, providing guidance and support for our students in the modern world, and creating hard working talented contributors to society. We are committed to the education of young people in all areas of their endeavour.

The School's aims are as follows:

- in educating for life, the School will develop an environment to foster the whole person, including the student's moral, intellectual, social, aesthetic, emotional, and cultural development without personal, political or spiritual interference;
- in all student endeavours, the pursuit of excellence will be encouraged so that each student will strive to attain the highest standards of which they are capable, personally;
- an open spirit of enquiry and respect for the truth will be important aspects of each student's pursuit of wisdom and knowledge;
- high priority will be given to the competent attainment by students of thinking, language, literacy, and numeracy skills;
- students will be encouraged to participate as much as possible in the whole programme of the School with the aim of enriching their lives through the development of character, initiative, and personality;
- Macquarie Grammar School will provide personalised tuition by experienced, qualified, and dedicated staff who aspire to teach and assess according to the Effective Teacher Model and the Australian Professional Standards for Teachers;

- to keep abreast of improvements and advances in technology and offer programmes relevant to current employment and market standards;
- incorporate ICT (information and communications technology), proactive planning, resource management, problem solving skills, group dynamics leadership and cooperative learning abilities, that are developed through a dynamic and innovative curriculum and its delivery;
- provide without academic barriers, an appropriate academic-based curriculum for all students; and
- promote in students a love of learning and a desire to continue learning and to help them make, effectively, the transition from secondary to tertiary study or to the workplace.

3. Student Outcomes in Standardised National Literacy and Numeracy Testing

Some exceptional results were obtained with the NAPLAN testing in 2016. A number of students scoring in Band 10 the highest Band for Reading Spelling and Grammar and Punctuation as well as Numeracy. Although not all of our students performed at this level, the international composition of our students' accounts for these results. Students in the junior years continue to improve their performances and we look forward to them scoring well in the Year 9 2018 NAPLAN online examinations.

NAPLAN Results for Macquarie Grammar v NSW Public Schools				
Assessment Topics	Year 7 Bands 4 - 9 (highest)		Year 9 Bands 5 -10 (highest)	
	MGS	NSW	MGS	NSW
Reading	33 %	81%	100%	72%
Writing	0%	70%	70%	83%
Spelling	33%	74%	100%	95%
Gramm. and Punct.	66%	89%	100%	71%
Numeracy	66%	77%	100%	91%

Our School's results for NAPLAN are uploaded to the MySchool website for viewing and a hard copy is sent to the school and to parents indicating the performance of each student, as well as a cohort.

All MGS students in Years 7 and 9 whether international or domestic, partake in the NAPLAN tests and some performed significantly higher than the State and National averages. The school utilises the NAPLAN as it is intended, as a diagnostic test that enables our teachers to annually review the literacy and numeracy needs of our students, especially our international students, who have been with us for only a short period of time. This could equate to only a term or a couple of weeks.

The results in the table above largely reflect the ESL make up of the cohorts and show only an overall picture of our results. In actual fact, there were outstanding results from our top students, with some students scoring in bands 9-10 in numeracy or literacy. Our NAPLAN results vary from year to year based upon student numbers and the percentage of domestic students in the mixture of the cohorts.

4. Results of the Higher School Certificate

Results of the Higher School Certificate

The Year 12 Cohort of 2016 performed extremely well, with the cohort maintaining our standing in the Top 100 Schools list for the HSC, ranked 70th. This is an excellent performance and illustrates the high standards that are maintained here at Macquarie Grammar School in both student performance and teaching and learning standards.

I would like to thank all students for their dedication and application to their studies in achieving these results, also the teachers involved in the 2016 HSC are also to be congratulated on their efforts and excellence. Of course supportive families that guide and endure the HSC year are also to be congratulated and thanked.

I am unaware of any other school that has been included in the HSC honour roll Mathematics Merit list and the BOSTES Distinguished achievers list. This year was no exception with outstanding results permeating our 2016 HSC performance.

Table 1: HSC Subject Results Compared with State of NSW

<i>HSC Subject</i>	<i>MGS Avg Mark/100</i>	<i>State Avg Mark/100</i>	<i>MGS % in Bands 4-6</i>	<i>State % in Bands 4-6</i>	<i>MGS % in Bands 3-6</i>	<i>State % in Bands 3-6</i>
Biology	85	74	100	64	100	89
Business Studies	71	73	75	63	100	86
Chemistry	77	76	100	73	100	90
Chinese Cont.	93	85	100	95	100	97
Chinese Backgr.	87	81	100	96	100	97
Drama	56	78	0	84	0	98
Economics	63	78	0	49	100	87
English Standard	67	69	0	76	100	96
ESL	68	70	58	60	100	69
Japanese Begin.	95	73	100	58	100	66
Legal Studies	69	70	0	63	100	78
Mathematics	80	78	80	75	100	91
Maths Ext 1	91	80	100	79	100	97
Maths Ext 2	85	81	100	96	100	98
PDHPE	71	72	100	62	100	81
Physics	65	73	0	64	100	86
Visual Arts	80	80	100	87	100	97

Overall 11% of students received an ATAR over 95. 100% of Chinese Continuers received a band 6, 100% of Japanese beginners received a Band 6 with one student receiving a State rank in Japanese Beginners. Japanese Beginners performed 21 Marks above the state average. 100% of Mathematics Students in Extension 1 and Extension 2 received a band 5 or 6. 100% Biology students received either a band 5 or 6 and performed 3 times above the state performance.

88% of students received a band 5 or 6 and 100% band 4 to 6. Over half of the subjects studied at MGS performed above the state average. These results are indicative of exemplary teaching and learning as well as outstanding student application and dedication. A warm congratulation goes out to all involved.

5. Senior Secondary Outcomes

Macquarie Grammar is a traditionally focussed Grammar School, it only offers NESA developed courses; we do not offer any School based courses, so that we maximise each student's ATAR (Australian Tertiary Admissions Rank) potential for University entry. Therefore, we do not offer any vocational or trade training programmes. All of our Year 12 students in 2016 received a Year 12 Higher School Certificate.

All students requested an ATAR from the Universities Admissions Centre, in order to secure offers into Australian universities. In 2016 our top ATAR result was 98.95, an outstanding result from our School Dux Bao Vu.

Macquarie Grammar doesn't claim any exemptions or modifications to any syllabus from NESA, eg in reference to the Education Act: "*modifications to enable any part of a course of study in a key learning area*", based on, "*incompatibility with the educational philosophy or religious outlook of the school*". The *Education Act 1990* (NSW) governs the award of the HSC. The BOSTES NSW, under this Act, grants certificates to students who comply with the Act and NESA requirements.

