

Annual Report 2017

Macquarie Grammar School

Prepared for the NSW Educational Standards Authority



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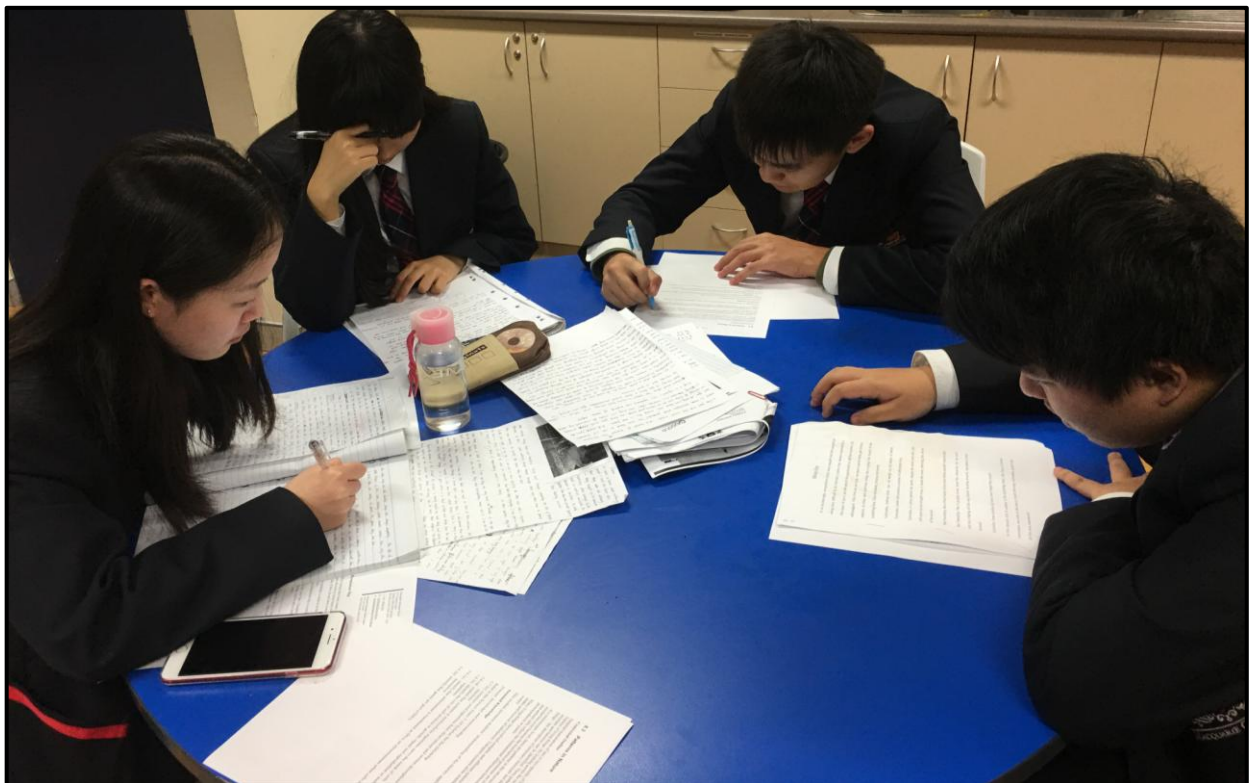
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Purpose of this Report

This Annual School Report is a requirement for compliance with Section 3.10.1 Educational and Financial Reporting of the Registration and Accreditation Requirements for Individual Non-government Schools, under the [Education Act 1990](#) (NSW). This Report provides the Macquarie Grammar School community with reliable and objective information about the School's performance measures and policies, as determined by the Minister for Education, New South Wales.

Details about initiatives and developments of significant interest and importance to the School community throughout 2017 and achievements. Other information has been provided from the School's management software program (Denbigh) and, existing policies and documentation. The Report outlines the processes, in place, to assure the provision of quality educational experiences for Macquarie Grammar students.

The Report is submitted to the NSW Educational Standards Authority (NESA) and is available on the School's website from the 30 June 2018. Ultimately, the Report demonstrates accountability and compliance with regulatory bodies, as well as the School community and convinces the reader of Macquarie Grammar's quality and effectiveness, in fulfilling the needs of students. Further information about the School and/or this Report may be obtained by contacting the School.



1. Messages from Key School Bodies

1.1 From the Headmaster

Macquarie Grammar School is a supportive and unique school that is located in the heart of Sydney's CBD. The school originated in 2004 as the Board felt that the best location for a new vibrant Independent School would be is where transport links are best for students to commute daily to and from school easily and quickly. With the rail, bus and light rail networks all converging to the centre of Sydney, it was decided that Town Hall would be the prime location to locate and establish a co-educational high school. Schools are constantly evolving and are always exploring how to make the classroom a meaningful and genuine learning environment that mimics society and the working world. With the multi-national and large corporate Australian companies having their main offices in Sydney, the stock exchange being positioned just up the road in Martin Place, the Law Courts and NSW Parliament within walking distance in Macquarie Street, the NSW Art Gallery and the open playing fields just a stones throw away from us at the Domain, the Powerhouse Museum at Ultimo, the Ian Thorpe Aquatic Centre in Darling Harbour, this places the school in a fortunate position to exploit the use of these magnificent facilities and bring the mobile classroom to life. It's not uncommon for our students to be visiting these sites throughout the year as part of enriching their classroom experience.

The School underwent an administrative restructure in 2016 with the positions of Director of Curriculum and Director of Welfare being introduced clearly delineating the roles of student and staff welfare and the curriculum. In 2017 these roles were evaluated and this brought about a more focussed approach to student welfare and improvements in classroom methodology. ELICOS continued its curriculum review and the programmes were adjusted to encompass a more holistic approach to learning the English language. In the area of student welfare two scheduled home visitations continued to take place in April and September, and the school was able to deal with homestay issues quickly and further developed a link between the Homestay Host and the School. Daily monitoring of student attendance, regular counselling and contact with parents and guardians, led to improved student academic outcomes.

Our Year 12 2017 cohort maintained the School's high academic focus by being ranked amongst the top 150 schools in NSW, ranked 149th but most importantly nearly all of our students matriculated to university. As a fully comprehensive non-selective school, this is an outstanding achievement and a credit to both the students and their teachers. Congratulations to our 2017 Year 12 cohort. A wonderful set of results from a hardworking cohort of students.

Enrolments continued to improve both domestic and international, which highlights the relevance of the school's unique operational model to parents and in meeting the needs of their children. Sport options continued to be broadened and the students were able to compete in a number of competitions including ISD and AICES. The competitive spirit of our students has continued to improve and a credit our Sportsmaster.

I wish to thank the parents for displaying their ongoing confidence in the school by enrolling their child, the staff for their genuine interest and ongoing care of the students, and the students for displaying enormous pride in the School. I confirm that information in this Report is the result of a School evaluative process and provides a balanced account of the School's progress in 2017 and areas for development.

1.3 Parents and Friends' Committee

The role of the Parents and Friends' Association is to promote a community spirit and support for the model of the school. Early in the new school year, our welcome evening was held which provided an opportunity for our school community to come together in a relaxed and welcoming environment. Teaching staff were introduced by the Headmaster, and families then had the opportunity to engage with staff and socialise with each other whilst enjoying light refreshments. Mid-year the Headmaster hosted an information evening for families which was most informative and much appreciated. As the Parents and Friends' President I played a role in the Graduation Assembly held in December.



