

MACQUARIE GRAMMAR SCHOOL

Annual Report 2011

Prepared for the Board of Studies NSW



PO Box Q1689
Queen Victoria Building NSW 1230

225 Clarence Street
SYDNEY NSW 2000

CRICOS Provider Code 02657J

Email: enrolments@mega.edu.au
Web: www.macquariegrammarschool.edu.au

Tel: +61 2 9299 6788
Fax: +61 2 9299 7879

Purpose of this Report

This Annual School Report is a requirement for compliance with Section 3.10 Educational and Financial Reporting of the Registration and Accreditation Requirements for Independent Schools, under the Education Amendment (NSW Non-Government Schools Registration) Act 2004 (NSW). The 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 2011 and achievements arising from the implementation of the School's Master Plan and Strategic Plan are highlighted and outlined. Other information has been provided from the School's management software program (eBECAS) 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 Board of Studies NSW and is available on the School's website by the 30 June 2012 deadline. 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.



ANNUAL REPORT 2011

Table of Contents

| | |
|---|------------|
| <i>Title Page</i> | <i>i</i> |
| <i>Purpose of this Report</i> | <i>ii</i> |
| <i>Table of Contents</i> | <i>iii</i> |
| 1. Messages from Key School Bodies..... | 1 |
| 2. The Educational Context of the School..... | 7 |
| 3. Student Outcomes in Standardised National Literacy and Numeracy Testing..... | 8 |
| 4. Student Performance in State-wide or Equivalent Tests and Examinations..... | 8 |
| 5. Senior Secondary Outcomes..... | 9 |
| 6. Workforce Composition..... | 9 |
| 7. Professional Learning and Teacher Standards..... | 10 |
| 8. Teacher Attendance and Teacher Retention Rates..... | 12 |
| 9. Student Attendance and Management of Non-attendance..... | 12 |
| 10. Retention of Year 10 to Year 12 (where relevant)..... | 13 |
| 11. Post-school Destinations..... | 14 |
| 12. Enrolment Policies and Characteristics of the Student Body..... | 14 |
| 13. School Policies..... | 16 |
| 14. School-determined Improvement Targets..... | 22 |
| 15. Initiatives Promoting Respect and Responsibility..... | 26 |
| 16. Parent, Student, and Teacher Satisfaction..... | 27 |
| 17. Summary of Financial Information..... | 36 |

1. Messages from Key School Bodies

1.1 From the Principal

Macquarie Grammar School has never conformed to the 19th century ideals of single-gender and religious-based, favouring instead a 21st century model that is secular, coeducational, and open to all. The booming population in Sydney's CBD and inner suburbs has led to a squeeze on local Schools, leaving frustrated families stuck on long waiting lists, to access independent alternatives. Located just by the Queen Victoria Building, on Clarence Street, the School boasts an HSC-focussed curriculum with a strong emphasis on maximising students' ATAR (Australian Tertiary Admission Rank) without the distractions found at many Schools.



We value every student regardless of his/her ability or genetic predisposition and, with respect for cultural diversity and inclusiveness, by demonstrating compliance with the Anti-Discrimination Act that makes us distinct from the majority of 'private' Schools, in Sydney. If 'private' Schools want to be in receipt of State and/or Federal funding from the taxpayer resources of law-abiding Australians, why can't they all abide by the laws of the land, as part of their rhetorical flummery of claiming tolerance and respect?

Increasingly, Australians are concerned about the interference of a secular education for children. As a result, we are attracting families who are seeking a School with the focus on academic achievement. Likewise, Hu Angang, in his book, *China in 2020: A New Type of Superpower*, asserts that China doesn't export ideology; that's the discourse set by the West. The future will hinge on which country can compete in technology, education, and talent.

Teaching and learning take place in a nurturing, student-centred, caring, and safe environment, where every effort is made to cultivate the individual's full potential. Our neatly-attired and well-behaved students attend our Macquarie Coaching School, voluntarily. By meeting educational needs, individual student barriers to learning can be overcome, empowering students to meet and exceed their personal, educational expectations. Likewise, by providing a range of learning strategies in response to individual learning styles, learning will be a satisfying and fulfilling experience for all.

The School's learning environment enables students to realise their academic and personal aspirations while building confidence and a sense of belonging, within a culture that respects openness, inclusiveness, and collegiality.

Macquarie Grammar has gained a reputation as a friendly School, free of bullying, violence, and illegal drugs. MGS is firmly building its quality and management processes, by adopting a culture of belonging and an attitude of gratitude. Our HSC graduates have consistently enabled Macquarie Grammar to be included on the "*HSC Honour Roll*", "*Mathematics Merit List*", and the "*Board of Studies NSW Distinguished Achievers' List*".

Overall, two-third of MGS students received Band 5 and/or Band 6, in the last HSC examinations, a drop from the previous year's results, because we accepted a group of displaced students from a nearby school that closed. These students did not perform as well as our existing students, many of whom had been with us since Year 10; hence, our Retention Rate shows an understandable decrease. Additional academic details are discussed in this Report; other highlights of the School are featured in the Yearbook 2011.

Graduates may choose to articulate to Macquarie Institute's Certificates, Diplomas, or Advanced Diplomas, or on-Campus Degree Programmes, which are all part of Macquarie Education Group. Inspectors from the Board of Studies NSW reported that, "*Macquarie Grammar School presents a calm, friendly and professional atmosphere*".

I certify that information in this Report is the result of a School evaluative process and provides a balanced account of the School's progress in 2011 and areas for development.



Dr Gauld DBA, MBA, MEd, Grad Dip IT, Grad T Cert, BEd, Dip Teach, Cert IV TAA, JP NSW
Principal/CEO



1.2 From the Chair of the Board of Governors

The Board of Governors has four main functions:

- establish and maintain the mission and ethos of the School;
- provide the Master and Strategic Plans of the School;
- manage the finances of the School, including the provision and maintenance of the premises; and
- appointment of the Principal.

The basic principles of the values and mission of the School are contained in the School's Strategic Plan. The Principal and the Academic Manager report to the Board of Governors on implementation of the Plan.