6. Workforce Composition

All our teachers are native speakers of English; our LOTE teachers of Chinese and Japanese are native speakers of their respective languages. Members of staff are aged in their twenties through to middle age. This provides the school with the diversity of youth and experience as well as a mix of traditional and modern pedagogical teaching and learning practices.

The School also employs an Administration Manager who oversees all support staff, an Accounts Receivable Officer, Accounts Payable Officer, two Student Services Officers, Homestay Officer, Admissions Officer, Marketing and IR (International Relations) staff and IT Manager. Most MGS Teachers actively implement an administrative role, eg Careers Adviser, Year Adviser, Welfare Officer, etc.

The School is fortunate to have members of staff who are fluent in a variety of languages and are able to offer assistance with translation, if required.

7. Professional Learning and Teacher Standards

In accordance with NESA guidelines, all Macquarie Grammar Teachers have teaching qualifications from a higher education institution within Australia or recognised within the National Office of Overseas Skills recognition guidelines.

The Table below indicates the proportion of Macquarie Grammar Teachers holding postgraduate qualification(s), as per the AQF (Australian Qualifications Framework), in addition to a teaching qualification:

Qualifications	Percentage of MGS Teachers
Teaching qualification(s)	100
+ Postgraduate qualification(s)	100
+ Additional to Yr 12 AQF qualification(s)	100

The Macquarie Grammar School Director of Curriculum is approved as a Teacher Accreditation Authority by the New South Wales Institute of Teachers.

Qualification Category of Macquarie Grammar School Teachers (including part-time Teachers):

Category (as defined by the Institute of Teachers Act 2004)	No of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	13
Teachers who have a Bachelor Degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal Teacher education qualifications, or	0
Teachers who do not have qualifications as described in either of the categories Above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such 'Teachers' must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and have approval from the NSW Institute of Teachers to extend the period during which an approved teaching qualification may be obtained.	0

Only teachers who teach NESA approved and ELICOS courses are included in this Table. All courses at Macquarie Grammar School are NESA developed courses. The ratio of teachers to students is approximately 1:10.

Staff are encouraged and supported to explore their professional knowledge through subject specific associations and by participating in local, interstate, and international conferences. These experiences allow teachers to reflect upon their learning and teaching programmes with increased innovation. Teachers attend weekly Staff Meetings and Professional Development Day Meetings with the Headmaster. Teachers and the Headmaster also provide written input on the Australian Curriculum in reference to specific courses when required.

Currently, some MGS teachers are completing an additional University Qualification at their instigation.



Macquarie Grammar is committed to providing professional development, for all members of staff, to contribute to a vibrant learning community. All Teachers attended at least ten, designated, school-based Professional Development days within the Terms of the academic year. The focus for each of these days was learning and teaching. Additionally, the Table below lists some of the professional development activities that were undertaken by staff throughout 2016, to support their role in providing a quality education for each student:

Members of Staff	Professional Development Topics 2016
All Teachers	“First Aid” CBD College, Sydney CBD, 26th April 2016
Director of Curriculum and Compliance.	“First Aid” CBD College, Sydney CBD, 26th April 2016
Director of Welfare and Operations.	“First Aid” CBD College, Sydney CBD, 26th April 2016
PDHPE	Curriculum Leadership Workshop, ACHPER, Sydney, 25 th of February Marking the HSC in PDHPE, ACHPER, Sydney 11 th of February Stage 6 Conference Program –ACHPER NSW, 13 th of May, Liverpool Catholic Centre BOSTES Update Using the RAP package to analyse HSC results to improve student’s outcomes. The Big Picture in PDHPE Web Technologies to engage in Stage 6 PDHPE Quality Assessment Maximising Student Performance
Chinese Background Speakers/Beginners	“Chinese Beginners Exam Committee Meeting”, all members, BOSTES, 12 and 25 Feb “ Update and discussion on Draft NSW K-10 Languages Framework, consultation via online survey and face-to-face meetings”, Marco Man, SSCL, 12 March “Code of Conduct” Nahida Jamal, SSCL, 12 March “Annual Child Protection Update” Joanne Zoras, SSCL, 12 March “ Final Review day” all members, BOSTES, 1 April “ HSC Study Skill Day for Chinese Background Speakers” Presenter, 19 May “ Clearance day” all members, BOSTES, 20 May “ Print Quality Check” Chef Examiner, BOSTES, 25 August “ Chief Exam Brief”, all member, BOSTES, 12 Oct “ Chinese Beginners Exam Committee Meeting”, all member, BOSTES, 31 Oct, 2, 23 Nov, 1 Dec “ HSC Marking”, all member, BOSTES, 28 Oct to 9 Nov “Chinese Beginners Chief Exam Brief”, 12 Oct “Chinese Beginners Chief sign off”, 31 Nov “Chinese Beginners Meeting”, 1 Dec
Chinese Beginners	“First Aid” CBD College, Sydney CBD, 26th April 2016 Games Based Learning in the Languages Classroom Online Module Project Based Learning (PBL) in the Languages Classroom Online Module <i>Creative Approaches to Assessment in Languages, AIS, 26 August 2016</i> CLTA Annual Conference, Chinese Language Teachers Association, RSL Burwood, 27 August 2016
Japanese Beginners	“Teacher Accreditation & Teaching Senryu”, Japanese teachers’ association of New South Wales, Japan Foundation, 29 April “HSC Japanese Beginners Oral Examination Marking”, Board of Studies, 16-21 Sept.
Visual Arts and Technology	“Educator Exclusive” National Centre for Creative Learning, MCA, Sydney, 24 March First Aid and CPR, CBD College, Sydney, 26 April 2016 VADEA Conference “In the Public Domain”, Sydney College of Arts, 7 & 8 May 2016 Kaldor Public Art Project <i>Barringal Dyara</i> , Jonathan Jones, Royal Botanical Gardens Sydney, 20 September 2016 White Rabbit teacher tour, Luise Guest, (Director of Education and Research), White

	Rabbit Gallery, Sydney, 29 October 2016
Science	Implementing student-focussed teaching (SACS, Jan 2016) Implementing values-centered teaching (SACS, Apr 2016)
Mathematics	“HSC Feedback and Advice Day”, MANSW, Macquarie University ,Saturday 27 Feb 2016 First Aid and Anaphylaxis Training. Dymocks Building. CBD College Sydney CBD 26 th April 2016 Measuring Up: Problem Solving and Reasoning, IEU Sydney, Monday 29 August 2016 2016 MANSW Annual Conference: Igniting the flame, MANSW, Novotel Wollongong, Friday 16 September 2016, Saturday 17 September 2016, Sunday 18 September 2016 “ HSC Marking”, BOSTES, 02Nov to 18 Nov
ESL	‘TESOL Certificate IV’ UNSW GLOBAL. 8 February- 4 March 2016. First Aid Training CBD college, Dymocks Building George Street Sydney.
High School Preparation	First Aid and Anaphylaxis Training. Dymocks Building. CBD College Sydney CBD 26 th April 2016. Completed Masters in Education (Teacher-Librarianship) Charles Sturt University. From March 2015 to June 2016.