Mr Richard Clift

President

MGS Parents & Friends' Committee

1.4 From the Student Representative Council

The Student Representative Council (SRC) promotes leadership and encourage participation in a variety of student driven activities. The SRC consists of volunteers from year 7 – 12 and is open to all students. Key roles within the SRC are: president, secretary and treasurer, which are elected by the student representatives each year. In 2017 the SRC was co-ordinated by Mrs Cawood, with Laura Rose as president, Mia Steward as secretary, and Hayden Clift as treasurer.

Meetings were held weekly and supervised by Mrs Cawood. The SRC worked diligently to promote and run various fundraising activities, for selected community projects and charities; including: Jeans for Genes, White Ribbon Day, Do it in a Dress and Legacy. The SRC also managed and promoted school events, such as Chinese New Year Celebrations, Anzac Day Commemorative Assembly and Student Talent Show.

The SRC is able to contribute to the school and provide input into the operations of the school, thanks to the enthusiastic student members and supportive staff.



Cake Sale



2. The Educational Context of the School

Macquarie Grammar School is Sydney's only secular, independent, co-educational secondary School that operates within the policies of the New South Wales Educational Standards Authority. Founded in 2004, the School's mission is to provide an environment which is academic, well supported by the teaching staff and prepares 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 unique environment, which is harmonious, where students feel welcomed, enjoy attending school daily and strive to attain their best in all areas of the school's curriculum. We elicit in our students values of integrity, honesty, pride, tolerance and non-discrimination. We reflect accurately on societal challenges and changes, providing guidance and support for our students in the modern world, and creating hard working talented contributors to society. We are committed to the education of young people in all areas of their endeavour.

The School's aims are as follows:

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

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

3. Student Outcomes in Standardised National Literacy and Numeracy Testing

All MGS students in Years 7 and 9 whether international or domestic, partake in the NAPLAN tests and in some instances performed significantly higher than the State and National averages. The school utilises the NAPLAN as it is intended, as a diagnostic test that enables our teachers to annually review the literacy and numeracy needs of our students, especially our international students, who have been with us for only a short period of time. This could equate to only a term or a couple of weeks.

The results in the table above largely reflect the ESL make up of the cohorts and show only an overall picture of our results. In actual fact, there were outstanding results from our top students, with some students scoring in bands 9-10 in numeracy and literacy. Our NAPLAN results vary from year to year based upon student numbers and the percentage of domestic students in the mixture of the cohort.

Student Outcomes in Standardised National Literacy and Numeracy Testing

In 2017 Macquarie Grammar School had 100% attendance and 100% assessed in the NAPLAN examinations. This is a pleasing result incorporating all of our students into an evaluative insight in the context of the NAPLAN examinations.

Some exceptional results were obtained with the NAPLAN testing in 2017. A number of students scoring in Bands 9 and Band 10 the highest Band for Reading Spelling and Grammar and Punctuation as well as Numeracy. Although not all of our students performed at this level, the international composition of our students' accounts for these results. Students in the junior years continue to improve their performances and we look forward to them scoring well in the Years 7 and 9, 2018 NAPLAN examinations.

MGS NAPLAN Results for Macquarie Grammar v NSW Public Schools				
Assessment Topics	Year 7 Bands 6- 9 (highest)		Year 9 Bands 6 -10 (highest)	
	MGS	NSW	MGS	NSW
Reading	100%	82%	100%	91%
Writing	100%	70%	100%	82%
Spelling	100%	82%	100%	92%
Gramm. and Punct.	100%	80%	100%	67%
Numeracy	100%	84%	100%	97%

Our School's results for NAPLAN are uploaded to the MySchool website for viewing and a hard copy is sent to the school and to parents indicating the performance of each student, as well as the overall cohort.

4. Results of the Higher School Certificate

Results of the Higher School Certificate
Table 1: HSC Subject Results Compared with State of NSW

<i>HSC Subject</i>	<i>MGS Avg Mark/100</i>	<i>State Avg Mark/100</i>	<i>MGS % in Bands 4-6</i>	<i>State % in Bands 4-6</i>	<i>MGS % in Bands 3-6</i>	<i>State % in Bands 3-6</i>
Business Studies	72	73	50	58	88	86
Chemistry	76	75	73	71	100	90
Chinese & Literature	87	81	100	95	100	99
Drama	65	78	0	84	100	98
Economics	82	77	100	74	100	87
English Standard	58	69	0	55	0	86
English Advanced	83	80	100	92	100	99
English Extension 1	30	41	56	85	100	86
ESL	73	67	66	55	89	81
Japanese Begin.	76	73	71	65	100	73
Legal Studies	80	76	80	74	100	79
Mathematics	78	78	82	75	91	97
Maths Ext 1	92	81	100	96	100	99
Maths Ext 2	84	81	100	96	100	98
PDHPE	72	71	71	58	86	79
Physics	60	73	40	67	60	88
Visual Arts	78	79	100	90	100	99

The Year 12 Cohort of 2017 performed extremely well, with the cohort maintaining our standing in the Top 150 Schools list for the HSC, ranked 149th. This is an excellent performance and illustrates the high standards that are maintained at Macquarie Grammar School both in student performance and teaching and learning outcomes.

Our students maintained the high academic standards in Mathematics Extension 1 and 2, English ESL and Advanced, Economics, Legal Studies and Languages. The results in languages were exceptional with Chinese and Literature and Japanese Beginners being outstanding performers, but it was pleasing to see other courses like PDHPE and Chemistry attaining good results with our students. Sixty-five percent (65%) of our courses performed above the state mean, which is a phenomenal achievement and supports our commitment to quality teaching that is taking place in the classroom.

I thank all the students for their dedication and application towards their studies in achieving these results, also the teachers involved in the 2017 HSC are to be congratulated for their efforts. Of course, supportive families that guide and endure the HSC year are also to be thank and congratulated.

5. Senior Secondary Outcomes

Macquarie Grammar is a traditionally focussed Grammar School, it only offers NESA developed courses; we do not offer School based or VET courses, as we maximise each student's ATAR (Australian Tertiary Admissions Rank) potential for University entry. All

our students who completed Year 10 were awarded with a RoSA and all of our Year 12 students in 2017 received a Year 12 Higher School Certificate.

All students requested an ATAR from the Universities Admissions Centre, in order to secure offers into Australian universities. In 2017 our top ATAR result was in the 90s, and the HSC Dux was Keyu (Daisy) Chen.

6. Workforce Composition

All our teachers are native speakers of English; our LOTE teachers of Chinese and Japanese are native speakers of their respective languages. Members of staff are at different stages of their professional development. This provides the school with the diversity of youth and experience as well as a mix of traditional and modern pedagogical teaching and learning practices.

The School also employs an Administration Manager who oversees all support staff, an Accounts Receivable Officer, Accounts Payable Officer, two Student Services Officers, Homestay Officer, Admissions Officer, Marketing and IR (International Relations) staff and IT Manager. Most MGS Teachers actively implement an administrative role, eg Careers Adviser, House Tutor/Roll call, Welfare Officer, etc.

The School is fortunate to have members of staff who are fluent in a variety of languages and are able to offer assistance with translation, if required.

