School Improvement Plan
2015 - 2019

Macquarie Grammar School

Prepared for compliance with the Australian Education Act 2013

Purpose of this Plan

This School Improvement Plan is a requirement of the Australian Education Regulation 2013, Subdivision D – School Improvement Planning – Section 44. The Plan provides the Macquarie Grammar School community with reliable and whole School focus for continual improvement over the full, five-year term of the School review cycle.

Research continues to reveal the powerful impact that School leadership teams can have in improving the quality of teaching and learning. Effective leaders create cultures of high expectations, provide clarity about what teachers are to teach and students are to learn, establish strong professional learning communities and lead ongoing efforts to improve teaching practices. For these reasons and more, the governing body, School principal and the School community are united, committed to and explicit about their core objective – to improve learning outcomes for all students in the School.

The School's Improvement Plan belongs to the Board of Governors and the staff. It has an important purpose in driving continued improvement in the quality of teaching and learning. The School Improvement Plan is the central document that underpins the work of the School and drives it forward. The Plan outlines the processes, in place, to assure the provision of quality educational experiences for Macquarie Grammar students.

The Plan is submitted to the MGS community and is available on the School's website by the 1 January deadline of the commencing year. It is MGS's contribution to meeting the national goals that Australia will be ranked, by 2025, as one of the top five highest performing countries based on the performance of Australian School students in reading, mathematics and science, and based on the quality and equity of Australian schooling (as measured by PISA, 2024).

The Parties commit to the following reform directions:

- quality teaching; quality learning; empowered School leadership; meeting student need; and transparency and accountability.

The Parties commit to continue effort in existing reform areas by:

- implementing the Australian Professional Standards for Teachers;
- implementing the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014; (to address the national effort to close the gaps in education for Aboriginal and Torres Strait Islander students and increase their opportunities to excel in education through this current plan and commitment to develop and implement a new Plan);
- implementing the 2005 Disability Standards for Education;
- implementing the elements of the National Safe Schools Framework; and
- MGS teachers endorsing of the National School Improvement Tool.

Successful and sustainable School improvement requires a targeted and focused approach on the School's most pressing needs and challenges. Upon reflection of the School data and the needs analysis MGS has identified a manageable set of priorities to guide the School's improvement efforts over the next five years.

SCHOOL IMPROVEMENT PLAN
2015 - 2019

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Table of Acronyms used in the School Improvement Plan

Acronym	Description
AICES	Association of Independent Co-educational Schools
AITSL	Australian Institute for Teaching and School Leadership
BOSTES NSW	Board of Studies, Teaching and Educational Standards NSW
BYOD	Bring your own device
Denbigh	School Administration Software Program
DP	Deputy Principal
ESL	English as a Second Language
ETM	Effective Teacher Model
HSC	Higher School Certificate
ICAS	International Competitions and Assessments for Schools
ICLT	Information Communication Learning Technology
ICT	Information and Communication Technology
ILP	Individual Learning Plan
ISD	Independent Sydney and Districts Schools Sports Association
L&N	Literacy and Numeracy
MGS	Macquarie Grammar School
NAIDOC	National Aborigines and Islanders Day Observance Committee
NAPLAN	National Assessment Program-Literacy and Numeracy
OMM	Operational Management Meeting
PD	Professional Development
PISA	Program for International Student Assessment
PLP	Professional Learning Plan
PTS	Parent, Teacher and Student
P&F	Parents and Friends
RIDE	Rhode Island Growth Model
SCSEEC	Standing Council on School Education and Early Childhood
SIP	School Improvement Plan
SRC	Student Representative Council
SSC NSW	Safe Schools Coalition NSW
SSP	Safe School Plan
TAA	Teacher Accreditation Authority
WH&S	Work Health and Safety
WHSO	Workplace Health and Safety Officer

1. The Educational Context of the School, Purpose and Aims

Macquarie Grammar School is Sydney's only secular, independent, co-educational High School that operates within the policies of the Board of Studies, Teaching & Education 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;

- the incorporation of ICT (information and communications technology), proactive planning, resource management, problem solving skills, group dynamics leadership and cooperative learning abilities, that are developed through a dynamic and innovative curriculum and its delivery;

- the School aims to provide without academic barriers, an appropriate business-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.

2. The School Values

Macquarie Grammar School practises the following values for Australian schooling articulated in the National Framework for Values Education in Australian Schools that underpin the activities, actions, and behaviours within its community:

Care and Compassion
Care for self and others

Doing Your Best
Seek to accomplish something worthy and admirable, try hard, and pursue excellence

Fair Go
Pursue and protect the common good where all people are treated fairly for a just society

Freedom
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

Honesty and Trustworthiness
Be honest, sincere and seek the truth

Integrity
Act in accordance with principles of moral and ethical conduct; ensure consistency between words and deeds

Respect
Treat others with consideration and regard, respect another person's point of view

Responsibility
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

Understanding, Tolerance and Inclusion
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

3. School Mission

Macquarie Grammar 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 will develop well-educated, responsible, and productive global citizens to grow as people, to value differences amongst individuals, to achieve their fullest potential, to become responsible citizens, and to adapt to a changing world.

Members of the Macquarie Grammar School community are equal partners in this mission.

3.1 Vision for Equity and Excellence

MGS is committed to creating an equitable and respectful educational experience for every student, family, staff member, and parent, regardless of socioeconomic status, race, ethnicity, religion, ability level, or post-secondary aspirations. Macquarie Grammar School must be a place where the term "School community" is not a platitude, but a reality. In order to create that reality, the people, families, and neighbourhoods that make up our School must embrace each other's differences and meet in the spirit of fraternity. To that end, our School must facilitate the joining of disparate groups into one School community through endeavours that emphasise our School's diversity and inclusivity.

Our School must make the resources that are available to some students available to all students. This includes but is not limited to tutoring programs, educational enrichment opportunities, and technology access.

Students, when they leave MGS, must have a clear plan that will equip them in a changing society.

3.2 A Culture that Promotes Learning

MGS works to maintain a learning environment that is safe, respectful, tolerant, and inclusive and that promotes intellectual rigour.

3.3 Beliefs

- Macquarie Grammar School will be a collaborative learning organisation focused on encouraging students to participate responsibly in their learning, renewing the intrinsic value of learning, and fostering student independence and self-worth. Students will grow and think every day!

- Belief in a "Growth Mindset" with quality research-based instruction, high levels of student effort, and appropriate time provided for learning, will enable all students to increase their intelligence regardless of their current achievement level.

- A safe environment is vital to effective teaching and learning.

- Everyone deserves respect.

- School improvement comes from changes based on critical and regular evaluation of our performance and reflection of our progress.

- The acquisition of an appropriate and diverse knowledge base comes through teaching strategies that emphasise problem solving and creative thinking.

- Quality professional development opportunities better equip teachers for the challenges of the classroom.

- School rules must be communicated clearly and consistently applied.

There are a number of strengths that can be identified. Macquarie Grammar School is a smaller community where collegiality and cooperation permeate daily interactions. Students are able to access the educational expertise of their teachers in a more intimate learning environment. Additionally, students develop leadership skills and scholarship due to the guidance of a strong, foundational faculty and staff.

One of the targets of MGS is the establishment of a richer profile of academic and non-academic indicators of the success of the School. Since MGS is a newer School, we do not have the benefits of many years of data to analyse. MGS graduated its first senior class in 2008–2009. Now (2014), in our seventh year as a fully operational School, we can begin to analyse current data and trends to establish a blueprint for realising our School's mission. The data that we have been able to analyse indicates the following areas of need:

MGS is still in the process of developing itself as an award-winning academic School. To realise the full potential of the teaching staff, team building is an ongoing activity, emphasising collaboration, mutual respect, professional development, and candid dialogue. As comfort and collaboration are established, teachers will be able to use scores on standardised measures in order to evaluate the effectiveness of student achievement, individual teaching practices, intervention efforts for low performing students, and enrichment efforts for high performing students.

3.4 School Profile

School Moto	Truth and Virtue (Veritas et Virtus)
School Slogan	Achieve Inclusive Respect
School Song	You Make Me Proud
Student demographics	Local and international students
Enrolment trends	Graduates from onsite ELICOS School with gradual Sydney awareness that is increasing local enrolments
Languages spoken in the home	Chinese, Vietnamese, Japanese, Thai, Serbian, Turkish
The School's mission statement	Prepare students for the Higher School Certificate
The School's program priorities	Academic-based curriculum
Programs and services offered by the School	Co-curricula activities, clubs, camps, ski trips, etc
School facilities	Sydney City premises with access world class facilities
Class sizes	Medium size
University transition	90-100% graduation to University
Other relevant information	Coed, secular, academic, independent, secondary School

4. Determining Priorities

It is essential to remember that the ongoing work of the School must not be neglected in order to bring about change. Care is, therefore, taken not to attempt to take forward too many major developments concurrently. The Board of Governors, Principal and staff work together to determine the areas where current levels of performance need to be maintained, and those areas to be given priority for development or improvement.

In deciding on priorities for improvement, MGS has taken into account:

- previously identified strengths and areas for improvement;
- areas for improvement identified during BOSTES NSW inspections;
- areas relating to national and local initiatives; and
- areas of particular interest to MGS families.

