

# Annual Report 2012



## Macquarie Grammar School

Prepared for the Board of Studies NSW



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# 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 2012 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 2013 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 2012

## 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.....	10
3. Student Outcomes in Standardised National Literacy and Numeracy Testing.....	11
4. Results of the Higher School Certificate.....	12
5. Senior Secondary Outcomes.....	13
6. Workforce Composition.....	13
7. Professional Learning and Teacher Standards.....	13
8. Teacher Attendance and Teacher Retention Rates.....	16
9. Student Attendance and Management of Non-attendance.....	17
10. Retention of Year 10 to Year 12 (where relevant).....	17
11. Post-school Destinations.....	17
12. Enrolment Policies and Characteristics of the Student Body.....	18
13. School Policies.....	20
14. School-determined Improvement Targets.....	25
15. Initiatives Promoting Respect and Responsibility.....	29
16. Parent, Student, and Teacher Satisfaction.....	31
17. Summary of Financial Information.....	44

# 1. Messages from Key School Bodies

## 1.1 From the Principal

Macquarie Grammar School has never conformed to the 19<sup>th</sup> century ideals of single-gender and religious-based, favouring instead a 21<sup>st</sup> 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, without the influence of arbitrary dogma. 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.

The academic results of Macquarie Grammar School from the NAPLAN (National Assessment Program – Literacy and Numeracy) tests (Years 7 and 9), the state-wide HSC

(Higher School Certificate) examinations, and the ATAR, continue to improve, impressively.

Our 2012 cohort, by-passed the Top 200, to be positioned at Number 81 on the Top Schools' List. It was most surprising to 'outsiders' who were amazed to learn that we are a non-selective School. It was even more surprising for them to learn that it was only our 4<sup>th</sup> cohort of students to sit the external HSC Examinations.

I am unaware of any other School that has consistently been included in the "*HSC Honour Roll*", "*Mathematics Merit List*", and the "*Board of Studies NSW Distinguished Achievers' List HSC*", for every year of sitting the HSC Examinations. Overall, 80% of MGS students received Band 5 and/or Band 6, a significant increase from the previous year, when we accepted displaced students from a closed school. In half our subjects offered, students performed better than the State average, eg 15.02% higher for PDHPE and 10.38% higher for Maths Ext 1. "It gets better"; we also ranked at Number 32 on the Mathematics List. Additional academic details are discussed in this Report; other highlights of the School are featured in the Yearbook 2012.

I am grateful to be working in a community of cooperative and supportive families, staff, and students. 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 2012 and areas for development.



Dr Darryl 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 Deputy Principal 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 6<sup>th</sup> generation Australian and is in his 4<sup>th</sup> 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 Doctor 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 suggestion and agreement, the Board appointed Mr Paul Hagan as the Deputy Principal from 2011.

### Governance

Macquarie Grammar School is owned and operated by Macquarie Grammar School Limited, a company limited by guarantee. The Constitution for Macquarie Grammar School Limited complies with the Corporations Act 2001 and the requirements of ASIC (Australian Securities and Investment Commission). It sets out the objectives of the Company and contains provisions about membership, general meetings, voting, the appointment of directors, the powers and duties of directors, audits, accounts and many other matters.

Members do not have an economic interest in the assets or operating surplus of the Company or the School and are not entitled to any dividends or other payments. Any and all surplus must be applied for the benefit of the School.

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 2013. 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 2013, for an on-site science laboratory.

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

Dr Edward Lee  
Chair  
Board of Governors



### 1.3 Parents & Friends' Association

The Committee aims 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 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.

Throughout 2012, the Committee was fortunate to be able to secure many books from the Waverley Council, in most subject areas, that have been very much appreciated by Teachers and students.



*Waverley Librarian*



*P&F President at Sydney Town Hall*

Healthier food items were identified and replaced in the vending machines to complement the Tuck Shop [Café] from the ground floor that personally delivers lunches to students on Level 8.

School uniforms have moved to a new level with a Designer identified and contracted who is currently confirming improvements with the SRC (Student Representative Council) and Mrs Cawood.

The Committee also generously provided End-of-Term Morning Teas that were very much appreciated by everyone, in attendance, as were the Teacher Awards' Ceremonies.

Meetings are held on the first Thursday of every month, during our four Terms, in the Board Room. Details are published in Bluey, the School's newsletter. As the School grows, it is anticipated that so too, will the P&F Association.

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 Rita Peng and Mr Jay Wu elected democratically by the students, and a senior Teacher, 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 "Together" float in Sydney's Twilight Parade, the Year 12 Farewell Party and several trips.

*School Captains: Jay Wu and Rita Peng with SRC*



*Leadership Camp*



*Dance Party Talent Winners*



*Dance Party Revellers*

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



*Twilight Parade: "Together" Float*

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



*Fundraising for the Starlight Foundation on Casual Friday*





*Another ICAS Student Winner*



*Captains at Leadership Conference, Darling Harbour*



*Students and Staff performing "You Make me Proud" for inclusion in the OutPostChoir*





*Students performing in the Opening Ceremony, Harmony Day, Sydney Town Hall*



*Presentation of Sustainability Award to Corey Spiteri, Macquarie Grammar School*

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 an academic-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 purpose of education is not to validate ignorance but to overcome it*" (Krauss).

The School prides itself on its cooperative, peaceful, happy and prosperous tone and character. 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, 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;
- 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 incorporation of 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;
- 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

The NSW DEC (Department of Education & Communities), Educational Measurement and School Accountability Directorate, for NAPLAN (National Assessment Program – Literacy and Numeracy) registration, included our Years 7 and 9 students in the national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy in 2012. NSW DEC offers these tests to most students in Years 3, 5, 7 and 9. Stakeholders are meant to be provided with the facility to track student performance within their School and against other students from other Schools, after access to the data is released.