8. Teacher Attendance and Teacher Retention Rates

The average Teacher attendance rate including medical leave, and illness absences was 98%.

Throughout 2016, there was an 85% retention of full-time teachers for 2016. Teachers who left the school pursued new professional options.

9. Student Attendance and Management of Non-attendance

The average student attendance rate was approximately 87%. The ratio of boys to girls is close to 1:1. The attendance rate for some displaced, international students often falls below 80%. Such students are reported to DIBP (Department of Immigration and Border Protection), after we issue them with a Notice of Intent to Report letter, as per DIBP requirements. After they leave, our attendance rate increases, significantly. Most of our students maintain an attendance rate that is in the high 90s.

- Total number of students included in 2016 attendance records (7-12) 134
- Total Teaching days during 2016 195
- Average number of teaching days attended by each student (7-12) 169
- Students’ attendance (7-12) as a percentage of teaching days 87%

Student non-attendance is managed by counselling each student, in order to determine their individual circumstances; families are informed. Warning Letters are distributed to all students whose attendance falls below 95%.

It must also be noted that the Australian Government allows international students to change providers after just six months. It is therefore attractive for students to change schools or move to other colleges to undertake VET courses, especially when they find the challenge of the Preliminary and HSC Courses too difficult. The school offers assistance to improve their academic performance throughout the process of counselling and prior to them leaving the school.

10. Retention of Year 10 to Year 12 (where relevant)

Of the 40 students who were in Year 10 in 2014, 25% of students were still enrolled at Macquarie Grammar School, in Year 12, in 2016. Students who left chose to attend other schools offering vocational HSC courses, moved interstate or overseas, transferred to Australian Government University Foundation Programmes or enrolled at RTOs (Registered Training Organisations).

The other Retention Rates in the Table below represent the percentage of those students who remained at Macquarie Grammar from their previous year of study and completed Year 12.

Table of Retention Rates from Year 10 to Year 12

Years Compared	Yr 10 Enrolment	Yr 11 Enrolment	Yr 12 Enrolment	Retention Rate
2014-2016	40	25	10	25%
2013-2015	33	33	12	36%
2012-2014	48	39	13	27%
2011-2013	17	52	15	88%
2010-2012	15	49	11	73%
2009-2011	22	52	18	82%
2008-2010	5	34	26	100%

11. Post-school Destinations

100% of our HSC students were eligible for entry into Australian tertiary institutions; 90% also satisfied Australian University entry requirements.

The Universities Admission Centre (UAC) provided a number of offers to our 2016 HSC graduates.

12. Enrolment Policies and Characteristics of the Student Body

Enrolment enquiries are made to Macquarie Grammar via a telephone call, email request, request via website or an Agent or a personal visit. These enquiries result in the referral of pre-enrolment information on the School's website, for prospective students.

Once the application form has been completed and signed by a parent/guardian, supporting documents listed for inclusion are required, as per the regulatory requirements.

All applications are processed within the School's enrolment policy. Students are admitted in date order of application. Enrolment in 2016 was 134 students, including 36 HSP (High School Preparation) students.

Entry into all year groups is subject to an interview and/or assessment by the Headmaster. Students' individual needs are discussed to determine whether his or her needs can be met within the range of support services offered by the School. Names are placed onto the register and into the computer database (Denbigh), upon receipt of the Application Form. A Letter of Offer is sent to the parent/guardian/Agent advising that the Applicant is either accepted, on a waiting list, or refused. An Electronic Confirmation of Enrolment (eCoE) is sent to the Applicant upon receipt of payment of an attached tax invoice.

Overseas student Applicants are required to produce evidence of an IELTS (International English Language Testing System) result of 5.0 or a TOEFL (Test of English as a Foreign Language) result of 183 (computer) or equivalent, for entry into Years 7-10 and completion of the equivalence of the previous year of study. An IELTS 5.5 or TOEFL 210 (computer) result is required for entry into Years 11 or 12. Satisfactory completion of MGS's English Placement Test is also required, upon arrival. Students must also provide evidence of satisfactory completion of the previous year of study, eg Year 9 for entry into Year 10.

Macquarie Grammar takes reasonable steps to ensure that a prospective student with a disability is able to apply for enrolment in the School and has their application considered on the same basis as other students. Notification must be received in writing from a parent/guardian/agent of a student who intends to cancel their enrolment, at least six months, in advance. Confirmation of the student's destination is obtained from the parent/guardian/agent and recorded in the School's database, along with other regulatory requirements.

As a registered provider on the Commonwealth Register of Institutions and Courses for Overseas Students (Registered Provider Number 03330B), Macquarie Grammar School is required to observe the requirements of providers as outlined in the Education Services for Overseas Students (ESOS) Act 2000, the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (The National Code), and in accordance with guidelines administered by the Australian Department of Immigration and Border Protection (DIBP) and the Australian Government Department of Education.

Continued enrolment is based on compliance with the School's Code of Conduct, policies, payment of fees, and will be determined by the Headmaster.

Since our first indigenous girl commenced in 2008, we have been registered with several organisations to welcome more indigenous students to our School and we did, in 2014. Macquarie Grammar is a member of the "Dare to Lead Coalition", a Commonwealth funded national project with a focus on improving educational outcomes for Indigenous students. Additionally, other MGS and High School Preparation students came from Japan, Kingdom of Thailand, Malaysia, People's Republic of China, Hong Kong, Taiwan, Republic of India, Republic of Indonesia, Republic of Korea, Republic of Turkey, Republic of Vanuatu, Socialist Republic of Vietnam, The People's Republic of Bangladesh, Federal Democratic Republic of Nepal, Brazil, Papua New Guinea, Nepal, and Australia.

13. School Policies

Macquarie Grammar has policies that address all the Standards of the National Code 2007, the ESOS (Education Services for Overseas Students) Act 2000, and the New South Wales Education Standards Authority requirements. All members of staff are required to sign-off that they have read the policies as part of their staff induction.

The full text of the School's policies and procedures are available on the School's intranet; many policies and procedures are included in the Student Handbook, Staff Handbook, School Notice Boards, and the School's website. Parents may request further information by contacting Reception/Administration.

Policies and procedures are reviewed, updated, and added annually, to the School's QMS (Quality Management System) Folder, in keeping with changes in legislation, by the School

Board of Governors and the Executive Team. These policies are made available on the network for all staff to familiarise themselves with.

During the reporting period, MGS policies and supporting documents were formally reviewed or developed as part of the MGS continuous improvement process. Policies reviewed related to:

- student welfare (student discipline, staff and student safety, critical incident management, student supervision, classroom lockdown and the student orientation programme);
- student learning (attendance, assessment, excursions, academic appeals, gifted and talented and homework requirements);
- staff development (building professional practice, staff appraisal, teacher evaluation and lesson observation procedures); and
- School management (document and records management, refund policy, copyright policy, MGS constitutional amendments and enrolment procedures).

All actions and processes are based on the principles of procedural fairness. Throughout any investigation and subsequent actions, care is taken to maintain confidentiality as far as possible. No-one is victimised for reporting incidences or for acting as a witness in an investigation. Dishonest or vexatious reporting of an incident is viewed seriously and leads to disciplinary action.

13.1 Student Welfare Policy

Macquarie Grammar is committed to providing a safe, secure, and supportive environment that:

- minimises risk of harm and ensures students feel secure;
- supports the physical, social, academic, and emotional development of students; and
- provides student welfare policies and programmes that develop a sense of self-worth and fosters personal development.

All staff, guardians and homestay hosts are carefully screened, including by the provision of Working with Children Checks by the NSW Department of Education and Communities, before their services are hired.

The student welfare programmes within the Macquarie Grammar School community aim to promote tolerance and respect. It is the responsibility of all members of the School community to ensure the safety and protection of one another. No form of bullying or harassment is tolerated at Macquarie Grammar. Teachers supervise students in all areas of the School.

The role of Tutor Room Teachers includes:

- monitoring trends in individual students relating to – academic progress, classroom behaviour, attendance, social behaviour, adjustment etc and to refer, where necessary to the Counsellor, Headmaster, Director of Welfare and Operations, Director of Curriculum and Compliance, Student Services Officer, etc;
- maintaining and checking absences (recording and issuing attendance warning letters);
- maintaining a register of students (student contact information, etc);

- promoting, organising and attending Camps;
- providing liaison with the Director of Welfare and Operations and being proactive in referring students of concern;
- attending welfare committee meetings;
- developing a personal knowledge of each student;
- reviewing student progress and providing individual feedback;
- identifying, listening, and responding to issues and concerns on a day-to-day basis;
- providing assistance, direction, guidance, and support to enhance learning, achievement and well-being; and
- focusing on values and character development through mentoring and role modelling.

13.2 Discipline Policy

Students are required to abide by the School's Rules and *027-PP-MGS Code of Conduct*. The Code is shaped around four key principles, intended to guide ethical decision-making and behaviour:

- respect the inherent dignity of the individual;
- act on the basis of a well-informed conscience;
- participate as part of a community; and
- uphold the public interest.

Procedure

- Any staff member may, in an acute situation, take whatever reasonable action is deemed necessary as a safety precaution. If necessary the staff member may arrange for Security to be contacted.
- Where necessary the Headmaster may summarily expel a student whose actions are of extreme danger to other students and/or staff.
- When the student is under the age of 18 years, it may be appropriate to contact his/her parents or guardian in line with Duty of Care guidelines as outlined under Standard 5 of the ESOS requirements.
- International students who are suspended or cancelled in accordance with this procedure are in danger of having their student visa revoked. Consultation must occur with Student Services and the student before any suspension action is invoked.
- Possible alternative penalties commensurate with the severity of the misconduct may be imposed such as *exclusions* as per the *014-PP-MGS Deferring Suspending or Cancelling Student Enrolment Policy*.

Penalties for proven Acts of Non-Academic misconduct may include but not limited to:

- 1 A formal caution or reprimand.
- 2 Placement onto a Performance Improvement Plan outlining conditions which may include:
 - order the student to pay compensation which is limited to the cost of restoring an item to the school;

- impose a probationary enrolment, provisional on the student's good behaviour;
- exclude the student for a specific period of time as per ESOS Standard 13, or
- impose any combination of these sanctions.

In deciding on the appropriate penalty, MGS must have regard to what is just, in all the circumstances.

Serious misconduct may result in suspension or expulsion, eg. property damage and offences involving the police are regarded as serious misconduct.

It is important that Teachers perform their tasks not only efficiently and with good practice, but also give evidence of their concern for the welfare of students in their care. The School believes in discipline being firm, fair, and friendly. Staff can contribute to the good discipline of the School by:

- cultivating sound personal relationships with students;
- effective lesson preparation and control; and
- encouraging the observance of School rules and procedures.

The School believes it has a duty to insist on high standards of personal appearance and behaviour from students. Particular emphasis must be placed on appropriate manners when students communicate with members of staff and with each other.

Macquarie Grammar complies with the requirements of the Education Reform Amendment (Corporal Punishment) Act 1995. Corporal punishment is not used as a type of punishment in the School and is expressly prohibited. The School also does not sanction administration of corporal punishment by non-School persons, including parents, to enforce discipline in the School.

13.3 Complaints and Grievance Policy

All complaints about grievances are treated seriously and investigated. Macquarie Grammar encourages open communication between all staff, students, parents, and Agents. In the event of a grievance, complaint, or allegation, the School adopts a proactive and common-sense approach to solving an issue.

The School makes every effort to keep the matter confidential.

Procedure for a Formal Internal Complaint:

- To register a complaint, students can complete the *377-FM-MGS Complaint Grievance Form* available at Reception and lodge directly with their Home Room/Tutor Teacher or Director of Welfare and Operations.
- When a formal complaint is received by the Home Room/Tutor Teacher or Director of Welfare and Operations will be provided with a copy to ensure due process is followed, as well as the Manager of the area in which the complaint or appeal relates.
- Investigation by the Manager will occur, then a meeting scheduled with the complainant and the Director of Welfare and Operations or delegate.
- The student will be offered a meeting to discuss their complaint and may bring a support person with them.
- Minutes of the meeting will be taken.

- If the student declines or fails to attend the scheduled meeting, a formal response will be decided in the student's absence.
- The student will be advised in writing of the outcome of their complaint including the reasons for the outcome (Standard 8.1d).
- The details of the complaint and outcome are placed in the student's file.

The School prefers to resolve grievances within the School. However, it may be appropriate to involve relevant authorities outside the School. It is unlawful for any person to be victimised or otherwise disadvantaged as a result of making a complaint or acting as a witness in a complaint.

Procedure for an External Complaint:

Should the matter remain unresolved after the internal procedure is complete, the Director of Welfare and Operations or delegate will refer the student to the Sydney Counselling Centre, to resolve the dispute and suggest an amicable solution and progress to an appeal. If a complaint is found to be substantiated, the School will cover the cost of the arbiter.

The School's Contact for External Complaints and Appeals is the Sydney Counselling Centre. Alternatively, overseas students have access to an Overseas Students' Ombudsman to resolve complaints, in order to help private education providers to improve their policies and practices, to enhance the quality of international education, in Australia:

<http://www.oso.gov.au/private-education-providers/>

The Headmaster is available to meet with any student, member of staff, or member of a family whenever he is available, and he does, on many occasions.

14. School-determined Improvement Targets

Each year, the School implements its Strategic Plan with targeted performance indicators. The Table below lists areas that were identified for development, in 2014:

The Table below demonstrates how the targeted achievements for 2014 were met in 2016:

The Table below lists some areas that have been identified for development, in the immediate future:

Priorities from Strategic Plan	Targeted Achievements Set for 2016
The Learning Environment (Ongoing)	Implement the School Improvement Plan 2015-2019 , eg the Individual Learning Plans; Develop the classroom culture of curiosity, inquiry, research and encouragement; Further develop and refine the Sport, Creative and Performing Arts, and Co-curricular programmes; Enhance the quality of learning in outdoor education environments (<i>achieved</i>)
Student Academic Achievement (Ongoing)	Maintain MGS's high results to consistently be ranked in the Top HSC 100 Schools' List; (<i>achieved</i>) Implement multi-skilling programmes in Home/Tutor Room time, eg speed reading, organisational skills, time management; Implement intervention programmes for targeted students; (<i>achieved</i>)
Student Welfare (Ongoing)	Continue to implement MGS's Safe School Plan; More one-on-one interviews with students and families, to discuss problems and solutions, and record the details in Denbigh as part of the development of ILPs; (<i>achieved</i>) Director of Welfare and Operations to monitor Home/Tutor Room Teacher Topics, in order to improve student welfare

Student Social Development (Ongoing)	Improve student capacity for leadership, by providing opportunities for increased student public engagements and commitments; PDHPE Teacher to join ISD (Independent Sydney and Districts Schools Sports Association) to enable more sporting events and Teams to compete against other schools; (achieved) Organise a student cultural trip to China in July (achieved)
Value-adding (Ongoing)	Work with the Principals Institute Australia to develop the Australian Principal Certification Program; Develop our 'partner' school programmes to provide opportunities for students to interact with students from other Schools; (achieved) Continue to develop the School's website and Facebook site (achieved)
Staffing and Staff Development (Ongoing)	Develop and enrich Teachers' exemplary classroom practices, by developing systems to support the development of quality teaching throughout the School; Develop collaborative teams by encouraging Teacher professional presentations; Continue to encourage Teachers to supervise Practicum Teachers for MGS, in order to be reflective and evaluative; Continue to encourage Teachers to maintain their professional development as HSC markers; (achieved) Continue to encourage Teachers to upgrade their accreditation with NESA NSW; (achieved) Continue to provide Teacher Lesson Evaluations and Teacher Performance Evaluations, by the Headmaster; (achieved) Ensure that Teachers evaluate the School Improvement Plan
School Structure (Ongoing)	Demonstrate compliance with NESA NSW for approval to operate an onsite ELICOS School by reviewing the implementation of specific ELICOS policies and procedures, etc (achieved)
School Administration (Ongoing)	Implement service level agreements for key business office support functions; Finalise an integrated system to improve communications between the School and families; (achieved) Introduce financial forecasting and modelling to ensure future growth through an effective whole School fundraising programme and identify other revenue opportunities; Set and achieve annual enrolment and staffing targets through appropriate recruitment and administrative strategies
Curriculum Development (Ongoing)	Continue to implement the new National Curriculum
Family Communications (Ongoing)	Increase the flow of communications in order to build relationships and connect with families; Increase the commitment of the growing Parents and Friends' Committee; Maintain the number of Open Days and Parent-Teacher-Student Interviews and aim to increase family participation (achieved)
Community Engagements (Ongoing)	Strengthen links and create partnerships with external organisations; Connect effectively with past, present and future members of our School community; Participate in Camp Gallipoli
International Standing (Ongoing)	Develop the established partnership with an overseas school to facilitate the ease of transfer of students (achieved)
Marketing and Promotions (Ongoing)	Enhance the School's branding, standing and reputation with an emphasis on improving strategic marketing initiatives, eg online communications, publications, media; Improve the quality of the Prospectus for Macquarie Grammar School; (achieved) Identify new cultural sources of students from onshore and/or offshore
Resources and Facilities (Ongoing)	Continue acquisition of equipment for each course, to improve the learning environment from increased fundraising by the MGS Parents and Friends Association; Proceed with internal funding for an onsite Science Lab; Identify a sponsor to provide increased facilities; Regular evacuation drills and evaluations of procedures (achieved)
Affirmation Systems (Ongoing)	Identify a sponsor to provide new Graduation Day Awards; Increase the recognition of students who are deserving of Colours with formal recognition at Awards Assemblies

Premises (Ongoing)	Investigate the lease of additional, nearby premises; Install camera security (achieved)
WH&S (Ongoing)	Annual first aid training for staff; (achieved) Maintain a vigilant Work Health & Safety Committee (achieved)
Leadership and Governance (Ongoing)	Continue to implement the School Improvement Plan 2015-2019 , and Master Plan and Strategic Plan for 2012-2016; Discuss on-going values-related themes in School Assemblies, to profile core values and build upon established traditions

The Information Technology (IT) Department's mission is to manage strategic IT initiatives, define architectures, and consolidate the software portfolio across the School, to ensure the information's integrity and improve the School's productivity.

Hardware Improvements:

1. Increased computer numbers in the Computer Laboratory.
2. Upgraded wireless network on levels 4 and 8.

Software Improvements:

1. Upgraded Denbigh software that improved attendance monitoring and recording.
2. Additional software installed to embellish learning in the classroom.
3. Improved back-up systems both on and off site.

Local Group Policy:

1. Users of MGS computers do not have permission to install any third party application software because of security reasons.
2. Users of MGS computers do not have permission to access any restricted shared folders because of internal policy requirements.
3. Users of MGS computers do not have permission to change any core settings on their computers or any computers on the premises for security reasons.

15. Initiatives Promoting Respect and Responsibility

Macquarie Grammar School's foundation is based on valuing diversity, respecting individual differences and recognising the importance of service to the wider community. Students are expected to maintain appropriate respect for themselves, their peers, and others, by actively encouraging one another to be themselves. The School's core values statement endorses a positive whole School climate and culture. Expectations and standards are set to promote respect and individual responsibility.

Underpinning personal success is the belief that if students work together to support each other, they broaden their understanding of the worth of each person including themselves. A House system has been established and expanded to give students further incentive to show respect for all. House points are awarded to students for desirable and appropriate behaviour both within and outside the classroom, culminating in the Individual House Point Champion and Champion House presentations at Graduation Day.

Student leadership processes offer student opportunities to engender self-esteem, initiative, mutual respect, and responsibility, by providing care and support. At the end of 2015, replacement School Captains, Vice Captains, and House Captains were appointed for 2016.

The School's Community Service Programme enriches the experience of students, by inculcating opportunities to develop and demonstrate care, respect, and compassion for others inside and outside the School community. Through the support of charities and community organisations, students are encouraged and challenged to look beyond their own circumstances and be aware of the needs of others. This involvement presents students with issues and challenges faced in the wider world. A police liaison information session was also presented to students that addressed safety, security, responsibility, etc.

As stated earlier, the School is fortunate to have members of staff who are fluent in over 20 languages, collectively, to be able to offer assistance with translation, if required. Standard School rules are explained at orientation and are available on the website, student handbook, and student diary. Updates and new policies and procedures are published in the school newsletter the “*Bluey*” and through the new skoolbag app and Facebook page.

Table of Initiatives Promoting Respect and Responsibility:

Purpose	Initiatives
Community and Social Development	Performances at local events; Fundraising for charities and MGS;
Skills for Life	Learn to surf programmes; First aid certificate courses for Year 11; Expanding the co-curricular programme to include: Chess, debating, music ISLA (International Student Leadership and Ambassador) Programme
Life Skills, Coping with Others	Resilience Programmes; Macquarie Mates; Safe School Plan; Safe Schools’ Coalition; Bullying. No way
Social Skills	Internal Cyber-safety presentation; Links with partner schools
Careers Information	Career interviews; Participation at Careers Exhibitions; Guest Presentations like the Human Rights Commissioner
School Community Events	Swimming and Athletics Carnivals; P&F Events Community Open Days
Leadership	Annual National Leadership Conference; Captains Leadership Day at Parliament House and Government House; SRC (Student Representative Council) Meetings; Camps;
Staff Professional Development	See separate, detailed Table in this Report

Respect and responsibility are also promoted through the Home/Tutor Room and disciplinary system, the School rules, and the Code of Conduct.

Macquarie Grammar School reviews its Master Plan, Strategic Plan, and Business Plan with its School Community and Board.

16. Parent, Student, and Teacher Satisfaction

A Table showing an overview of communication mechanisms within the School is set out below:

Mechanisms for Communication at Macquarie Grammar School:

Types	Purpose
Board of Governors	To ensure that the School community is informed regularly of events and progression, as per its Strategic Plan
Operational Management Meetings	To ensure whole School cohesion, planning, management, and compliance, and address pressing issues
P&F Association	To enable parents and friends to meet, monthly with the Headmaster to discuss topics of interest
Headmaster's Meetings	To provide information, raise issues, plan and discuss School management, events, programmes, NESA/IEU communications, etc
Staff Meetings	To provide frequent opportunities for the School Executive and Teachers to highlight issues of concern and to progress with completing allocated tasks
Parent-Teacher Interviews	To discuss individual student progress, four times per year
Open Days	To provide an opportunity for new families to meet with existing families, four times per year and engage in a Presentation by the Headmaster
Master Plan	To document the School's aspirations and objectives, for the Campus, for a five-year period
Strategic Plan	To document the School's strategic initiatives, for a five-year period
School Improvement Plan	To document the School's priority goals, for a five-year period (2015-2019)
Business Plan	To document where the School will be in five years' time and how it plans to get there
School Website	To provide updated information about the School, including its programmes, policies and procedures, members of staff, etc
MGS Facebook Site	To allow our School Community to communicate, informally
School Assemblies	To disseminate information to students and staff, celebrate achievements, and to welcome special presentations, weekly
Term Calendar	To provide details of all events at MGS in the current Term, eg examinations, assessments, sporting and co-curricular activities
Calendar of Events for the Year	To ensure that an annual record of events is maintained, to avoid missing any significant event throughout the year and to avoid clashes
Bluey (School Newsletter)	To communicate key events, policies, and achievements monthly to families
Student Diary	To enable two-way communication between teachers and families
The Student Handbook	To provide a comprehensive overview of the School, including the School's expectations of students, policies, etc
The Staff Handbook	To provide a comprehensive overview of the School, including the School's expectations of staff, policies, etc
Professional Practice Manual	To guide teachers of the School's expectations of their professional role within the workplace
Student Reports	To provide a formal Report about each student's academic progress, achievements, social developments, and work habits, at the end of every term
Notice Boards	To notify students of topical daily and weekly items of significance, display student work samples and achievements
Fair Days	To welcome student inquiries, by providing information about the School to interested parties at local community events
Surveys	To welcome feedback from the School Community with anonymity
Yearbook	Annual publication to highlight aspects of the current year
Annual Report	To provide the School Community with information about the School's performance measures, policies, and progress

The Macquarie Grammar School Community, consisting of parents, students, staff, Agents, and friends of the School is welcoming and inclusive.

Parent Satisfaction

Because many of our (current) students are from overseas, such parents are not in a position to be involved, actively within the School. We anticipate that our local enrolments will increase as we develop our marketing presence in the local area. However, our growing numbers of local families, actively support our School.

The Headmaster and staff travel overseas and meet with parents and enrolment agents, and presents details about the School with our International Marketing Relations Manager who also acts as a translator. Throughout the year, many families visit and tour the School, locally and from overseas.