The generally accepted mnemonic for objective and target-setting is **SMART**, ie targets should be:

- **S**pecific – clearly expressed;
- **M**easureable – delivering an outcome which is quantifiable;
- **A**chievable – reasonable and realistic yet challenging;
- **R**elevant to the School's values and priorities within its improvement plan; and
- **T**ime-bound – aimed at a date by which the target should be achieved.

It is also essential that objectives and targets be:

- informed by an accurate evaluation of what is currently being achieved; and,
- affordable, in terms of human and other resources.

Student learning is intended to be personalised to engender motivation, ownership and responsibility.

Consideration of welfare care for students includes:

- general support provided for students such as guidance, counselling and mentoring schemes;
- the review of the MGS's Safe School Plan that includes child protection procedures, with regular updates to all parents; and
- the reporting to parents on the progress of their child, and the work of the School (Parent-Teacher-Student Meeting and Open Night on the last day of all four terms).

The arrangements for managing attendance and promotion of health and well-being of staff and students, include:

- implementing the course progress policy with intervention strategies;
- work-life balance issues for staff clarified; and
- the contribution made by the School to promoting healthy lifestyles, including health education initiatives, physical education, School meals and links with the statutory and voluntary sectors.

MGS encourages the students and their parents to provide insights and information on important aspects of the School's work, eg via Individual Learning Plan interviews. Their opinions on such issues as learning, teaching, standards, reflection (homework), extra-curricula activities and wider aspects of provision can provide an evidence base of the School's strengths and areas for improvement.

In monitoring the standards of students' work, MGS routinely reviews examination outcomes. MGS also monitors and evaluates the learning, teaching, and other processes that help the students to achieve on a broad range of fronts. A review of such processes includes a consideration of:

- the School's effectiveness in promoting the students' personal and social development, including their self-esteem and self-confidence;
- the use made of reflection (homework) as a means of reinforcing learning;
- the effectiveness with which independent learning is promoted in the School;
- the effectiveness of the teaching of literacy and numeracy across the curriculum;
- the use made of ICT to enhance learning and teaching across the curriculum;
- the extent to which the School is successful in engaging the parents in supporting their children's learning; and
- the School's staff development policy and the extent to which it ensures that teachers' professional expertise is kept up-to-date.

The School may measure 'value-added' in qualitative terms which relate to personal and social development such as self-esteem, confidence or the ability to use initiative.

The MGS Team will continue to implement its ambitious SIP with one overarching purpose: "Increased academic achievement for all students, with every student learning every day." MGS practises a distributed leadership model of School leadership in order to increase academic rigor and improve academic achievement for all students.

MGS's Principal works collaboratively with this team to continually monitor progress on School goals, strategies, and actions outlined in the current year SIP. The SIP team conducted a comprehensive data analysis of MGS's assessments, as well as behaviour and attendance data. The SIP team completed a root cause analysis on the data to begin to create SMART goals for the areas for improvement. From that, the Team created the goals for the 2015-2019 SIP following the guiding questions from surveys.

4.1 School Improvement Planning Team

The School improvement planning team has the task of analysing data and information about the level of student achievement in the School, the effectiveness of the School environment, and the level of involvement of parents in their children's education. Based on their analysis, team members make decisions about areas that need to be improved (priorities).

After gaining an understanding of both the Board's goals and the School's characteristics, the planning team is ready to begin setting priorities for a School Improvement Plan.

In addition to offering their valuable perspectives and abilities, teachers will be able to help other members of the team understand data on student achievement as well as the potential value of and challenges involved in various improvement proposals.

4.2 School Improvement Plan Committee

Name	Position	Input/Responsibility
Dr Lee	Board Chair	• establishing School Master Plan culture and policies
Dr Gauld	Principal	• implementing the Australian Professional Standards for Teachers • implementing the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 • implementing the 2005 Disability Standards for Education • implementing the elements of the National Safe Schools Framework • Principals Australia Institute participation • MGS teachers endorsing of the National School Improvement Tool
Mr Hagan	Deputy Principal	• implementing curriculum design, revisions, annotations and improvements in line with the SIP • implementation of revision, improvement of assessment procedures and tasks • management of ILP development and evolution • management of data analysis for the SIP • coordination with the Principal for the development of the SIP • management of attendance for outcomes related to the SIP
Frank Xie	IT Help Desk	• devise and implement MGS's ICLT plan
Parents & Friends	P&F Committee	• aligning staff development to ensure that MGS's SIP is being fully and effectively implemented • keeping aware of the goals, strategies, and professional development through phone calls, family nights, newsletters and PTS Meetings
Teachers	Heads of Faculties	• monitoring data
Students	SRC	• provide feedback and initiatives

4.3 Timeline and Key Dates

1. School team attends SIP planning session	Weekly 2014
2. Surveys – Parents, Students, Teachers	October
3. School team submits SIP to Board of Governors for review	9 November
4. Board of Governors provides feedback at Management Meeting	13 November
5. School team incorporates feedback	5 December
6. Principal submits a final draft SIP to Board of Governors for approval	5 December
7. Upload to website by….the Fed Ed Minister extended the due date to 1 Jan 2016 in late Nov 2014 after Senate approved Aust Ed Amendment Bill (2014)	1 January 2015 or 1 January 2016

4.4 Implementing the Plan: Timelines, Activities, and Responsibilities

Timelines	Activities	Responsibilities
Feb 2014	Begin collecting information for the ILPs	All staff
March to June 2014	Collect data: Student Report Results Produce class profiles Status update: Examine data, looking for trends in student achievement Celebrate success	All staff; Staff, parents, and students (where appropriate); evaluation teams; Entire School community
May to August 2014	Collect data: Student Report results—for the School year to date Produce class profiles Collect external test results Status update: Re-examine data and implementation strategies Celebrate success	All staff; Staff, parents, and students Strategies (where appropriate); Evaluation teams; Everyone involved
August to September 2014	Collect data: Final Student Report results—for the School year to date Collect external test results, eg NAPLAN, ICAS Produce class profiles Examine data Begin to establish trends in student achievement Celebrate success	All staff; Staff, parents, and students (where appropriate); Evaluation teams; Everyone involved
September to Dec 2014	Review the plan with staff and parents Begin working on strategies	All staff, parents, and students (where appropriate)

Our new School Improvement Plan builds on the tangible success of Macquarie Grammar School over the past few years. We have grown in size, modernised our facilities and enhanced the support we offer to our students, staff, parents, alumni and the community around us. The School enjoys an enviable reputation as one of the leading co-educational Schools in Sydney, with applications for places at record numbers.

People and opportunity lie at the heart of the new School Improvement Plan, the aim of which is to enrich the MGS community as a whole. Consultation was wide and informative and the School would like to thank all those who helped us to draw the ideas together.

The following summary presents the results of our School improvement audit, recommendations and outcomes from our School audit for School improvement with respect to the National School Improvement Tool.

Our strategic goals, strategies and key performance indicators are outlined in our Strategic Plan 2012-2016 that compliments this School Improvement Plan that enables a wider understanding of the whole School plan. The Master Plan, Curriculum Plan, Business Plan, Marketing Plan, and the Effective Teacher Plan all represent components of the School Improvement Plan, as indicated in the diagram below.

4.5 Components of the School Improvement Plan

4.6 Conclusions from the School Improvement Audit

1   Macquarie Grammar School (MGS) is tracking very well as a provider of education. The School, as evidenced by the School Improvement Audit is currently rated as high performing.

2   Several cultural changes lead by leadership, together with staff contribution to team work, have empowered the School to move towards high functioning, by encouraging effective teaching (Effective Teaching Model) as a priority, targeting improvement agendas in culture, raising academic achievement, targeting professional development opportunities, establishing professional partnerships, enhancing relationships with MGS families and driving and articulating clearly, an improvement agenda for better student outcomes.

3   The increasing transparency and accountability for School performance has also created more opportunities for the exposure of weaknesses within the School service, identifying the need for response plans to improve less effective areas. Such areas include, more intentional practices to support student centred programs and student well-being, and staff also need more training to know how to analyse and use data effectively.

4   There is inconsistency in the effectiveness of the implementation of School objectives, between Departments, mainly because of the separate staff rooms that make it difficult for Teachers to collaborate, easily.

5   Some Department areas are more effective than others and are operating at 'high' moving to 'outstanding' while others are operating at medium to high and others are operating at medium.

6   The strategic plan, together with overarching curriculum plans, is effectively producing good outcomes across the School.

7   Articulating the objectives of the School agendas is stronger than the implementation of those agendas by Departments – this indicates that there is work in progress to achieve the School Strategic Plan outcomes for School improvement.

8   Networks with professional educational bodies and service providers have become a purposeful and constructive part of recent culture, eg the Safe Schools Coalition NSW.

9   Using data to drive improvement has become a constructive part of recent culture though not all staff know how to analyse and use data well to inform practice.

10   Staff need professional development in various quality teaching and professional skills – this is an area of investment to be considered.

The following Diagrams are intended to give the reader an appreciation and understanding of the agents of change within MGS that are identified in order to contribute to the content of MGS's School Improvement Plan, eg identified strategic professional learning to maintain a safe, supportive and respectful School. Beginning at the top of the circle and moving in a clockwise direction of the second Diagram, the agents comprise: current reality—analyse the evidence; identify priorities; articulate goals; articulate success criteria; identify strategies and resources; implement the plan; and identify evidence of improvement.