Our School's results for NAPLAN have always been authorised for release to ACARA (Australian Curriculum, Assessment and Reporting Authority), for uploading to the My School website at its leisure. School access to this website for the provision of data, directly is available during limited periods and for limited fields.

**Update from ACARA, My School Website:** “We are pleased to advise that subsequently sourced ‘indirect’ student data—via Australian Bureau of Statistics 2011 Population and Housing Census data—has proven to be sufficient for reliably calculating a 2012 ICSEA value for the school. While it has been possible to calculate the 2012 ICSEA value, it is still the case that “similar schools” depictions (as used to make comparisons of NAPLAN performance amongst a group of schools with similar ICSEA values) will not appear on the school's *My School* website pages in 2013.”

All MGS students in Years 7 and 9 complete the NAPLAN tests irrespective of ability and performed significantly higher than the State and National averages:

<b>NAPLAN Results for Macquarie Grammar vs New South Wales</b>				
<b>Assessment Topics</b>	<b>Year 7 Bands 7-9 (highest)</b>		<b>Year 9 Bands 8-10 (highest)</b>	
	<b>MGS</b>	<b>NSW</b>	<b>MGS</b>	<b>NSW</b>
Reading	<b>75%</b>	<b>60%</b>	<b>50%</b>	<b>49%</b>
Writing	<b>50%</b>	<b>43%</b>	<b>100%</b>	<b>42%</b>
Spelling	<b>50%</b>	<b>67%</b>	<b>50%</b>	<b>55%</b>
Grammar and Punctuation	<b>75%</b>	<b>60%</b>	<b>50%</b>	<b>48%</b>
Numeracy	<b>75%</b>	<b>52%</b>	<b>100%</b>	<b>50%</b>



## 4. Results of the Higher School Certificate

The School Certificate examinations are no longer offered to Year 10 students from 2012. A Record of School Achievement (RoSA) is a credential for eligible school leavers up to the HSC; no such student from Macquarie Grammar School was eligible in 2012.

Years 9-12 students participated in the ICAS (International Competitions and Assessments for Schools) and other national tests, 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. Such participation contributes towards the HSC results.

Macquarie Grammar School has never had the need for any of its students to be provided with a “disability provision” eg a writer, for the HSC or other State-wide tests and/or examinations.

**Congratulations to our finest Class of 2012, our Year 12s** who maintained their serious commitment to their HSC, by ensuring that Macquarie Grammar School by-passed the Top 200, to be positioned at Number 81 on the Top Schools’ List. I thank all students for their dedication to high achievement and their supportive families. I also thank the personal care from each of our Teachers who provided many hours of additional coaching in their own time. It was most surprising to ‘outsiders’ who were amazed to learn that we are a non-selective School. It was even more surprising for them to learn that it was only our 4<sup>th</sup> cohort of students to sit the external HSC Examinations.

I am unaware of any other School that has been included in the “*HSC Honour Roll*”, “*Mathematics Merit List*”, and the “*Board of Studies NSW Distinguished Achievers’ List HSC*”, for every year of sitting the HSC Examinations. Overall, 80% of MGS students received Band 5 and/or Band 6, a significant increase from the previous year, when we accepted displaced students from a closed school. In half our subjects offered, students performed better than the State average, eg 15.02% for PDHPE and 10.38% for Maths Ext 1. “It gets better”; we also ranked at Number 32 on the Mathematics List. It must be acknowledged that 100% of Mr Alexandru’s Mathematics Extension classes achieved Band 6. Well done Year 12 of 2012!

**Table 1: HSC Subject Results Compared with State**

HSC Subject	MGS Avg Mark/100	State Avg Mark/100	MGS % in Bands 5-6	State % in Bands 5-6	MGS % in Bands 2-6	State % in Bands 2-6
Business Studies	57.07	73.98	0%	8.41%	100%	96.10%
Chemistry	75.12	75.51	20%	13.05%	100%	97.66%
Economics	68.70%	75.23%	25%	47.20%	100%	95.43%
ESL (Eng 2 <sup>nd</sup> Lang)	72.50%	71.76%	40%	24.67%	100%	95.58%
Mathematics	75.51%	77.64%	57.14%	52.50%	100%	96.53%
Maths Ext 1	91.80%	81.42%	100%	85.98%	100%	98.12%
Maths Ext 2	86.33%	82.78%	100%	88.37%	100%	98.62%
PDHPE	87.60%	72.58%	100%	32.88%	100%	96.31%
Physics	67.80%	73.82%	0%	34.05%	100%	97.42%
Visual Arts	77.40%	79.39%	0%	53.96%	100%	99.48%
Chinese Background Speakers	81.50%	81.39%	50%	65%	100%	98.94%
Japanese Beginners	74.33%	73.16%	33.33%	39.77%	100%	94.85%

**Bands 5-6:** Represent the highest result categories

**Bands 2-6:** Represent students who passed [ie >49%]

I can confidently predict that this year's HSC results will surpass those of 2012, because the Cohort and Teachers are even more committed and determined, to do so. On 19 December 2013, you will know if my prediction is correct.

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. In a few years' time, the Principal expects increased results, as the School evolves.

## 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. 100% of our Year 12s in 2012 received a Year 12 Higher School Certificate.

Macquarie Grammar doesn't claim any exemptions or modifications to any syllabus from the Board of Studies NSW, 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 Board of Studies NSW, under this Act, grants certificates to students who comply with the Act and the Board's requirements.

## 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 50s, 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 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)	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)	No of Tchrs
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 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 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 1:13.

