

Annual Report 2013



Macquarie Grammar School

Prepared for the Board of Studies Teaching and Educational Standards NSW



MACQUARIE GRAMMAR SCHOOL

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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 2013 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 (Denbigh) and, existing policies and documentation. The Report outlines the processes, in place, to assure the provision of quality educational experiences for Macquarie Grammar students.

The Report is submitted to the Board of Studies NSW (Board of Studies Teaching and Educational Standards NSW from 1 January 2014) and is available on the School's website by the 30 June 2014 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 2013

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1. Messages from Key School Bodies

1.1 From the Principal

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



We value every student regardless of his/her ability or genetic predisposition and, with respect for cultural diversity and inclusiveness, by demonstrating compliance (not exemption) 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 2013 cohort was positioned at Number 102 (No 81 in the previous year) on the Top Schools' List (one of our Band 6s was overlooked in the tally). 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 5th 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, 73% of MGS students received Band 5 and/or Band 6, a similar result to last year. In half our subjects offered, students performed significantly better than the State average, eg 19.01% higher for Biology and 12.27% higher for Maths Ext 1. "It gets better"; we also ranked at Number 34 (No 32 in the previous year) on the Mathematics List. One of our students also came second in the State for Chinese Beginners.

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. Additional academic details are discussed in this Report; other highlights of the School are featured in the Yearbook 2013.

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 2013 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 6th generation Australian and is in his 4th decade, in the education industry having worked as a Principal since 1994. After graduating from High School as a School Captain and Cadet Captain, Dr Gauld completed many qualifications including a Diploma of Teaching, a Bachelor of Education, a Master of Education, a Master of Business Administration, and a 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. His updated version is scheduled to be published by Wiley in the UK in 2014 from personal invitation.

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 in 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 nine 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 2014. 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, for on-site, improved facilities, when he has the time.

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. Meetings are held every six weeks on Thursday evenings on Level 8. Details are published in Bluey, the School's newsletter. As the School grows, it is anticipated that so too, will the P&F Association.

Some of our achievements for 2013 were:

- ✓ Development of our P&F Terms of Reference
- ✓ Appointment of a P&F Committee Treasurer and Secretary
- ✓ P&F Updates included within the Monthly Bluey (School's newsletter)
- ✓ Creation of a P&F section within our MGS website
- ✓ Establishment of 6-weekly committee meetings – productive and well attended
- ✓ Major Yearly Fundraiser – Bunning's BBQ
- ✓ Connection made with local IGA Marketplace, Oxford Street Darlinghurst - MAJOR sponsor of Bunning's BBQ Fundraiser
- ✓ Sponsorships also gained from Lloyds IGA Supermarket Newtown and Woolworths Supermarket Wolli Creek
- ✓ Established MGS as part of the IGA Marketplace, Oxford Street Darlinghurst My IGA Community Program (My IGA Card)
- ✓ Successfully invited **Matthew Mitcham** (OAM & Australian Olympic diving champion) to visit MGS as Guest Speaker at the 2013 Graduation Day

It is hoped that our P&F Committee will continue to grow next year, both in terms of additional parent/family involvement and also overall achievements/contributions to MGS. Finally, I would like to take this opportunity to formally acknowledge the contributions made by all P&F committee members throughout the year, the successes of our Committee are only possible because of our combined efforts.



Mr Richard Clift, President
MGS Parents & Friends' Association



BBQ @ Bunnings Fundraiser

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 Jenny Trinh and Mr Tony Tran elected democratically by the students, and a senior Teacher, who met monthly and on an as required basis.

The SRC focussed on organising the School's annual Dance Party, the Gold Award-winning "Love in our Heart" float in Sydney's Mardi Gras Parade, the Year 12 Farewell Party and several trips.



School Captains: Tony Tran and Jenny Trinh with SRC



New Captains Interviewed by RTV TV



Fundraising for Typhoon Haiyan and Smokey Mountain



Dance Party Competition Entrants with Teacher

Students participated in events, such as our Community's Mardi Gras Parade, along Sydney's main streets:



Sydney Mardi Gras Parade: "Love in our Hearts" Float

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



Students Performing at the Filex National Convention, Darling Harbour



Zombie Walk – Fundraising for the Brain Foundation

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.



Students and Teachers at ABC's Q&A Programme



Science Unleashed @ Australian Museum

2. The Educational Context of the School

Macquarie Grammar School is Sydney's only secular, independent, co-educational High 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 neither flaunts, flouts, demands, practises, nor is dictated by, any one brand of organised 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, and creating hard working talented contributors to society. We are committed to the education of young people in all areas of their endeavour.

The School's aims are as follows:

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

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

3. Student Outcomes in Standardised National Literacy and Numeracy Testing

According to www.nap.edu.au the National Assessment Program (NAP) is the measure through which governments, education authorities and schools can determine whether or not young Australians are meeting important educational outcomes. The National Assessment Program includes the NAPLAN (National Assessment Program – Literacy and Numeracy). The Australian Curriculum, Assessment and Reporting Authority ([ACARA](http://acara.edu.au)) is the independent statutory authority responsible for the overall management and development of a national curriculum, the National Assessment Program and a national data collection and reporting program that supports 21st century learning for all Australian students.

In 2013, our Years 7 and 9 students were included in the national tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. The NAP is run at the direction of the Standing Council on School Education and Early Childhood (SCSEEC) that offers these tests to most students in Years 3, 5, 7 and 9. After access to the data is released, stakeholders are meant to be provided with the facility to track student performance within their School and against other students from other Schools.

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 about its School, directly is only available during limited periods and for limited fields, eg:

From: Dr Gauld [mailto:d.gauld@mgs.edu.au]
Sent: Sunday, 16 February 2014 11:53 AM
To: 'ACARA CEO'
Cc: 'Adams, Peter'; 'Bradburn, Damien'; p.hagan@mgs.edu.au
Subject: RE: Information for principals - My School 2014

Robert [I have copied Mr Hagan, our Deputy Principal]

- 1 Please ensure that you have stored my current contact details, eg as per my email signatory, below.
- 2 Again, I have come to work on a Sunday [to work without interruptions, eg which I find is essential when working with anything to do with ACARA] and tried to access the website address that you have provided, in your email, below. I entered my email address: d.gauld@mgs.edu.au followed by my password and I was not given access.
- 3 I then clicked the link in this area that you provided, in order to be provided with a logon and got this message:

Your action has been completed successfully Further instructions will be sent to you by email. If you do not see the email in your inbox, please check your junk mail folder

- 4 I have not received any subsequent email from you, ie "Further instructions will be sent to you by email."

- 5 Please provide me with the logons for Macquarie Grammar School. Previously you provided me with logons for another school that, of course, I did not use.
- 6 What do you suggest?
- 7 I believe that the Principal should 'sign-off' the content for his/her School on your website, in order to justify the validity of your website. Don't you? Alternatively, the Deputy Principal?
- 8 I am VERY unhappy that your website is not a true and accurate representation of our School that is causing damage to prospective families based on those families who have kindly informed me of your inaccurate website.
- 9 I have made many attempts to communicate my concerns with your office.

Dr Gauld

From: ACARA - Portal Support [mailto:portalsupport@acara.edu.au]

Sent: Monday, 25 November 2013 10:25 AM

To: d.gauld@mgs.edu.au

Subject: FW: ACARA Principal's Access

Hi Dr Gauld, Thank you for your email.

When you start typing in your school name in the add organization Field, a list should appear allowing you to view a prediction of the school. You are looking for by drop down. Attached is a screenshot for you reference. If you are using IE 8, compatibility mode may not be turned on. See the screen shot below. They just need to click on the icon and the issue should be resolved. If you still cannot get this to work. Try to update your current browser or use a different web browser like 'Google Chrome' or 'Mozilla Firefox'. You can also test with another computer and make sure it is working ok. Please let me know how you go.

Kind regards, Ricky

From: Dr Gauld [mailto:d.gauld@mgs.edu.au]

Sent: Sunday, 24 November 2013 5:20 PM

To: ACARA - Portal Support

Cc: 'Dr Gauld'

Subject: ACARA Principal's Access

I believe that I accurately entered our School's telephone number, ie 82283022 and our School's name, ie Macquarie Grammar School; however, I received these messages:

Contact

Phone number can only contain numbers between 0-9, can only be 10 or 11 characters long and cannot contain spaces.

Organisation

Please type and select a school name. If you are unable to find a school, please contact ACARA portal support.

I would like to provide information to ACARA, in relation to our School's details. What do you suggest?

Dr Gauld

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:

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

4. Results of the Higher School Certificate

A Record of School Achievement (RoSA) is a credential for eligible school leavers up to the HSC; no such student from Macquarie Grammar School needed one in 2013.

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; six 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.

Our finest Class of 2013, our Year 12s maintained their serious commitment to their HSC, by ensuring that Macquarie Grammar School was positioned at Number 102 on the Top Schools’ List (No 81 in 2012). 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 5th cohort of students to sit the external HSC Examinations.

I am unaware of any other School that has been included on 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, 73% (80% in 2012) of MGS students received Band 5 and/or Band 6. In half our subjects offered, students performed better than the State average, e.g. 19.01% for Biology and 12.27% for Maths Ext 1. “It gets better”; we also ranked at Number 34 (No 32 in 2012) on the Mathematics List. It must be acknowledged that 100% of Mr Alexandru’s Mathematics Extension classes achieved Band 6. Special mention must be made of Jenny Trinh who came second in the state for Chinese Beginners. Well done Year 12 of 2013!

Table 1: HSC Subject Results Compared with State of NSW

HSC Subject	MGS Avg Mark/100	State Avg Mark/100	MGS % in Bands 4-6	State % in Bands 4-6	MGS % in Bands 3-6	State % in Bands 3-6
Business Studies	66.22	73.63	30%	65.58%	70%	87.77%
Biology	93.00	73.99	100%	67.78%	100%	91.88%
Chemistry	85.00	75.85	100%	73.41%	100%	91.78%
Chinese Beginners	87.72	82.49	100%	86.52%	100%	94.24%
Drama	67.40	78.05	20.00%	84.11%	100%	97.75%
Economics	58.60	74.31%	33.33%	68.15%	45%	86.42%
English Standard	67.90	65.48	50.00%	33.96%	50%	78.57%
ESL (Eng 2 nd Lang)	67.90	65.48%	53.84%	59.07%	93%	83.40%
Legal Studies	64.40	75.00	0.0%	69.87%	100%	88.18%
Mathematics	73.08%	77.39%	50.00%	76.53%	88%	92.29%
Maths Ext 1	97.47%	80.46%	100%	97.80%	100%	97.82%
Maths Ext 2	86.73%	82.07%	100%	98.39%	100%	87.19%
PDHPE	60.80%	70.98%	33.33%	59.07%	34%	82.41%
Physics	71.20%	73.68%	66.66%	65.64%	67%	88.84%
Visual Arts	76.47%	79.29%	100%	88.41%	100%	98.21%
Chinese Background Speakers	88.40%	81.98%	100%	93.33%	100%	98.24%
Japanese Beginners	73.50%	72.22%	50.00%	58.87%	50%	77.43%

Bands 4-6: Represent the highest result categories

Bands 3-6: Represent students who passed with above average results

I can confidently predict that our 2014 HSC results will surpass those of 2013, because the Cohort and Teachers are even more committed and determined, to do so. On 17 December 2013, you will know if my prediction is correct and 18 December on www.smh.com.au

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. 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 (Australian Tertiary Admissions Rank) potential for University entry. Therefore, we do not offer any vocational or trade training programmes. 100% of our Year 12s in 2013 received a Year 12 Higher School Certificate.

All MGS students requested an ATAR from the Universities Admissions Centre, in order to secure offers into Australian universities. In 2013, our top three ATAR results that remain confidential to students were: 98.75; 95.85; 94.15.

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. We have had indigenous members of staff in the past; currently we have one full-time Teacher from an indigenous background. Members of staff are aged in their twenties through to their 60s, including every decade.

The School also employs a Business Manager, Finance Officer, Student Services Officer, Counsellor, Receptionist, Admissions Officer, Financial Controller, and IR (International Relations) staff. Most MGS Teachers actively implement an administrative role, eg Careers Adviser, Year Adviser, Welfare Officer, etc.

The School is fortunate to have members of staff who are fluent in 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)	92
+ Additional to Yr 12 AQF qualification(s)	92

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 and Review of Languages Education in NSW.

Currently, several MGS Teachers are completing an additional University Degree at their instigation. Several Teachers from the University of New South Wales, University of Sydney, University of Technology Sydney, University of Western Sydney, and Charles Darwin University 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 the academic year. The focus for each of these days was learning and teaching. Additionally, the Table below lists some of the professional development activities that were undertaken by staff throughout 2013, to support their role in providing a quality education for each student:

Members of Staff	Professional Development Topics 2013
All Teachers	"Suicide Prevention"; Rob Ramjan AO; Sydney; 27 Feb "Classroom Emergency Tips", Dr Gauld, Sydney, 27 Feb "Leadership Workshop"; Joel Nicholson; Sydney; 3 May "Mathspace"; Mohamad Jebara; Sydney; 27 May "Critical Incident Policy"; Dr Gauld; Sydney 29 May "Effective Teacher Profile"; Dr Gauld; Sydney; 21 June "My Favourite Free Resources"; Dr Gauld; Sydney; 31 Jul "What Teachers can learn from Professional Speakers", Dr Gauld, Sydney, 28 Aug "Five Habits of Successful Project Managers", Dr Gauld, Sydney, 13 Sept "Behaviour Management"; Dr Gauld; Sydney; 30 Sept "Edmodo"; Mr Shane Green; Sydney; 20 Oct "Better, Best, Brilliant: Activities to ensure that your lessons shine; Dr Gauld; Sydney; 29 Nov
PDHPE Teacher	"Thinking Outside the Screen in PDHPE, BYOD", AIS Sydney, 3 May "Mapping Assessment Schedules", Mr Hagan, Sydney, 22 Apr
ESL Teacher	"Belonging HSC Seminar", Rowan Kunz, Leichhardt, 4 Sept
Econ/LS/BS	Nil for Economics, Legal Studies, and Business Studies
Mathematics Teachers	"HSC Feedback day", Greg Murty, Glen Prichard, Macquarie University, 2 Mar "Making Mathematics Meaningful and Memorable", Stuart Palmer, Westmead, 28 Mar "Mathematics Ext 2 Long Course – Complex Numbers and Polynomials", Robin Nagy, Rooty Hill, 15 May "Mathematics Ext 2 Long Course – Graphs", Ian Woodhouse, Rooty Hill, 22 May "Mathematics Ext 2 Long Course – Conics", Janet Hunter, Rooty Hill, 29 May "Mathematics Ext 2 Long Course – Integration", Dave Houghton, Rooty Hill, 5 June "Mathematics Ext 2 Long Course – Volumes", Nikky Vanderhout, Rooty Hill, 12 June "Mathematics Ext 2 Long Course – Mechanics", Robin Nagy, Rooty Hill, 19 June "Mathematics Ext 2 Long Course – Harder Extension 1", Robyn Paice, Rooty Hill, 26 June "7 plus 9 in 2014: Programming and Resourcing the NSW Syllabus for the Australian Curriculum", Stuart Palmer, Burwood, 22 Nov
Science Teachers	"Science Syllabus Familiarisation: 7-10", AIS NSW, Sydney, 18 Feb "Work Health and Safety", IEU Workshop, Sydney, 6 Mar "Google Apps for Education" Conference at Gynea Technology High, 27 Apr "Differentiating the Curriculum Science", UNSW, Sydney, 13 May "Improving the quality of the Teacher Education Practicum Experience", UNSW, Sydney 5 June
Drama and English Teacher	"10 Month First Draft Novel & Script Writing Course", The Writers Studio, July 2012- June 2013 "TEDx Sydney Conference", Sydney Opera House, 4 May "Les Mills Born to Move Trainer Bootcamp": Introducing fitness programs to children and teenagers, 4-7 July, Les Mills Asia Pacific, Canberra
Chinese Teachers	"Chinese Beginners Exam committee meeting", all members, BOS, 24,25 Jan and 19 Feb "Anaphylaxis e-training-Final Performance Screen", online training, Sydney, 13 Feb "e-Emergency care training", online training, Sydney, 13 Feb

	<p>“HSC Study Skills Day Planning Meeting” all presenters, SSCL, Sydney, 2 Feb</p> <p>“Draft Australian Curriculum Languages Focus group meeting” BOS, Sydney, 25 Mar</p> <p>“Chinese Beginners Exam Review day”, all members, BOS, 12 March and 18 Apr</p> <p>“Chinese Beginners Exam clearance day”, Chief Examiner, BOS, 14 June</p> <p>“Australian Curriculum Assessment Report Achievement” Marco, SSCL, Sydney, 15 June</p> <p>“Embedding ICT tools in teaching and learning (EDMODO)” David, SSCL, Syd, 15 June</p> <p>“Chinese Beginners Exam recording day”, male and female speakers, BOS, 21 June</p> <p>“HSC Background Speakers Course Prescriptions 2014-2018”, MGS staff, BOS, 20 July</p> <p>“Chinese Beginners Exam Print Quality Checking”, MGS staff, BOS, 29 Aug</p> <p>“Curriculum: Promoting consistency in teacher judgement and the moderation process” Joanne, Sydney, 9 Nov</p> <p>“BOS Review of Languages Education in NSW”, Zoras Joanne, SSCL, Sydney, 9 Nov</p> <p>“ICT promotional campaign”, Sue Whiteman, Sydney, 9 Nov</p> <p>“2013 Higher School Certificate-HSC Chinese Course, Marking” MGS staff, BOS, Sydney, 11-19 Nov</p> <p>“2013 Higher School Certificate-HSC Chinese Course, Standards-setting Operation” MGS staff, BOS, Sydney, 20-23 Nov</p> <p>“Chinese Beginners Exam Committee Meeting”, all members, BOS, 31 Oct and 25, 28 Nov</p>
Japanese Teacher	<p>“Japanese Beginners Day”, Sydney Church of England, 20 July</p> <p>“Japanese Beginners Oral Examination”, Rosehill Exhibition Building, 10 Sept, University of Sydney, 14 Sept</p>
Visual Arts Teacher	<p>“GERRIC Mini Certificate of Gifted Education”, Leicha Long, UNSW, Kensington Campus, 3 May and 17 June</p> <p>“Grading in the Primary course BOS workshop” Denise Wright, Margot Braithwaite and Jennifer Michalski, BOS, Sydney, 5 June</p> <p>VADEA conference “On Track” various speakers and workshops, UNSW and Powerhouse Museum, Sydney, 14 and 15 June</p> <p>“Dyspraxia in the classroom: What is it and how can we help?” Sian Wilson, learning-works, online workshop, 17 Aug</p> <p>“Unpacking Unseen Images”, Museum of Contemporary Art, Sydney, 21 Sept</p> <p>HSC Visual Arts Practical Marking Development, Marking Centre, Olympic Park, Sydney, 5 Oct</p> <p>‘Renaissance to Goya’, Exhibition and Educational Tour, Art Gallery of NSW, Sydney, 8 Oct</p>
Deputy Principal	<p>New Syllabus Implementation; AIS; 99 York Street Sydney; 18 Feb</p> <p>Schools Online; BOS; 117 Clarence Street Sydney; 26 Feb</p> <p>“Work Health and Safety”; IEU Workshop; Sydney; 6 Mar</p> <p>Changes to Workers Compensation Calculations; AIS Sydney; 30 Apr</p> <p>Google Apps for Education Conference; Gympsea Technology High; 27 Apr</p> <p>“Warden Training”; Trim Evac; Sydney; 21 May</p> <p>UNSW/AIS program “Improving the Pre-service Teacher Experience”; AIS; Sydney; 5 June</p> <p>“NSW School Provider CRICOS Information Session”; BOS Sydney; 6 June</p>
Principal	<p>“How to be financially savvy in the current financial climate”, Stephen Bock, Peter Calov, Mark Jennings, Sydney, 5 Feb</p> <p>“Warden Training”; Trim Evac; Sydney; 21 May</p> <p>“Current Challenges for Business Schools”; Executive Dean John Glynn, UoW; Sydney; 29 May</p> <p>“GMAA National Conference: Governance and Ethics—Myth or Reality”; Admiral Chris Barrie, etc; Brisbane; 12 Jul</p> <p>“The Art of Influencing”, Michelle Bowden, Sydney, 9 Sept</p> <p>“Financial Services”, Dr Trenton Milner, Sydney, 24 Sept</p>

8. Teacher Attendance and Teacher Retention Rates

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

After reorganising the timetable because of decreased enrolments, two Teachers were not retained from 2012 to 2013. However, after increased enrolments during the holidays, an

additional Teacher was hired. Throughout 2013, there was 100% retention of full-time Teachers for 2014.

9. Student Attendance and Management of Non-attendance

The average student attendance rate was approximately 89% for the whole School, but in the high 90s and including 100% for many domestic students. The ratio of boys to girls is close to 1:1. The attendance rate for some displaced, international students often falls below 80%. Such students are reported to DIBP (Department of Immigration and Border Protection), after we issue them with a Notice of Intent to Report letter, as per DIBP requirements. After they leave, our attendance rate increases, significantly. Most of our students maintain an attendance rate that is in the high 90s.

- Total number of students included in 2013 attendance records (7-12) 155
- Total Teaching days during 2013 186
- Average number of teaching days attended by each student (7-12) 166
- Students' attendance (7-12) as a percentage of teaching days 89%

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 mysteriously gain entry to University Foundation Programmes during or after completion of Year 11, that is not offered to Australian students.

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

Of the 17 students who were in Year 10 in 2011, 40% of students were still enrolled at Macquarie Grammar School, in Year 12, in 2013. Students who left chose to attend other schools offering vocational HSC courses, moved interstate or overseas, transferred to Australian Government University Foundation Programmes or enrolled at RTOs (Registered Training Organisations).

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

Table of Retention Rates from Year 10 to Year 12

Years Compared	Yr 10 Enrolment	Yr 11 Enrolment	Yr 12 Enrolment	Retention Rate
2011-2013	17	40	23	40%
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 2013 HSC graduates:

Course Code	Course Title	Institution Name
721495	B Communication	UWS
103302	B Arts	ACU
607020	B Forensic Sc in App Chem	UTS
609225	B Maths & Comp BA Int Stds	UTS
300131	B International Studies	MU
422050	B Arts and Business	UNSW
422100	B Arts/B Ed (Secondary)	UNSW
103308	B Arts/B Social Work	ACU
422400	B Social Work	UNSW
728510	B Social Work	UWS
101104	B Teach/B Arts (Sec-Maths)	ACU
134403	B Actuarial Studies	ANU
300263	B App Fin with B Actrl Studies	MU
424300	B Actuarial Studies	UNSW
511510	B Commerce (Liberal Studies)	Uni of Sydney
300231	B Actuarial Studies	Macquarie University
609040	B Mathematics & Finance	UTS
300229	B Com Professional Accounting	Macquarie University
725010	B Bus & Com (AdvBusLdrshp)/B Laws	UWS
604000	B Laws	UTS
755102	B Mathematics Education	Uni of Wollongong
601065	B Mgt in Events & Leisure	UTS
721005	B Business and Commerce	UWS
530020	B Event Mgt	ICMS
512009	B Liberal Arts and Science	Uni of Sydney

This above list does not include offers to students who requested that their offer not be released or offers to overseas universities, eg Princeton University.

Our graduates also had the advantage of our pathway opportunities, by commencing one of a variety of Diploma, Advanced Diploma or Degree Programmes, onsite. These graduates are able to gain direct entry to second year Degree Programmes at many universities around Australia and the World.

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 an Agent or a personal visit. These inquiries result in the referral of pre-enrolment information on the School's website, for prospective students.

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

All applications are processed within the School's enrolment policy. Students are admitted in date order of application. Enrolment in 2013 was 155 students, plus 38 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 (Denbigh), upon receipt of the Application form. A Letter of Offer is sent to the parent/guardian/Agent advising that the Applicant is either accepted, on a waiting list, or refused. An Electronic Confirmation of Enrolment (eCoE) is sent to the Applicant upon receipt of payment of an attached tax invoice.

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

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

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

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

Since our first indigenous girl commenced in 2008, we have been registered with several organisations to welcome more indigenous students to our School and we did, in 2013. 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, The United States of America, the French Republic, 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, to the School’s QMS (Quality Management System) Folder, in keeping with changes in legislation, by Dr Gauld, in consultation with staff.

During the reporting period, 67 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 (student discipline, staff and student safety, critical incident management, student supervision, classroom lockdown and the student orientation programme);
- student learning (attendance, assessment, excursions, academic appeals, gifted and talented and homework requirements);
- staff development (building professional practice, staff appraisal, teacher evaluation and lesson observation procedures); and
- school management (document and records management, refund policy, copyright policy, MGS constitutional amendments and enrolment procedures).

No	File No	Document Title	Document Amendment	Date
1	001-PP-MGS	Document Management Policy	Inclusion of LR and ML to Internal document development; Replaced Academic Manager with Deputy Principal; Financial Controller with Finance Manager; Exclusion of COO	10/05/2013
2	005-PP-MGS	Critical Incident P&P	Updated responsibilities as per changes in the MGS Organisational Chart; Updated the Emergency Contact Details	24/05/2013

3	007-PP-MGS	Work Health and Safety Policy	Replaced COO with Principal; Operations Manager Marketing with Board of Governors; Reviewed and Updated 8.0 References	29/04/2013 30/04/2013
4	008-PP-MGS	Evacuation P&P	Replaced Academic Manager with Deputy Principal	27/05/2013
5	009-PP-MGS	Refund P&P	COO replaced with Principal; International Relations with Marketing Manager; Academic Manager with Deputy Principal; Amendments made to documentation required to be submitted and Uniform refund incorporated	29/04/2013 03/07/2013
6	010-PP-MGS	Agent Selection and Appointment P&P	Updated the changes in related documents' number; Inclusion of 4.8: Marketing Manager will update the Agent List and upload to MGS website; Inclusion of 7.3	05/06/2013 14/06/2013 12/09/2013
7	011-PP-MGS	Course Credit P&P	Replaced MEGA with MGS Removal of 3.6 from 3.0 Requirements – unrelated with MGS; Replaced Director of Studies with Deputy Principal	29/04/2013 30/04/2013
8	012-PP-MGS	Recruitment P&P	Included HSP teaching staff experience and qualifications; Included Guidelines 4.2.6.4 – 4.2.6.6 requirements	23/07/2013 17/10/2013
9	014-PP-MGS	Deferring, Suspending or Cancelling Student Enrolment	Inclusion of Provider detail, associated forms, references and definitions; Inclusion of DIAC updates re visa cancellation P&Ps and changes to student visa programme; Replaced DEEWR with DIICCSRTE; Combine 170-PP-MGS Deferral, Suspension & Cancellation Policy	09/04/2013 17/05/2013
10	015-PP-MGS	Marketing Material & Advertising Policy	Replaced IR Executive with MM; DEEWR with DIICCSRTE	06/06/2013
11	016-PP-MGS	Completion within Expected Duration of Study Policy	Amendment to Title, Purpose, Responsibility, Requirements and Method Inclusion of Scope, Policy, Procedure, Early Termination, Definition and Records; Inclusion of 5.4 and 5.4	11/02/2013 05/09/2013
12	017-PP-MGS	Airport Pickup P&P	Amendment to Procedure; include APA in the process	04/06/2013
13	018-PP-MGS	Purchase Request Procedures	Replaced MEGA with MGS; COO with Principal; Amendment by Finance Manager; Exclusion of Deputy Principal from the procedures; Inclusion of Delivery Docket	26/04/2013 09/05/2013
14	020-PP-MGS	I.T. Department P&P	Changed Document Owner	02/09/2013
15	021-PP-MGS	Notification of Relocating Premises P&P	Inclusion of students haven't yet commenced in Method 4.2	03/06/2013
16	024-PP-MGS	Working with Children Check Policy	Amendments to procedures in employee responsibility and approval; Updated WWCC Application name and links on 5.1, 6.2	30/05/2013 20/08/2013
17	025-PP-MGS	Student Engagement before Enrolment	Updated link for ESOS Framework	24/05/2013