From the commencement of Dr Gauld's appointment as the Founding Principal, since the School's establishment in 2004, the Board has been pleased to receive many appreciative comments from the wider community of Dr Gauld's work. Dr Gauld is a 6th generation Australian and is in his 4th decade, in the education industry having worked as a Principal since 1994. After graduating from High School as a School Captain and Cadet Captain, Dr Gauld completed many qualifications including a Diploma of Teaching, a Bachelor of Education, a Master of Education, a Master of Business Administration, and a Doctorate of Business Administration, at Australian universities, in Brisbane, Gold Coast, Sydney, and Melbourne. Dr Gauld's award-winning Doctoral thesis has been published and presented nationally and internationally, and produced an Effective Teacher Model. Dr Gauld remains on the National Executive Committee, as a Fellow and Vice-President, of the Graduate Management Association of Australia Inc and on the Sydney-San Francisco Sister City Committee, the oldest in Australia.

With the Principal's agreement, the Board replaced Mr Dean Taylor as the Acting Academic Manager with Mr Henry Liu, the current COO (Chief Operations Officer), for 2011.

The Board of Governors met 10 times throughout the year. A development application for the redevelopment of an additional floor of purchased premises at 225 Clarence Street, Sydney will be submitted to the City of Sydney Council, in 2012. This acquisition will provide for the expansion of student enrolments and add to our provision of world class learning facilities. Although Macquarie Grammar School Limited is a not-for-profit Company, no Commonwealth and/or State funding was provided for capital grant projects. However, the Principal will pursue what is fair and reasonable, eg a capital grant, in 2012, for an on-site science laboratory.

On behalf of the Board of Governors, I congratulate the students and staff on their achievements this year. They are the strength of the School and make significant contributions to its reputation.

Dr Lee
Chair
Board of Governors

1.3 Parents & Friends' Association

On 11 November 2011 at 11 minutes past 11 o'clock, the MGS Parents and Friends' Association (P&F) was officially formed, to add value to the School community. From a small, but enthusiastic Committee, Mrs Finch Spiteri was elected as President.



The Committee will aim to raise additional funds to improve teaching facilities and services to the School and, to support and serve the School in various social and practical ways. Families now have the option to 'connect' with the School and build lifelong friendships and support networks. Parents have commented that they find it rewarding and satisfying to contribute to the provision of the School's education, by supporting staff in their roles, eg the Committee has already expressed interest to take over the management of the School Uniform Shop.

Meetings are held on the first Tuesday of every month, during our four Terms, in the Board Room. Details are published in Bluey, the School's Newsletter.

Mrs Spiteri
President
MGS Parents & Friends' Association

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 the two School Captains, Ms Anne Wang and Mr Troy Man elected democratically by the students, and Mrs Sun, who met monthly and on an as required basis. With the expansion of Macquarie Grammar into additional years, student-elected representatives from each year will be added to the SRC.

The SRC focussed on organising the School's annual Dance Party, the “*We are Family*” float in Sydney's Twilight Parade, the Leadership Camp and several trips.



School Captains: Troy Man and Anne Wang



Leadership Camp



Dance Party Revellers



Dance Party Talent Winner

Students participated in events, such as our community's Twilight Parade, along Sydney's George Street:



Twilight Parade: "We are Family" Float

Other examples of working with charitable organisations and skills development are illustrated, below:



Hummer Trip to Best Buddies Conference



The Captains at Leadership Conference

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.

2. The Educational Context of the School

Macquarie Grammar School is Sydney CBD's only secular, independent, non-selective, Years 7-12 School, that operates within the policies of the Board of Studies New South Wales. Founded in 2004, the School's mission is to provide a liberal-based curriculum and prepare 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.

Macquarie Grammar School does not flaunt, demand, practise, nor is dictated by, any one brand of religious/superstitious promiscuity and/or indoctrination or expectation with students or members of staff; we entertain all 20 000, supernatural brands. We do not violate or "*cheat your faith*" (proselytise)/doubt; our core business is the education of children, not their abuse. Macquarie Grammar School is 'non-prophet' and not-for-profit.

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;
- 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 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 National Professional Standards for Teachers;
- to keep abreast of improvements and advances in technology and offer programmes relevant to current employment and market standards;
- the School aims to 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

After acceptance of our application to the NSW DEC (Department of Education & Communities), Educational Measurement and School Accountability Directorate, for NAPLAN (National Assessment Program – Literacy and Numeracy) registration, our Years 7 and 9 students were included in the national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy in 2011. NSW DEC offers these tests to most students in Years 3, 5, 7 and 9. Stakeholders are meant to track student performance within their School and against other students from other Schools, if or when, access to the data is released.

At the time of finalising this Report, NSW DEC was still in the process of providing our School's data to us and to ACARA (Australian Curriculum, Assessment and Reporting Authority), for uploading to the MySchool website.

Regardless, students are performing above the state average level, based on Teachers' internal analyses of assessment tasks and manual reviews of individual student NAPLAN reports.

4. Student Performance in State-wide or Equivalent Tests and Examinations

The performance of our Year 10 students in the School Certificate examinations was very pleasing. Compared with performances across the State of NSW, Macquarie Grammar students achieved 10% higher than the State average for Computing Skills, 8% higher for Mathematics and equal for Science.

Key to Results

| Band | 6 | 5 | 4 | 3 | 2 | 1 |
|------------|--------|-------|-------|-------|-------|-----|
| Mark Range | 90-100 | 80-89 | 70-79 | 60-69 | 50-59 | <50 |

Computing Skills was assessed on a different scale:

| | |
|------------------|-------------------|
| Highly Competent | Mark Range 80-100 |
| Competent | Mark Range 50-79 |

| Cumulative Percentage | English | Maths | Science | Aust History | Aust Geog |
|---|---------|-------|---------|--------------|-----------|
| Proportion of MGS Students in Bands 4-6 (the top 3 bands) | 50% | 66% | 66% | 50% | 50% |

Year 10 students also participated in the School Certificate Computing Skills Test. As described above, results for this Test are not reported using bands. 84% of our students scored in the highest category.

Years 9-12 students participated in the ICAS (International Competitions and Assessments for Schools) and performed above the national level. Many students achieved a Credit or Distinction; two students achieved a High Distinction for Mathematics, being in the top 1% in NSW/ACT. The Year 10 students were sent one paper short, so their Teacher gave the top student, a Year 11 paper to complete; he did and came first in NSW/ACT.