7. Professional Learning and Teacher Standards

In accordance with NESA guidelines, all Macquarie Grammar Teachers have teaching qualifications from a higher education institution within Australia or recognised within the National Office of Overseas Skills recognition guidelines.

The Table below indicates the proportion of Macquarie Grammar Teachers holding postgraduate qualification(s), as per the AQF (Australian Qualifications Framework), in addition to a teaching qualification:

Qualifications	Percentage of MGS Teachers
Teaching qualification(s)	100
+ Postgraduate qualification(s)	100
+ Additional to Yr 12 AQF qualification(s)	100

The Macquarie Grammar School Director of Curriculum is approved as a Teacher Accreditation Authority by the New South Wales Institute of Teachers.

Qualification Category of Macquarie Grammar School Teachers (including part-time Teachers):

Category (as defined by the Institute of Teachers Act 2004)	No of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	13
Teachers who have a Bachelor Degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal Teacher education qualifications, or	0
Teachers who do not have qualifications as described in either of the categories	

Above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such 'Teachers' must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and have approval from the NSW Institute of Teachers to extend the period during which an approved teaching qualification may be obtained.	0
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Only teachers who teach NESA approved and ELICOS courses are included in this Table. All courses at Macquarie Grammar School are NESA developed courses. The ratio of teachers to students is approximately 1:11.

Staff are encouraged and supported to explore their professional knowledge through subject specific associations and by participating in local, interstate, and international conferences. These experiences allow teachers to reflect upon their learning and teaching programmes with increased innovation. Teachers attend weekly Staff Meetings and Professional Development Day Meetings with the Headmaster. Teachers and the Headmaster also provide written input on the Australian Curriculum in reference to specific courses when required and updates to policies are presented in relation to Child Protection, Anti-Bullying, Staff and Student Code of Conduct, etc.

Currently, some MGS teachers are completing an additional University Qualification at their instigation.



Macquarie Grammar is committed to providing professional development, for all members of staff, to contribute to a vibrant learning community. All Teachers attended at least ten, designated, school-based Professional Development days within the Terms of the academic year. The focus for each of these days was learning and teaching delivery and policy updates in relation to Child Protection, etc. Additionally, the Table below lists some of the professional development activities that were undertaken by staff throughout 2017, to support their role in providing a quality education for each student:

Members of Staff	Professional Development Topics 2017
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Director of Welfare Operations. Mrs Sun	<p>“Formative Assessment-Effective feedback to students”, SSCL Coordinator Joanne Zoras, 10 June 2017</p> <p>“The NESA accreditation standard for teachers workshop”, SSCL Principal Cate Chapple, 10 June 2017</p> <p>“Transgender workshop”, SSCL Supervisor Marco Man, 9 September 2017</p> <p>“Warning letters (NESA), SSCL Assistant Supervisor Nahida, 9 September 2017</p> <p>“International Attendance Policy” SSCL Ashfield Boys’ High, Joanne Zoras, 9 September 2017</p> <p>“ How to write quality annotations for assessments tasks” 25 November, SSCL Evelyn Man, 9 September 2017</p>
Commerce Mr Wallace	Practical Classroom Management, Glen Pearsall – Independent Education Union, Burwood, 6/9/2017
Chinese and Literature Sheng Juan Sun	<p>“ HSC Chinese Beginners Exam Committee Meeting”, all members, NESA, 24 and 25 Jan 2017</p> <p>“ HSC Chinese Beginners Exam Committee Meeting”, all members, NESA, 15 Feb</p> <p>“ HSC Exam Review day” all members, NESA, 29 Mar 2017</p> <p>“ HSC Exam Final Committee Meeting” all members, NESA, 4 May 2017</p> <p>“ HSC Study Skill Day for Chinese Background Speakers” Presenter, 7 and 16 May 2017</p> <p>“ HSC Exam Clearance day” MGS staff, NESA, 26 May 2017</p> <p>“ HSC Exam Recording day” MGS staff, NESA, 1 June 2017</p> <p>“ Print Quality Check” Chef Examiner, NESA, 24 August</p> <p>“ HSC Marking” Senior Marker, Olympic Park, 26 October to 8 of November 2017</p> <p>“ The new Theme and issues in HSC, Preliminary Course 2018-2023 for Chinese and Literature Course workshop”. The Chinese Language Teachers Association of NSW Incorporated, Burwood club, 19 November 2017</p> <p>“ How to write quality annotations for assessments tasks” ,Strathfield High School, SSCL Evelyn Man, 25 November, 2017</p> <p>“ Scope and Sequence and Program review and evaluation”, Strathfield High School, SSCL Evelyn Man, 25 November 2017</p>
Chinese Beginners Xintian Cai	<p>“Collaborating programming for K-12”, CLTANSW, Burwood RSL, 23 March 2017</p> <p>“What works best: Evidence-based practices to help improve NSW student performance”, SSCL members, SSCL Birrong BHS Centre, 9 September 2017</p> <p>“Cross Centre Language Specific Meeting”, SSCL members, SSCL Chatswood HS Centre, 24 November 2017</p>
Japanese Beginners Yoshika Yamashita	<p>“Year 12 Japanese Beginners Day”, JTAN, Shore School, 22 July 2017</p> <p>“HSC Japanese Beginners Oral Examination” NESA, 24-26 August 2017</p> <p>“HSC Japanese Beginners Oral Examination Marking”, NESA, 8-13 September 2017</p> <p>“HSC Japanese Beginners Written Examination Marking”, NESA, 4-7 November 2017</p>
Visual Arts, IPT and Technology Antia Cawood	<p>“Mind Matters Implementation Support& Networking Webinar” online webinar, Hosted by Lindy Cavanah, Principals Australia Institute, 15 June 2017.</p> <p>Bulay (i): Curator Talk with Emily McCulloch Childs, Australian Design Centre, William St, Sydney, 6 October 2017</p>
Mathematics Aurelian Alexandru	“HSC Feedback and Advice Day”, MANSW, Macquarie University, Saturday 25 Feb 2017

Business Studies, Legal Studies, Economics Mr Wallace	Practical Classroom Management, Glen Pearsall – Independent Education Union, Burwood, 6 Sep 2017
ESL Frene Tsohas	Familiarisation: NSW Syllabus for the Australian Curriculum English 7-10, 31 Oct 2017 Ascia anaphylaxis e-training, 22 Oct 2017

8. Teacher Attendance and Teacher Retention Rates

The average Teacher attendance rate including medical leave, and illness absences was 98.3%.

Throughout 2017 there was a 77% retention of full-time teachers for 2017. Teachers who left the school pursued new professional options.

9. Student Attendance and Management of Non-attendance

The average student attendance rate was approximately 90.28%. The ratio of boys to girls is close to 1:1. The attendance rate for some displaced, international students may fall below 80%. Such students are reported to DHA (Department of Home Affairs through PRISMS), after we issue them with a Notice of Intent to Report letter, as per DHA requirements. After they leave, our attendance rate increases, significantly. Most of our students maintain an attendance rate that is in the high 90s.

- Total number of students included in 2017 attendance records (7-12) 148
- Total Teaching days during 2017 189
- Average number of teaching days attended by each student (7-12) 182
- Students' attendance (7-12) as a percentage of teaching days 90.28%

<i>Year Group</i>	<i>Attendance Average Percentage</i>
HSP 1	94
HSP 2	89
Year 7	94
Year 8	89
Year 9	91
Year 10	88
Year 11	89
Year 12	89
<i>Student Average Across the School</i>	90.28%

Student non-attendance is managed by counselling each student, in order to determine their individual circumstances; families are informed and invited to attend an interview with the Director of Welfare and Operations to discuss strategies to improve student attendance. All students have their attendance monitored daily in the Tutor Group class held every morning and recorded on Denbigh. The Student Services Officer contacts the parents/guardians of students who are absent to determine and record a reason for absence. Students who have a poor attendance record and after liaising with parents are referred to the Student Liaison Officer for follow up and to Children Services.

In addition for international students three warning letters are issued to all students and their parents/guardians whose attendance falls below 95%, 90% and 85%, and this is followed up with counselling sessions and daily monitoring of student attendance by the Student Services Officer and Tutor Group Teachers. A Final Letter is issued when a student's attendance falls below 80%, cancelling their enrolment at the school and are reported on PRISMS to the Department of Home Affairs.

It must also be noted that the Australian Government allows international students to change providers after completing six months of the Principal Course. It is therefore attractive for students to change schools or move to other colleges to undertake VET courses, especially when they find the challenge of the Preliminary and HSC Courses too difficult. The school offers assistance to improve their academic performance throughout the process of counselling and prior to them leaving the school.

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

Of the 23 students who were in Year 10 in 2015, 70% of students were still enrolled at Macquarie Grammar School, in Year 12, in 2017. Students who left chose to attend other schools offering vocational HSC courses, moved interstate or overseas, transferred to Australian Government University Foundation Programmes or enrolled at RTOs (Registered Training Organisations).

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

Table of Retention Rates from Year 10 to Year 12

Years Compared	Yr 10 Enrolment	Yr 11 Enrolment	Yr 12 Enrolment	Retention Rate
2015-2017	23	36	16	70%
2014-2016	40	25	10	25%
2013-2015	33	33	12	36%
2012-2014	48	39	13	27%
2011-2013	17	52	15	88%
2010-2012	15	49	11	73%
2009-2011	22	52	18	82%
2008-2010	5	34	26	100%

11. Post-School Destinations

100% of our HSC students were eligible for entry into Australian tertiary institutions; 90% also satisfied Australian University entry requirements. The Universities Admission Centre (UAC) provided a number of offers to our 2017 HSC graduates.

12. Overview of Enrolment Policies and Characteristics of the Student Body

Enrolment enquiries are made to Macquarie Grammar via expos, telephone, email, the website or Facebook page portals, an agent, personal visit or word of mouth. These enquiries result in the referral of pre-enrolment information on the School's website, for prospective students.

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

All applications are processed within the School's enrolment policy. Students are admitted in date order of application. Enrolment in 2017 was 148 students, including 26 HSP (High School Preparation) students.

Entry into all year groups is subject to an interview and/or assessment by the Headmaster. Students' individual needs are discussed to determine whether his or her needs can be met within the range of support services offered by the School. Names are placed on the register and into the computer database (Denbigh), upon receipt of the Application Form. A Letter of Offer is sent to the parent/guardian/Agent advising that the Applicant is either accepted, on a waiting list, or refused. An International Applicant is sent an Electronic Confirmation of Enrolment (eCoE), upon receipt of payment of an attached tax invoice.

International student applicants are required to produce evidence of an IELTS (International English Language Testing System) result of 5.0 or a TOEFL (Test of English as a Foreign Language) result of 183 (computer) or equivalent, for entry into Years 7-10 and completion of the equivalence of the previous year of study. An IELTS 5.5 or TOEFL 210 (computer) result is required for entry into Years 11 or 12. Satisfactory completion of MGS's English Placement Test is also required, upon arrival. Students must also provide evidence of satisfactory completion of the previous year of study, eg Year 9 for entry into Year 10.

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

As a registered provider on the Commonwealth Register of Institutions and Courses for Overseas Students (Registered Provider Number 03330B), Macquarie Grammar School is required to observe the requirements of providers as outlined in the Education Services for Overseas Students (ESOS) Act 2000, the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 (The National Code), and in accordance with guidelines administered by the Australian Department of Immigration and Border Protection (DIBP) and the Australian Government Department of Education.

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

Since our first indigenous girl commenced in 2008, we have been registered with several organisations to welcome more indigenous students to our School and we did, in 2014. This student completed her Year 12 studies at the end of 2017. Macquarie Grammar is a member of the "Dare to Lead Coalition", a Commonwealth funded national project with a focus on improving educational outcomes for Indigenous students. Additionally, other MGS and High School Preparation students came from Japan, Kingdom of Thailand, Malaysia, People's Republic of China, Hong Kong, Taiwan, India, Republic of Indonesia, Republic of South Korea, Republic of Turkey, Republic of Vanuatu, Vietnam, Bangladesh, Nepal, Brazil, Papua New Guinea, Nepal and Australia.

13. Student Engagement Before Enrolment and Familiarisation of Enrolment Policy

Purpose and Scope

This policy looks at several aspects of student engagement before enrolment, including the supply of information about courses and living in Australia, English language proficiency requirements and grounds to defer, suspend or cancel enrolment.

It deals with the requirements of:

- National Code Part B, Standard 1/NESA Guidelines, Requirement 3.7.3: Student engagement before enrolment
- National Code Part B, Standard 2/NESA Guidelines, Requirement 3.8.2: Student engagement before enrolment
- National Code Part B, Standard 3/NESA Guidelines, Requirement 3.9: Formalisation of enrolment

1. Responsibilities

The International Marketing Officer and the Admissions Officer have overall responsibility for ensuring that engagement with potential students before and during enrolment is appropriate and compliant, and ensures that they are making an informed decision about their institution and course of study.

All Administration Staff who have contact with potential students before enrolment must be familiar with this policy document.

Provision of Information to Students Before Enrolment

It is essential that students are provided with adequate information before enrolling, as set out in 015-Marketing, Promotional and Advertising Material Policy and Procedure.

‘Anti-Poaching Provision’: Not Recruiting Students in the Early Stages of Their Principal Course Without a Letter of Release

The important point here is to avoid recruiting students who have completed less than six months of their principal course on a student visa, or who have not yet completed courses before their principal course as part of a package of courses. The exception is that they can provide a letter of release from their provider and (if under 18) evidence of permission from their parent(s) or legal guardian. Under no circumstances will MGS actively recruit these students. Further, MGS will take reasonable steps to avoid inadvertent enrolment of such students.

070-Admissions Procedure (International Students) must be followed. The first step of this (“Assess the Application”) includes the relevant checks. PRISMS should alert MGS to the fact that a student is studying with another provider during the eCoE creation process, but it is still prudent to check directly with the parents/legal guardian and student.

An exception is where a provider has ceased to provide a course, in which case MGS may decide to participate in the student placement programme, to allow students to continue their studies.

