

Annual Report 2015



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 3.10.1 Educational and Financial Reporting of the Registration and Accreditation Requirements for Individual Non-government Schools, under the [Education Act 1990](#) (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 2014 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, Teaching and Educational Standards (BOSTES) NSW and is available on the School's website by the 30 June 2016 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 2015

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1. Messages from Key School Bodies

1.1 From the Principal

Macquarie Grammar School has always represented a school that instils values of integrity, honesty, trustworthiness, maturity and respect. In many ways Macquarie Grammar School stands as a rare example of a non discriminatory Secular, secondary education institution that produces world class learning outcomes for its students and community. 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 by demonstrating compliance (not exemption) with the Anti-Discrimination Act and all other regulatory requirements. At MGS students are developed in such a way that their maturity and self confidence is enriched and enhanced, we find that our core values are demonstrated every day by the vast majority of our students.

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, and developing individuals of the highest order. Our students grow in an environment of non discrimination and inclusivity, we are a school that demands excellence and equity in all endeavours. As Malcolm Turnbull Comments on a Society that needs to be technology competent and flexible we also believe that the changing demands of societal evolution and education are intrinsically linked, we extract from our students through a process of evaluation in learning experiences, mature, intelligent, well informed opinions and attitudes that will not only advantage our students themselves but also the society in which they grow as a whole.

Teaching and learning takes place in a nurturing, student-centred, caring, and safe environment, where every effort is made to cultivate the individual's full potential. Meeting educational needs is of paramount importance and our talented teachers selected from the many whom apply for a teaching spot here, meet individual student learning needs, empowering students to meet and exceed their personal, educational expectations. Producing challenging thoughtful lessons that are varied, motivational and stimulating.

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 an pervading attitude of acceptance and the value of individual difference. MGS is firmly building its quality and management processes, by adopting a culture of belonging and cooperative team approach.

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 2015 cohort maintained the School's ranking on the Top Schools' List. It was most surprising to 'outsiders' who were amazed to learn that we are a non-selective School. It was even more surprising for them to learn that it was only our 7th 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 "*BOSTES NSW Distinguished Achievers' List HSC*", for every year of sitting the HSC Examinations.

Overall, 62% (73% in 2013, 80% in 2012) of MGS students received Band 5 and/or Band 6 (92% of MGS students received Band 4 to Band 6), a similar result to previous years. In half our subjects offered, students performed significantly better than the State average, eg 12.42% higher for Biology, 9.29% higher for Maths Ext 1, 8.04% higher for Legal Studies, and 7.49% higher for Maths Ext 2. It must be acknowledged that 66% of Mr Alexandru's Mathematics Extension classes achieved Band 6. Special mention must be made of Ruby Tran who came 3rd in the State for Chinese Beginners. Well done Year 12 of 2014!

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 2015.

I am grateful to be working in a community of cooperative and supportive families, staff, and students. Inspectors from the BOSTES 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 2015 and areas for development.



Mr Paul D. Hagan Grad Dip Ed, BSc (Biotechnology), Cert IV WHS, NSW JP
Principal



1.3 Parents & Friends Committee

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 Term, 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 Committee.

Some of our achievements for 2015 were:

- ü Re-appointment of a P&F Committee President and Secretary
- ü Ongoing review pf Meeting Schedule with meetings continuing to be held once per school term;
- ü Consultation with regards to accounts and invoicing procedures
- ü Welcomed a number of new families onto the committee
- ü Planning Fundraising activities

The Committee has continued to be passionate about ensuring appropriate Parent / Carer representation with regards to matters which impact on MGS families, having worked closely with the Principal and Deputy Principal throughout the year.

I would like to thank all members of our Committee for their much valued contributions throughout 2015, and I encourage new families to consider joining the Committee in 2016. It is a real privilege to work so closely with the Principal and Deputy Principal and other Parents / Carers on this Committee, whilst representing all Parents and Friends of our great MGS community.

Mr Richard Clift

President

MGS Parents & Friends Committee

1.4 From the Student Representative Council

The Student Representative Council (SRC) promotes leadership within the School and encourages students to participate in decision making processes. It is managed Dr Kelly, and a variety of student representatives elected democratically by the students, meetings are held regularly and a number of important events raising funds for the school were undertaken in 2015. The now famous SRC cake sale and of course Halloween.



SRC Cake Stall



Visiting Chinese Friends



Leadership Camp



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

Students Participating at the National Young Leaders Day, Olympic Park



Students at the Twilight Aged Care Centre

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.



New Captains 2015 Presenting at Graduation Day

2. The Educational Context of the School

Macquarie Grammar School is Sydney's only secular, independent, co-educational secondary School that operates within the policies of the Board of Studies, Teaching and Educational Standards 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.

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

3. Student Outcomes in Standardised National Literacy and Numeracy Testing

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 2015, 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.

NAPLAN Results for Macquarie Grammar vs New South Wales				
Assessment Topics	Year 7 Bands 6-9 (highest)		Year 9 Bands 6-10 (highest)	
	MGS	NSW	MGS	NSW
Reading	67%	83%	83%	93%
Writing	67%	69%	58%	80%
Spelling	67%	84%	75%	92%
Grammar and Punctuation	67%	80%	83%	89%
Numeracy	33%	82%	100%	96%

All MGS students in Years 7 and 9 complete the NAPLAN tests and some performed significantly higher than the State and National averages: Indeed our top students were placed at the top of the Bandings for all of the Topics examined by NAPLAN.

The results in the table above largely reflect the ESL make up of the cohorts and show only an overall picture of our results. In actual fact there were outstanding results from our top students, with some students scoring in band 9-10 across the board. Of course the small cohort numbers we have also affects the overall look of the NAPLAN results.

4. Results of the Higher School Certificate

A Record of School Achievement (RoSA) is a credential for eligible school leavers up to the HSC; one student from Macquarie Grammar School needed one in 2015.

Years 9-12 students participated in the ICAS (International Competitions and Assessments for Schools) and other national tests, and performed above the national level. Three students achieved a, three a Distinction, and three students achieved a High Distinction for Mathematics, being in the top 1% in NSW/ACT with One Student Lancelot Li winning the ICAS medal for Year 12 Mathematics in 2015. Such participation contributes towards the HSC results, and we all hope for the very best from Lancelot, Jack, John and Vincent in the Extension 1 and extension 2 HSC Maths courses. In the Australian Mathematics competition One student was awarded a High distinction four students a distinction and two students a credit. These results indicate the quality of the teaching and students at MGS.

Macquarie Grammar School has not required the use of a “disability provision” eg a writer, for the HSC or other State-wide tests and/or examinations.

Our finest Class of 2015, our Year 12s maintained their serious commitment to their HSC, by ensuring that Macquarie Grammar School maintained it ranking on the Top Schools' List. Although from 2014 the SMH will only include Schools with a year 12 cohort greater than 30, as a result we will not show up although we were ranked 74th on our 2015 performance. I'd like to thank all students for their dedication to high achievement and their continued commitment to the HSC of 2015. Of course supportive families that also endure the HSC year are to be congratulated and thanked.

I would also like to place on record the phenomenal effort made by our teachers who provided many hours of dedicated work and after hours they put 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 7th 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 “*BOSTES NSW Distinguished Achievers’ List HSC*”, for every year of sitting the HSC Examinations. This year was no exception with outstanding results permeating our 2015 HSC performance.

Overall, 62% (73% in 2013, 80% in 2012) of MGS students received Band 5 and/or Band 6 (92% of MGS students received Band 4 to Band 6), a similar result to previous years. In half our subjects offered, students performed significantly better than the State average, eg 12.42% higher for Biology, 9.29% higher for Maths Ext 1, 8.04% higher for Legal Studies, and 7.49% higher for Maths Ext 2. It must be acknowledged that 66% of Mr Alexandru’s Mathematics Extension classes achieved Band 6. Special mention must be made of Ruby Tran who came 3rd in the State for Chinese Beginners. Well done Year 12 of 2014!

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
Biology	84.00%	71.65%	100%	61.73%	100%	85.55%
Business Studies	65.75%	74.00%	50%	67.08%	75%	87.58%
Chemistry	81.92%	76.13%	100%	75.40%	100%	91.51%
Chinese Beginners	78.12%	77.57%	80%	64.80%	100%	88.87%
Drama	67.17%	77.90%	16.66%	84.45%	100%	98.39%
Economics	72.47%	75.73%	66.66%	72.71%	66.66%	91.05%
English Advanced	85.10%	80.53%	100%	91.54%	100%	99.06%
ESL (Eng 2 nd Lang)	74.95%	72.67%	72.72%	65.45%	91.91%	88.63%
Japanese Beginners	78.80%	74.37%	100%	66.99%	100%	85.51%
Legal Studies	83.70%	73.36%	100%	65.30%	100%	83.55%
Mathematics	78.51%	78.37%	85.71%	81.44%	100%	91.30%
Maths Ext 1	89.87%	80.58%	100%	97.83%	100%	99.74%
Maths Ext 2	89.07%	81.58%	100%	98.56%	100%	99.86%
PDHPE	68.33%	72.86%	33.33%	62.99%	66.66%	88.27%
Physics	72.16%	73.49%	60%	66.30%	100%	90.60%
Visual Arts	75.60%	78.30%	100%	85.15%	100%	97.07%

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 2016 HSC results will surpass those of 2015, because the Cohort and Teachers are even more committed and determined, to do so.

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 success in our results, as the School evolves.

5. Senior Secondary Outcomes

Macquarie Grammar is a traditionally focussed Grammar School, i.e. 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 2015 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 2015, our top three ATAR results that remain confidential to students were:

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 BOSTES 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; Members of staff are aged in their twenties through to their 60s, covering every decade.

The School also employs an Operations Manager, Accounts Receivable Officer, Accounts Payable Officer, Two Student Services Officers, a Counsellor, Receptionist, Admissions Officer, Marketing Manager, 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 a variety of languages, to be able to offer assistance with translation, if required.

7. Professional Learning and Teacher Standards

In accordance with the BOSTES NSW guidelines, all Macquarie Grammar Teachers of the BOSTES 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)	100
+ Additional to Yr 12 AQF qualification(s)	100

The Macquarie Grammar School Principal 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 BOSTES NSW courses are included in this Table. All courses at Macquarie Grammar School are BOSTES NSW developed courses. The ratio of Teachers to students is 1:10.

Staff are encouraged and supported to explore their professional knowledge through subject specific associations and by participating in local, interstate, and international conferences. These experiences allow Teachers to reflect upon their learning and teaching programmes with increased innovation. Teachers also attend weekly Teachers' Meetings 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 Qualification at their instigation. Several Teachers from the University of New South Wales, University of Sydney, University of Technology Sydney, University of Western Sydney, completed their Practicum at Macquarie Grammar School.

Macquarie Grammar is committed to providing professional development, for all members of staff, to contribute to a vibrant learning community. All Teachers attended at least ten, designated, school-based Professional Development days within the Terms of 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 2015, to support their role in providing a quality education for each student:

Members of Staff		Professional Development Topics 2015		
Person's Name	What [Topic].....Who [Presenter].....Where [City].....When [Date]			
All Teachers				
Principal Paul Hagan	WHS Cert IV CBD College Sydney 5 th March Getting the best out of your team Ian Quartermaine Mon Feb 16 th Vision In Leadership Ian Quartermaine Sydney Thurs 6 th August Sustainability in Education CSIRO Sydney Wed 7 th October Lesson Observation and Feedback P Herbert Randwick Tues 8 th Sept “Regulatory framework for the approval of Teacher Accreditation Authorities” AIS Briefing, BOSTES, Lvl 1299 York 24 th November			
Deputy Principal Juan Sun	“Child Protection update 2015”, Education & Communities NSW Government, Marco J Sydney, 8 March “Anaphylaxis e-learning Certificate” , Education & Communities NSW Government, 26 March “The AIS Aboriginal and Torres Strait Islander Conference 2015-Promoting Reconcili through curriculum” Alex Shain, 3 rd 4 th September “Regulatory framework for the approval of Teacher Accreditation Authorities” AIS Briefing, BOSTES, 24 Nov			
PDHPE Shane Green	“Leading in PDHPE” Aspiring Young Leaders, Achper Australia New South Wales, NSW Teacher Federation, Monday 10 th August			
Chinese Background Speakers/Beginners Sheng Juan Sun	“Chinese Beginners Exam Committee Meeting”, all members, BOSTES, 20 Jan, 13 Feb March “Child Protection update 2015”, Education & Communities NSW Government, Marco J Sydney, 8 March “Anaphylaxis e-learning Certificate” , Education & Communities NSW Government, 26 Mar “Chinese Beginners Exam Committee Meeting”, all members, BOSTES, 8 May “ HSC Chinese Background Speakers Study Day” The Chinese Language teachers associ of NSW Incorporated, 15 May “Chinese Beginners Exam Committee Clearance day”, MGS staff, BOSTES, 29 June “Chinese Beginners Exam Committee Recording day”, MGS staff, BOSTES, 5 June “Reviewing ICT Assessment Tasks and Quality Marking Criteria”, “Program Development Backward mapping” Education & Communities NSW Government, Marco Man, Sydney, 6 June “Quality Check the HSC Exam paper” , BOSTES, 27 August “ e-safety DET online Training course”, Sydney, 29 August “The AIS Aboriginal and Torres Strait Islander Conference 2015-Promoting Reconcili through curriculum” Alex Shain, 3 rd 4 th September “Senior Marker for HSC CBS” BOSTES, 4 Nov to 17 Nov			
Chinese Beginners Xintian Cai	“Languages through the Technology Lens” , AIS Languages Conference, AISNSW, Sydney, 15 May “Project Hanyu—Chinese Language Day”, AISNSW, Sydney, 27 July “Making Chinese Learnable”, the 2015 Chinese Language Teachers’ Association of NSW Annual Conference, CLTA NSW, Sydney, 21 August			
Japanese Beginners Yoshika Yamashita	Japanese Beginners Day, Japanese Teacher’s Association of NSW, 19 July 2015 HSC Japanese Beginners oral examination, Board of Studies, 26 and 29 August 2015			

	HSC Japanese Beginners Oral examination marking, Board of Studies, 7-10 September 2015 HSC Japanese Beginners Written Examination marking, Board of Studies, 26-28 October 2015
Visual Arts and Technology Antia Cawood	“MCA Educator Exclusive, MCA Senior Curator Natasha Bullock and MCA Artist Educators”, MCA Sydney, 12 March 2015 “Reframing the Frames: VADEA Teacher’Conference”, various speakers, UNSW Art and Design, Paddington, 8 th & 9 th May 2015 “Eat my Pixels: Developing a HSC photomedia BOW ” TTA, Sharron Mountain, Nirimba Education Precinct, 22 th May 2015 “Creativity and Innovation with Technology in the classroom”, VIVID, Gary Stager, MCA, 25 th October 2015 “The AIS Aboriginal and Torres Strait Islander Conference 2015-Promoting Reconciliation through curriculum” Alex Shain, 3 rd & 4 th September 2015 “Sustainable Futures”, CSIRO, MGS Sydney, 7 th October 2015
Science Dr Kelly Mike Lee	“Creativity and Innovation with Technology in the classroom”, VIVID, Gary Stager, MCA, 25 th October 2015 STANSW Chemistry, UNSW, June 2015
Mathematics Aurelian Alexandru Mike Lee	“HSC Feedback and Advice Day”, MANSW, Macquarie University ,Saturday 28 Feb 2015
Music Juan Sun	“Child Protection update 2015”, Education & Communities NSW Government, Marco Sydney, 8 March “Anaphylaxis e-learning Certificate” , Education & Communities NSW Government, 26 March “The AIS Aboriginal and Torres Strait Islander Conference 2015-Promoting Reconciliation through curriculum” Alex Shain, 3 rd 4 th September
ESL Ben Valenti	“English Essay Writing”, TSFX: The School for Excellence, University of Sydney, 15 th Feb 10.00- 15.00 “Mastering the exams”, TSFX: The School for Excellence, University of Sydney, 31 st May 2014 10.00-15.00 “Reading and writing, Year 12” TSFX: The School for Excellence, University of Sydney, 2 nd July 2014 9.00- 11.30 “ATESOL 2014 HSC Revision day” ATESOL, Smith Auditorium, William Street, North Sydney, Monday 22 September 2014 (9-3.30pm). “Autism spectrum” Presentation (Shane Green and Antia Cawood), Macquarie Grammar School. 12 September. 12-1pm. “BOSTES accreditation workshop” In school in-service, 10.00-11.00, 5 December 2014. David Gault. “Sustainable Futures”, CSIRO, MGS Sydney, 7 th October 2015 3.30-4.00pm “ATESOL 2015 HSC Revision day” ATESOL, Smith Auditorium, William Street, North Sydney, Monday 21 September 2015 (9-3.30pm).
HSP Dexter Manaay	Identification and Selection of Student Resources (Term 1 – March to May 2015) Teaching pedagogy – Cognitive, Behavioural, Meta-cognitive, and Socio-cultural theories

(Education courses undertaken for M.A.Ed. at Charles Sturt University)	of Learning (Term 2 – July to September 2015) Writing Approaches (Term 2 - July to September 2015)
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8. Teacher Attendance and Teacher Retention Rates

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

Throughout 2015, there was 92% retention of full-time Teachers for 2016. With One teacher choosing to pursue greener pastures.

9. Student Attendance and Management of Non-attendance

The average student attendance rate was approximately 90.26% 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) 154
- Total Teaching days during 2013 184
- Average number of teaching days attended by each student (7-12) 167
- Students' attendance (7-12) as a percentage of teaching days 90.26%

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 2012, 53% of students were still enrolled at Macquarie Grammar School, in Year 12, in 2014. 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
2012-2014	17	47	10	53%
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 2015 HSC graduates:

Course Code	Course Title	Institution Name
720700	B Communication	UWS
720715	B Design (Visual Comm)	UWS
283303	B Medical Science	Griffith Uni
138403	B Medical Science	ANU
602050	B Design Intgr Prod Dsgn	UTS
603115	B EngMech&MechatronDipEngPrac	UTS
603055	B Eng Mech Dip Eng Prac	UTS
607040	B Biomedical Sc	UTS
606030	B Spt & Exer Mgt	UTS
602015	B Design Landscape	UTS
429520	B Aviation (Management)	UNSW
421100	B Design (Honours)	UNSW
423400	B Interior Arch	UNSW
429700	B Medical Science	UNSW
424000	B Commerce	UNSW
424400	B Economics	UNSW
429000	B Science	UNSW
757617	B Med Biotech H (Dean's Schlr)	Uni of Wollongong
300517	B Science	Macquarie University
300231	B Actuarial Studies	Macquarie University
300815	B Com - Professional Acc	Macquarie University
512040	B Science	Uni of Sydney
511103	B Architecture & Env	Uni of Sydney
512080	B Med Sc (First-year Entry)	Uni of Sydney
512041	B Science (Advanced)	Uni of Sydney
511504	B Commerce	Uni of Sydney
511763	B Info Tech/B Medical 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, USA.

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 2014 was 154 students, plus 36 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 5.5 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 2014. Macquarie Grammar is a member of the "Dare to Lead Coalition", a Commonwealth funded national project with a focus on improving educational outcomes for Indigenous students. Additionally, other MGS and High School Preparation students came from Belize, Islamic Republic of Iran, Islamic Republic of Pakistan, Japan, Kingdom of Thailand, Malaysia, People's Republic of China, Hong Kong, Taiwan, Republic of India, Republic of Indonesia, Republic of Korea, Republic of Turkey, Republic of Vanuatu, Socialist Republic of Vietnam, The People's Republic of Bangladesh, Federal Democratic Republic of Nepal, The United States of America, the French Republic, and Australia.



Students at the aged care facility.

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 BOSTES 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 Mr Hagan and a professional consultant Mr David Hill, these policies are made available on the network for all staff to familiarise themselves with.

During the reporting period, 57 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	002-PP-MGS	Grievance Management Policy	Replaced Occupational Health and Safety Act 2000 with Work Health and Safety Act 2011	15/04/2014
2	003-PP-MGS	Student Complaints and Appeals Policy	Replaced DIAC with DIBP; DIISRTE with AGDoE	15/04/2014
3	005-PP-MGS	Critical Incident Policy	Replaced DIAC with DIBP, DEEWR with AGDoE	15/04/2014
4	006-PP-MGS	Social Media Policy	Initial Policy	13/05/2014
5	009-PP-MGS	Refund Policy and Procedure	Refund process and Cancelling process will be distinguished so Refund Request Form and Deferring Suspending or Cancelling Form are required to be completed separately; Refund process will be primarily processed by Finance Department; Academic Department will be sought for advice when necessary; Student will submit Refund Request Form directly to MGS Accounts Payable Officer; Business Manager will be responsible for authorising the refund instead of the Deputy Principal; In Refund Policy – Student Default, 28-day rule (“If a student withdraws from a course 28 days or more before the course starts date, 20% of the tuition fee paid will be forfeited”) is eliminated; Prepaid Course Rules (“No refund of prepaid course fees will be made to any student who withdraws: a single course within an MGS or the first course within a packaged program”) is withdrawn from the Refund Policy	20/10/2014
6	012-PP-MGS	Recruitment Policy	Replaced BOS with BOSTES	15/04/2014
7	014-PP-MGS	Deferring, Suspending or Cancelling Student Enrolment Form	Replaced DIAC with DIBP; eBECAS with Denbigh; DIICCSRTE with AGDoE	15/04/2014
8	015-PP-MGS	Marketing Material Policy and Procedure	Replaced DIICCSRTE with AGDoE	15/04/2014
9	016-PP-MGS	Completion within the Expected Duration Policy	Replaced DIAC with DIBP; eBECAS with Denbigh	15/04/2014
10	021-PP-MGS	Notifying Students of Relocating Premises Procedure	Replaced BOS with BOSTES	15/04/2014
11	022-PP-MGS	Online Communication Services: Acceptable Usage for Students Policy	Initial Policy	01/08/2014
12	024-PP-MGS	Working with Children Check Policy	Replaced Medicare with Bupa	10/04/2014

13	029-PP-MGS	Data Backup Procedures	Replaced eBECAS with Denbigh	15/04/2014
14	038-PP-MGS	Child Protection Policy	Replaced BOS with BOSTES	15/04/2014
15	044-PP-MGS	Continuous Improvement Policy	Replaced BOS with BOSTES	15/04/2014
16	055-PP-MGS	Non-Teaching Staff Professional Development Policy	Replaced BOS with BOSTES	15/04/2014
17	056-PP-MGS	Financial Management Policy and Procedure	Replaced BOS with BOSTES	10/04/2014
18	057-PP-MGS	Student Supervision Policy	Replaced BOS with BOSTES	15/04/2014
19	058-PP-MGS	Processing Students into Homestay Policy	Replaced DIAC with DIBP	15/04/2014
20	059-PP-MGS	Computer Usage Policies Procedures Contract	Replaced Macquarie Education Group with Macquarie Grammar School	19/05/2014
21	070-PP-MGS	Enrolment Procedures	Replaced DIAC with DIBP; eBECAS with Denbigh	15/04/2014
22	340-PP-MGS	Risk Appetite Statement	Initial Policy	13/05/2014
23	350-PP-MGS	Staff Online Purchase Procedure	Initial Policy	19/05/2014
24	216-FM-MGS	Staff Handbook Acknowledgement Form	Initial Form	16/07/2014
25	220-FM-MGS	Home Room/Welfare Care Topics	Initial Form	21/07/2014
26	221-FM-MGS	Teacher End of Term Sign-off Form	Initial Form	21/07/2014
27	222-FM-MGS	Sport & Co-curricular Form	Initial Form	23/07/2014
28	358b-FM-MGS	Performance Evaluation Form	Initial Form for repeat evaluations	07/06/2014
29	549-FM-MGS	Academic Calendars	Information Updated to Academic Calendars 2014-2021	11/06/2014
30	602-FM-MGS	KPIs for Teachers	Initial Form	02/05/2014
31	603-FM-MGS	Participation Register – Event Name	Initial Form	02/05/2014
32	613-FM-	KPIs for Principal	Initial Form	13/05/2014

	MGS			
33	614-FM-MGS	Subject Evaluation Form	Initial Form	13/05/2014
34	618-FM-MGS	Open Night Survey	Initial Form	19/06/2014
35	323-LR-MGS	Official Warning Non-Completion of a Stage 5 (Year 9-10) Course	Initial Letter	17/07/2014
36	324-LR-MGS	Official Warning Non-Completion of a Preliminary Course	Initial Letter	17/07/2014
37	325-LR-MGS	Official Warning Non-Completion of a Higher School Certificate Course	Initial Letter	17/07/2014
38	612-LR-MGS	Friday Reflection Letter	Initial Letter	29/05/2014
39	048-ML-MGS	Safe School Plan	Initial Manual	01/08/2014
40	553-ML-MGS	Staff Handbook	Social Media added, Titles of policies and procedures, forms, manuals, letters and certificates	19/06/2014
41	564-ML-MGS	Advanced Curriculum	Initial Manual	02/05/2014
42	566-ML-MGS	Employer of Choice Programme	Initial Manual	13/05/2014
43	600-ML-MGS	Making an Appeal Flowchart	Initial Manual	19/04/2014
44	011-PP-MGS	Course Credit Policy	4.2 (Deputy Principal who will process and confirm the basis on which Course Credit was given); 4.4 (Student Report added)	27/10/2014
45	022-PP-MGS	Online Communication Service	Initial Draft	01/08/2014
46	054-PP-MGS	Drug Policy	2.4.1: "including to and from School" added	06/11/2014
47	079-PP-MGS	International Student Accommodation Guardianship and Welfare Arrangements	8.2 b: Added: "ensure the safety and well-being of the student"	27/10/2014
48	124-PP-MGS	Course Progress Policy & Procedure	Section 2.3: "and updating changes to student progress"; 5.1.2: particularly if the student is levelled-down	27/10/2014
49	216-FM-MGS	Staff Handbook Acknowledgement Form	Initial Draft	16/07/2014

50	220-FM-MGS	Home Room & Welfare Topics	Initial Draft	21/07/2014
51	222-FM-MGS	Co-curricular Form	Original Policy Draft	23/07/2014
52	253-FM-MGS	Student and Parent Guardian Contact Details Form	Inclusion of Parent Details on form	20/08/2014
53	567-FM-MGS	Parent Survey	Initial Draft	23/07/2014
54	619-FM-MGS	Captain Nomination Form	Original Policy Draft	16/17/2014
55	620-FM-MGS	NAIDOC Presentation	Original Policy Draft	16/07/2014
56	621-FM-MGS	Weekly Bluey Topics	Original Policy Draft	16/07/2014
57	622-FM-MGS	International Student File Check List	Original Form Draft	23/10/2014

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, Deputy Principal, Student Services Officer, etc;
- maintaining and checking absences (recording and issuing attendance warning letters);
- maintaining a register of students (student contact information, etc);
- promoting, organising and attending Camps;
- providing liaison with the 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 *027-PP-MGS Code of Conduct*. The Code is shaped around four key principles, intended to guide ethical decision-making and behaviour:

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

Procedure

- Any staff member may, in an acute situation, take whatever reasonable action is deemed necessary as a safety precaution. If necessary the staff member may arrange for Security to be contacted.
- Where necessary the 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 *014-PP-MGS 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 common-sense approach to solving an issue.

The School makes every effort to keep the matter confidential.

Procedure for a Formal Internal Complaint:

- To register a complaint, students can complete the *377-FM-MGS Complaint Grievance Form* available at Reception and lodge directly with their Home Room 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 2014:

The Table below demonstrates how the targeted achievements for 2014 were met in 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 2015 -2016
The Learning Environment	Implement the School Improvement Plan 2015-2019 , eg the Individual Learning Plans; Develop the classroom culture of curiosity, inquiry, research and encouragement; Further develop and refine the Sport, Creative and Performing Arts, and Co-curricula programmes; Enhance the quality of learning in outdoor education environments
Student Academic Achievement	Maintain MGS's high results to consistently rank on the Top 100 Schools' List; Implement multi-skilling programmes in Home Room time, eg speed reading, organisational skills, time management; Implement intervention programmes for targeted students;
Student Welfare	Continue to implement MGS's Safe School Plan; More one-on-one interviews with students and families, to discuss problems and solutions, and record the details in Denbigh as part of the development of ILPs; DP to monitor Home Room Teacher Topics, in order to improve student welfare
Student Social Development	Improve student capacity for leadership, by providing opportunities for increased student public engagements and commitments; PDHPE Teacher to join ISD (Independent Sydney and Districts Schools Sports Association) to enable more sporting events and Teams to compete against other schools; Organise a student cultural trip to China in July
Value-adding	Work with the Principals Institute Australia to develop the Australian Principal Certification Program; Develop our 'partner' school programmes to provide opportunities for students to interact with students from other Schools; Continue to develop the School's website and Facebook site
Staffing and Staff Development	Develop and enrich Teachers' exemplary classroom practices, by developing systems to support the development of quality teaching throughout the School; Develop collaborative teams by encouraging Teacher professional presentations; Continue to encourage Teachers to supervise Practicum Teachers for MGS, in order to be reflective and evaluative; Continue to encourage Teachers to maintain their professional development as HSC markers; Continue to encourage Teachers to upgrade their accreditation with BOSTES NSW; Continue to provide Teacher Lesson Evaluations and Teacher Performance Evaluations, by the Principal; Ensure that Teachers evaluate the School Improvement Plan

School Structure	Demonstrate compliance with BOSTES NSW for approval to operate an onsite ELICOS School by reviewing the implementation of specific ELICOS policies and procedures, etc
School Administration	Implement service level agreements for key business office support functions; Finalise an integrated system to improve communications between the School and families; Introduce financial forecasting and modelling to ensure future growth through an effective whole School fundraising programme and identify other revenue opportunities; Set and achieve annual enrolment and staffing targets through appropriate recruitment and administrative strategies
Curriculum Development	Continue to implement the new National Curriculum
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
Community Engagements	Strengthen links and create partnerships with external organisations; Connect effectively with past, present and future members of our School community; Participate in Camp Gallipoli
International Standing	Develop the established partnership with an overseas school to facilitate the ease of transfer of students
Marketing and Promotions	Enhance the School's branding, standing and reputation with an emphasis on improving strategic marketing initiatives, eg online communications, publications, media; Improve the quality of the Prospectus for Macquarie Grammar School; 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 from increased fundraising by the MGS P&F Association; 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; Increase the recognition of students who are deserving of Colours with formal recognition at Awards Assemblies
Premises	Investigate the lease of additional, nearby premises; Install camera security
WH&S	Annual first aid training for staff; Maintain a vigilant Work Health & Safety Committee
Leadership and Governance	Continue to implement the School Improvement Plan 2015-2019 , and Master Plan and Strategic Plan for 2012-2016; Discuss on-going values-related themes in School Assemblies, to profile core values and build upon established traditions

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

Hardware Improvements:

1. IBM Server Intel Xeon CPU E5520, 120 GB SDD: Better hardware performance speed to help staff produce their daily work more effectively. This server is acting as MGS's domain controller and file exchange server. Users share drives for daily work that is hosted on this server.

2. New Wireless Access Points: Provide wireless network on Levels 2, 4, and 8 for students and staff to access the internet. Wi-Fi LAN service is supported by open-mesh OM2P AP x 4.
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. Student Management Software, Denbigh: Makes all students' information well organised. Denbigh has multi-functions to help staff manage student records more effectively and accurately – additional features are being considered.
3. Triplebackup: Hosted every night to backup and protect the School's data from any loss.

Local Group Policy:

1. Users of MGS computers do not have permission to install any third party application software because of security reasons.
2. Users of MGS computers do not have permission to access any share folders which they are not supposed to because of internal, business rules.
3. Users of MGS computers do not have permission to change any core settings on their computers or any computers on the premises because of security reasons, eg control panel access.

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 2014, replacement School Captains, Vice Captains, and House Captains were appointed for 2015.

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



Safety and Security Presentation by Constable Stoten

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;

	Safe School Plan; Safe Schools Coalition; Bullying. No way
Social Skills	Internal Cyber-safety presentation; Annual Dance Party; 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; Student Principal for a Day
Staff Professional Development	See separate, detailed Table in this Report



Students attending the Mental Health Program

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
School Improvement Plan	To document the School's priority goals, for a five-year period (2015-2019)
Business Plan	To document where the School will be in five years' time and how it plans to get there
School Website	To provide updated information about the School, including its programmes, policies and procedures, members of staff, etc
MGS Facebook Site	To allow our School Community to communicate, informally
School Assemblies	To disseminate information to students and staff, celebrate achievements, and to welcome special presentations, weekly
Term Calendar	To provide details of all events at MGS in the current Term, eg examinations, assessments, sporting and co-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
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 and/or Deputy Principal travel overseas and meet 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.



The Principal in 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"*.

Overseas Parents visiting on Graduation Day

June Dally-Watkins with Teachers 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.

Captains' Presentation to the Year 12 Farewell Assembly

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

Ex-Captains at MGS 10th Anniversary Dinner

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 Coogee Beach 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 @ Coogee Beach



Learn to Surf @ Bondi Beach

Tanya Saint James: *Their teacher is an instructor at my gym. He is the nicest guy and I wish all teachers were just like him!*



Xian Tour - 2015

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.

Teachers Celebrating @ 10th Anniversary Dinner

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 during NAIDOC (National Aboriginal and Islander Day Observance Committee) Week, 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.

Safe Schools Coalition Launch at Parliament House

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:



Vivid Sydney 2015



RESEARCH
AT BABS GIVES
YOU THE EDGE

*"My Honours year
expanded my career
options. Employers
really liked the hands-on
skills I gained. It gave
me the edge!"*

T. Ahmed (2008)





MOLECULAR
MEDICINE

INFECTIOUS
DISEASES

The BABS (BSB) Student Office is

Women in Science





Judy Lu - Student Principal for a Day 2015



Sculptures by the Sea



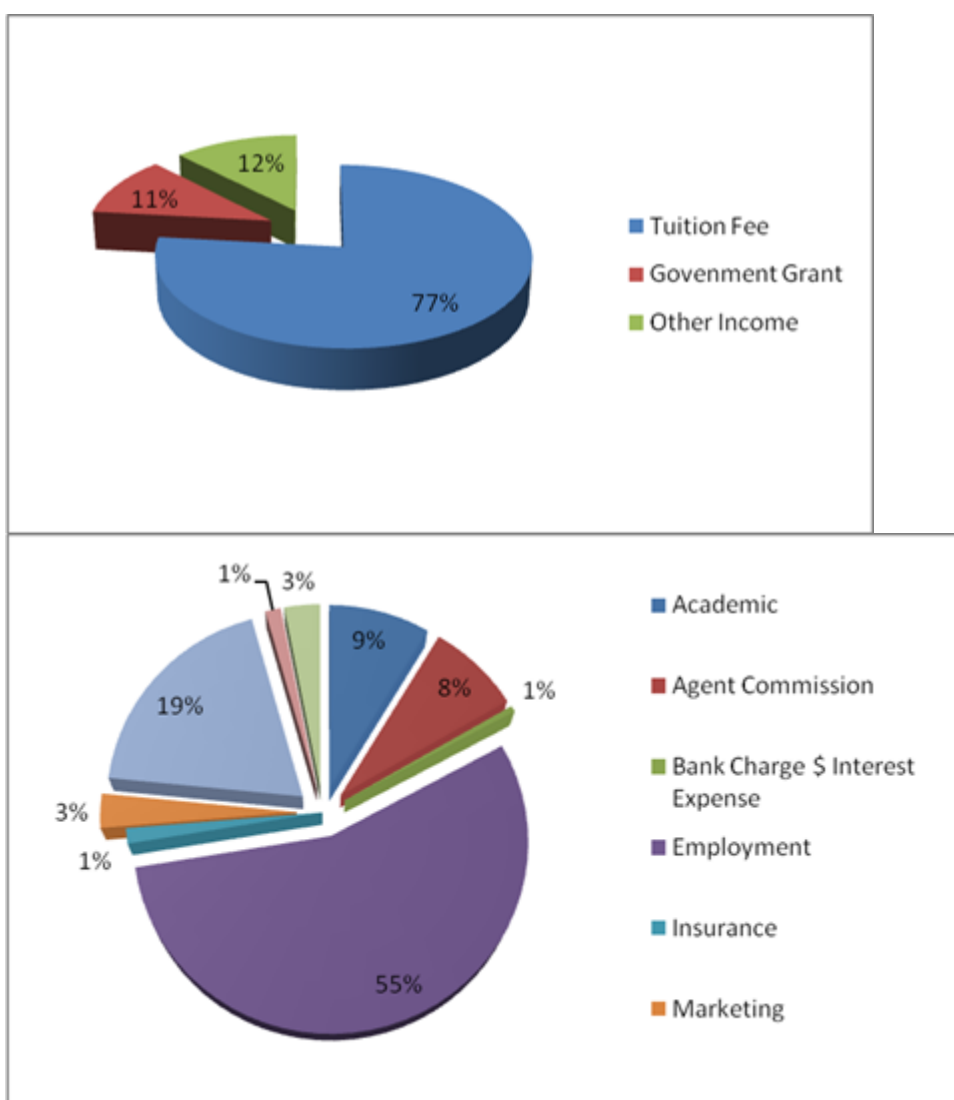
Australian Biota Excursion 2015



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