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 the Deputy Principal 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, to contribute to a vibrant learning community. All Teachers attended at least ten, 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 2012, to support their role in providing a quality education for each student:



Members of Staff	Professional Development Topics 2012
All Teachers	<p>“Standards Referenced Approach to Evaluating Student Responses and Grading”, Mr P Hagan, MGS, 10 February</p> <p>“Review of the Gonski Review on School Funding”, Dr Gauld, MGS, 24 Feb</p> <p>“Developing Quality Assessment Tasks”, Jennifer Michalski BOS, MGS, March</p> <p>“Use of Rubrics in Small Group Work Evaluation”, Mr Paul Hagan, MGS, March</p> <p>“Emergency Care”, Mr Gary Dams, Sydney, 16 Apr</p> <p>“Developing Quality Marking Schemes”, Mr Paul Hagan, MGS, 22 June</p> <p>“Cyberbullying”, Martina Wendel, MGS, 15 Aug</p> <p>“Bullyingnoway.gov.au”, “cybersmart.gov.au”, Dr Gauld, MGS, 31 Aug</p> <p>“Animal Liberation”, Phillip Hall, MGS, 10 Sept</p> <p>“Developing Rich Assessment Tasks across Faculty Collegial Approach”, MGS, P Hagan, 2 Oct</p> <p>“Effective Teacher Model”, Dr Gauld, Sydney, 5 Dec</p> <p>“Proactive Time Management”, P Hagan, Sydney, 6 Dec</p> <p>“Assessment Schedules Workshop”, P Hagan, Sydney, 6 Dec</p>
PDHPE Teacher	<p>“Major Events Coordinating”, Australian Surf Title Championships, Surf Life Saving Australia, Broadbeach Queensland, 28<sup>th</sup>, 29<sup>th</sup>, 30<sup>th</sup>, 31<sup>st</sup> of April, 1<sup>st</sup>, 2<sup>nd</sup> of May</p> <p>“Running Sports Carnival”, Australian Surf Rowers League, Newcastle, 10-12 Feb</p>
ESL Teacher	Only as per “All Teachers” above
Econ/LS/BS	Only as per “All Teachers” above
Mathematics Teachers	<p>“Maths On-line Professional Learning: Projectile Motion, Dr Anne Prescott, UTS, 24 Sept – 5 Oct</p> <p>“Chief Warden Training—Emergency Procedures”, Trim Evac, Sydney, 29 Oct</p> <p>“HSC Solutions Workshop 2012”, MANSW Offices, 101 Norton Street, Leichhardt, 24 Nov</p>
Science Teachers	<p>“Chemistry Teacher’s Conference – A continuum of learning”, Science Teachers Association of NSW, Sydney, 4 May</p> <p>“Board of Studies Grading Workshop”, BOS, Sydney, 6 August</p> <p>Board of Studies Grading Workshop”, BOS, Sydney, 16 October</p> <p>Sleek Geeks Presentation – 13 August</p>
Drama and English Teacher	<p>“Unlocking Creativity Course”, The Writers Studio, Roland Fishman &amp; Kathleen Allen, Sydney, 19 July – 9 Aug</p> <p>“Youth Health Forum Sexuality: The Final Frontier? Exploring good work practices for young people with diverse sexuality”, Ms Maggie Kyle, Lorimer Dods Lecture Theatre, The Children’s Hospital, Westmead, Sydney, 12 Sept</p> <p>“10-Month Novel and Screenplay Writing Course”, Roland Fishman &amp; Kathleen Allen, The Writers’ Studio, Sydney, 15 Sept</p>
Chinese Teacher	<p>“Child Protection Update 2012”, Nahida Jamal, Ashfield Sydney, 18 February</p> <p>“Emergency Evacuation Guide”, Joanne Zoras, Ashfield Sydney, 18 February</p> <p>“Chinese BS HSC Study Skills Day”, MGS Teacher was presenter, DET, Sydney, 12 May</p> <p>“2012 Exam Committee Meeting for Chinese Beginners Course”, all members, BOS, Sydney, 24 February, 19 March, 29 March, 17 May</p> <p>“The Chinese Language Teachers Association of NSW” Meeting, all members, Croydon, 26 May</p> <p>“What is Racism?-Video segment 3 playing the game”, Marco Man, Ashfield Sydney, 2 June</p> <p>“2012 Exam Proof Read for Chinese Beginners Course”, all members, BOS, Sydney, 7 June</p> <p>“2012 HSC Exam Recording Day”, MGS teacher and male/female speakers, BOS, Sydney, 20 June</p> <p>“2012 HSC Exam the Print Quality Check”, MGS teacher, BOS, Sydney, 30 August</p> <p>“Chief Examiner Briefing Day”, MGS Teacher, BOS, Sydney, 4 September</p> <p>“Professional Development Workshops on the Stage 6 Chinese Heritage Course Part One” Wei Liu, Sydney, 7 September</p> <p>“Professional Development Workshops on the Stage 6 Chinese Heritage Course Part Two”, Wei Liu, Sydney, 14 September</p> <p>“2012 HSC Exam Committee Meeting”, MGS Teacher, BOS, Sydney, 2 November</p> <p>“2012 HSC Chief Examiner Declaration”, MGS Teacher, BOS, Sydney, 3 November</p>