In a few years' time, the Principal expects increased results, as the School evolves. We were very delighted with the results of the School's third cohort of HSC students who enabled Macquarie Grammar to be included on the "2011 HSC Honour Roll", "2011 Mathematics Merit List", and the "Board of Studies NSW Distinguished Achievers' 2011 HSC List". Overall, two-thirds of MGS students received Band 5 and/or Band 6, a drop from last year's results, because we accepted a group of displaced students from a nearby school that closed. We can confidently predict that the 2012 HSC results will surpass those of 2011 and be our best results ever.

The strategic focus for future years will be to develop strategies that encourage under-performing students to develop better self-regulatory skills, including strategies in time management, planning and writing responses, self-reflection, combined with tasks that build confidence in the examination process. The importance of literacy and effective essay writing will also be an on-going focus.

The School congratulates its students and Teachers on their very successful academic performance to date.

5. Senior Secondary Outcomes

Macquarie Grammar is a traditionally focussed Grammar School, ie it only offers Board of Studies NSW developed courses; we do not offer any School based courses, so that we maximise students' ATAR potential for University entry. Therefore, we do not offer any vocational or trade training programmes. 90% of our Year 12s in 2011 received a Year 12 Certificate.

6. Workforce Composition

All our Teachers are native speakers of English; our Chinese and Japanese Teachers are native speakers of their respective language. Although we have had indigenous members of staff in the past, we do not have any known at the moment. Members of staff are aged in their teens through to their 60s, including every decade.

The School also employs a Student Services Officer, Counsellor, Receptionist, Admissions Officer, Financial Controller, and IR (International Relations) staff.

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, for example, if required.

7. Professional Learning and Teacher Standards

In accordance with the BOS NSW guidelines, all Macquarie Grammar Teachers of the BOS NSW curriculum have 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) | 90 |
| + Additional to Yr 12 AQF qualification(s) | 82 |

Macquarie Grammar School 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) | Number 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 | 12 |
| Teachers who have qualifications as a graduate 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. | 0 |

Only Teachers who teach Board of Studies NSW courses are included in this Table. All courses at Macquarie Grammar School are Board of Studies NSW developed courses. The ratio of Teachers to students is 1:14.

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 also attend weekly Teachers' Meetings with their Academic Manager and monthly Teachers' Meetings with their Principal. Teachers and the Principal also provided written input to the Australian Curriculum, Assessment and Reporting Authority (ACARA), in relation to its development of a national curriculum.

Currently, several MGS Teachers are completing an additional University Degree at their instigation. Several Teachers from the University of Sydney, University of Technology Sydney, and the University of Western Sydney completed their Practicum at Macquarie Grammar School.

Macquarie Grammar is committed to providing professional development, for all members of staff. All Teachers attended at least nine, designated, school-based Professional Development days within the Terms of an 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 2011, to support their role in providing a quality education for each student:

| Member of Staff | Professional Development Topic 2011 |
|---------------------------------|--|
| All Teachers | "Know your Students", Dr Gauld, Onsite, 24 January "Tips to Improve your Problem Solving Ability", Dr Gauld, Onsite, 18 Feb "Belbin's Teamwork Self-Perception Inventory", Dr Gauld, Onsite, 1 Apr "National Professional Standards for Teachers", Dr Gauld, Onsite, 18 Apr "Personality Profiling", Dr Gauld, Onsite, 29 April "Passion Drives Performance", Dr Gauld, Onsite, 27 May "Fast ForWord Programme", Bridget Leach, Onsite, 3 June |
| PDHPE Teacher | "Advanced First Aid Certificate", Surf Life Saving Australia, 18 August |
| English/ESL Teacher | "Motivating Lower Level Students in Classrooms", Isabella Condu, Sydney, 17 February "Teaching Academic Writing in EAP Classes", John Bell, Sydney, 24 March "Understanding Students' Learning Strategies", William Lee, Sydney, 21 April "Introducing Functional Grammar in Language Classrooms", Kate Dolittle, Syd, 29 May "Maximising Language Learning in and out of the Class: Learner Autonomy and Classroom Dynamics", Ken Cruickshank, The University of Sydney, 3 September "Implementing Technology in Language Classrooms", Lora Taylor, Sydney, 28 Sept "Effective Assessment in ESL Students' Essay Writing", Marina Kopotus, Sydney, 20 Nov "New Teacher's Voices & Experiences", Rosie Wickert & Jenny McGuirk, UTS, Sydney, 9 December |
| Economics and Business Teachers | Economics Teachers' Conference, Union Bank of Switzerland, Sydney, 5 April "Practising Diversity – Engaging Muslims in Australian Schools", Eeqbal Hassim and Jenet Cole-Adams, Sydney, 13 May "Change Management", Catherine Smithson, Sydney, 7 June |
| Mathematics Teachers | "Teaching Extension II Mathematics", Nagla Jebeile, Sophie Ventouris, Gynea, 25 May "Curriculum and Year Advisers' Workshop", Jennifer Michalski and Margot Braithwaite, BOS NSW Sydney, 24 August |
| Science Teachers | "Practising Diversity – Engaging Muslims in Australian Schools", Eeqbal Hassim and Jenet Cole-Adams, Sydney, 13 May "How the Experience or Non-experience of Acceleration Influences what Gifted Young Adults want for their Own", Professor Miraca Gross, UNSW, Sydney, 10 August "Assessment and Reporting", Jennifer Michalski and Margot Braithwaite, BOS NSW, Sydney, 1 September |
| Chinese Teacher | "Quality Teaching in NSW Schools", Marco Man, Ashfield Boys High, 5 May "Chinese Background Speakers HSC Study Day", MGS Teacher was Presenter, Saturday School of Community Languages Kogarah High School, Sydney, 21 May "Chinese Background Speakers HSC Study Day", MGS Teacher was Presenter, Strathfield Girls High School, Sydney, 4 June "Professional Standards for Accomplished Teaching of Language and Cultures", Catherine Whitty, Strathfield Girls High, Syd, 11 June "2011Exam Committee Meeting for Chinese Beginners Course", BOS Production Process, Sydney during Terms 1 and 2 "Briefing/Training Sessions and Judging for the Commencement of Marking", BOS, Rosehill, Sydney, 18 Oct, 14-16 and 25 Nov |