Diagram: School Improvement Framework

Source: http://www.slideshare.net/asniemca/bengkel-kerjaya-sisc
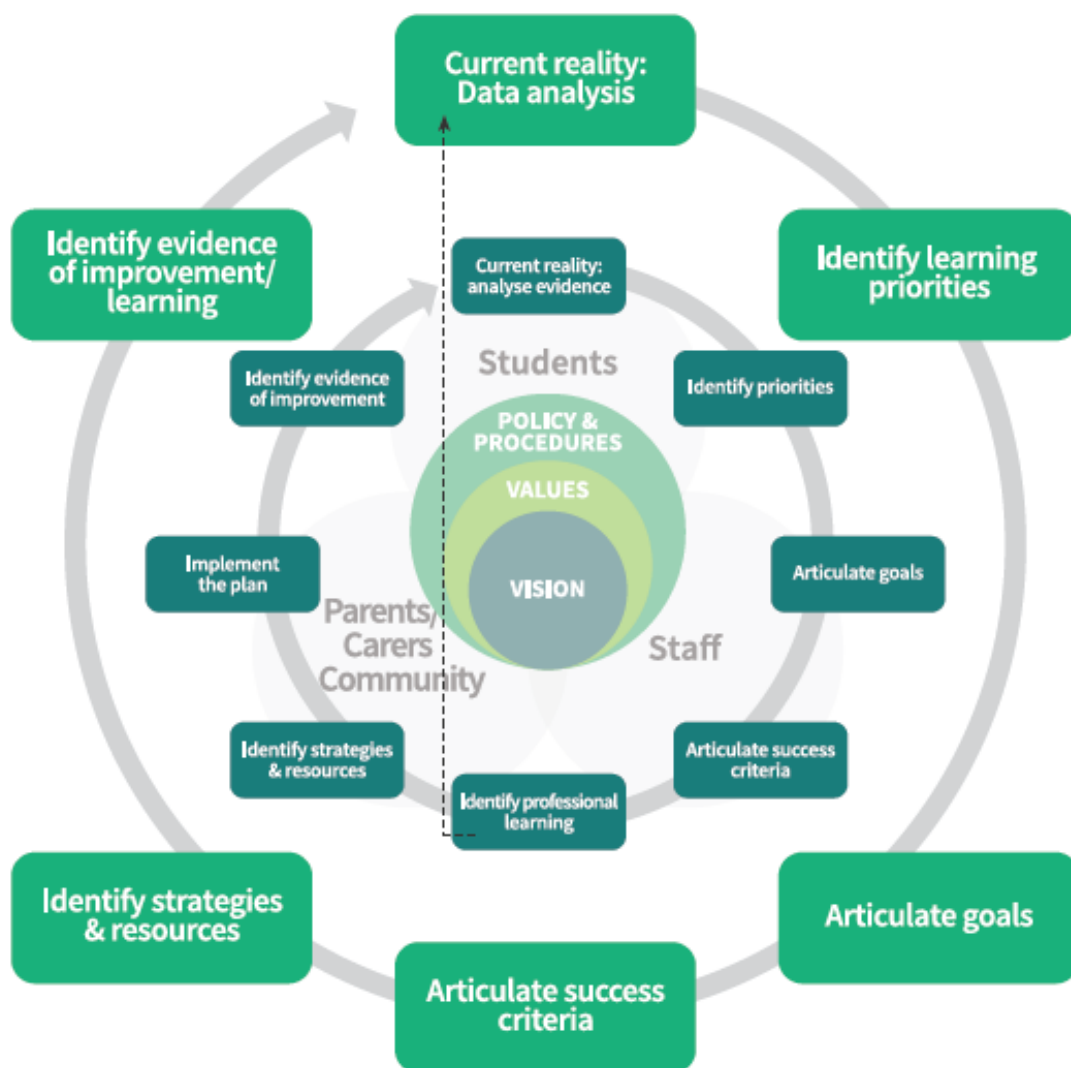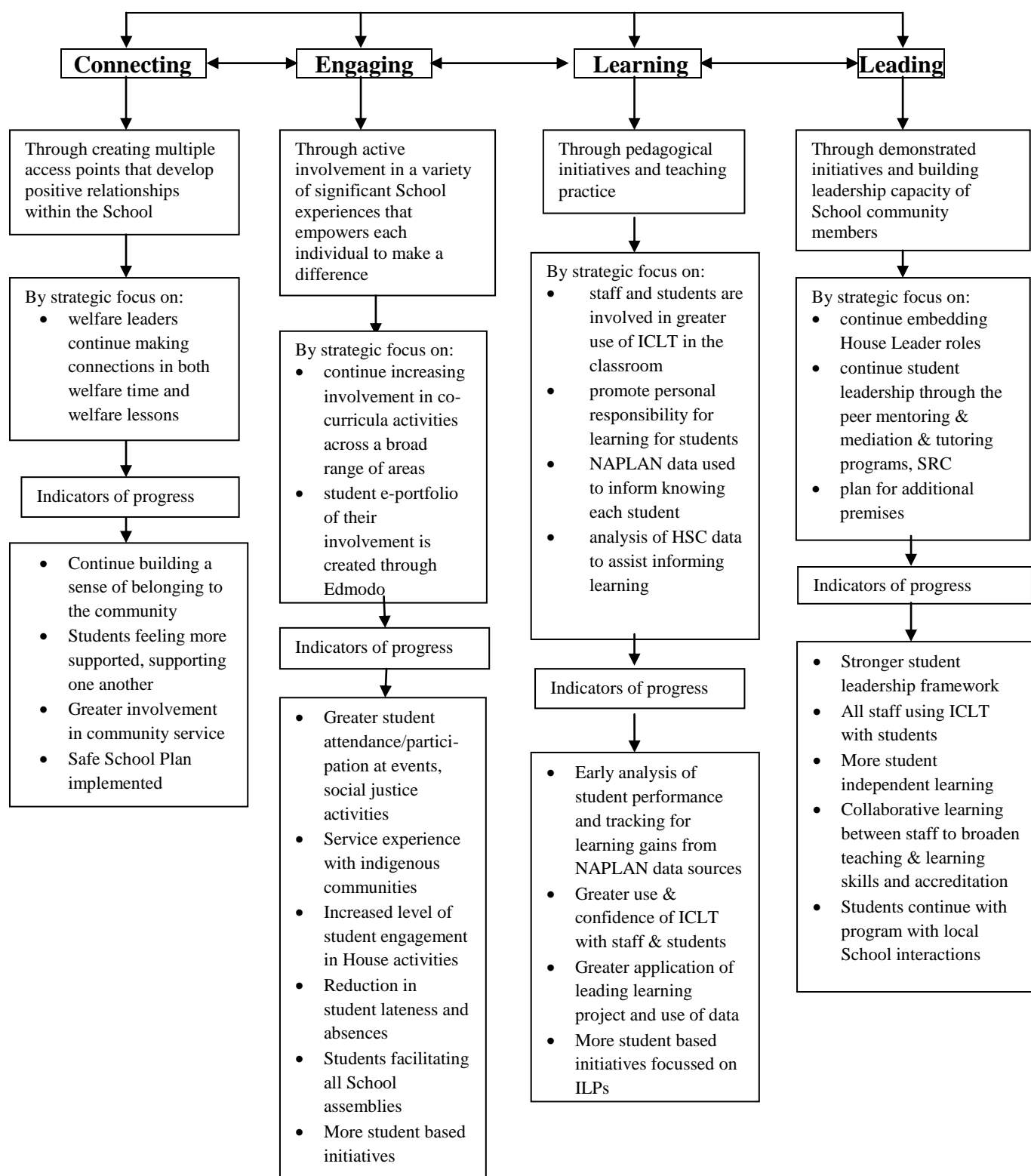
Source: AGDoE, 2014

The successful implementation of MGS's SIP is monitored by MGS's School Improvement Plan Committee. The Principal meets with the Board of Governors once a month to review School progress on our SIP. Parents and Friends Meetings review progress as needed and/or at every P&F meeting. MGS's School Improvement Plan Committee meets weekly.

Communication is a vital part of MGS's SIP. All interested parties are aware of the plan, and the plan is regularly reviewed at teacher meetings, P&F meetings, OMM, Board of Governor's meetings and assemblies. Professional development is set to support the needs and goals identified in the SIP. Parents are kept aware of the goals, strategies, and professional development through phone calls, family nights, and newsletters.

Once the basis of this plan was established, a full data analysis of MGS's test scores was conducted to evaluate the plan's SMART goals. This data analysis was reviewed by all members of our School's teaching team and they developed the reform strategies and action plans for these goals. Language arts and maths teachers then held additional meetings to complete a final review of all reading and maths strategies and timelines. Parent representatives, students from MGS's Student Representative Council (SRC) and members of MGS's Board of Governors also reviewed all SIP goals to guarantee full approval and support.

Based upon the analysis conducted, the following 11 areas emerged as priorities at MGS:

By the end of 2019, Macquarie Grammar School will demonstrate improved:

Connecting	Engaging	Learning	Leading

Connecting

Through creating multiple access points that develop positive relationships within the School

By strategic focus on:
- welfare leaders continue making connections in both welfare time and welfare lessons

Indicators of progress

- Continue building a sense of belonging to the community
- Students feeling more supported, supporting one another
- Greater involvement in community service
- Safe School Plan implemented

Engaging

Through active involvement in a variety of significant School experiences that empowers each individual to make a difference

By strategic focus on:
- continue increasing involvement in co-curricula activities across a broad range of areas
- student e-portfolio of their involvement is created through Edmodo

Indicators of progress

- Greater student attendance/partici-pation at events, social justice activities
- Service experience with indigenous communities
- Increased level of student engagement in House activities
- Reduction in student lateness and absences
- Students facilitating all School assemblies
- More student based initiatives

Learning

Through pedagogical initiatives and teaching practice

By strategic focus on:
- staff and students are involved in greater use of ICLT in the classroom
- promote personal responsibility for learning for students
- NAPLAN data used to inform knowing each student
- analysis of HSC data to assist informing learning

Indicators of progress

- Early analysis of student performance and tracking for learning gains from NAPLAN data sources
- Greater use & confidence of ICLT with staff & students
- Greater application of leading learning project and use of data
- More student based initiatives focussed on ILPs

Leading

Through demonstrated initiatives and building leadership capacity of School community members

By strategic focus on:
- continue embedding House Leader roles
- continue student leadership through the peer mentoring & mediation & tutoring programs, SRC
- plan for additional premises

Indicators of progress

- Stronger student leadership framework
- All staff using ICLT with students
- More student independent learning
- Collaborative learning between staff to broaden teaching & learning skills and accreditation
- Students continue with program with local School interactions

5. Improvement Targets

School Priority Area #1: Safe School Plan	Areas 1-3: 2015

Descriptors:
- nurture and value the individuality and well-being of each relationship to provide inclusive education including those at risk
- provide inclusive education to meet the needs of individual students and identify those at risk
- provide a safe, positive, learning environment where all students are valued
- provide a supportive and nurturing environment that is based on a contemporary student well-being framework that is centred on positive relationship and multiple connection points within the community
- reduce injuries and increase awareness of WH&S responsibilities

The Safe School Plan will be an ongoing focus for the Macquarie Grammar School community

Where are we now? School Culture and Climate	Our School is safe already, but we would like to maintain the safety in our School and: - mutual respect between staff and students amongst each other - portray a culture of excellence - ensure safety procedures include regular evacuation drills - instructional planning is differentiated based on the needs of individual learners - MGS Presentations: 005-PT-MGS How to Build a Culture of Positive Relationships 011-PT-MGS Macquarie Grammar School's Aims 014-PT-MGS MGS supports you being you 017-PT-MGS Student Services 018-PT-MGS Police Safety and Security Presentation 048-ML-MGS Safe School Plan - we are currently teaching a considerable proportion of protective behaviours curriculum through a number of learning areas, those being Health & Physical Education programs and through the Home Room Groups
Key Improvement Strategies	- embed the Year/Welfare/House system based on the staff evaluations of the new structures implemented in 2014 - increase in the role of the President of the SRC position - build understanding of what effective student leadership looks like - update and maintain Emergency Evacuation Plan - ensure best practice procedures and processes are in place to realise a safe learning and working environment for students, staff and volunteers - implement a Safe School Plan to minimise health and safety risks - implement an annual WHS Management Plan - decrease the time for evacuation drills from 7 minutes (2014) to 4 minutes (2015) - increase the student voice to be part of the review, planning and direction to improve teacher quality and student well-being programs - the Department of Education and Children's Services in South Australia has developed a curriculum entitled: Keeping Safe: Child Protection Curriculum. It deals with Child Protection, Bullying, Violence and Child Protection which we will use to supplement our Protective Behaviours Connect Program The School will support the personal well-being needs of individual students with: - an International Student Coordinator supporting the School's international students - extensive counselling services supporting the emotional well-being of students -- School Counsellor; Child, Youth, and Family Practioners - a range of community agencies working with the School to provide well-being and learning support to students - continue to provide inclusive education to meet the needs of individual students and identify those at risk - encourage a sense of personal responsibility and self-motivation

	• maintain positive activities (eg house teams, student recognition awards, guest speakers, etc) • identify students who present Friday Reflection behaviours and provide targeted interventions (eg adviser team, parent-School contact, etc) • provide social and emotional support for at-risk students (counselling, connections with Social Services, attendance intervention, etc) • regularly recognise student success as a means to increase attendance and academic success (eg website, Facebook, Awards Assemblies, etc)
Indicators (Success Criteria)	• School satisfaction surveys • actively involve subject self-assessments
Implemen-tation Actions	• teachers are encouraged to be both proactive in building safe and supportive learning communities as well as reactive in responding effectively to situations involving child maltreatment, harassment, aggression, violence and bullying • continue to implement Macquarie Grammar School's existing Safe School Plan (048-ML) • increase the proportion of students performing at the highest levels of achievement • increase access to online materials that support the challenge and interests of students • develop more student surveys to assess student well-being, safety and student perspectives on teacher quality (Meeting Student Needs) • offer more talks to parents, students and staff • make information, advice and support about common issues affecting teenagers available on the portal for students and parents, and on the intranet for staff • develop skills in leadership and teamwork • establish a co-ordinated programme of activity days to help develop leadership skills and teamwork at all levels • expand the MGS Leadership Award in the Junior School and in the Senior School to encourage a sense of responsibility and to develop skills in leadership and teamwork • increase the number of opportunities for junior Students to take on responsibilities around the School • develop a programme of training for both students and staff to ensure the School is well presented at high-profile internal and external events • target maths groups to discuss their learning in maths and areas for development
Staff Responsible	• Staff Responsible: All • Monitoring: Staff consulted for their input to Plan • Evaluation: Twelve-monthly review of SS Plan • Review of goals in WH&S committee meetings • Review injuries to determine effectiveness of Plan
Milestones Time Frame 2015	• media support • Safe Schools Coalition NSW Workshops • implementation and evaluation of Plan • community feedback; awards • student overcomes a perceived learning disability
Targeted Outcomes	• a supportive and connected School culture • student connectedness to the School • students feel a sense of belonging at School, perceive their School to be a good School, and are committed to caring for and supporting other students in their School community and contributing to the School's positive reputation • the School systematically acknowledges and recognises student diversity in all academic and other School-based or community endeavours • that genuine relationships in the School will be consolidated in the context of inclusivity culture • that respectful behaviour in the classroom will be enhanced and recognised by the School community • that teachers have a clearer understanding of student motivation to learn • that the curriculum promotes learning confidence and self-directed and interactive learning • deepening professional learning about restorative practices for the whole staff and for specific staff groups

	- that the Student Well-being Index will increase in the next 3 years - that there is an increase in staff, student and parent percentile scores in relation to classroom behaviour - that teacher and student perceptions of student motivation will be more closely aligned - our vision for the welfare care team at MGS is to allow our staff and students to develop by building a positive culture that places well-being at the core of education - as a School, we aim to implement the Positive Education Model as an ongoing journey encouraging the whole School approach to support individual students to 'Grow with Confidence' - students are able to discuss their learning in areas where they finding difficulty so teachers can identify potential barriers and overcome them - learning is scaffolded to include explicit teaching of required skills and habits, as well as opportunities to engage in individual and collaborative learning experiences students, staff and parents share and demonstrate the MGS values - develop the Macquarie Mates' peer support initiatives
Resources	- there would be a huge cost if a SSP were not maintained - the appointment of a full-time International Student Coordinator - ensure that funding to support students with disability is used to meet the needs of individual students - prizes for awards

School Priority Area #2: Individual Learning Plans		**Areas 1-3: 2015**
Descriptors:		

Descriptors:
- encourage excellence and meet the needs of high-performing students
- minimise disadvantage and facilitate a high quality education for every student at MGS
- help students to achieve their potential
- ensure that our students have access to all the information they need to make the right decisions as they move through life
- a system of accountability measures will be developed and implemented to accurately report growth in student learning and the success of strategies
- provide intensive targeted instruction to students with identified specific gaps in learning; use of assistive technology
- identify students who present Friday Reflection behaviours and provide targeted interventions (eg adviser team, parent-School contact, performance improvement plan, etc)

Where are we now?	- create, implement and monitor personalised graduation plans for every student to ensure that progress toward graduation is monitored and successful - maintain positive activities (eg house teams, student recognition awards, guest speakers, etc) - ensure that all reflection (homework) is both appropriate and challenging - use Denbigh to track and identify trends in subject performances 613-LR-MGS ILP Letter to Parents or Carers 622-FM-MGS ILP Review Meeting 623-FM-MGS Individual Learning Plan 629-FM-MGS Parents and Carer Form for ILP
Key Improvement Strategies	- track progress of students who are involved with regular interventions, support, and/or re-teaching - review current grading practices and other recommendations that accurately reflect student learning and growth - maintain our focus on providing students with detailed and constructive feedback on their work - develop revision and study skill guides to help raise grades - improve our support for students with learning difficulties by ensuring that we recognise any obstacles to success, eg enhancing our provision of academic peer mentoring, focusing on developing differentiation within the classroom, and bringing greater integration of Special Educational Needs into our academic departments - ensure that our academic monitoring enables us to stretch and challenge all students - examine assessment results and adjust instruction as required - provide clarity with regard to teacher expectations of student progress - differentiate instructional planning based on the needs of individual learners - implement a system of academic support and re-teaching that address student needs in a timely and efficient manner - monitor rigor in core academic subjects and analyse student achievement data in numeracy, reading, spelling and writing rates against the state-wide average as detailed in NAPLAN data - start up a drama club incorporating Theatre Sports - a proactive whole-School Learning Support Team providing targeted support to any student at risk of not achieving their academic potential as highlighted in their ILP - three full-time ESL teachers providing personalised support to ESL students across all subject areas Gifted and Talented: - Senior School Learning Centre to provide individual academic support / extension for senior students
Indicators (Success Criteria)	- formal and informal classroom observations, classroom walkthrough data and continuous monitoring of individual course failure rates, credit recovery reports, ILPs and PLPs - standards of students' State and National Test results tracked and monitored

Implemen-tation Actions	• ensure high quality instructional practices in all academic areas • maximise the use of available and appropriate resources • utilise the Effective Teacher Model • implement a seamless use of technology to enhance students' 21st Century skills • create system to monitor success and level of student academic interventions and support • design Individual Learning Plans (ILPs) for all students • establish ILPs as a team to share insights on improving student performance across academic areas • develop the individual ILPs • evaluate, link and develop our tutor programmes, classes, whole School assemblies, and Home Room Meetings • provide tutoring support in a variety of ways (eg Macquarie Coaching School, hired tutors, volunteer tutoring, peer tutoring, after School options, lunch break options) • collect student writing samples and achievement over the year (e-portfolio) • design reflection (homework) packs for students suited to their learning style • utilise diagnostic information (Read 180, etc) to address student learning needs early The School supports the personal well-being needs of individual students with: • a proactive whole-School Learning Support Team providing targeted support to any years 7-12 student at risk of not achieving their academic potential ILP • providing personalised support to ESL students across all subject areas • an International Students Coordinator supporting the School's international students • counselling services supporting the emotional well-being of students • a range of community agencies working with the School to provide well-being and learning support to students
Staff Responsible	• the School Improvement Plan team must identify the interventions the School will implement to address students' academic needs • such interventions must include strategies to address the needs of all children, particularly the lowest-achieving, and how these needs will be met in a timely and effective manner • all teachers and administrative staff to contact parents to celebrate success and/or to identify concerns • admin team to track and identify trends in subject performance • all staff to utilise the Denbigh incident reporting tool system appropriately • welfare leaders making connections in both admin time and welfare lessons • leadership team and entire staff to ratify the School Code of Conduct plan that reflects MGS values and beliefs • counsellors, Admin Team, additional staff members to provide targeted support for at-risk students • specific Class teachers
Milestones Time Frame 2015	• Awards Assemblies to celebrate achievements and success
Targeted Outcomes	• provide social and emotional support for at-risk students (counselling, connections with Social Services, attendance intervention, etc) • greater emphasis on reflection (homework) suited to students' learning styles • standards of achievement in students' State and National Test results raised • connection is made to students' prior knowledge and real world experiences • lessons are purposefully designed to engage all learners in achieving significant outcomes
Resources	• the use of existing forms and letters (no identified costs)

Descriptors:

- attract and retain quality staff
- develop a contemporary educational environment founded on best practice in teaching and learning that challenges students to reach their potential and encourages the development of 21st century learning skills
- instructional excellence focused on thinking and problem solving will be evident in all classrooms
- teachers will progress their accreditation level with BOSTES NSW via the TAA
- management will become more skilled and proficient managers of people and resources
- improve the quality of induction into the profession
- enhance teacher performance and professional development

Research and Rationale

Research reveals that students learn more in Schools where teachers are engaged in professional learning communities and work collaboratively to address student needs that have been identified through data analysis. The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving. The Staff development that improves the learning of all students organises students into learning communities whose goals are aligned with those of the School.

The research model will include collaboration with the design of research questions, feedback on the research process, and in data analysis. Data will come from the action research being done in teachers' classrooms.

- develop as a centre of excellence in teaching and learning
- professional development and training will be embedded into all new and existing initiatives in order to sustain successful programs over time
- leadership will guide innovation at Macquarie Grammar School
- highly-effective educators
- improve teacher effectiveness, pedagogy and practice
- refine teachers' abilities in making overall teacher judgments

Where are we now?	Staff Quality and Strengths: • well-qualified and motivated to do their best • excellent experienced teachers • dedicated and enthusiastic new teachers • MGS Teachers practise the Effective Teacher Model (ETM) that has been widely published by MGS's Principal, Dr Gauld • the ETM is a significant part of the performance and development culture at MGS • Teachers are also required to produce Individualised Professional Development Plans • MGS Presentations 009-PT-MGS Leadership • 019-PT-MGS Practical Emotional Intelligence/The Secret of Leadership • 003-PT-MGS Australian Professional Standards for Teachers
Key Improvement Strategies	• certified highly-trained teachers will be assigned to work with students experiencing the most difficulty • develop and implement guidelines for support of beginning teachers that set out the essential elements for quality support, allowing flexibility for local implementation • maintain regular opportunities for staff development in both academic knowledge and teaching strategies specific to each subject • ensure time is made available for departments to share ideas and discuss approaches to active and engaging learning • teacher participation in professional learning communities that improve instructional practices through action planning, collaboration, and professional development that is based on student achievement data • professional development for staff in making curriculum adjustments to better support students affected by low academic results within a quality teaching context • create a context for professional learning (classroom walk-throughs, classroom observations, student surveys, lighthouse teachers, self-assessment, etc) • improve the quality of, and access to, professional development and performance feedback,

	through adoption of the Australian Teacher Performance and Development Framework and the Charter for Professional Learning of Teachers and School Leaders in Australia (as recommended in the National Plan for School Improvement and the National Education Reform Agreement) • maintain an atmosphere among staff of excellence and collegiality in their professional attitude towards working at MGS • increase the standards of teaching and assessing at MGS through professional development and a climate of support and sharing
Indicators (Success Criteria)	• Teacher behaviours will be monitored by walk-throughs, peer reviews, formal and informal observations, and real time feedback provided to the teachers, and attendance at common planning sessions • student performance will be monitored by using summative and formative assessment results, and monitoring course progress rates
Implemen-tation Actions	• Principal and DP will conduct walk-throughs, peer reviews, formal and informal observations, to provide real-time feedback to teachers on instruction • Teachers will meet weekly in common planning time to analyse formative assessment data and co-plan units and lessons of study • Principal and DP will implement RIDE's teacher evaluation system with a common framework and expectations for excellence in teaching • Teachers will utilise quality instructional practices in all academic areas by implementing appropriate resources • Teachers will implement the Effective Teacher Model • Managers will provide quality working conditions, including time, resources, and support for professional staff • Principal will ensure all classes are taught by highly qualified and dedicated teachers • managers will use an open-door policy to improve administration & professional staff communication • Teachers will implement the Australian Professional Standards for Teachers, to ensure the development of teachers' expertise and effectiveness in improving student outcomes is recognised • Principal and DP will review the interview process to ensure we get the best candidates • ensure that we continue to offer competitive salaries and explore alternative benefits packages • Principal and DP will provide access to a bank of professional development courses • offer staff more opportunities to explore areas of academic interest through distance-learning university modules • Teachers will again create formative, benchmark assessments aligned to learning targets and will use that data to modify and adjust their lessons • Deputy Principal will establish an effective teacher mentoring system in order to retain highly qualified staff • Deputy Principal will assist teachers in maintaining or attaining certification and/or a master's degree through programs, coursework, in order to assure all staff are highly qualified At the beginning of the year, all teachers devise an individualised development plan that identifies specific areas of development that are tied directly to the Australian Professional Standards of Teaching. This plan gives teachers and School leaders a clear roadmap for professional development based on individual experience, prior knowledge, content area, and individual career goals. Teachers will receive at least two classroom observations over the course of the School year. Additional observations of any length are at the discretion of the Professional Peer. Each of the two required observations shall be at least 30 minutes in length. Additional observations may be longer in length if required. Classroom visits of less than 30 minutes are deemed as walk-throughs.

Staff Responsible	- Staff Responsible: Teaching staff, DP and Principal - Monitoring: Professional Development Committee to support professional learning strategies through coordinated time release - Evaluation: Professional Development Committee to share termly reports with teaching staff
Milestones Time Frame 2015	- formal approval of Teacher certification by BOSTES NSW - formal approval of Teacher University Degree qualification
Targeted Outcomes	- provide training for teachers to know how to effectively implement the positive behaviours curriculum (Quality Teaching & Learning) - implement the reforms and the School's Quality Teacher Development Program (Empowered School Leadership) - management to provide more opportunities for training and increased mentoring in the task of bringing consistency throughout the School (Empowered School Leadership)
Resources	- professional development opportunities will need to be increased by allocating more funds in the budget to support more professional development opportunities - allocate more funds where possible for professional development in order to allow individuals to have more access to opportunities to enhance their skills within the reform agendas of the School for quality teaching and learning of students - this outcome will obviously compete with other resourcing demands but is to be considered to improve quality teaching

School Priority Area #4: To improve student performance in literacy and numeracy as measured by performance of School-based, NAPLAN, and other State and National assessments   **Areas 4-5: 2016**

Descriptors: • help students to achieve their potential • improve communication skills	
Where are we now?	• NAPLAN data is available to staff for years 8 & 10 from 2015 to build up a profile of student skills from NAPLAN • A four-year trend of NAPLAN results indicates a strong need for increasing proficiency in literacy and numeracy (L&N) • the data suggest a greater focus on targeted intervention strategies • interviews with Teachers confirm the need to integrate a more formalised structure for intervention strategies • MGS offers students the opportunity to receive tutoring in School with volunteers, or after School • MGS provides an independent study program to provide learning mastery for students • Presentation 007-PT-MGS How to Support Literacy and Numeracy Success
Key Improvement Strategies	• continue to support the use of quality teaching practices based on needs determined through data analysis; include literacy coach to develop reading strategies • provide students with the opportunity to enrich and remediate their academic performance through their participation in before, during and after School support programs designed to increase student mastery of literacy and numeracy skills required for successful completion or required graduation courses • maintain our focus on providing students with detailed and constructive feedback on their work • insist that all reflection (homework) is both appropriate and challenging • develop revision and study skill guides to help raise grades • improve our support for students with learning difficulties by ensuring that we recognise any obstacles to success, eg enhancing our provision of academic peer mentoring, focusing on developing differentiation within the classroom, and bringing greater integration of Special Educational Needs into our academic departments • involve family strategies to support L&N goals • ensure families are continually aware of their students' progress • extend learning opportunities that support goals • training opportunities for staff to know how to analyse and effectively use data to inform learning and teaching • provide students with the opportunity to enrich and remediate their academic performance through their participation in before, during and after School support programs designed to increase student mastery of reading and mathematical skills required for successful completion or required graduation courses • use of NAPLAN data from 2014 and 2015 to inform teachers on students in Years 8 & 10 • Home Room teachers to develop a student e-portfolio 'knowing their class' identifying student strengths, areas of development and goals • continue to support the use of quality teaching practices based on needs determined through data analysis • provide course recovery process to support students below 50% at mid-term • provide intensive targeted instruction to students with identified specific gaps in learning; use of assistive technology • provide tutoring support in a variety of ways (eg Macquarie Coaching School, hired tutors, volunteer tutoring, peer tutoring, after School options, lunch break options)
Indicators (Success Criteria)	• 10% improvement in each student's test results • increased attendance and participation in lessons of 5% • Teachers to support low achieving learners with intervention strategies that produce an increase of 5% in results • Increased percentage of students who express the culture of excellence in the School from 70%

	in 2014 to 85% in 2015 in survey results	
Implemen-tation Actions	- to continue specifically targeting areas involving improved student engagement, increased academic achievement, and heighten levels of curriculum knowledge, in addition to developing other high yield learning strategies at the classroom level - to analyse data from assessments, including common assessments and standardised assessments, as a team and develop instructional plans based on this data - to provide a variety of instructional support for students - reflection and instructional improvements resulting in higher levels of student learning and reduction of the achievement gaps in NAPLAN tests - collect student writing samples over the year (e-portfolio) - Teachers will receive continued PD in differentiation and scaffolding, as well as modifications to ensure all students receive equitable access to Year-level standards	
Staff Responsible	- all teachers and administrative staff to contact parents to celebrate success and/or to identify concerns - consistency amongst staff within Departments to achieve the School reform agendas will be important for overall student benefits	
Milestones Time Frame 2016	- test results to be presented at Awards Assemblies - improvement in low achieving student results	
Targeted Outcomes	- Macquarie Grammar School will produce globally competitive students - we anticipate that students who regularly participate in after School coaching will show a greater level of growth as indicated on external test results - staff need to experience School training on how to effectively use data available to them to enhance their teaching practice and provide for differentiation of individual students - all underachieving students within the School who were below the NSW Standard in Mathematics at the end of 2014 will achieve at or above the State and National averages - every student enrolled in HSC Courses to pass the final exam with results in Bands 4-6 - every student enrolled in HSC Mathematics Extension Courses to pass the final exam with results in Bands 5-6	
Resources	- Macquarie Coaching School - analysis of external test results	

A four-year trend of 40% reading proficiency indicates a strong need for increasing reading proficiency. At MGS, a four-year trend shows no consistent upward trend in mean scaled scores for either reading.

School Priority Area #5: To enhance Aboriginal Identity and Cultural Awareness for all students at MGS (as supported by the Dare to Learn initiative) **Areas 4-5: 2016**

Descriptors:	in keeping with MGS's inclusivity ethos, we aim to reduce the disparity between indigenous and non-indigenous people
Where are we now?	- member of the Australian Government's Dare to Lead Coalition - MGS continues to enrol indigenous students including since its first year of operation - curriculum content addresses identity and cultural awareness
Key Improvement Strategies	- enhance heritage programming across all curricula areas - provide all students with on-the-land experiences related to Aboriginal cultural programming - accelerate actions to close the gaps in outcomes for Aboriginal and Torres Strait Islander students and increase their opportunities to excel in education - increase awareness of MGS to indigenous communities - provide multiple ways for students to connect with Elders (eg community feast, Elder teas, Drum dancing, etc) - commit to develop a new Aboriginal and Torres Strait Islander Education Action Plan
Implementation Actions	- provide a themed event, eg during NAIDOC Week with options that include cultural programs (like winter camping, survival, preparation of food, first aid, etc) - establish evidence-based actions to improve outcomes for every Aboriginal and Torres Strait Islander student including a personalised learning plan, attention to early learning, attendance, literacy and numeracy, family and community engagement and supporting transitions beyond School - parties will develop and implement a new Aboriginal and Torres Strait Islander Education Action Plan beyond 2014
Indicators (Success Criteria)	10% increased awareness throughout the School of the indigenous culture - increased enrolment of indigenous students by 10% - Individual Learning Plan for each student - establish at least one new community partnership - proportion of indigenous students at or above the national minimum standard in literacy and numeracy - professional development by Teachers on indigenous cultural and linguistic competence
Staff Responsible	all Teachers
Milestones Time Frame 2016	- NAIDOC Week celebrations - guest presenters and/or performances
Targeted Outcomes	- increased graduates to University or their preferred destination - empower indigenous students and communities through the promotion of their identity, culture and leadership in community partnerships
Resources	- free use of facilities in Hyde Park during NAIDOC Week - access to resources at State Library of NSW and Sydney Library

School Priority Area #6: To promote positive engagement in class, through the use of technology to enhance students' 21st century skills

Areas 6-7: 2017

Descriptors:	• ensure comprehensive, high quality online resources are readily available and aligned to the Australian Curriculum

Where are we now?	• extensive use of BYOD throughout MGS • teaching and learning facilitated through whole School Edmodo (online learning environment) use • wireless internet connection in all classrooms with data projectors • Presentation: 004-PT-MGS Homeroom Discussion Topics
Key Improvement Strategies	• develop our use of mobile technology • increase involvement in co-curricula activities across a broad range of areas • increase House identity/spirit as evidenced in whole School activity days through student participation and attendance • set up media stations with Apple Mac editing equipment • use filming/photography equipment -- backdrops, photography light, camera equipment across the curriculum • deliver Units with slide presentations for all subjects and years, closely linked with Edmodo • start up a movie appreciation club where students view a movie every Friday and then write reviews and appreciations and get involved with critical discussions etc • foster e-learning environments in the nurture and support of "traditional" curriculum instruction • provide a year-long schedule of cultural activities for all students, based on the curricula themes and activities provided in the National Curriculum • provide increased opportunities for student participation in a range of School activities • provide more opportunities for students to take courses via modules, e-learning and year-long options • ensure that our academic monitoring enables us to stretch and challenge all students
Indicators (Success Criteria)	• Teachers implementing statistical analysis strategies to guide adjustments to their classroom teaching programmes • guest speaker/assembly/attend conferences on careers in specific subject areas • 10% increase in student engagement in class from analysed student report grades • 20% increase in ICT class usage
Implemen-tation Actions	• provide more opportunities for students to take courses via e-learning modules • target groups to highlight positive attitudes to students for familiarising with different subjects • provide extra curricula support for students who require further development in order to meet course outcomes
Staff Responsible	• all staff members to implement strategies to celebrate success • guest speakers
Milestones Time Frame 2016	• installation of improved WiFi access • new events that become an annual School event
Targeted Outcomes	• higher profile of students successful in a variety of activities • positive attitudes of students to learning • increase the number of technological tools available to Teachers and students for use in class
Resources	• Mathspace; Edmodo

School Priority Area #7: Provide a challenging, rigorous curriculum for all students that promotes healthy choices	
	Areas 6-7: 2017

Descriptors:
- to develop a curriculum to meet the needs of the twenty-first century
- the Art and Science of Teaching will provide a common language and teacher expectation in a stimulating curriculum

Where are we now?	• emphasis on developing important 21st century learning skills and in particular the ability of the students to work independently and effectively in groups combined with the use of ICT • as part of our work towards meeting student needs we have created a substantial Curriculum Improvement Plan for secondary students and we have created review and evaluation plans for curriculum together with policies for assessment and reporting • we review and analyse student learning through our mapping of the curriculum and the tracking of student performance data • our Curriculum Improvement Plan is built on the tenets of understanding the needs of the whole child and identifying the areas that we seek to address in order to support the key points identified in the School Improvement Plan, most specifically under the key goal and initiative of achievement • our curriculum team collectively endeavours to build 'a whole School culture of achievement' by 'moving students forward' • achievement for us is simply to provide opportunities for our students to achieve their best • we have engaged computer software to assist our processes and we use available data from testing, NAPLAN, and other forms of testing
Key Improvement Strategies	• develop a contemporary educational environment founded on best practice in teaching and learning that challenges students to reach their potential and encourages the development of 21st century learning skills • qualify how student well-being is being addressed by the School through positive behaviour programs that must specify what exactly is supporting student well-being • create a context for professional learning (classroom walk-throughs, classroom observations, student surveys, lighthouse teachers, self-assessment etc) • use of NAPLAN data from 2016 to inform teachers on students in Years 8 & 10 • produce greater leaders of learning and staff use of HSC data to inform learning and teaching • organise and manage whole School approach sports program within MGS • affiliate with ISD School division and AICES • continue building the relationships of sister/buddy Schools to have ongoing sporting competitions • promote healthy lifestyle, active lifestyle and have students join teams/ associations and clubs within the local areas • facilitate a summer activities camp during the holidays • provide reasonable adjustments for students with a disability to reflect the national definitions agreed by SCSEEC • encourage excellence and meet the needs of high-performing students
Indicators (Success Criteria)	• full implementation of the National Curriculum • revision and evaluation of the current curriculum at the end of all four terms
Implemen-tation Actions	Subject Teachers to identify content areas across the curricula where students can benefit from healthy choices, eg: Create opportunities in sport • introduce coaching qualifications, mentoring, health and fitness sessions, individual programmes, sports psychology and nutritional classes for all interested pupils • review our Co-Curricula Programme to ensure a spread of opportunity across the different year groups Evaluate trips and expeditions • ensure trips provide educational value and are cost effective and accessible, and provide a range

	of opportunities from the more local to the more ambitious and adventurous
	Ensure balance in the School day
	• re-evaluate our curriculum at all levels to take on board new requirements, improve staffing efficiency and create more opportunities for creativity in teaching and learning
	• re-evaluate our Co-curricula Programme to reduce clashes, raise the profile of the creative arts and ensure our staff skills and talents are maximised
	Work more closely with local Schools
	• establish a programme of competitions with local Schools in sports and other areas
	All Teachers will participate in WHS staff development
	• Teachers to complete the Certificate IV in Work Health Safety
Staff Responsible	• Staff Responsible: Teaching staff, Heads of Departments, DP and Principal • Monitoring: Professional Development Committee to support professional learning strategies through co-ordinated time release • Evaluation: Professional Development Committee to share termly reports with teaching staff
Milestones Time Frame 2017	• realisation of the curriculum that meets the needs of 21st century learners • formation of new sporting teams
Targeted Outcomes	• develop an enhanced positive behaviours curriculum that is systematically implemented by all teachers (Meeting Student Needs) • high quality working conditions, including time, resources, and support that address student needs in a timely and efficient manner
Resources	• annual subscription to external sporting associations, theatre sports • sporting equipment

School Priority Area #8: To increase career awareness, career program planning, career opportunities and volunteer community service for all students	
	Areas 8-9: 2018

Descriptors:
- facilitate an understanding of career options that are relevant and achievable
- structures that enable career program planning in order to enhance career opportunities

Where are we now?	- annual participation at careers expos - regular visits to a partnered Aged Care Centre and other workplaces - subject selection presentations to MGS students by each faculty; plus from guest speakers - one-on-one counselling with our full-time Careers Counsellor - Presentation: 006-PT-MGS How to live your dream life
Key Improvement Strategies	- develop our programme of university and careers advice - introduce a Project for Year 10 social justice and community service log as part of student e-portfolio - develop a network of careers' speakers and businesses
Indicators (Success Criteria)	- detailed e-portfolios produced by all students of their achievements that follow-on from their up2now folder of accomplishments - each student to engage with a community organisation, voluntarily
Implemen-tation Actions	- embed and infuse career development into ALL courses - with the assistance of the classroom teachers, the career counsellor develops seminars imbedded in the regular course to provide career awareness (ie career cruising, resume/cover letter writing, interview skills, learning style inventory, business communication). - promote volunteer community service opportunities - senior high students to pursue volunteer work by being in the Student Centre after 3:00 pm helping younger ones with reflection (homework) tutoring – adding valuable experience to a resume
Staff Responsible	- administration and career development personnel to provide support to teachers as they infuse career development and awareness into all courses - administration and career development personnel to track course completion and facilitate experience opportunities
Milestones Time Frame 2018	- guest speakers identified to present about their industry - recognition from a community service provider who highlights student appreciation
Targeted Outcomes	- significant portion of students gaining entry into Universities of their choice Ensure an increased sense of community service and participation amongst our staff and students: - ensure that our community service activities are meaningful, and that our students continue to provide a good level of service - open up community service to everyone by securing the involvement of all students by the end of Year 12, whilst exploring opportunities for students in the lower years
Resources	- mostly free or, students may be required to pay to enter specific expos - UAC (Universities Admission Centre) online resources

School Priority Area #9: Build strong parent and community partnerships and engagement   **Areas 8-9: 2018**

Descriptors:
• create an environment in which all MGS parents feel welcome in the School and include parents in the education of their child(ren)

Where are we now?	• Presentation 012-PT-MGS Mechanisms for Communication at MGS • engaged students and families • collaborative community • expertise and facilities showcased through offering Trial Days for potential students • four Open Nights and Parent-Teacher-Student Meetings, annually • make regular contact with families regarding student academic growth (eg via Edmodo, calls home, weekly printouts, etc) and who are late to and absent from class • connect with parents via informal student-teacher-parent meetings
Key Improvement Strategies	• emphasise team approach to strengthen community partnerships • review our entry procedures with the aim of increasing the number of acceptances from top-performing candidates, to attract and retain the like-minded students • re-evaluate our scholarship selection process and our awards • continue to improve links with feeder Schools • share information about students with learning disabilities from established professional partnerships • develop and share resources to strengthen a whole School approach • establish effective partnership between Schools and other organisations in the community • continue the success of the MGS Foundation to build our Bursary Fund and to help with capital developments • review strategies and goals with families at PTS Meetings and through our School newsletter • invite families to volunteer in our School • notify parents by letter after student's second and third absences • develop MGS Parents and Friends to engage as many of our community as possible
Indicators (Success Criteria)	• exchange programmes with partnerships developed • 10% increase in parents/carers in the P&F Committee
Implemen-tation Actions	• help parents establish and build home environments that support students to improve their learning • encourage families to ask their child what happened at School each day • encourage families to ensure that their child reads nightly • convince families to allocate a quiet area in the house where their child can do reflection (homework) • convince families to ensure that their child completes reflection (homework) at a regular time each day • continue to improve our online communications and the way we share news through both the website and Edmodo, as well as increasing our presence on social media • broaden international partnerships with Schools in the developing world, by opening up exchange visits with Schools in other countries, eg China or India • introduce a more global dimension to the curriculum, covering key themes such as global citizenship, diversity, human rights, interdependence, conflict resolution, social justice, sustainable development, values and perception • investigate the potential benefits of the Global Citizenship Programme • involve School-community counsellor in student-family issues • create opportunities for parental involvement (open house, parent interviews, presentations, website, email lists, etc) • invite local businesses/guest speakers to present information and deliver workshops

Staff Responsible	• all staff members to be involved in planning and implementing community and parental events, and promoting the School in a positive light
	• Leadership Team members and members of staff to encourage community and parental involvement in attendance initiatives
	• staff members to support positive activities by chaperoning, fundraising, and organising events in conjunction with community support personnel
Milestones Time Frame 2018	• formation of new partnerships
	• P&F ownership of implemented projects
	• sponsorship of an event(s) by an organisation(s)
Targeted Outcomes	• effective and involved parents in their engagement with the School and their child's learning
	• effective communication with the School by parents/carers
	• increase in parent /carer volunteering
	• parent/student forum participation
	• increased MGS Parents and Friends engaged in more School events
	• increased support for, and engagement with, parents and families, including advice on how best to contribute to their child's learning at home
	• increased parent participation in decision making about their child's education
	• satisfied parent/carer expectations at PTS Meetings, events, and through our School newsletter
	• informed families about their child's progress on ILP goals and scores
Resources	• invite parents/carers to present at family nights, voluntarily on topics of interest to most families
	• full-time Community Relations Officer needed to be appointed

School Priority Area #10: To embed a vibrant professional culture based on innovation, creativity, collaboration, risk-taking, excitement for learning, and professional growth in a trusting partnership with the community
Areas 10-11: 2019

Descriptors:
- create a dynamic environment in which all members of the MGS community feel welcome to maximise their contribution to MGS's growth