Assessment of Each Student’s Qualifications, Experience and English Language Proficiency

This must be carried out in accordance with 070-Admissions Procedure (International Students)

Formalisation of Enrolment, Including Who Can Sign

Again, this should be carried out in accordance with 070-Admissions Procedure (International Students), which will ensure that the following general procedures are adhered to:

- It must be emphasised that agreements should be signed by the student's parent or legal guardian if the student is under 18 at the time of signing (or by the student if the student has reached their eighteenth birthday). Under no circumstances may an agreement be accepted that is signed by any other person, e.g. agent or guardian appointed by a guardianship agent who doesn't have legal guardian status. Reasonable steps to verify signatures will also be taken, by requiring that an official document bearing the signature such as driving licence or passport be submitted at the same time.
- No course money will be accepted before the parent/legal guardian has fully entered into a written agreement with MGS (this may happen at the same time as, or after, the written agreement is fully signed); if attempts to pay are made before the agreement has been signed by both parties, the payment should be rejected if possible and an explanation given. If the money has been paid into the school's bank account, the parent/legal guardian must be informed immediately of the need for the agreement to be signed, and if this has not happened within three working days, the money will be immediately refunded. In the meantime, the money should not be touched. Records of all steps taken and the reasons for them should be kept on file.
- English language proficiency evaluation is to be carried out before accepting the student. MGS has its own English Proficiency Test.
- The written agreement includes the following information (*NOT* simply links to the information):
 - the title and CRICOS number of the course
 - any conditions on the student's enrolment such as the need to meet a particular level of English language proficiency
 - an itemised list of all money payable, including but not only tuition fees, OSHC fees, materials fees, etc
 - the MGS refund policy, including:
 - amounts that can and cannot be repaid
 - process for claiming refunds
 - plain English explanation of what happens in the event of a course not being delivered
 - the statement "This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws", and a plain English explanation of this statement
 - the circumstances in which the personal information of the student, parent(s) or legal guardian(s) may be shared with others, including homestay agencies and other service providers, the Australian

Government, designated authorities and the Tuition Protection Service, including information about a suspected breach by the student of their visa conditions

- the requirement that the student advises MGS of any change of address while enrolled with MGS
- instructions not to pay until the agreement is fully signed or accepted electronically by both parties

Agreements will be signed by both parties, or acceptance of the agreement will be electronic. If the latter, the form of electronic acceptance must be of a type that is expected to survive a legal challenge.

If a particular student will study more than one course at MGS (e.g. ELICOS followed by High School) then a single written agreement may cover both courses as long as the details of both courses are included. Note that this only applies because both courses are registered on CRICOS with MGS; should another provider be involved, the student will need a separate agreement with the other provider.

13.1 Other School Policies

Macquarie Grammar has policies that address all the Standards of the National Code 2018, the ESOS (Education Services for Overseas Students) Act 2000, and the New South Wales Education Standards Authority requirements. All members of staff are required to sign-off that they have read the policies as part of their staff induction.

The full text of the School's policies and procedures are available on the School's intranet; many policies and procedures are included in the Student Handbook, Staff Handbook, School Notice Boards, and the School's website. Parents may request further information by contacting Reception/Administration.

Policies and procedures are reviewed, updated, and added annually to the School's QMS (Quality Management System) Folder, in keeping with changes in legislation, by the School Board of Governors and the Executive Team. These policies are made available on the network for all staff to familiarise themselves with.

During the reporting period, MGS policies and supporting documents are formally reviewed or developed as part of the MGS continuous improvement process. Policies reviewed relate to:

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

All actions and processes are based on the principles of procedural fairness. Throughout any investigation and subsequent actions, care is taken to maintain confidentiality as far as

possible. No-one is victimised for reporting incidences or for acting as a witness in an investigation. Dishonest or vexatious reporting of an incident is viewed seriously and leads to disciplinary action.

13.2 Student Welfare Policy

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

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

All staff, guardians and homestay hosts are carefully screened, including by the provision of Working with Children Checks by the NSW Office of Children's Guardians, before their services are hired.

The student welfare programmes within the Macquarie Grammar School community aim to promote tolerance and respect. It is the responsibility of all members of the School community to ensure the safety and protection of one another. No form of bullying or harassment is tolerated at Macquarie Grammar. Teachers supervise students in all areas of the School.

The role of the Tutor Group/Roll Call Teachers includes:

- monitoring trends in individual students relating to – academic progress, classroom behaviour, attendance, social behaviour, adjustment etc and to refer, where necessary to the Counsellor, Director of Welfare and Operations, Director of Curriculum and Compliance, Student Services Officer, Headmaster, etc;
- maintaining and checking absences (recording and issuing attendance warning letters);
- maintaining a register of students (student contact information, etc);
- promoting, organising and attending Camps;
- liaising with the Director of Welfare and Operations and being proactive in referring students of concern;
- attending welfare committee meetings;
- developing a personal knowledge of each student;
- reviewing student progress and providing individual feedback;
- identifying, listening, and responding to issues and concerns on a day-to-day basis;
- providing assistance, direction, guidance, and support to enhance learning, achievement and well-being; and
- focusing on values and character development through mentoring and role modelling.

13.3 Discipline Policy

Students are required to abide by the School's Rules and *027-PP-MGS Code of Conduct*. The Code is shaped around four key principles, intended to guide ethical decision-making and behaviour:

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

Procedure

- Any staff member may, in an acute situation, take whatever reasonable action is deemed necessary as a safety precaution. If necessary the staff member may arrange for Security to be contacted.
- Where necessary the Headmaster may summarily expel a student whose actions are of extreme danger to other students and/or staff.
- When the student is under the age of 18 years, it may be appropriate to contact his/her parents or guardian in line with Duty of Care guidelines as outlined under Standard 5 of the ESOS requirements.
- International students who are suspended or cancelled in accordance with this procedure are in danger of having their student visa revoked. Consultation must occur with Student Services and the student before any suspension action is invoked.
- Possible alternative penalties commensurate with the severity of the misconduct may be imposed such as *exclusions* as per the *014-PP-MGS Deferring Suspending or Cancelling Student Enrolment Policy*.

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

- 1 A formal caution or reprimand.
- 2 Placement onto a Performance Improvement Plan outlining conditions which may include:
 - order the student to pay compensation which is limited to the cost of restoring an item to the school;
 - impose a probationary enrolment, provisional on the student's good behaviour;
 - exclude the student for a specific period of time as per ESOS Standard 9, or
 - impose any combination of these sanctions.

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

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

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

- cultivating sound personal relationships with students;
- effective lesson preparation and control; and
- encouraging the observance of School rules and procedures.

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

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

13.4 Anti Bullying Policy

Purpose

To protect students from bullying and foster a school culture where bullying is unacceptable.

Responsibility

The Director of Welfare and Operations is responsible for implementing this policy which applies to all types of bullying behaviour relating to students, including cyber bullying.

Staff members are responsible to respond in a timely manner to incidents of bullying and report them to the Director of Welfare and Operations according to the school's Anti-bullying policy and provide a curriculum and pedagogy that supports student understanding of bullying and its impact on individuals and the broader community.

Students have a responsibility to behave appropriately, respecting individual differences and diversity, follow the school's Anti-Bullying Policy and report incidents of bullying to the Director of Welfare and Operations.

Parents, guardians, homestay hosts and caregivers have a responsibility to support their children to become responsible citizens, to develop responsible on-line behaviour and assist their children in understanding bullying behaviour, report incidents of school related bullying behaviour to the Director of Welfare and Operations and work collaboratively with the school to resolve incidents of bullying.

All members of the school community have a responsibility in preventing bullying, by modelling and promoting appropriate behaviour and respectful relationships and conforming to the School's Anti Bullying Policy.

Requirements

Macquarie Grammar School rejects all forms of bullying, recognises that incidents of bullying behaviour may occur and preventing and responding to bullying behaviour in learning and working environments is a shared responsibility by those within the school and in the wider school community

MGS ensures that information on making complaints is widely available within the school community and students are informed of the process through the school newsletters, assemblies, workshops in tutor group class, PDHPE lessons or by special presenters who visit the school. This policy will be posted on the school website in the Annual Report.

The school engenders and maintains a positive climate of respectful relationships, responds appropriately to bullying, harassment and victimisation and ensures procedural fairness applies in dealing with incidents of bullying. Appropriate and timely support, management and resolution of reported incidents of bullying will be offered to persons involved in these incidents.

Procedures for Bullying Prevention

The Director of Welfare and Operations utilises school assemblies and other student meetings to promote a positive school climate, raise specific issues associated with acceptable interpersonal relationships and behavioural standards, ensures all students understand bullying in its various forms, leads staff meetings at least once each year that includes:

raising staff awareness of bullying, the potential impact that bullying might have on students, teachers and parents, staff responsibility for reducing the likelihood of bullying and strategies for responding to incidents of bullying,

Investigating Bullying

Bullying complaints are investigated by the Director of Welfare and Operations and may implement the following:

Arrange internal counselling for the victim of bullying, contact child well-being services for further assistance (e.g. Community Services or Kids Helpline) where appropriate, respond to the perpetrator/s of the bullying incident, which could include:

Taking disciplinary action, arrange internal counselling services, and/or arranging external counselling assistance and/or involving parents / guardians in assisting the student to learn socially responsible behaviours and/or reporting the actions to the NSW Police service.

All staff members will bring to the attention of the Director of Welfare and Operations or the Director of Curriculum or the PEO/Headmaster any student who they believe may be experiencing, or likely to experience, difficulties in forming positive social relationships and report any incidents of bullying.

The Student Representative Council (SRC) coordinator will engage the SRC in discussions about the nature of bullying and its impact upon the student, include SRC representatives in the development of school anti-bullying strategies, develop the skills of SRC members in peer support and in identifying and responding to bullying behaviours that may come to their attention.

Students are expected to report any incident of bullying towards them or witness or are aware of to a teacher, the Director of Welfare and Operations or the Director of Curriculum or the PEO/Headmaster or an SRC member.

This policy was last reviewed on 17th May, 2018.

13.5 Complaints and Grievance Policy

All complaints about grievances are treated seriously and investigated. Macquarie Grammar encourages open communication between all staff, students, parents, and agents. In the event of a grievance, complaint, or allegation, the School adopts a proactive and common sense approach to solving an issue.

The School makes every effort to keep the matter confidential.

Procedure for a Formal Internal Complaint:

- To register a complaint, students can complete the *377-FM-MGS Complaint Grievance Form* available at Reception and lodge directly with their Home Room/Tutor Group Teacher or Director of Welfare and Operations.
- When a formal complaint is received by the Home Room/Tutor Teacher or Director of Welfare and Operations will be provided with a copy to ensure due process is followed, as well as the Manager of the area in which the complaint or appeal relates.
- Investigation by the Manager will occur, then a meeting scheduled with the complainant and the Director of Welfare and Operations or delegate.
- The student will be offered a meeting to discuss their complaint and may bring a support person with them.
- Minutes of the meeting will be taken.
- If the student declines or fails to attend the scheduled meeting, a formal response will be decided in the student's absence.
- The student will be advised in writing of the outcome of their complaint including the reasons for the outcome (National Code Standard 10).
- The details of the complaint and outcome are placed in the student's file.

The School prefers to resolve grievances within the School. However, it may be appropriate to involve relevant authorities outside the School. It is unlawful for any person to be victimised or otherwise disadvantaged as a result of making a complaint or acting as a witness in a complaint.

Procedure for an External Complaint:

Should the matter remain unresolved after the internal procedure is complete, the Director of Welfare and Operations or delegate will refer the student to the Sydney Counselling Centre, to resolve the dispute and suggest an amicable solution and progress to an appeal. If a complaint is found to be substantiated, the School will cover the cost of the arbiter.

The School's Contact for External Complaints and Appeals is the Sydney Counselling Centre. Alternatively, overseas students have access to an Overseas Students' Ombudsman to resolve complaints, in order to help private education providers to improve their policies and practices, to enhance the quality of international education, in Australia:

<http://www.oso.gov.au/private-education-providers/>

The Headmaster is available to meet with any student, member of staff, or member of a family whenever he is available, and he does, on many occasions.

14. School-determined Improvement Targets

Each year, the School implements its Strategic Plan with targeted performance indicators. The Table below lists areas that were identified for development, in 2014:

The Table below demonstrates how the targeted achievements for 2014 were met in 2017:

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

Priorities from Strategic Plan	Targeted Achievements Set for 2017
The Learning Environment (Ongoing)	Implement the School Improvement Plan 2015 - 2019 , eg the Individual Learning Plans; Develop the classroom culture of curiosity, inquiry, research and encouragement; Further develop and refine the Sport, Creative and Performing Arts, and Co-curricular programmes; Enhance the quality of learning in outdoor education environments (achieved)
Student Academic Achievement (Ongoing)	Maintain MGS's high results to consistently be ranked in the Top HSC 100 Schools' List; Implement multi-skilling programmes in Home/Tutor Room time, eg speed reading, organisational skills, time management; Implement intervention programmes for targeted students; (achieved)
Student Welfare (Ongoing)	Continue to implement MGS's Safe School Plan; More one-on-one interviews with students and families, to discuss problems and solutions, and record the details in Denbigh as part of the development of ILPs; (achieved) Director of Welfare and Operations to monitor Home/Tutor Room Teacher Topics, in order to improve student welfare (achieved)
Student Social Development (Ongoing)	Improve student capacity for leadership, by providing opportunities for increased student public engagements and commitments; (achieved) PDHPE Teacher to join ISD (Independent Sydney and Districts Schools Sports Association) to enable more sporting events and Teams to compete against other schools; (achieved) Organise a student cultural trip to China in July (achieved)
Value-adding (Ongoing)	Develop our 'partner' school programmes to provide opportunities for students to interact with students from other Schools; (achieved) Continue to develop the School's website and Facebook site (achieved)
Staffing and Staff Development (Ongoing)	Develop and enrich Teachers' exemplary classroom practices, by developing systems to support the development of quality teaching throughout the School; (achieved) Develop collaborative teams by encouraging Teacher professional presentations; Continue to encourage Teachers to supervise Practicum Teachers for MGS, in order to be reflective and evaluative; Continue to encourage Teachers to maintain their professional development as HSC markers; (achieved) Continue to encourage Teachers to upgrade their accreditation with NESAS NSW; (achieved) Continue to provide Teacher Lesson Evaluations and Teacher Performance Evaluations, by the Headmaster; (achieved) Ensure that Teachers evaluate the School Improvement Plan (achieved)
School Structure (Ongoing)	Demonstrate compliance with NESAS NSW for approval to operate an onsite ELICOS School by reviewing the implementation of specific ELICOS policies and procedures, etc (achieved)
School Administration (Ongoing)	Implement service level agreements for key business office support functions; (achieved) Finalise an integrated system to improve communications between the School and families; (achieved) Introduce financial forecasting and modelling to ensure future growth through an effective whole School fundraising programme and identify other revenue opportunities; (achieved) Set and achieve annual enrolment and staffing targets through appropriate recruitment and administrative strategies (achieved)
Curriculum Development (Ongoing)	Continue to implement the new National Curriculum
Family Communications (Ongoing)	Increase the flow of communications in order to build relationships and connect with families; Increase the commitment of the growing Parents and Friends' Committee; Maintain the number of Open Days and Parent-Teacher-Student Interviews and aim to increase family participation (achieved)