	<p>“HSC Chinese Marking” MGS Teacher, BOS, Sydney, 5 November to 15 November</p> <p>“HSC Chinese Background Speakers pre-stage 1 Judging written component”, MGS Teacher, BOS, Sydney, 16 November</p> <p>“HSC Chinese Background Speakers stage 1 Judging written component”, MGS Teacher, BOS, Sydney, 20 and 21 November</p> <p>“HSC Chinese Background Speakers stage 2 Judging written component”, MGS Teacher, BOS, Sydney, 22 November</p> <p>“HSC Chinese Background Speakers stage 3 Judging written component”, MGS Teacher, BOS, Sydney, 24 November</p> <p>“2012 HSC Exam committee meeting”, MGS Teacher, BOS, Sydney, 28 November</p> <p>“2012 HSC Exam committee meeting”, MGS Teacher, BOS, Sydney, 30 November</p> <p>“2013 HSC Study Skills Day presenter meeting”, MGS Teacher, DET, Sydney, 1 December</p>
Japanese Teacher	Teaching observation – Year 11 Economics and Chinese Beginners, 31 <sup>st</sup> July – 8 <sup>th</sup> Aug
Visual Arts Teacher	<p>“Joining the Dots - Designing Successful HSC Case Studies”, Luise Guest, Sydney, 24 Mar</p> <p>“Irresistible VADEA conference hosted by the Museum of Contemporary Art”: Various talks and workshops, Sydney, 18-19 Mar</p> <p>“Emergency Care, Surf Life Saving Australia, 1<sup>st</sup> Aid and emergency care”, Syd, 7-8 Aug</p> <p>BOS Grading workshop, Jennifer Michalski, Margot Braithwaite, and Denise Wright, BOS Sydney, 16 Oct</p> <p>“Strategies to Develop a BOW Stage 6”, Janet Rentz, Rozelle, Syd, 5 Dec</p>
Deputy Principal	<p>“Emergency Procedures Training”, Anthony Spiteri, Trim Evac, Sydney, 3 May</p> <p>“Schools Online”, Board of Studies, Sydney, April</p> <p>“Emergency Care” Surf lifesaving Australia, 7-8 August</p> <p>“Consistency in Teacher Judgement”, Margot Braithwaite, BOS Sydney 28<sup>th</sup> August</p> <p>“Engage Team and Customers for Better Business Outcomes”, Mr Ken Wright, Syd, 10 Sept</p> <p>“Warden Training—Emergency Procedures”, Trim Evac, 29 Oct</p> <p>“Proactive Time Management”, Paul Hagan, Sydney, 6 Dec</p> <p>“Assessment Schedules”, Paul Hagan, Sydney 6 Dec</p>
Principal	<p>“Building your Brand using Social Media”, Chris Golis, Sydney, 22 Mar</p> <p>“2012 Global Atheist Convention A Celebration of Reason”, Melbourne, 13-15 Apr</p> <p>“Emergency Procedures Training”, Anthony Spiteri, Trim Evac, Sydney, 3 May</p> <p>“Intellectual Equity—Balancing your Intellectual Assets and Liabilities”, Dr John Dumay, Sydney, 20 June</p> <p>“GMAA (Graduate Management Association of Australia Inc) National Conference: Building and Sustaining High Performance Management”, UTS Sydney, 20 Jul</p> <p>“Strategy Development in the Public Sector”, Dr Diccon Vokins, Sydney, 22 Aug</p> <p>“Engage Team and Customers for Better Business Outcomes”, Mr Ken Wright, Sydney, 10 Sept</p> <p>“The Leadership Culture Engagement Connection”, Callidus Partners, Sydney, 18 Sept</p> <p>“National Safe Schools Symposium”, Dr Gauld presented How MGS creates a Safe and Inclusive School Environment, Melbourne, 20 Oct</p> <p>“Chief Warden Training—Emergency Procedures”, Trim Evac, Sydney, 29 Oct</p> <p>“Rural GLBTIQ Health and Wellbeing Forum”, Dr Gauld presented MGS’s approach to Inclusivity, Shepparton, 16 Nov</p>

## 8. Teacher Attendance and Teacher Retention Rates

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

Four full-time Teachers were not retained throughout 2012; after three years at MGS, one Teacher left the teaching profession to work in neuroscience, one moved to part-time work, and two left in 2011.

## 9. Student Attendance and Management of Non-attendance

The average student attendance rate was approximately 87% for the whole School, but in the high 90s for Years 7-9. The ratio of boys to girls is close to 1:1. The attendance rate for displaced, international 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.

- Total number of students included in 2012 attendance records (7-12) 155
- Total Teaching days during 2012 197
- Average number of teaching days attended by each student (7-12) 171
- 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 90%.

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". Such students also gain entry to University Foundation Programmes during or after completion of Year 11.

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

Of the 15 students who were in Year 10 in 2010, 73% of students were still enrolled at Macquarie Grammar School, in Year 12, in 2012. 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
2010-2012	15	49	11	73%
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; 100% also satisfied Australian University entry requirements.



The Universities Admission Centre (UAC) provided the following offers that were made to our 2012 HSC graduates:

Course Code	Course Title	Institution Name
114511	B Accounting	Charles Darwin University
114911	B Commerce	Charles Darwin University
300810	B Business Administration	Macquarie University
424002	B Economics	Uni of NSW
601030	B Business (City)	Uni of Tech Sydney
103307	B Arts (Bus & Comm Studies)	Aust Catholic Uni
300518	B Medical Sciences	Macquarie University
721010	B Bus and Commerce (Acc)	UWS
606002	B Nursing	Uni of Tech Sydney
105501	B Nursing	Aust Catholic Uni
101114	B Ed (Early Childhood & Prim)	Aust Catholic Uni
101106	B Teach/B Arts (Sec-Technology)	Aust Catholic Uni
726500	B Nursing (Advanced)	UWS
511607	B Ed (Sec Maths)/B Science	Uni of Sydney
606002	B Nursing	Uni of Tech Sydney
757110	B Nursing Advanced	Uni of Wollongong
283422	B Env Dsgn (Arch) (Env Sus)	Griffith Uni
300504	B Info Tech – Games Dsgn&Dvlt	Macquarie University
423004	B Landscape Architecture	Uni of NSW
602010	B Design Architecture	Uni of Tech Sydney
105501	B Nursing	Aust Catholic Uni
721041	B Bus and Commerce (Marketing)	UWS
757101	B Nursing	Uni of Wollongong

This above list does not include offers to students who requested that their offer not be released to their school.