| | |
|---------------------|--|
| | “HSC Marker for Chinese 2011”, Howie Pavilion Olympic Park, Sydney, 2-10 Nov “2012 Chef Examiner Item Spec”, MGS Teacher was Presenter, BOS, Sydney, 21 Nov “Teaching Standard and Quality Teaching Workshop”, Marco Man, Ashfield Boy’s High, Sydney, 26 Nov “2012 Exam Committee Meeting for Chinese Beginners Course” all members, BOS, Sydney, 29 Nov “Intercultural Chinese Teaching for Australian Classrooms”, Dr Robyn Moloney, Macquarie University, Sydney, 9 Dec |
| Japanese Teacher | “Master of Arts in TESOL”, UTS, Sydney “How to Apply the Principles of Validity and Reliability to Construct an Effective Oral Examination”, BOS NSW Syd, 3 & 10 Aug HSC Japanese Beginners, Continuers and Extension Oral Examiner, BOS NSW, Sydney, 6 & 13 Aug HSC Japanese Beginners Marker, BOS NSW, Sydney “How to Issue N-Warning Letter, Non-serious Attempt Letter, HSC Marks Moderation Process”, BOSLO, Sydney |
| Visual Arts Teacher | “Best Buddies Conference: Inclusion within the classroom: Teaching methodology to include all learners; Differentiation; New legislation to support and promote inclusion”, Sydney, 28 Mar Stage 6 Programming Meeting, Karen Profilio, Co-President of VADEA, Syd, 18 Oct |
| Principal | “Milestones and Money in the World of Technology”, Giles Bourne, Sydney, 23 March “Branding Marketing Distribution and Competition”, James Kirby, Sydney, 27 Apr “Diversity in the Workplace”, Michael Kirby, Sydney Hilton, 17 May “As One Project—Global Project on Innovative Thought in Management and Leadership”, David Brown, Sydney, 20 May “Change Management”, Catherine Smithson, Sydney, 7 June “DIAC NSW Student Integrity”, Alison Hunt, Sydney, 8 June “Business Strategy”, Greg Hayes, Sydney, 17 Aug “The Strategic Challenges Facing the Global Aviation Industry in a Highly Competitive World”, Peter Harbison, Sydney, 24 Aug “Debate: Atheists are Wrong”, Dr Simon Longstaff, Sydney, 6 Sept “Shaping the Workforce for the Future”, Alec Bashinsky, Sydney, 25 Oct “Education Blockbuster Night”, Ron Williams et al, Sydney, 16 Nov |

8. Teacher Attendance and Teacher Retention Rates

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

Two full-time Teachers were not retained in 2011. One Practicum Teacher became a casual Teacher but was not retained in 2011. One part-time Teacher was replaced by a full-time Teacher, because she wasn’t able to accept a full-time role. At least two of these Teachers left the profession.

9. Student Attendance and Management of Non-attendance

The average student attendance rate was approximately 86% for each Year Level and the whole School. The ratio of boys to girls is close to 1:1. The attendance rate for displaced students often falls below 80%. Such students are reported, regularly. After they leave, our attendance rate increases, significantly. Most of our students maintain an attendance rate that is in the high 90s.

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 90%.

Macquarie Grammar accepted a significant percentage of overseas students who were displaced from a nearby School that closed down. As a result, many of these students were absent from time-to-time, because of also having to relocate their accommodation, adjust to their new environment, and cope with the usual stress of living and studying away from their immediate family. It must also be noted that the Australian government allows international students to change providers after just six months. It is therefore attractive to such students to change Schools, especially when they provide the reason as, “*we don’t have to work hard*”, at their Exit Interview, when they are asked why they are transferring to “X School”.

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

Of the 22 students who were in Year 10 in 2009, 55% of students were still enrolled at Macquarie Grammar School, in Year 12, in 2011. Students who left chose to attend other schools offering vocational HSC courses, moved interstate or overseas, enrolled at RTOs (Registered Training Organisations) and/or entered the workforce.

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 |
|----------------|-----------------|-----------------|-----------------|----------------|
| 2009-2011 | 22 | 52 | 18 | 55% |
| 2008-2010 | 5 | 34 | 26 | 100% |

11. Post-school Destinations

100% of our HSC students were eligible for entry into Australian tertiary institutions; 75% satisfied Australian University entry requirements.

The Universities Admission Centre (UAC) provided the following offers that were made to our 2011 HSC graduates:

| | |
|-----------------------------|--------------------|
| B Accounting | CDU |
| B Commerce | CDU |
| B Eng (Electrical) | Uni of Sydney |
| B Eng (Civil) | Uni of Tech Sydney |
| B Nursing | Aust Catholic Uni |
| B Nursing | UWS |
| B Commerce (Ourimbah) | Uni of Newcastle |
| B Eng (Civil) | Uni of NSW |
| B Community Welfare | UWS |
| B Info & Comm Tech | UWS |
| B Business and Commerce | UWS |
| B Mathematics & Finance | Uni of Tech Sydney |
| B Commerce (Wollongong) | Uni of Wollongong |
| B Science | Uni of NSW |
| B Science | Uni of Sydney |
| B Engineering B Medical Sc | Uni of Tech Sydney |
| B Science/M Nursing | Uni of Sydney |
| B Nursing (Adv Std) | Uni of Sydney |
| B Nursing | Uni of Tech Sydney |
| B Science (Math/Statistics) | Uni of Tech Sydney |
| B Mathematics & Computing | Uni of Tech Sydney |
| B Engineering | UWS |
| B Engineering (Electrical) | Uni of Newcastle |
| B Business and Commerce | UWS |
| B Teach/B Arts (Sec-Human) | Aust Catholic Uni |
| B Housing | UWS |

Six students took advantage of our pathway opportunities, by commencing one of our Education Group's, Advanced Diploma Courses at Macquarie Institute. These graduates are able to gain direct entry to second year Degree Programmes at many universities around Australia, including onsite, at our Charles Darwin University, Sydney Campus.

12. Enrolment Policies and Characteristics of the Student Body

Enrolment inquiries are made to Macquarie Grammar via a telephone call, email request, request via website or a personal visit. These inquiries result in the sending of a pre-enrolment package for prospective students. Once the application form has been completed and signed by both parents/guardians or an Agent (if 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 2011 was 158 students.