Where are we now?	- Student Achievement: Consistently a Top 100 School - Strengths: respect for teachers and students students demonstrate acceptable behaviour strong sense of pride
Key Improvement Strategies	- deepen the relationships between Year Groups and House Groups by promoting a "Leadership Building Community" - develop student/staff leadership capacity to build greater connections in the School between Welfare and House groups (7-12) that encourage greater student involvement across a range of activities - emphasise team approach - parent/student forums - increase House identity/spirit as evidenced in whole School activity days through student participation and attendance
Indicators (Success Criteria)	- Teachers to facilitate a forum with students to confirm their satisfaction with the School's learning culture - one new community partnership developed
Implemen-tation Actions	- establish talk partners in Maths lessons –suited to students' learning styles - continue to build leadership capacity across all teams through structured professional learning, coaching and mentoring, performance management and appraisal and recognition
Staff Responsible	all staff
Milestones Time Frame 2019	- School achievement and progress recognised, externally - invitation to link with a like-minded organisation
Targeted Outcomes	- staff will value collaboration, creativity and innovation from witnessing increased student performances - students are able to discuss maths confidently and successfully with a talk partner - improved speaking and listening skills - reflection and teaching improvements resulting in higher levels of student learning and reduction in achievement gaps - rich and authentic assessment tasks are used that cater for all students that challenge and promote engagement, and accurately assess desired outcomes - verbal and non-verbal feedback is provided on the quality of learning that facilitates improved achievement, including Student Reports - time is structured to construct, consolidate and reflect upon learning - the community regards MGS as a high performing School
Resources	- cost of new and improved facilities - professional development for staff - excursion fee

School Priority Area #11:	To sustain prudent financial management and planning for continual growth, and strengthen leadership and management efficiency

Descriptors:
- plan for an increase in students, staff, and improved facilities, by reviewing existing management practices

Where are we now?	• systems are being strengthened to prepare for increased enrolments
	• MGS Presentations:
	  008-PT-MGS Leadership is
	  015-PT-MGS Values/Core Values

Key Improvement Strategies	• strengthen community links • continue the success of the MGS Foundation to build our Bursary Fund and to help with capital developments • create systems that work with clearly defined processes • develop and implement a new Leadership Performance and Development Framework, supporting staff to increase their focus on leadership of effective teaching and learning • increase student involvement in programs such as peer mentoring, peer mediation, peer support, peer tutoring, family groups • increase the profile of House Captains and ensure they follow their roles as Captains • increase applications for funding entitlements and opportunities • develop leadership and the skills for effective leadership Reduce our environmental impact by raising awareness amongst students and staff: • appoint representatives from each Year Group to create a bigger and more active Sustainability Groups • encourage students to lead assemblies on sustainability • keep staff informed through presentations on finance, energy use, costs and resources • identify ways to lower our energy consumption • establish an annual review of onsite energy efficiency • review our recycling programme • reduce the amount of waste sent to landfill and our use of printed materials
Indicators (Success Criteria)	• Board of Governors members to actively maintain current governance training • leadership will guide innovation • an open-door policy to improve administrative and professional staff communication will be in use
Implemen-tation Actions	• a new Leadership Performance and Development Framework to be developed by the Board of Governors to support and guide the selection and development of leadership staff • acquire new and improved facilities and resources to address whole School requirements
Staff Responsible	• Board of Governors, Principal, Deputy Principal, Business Manager; Marketing Manager, Teachers
Milestones Time Frame 2019	• successful application for a grant for improved facilities • additional premises to accommodate growth
Targeted Outcomes	• sound evidence-informed practice throughout the School will be more evident • middle and upper level leadership will be more confident and skilled and improve their qualifications, to become more skilled and proficient managers of people and resources • allocate more funds where possible to professional development in order to allow individuals to have more access to opportunities to enhance their skills within the reform agendas of the School for quality teaching and learning of students
Resources	• professional development opportunities will need to be increased by allocating more funds in the budget to support more professional development opportunities

	• these outcomes will obviously compete with other resourcing demands but is to be considered to improve quality teaching (Quality Teaching)

5.1 Indicators of Success

- Increased numbers of students achieving higher results
- Decreasing numbers in the lower bands of achievement
- Increase in student perspective of feeling safe, socially and emotionally (measured through student well-being surveys)
- Culture of positive, engaged and enthusiastic staff, students and families sharing in the community building agendas for the School
- Increased student registrations of interest in the School (enrolments)
- Increased staff desire for opportunities to drive innovative and creative programs for better student outcomes academically and in welfare care

6. Curriculum Improvement Plan

In developing the School Improvement Plan, we have initiated, energised and developed new programs that encompass the BOSTES New Australian Curriculum. In a consultative process the School met, discussed, evaluated and wrote our new programs for the New Australian Curriculum. Assessment tasks and reporting standards were also developed in line with the new curriculum. The process of developing the new curriculum is outlined in the table below. This process began in Term 1 Week 1 of 2013, and was a continuous process of development.

The Table below is a summary of the events that lead to our curriculum being produced:

When	What	Who
Term 1 2013	Introductory in-service on the new national syllabuses	Whole Staff focusing on relevant staff
	Implications of assessment, reporting, curriculum planning and teaching	Whole Staff
	Distribution of new syllabus materials	Relevant Staff
	Implementation timeline negotiated	Whole Staff
Term 2 2013	DP and staff members attended in-service 18 Feb 2013	DP and Two staff members
	Consultations with relevant staff members undertaken	Relevant Teachers in KLA
	Staff meetings addressing compliance requirements undertaken	Whole Staff
	Implications for scope and sequence, curriculum, assessment and pedagogy discussed as a whole	Whole Staff
	Writing and resourcing of curriculum commenced	Relevant KLAs
	Support to writing team provided detailing exemplary practice in programming	Relevant Teachers in KLAs
	Ongoing support for staff writing in regards to compliance and exemplar practice in programming	Relevant Teachers in relevant KLAs
Term 3 2013	Resolution of issues that may have arisen	Whole Staff. Relevant staff in Relevant KLAs
	One-on-one meetings with KLA and DP for evaluation and adjustment of curriculum materials as presented	Relevant staff From KLAs
	Curriculum meetings for finalisation of new syllabus materials. Resources and associated documents	Relevant Staff from KLAs
Term 4 2013	Continued evaluation and support for Teachers writing new syllabus materials	Relevant KLA's Relevant Teachers
	Presentation of curriculum for approval and implementation in 2014 in years 7-9	Relevant Staff
	Discussion of finalised curriculum in regard to implementation for each KLA	Relevant staff From Relevant KLA
	Scope and sequences and Assessment Schedules checked for compliance	All relevant Staff
	Electronic storage of curriculum materials for 2014	Relevant Staff
Term 1 2014	Textbook purchases for the new syllabus made	Relevant KLAs
	Ongoing evaluation and annotation of programs as taught. Program Meets Practice	All Teachers
	Continued resourcing of new syllabuses	All Relevant Teachers
	Support provided for evaluation of effectiveness of new curriculum	All relevant Teachers
Term 2 2014	Ongoing evaluation of programs and practice meets program	Relevant Teachers
	Annotations and revisions undertaken at the conclusion of the term	All Teachers
Term 3 2014	Continued support and discussion of the effectiveness of the programs	All Relevant Teachers
	Continued profession discussion of new syllabus and preparation of completed syllabus for 2015	All relevant Teachers

	Resourcing of syllabuses to be introduced in 2015	All curriculum writers
Term 4 2014	Final preparation of programs for implementation Review discussion and evaluation	All Teachers
	Preparation of textbook needs for new syllabuses	All relevant KLAs
	Storage of programs etc electronically	All relevant KLAs

Regular review of our teaching practice is conducted and discussed on a term-by-term basis. We aim to develop and slowly evolve a diverse rich curriculum that meets individual students' learning needs in line with their specific ILP and teaching learning strategies that are relevant to the individual. We aim to educate our students in the many diverse areas of life that include but are not limited to individual difference, race, secularity, gender differences, equity, integrity and a fair go for all. Our core values are implicitly taught in our entire curriculum.

7. An Annual Operating Plan

Integral to the School Improvement Plan is an Action Plan which supports the targets and sets out clearly the actions required to achieve them. Action Plans are therefore the formal expression of a School's strategies for improvement. It is especially important that, once created, appropriate attention is given to ensure that they are implemented effectively and efficiently.

An Action Plan should include clear statements of the intended improvements in learning, as well as:

- the aspects which have been identified for development;
- the action to be taken to effect the improvement;
- the staff who will be responsible for implementing the strategies;
- the resources required, including those for staff development needs;
- the time the process will take;
- the success criteria to be used to evaluate improvement; and
- the strategies for monitoring and evaluating the progress made

At year-end, the Plan also includes a section on staff performance management and staff development, and an overview assessment of progress across the Plan over the previous year.

School-wide reform strategies are selected to strengthen the core academic program, increase the amount and quality of learning time, address the needs of historically underserved populations and provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. The Action Plans describe in detail how the School plans to implement and monitor the effectiveness of the reform strategies.

7.1 Evaluation of Strategies

The School Improvement Plan is reviewed annually by the SIP Committee, to gauge the effectiveness of its planned strategies in terms of progress towards the achievement of objectives, and to identify any changed conditions, needs or priorities that require adjustments to the plan. It is an opportunity for MGS to consult with the community, reflect on its data, and review improvement planning processes, eg:

- How is our teaching differentiated to meet the individual learning needs of students?
- Do we use assessment information on students to design and implement more personalised learning?
- What means do we have in place for monitoring and managing learning and assessment that makes a genuine difference to student learning outcomes?

At the completion of the Plan, a self-evaluation or peer review process is used to make sure that the Plan addresses the critical needs.

Macquarie Grammar School | Sydney NSW Australia