Our graduates also had the advantage of our pathway opportunities, by commencing one of a variety of Diploma or Advanced Diploma Courses. These graduates are able to gain direct entry to second year Degree Programmes at many universities around Australia, including onsite, at 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 a parent/guardian 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 2012 was 155 students, plus 46 HSP (High School Preparation) 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 5.0 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 5.5 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 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 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, policies, 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 and we did, in 2012. 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 Belize, 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, since 2009 to Term 4 2012. Now, the Principal and Deputy Principal assume this responsibility.

During the reporting period, twenty-three MGS policies and 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)

No	File No	Document Title	Document Amendment	Date
1	002-PP-MGS	Grievance Management Policy	Original policy draft	22/5/2012
2	004-PP-MGS	Student Discipline and Misconduct Policy	"Fail" and "Pass grade only" defined; Removal of term "exclusion" as a disciplinary measure; Inclusion of "short suspension" and "long suspension". Review of section 7.0 on penalties for misbehaviour	27/7/2012
3	016-PP-MGS	Completion within the Expected Duration Policy	6.4.1 Inclusion of N-Determination	15/05/2012
4	045-PP-MGS	Maintenance Plan	<ul style="list-style-type: none"><li>• Initial document</li><li>• Update term "OHS" to "WHS"</li><li>• Level 4 added</li></ul>	28/01/2012 25/05/2012 12/08/2012
5	048-PP-MGS	Student Computer Use Agreement	Initial document	09/07/2012
6	052-PP-MGS	Student Counselling and Welfare Support Policy	Initial procedures	24/05/2012



7	058-PP-MGS	Homestay Policy	Inclusion of 209-PP-MGS Homestay Policy and Procedures into this document	25/05/2012
8	070-PP-MGS	Enrolment Procedures	Inclusion of reference to eBECAS; Document owner amended to Admissions Manager; Pre-enrolment tuition fee requirements amended; Timeframe for student default reporting amended.	13/06/2012
9	096-PP-MGS	Attendance Policy	Merging of MGS 9, 10, 11 policies into audit compliant Std. 11 policy for implementation Inclusion of Section 25 of the Education Act 1990	25/05/2012 10/12/2012
10	124-PP-MGS	Course Progress Policy & Procedure	Replacement of the term “registrar” with “Admissions Manager” Replacement of the term “Counsellor” with “Student Services Officer” Intervention strategies itemised, separately	18/01/2012 01/02/2012
11	163-PP-MGS	Reporting Students for Non Payment	Initial policy	25/05/2012
12	167-PP-MGS	Communication with Parents & Students Policy	Insert 3.0; update the list of persons to be contacted	26/06/2012
13	170-PP-MGS	Deferral, Suspension & Cancellation Policy	Replacement of the term “Academic Manager” with “Deputy Principal”	13/07/2012
14	176-PP-MGS	Facilities and Features of Macquarie Grammar School	Year 12 Drama’s and Biology’s subject-based texts are added	12/07/2012
15	181-PP-MGS	Participation in Annual Reporting Policy	School Certificate replaced with RoSA	10/12/2012
16	186-PP-MGS	Safe and Supportive Environment Policy & Procedure	MEGA replaced with MGS; OHS replaced with WHS	10/12/2012
17	188-PP-MGS	Assessment Policy Years 7-12	‘School Certificate’ deleted; ‘DEEWR’ replaced with ‘DIISRTE’; School Colours updated; ‘HSC Events Timetable’ replaced with ‘HSC Timetable of Actions for Schools’; direct link to ‘ACE Manual’ included; ‘RoSA’ included Sample Warning Letters regarding non-completion of course requirements	29/07/2012 30/07/2012
18	193-PP-MGS	Attendance Policy & Procedure	Inclusion of new Department roll marking requirements commencing 2012 3.2.5: 15 replaced by 17	25/05/2012 10/12/2012
19	195-PP-MGS	Maintaining Records to Demonstrate Student Achievement and the Standard of Teaching	Replace School Certificate with RoSA; include Markbook program, teacher Lesson Evaluations, Teacher Performance Evaluations, and Assessment Booklets	10/12/2012
20	197-PP-MGS	‘N’ Determinations Policy	Counselling Forms, Friday Reflections and Progress Improvement Plan are added	20/01/2012
21	199-PP-MGS	Assessing and Monitoring the State of Repair of Premises policy and procedures	MEGA replaced with MGS; OHS replaced with WHS	10/12/2012
22	209-PP-MGS	Homestay Policy and	Initial policy developed	25/05/2012

	MGS	Procedures		
23	211-PP-MGS	Preventing and Responding to Bullying policy	Inclusion of the Progress Improvement Form	12/08/2012

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 Grammar School has two, on-going Practicum School Counsellors 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 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 Home 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, 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 Home Room Teacher or School Counsellor.
- When a formal complaint is received by the Home Room 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 2012:

<b>Priorities from Strategic Plan</b>	<b>Targeted Achievements Set for 2012</b>
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; 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
WH&S	Maintain a vigilant Work 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 Table below demonstrates how the targeted achievements for 2012 were met in 2012:

Priorities from Strategic Plan	Targeted 2012 Achievements
Student Academic Achievement	Students improved MGS's ranking significantly in the Top Schools' List to No 81 and No 32 on the Mathematics Merit List; Students participated in more State and/or National Tests; Students were encouraged to increase their participation in our Macquarie Coaching School; Increased intervention programmes were implemented for targeted students; E-learning strategies are still in the process of being developed
Student Welfare	More one-on-one interviews with students and families were held, to discuss problems and solutions, with details recorded in eBECAS
Student Social Development	Student capacity for leadership was improved, by providing opportunities for increased student public engagements and commitments, via community events; MGS participated in local Sporting Group (eg ISD) events;



Value-adding	We contacted two Schools and are awaiting their agreement to pursue opportunities for each School's students to interact; The School's website was further developed; The transfer from a hard copy to a Student e-Diary was delayed because the supplier was not ready
Staffing and Staff Development	Mr Hagan was promoted to the role of Deputy Principal to assist the Principal; Teachers' exemplary classroom practices were developed and enriched with additional professional development; Teachers filled shelves, etc by sharing and building their resources; One quarter of our Teachers were appointed as HSC markers by the BOS NSW; Teachers maintained active membership of their respective Subject Associations; Teacher Lesson Evaluations and Teacher Performance Evaluations were completed, by the Principal; Teachers continued to engage in the School's Master Plan and Strategic Plan
School Structure	Teaching Programmes, etc for Years 7-10, to the BOS NSW were uploaded by the 31 March, annual deadline
School Administration	New staff were trained on eBECAS [the School's computer software program]; New Attendance Codes in all Rolls were implemented
Family Communications	Communications with families are growing, although the interactive, parental blog is still being pursued as is the facility to provide student personal logons, via the School's website; Parent-Teacher-Student Meetings were standardised at 4 times per year; Bluey [School's Newsletter] is now available via the School's website
Marketing and Promotions	We participated in more local Fair Days, to increase local enrolments; The Prospectus for Macquarie Grammar School was redesigned but needs to be better; Some new cultural sources of students from onshore and/or offshore were enrolled, but IR [International Relations] focussed on other areas of the Group, eg the growing University Campus
Resources and Facilities	Acquisition of equipment for each Subject, to improve the learning environment continued; An Application to the BGA Ltd for the School's first Science Lab was submitted; iPads or a similar tool was delayed until the IT Dept installs Wi-Fi
Affirmation Systems	New Graduation Day Awards were introduced but a sponsor is still sought
Premises	Minor renovations were completed on Level 10 terrace for student and staff recreational space; Both lifts were totally upgraded at a cost of \$439,120.00; The ground floor terrazzo tiles were sealed and improve the stair treads were improved, in the foyer
WH&S	A vigilant Work Health & Safety Committee was maintained
Security	The L2 Teachers' Staffroom was relocated to be more visibly accessible; IT Dept has reverted to the student card system of ID
Leadership and Governance	The School's Master Plan and Strategic Plan for 2012-2016 were completed; On-going values-related themes were discussed at School Assemblies, to profile core values and traditions; The Principal presented at a National Safe Schools Symposium in Melbourne and at a Forum on Rural Health and Well-being in Shepparton

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

Priorities from Strategic Plan		Targeted Achievements Set for 2013	
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; One-on-one Student Report interviews with the Principal
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; Organise opportunities for students to visit aged care centres; Ensure that the PDHPE Teacher organises more sporting events and Teams, eg Fencing, Basketball, Table Tennis, Netball, Badminton
Value-adding	Provide opportunities for students to interact with students from other Schools, by establishing a local 'partner' School; 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	Develop and enrich Teachers' exemplary classroom practices; Encourage Teachers to be HSC markers; Continue to encourage Teachers to become active members within their respective Subject Associations; Continue to provide Teacher Lesson 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 and policies, etc for the School's 5-year Renewal for registration and accreditation of Years 7-12 with the BOS NSW, by the 31 March, annual deadline
School Administration	Investigate alternative School software programs to eBECAS; Investigate an SMS integrated system to improve communications between the School and families
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 the commitment of the P&F Committee; Set-up a Facebook link for parents and friends; Investigate the possibility of an on-going Blog
Marketing and Promotions	Continue to identify local opportunities, 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
Resources and Facilities	Continue acquisition of equipment for each Subject, to improve the learning environment; Submit an Application to the BGA Ltd for a Science Lab, Visual Arts & Drama Studios and a Multi-purpose Centre; Identify a sponsor to provide increased facilities; Regular evacuation drills and evaluations of procedures
Affirmation Systems	Identify a sponsor to provide new Graduation Day Awards
Premises	Investigate the possibility of separate premises for MGS
WH&S	Annual first aid training for staff; Maintain a vigilant Work Health & Safety Committee
Security	Trialling of a scanner or something similar to continue
Leadership and Governance	Update 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

**L4 Science Lab Application:** The School completed and submitted a 40-page document, to the BGA [Block Grant Authority], so that MGS can be funded for its first Science Lab, approximately \$200,000.00, like all other not-for-profit Schools, in Australia. An independent, external, governmental audit of the School's financial statements was completed. We must be the only School in the country without a Science Lab, while other

Schools have million dollar tuck shops and/or multiple, duplicated facilities. MGS has never received any such funding in the School's history, ironically being a School with a strong tradition of fairness and equity at the heart of its core values.

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 2012, 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 2012 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 2011, replacement School Captains, Vice Captains, and House Captains were appointed for 2012.

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 Smith*

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.

#### **Table of Initiatives Promoting Respect and Responsibility:**

<b>Purpose</b>	<b>Initiatives</b>
Community and Social Development	Floats in community Parades; Performances at local Festivals; Fundraising for charities
Skills for Life	Learn to surf programmes; First aid certificate courses for Year 11
Life Skills, Coping with Others	Resilience Programmes; Sexuality seminar; Macquarie Mates
Social Skills	Cyber-safety presentation
Careers Information	Career interviews; Participation at Career Exhibitions
School Community Events	Remembrance Day; International Teachers’ Day; P&F Events
Leadership	National Leadership Conference; Best Buddies Programme; SRC (Student Representative Council) Meetings
Staff Professional Development	See separate, detailed Table in this Report



Respect and responsibility are also promoted through the Home Room 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:

Types	Purpose
Board of Governors	To ensure that the School community is informed regularly of events and progression, as per its Strategic Plan
P&F Association	To enable parents and friends to meet, monthly with the Principal and Deputy Principal to discuss items of interest
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
School Assemblies	To disseminate information to students and staff, celebrate achievements, and to welcome special presentations, weekly
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-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
Principal's Weekly Status Report	To communicate changes and progress within each week, eg changes to policies and other compliance requirements
Bluey (School Newsletter)	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
Parent-Teacher-Student Meetings	To discuss individual student progress, four times per year
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 after ACARA updates the accuracy on its My School website and we increase our presence at local Fair Days. However, our growing numbers of local families, actively support our School.