Entry into all year groups is subject to an interview and/or assessment by the Principal. 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, 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 5.5 or a TOEFL (Test of English as a Foreign Language) result of 183 (computer), for entry into Year 10 and completion of the equivalence of Year 9 or IELTS 6.0 or TOEFL 210 (computer), for entry into Years 11 or 12. Satisfactory completion of MGS's English Placement Test is also required, upon arrival.

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.

As a registered provider on the Commonwealth Register of Institutions and Courses for Overseas Students (Registered Provider Number 02657J), 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 Citizenship (DIAC) and the Department of Education, Employment and Workplace Relations (DEEWR).

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

After our first indigenous girl left, we have been registered with several organisations to welcome more indigenous students to our School. 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 the Islamic Republic of Iran, 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, Socialist Republic of Vietnam, The People's Republic of Bangladesh, Federal Democratic Republic of 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 Board of Studies NSW 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 is 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 the Principal's Office.

Policies and procedures are reviewed, updated, and added annually, in keeping with changes in legislation, by Dr Berry, the School's Compliance Manager, in consultation with staff.

During the reporting period, thirty-two MGS policies and fifteen supporting documents were formally reviewed or developed as part of the MGS continuous improvement process and are listed in the Table, below. Policies reviewed related to:

- student welfare (complaints management, 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)
- school management (document and records management, refund policy, copyright policy, MGS constitutional amendments and enrolment procedures)

| Document Number | Document Title | Document Amendment | Date |
|-----------------|--|---|----------|
| 001-PP-MEGA | Document Management Policy | Inclusion of clause regarding entity specific documents that are not required on the QMS | 05/07/11 |
| 003-PP-MEGA | Student Complaints & Appeals Policy | Inclusion of reference to Overseas Students Ombudsman | 10/05/11 |
| 004-PP-MEGA | Student Discipline & Misconduct Policy | Review of terminology used within the document | 30/05/11 |
| 005-PP-MEGA | Critical Incident Policy | Inclusion of reference to Overseas Students Ombudsman | 10/05/11 |
| 008-PP-MEGA | Evacuation Policy & Procedures | Amendment of Clarence Street evacuation meeting locations | 09/05/11 |
| 009-PP-MEGA | Refund Policy | Amendment to include reference to refund arrangements for packaged courses offered through MEGA | 16/12/11 |
| 037-PP-MEGA | Copyright Policy | Initial policy document | 07/04/11 |
| 041-PP-MEGA | Staff Appraisal Policy & procedures | Clarification of the performance appraisal procedure | 24/04/11 |
| 042-PP- | Plain English Complaints | Update of staff responsibilities | 25/11/11 |

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|-------------|---|--|----------|
| MEGA | Flier | | |
| 043-PP-MEGA | Lock-down policy – Clarence Street | Initial policy document | 30/06/11 |
| 047-PP-MGS | Professional Practice Manual | Update of contents relating to assessments | 22/08/11 |
| 049-PP-MEGA | Academic Appeals Policy | Inclusion of reference to the Overseas Students Ombudsman | 10/05/11 |
| 057-PP-MGS | Student Supervision Policy | Inclusion of a clause relating to the supervisor of students under 18 years using the Level 10 Terrace | 18/07/11 |
| 063-PP-MGS | Domestic Scholarship-2011 | Inclusion of dates for 2011 | 24/02/11 |
| 067-PP-MGS | Constitution | Inclusion of a number of clauses required by DEEWR as part of the application of Commonwealth per capita grants program | 10/07/11 |
| 096-PP-MEGA | Attendance Policy | Amendments to Reporting Letter suite to ensure compliance | 12/09/11 |
| 129-PP-MEGA | Orientation Slide Presentation | Update of staff photos and contact information | 27/10/11 |
| 148-PP-MGS | Pre-enrolment Information | Information update on 2011 requirements | 01/04/11 |
| 149-PP-MGS | The Educational Context of the School | Reference to years 7-12 included | 01/06/11 |
| 150-PP-MGS | Entry Procedures and Requirements to MGS | Update of options for English language competence requirements | 01/05/11 |
| 170-PP-MGS | Deferral, Suspension and Cancellation of Enrolment | Clarification of the meaning of the terms “suspension” and “exclusion: | 01/06/11 |
| 179-PP-MGS | Policy for Gifted & Talented Students | Logo Update | 12/08/11 |
| 188-PP-MGS | Assessment Policy Year 7-12 | Guidelines and procedures updated with more details | 08/11/11 |
| 173-PP-MGS | Excursion Notification Policy & Procedure | Logo update | 12/09/11 |
| 174-PP-MGS | Extra Curricula Activities | Logo update | 07/06/11 |
| 181-PP-MGS | Participation in Annual Reporting Policy | Logo update | 12/08/11 |
| 183-PP-MGS | Information and Communication Acceptable Use Policy | Logo update | 12/08/11 |
| 195-PP-MGS | Maintaining records to demonstrate Student Achievement Policy | Course curriculum reviewed annually via Teacher Evaluation Forms. Review of procedures for gathering evidence required for student achievement. | 28/11/11 |
| 204-PP-MGS | Staff Professional Development Policy | Logo update | 04/03/11 |
| 206-PP-MGS | Homework Policy | Inclusion of Years 7-10 requirements | 10/11/11 |
| 207-PP-MEGA | OHS Committee Constitution | Review of MEGA OH&S Committee Agenda Form | 22/03/11 |
| 212-FM-MGS | Payment reminder letter | Update of fee requirements | 05/02/11 |
| 213-PP-MEGA | Payment Warning Letter-Intention to Report | Reference to Overseas Ombudsman services | 12/05/11 |
| 214-FM-MEGA | Student Application Form | Amendments to starting date information; Inclusion of further evidence option for English language levels | 03/11/11 |
| 215-FM-MEGA | Student Enquiry Form | Update of course selection | 30/03/11 |