Community Engagements (Ongoing)	Strengthen links and create partnerships with external organisations; Connect effectively with past, present and future members of our School community; Participate in Camp Gallipoli
International Standing (Ongoing)	Develop the established partnership with an overseas school to facilitate the ease of transfer of students (achieved)
Marketing and Promotions (Ongoing)	Enhance the School's branding, standing and reputation with an emphasis on improving strategic marketing initiatives, eg online communications, publications, media; Improve the quality of the Prospectus for Macquarie Grammar School; (achieved) Identify new cultural sources of students from onshore and/or offshore (achieved)
Resources and Facilities (Ongoing)	Continue acquisition of equipment for each course, to improve the learning environment from increased fundraising by the MGS Parents and Friends Association; (achieved) Proceed with internal funding for an onsite Science Lab; Identify a sponsor to provide increased facilities; Regular evacuation drills and evaluations of procedures (achieved)
Affirmation Systems (Ongoing)	Identify a sponsor to provide new Graduation Day Awards; Increase the recognition of students who are deserving of Colours with formal recognition at Awards Assemblies
Premises (Ongoing)	Investigate the lease of additional, nearby premises; Install camera security (achieved)
WH&S (Ongoing)	Annual first aid training for staff; (achieved) Maintain a vigilant Work Health & Safety Committee (achieved)
Leadership and Governance (Ongoing)	Continue to implement the School Improvement Plan 2015-2019 , and Master Plan and Strategic Plan for 2012-2016; Discuss on-going values-related themes in School Assemblies, to profile core values and build upon established traditions (achieved)

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

Hardware Improvements:

1. Increased computer numbers in the Computer Laboratory and replaced older computers.
2. Continued to upgraded the wireless intranet network on levels 4 and 8.
3. Added two projectors to the network on levels 4 and 8.
4. Improved data transfer speeds across the network.

Software Improvements:

1. Continued to upgraded Denbigh software that improved attendance monitoring and recording.
2. Additional software installed to computers in the Computer Lab.
3. Upgraded software to administration computers.

Local Group Policy:

1. Users of MGS computers do not have permission to install any third party application software because of security reasons.
2. Users of MGS computers do not have permission to access any restricted shared folders because of internal policy requirements.
3. Users of MGS computers do not have permission to change any core settings on their computers or any computers on the premises for security reasons.

15. Initiatives Promoting Respect and Responsibility

Macquarie Grammar School's foundation is based on valuing diversity, respecting individual differences and recognising the importance of service to the wider community. Students are expected to maintain appropriate respect for themselves, their peers, and others, by actively encouraging one another to be themselves. The School's core values statement endorses a positive whole School climate and culture. Expectations and standards are set to promote respect and individual responsibility.

Underpinning personal success is the belief that if students work together to support each other, they broaden their understanding of the worth of each person including themselves. A House system has been established and expanded to give students further incentive to show respect for all. House points are awarded to students for desirable and appropriate behaviour both within and outside the classroom, culminating in the Individual House Point Champion and Champion House presentations at Graduation Day.

Student leadership processes offer student opportunities to engender self-esteem, initiative, mutual respect, and responsibility, by providing care and support. At the end of 2015, replacement School Captains, Vice Captains, and House Captains were appointed for 2017. To further develop leadership opportunities for students, Monitors were introduced in Term 4 2017. If students indicate they have clear leadership skills and uphold the values, ethos and standards of MGS, they may progress to a Prefectship.

The School's Community Service Programme enriches the experience of students, by inculcating opportunities to develop and demonstrate care, respect, and compassion for others inside and outside the School community. Through the support of charities and community organisations, students are encouraged and challenged to look beyond their own circumstances and be aware of the needs of others. This involvement presents students with

issues and challenges faced in the wider world. A police liaison information session was also presented to students that addressed cyber-bullying, personal respect, etc.

As stated earlier, the School is fortunate to have members of staff who are fluent in over 10 languages, collectively, to be able to offer assistance with translation, if required. Standard School rules are explained at orientation and are available on the website, student handbook, and student diary. Updates and new policies and procedures are published in the school newsletter the "*Bluey*" and through the new skoolbag app and Facebook page.

Table of Initiatives Promoting Respect and Responsibility:

Purpose	Initiatives
Community and Social Development	Performances at local events; Fundraising for charities and MGS;
Skills for Life	Learn to surf programmes; First aid certificate courses for Year 11; Expanding the co-curricular programme to include: Chess, debating, music ISLA (International Student Leadership and Ambassador) Programme
Life Skills, Coping with Others	Resilience Programmes; Macquarie Mates; Safe School Plan; Safe Schools' Coalition; Bullying. No way
Social Skills	Internal Cyber-safety presentation; Links with partner schools

Careers Information	Career interviews; Participation at Careers Exhibitions; Guest Presentations like the ex NSW Deputy Premier
School Community Events	Swimming and Athletics Carnivals; P&F Events Community Open Days
Leadership	Annual National Leadership Conference; Captains Leadership Day at Parliament House and Government House; SRC (Student Representative Council) Meetings; Camps;
Staff Professional Development	See separate, detailed Table in this Report

Respect and responsibility are also promoted through the Home/Tutor Room and disciplinary system, the School rules, and the Code of Conduct.

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

16. Parent, Student, and Teacher Satisfaction

A Table showing an overview of communication mechanisms within the School is set out below:

Mechanisms for Communication at Macquarie Grammar School:

Types	Purpose
Board of Governors	To ensure that the School community is informed regularly of events and progression, as per its Strategic Plan
Operational Management Meetings	To ensure whole School cohesion, planning, management, and compliance, and address pressing issues
P&F Association	To enable parents and friends to meet, termly with the Headmaster to discuss topics of interest
Headmaster's Meetings	To provide information, raise issues, plan and discuss School management, events, programmes, NESA/IEU communications, etc
Staff Meetings	To provide frequent opportunities for the School Executive and Teachers to highlight issues of concern and to progress with completing allocated tasks
Parent-Teacher Interviews	To discuss individual student progress, four times per year
Open Days	To provide an opportunity for new families to meet with existing families, four times per year and engage in a Presentation by the Headmaster
Master Plan	To document the School's aspirations and objectives, for the Campus, for a five-year period
Strategic Plan	To document the School's strategic initiatives, for a five-year period
School Improvement Plan	To document the School's priority goals, for a five-year period (2015-2019)
Business Plan	Document where the School will be in 5 years' time and how it plans to get there
School Website	To provide updated information about the School, including its programmes, policies and procedures, members of staff, etc
MGS Facebook Site	To allow our School Community to communicate, informally
School Assemblies	To disseminate information to students and staff, celebrate achievements, and to welcome special presentations, weekly
Term Calendar	To provide details of all events at MGS in the current Term, eg examinations, assessments, sporting and co-curricular activities
Calendar of Events for the Year	To ensure that an annual record of events is maintained, to avoid missing any significant event throughout the year and to avoid clashes
Bluey (School Newsletter)	To communicate key events, policies, and achievements monthly to families
Student Diary	To enable two-way communication between teachers and families
The Student Handbook	To provide a comprehensive overview of the School, including the School's expectations of students, policies, etc

The Staff Handbook	To provide a comprehensive overview of the School, including the School's expectations of staff, policies, etc
Professional Practice Manual	To guide teachers of the School's expectations of their professional role within the workplace
Student Reports	To provide a formal Report about each student's academic progress, achievements, social developments, and work habits, at the end of every term
Notice Boards	To notify students of topical daily and weekly items of significance, display student work samples and achievements
Fair Days	To welcome student inquiries, by providing information about the School to interested parties at local community events
Surveys	To welcome feedback from the School Community with anonymity
Yearbook	Annual publication to highlight aspects of the current year
Annual Report	To provide the School Community with information about the School's performance measures, policies, and progress

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

Parent Satisfaction

Because many of our (current) students are from overseas, such parents are not in a position to be involved, actively within the School. We anticipate that our local enrolments will increase as we develop our marketing presence in the local area. However, our growing numbers of local families, actively support our School.

The Headmaster and staff travel overseas and meet with parents and enrolment agents, and presents details about the School with our International Marketing Relations Manager who also acts as a translator. Throughout the year, many families visit and tour the School, locally and from overseas.



Visit from China



Alumni Visit



Parent Community and Visitation to China

Macquarie Grammar is committed to maintaining regular communication and feedback with students, families, and staff. Feedback from families in attendance at Parent-Teacher Interviews each term, showed that overall:

- Parents like the small size of the School and its approach to knowing every student.
- Teachers have a positive and enthusiastic attitude towards their teaching;
- The School is a safe place for their child.
- The School helps their child to become a responsible citizen.
- They were not aware of any bullying problems at the School.
- Their concerns were taken seriously by the School's academic leaders.
- Parents are content with the School's delivery of service.
- Students are happy and content both inside and outside the classroom.



Students Receiving Awards



Year 12 Valedictory Assembly

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

Under the management of our PDHPE (Personal Development, Health, and Physical Education) Teacher, the annual and very successful Athletics Carnival was embraced by students and staff at ES Mark's Field and the Annual Swimming Carnival was held at the Ian Thorpe Aquatic Centre. Other Sport is also an important part of students' progress and development. Students and members of staff participated in many events that are captured in these photographs:





Athletics and Swimming Carnivals

Teacher Satisfaction

Macquarie Grammar School, has an employment agreement that clearly demonstrates teacher satisfaction of their current employment conditions. The agreement defines ‘family’ in keeping with our inclusive, secular, and non-discriminatory ethos of a progressive paradigm. Teachers provide direct communication with families and are in the frontline of motivating and caring for student accountability. Their dedicated contribution to the culture and ethos of Macquarie Grammar is gratefully appreciated.

The overwhelming indication of teacher satisfaction is the very positive comments written on their Teacher Evaluation that is analysed to improve a positive and supportive working environment.

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

As part of the Strategic Plan, the School has sought to attract and retain quality staff. Over the past twelve months there has been a move closer to attaining this outcome. The provision of management and administrative support has resulted in a culture of strong collegiality and professional satisfaction. This satisfaction is evident in this year’s 77% Teacher retention rate of quality teachers. There is a strong sense of staff appreciation valued by parents, students, and management.

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



Teacher Instruction



Chinese New Year



Group Work and Co-operation



Harmony Day

Respecting Other Cultures



PDHPE Activities



Cross Country Event



Open Football Team



Acknowledging Achievement



China Trip





The Strength of Music



The Strength of the Visual Arts

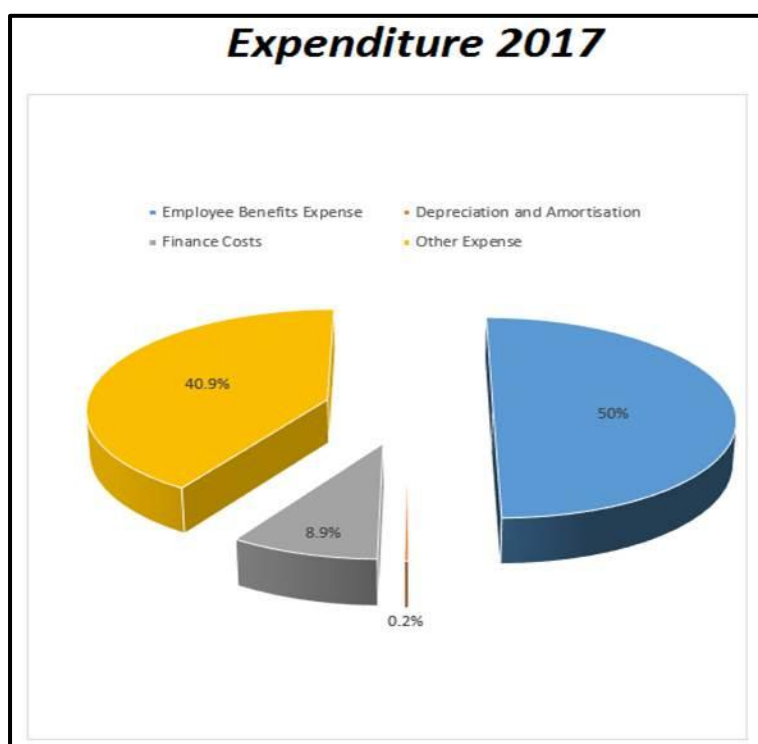
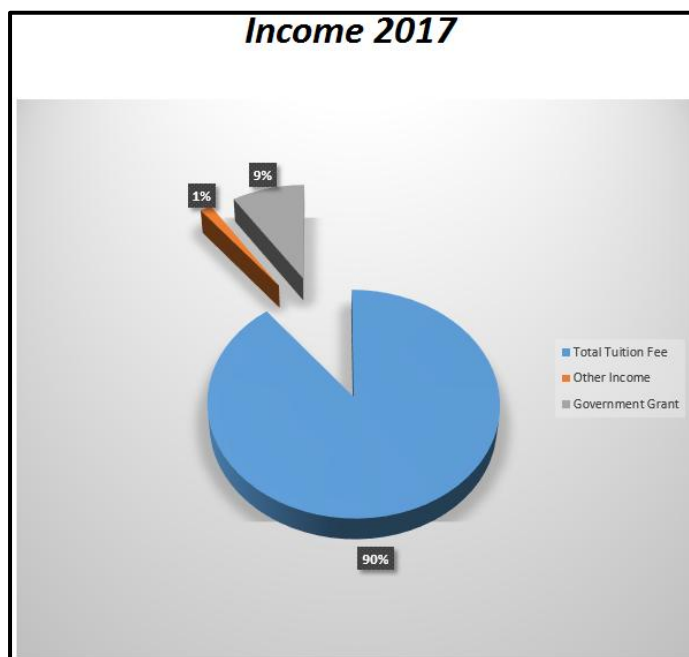



The Strength of the Visual Arts

17. Summary Financial Information

Although Macquarie Grammar School Limited has always been a non-for-profit Company with local and international students. The School is managed like any other business, by adopting business processes and employing best practice principles.

Graphical Representation of Income and Expenditure:





Macquarie Grammar School | Sydney NSW Australia