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*

Macquarie Grammar is committed to maintaining regular communication and feedback with students, families, and staff. Survey results from families in attendance at a Parent-Teacher-Student night, showed that:

- 100% said that Teachers have a positive and enthusiastic attitude towards their teaching;
- 90% said that the School is a safe place for their child.
- 90% said that the School helps their child to become a responsible citizen.
- 100% said that they were not aware of any bullying problems at the School.
- 90% said that their concerns were taken seriously by the School's academic leaders.

One of the most satisfying comments that was made to the Principal at Graduation Day was, *“I’m 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 on Graduation Day*



*Olympian, Kai Sereme presenting at Graduation Day*

## Student Satisfaction

An internal, 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
- their Home Room Teacher’s care—developing a close relationship with their Teachers.

**International Student Survey 2012:** Macquarie Grammar students aged 16+ years participated in this external, online Survey, on behalf of Australian Education International (AEI), a unit of the Australian Government Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE).

The following Table show MGS students’ overall satisfaction with aspects of Macquarie Grammar at almost 100%:

Overall Support Services	Very Satisfied %	Satisfied %	Neither %
Commitment of staff	40	60	20
Methods of teaching	40	60	
Sensitivity shown by teachers	40	60	
School assessments	40	40	20
Level of difficulty of subjects	60	40	
Quality of lessons	40	60	
One-on-one contact with teachers	40	60	

Amount of homework	20	80	
Quality of small classes	80	20	
Working on group projects	20	60	20

Macquarie Grammar students who participated in the Survey are “100% satisfied” with their School experience in Australia, the teaching at Macquarie Grammar, and their living experience in Australia:

	Students at Macquarie Grammar School			Students at Other Schools Across Australia		
	Very Satisfied	Satisfied	Dissatisfied	Very Satisfied	Satisfied	Dissatisfied
Overall, how satisfied are you with your school experience in Australia?	20	80		19	55	26
Overall, how would you rate the teaching at your school?	20	80		19	50	31
Overall, how satisfied are you with living in Australia?	20	80		17	55	28

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.

**This is Oz Photo Booth:** MGS had two Year 10 students who were “*This is Oz*” Ambassadors—Ilvana Mujanovic and Nick Pham who organised a Photo Booth to coincide with the last day of Term 3, a poignant, reflective time for Teachers and students who constructed a phrase with their photo, to combat and demonstrate support to the Anti-violence Project: <http://www.thisisoz.com.au/>





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 the University of Sydney oval. 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:



*The BBQ @ Athletics Carnival @ the University of Sydney Oval*





*Students & Staff in the Twilight Parade: "Together" Theme*





*Year 12's Farewell Day*



*Students and Teachers at the Dance Party*

## 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.

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 and Students at Surry Hills Fair Day*

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 only advertised once, 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.acon.org.au/get-involved/events/idoaho-2012> and used by ACPET (Australian Council for Private Education and Training) in its resource references. Our Principal accepted the invitation and was very active on the IDAHO Working Group 2012. The Principal also presented at the National Safe Schools Symposium, in Melbourne and the Forum on Rural Health and Well-being, in Shepparton.

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



*Teachers and Students performing at the Sydney Town Hall*

The following comments are from quality Teacher applications: *“Although my position at this school allows me to conduct lessons in relatively small classes of 16-18 students, the students themselves are not allowed to sit next to peers of the opposite sex and are required to play in separate playgrounds. In short, all communication between the sexes is highly regulated. Although these practices are in keeping with the Islamic ethos of the school, I find them non-conducive to the learning process or personal development of my students. Upon perusing the Macquarie Grammar website, I discovered that your school offers the class sizes to which I have tailored my previous lessons and a thoroughly modern approach to the non-secular socialisation of your students. It is for this reason that I have chosen to apply for the position*

*advertised, as I believe that all teachers, regardless of subject, are responsible for guiding both the intellectual and intrapersonal growth of their students.”*

*“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 (not discrimination) 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 School particularly appeals to me as it promotes the value of tolerance and has no religious affiliation. In the past, I have been (in my opinion, unfairly) forced to comply with religious standards and practices which I do not personally agree with in order to hold a teaching position. Having been educated for all my primary schooling in the French system, where state and church are totally separate, I really do favour a secular education system. That is not to say that I undermine the importance of socialising students and instilling appropriate values. In fact, in an increasingly technological age, I believe this is even more important now than ever, I just don't see the need for a religious scaffold. I am passionate about justice and human rights.”*

*“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.”*

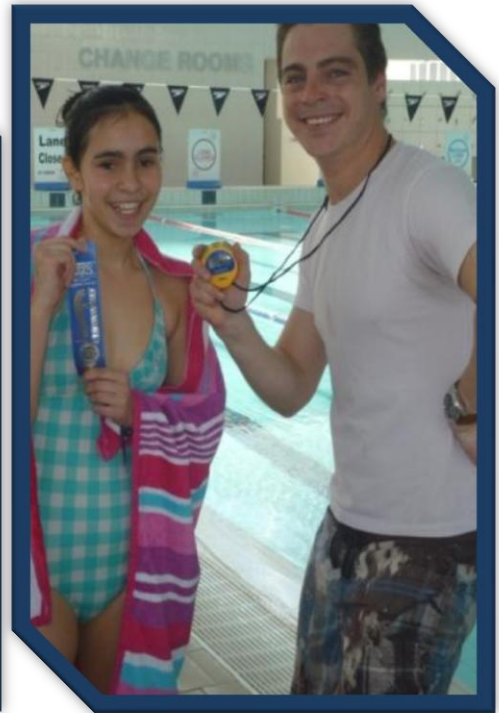
*“Why Would I like to teach at Macquarie Grammar School? I liked what you quoted in your advertisement: A school without violence and drugs and a place where people are enthusiastically working for the benefit of the students. Students are what education is about. Unfortunately I have worked in some 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 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.