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|-------------|---|---|----------|
| 237-FM-MEGA | Election for placement of untaken Long Service Leave and leave loading into nominated superannuation scheme | Re-wording of introductory paragraph | 13/12/11 |
| 246-FM-MEGA | Agency representative Application | Inclusion of GST requirements; Clarification of the structure of the form | 05/12/11 |
| 314-FM-MEGA | Agency Agreement | Form replaces: 495-FM-MEGA Agency Agreement P G S 496-FM-MEGA Agency Agreement P P | 09/12/11 |
| 321-FM-MGS | MGS Orientation program | Conformation of program contents and placement of the QMS | 15/10/11 |
| 327-FM-MEGA | Attendance Consultation Meeting | Addition of Student Acknowledgement Component | 10/03/11 |
| 333-FM-MGS | Lesson Observation Form | Placement of existing form on the QMS | 04/03/11 |
| 345-FM-MEGA | Compliance Action Plan | Compliance Plan updated for next three months as an outcome of policy reviews | 17/11/11 |
| 400-FM-MEGA | Deferring, Suspending or cancelling Students' Enrolment | Additional space had been provided for a summary of student reasons, and comments from supervisors. | 14/11/11 |
| 402-FM-MGS | Fair Go Bursary Application Form | Review of application data requirements | 23/02/11 |
| 430-FM-MEGA | Attendance Warning Letter – below 90% | Inclusion of reference to Admission Manager | 03/03/11 |
| 490-FM-MGS | Domestic Students Application Form | Inclusion of Enrolment fee and update of commencement dates | 01/11/11 |
| 514-FM-MGS | Teacher Evaluation Form | Inclusion of Form number and title, and the placement of the document in the QMS | 01/11/11 |
| 515-FM-MGS | Non MEGA Employees Application for Access to central IT services | Initial policy document | 28/11/11 |

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. Dishonesty in reporting an incident is viewed seriously and leads to disciplinary action.

Macquarie Education Group has a full-time School Counsellor with postgraduate qualifications, including in counselling, with whom students and members of staff may meet on their own initiative or by way of referral.

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 foster 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 pastoral care and 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 Pastoral Care 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, Principal, Head Teacher, Student Services, 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 School Counsellor 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 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 Principal 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 *Deferring Suspending or Cancelling Student Enrolment* policy.

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

- 1 A formal caution or reprimand.
- 2 Placement onto a Student Behaviour Contract 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 commonsense 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 Complaints form available at Reception and lodge directly with their Pastoral Care Teacher or School Counsellor.
- When a formal complaint is received by the Pastoral Care Teacher or School Counsellor, the Compliance Manager 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 School Counsellor 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 Compliance Manager or delegate will refer the student to the Sydney Counselling Centre or ACPET (Australian Council for Private Education and Training), 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 Principal is available to meet with any student or member of staff, 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 2011:

| Priority from Strategic Plan | Targeted Achievements Set for 2011 |
|--------------------------------|--|
| Student Academic Achievement | Prepare students to improve the School in the Top Schools' List; Ensure that students participate in more State and/or National Tests; Continue to increase student participation in our Macquarie Coaching School; Implement intervention programmes for targeted students, especially to avoid HSC Late Withdrawals |
| Student Welfare | More one-on-one interviews with students and families, to discuss problems and solutions, and record the details in eBECAS |
| Student Social Development | Improve student capacity for leadership, by providing a Leadership Camp; Ensure that the PDHPE Teacher organises a Swimming Carnival at the Ian Thorpe Aquatic Centre; Become an active member of Best Buddies, to provide students with another avenue to build local, one-on-one friendships; Enter student teams in the NSW Junior Chess League |
| Value-adding | Provide opportunities for students to interact with students from other Schools, by establishing a local 'partner' School; Build a separate website for MGS, ie separate from the MEGA Group of Schools, for easier navigation for stakeholders |
| Staffing and Staff Development | Principal to replace Acting Academic Manager; Encourage Teachers to become active members within their respective Subject Associations; Continue to provide Teacher Evaluations and Teacher Performance Evaluations, by the Principal; Continue to provide Teachers with the opportunity to engage in the School's strategic planning, to agree with Subject selections, eg Biology in 2012 |
| School Structure | Submit an Application to the BOS NSW for Re-registration and Accreditation for Years 7-9, by 31 March 2011, now that we have samples of students' work, etc from commencement of these years |

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| School Administration | Continue to train members of staff on eBECAS, because of the rushed need to use it, to satisfy the International Flying Squad |
| Family Communications | Increase the flow of communications in order to build relationships and connect with families, by adding features to our new website, eg an interactive, parental blog and encourage families to monitor student academic progress, by providing personal logons |
| Marketing and Promotions | Participate in the Independent Schools Expo in Sydney, for the first time and continue to identify local Fair Days, to increase local enrolments; Complete a separate Prospectus for Macquarie Grammar School; Replace previous tenant's signage with the MGS banner, etc; Identify new cultural sources of students from onshore and/or offshore |
| Resources and Facilities | Continue acquisition of equipment for each Subject, to improve the learning environment; Provide additional student lockers |
| Premises | Renovate Levels 9 and 10 and occupy by mid-2011; Avail the Level 10 terrace for student and staff recreational space |
| OH&S | Maintain a vigilant Occupational Health & Safety Committee |
| Security | Trialling of a fingerprint scanner or something similar to continue |

The Table below demonstrates how the targeted achievements for 2011 were met in 2011:

| Priority from Strategic Plan | Targeted 2011 Achievements |
|--------------------------------|---|
| Student Academic Achievement | Students improved the School in the Top Schools' List, but not overall, because of many displaced student who enrolled from a School that closed; Students participated in more State and/or National Tests; Student voluntary participation in our Macquarie Coaching School was maintained; Intervention programmes for targeted students, successfully avoided the problem of HSC Late Withdrawals |
| Student Welfare | More one-on-one interviews with students and families occurred, to Discuss problems and solutions, and record the details in eBECAS |
| Student Social Development | Student capacity for leadership was improved, by providing a successful Leadership Camp with a very high participation rate; An inaugural Swimming Carnival at the Ian Thorpe Aquatic Centre was organised, by a Relief Teacher; Students became active members of Best Buddies, to provide students with another avenue to build local, one-on-one friendships; Student teams participated in the NSW Junior Chess League, for the first time |
| Value-adding | Principal contacted Pal College and the Australian Performing Arts Grammar School for opportunities for students to interact with students from other Schools; however, Pal College closed and APGS is in the process of relocating to Broadway; MGS now has its own separate website, ie separate from the MEGA Group of Schools, for easier navigation for stakeholders |
| Staffing and Staff Development | The COO (Chief Operations Officer) replaced the Acting Academic Manager; |