Parent Community and Visitation to China

Macquarie Grammar is committed to maintaining regular communication and feedback with students, families, and staff. Feedback from families in attendance at Parent-Teacher Interviews each term, showed that overall:

- Parents like the small size of the School and its approach to knowing every student.
- Teachers have a positive and enthusiastic attitude towards their teaching;

- The School is a safe place for their child.
- The School helps their child to become a responsible citizen.
- They were not aware of any bullying problems at the School.
- Their concerns were taken seriously by the School's academic leaders.
- Parents are content with the School's delivery of service.
- Students are happy and content both inside and outside the classroom.



Students Receiving Awards



Year 12 Valedictory Assembly

Students and Teachers are always pleasantly surprised when ex-students make welcomed and surprise visits to the School. They certainly maintain a captive audience who remains in awe of their success through hard work and determination, when they hear of their successes, eg entry into University and subsequent graduation.

Under the management of our PDHPE (Personal Development, Health, and Physical Education) Teacher, the annual and very successful Athletics Carnival was embraced by students and staff at ES Mark's Field and the Annual Swimming Carnival was held at the Ian Thorpe Aquatic Centre. Other Sport is also an important part of students' progress and development. Students and members of staff participated in many events that are captured in these photographs:



Athletics and Swimming Carnivals

Teacher Satisfaction

Macquarie Grammar School, has an employment agreement that clearly demonstrates teacher satisfaction of their current employment conditions. The agreement defines ‘family’ in keeping with our inclusive, secular, and non-discriminatory ethos of a progressive paradigm. Teachers provide direct communication with families and are in the frontline of motivating and caring for student accountability. Their dedicated contribution to the culture and ethos of Macquarie Grammar is gratefully appreciated.

The overwhelming indication of Teacher satisfaction is the very positive comments written on their Teacher Evaluation that is analysed to improve a positive and supportive working environment.

Staff participation in professional development, education-related postgraduate study, Parent-Teacher Interviews, Open Days (held four times per year), etc is also highly significant and appreciated.

The following comments are from quality Teacher applications:

"I thank you for this opportunity to apply for a school that prides itself on pursuing the secular needs of the individual students as a priority and basis for excellent teaching and learning."

"Prior to seeing the position at Macquarie Grammar School I was leaving teaching to return to full time study. I have worked in a number of educational sectors but I have not found a setting where the interests of the students are paramount and where difference is valued rather than tolerated. Your description of Macquarie Grammar School as a place where teachers "create an inclusive atmosphere wherein the value of education is maintained" indicates that this is the school setting matches my own philosophy towards educating our children.

"I was highly impressed (and to be honest excited) to read about the advertised teaching positions at Macquarie Grammar School. Your school's core values and ethos are not only refreshing but also inspiring and I wish to enthusiastically express my interest in a position at Macquarie Grammar.

It is my firm belief that schooling should be a positive and fun experience. I come from a family of teachers and understand the trials and tribulations that often accompany the job. However I have also seen and experienced first-hand the joys of working with children and learning with them. I believe education should be free from prejudice, faith and intolerance. All students have the right to live, learn and express themselves freely. I feel the culture and philosophy at Macquarie Grammar to be both supportive of this and my personal ambitions as a teacher."

"Macquarie Grammar's core values are highly consistent with my own values and teaching philosophy. My teaching philosophy stems from one core question: what are the values I want to cultivate in the students I teach? For me, these are:

- Respect, honesty and compassion*
- A passion for learning and achieving personal best*
- A sense of global awareness and responsibility*
- Scientific literacy*

It is these core values that shape my approach to teaching and learning. They manifest at the classroom level: in my lesson planning, content choices, teaching methods, assessment values and classroom management approach. It is important to me that I work in an environment of similar values that will allow me to practice my teaching philosophy."

"I am confident I will be a positive role model for the students and community by continually striving to uphold the core values of Macquarie Grammar School including encouraging students to pursue and protect the common good where all people are treated fairly for a just society and to nurture students in being honest, sincere and seeking the truth. I look forward to working within your value framework to allow me to foster my teaching, programs and environment to ensure every student meets their individual potential, feels secure and valued in a school environment which supports challenge and risk taking in an environment that is safe, nurturing and caring, and leads to the highest level of self-esteem in students."

"Why Would I like to teach at Macquarie Grammar School? I liked what you quoted in your advertisement: A school without violence and drugs and a place where people are enthusiastically working for the benefit of the students. Students are what education is about. Unfortunately I have worked in some places where the teaching staff have not recognised this point. The preoccupation has been with salary claims or what to do in the next holidays. To be able to teach students who want to learn, I think, is a teacher's dream. I currently have this experience at TAFE but with cut-backs in the budget, the hours are becoming quite small so I have been looking elsewhere."

As part of the Strategic Plan, the School has sought to attract and retain quality staff. The provision of management and administrative support has resulted in a culture of strong collegiality and professional satisfaction. This satisfaction is evident in this year's 85% Teacher retention rate of quality teachers. There is a strong sense of staff appreciation valued by parents, students, and management.

The following selection of photos is intended to illustrate insights into life at Macquarie Grammar:



Teacher Direction



Chinese New Year



Group Work and Co-operation



*Harmony Day
Respecting Other Cultures*



PDHPE Activities



Cross Country Event



Open Football Team



Acknowledging Achievement



China Trip



The Strength of Music



The Strength of the Visual Arts



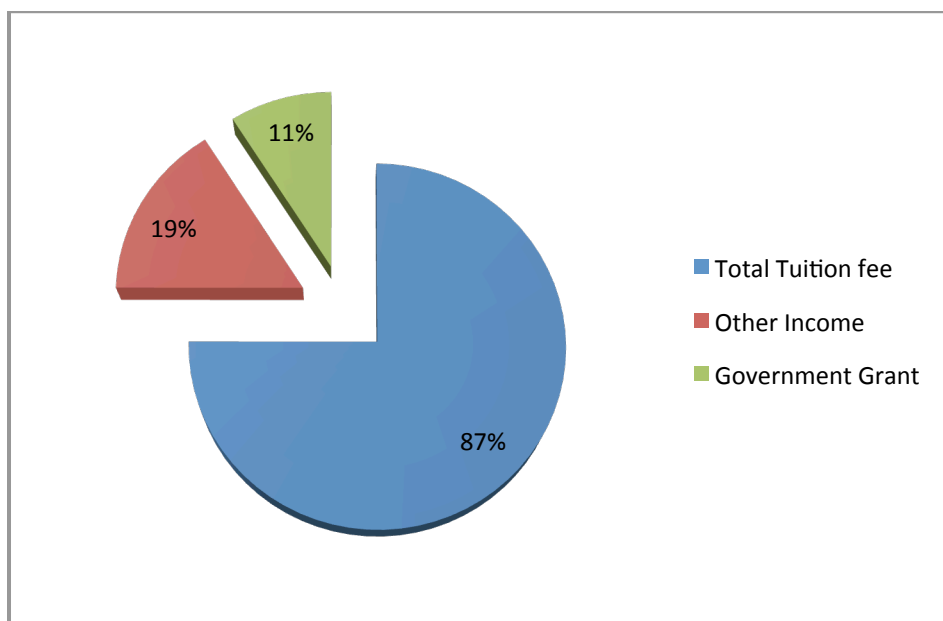
The Strength of the Visual Arts

17. Summary Financial Information

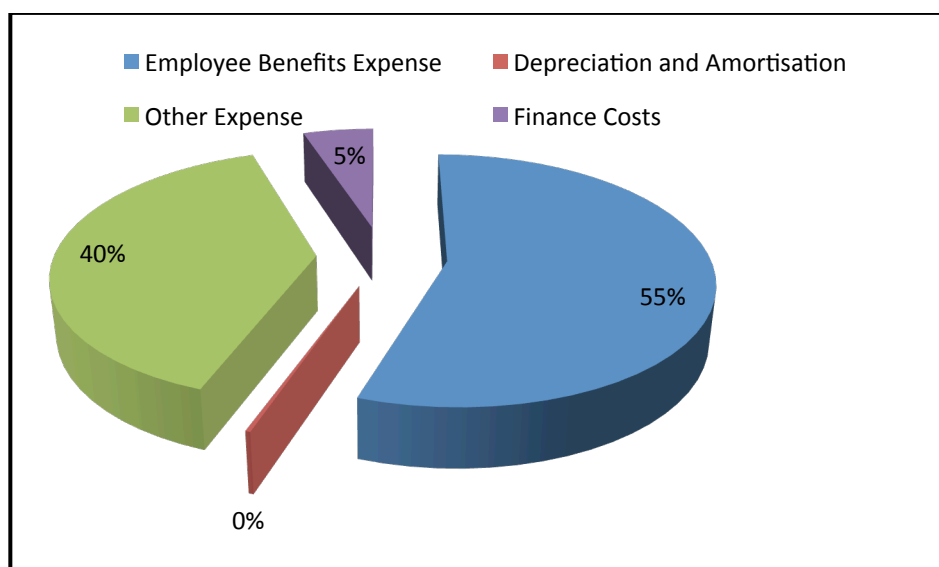
Although Macquarie Grammar School Limited has always been a non-for-profit Company with local and international students. The School is managed like any other business, by adopting business processes and employing best practice principles.

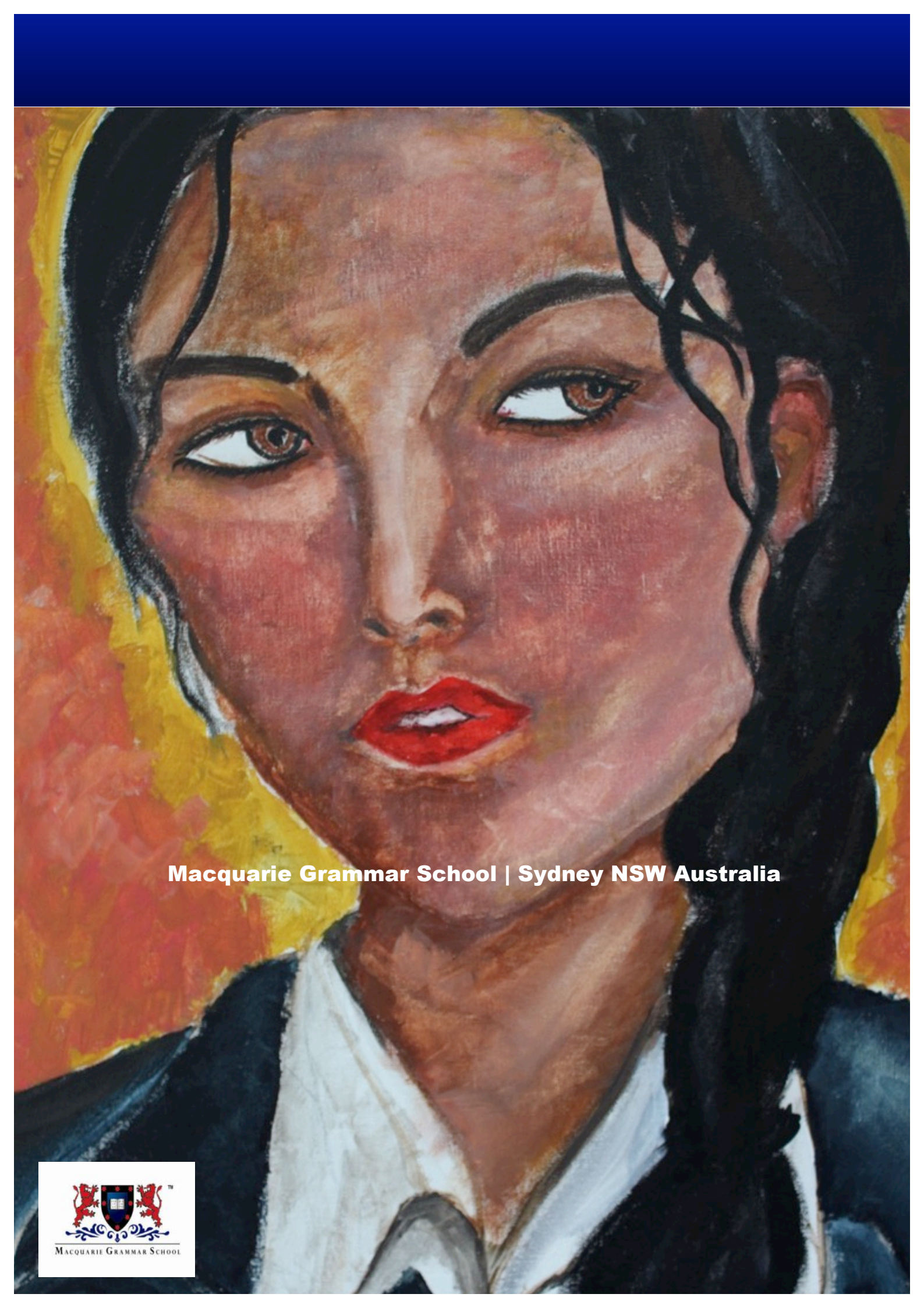
Graphical Representation of Income and Expenditure:

Income 2016



Expenditure 2016





Macquarie Grammar School | Sydney NSW Australia