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



*Ski Trip at Thredbo*





*Theatre Sports*

*Athletics Carnival Winners*

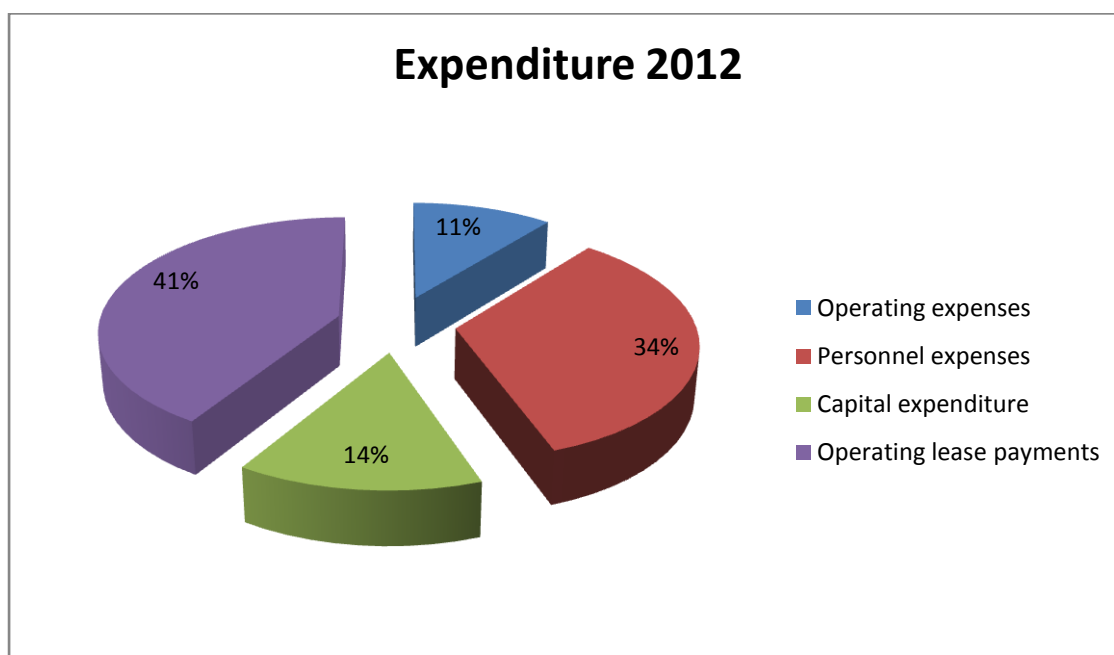
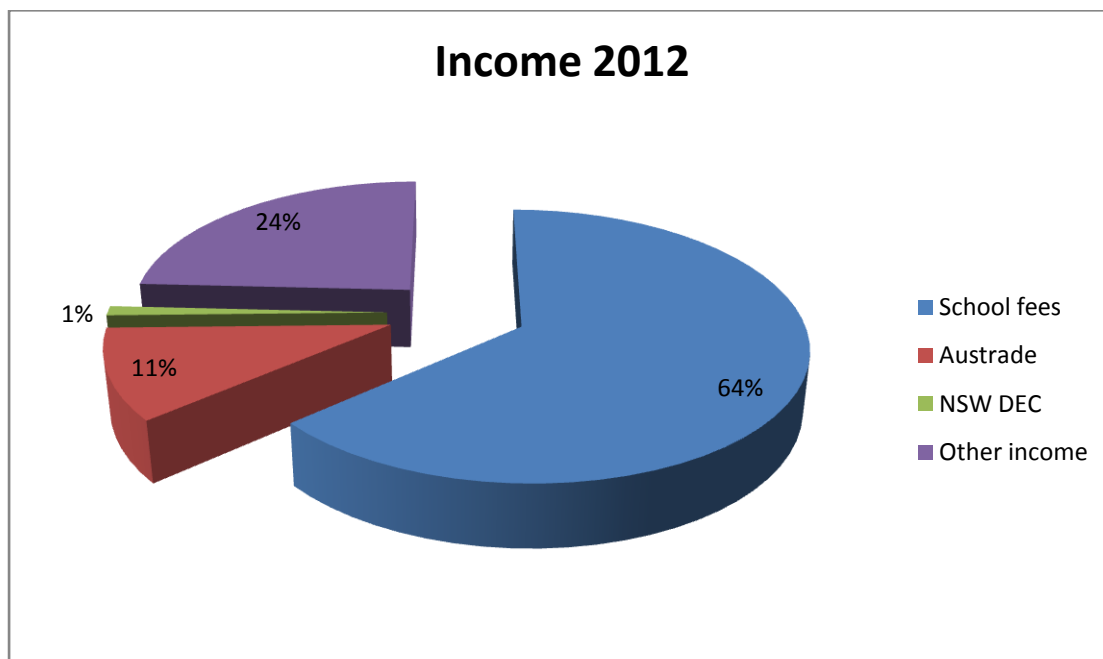


*Surfing at Bondi Beach*

## 17. Summary Financial Information

Although Macquarie Grammar School Limited has always been a non-for-profit Company with local students since its first year, it is not yet in receipt of funding from the Block Grant Authority Ltd. Regardless, the School is managed like any other business, by adopting business processes and employing best practice principles.

Graphical Representation of Income and Expenditure:







## Macquarie Grammar School | Sydney NSW Australia