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| | Teachers were encouraged to become active members within their respective Subject Associations, others left the profession; Principal provided Teacher Evaluations and Teacher Performance Evaluations, for all Teachers; Teachers recommended additional Subjects from their continued engagement in the School's strategic planning, eg Biology in 2012 |
| School Structure | A successful Application to the BOS NSW for Re-registration and Accreditation for Years 7-9 was submitted by 31 March 2011, now that we had samples of students' work |
| School Administration | Staff were urgently trained on the usage of eBECAS [Schools computer management software program], because of the government's immediate introduction of the International Flying Squad at a national level |
| Family Communications | The flow of communications with families increased; however, an interactive, parental blog is still being addressed |
| Marketing and Promotions | We participated in the Independent Schools Expo in Sydney, for the first Time—strong interest, but too much competition from century old Schools with 5-star promotional resources; Principal ensured that MGS had its own, separate Prospectus; Street signage chosen represents our CDU (Charles Darwin University, Sydney Campus), not Macquarie Grammar School; New cultural sources of students from onshore and/or offshore were identified |
| Resources and Facilities | Additional equipment for each Subject was acquired, to improve the learning environment; Additional student lockers were purchased |
| Premises | Levels 9 and 10 were refurbished and occupied; BOS NSW required the Level 10 terrace to have a slightly higher wall for MGS; our other Schools use it, for the moment |
| OH&S | A vigilant Occupational Health & Safety Committee was maintained |
| Security | Trialling of a fingerprint scanner or something similar is still being pursued |

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

| Priority from Strategic Plan | Targeted Achievements Set for 2012 |
|------------------------------|--|
| Student Academic Achievement | Prepare students to improve the School in the Top Schools' List; Ensure that students participate in more State and/or National Tests; Continue to increase student participation in our Macquarie Coaching School; Implement intervention programmes for targeted students; Develop and implement e-learning strategies |
| Student Welfare | More one-on-one interviews with students and families, to discuss problems and solutions, and record the details in eBECAS |
| Student Social Development | Improve student capacity for leadership, by providing opportunities for increased student public engagements and commitments; |

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|--------------------------------|---|
| | Ensure that the PDHPE Teacher joins the School with a local Sporting Group (eg ISD) and organises more sporting events and Teams, eg Fencing, Basketball, Table Tennis, Surfing; |
| Value-adding | Provide opportunities for students to interact with students from other Schools, by establishing a local 'partner' School, eg APGS; Continue to develop the School's separate website Pursue the possibility of a transfer from a hard copy to a Student e-Diary |
| Staffing and Staff Development | Appoint a Head Teacher to assist the Principal; Develop and enrich Teachers' exemplary classroom practices; Encourage Teachers' sharing of experiences and the building of resources; Encourage Teachers to be HSC markers; Continue to encourage Teachers to become active members within their respective Subject Associations; Continue to provide Teacher Evaluations and Teacher Performance Evaluations, by the Principal; Continue to provide Teachers with the opportunity to engage in the School's Master Plan and Strategic Plan |
| School Structure | Update Teaching Programmes, etc for Years 7-10, to the BOS NSW, by the 31 March, annual deadline |
| School Administration | Continue to train members of staff on eBECAS, especially new staff; Implement new Attendance Codes in all Rolls |
| Family Communications | Increase the flow of communications in order to build relationships and connect with families, by adding features to our new website, eg an interactive, parental blog and encourage families to monitor student academic progress, by providing personal logons; Increase Parent-Teacher-Student Meetings; Bluey [School's Newsletter] to be uploaded to the School's website |
| Marketing and Promotions | Continue to identify local Fair Days, to increase local enrolments; Improve the quality of the Prospectus for Macquarie Grammar School; Identify new cultural sources of students from onshore and/or offshore, eg Turkey, South America, Indonesia |
| Resources and Facilities | Continue acquisition of equipment for each Subject, to improve the learning environment; Submit an Application to the BGA Ltd for Visual Arts & Drama Studios and a Multi-purpose Centre; Identify a sponsor to provide a staff and student iPad or similar tool |
| Affirmation Systems | Identify a sponsor to provide new Graduation Day Awards |
| Premises | Renovate Level 10 terrace for student and staff recreational space |
| OH&S | Maintain a vigilant Occupational Health & Safety Committee |
| Security | Trialling of a fingerprint scanner or something similar to continue |
| Leadership and Governance | Complete the School's Master Plan and Strategic Plan for 2012-2016; Discuss on-going values-related themes in School Assemblies, to profile core values and 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.

In 2011, one of the major structural components of the School's network was changed from manually assigned IP (Internet Protocol) addresses, to DHCP (Dynamic Host Configuration Protocol) assigned IP addresses, for higher efficiency. Manually assigned IP addresses had previously been used on all workstations, because that was one of the old remote control software's requirements. However, the drawback is obvious: this method would cause the server having no control of any IP addresses assigned to any workstation within the domain and subsequently trigger the collision of workstations' IP address (can be treated as identification) over the network, including paralysis of the network.

Another major change in 2011 and one that is still ongoing is the subnet division. We are planning to divide the network into a few subnets. The benefits include better and more accurate clusters of workstations; more efficient and accurate group policies implemented on those clusters; easier network flow control and monitoring; and more importantly, better security. Due to the fact that because different subnets are invisible to each other, we can protect our confidential information more efficiently, eg separate the Principal's workstation into a dedicated subnet.

The School's wireless project is another major ongoing project. The project's purpose is to provide better and continuous wireless access to students and staff. Completion of the project is intended to enable devices in all rooms on all floors, including within 20 meters outside the building, to access good reception of our wireless network.

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 put in place 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.

Student leadership processes offer student opportunities to engender self-esteem, initiative, mutual respect, and responsibility, by providing care and support. At the end of 2010, replacement School Captains, Vice Captains, and House Captains were appointed for 2011.

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.



Safety and Security Presentation by Constable Torrisi

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 “Bluey”, the School’s regular newsletter.

Respect and responsibility are also promoted through the pastoral care and discipline system, the School rules, and the Code of Conduct.