18	026-PP-MGS	Textbook Procedure	Draft Updated, Changed from MEGA to MGS; Changed 4.0 and 5.0 procedures modified	24/07/2013 22/08/2013
19	027-PP-MGS	Code of Conduct	Replaced MEGA with MGS; Revision of practice and updating of web site information	01/01/2013 30/05/2013
20	029-PP-MGS	Data Backup and Retrieval Procedures	BackMii enhanced to Triplebackup; Cooe replaced with eBecas	15/05/2013
21	030-PP-MGS	Lock Up Policy	Replaced COO with Principal	01/05/2013
22	038-PP-MGS	Child Protection P&P	Inclusion of the Child Protection (Working with Children) Act 2012 in Requirements	22/05/2013
23	042-PP-MGS	Plain English Complaints	Changed Student Services Officer	03/09/2013
24	043-PP-MGS	Lockdown Policy	Replaced COO with Principal	01/05/2013
25	044-PP-MGS	Continuous Improvement Policy	Updated	05/08/2013
26	045-PP-MGS	Maintenance Plan	Updated term "Chief Operations Officer" to "Deputy Principal"	29/04/2013
27	048-PP-MGS	Student Computer & WiFi Use Agreement	No. 3 Replaced USER HOME DIRECTORY with the "Lab" network drive folder	08/04/2013
28	052-PP-MGS	Student Counselling and Welfare Support Policy	Amendment to 1.3 Responsibility	24/01/2013
29	053-PP-MGS	Guest Speakers Policy	Information updated and changed document owner	03/09/2013
30	054-PP-MGS	Drug Policy	Replaced Academic Manager with Deputy Principal	02/05/2013
31	057-PP-MGS	Student Supervision Policy	Updated Occupational Health & Safety Policy to Work Health & Safety Policy; Academic Manager to Deputy Principal	13/05/2013
32	058-PP-MGS	Homestay Policy	Stay Downunder Homestay Application Form is in addition to 254-FM-MGS Application for Accommodation and Welfare Placement Form; Amendment to procedures, student cancellation policy, change of homestay and post-arrival procedure; Amendment to Definitions	22/01/2013
33	062-PP-MGS	Governance Policy	Changed COO to DP	31/07/2013
34	069-PP-MGS	Duty of Care Policy	Information updated and changed document owner	03/09/2013
35	070-PP-MGS	Enrolment Procedures	Replaced Academic Manager with Deputy Principal	20/05/2013
36	079-PP-MGS	International Student Accommodation, Guardianship and Welfare Arrangements Policy	Amendments to Responsibility, Requirement, Procedures to References; Inclusion of website link for the Working with Children Declaration and Consent form; 2.5 added: SSO monitors AHN to ensure that MGS students receive quality service	18/01/2013 23/05/2013

				14/06/2013
37	080-PP-MGS	Younger Overseas Students Policy	Amendments to Responsibility, Requirement, Method Inclusion to References; Replaced MEGA with MGS	18/01/2013 02/05/2013
38	090-PP-MGS	Risk Management P&P	Replaced CEO with Principal and AM with DP; Amendments to Responsibility and Procedure	23/05/2013
39	093-PP-MGS	Asset Management P&P	Initial policy	10/05/2013
40	094-PP-MGS	Related Party Transaction P&P	Initial policy	10/05/2013
41	096-PP-MGS	Attendance Policy	Inclusion of DIAC updates re visa cancellation P&Ps and changes to student visa programme; Revision and inclusions of Method of attendance calculation and Intention to report procedure, to meet DIAC requirements; Update of student management System to Denbigh from eBECAS	15/05/2013 21/05/2013 11/10/2013
42	099-PP-MGS	Transfer of International Students between Registered Providers	Amendment to responsibilities & name of the forms; Inclusion of The National Code to the definition	01/02/2013
43	112-PP-MGS	ELICOS HSP Course Progress Policy	Initial policy document	25/07/2013
44	117-PP-MGS	ELICOS Assessment P&P	Initial document publication Added 3.1.2, 3.2.3, 4.1.1	06/08/2013 26/10/2013
45	118-PP-MGS	Review, Evaluation & Development of High School Preparation Educational Resources	Original Policy Draft Guidelines 4.2.6.1 to 4.2.6.3 included	25/07/2013 17/10/2013
46	119-PP-MGS	ELICOS Academic Management System Policy	Initial policy document	26/10/2013
47	120-PP-MGS	Recruitment of Permanent, Casual and Relieving ELICOS Teachers	Initial policy document	26/10/2013
48	124-PP-MGS	Course Progress P&P	Inclusion of DIBP updates re visa cancellation P&Ps and changes to student visa programme	15/05/2013
49	127-PP-MGS	Access and Equity Policy	Information updated and changed document owner	03/09/2013
50	135-PP-MGS	Management and Operation of the School	Inclusion of fit and proper test in requirements that will be met by MGS	03/06/2013
51	139-PP-MGS	Special Needs Policy	Updated	05/08/2013
52	144-PP-MGS	Statutory and Regulatory Requirements P&P	Information updated and changed document owner	03/09/2013
53	146-PP-	Student Leadership	Revisions and updating to reflect current	31/05/2013

	MGS	Policy	practice	
54	150-PP-MGS	Entry Procedures and Requirements to MGS	Replaced DIAC with DIBP	26/10/2013
55	162-PP-MGS	Revenue Recognition Policy	Original Draft Policy; Inclusion of Section 7 Tuition Protection Service requirements of the ESOS Act	23/05/2013 08/09/2013
56	166-PP-MGS	Staff Code of Conduct	Updated the links for the Acts	27/05/2013
57	167-PP-MGS	Communication with Parents & Students Policy	Details of how to raise a concern	14/06/2013
58	173-PP-MGS	Excursion Notification P&P	Replaced Academic Manager with Deputy Principal; Exclusion of Principal Amendment to Excursion Fees, exclusion of Event fee	10/05/2013 13/05/2013
59	179-PP-MGS	Policy for Gifted & Talented Students	Replaced Pastoral Care with Welfare; Academic Manager with Deputy Principal	10/05/2013
60	186-PP-MGS	Safe and Supportive Environment P&P	Amendments to References	02/05/2013
61	188-PP-MGS	Assessment Policy Years 7-12	Replaced MEGA telephone number with MGS's telephone number	09/07/2013
62	192-PP-MGS	Movement and Supervision of Students	Updated OH&S to WH&S	31/05/2013
63	195-PP-MGS	Maintaining Records to Demonstrate Student Achievement and the Standard of Teaching	HSP added to maintaining records, student achievement and standards of teaching	02/08/2013
64	199-PP-MGS	Assessing and Monitoring the State of Repair of Premises P&P	Inclusion of Disability Discrimination Act 1992; Updated Work Health and Safety Act from 2000 to 2011	20/05/2013 06/06/2013
65	205-PP-MGS	Anaphylaxis P&P	Amendments to References	01/05/2013
66	207-PP-MGS	WHS Committee Constitution	Replaced Chairperson with Chair; Removed George Street Campus' column from the WHS Committee Workplace Inspection Schedule	29/04/2013
67	338-PP-MGS	Quality Systems Policy	Information updated and changed document owner	03/09/2013

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 an on-going Practicum School Counsellor with postgraduate qualifications, including in counselling, with whom students and members of staff may meet, on their own initiative or by way of referral.

13.1 Student Welfare Policy

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

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

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

The 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 Performance Improvement Plan outlining conditions which may include:
 - order the student to pay compensation which is limited to the cost of restoring an item to the school;
 - impose a probationary enrolment, provisional on the student's good behaviour;
 - exclude the student for a specific period of time as per ESOS Standard 13, or
 - impose any combination of these sanctions.

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

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

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

- cultivating sound personal relationships with students;
- effective lesson preparation and control; and

- encouraging the observance of School rules and procedures.

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

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

13.3 Complaints and Grievance Policy

All complaints about grievances are treated seriously and investigated. Macquarie Grammar encourages open communication between all staff, students, parents, and Agents. In the event of a grievance, complaint, or allegation, the School adopts a proactive and 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, 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, member of staff, or member of a family whenever he is available, and he does, on many occasions.

14. School-determined Improvement Targets

Each year, the School implements its Strategic Plan with targeted performance indicators. The Table below lists areas that were identified for development, in 2013:

Priorities from Strategic Plan	Targeted Achievements Set for 2013
Student Academic Achievement	Prepare students to improve the School ranking on the Top Schools' List; Ensure that students participate in more State and/or National Tests; Continue to increase student participation in our onsite Macquarie Coaching School; Implement intervention programmes for targeted students; Develop and implement e-learning strategies; Identify specific programmes to improve student academic achievement
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; Encourage more staff professional development
Curriculum Development	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; Complete five-year Application for Renewal of Accreditation and Registration

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 by the deadline
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	Update the School's Master Plan and Strategic Plan for 2012-2016; Discuss on-going values-related themes at School Assemblies, to profile core values and traditions

The Table below demonstrates how the targeted achievements for 2013 were met in 2013:

Priorities from Strategic Plan	Targeted 2013 Achievements
Student Academic Achievement	Students maintained MGS's ranking on the Top Schools' List and the Mathematics Merit List; student ATAR results were the highest ever for MGS; Students participated in more State and/or National Tests; Students increased their participation in our Macquarie Coaching School; Increased intervention programmes were implemented for targeted students; E-learning strategies were developed, eg via Edmodo and Moodle
Student Welfare	More one-on-one interviews with students and families were held, to discuss problems and solutions, with details recorded in Denbigh
Student Social Development	Student capacity for leadership was improved, by providing opportunities for increased student public engagements and commitments, via community events, eg Fashion Spectacular; MGS participated in local sporting events with nearby schools
Value-adding	We contacted three Schools and are awaiting their agreement to pursue opportunities for each School's students to interact; The School's website was further developed; eBECAS was replaced with Denbigh as our School Computer Management Program; An Application for approval for an onsite ELICOS School was submitted
Staffing and Staff Development	Teachers' exemplary classroom practices were developed and enriched with additional professional development; Teachers continued to share and build 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
Curriculum Development	National Curriculum Teaching Programmes were incorporated into existing curriculum for the School's 5-year renewal of its registration and accreditation

School Administration	All staff were trained on using Denbigh [the School's computer software program]; New Attendance Codes in all Rolls were implemented; MGS's 5-year renewal of its registration and accreditation was successful on the day of its site audit
Family Communications	Communications with families continue to grow; Parent-Teacher-Student Meetings were well attended, four times per year; Bluey [School's Newsletter] is also uploaded to Facebook as an alternative source of access
Marketing and Promotions	We maintained our participation in local Fair Days, to increase local enrolments; The Principal redesigned MGS's Prospectus and recommended it to be produced by someone with specific skills in order to improve it; Some new cultural sources of students from onshore and/or offshore were enrolled, but IR [International Relations] staff focussed on other areas of the Group
Resources and Facilities	Acquisition of equipment for each Subject, to improve the learning environment Continued from P&F fundraising initiatives; A detailed Application to the BGA Ltd for the School's Science Lab was submitted but preference was given to other schools; BYOD was implemented with the installation of Wi-Fi
Affirmation Systems	New Graduation Day Awards were introduced but a sponsor is still sought for improved awards
Premises	Both lifts were fully upgraded at a cost of \$439,120.00; The ground floor terrazzo tiles were sealed and the stair treads were improved, in the foyer; An electronic directory was installed in the foyer
WH&S	A vigilant Work Health & Safety Committee was maintained
Security	A new student and staff ID card system was implemented; Camera security was installed throughout multiple areas of the School
Leadership and Governance	MGS separated from Macquarie Education Group, eg separate phone number, email addresses, website that resulted in delayed/lost enrolments; The School's Master Plan and Strategic Plan for 2012-2016 were implemented and improved; On-going values-related themes were discussed at School Assemblies, to profile MGS's core values and traditions; The Principal submitted an updated version of his Effective Teacher Profile, to Wiley in the UK, for publication, in late 2014

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

Priorities from Strategic Plan	Targeted Achievements Set for 2014
Student Academic Achievement	Maintain MGS's high results to consistently rank on the Top 100 Schools' List; Trial Click View as a source of resources for Teachers; Implement intervention programmes for targeted students; Develop Teachers' usage of Edmodo to improve teaching 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 Denbigh; Increase Home Room Teacher responsibilities, in order to improve student welfare; Employ a permanent, qualified Counsellor
Student Social Development	Improve student capacity for leadership, by providing opportunities for increased student public engagements and commitments; Ensure that the PDHPE Teacher organises more sporting events and Teams, eg Basketball, Soccer, Table Tennis, Netball, Badminton with nearby schools
Value-adding	Work with the Principals Institute Australia to develop the Australian Principal Certification Program; Provide opportunities for students to interact with students from other Schools,

	by establishing a local 'partner' School; Continue to develop the School's website
Staffing and Staff Development	Develop and enrich Teachers' exemplary classroom practices; Encourage Teachers to supervise Practicum Teachers for MGS, in order to be reflective and evaluative; Encourage Teachers to maintain their professional development as 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	Demonstrate compliance with BOSTES NSW for approval to operate an onsite ELICOS School at its onsite inspection;
School Administration	Continue to train staff on the usage of Denbigh; Investigate an 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; Increase the commitment of the growing P&F Committee; Maintain the number of Open Nights and Parent-Teacher-Student Meetings and aim to increase family participation
Marketing and Promotions	Appoint a full-time person to focus on increasing 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; Proceed with internal funding for an onsite Science Lab; 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	Renovate Level 4; Upgrade the air-conditioning throughout the building
WH&S	Annual first aid training for staff; Maintain a vigilant Work Health & Safety Committee
Leadership and Governance	Continue to implement 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 could 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. Regardless, 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.

Hardware Improvements:

1. New IBM server Intel Xeon CPU E5520, 8 GB RAM: Better hardware performance speed to help staff produce their daily work more effectively.
2. New Wireless Access Points: Provide wireless network on both L8 and L2 for students and staff to access the internet.
3. New Microsoft Windows database server: The server hosts Denbigh Administration database and allows a large number of users to access the database, concurrently.

Software Improvements:

1. New Microsoft Windows Server: Makes file exchange and management easier to achieve. It secures important data better than its previous version.
2. New Student management software, Denbigh: Makes all students' information well organised. Denbigh has multi-functions to help staff manage student records more effectively and accurately.
3. Triplebackup: Runs every night to protect the School's data from any loss.

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, culminating in the Individual House Point Champion and Champion House presentations at Graduation Day.

Student leadership processes offer student opportunities to engender self-esteem, initiative, mutual respect, and responsibility, by providing care and support. At the end of 2012, replacement School Captains, Vice Captains, and House Captains were appointed for 2013.

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 Constables Black and 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:

Purpose	Initiatives
Community and Social Development	Floats in community Parades; Performances at local Festivals and Fair Days; Fundraising for charities and MGS; Participating in ABC television’s Q&A Programme
Skills for Life	Learn to surf programmes; First aid certificate courses for Year 11; Chess coaching; ISLA (International Student Leadership and Ambassador) Programme
Life Skills, Coping with Others	Resilience Programmes; Sexuality seminar; Macquarie Mates
Social Skills	Internal Cyber-safety presentation; Annual Dance Party; Safe Schools are Smart Schools Competition; Federal Government Cyber Panel Contributions; Links with partner schools
Careers Information	Career interviews; Participation at Careers Exhibitions; Guest Presentations; up2now – BOSTES Pilot Programme for students to build their portfolio of achievements
School Community Events	Swimming and Athletics Carnivals; International Teachers’ Day; P&F Events

	Community Fair Days
Leadership	Annual National Leadership Conference; Captains Leadership Day at Parliament House and Government House; SRC (Student Representative Council) Meetings; Camps
Staff Professional Development	See separate, detailed Table in this Report

Respect and responsibility are also promoted through the Home Room and disciplinary 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
Operational Management Meetings	To ensure whole School cohesion, planning, management, and compliance, and address pressing issues
P&F Association	To enable parents and friends to meet, monthly with the Principal and Deputy Principal to discuss items of interest
Principal's Meetings	To provide information, raise issues, plan and discuss School management, events, programmes, BOSTES/IEU communications, etc
Teachers' Meetings	To provide frequent opportunities for the Deputy Principal and Teachers to highlight issues of concern and to progress with completing allocated tasks
Parent-Teacher-Student Meetings	To discuss individual student progress, four times per year
Open Nights	To provide an opportunity for new families to meet with existing families, four times per year and engage in a Presentation by the Principal
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
School Website	To provide updated information about the School, including its programmes, policies and procedures, members of staff, etc
MGS Facebook Site	To allow our School Community to communicate, informally
School Assemblies	To disseminate information to students and staff, celebrate achievements, and to welcome special presentations, weekly
Term Calendar	To provide details of all events at MGS in the current Term, eg examinations, assessments, sporting and co-curricula activities
Calendar of Events for the Year	To ensure that an annual record of events is maintained, to avoid missing any significant event throughout the year and to avoid clashes
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
Student Reports	To provide a formal Report about each student's academic progress, achievements, social developments, and work habits, each Term
Notice Boards	To notify students of topical daily and weekly items of significance, display student work samples and achievements
Fair Days	To welcome student inquiries, by providing information about the School to interested parties at local community events
Surveys	To welcome feedback from the School Community with anonymity
Yearbook	Annual publication to highlight aspects of the current year
Annual Report	To provide the School Community with information about the School's performance measures, policies, and progress

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

Parent Satisfaction

Because many of our (current) students are from overseas, 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, etc. However, our growing numbers of local families, actively support our School.

The Principal travels overseas and meets with parents and Agents, and presents details about the School with our International Relations Manager who also acts 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, Matthew Mitcham 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.

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



New Captains at Leadership Conference, Darling Harbour

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 against The Athena School that is located nearby. 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



Staff vs Students Tug-of-War



Students, Staff, and Parents in the Mardi Gras Parade: "Love in our Hearts" Theme

The Principal wrote in the School's newsletter that MGS Teachers were going to be the envy of many of Sydney and the World's Teachers during and after their participation in the Mardi Gras Parade that headlined the [Channel 7 News](#). Well, here is a sample of some of the feedback that was received:

"Well Dr Gauld, what a fantastic float, I thought it was brilliant, everybody was excellent, congratulations on another successful aspect of school function. Normal happy well adjusted and caring young people? What is happening to the world? I am so proud."

"Good news and congratulations. A great step forward for Australia when a school can feel it's OK to participate in the Mardi Gras."

"Dave, my uni friend messaged me and congratulated Macquarie Grammar School as he saw Macquarie Grammar School on the news on Friday night."

"Macquarie Grammar School. Wow - just so happy that a high school decided to put a float forward and let its students march. The school says its entry comes with a public protest to Sydney and the rest of the world: "We won't let hatred grow. Put a little love in your heart!" We're hearing you, loud and clear!"

"My names XX. I just wanted to say how pleased I was to see your school participate in the Mardi Gras Parade. I'm from Melbourne and the parade was amazing and it was great to see your school involved and show your support towards your LGBT students! I just wanted to say how great I thought it was."

"I am proud of the fact that the school makes a stand each year and am prepared to talk to students about sensitive matters in a caring and thoughtful manner."

"My partner and I were very impressed by your participation in the Sydney Mardi Gras on Saturday night. We congratulated the students on their participation. As my partner and I are both teachers with the Department of Education and Training we only hope that other schools can see your example to stop Discrimination."

"I am a teacher. I'm also gay. I have never been more proud of my country than I was watching you in the parade last night. Well done to all involved. You have achieved something that will go down in history."

"Having previously worked for the BBC, and been involved in making films with students, I can honestly say that this sequence really shows an inclusive and positive school; it also incorporates several aspects of school life. Channel 7, to my great surprise, has done a great job in treating you fairly and showing the school's involvement in a responsible way. So many have said this already but you and the students should feel extremely proud. I was at the parade, marching with the First Australians in 60s outfits. It was great to see you there (briefly) and have pics taken with some of the students at their request."

"Dear Principal, Please accept this very short note as an expression of my incredibly vast sense of praise, endearment and awe to you and your students for marching in this year's gay and lesbian Mardi Gras. It is truly inspiring to hear about (and see) the spirit of acceptance and safety that permeates your school and your student body. I cannot say that I have had an encounter with your school before, however, encountering your camaraderie and fine example this Mardi Gras, is most moving and uplifting. It is encouraging to know that minds and attitudes are shifting in such positive and meaningful ways. I trust that this is a reflection of a larger culture within your school, which I find to be incredibly uplifting! Please extend my praise and encouragement to your students and staff, whose bravery, courage and activism, has touched many people's hearts and stories. Brandon Srot, Psychotherapist" [who agreed for his name to be included]

"I appreciate what Macquarie Grammar School does for younger generations passing through the education system."

"I just want to congratulate yourself and your staff and students on an amazing float - it was really inspiring to see so many young faces standing up for equal rights. You should be so proud of your students; they were great ambassadors for your school and Sydney youth."

"I write to congratulate both yourself and the school on your involvement in the Mardi Gras parade this weekend. Your students showed their spirit for adventure and unity through what I can only describe as a historical event."

In recent years I have discovered my passion for education. Now trialling this passion through the support of the Victorian Institute of Teaching, I have worked at some of Victoria's most progressive schools as a music and arts educator, recently serving as a Head of Department and currently the Chair of the IPSHA Music Interest Group for Victoria. It is no secret that young gay teachers such as me are in a delicate situation with current legislations under consideration. At the beginning of this year, I decided it was time to end my time in education as of the mid-semester break. Although I am an openly gay educator and face no harassment or challenges from my students or colleagues, I felt that I was losing the battle against homophobia.

I was breathless as Macquarie Grammar School passed me in the parade. I had never been more proud to be an Australian. This is an image I will remember for the rest of my life. Just this morning I have submitted my complete enrolment papers to finally complete my Masters in Education; headstrong on continuing to develop acceptance and tolerance alongside being an outstanding educator. After researching Macquarie online, I realise that education in Australia is something worth working towards and that we are in fact moving forward. Thank you for restoring my faith in education. Regards, Drew Downing" [who agreed for his name to be included]



Combined Schools' Choir at Glebe Street Fair



Coogee Family Fun Day

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.

MGS Teachers participated in research by the University of New South Wales about Practicum Teachers including evaluating rubrics and other evaluative tools.

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 support our Fair Day Stalls

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 HSC Topics such 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 (International Day Against Homophobia) date, to increase the student's knowledge not only about Australia in general, but about people and activities that make up our diverse communities.

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.



Staff and Students participating at MGS's Fashion Spectacular

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 this year's 100% 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:



Love in our Hearts



Visits to Aged Care Centres



Student Art Work on Display at Muse Gallery



Safe Schools are Smart Schools

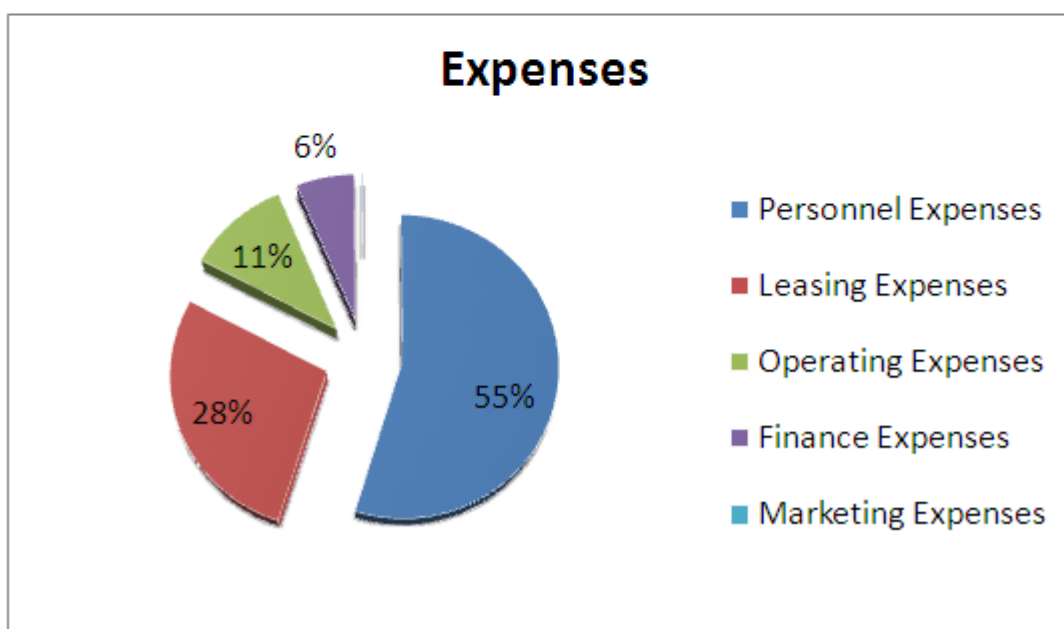
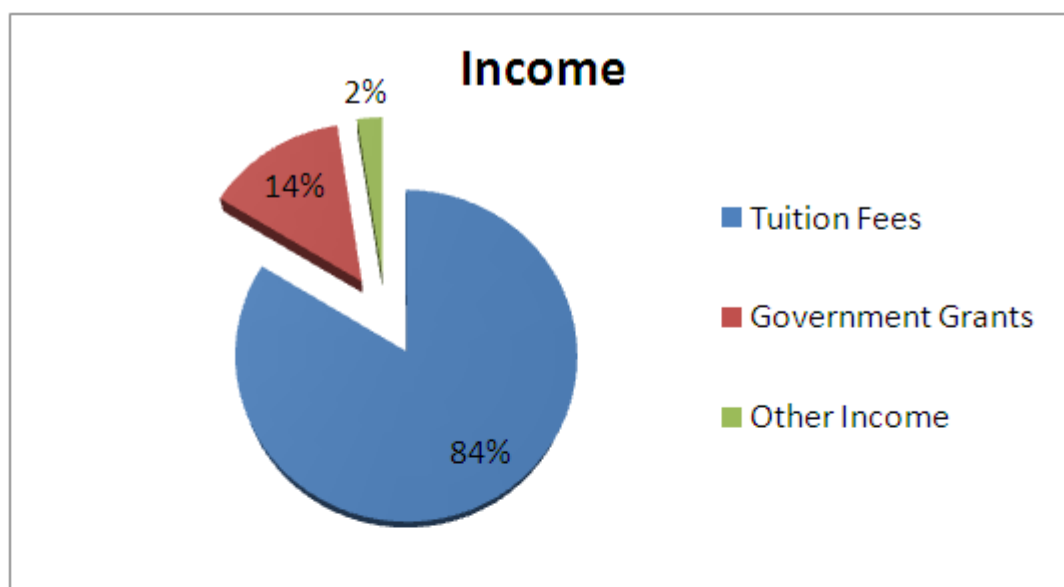


MGS Basketball Team

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