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

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:

| Type | Purpose |
|----------------------|---|
| Board of Governors | To ensure that the School community is informed regularly of events and progression, as per its Strategic Plan |
| 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 |
| Business Plan | To document where the School will be in five years’ time and how it plans to get there |
| The School’s Website | To provide updated information about the School, including its programmes, policies and procedures, members of staff, etc |

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| MEGAzine | Macquarie Education Group Australia's magazine—a coloured, glossy production of significant stories of achievement by students and members of staff |
| Term Calendar | To provide details of all events at MGS in the current Term, eg examinations, assessments, sporting and co-curricula 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 |
| Principal's Weekly Status Report | To communicate changes and progress within each week, eg changes to policies and other compliance requirements |
| Bluey | To communicate key events, policies, and achievements monthly with the MGS Family |
| Student Diary | To enable two-way communication between Teachers/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 their workplace |
| Teachers' Meetings | To provide information, raise issues, plan and discuss School management, events, programmes, BOS/IEU communications, etc |
| Operational Management Meetings | To ensure whole School cohesion, planning, management, and compliance, and address pressing issues |
| Student Reports | To provide a formal Report about each student's academic progress, achievements, social developments, and work habits, each 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, parents of our students are not in a position to be involved, actively within the School. We anticipate that our local enrolments will increase now that we are included on the My School website and increase our presence at local Fair Days. The Principal travelled overseas and met with parents and Agents, and presented details about the School with our Student Services Officer who also acted as a translator. Throughout the year, many families visit and tour the School, locally and from overseas.



Principal Presenting to Families at the Hilton Hotel, in Shanghai, China



Principal meeting with new Students and discussing Reports with Parents in China and Vietnam

One of the most satisfying comments that was made to the Principal at Graduation Day was, “I’ve been to many such Graduations and this is the best!” I think the homestay parent meant that although it was quite serious, it was also quite relaxed with plenty of humour. Likewise, feedback from visiting families to our School included, “there is a very pleasant adult feel to the School” and, “I’ve never seen a quality School like this”.



Parents visiting from overseas on Graduation Day

Student Satisfaction

A student survey revealed that a significant percentage of the student body expressed high levels of satisfaction in the quality of the following areas:

- ongoing programmes of English language assistance;
- career and academic counselling;
- self-access facilities and help;
- guided learning facilities and help;
- many bi-lingual members of staff who speak with parents, directly;
- Macquarie Coaching School; and
- the pastoral care—developing a close relationship with their Teachers.

Parent and student satisfaction can also be measured by the low number of students withdrawn during the year. The only disciplinary issues that the School faced were low attendance and academic performance, because of displaced students who enrolled from a nearby School that ceased operations.

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.

Under the management of our PDHPE (Personal Development, Health, and Physical Education) Teacher, a very successful Athletics Carnival was embraced by students and staff at the University of Sydney oval. An inaugural Swimming Carnival was held at the Ian Thorpe Aquatic Centre, as insisted by the Principal, although the previous Academic Manager was a PDHPE specialist.



Athletics Carnival at the University of Sydney Oval



Students & Staff in Twilight Parade: "We are Family" Theme



Swimming at nearby Ian Thorpe Aquatic Centre



The Top Maths Student in NSW/ACT with Classmates

Year 12's Farewell Day



Students and Teachers at Leadership Camp

Teacher Satisfaction

The Macquarie Grammar School, Single-enterprise Agreement (SEA) 2011-14 that was signed-off by all parties is a clear demonstration of Teachers' satisfaction of their current employment conditions. From the Multi-enterprise Agreement, we modified the definition of 'family' and deleted references to "religious organisations", in keeping with our inclusive, secular, and non-discriminatory ethos of a progressive paradigm, not a regressive 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.

After making several requests for a booth at the Sydney Independent Schools' Expos in Sydney, we were included and participated in 2011. Although families rushed to register their interest, none enrolled; whereas, at Fair Days, they were more relaxed and followed through with a visit to our School and enrolled.

We continue to be inclusive, by participating in suburban Fair Days, where all communications were positively exchanged and many staff were happy to represent their School:



Teachers at Ultimo's Fair Day



City of Sydney Outstanding Achievement Award

The overwhelming indication of Teacher satisfaction is the very positive comments written on their Teacher Satisfaction Survey form that is analysed to improve a positive and supportive working environment. Macquarie Grammar has never had to advertise for Teachers who have commented that at MGS, they have never been forced to do something that is against their role as a Teacher.

MGS Teachers address such HSC Topics as “Australian Voices”, by requiring students to investigate and create presentations about prominent Australian identities who have made Australia a better place through their skills and dedication. Students created portfolios about Australians who have through their courage, initiative, and persistence used their skills to make Australia a better place to live. Students were given a list of Gay and Lesbian people who have been recognised for their contribution to Australian society and from this list chose a person to investigate. Students presented their findings about this person in a format of their choice, eg speech, poster, PowerPoint presentation. Students delivered their presentations to peers on or near the IDAHO date, to increase the student's knowledge not only about Australia in general, but about people and activities that make up our diverse communities.

The success of the Unit of Work was recognised by IDAHO (International Day against Homophobia) and placed on its website: <http://www.lgbthealth.org.au/IDAHO> and used by ACPET (Australian Council for Private Education and Training) in its resource references. Our Principal accepted the invitation to be on the IDAHO Working Group 2012.

Staff participation in professional development, education-related postgraduate study, Fair Days, Parades, Open Days, etc is also highly significant and appreciated.



Teachers building our Float [The Great Wall of China—to keep the rabbits out—Year of the Rabbit] in the Twilight Parade: “We are Family” Theme

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 satisfaction amongst staff. This satisfaction is evident in the Teacher retention rate of quality Teachers and fervent, positive feedback from surveys that go straight to the Board of Governors, anonymously. There is a strong sense of staff appreciation valued by parents, students, and management.

Sport is also an important part of students’ progress and development. Students and members of staff participated in the City to Surf Fun Run, the Sydney Morning Herald Half Marathon, Soccer Competitions, etc.

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





*Signing & Smoking Ceremony with Vice Chancellor Glover, Charles Darwin University,
by Uncle Max Eulo, Buddgeti Tribe, on Level 10 Terrace*

<http://www.abc.net.au/news/2011-07-12/cdu-signs-deal-for-mega-campus/2791450>

17. Summary Financial Information

Although Macquarie Grammar School Limited is a non-for-profit Company with local students, it is not in receipt of State and/or Federal government grants. Regardless, the School is managed like any other business, by adopting business processes and employing best practice principles.

Graphical Representation of Income and Expenditure:

