

Annual Report 2021

Macquarie Grammar School

Prepared for the NSW Educational Standards Authority



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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 2021 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 2022. 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 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, is where transport links are best for students to commute daily to and from school easily and quickly. With the rail, bus, ferry 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 secular 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 down 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 first settlement at Millers Point, the Ian Thorpe Aquatic Centre in Darling Harbour, access to the facilities at the University of Technology and some of the largest multi-national corporations, 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 a structural change a couple of years ago and has continued to evolve after each annual review even with the interruption of COVID 19. This has led to a number of new initiatives being implemented and has enabled us to create a strong student welfare monitoring and home visitation system, as well as improvements in the curriculum and sport. The High School Preparation Faculty undertake an annual review of programmes and lesson delivery is focussed on a holistic approach to learning the English language. This has enabled students to progress from HSP 1 to 2 quicker with both the spoken and written language improving significantly at each of these levels. HSP Online continued due to COVID – 19 restrictions affecting the school's operations but led to the introduction of HSP 3. This led to the ongoing implementation of HSP 3 which equates to an IELTS score of 6.0. In the area of student welfare two scheduled home visitations take place per year, in April and September. Last year these were not conducted as was the case in 2020, but were monitored by telephone and online communications through the Student Services Officers, Welfare Officer, the Director of Welfare and the Headmaster. This enabled the school to maintain links, act quickly on Homestay issues and further develop a link between the Homestay Host and the School. Daily monitoring of student attendance, regular counselling and contact with parents and guardians, has continued to improve student academic outcomes and attendance rates.

Our Year 12 2021 cohort maintained the School's high academic focus and almost all the students matriculated to university. As a comprehensive non-selective school, this is an outstanding achievement and a credit to both the students and their teachers. Congratulations to our 2021 Year 12 cohort. A wonderful set of results from a mature and dedicated group of students who studied online for most of the year, due to COVID – 19.

The marketing strategy continued from 2020 with virtual meetings taking place and the sales base include northern Europe, Central Asia and the Pacific Island nations in preparation for the post COVID – 19 environment for both domestic and international enrolments. The school's unique philosophy, curriculum support and operational model continues to meet the needs of the students. Sport was postponed at times in 2021. Some ISD Competitions took place and the Swimming, Athletics and Cross Country Carnivals went ahead and were a resounding success.

I wish to thank the parents for displaying their ongoing confidence in the school by enrolling their child at MGS, 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 an account of the School's progress in 2021 and areas for development.

1.3 Parents and Friends' Association

In 2021, the Parents and Friends' Association began with the traditional Welcome Evening which was held providing an opportunity for the school community to come together to hear from our Headmaster and Teaching Staff who provided informative overviews of their expectations within their subject areas. In addition, families then had the opportunity to engage with the Headmaster and teachers whilst enjoying light refreshments. With new domestic families and onshore students joining our school in 2021, this was a wonderful opportunity to welcome them into our community. With the impact of COVID – 19 a number of activities were conducted online. The Valedictory Assembly was held in September, where the graduating Class of 2021 were farewelled, this was a special event filled with emotion, and was viewed by many families online both domestically and overseas. In December, the Graduation Awards Assembly was attended by the students and teachers only. This event provided a wonderful opportunity to celebrate the many achievements of the students throughout the disruptive school year.

Hopefully, with COVID – 19 restrictions easing in 2022, some of our annual activities will recommence.



Parents & Friends

1.4 From the Student Representative Council

Macquarie Grammar School Student Representative Council enhances social and personal development of students and complements the curriculum by enriching the core learning experiences for students. It provides students with the opportunity to develop skills in leadership, project management, teamwork and budgeting in a supportive environment and to address the interests and concerns of their peers.



The SRC is made up of volunteers from Years 7 to 12 and HSP Class. All students are encouraged to become members.

The SRC organised fundraising events including an ANZAC Day fundraiser supporting *Soldier On*, a charity which works primarily with returned service men and women suffering post traumatic stress disorders (PTSD), *The Biggest Morning Tea*, (The Cancer Council) and *Jeans for Genes Day* (Children's Medical, Research Institute). SRC also coordinated Chinese New Year / Spring Festival activities, an ANZAC Day ceremony and activities to promote understanding and awareness of Aboriginal culture and reconciliation.



Movie Day in which students were able to enjoy a movie of their choice with their peers, celebrating their hard work and achievements throughout the term.

All the SRC members worked hard and improved their organisational and leadership skills whilst building confidence in public speaking and negotiation. Individual members and teams acted as project managers and representatives for each activity and event, organising and promoting SRC initiatives, with the support of the staff and students of Macquarie Grammar School.

The SRC planned some small events and activities to promote good mental health and wellness to be carried out in the week following exams - *Wellness Week*, as well as a



Mr Kieran Baron Levi
SRC Coordinator

2. The Educational Context of the School

Macquarie Grammar is the only secular school in Sydney's CBD, that is an independent, fully comprehensive, co-educational secondary School that operates within the policies of the New South Wales Educational Standards Authority. It caters to the academic needs of our domestic students and encourages the inclusion of international students to create a unique learning environment. 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, university education and the workplace, by providing a 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, inclusiveness 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;
- 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;
- will provide personalised tuition by experienced, qualified, and dedicated staff who aspire to teach and assess according to 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. National Assessment Programme Literacy and Numeracy

All of our Years 7 and 9 students participated in NAPLAN assessments.

Using the data from previous years and through extra work put in by the literacy team, there were higher expectations placed on students. This resulted in better results for many students. Many faculties were able to embed the literacy component into their relevant programs and use formal assessments to improve literacy standards across all KLAs. Last year results were analysed to determine the changes required to literacy based courses and assessed what needs to be done for future improvement.

To continue the progress towards achieving improved outcomes, measures were taken at Executive level to be implemented over the next three (3) years: evaluation of current assessments and reporting guidelines, literacy focus for lesson observations, focus on Reading, Writing and Grammar.

To view the NAPLAN performance results they are documented on the My School website: <http://www.myschool.edu.au>.

4. Results of the Higher School Certificate

Due to the border closures in 2020 and 2021 our Year 12 cohort was reduced in number and learning online was delivered by teachers, for lengthy periods. In 2021 our school achieved results around the State Average in most of the HSC courses. The best results were in Mathematics Advanced and Chinese Beginners. The students who undertook to study the HSC last year, 21% of the candidature achieved a top Band 6 in 2 courses out of 58 entries, which represents more than 5% attained a top band in courses taken.

One of our students was ranked in First Place in the state for Mathematics Advanced and 21% of our students were on the Distinguished Achievers List.



Distinguished Achievers

Student Name	Course Name
<i>First Place in Course</i>	
Wang, Zhongyu	Mathematics Advanced
<i>Top Achievers</i>	
Wang, Zhongyu	Mathematics Advanced
<i>Distinguished Achievers</i>	
Le, Van Thiep	Chinese Beginners
Nguyen, Thanh Trung	Chinese Beginners
Wang, Zhongyu	Mathematics Advanced

Results of the Higher School Certificate HSC Course Results Compared with the State of NSW

Course	School Exam Mean (/100)	School Bands 4-6	State Bands 4-6	School Bands 3-6	State Bands 3-6
Biology	73	60%	66%	100%	91%
Business Studies	76	100%	62%	100%	87%
Chinese and Literature	76	100%	93%	100%	98%
Chinese Beginners	80	50%	73%	100%	91%
English Advanced	75	67%	94%	100%	99%
English EAL/D	66	38%	58%	75%	86%
Information Processes & Technology	48	0%	57%	67%	80%
Japanese Beginners	57	0%	57%	50%	76%
Legal Studies	72	75%	69%	100%	86%
Mathematics Advanced	83	100%	79%	100%	94%
Mathematics Standard 2	64	25%	51%	50%	79%
Personal Development, Health and Physical Education	66	50%	61%	67%	87%
Visual Arts	76	60%	91%	100%	98%

The best performance by subject was in Mathematics 2U (5% above state average), Business Studies (3% above state average) and Chinese Beginners. Twenty-one percent (21%) of students achieved the highest band, Band 6; 50% of our students' results were in Bands 5 or

Band 6 and 62% of our students' results were in a Band 4 or higher. In Business Studies, Chinese and Literature and Mathematics Advanced all of our students achieved a Band 4 or higher. At MGS we strongly believe that the best way to continue to refine improvement in our students' performance is through effective teaching strategies and practices, that meet their needs.

This year, three (3) Year 11 students were accelerated in the Mathematics 2U course and they achieved Bands 4 to 6, one of which was the top mark in the state (100%). At MGS the focus is to continue not only to concentrate on the top end of results, but also to help and support the majority of our students to improve their performance, by achieving results that are above the state average, in most subjects.

The wide range of courses in which our students performed well proves that the methods and practices chosen by our teachers were highly effective and we will continue to refine and focus on teaching strategies that are known to have a significant positive impact on student learning.

All students requested an ATAR from UAC to secure offers to Australian Universities and the majority of MGS students progressed to tertiary studies. Some of the courses they matriculated to were:

Bachelor of Commerce and Engineering, Bachelor of Early Childhood Education, Bachelor of Psychology and Bachelor of Science Nursing, to name a few.

The School Community wishes to express their gratitude to all the teachers, students and staff for their exceptional effort in achieving these outstanding HSC results. It is a credit to their professionalism, commitment and dedication in providing the best possible future for our students in pursuing their tertiary studies.

The School Community wishes to express their gratitude to all the teachers, students and staff for their efforts in achieving good HSC results under challenging circumstances caused by the pandemic. It is a credit to their professionalism, commitment and dedication in providing the best possible future for our students in pursuing their tertiary studies.

5. Senior Secondary Outcomes

Macquarie Grammar offers academic pathways for students, offering only NESA developed courses. The school Curriculum provides a wide range of choices for students and is designed to prepare students to maximise their ATAR for University entry. Learning at MGS is student focused. It is engaging and challenging, building the capacity for each student to participate, collaborate and become critical thinkers. The school is organised around three phases of learning, with Years 7 and 8 providing a broad curriculum based on the Australian Curriculum, engaging the interests of students, build on successes and improve attitudes towards learning. In Years 9 and 10 our programs aim to develop skills which can be transferred across a whole range of subjects, involve students in real life-like activities, promote learning that is life long, enhancing literacy and numeracy skills and preparing students for senior years. In Years 11 and 12 our students choose subjects according to their interest and abilities and the Senior Curriculum is designed to be flexible and adaptable to meet the growing pathways for students leading to the High School Certificate and tertiary study.



At MGS, we deliver the explicit teaching of literacy into each class in a consistent and purposeful way by using the most appropriate focus to improve students' literacy. The strategies are focused on reading and writing, with a specific intention to improve students' capacity in sentence structure and punctuation. All staff members utilise collaborative learning and teaching in the classroom and plan in teams to offer students access to the best teaching possible.

Throughout 2021, the Executive Team monitored the implementation of the curriculum and the assessments and changes were made so that the assessments be delivered online in response to identified student needs. All School Staff attended day sessions on the design and implementation of digital technology and using digital platforms (Microsoft TEAMS) effectively to enhance and accelerate learning. For Senior courses, our staff was trained and followed the system developed to invigilate and mark examinations online, given that our assessment period, including the Trials was in Covid 19 Lockdown for the entire term, so our students could sit for formative and summative assessments.

Our teachers are committed to providing a teaching and learning environment that allows every student to thrive as an individual and strive for excellence in everything they do. We have evidence that teaching staff demonstrate and share expertise through Staff Development Days, Professional Learning Exchanges, lesson observations, collaboration within and across stages and subjects. This provides greater understanding and responsibility taken by all staff to ensure the achievement of the school's goals and their link to the professional teaching standards.

The focus of the school is to continue to improve the level of literacy across all KLAs, develop Reading and Writing skills so that our students can express with confidence and concentrate on quality work. Improvement measures to achieve the goal will include extra support for underachieving students, improve NAPLAN results in Reading and Writing, participation in ICAS tests in English and Writing, use formal assessments to improve literacy standards across all KLAs, evaluation of current assessment and reporting guidelines and explore different delivery methods in the classroom that enable students to learn effectively.

6. Workforce Composition

All our teachers are native speakers of English; our LOTE teachers of Chinese and Japanese Beginners and Chinese and Literature are native speakers of their respective languages. Members of staff are mostly experienced but some 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 Accountant, two Student Services Officers, a Guardianship/Homestay Officer who also undertakes the roles of: Admissions Officer and Marketing and IR (International Relations) and IT support is off-site. Most MGS teachers actively implement an administrative role as well, eg: Careers Advisor, SRC Organiser, House Tutor/Roll Call teachers, Director of Welfare and Operations, Director of Curriculum and Compliance, Co-Curricular Activities Co-ordinator, Sportsmaster, 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, when required with our international parents and students.

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:

Macquarie Grammar School is an approved Teacher Accreditation Authority by the NSW Educational Standards Authority.

Qualification Category (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	12
Teachers who have a Bachelor Degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal Teacher education qualifications, or	0
Teachers who do not have qualifications as described in either of the categories above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such 'Teachers' must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and have approval from the NSW Education Standards Authority to extend the period during which an approved teaching qualification may be obtained.	0

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

Only teachers who are approved by NESAs and are trained in delivering ELICOS courses are included in the table above. All courses at Macquarie Grammar School are NESAs developed courses, except for the High School Preparation Course which is school developed and approved by NESAs. The average ratio of teachers to students is approximately 1:6 across the school.

Staff are encouraged and supported to explore their professional development through subject specific inservice courses, professional associations and by participating in local, interstate, and international conferences. In 2021 due to COVID – 19 these were done online or remotely, similar to what took place in 2020. These experiences allow teachers to reflect upon their learning and teaching programmes with increased innovation. Teachers attend fortnightly Staff Briefings and Staff



Professional Development Days as set aside in the school calendar with the Headmaster and with the Executive Team. Teachers and the Headmaster also provided 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 four, 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 2021, to support their role in providing a quality education for each student:

Members of Staff	Professional Development Topics 2021
All teachers	“Mandatory Child Protection”, Online Training, 2021
Director of Welfare Operations. Mrs Sun	“Introducing the School Strategic Improvement Plan”, Evelyn Mark, Strathfield GHS SSCL, 13 March “PDPs”, Anna Hampouris, Strathfield GHS SSCL, 13 March

<p>Director of Curriculum and Compliance.</p> <p>Mr Alexandru</p>	<p>“HSC Disability Provisions - The Why, how and what happens”, Susan Barrie, Denise McHugh, NESA, 18 May</p> <p>“Online harmful sexual behaviours, misinformation and emerging technologies”, Greg Gebhart, eSafety Commissioner, Online, 21 May</p>
<p>Chinese and Literature</p> <p>Sheng Juan Sun</p>	<p>“Principles of Assessment”, Evelyn Man, Strathfield GHS SSCL, 13 March 2021</p> <p>“Technology in Classroom”, Peter Koulouris, Strathfield GHS SSCL, 13 March</p> <p>“Some Insights into Chinese Teaching in Australia: The Results of the AFMLTA National Survey”, Andrew Scrimgeour, Online National Conference, 7 November</p> <p>“How to Create a Structured& Interactive Online and Offline Lesson”, Yujing Guo, Online National Conference, 7 November</p> <p>“Giving Control to Your Students”, Marnie Foster, 7 November</p> <p>“Engaging Different Stakeholders to Promote Chinese Language Education” Apple Chu, Online National Conference, 7 November</p> <p>“Approaching Diversity through Differentiation” Hinger Chung, Online National Conference, 7 November</p> <p>“Methodology to Collaborate and to Cater for the Diverse Learners’ Need, Ming Urwin, Online National Conference, 7 November</p> <p>“How to Design Purposeful and Interactive Activities Based on Learning Outcomes”, Ruby Yanting Zhuang, Online National Conference, 7 November</p> <p>“Using Explicit Ideas to Teach Vocabulary in Chinese, Jenny Ben Xin Ji, Online National Conference, 7 November</p> <p>“How to Present Yourself and Your Chinese Program”, Dr Hui Richards, Online National Conference, 7 November</p> <p>“Developing Writing Skills for Stage 6 Non-Chinese Students”, Victor Zhang, Online National Conference, 7 November</p> <p>“Chinese Culture and Language-Engaging Students”, Greg Hughes, Online National Conference, 7 November</p> <p>“Teaching Culture through Reciting and Singing Rhymes and Poems”, Dr Xiaokang Zhou, Online National Conference, 7 November</p>

	<p>“Interactive worksheets & Mote-Voice notes & Feedback”,Guoyi Sun, Online National Conference, 7 November</p> <p>“Chinese Language Teaching in Multilingual Environment in the New Era”, Dr George Xinsheng Zhang, Online National Conference, 7 Nov.</p>
Chinese Beginners Xintian Cai	<p>“Some Insights into Chinese Teaching in Australia: The Results of the AFMLTA National Survey”, Andrew Scrimgeour, Online National Conference, 7 November</p> <p>“How to Create a Structured& Interactive Online and Offline Lesson”, Yujing Guo, Online National Conference,7 November</p> <p>“Giving Control to Your Students”, Marnie Foster, 7 November</p> <p>“Engaging Different Stakeholders to Promote Chinese Language Education” Apple Chu, Online National Conference, 7 November</p> <p>“Approaching Diversity through Differentiation” Hinger Chung, Online National Conference, 7 November</p> <p>“Methodology to Collaborate and to Cater for the Diverse Learners’ Need, Ming Urwin, Online National Conference, 7 November</p> <p>“How to Design Purposeful and Interactive Activities Based on Learning Outcomes”, Ruby Yanting Zhuang, Online National Conference, 7 November</p> <p>“Using Explicit Ideas to Teach Vocabulary in Chinese, Jenny Ben Xin Ji, Online National Conference, 7 November</p> <p>“How to Present Yourself and Your Chinese Program”, Dr Hui Richards, Online National Conference, 7 November</p> <p>“Developing Writing Skills for Stage 6 Non-Chinese Students”, Victor Zhang, Online National Conference, 7 November</p> <p>“Chinese Culture and Language-Engaging Students”, Greg Hughes, Online National Conference, 7 November</p> <p>“Teaching Culture through Reciting and Singing Rhymes and Poems”, Dr Xiaokang Zhou, Online National Conference, 7 November</p> <p>“Interactive worksheets & Mote-Voice notes & Feedback”,Guoyi Sun, Online National Conference, 7 November</p> <p>“Chinese Language Teaching in Multilingual Environment in the New Era”, Dr George Xinsheng Zhang, Online National Conference, 7 Nov.</p>

8. Teacher Attendance and Teacher Retention Rates

The average Teacher attendance rate including medical leave and illness absences was 97%.

Throughout 2021, there was a 70% retention of full-time teachers. 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 2:1. The attendance rate for some displaced, international students slightly below 80%. Such students are reported to DIBP (Department of Immigration and Border Protection), after we issue them with a Notice of Intent to Report letter, as per DIBP requirements. After they leave, our attendance rate increases, significantly. Most of our students maintain an attendance rate that is in the high 90s.

- Total number of students included in 2021 attendance records (7-12) 77
- Total Teaching days during 2021 192
- Average number of teaching days attended by each student (7-12) 187
- Student attendance (Years 7-12) as a percentage of teaching days 92%

<i>Year Group</i>	<i>Attendance Average Percentage</i>
HSP 1	78
HSP 2	96
Year 7	98
Year 8	95
Year 9	89
Year 10	88
Year 11	89
Year 12	90
<i>Student Average Across the School</i>	92%

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. The School conducted online lessons during the end of Term 1 and into Term 2 and attendances were recorded on the school's electronic recording system, Denbigh. The Student Services Officers contacted parents/guardians of the students who were absent from school to determine and record a reason for their 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 (Fourth 4th 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 (Department of Home Affairs) 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 28 students who were in Year 10 in 2019, 39% of these students were still enrolled at Macquarie Grammar School, in Year 12, in 2021. 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. Considering the Australian border closure, the retention figures were satisfactory.

Table of Retention Rates from Year 10 to Year 12

Years Compared	Yr 10 Enrolment	Yr 11 Enrolment	Yr 12 Enrolment	Retention Rate
2019-2021	28	29	11	39%
2018-2020	25	27	15	60%
2017-2019	28	28	17	61%
2016-2018	30	29	20	67%
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

90% of our HSC students were eligible for entry into Australian tertiary institutions; 81.8% also satisfied Australian University entry requirements. The Universities Admission Centre (UAC) provided a number of offers to our 2021 HSC graduates.

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

Enrolment enquiries are made to Macquarie Grammar via expos in person or virtual online interviews, telephone, email, the website or Facebook page portals, through 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 2020 was 116 students, including 19 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 equivalent 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 School 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/legal guardian of a student who intends to cancel their enrolment, at least two terms, in advance. Confirmation of the student's destination is obtained from the parent/legal guardian 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 Department of Home Affairs (DHA) 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, Vietnam, Bangladesh, Nepal, Venezuela, Laos, 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 and Admissions Officer has overall responsibility for ensuring that engagement with potential students before and during enrolment is appropriate and compliant, and ensure 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, if 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 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 with 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:

- Agreements are signed by the student's parent or legal guardian if the student is under 18 at the time of signing. Under no circumstances may an agreement be accepted that is signed by any other person, e.g. agent, student or guardian appointed by a guardianship agency 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 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 monies 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 bi-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 Teacher 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 an attendance 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 or illegal.
- 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 the Director of Welfare and Operations or Director of Curriculum and Compliance, 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, violence towards others and offences involving the police are regarded as serious misconduct eg. in possession or using a weapon, drugs or cigarettes.

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

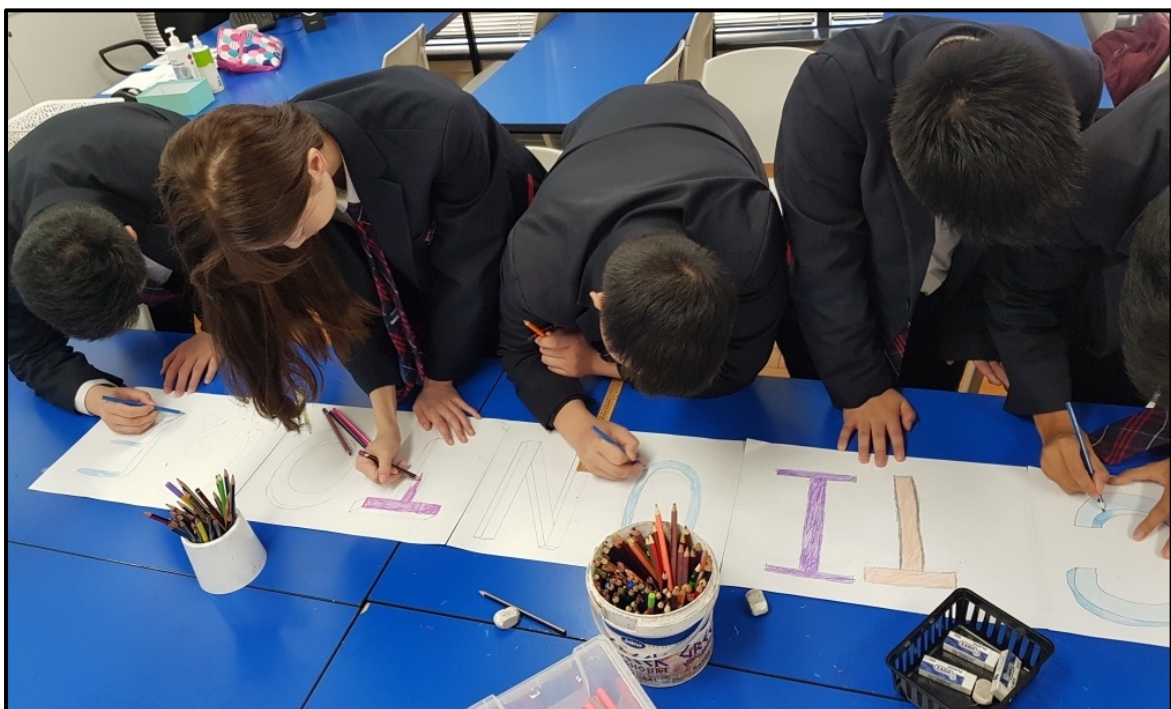


manner to incidents of bullying and report them to the Director of Welfare and Operations according to the school's Anti-Bullying Policy and provide a curriculum and pedagogy that supports student understanding of bullying and its impact on individuals and the broader community.

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, creating 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, PDHPE lessons or by specialist presenters. 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, the Student Representative Council, Prefect meetings and other student meetings or presentations, 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 Police.

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.

13.5 Complaints and Grievance Policy

All complaints or 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, the Director of Welfare and Operations or the Director of Curriculum and Compliance or the Headmaster 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 or delegate 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 may refer the student to the Overseas Students' Ombudsman, to resolve the dispute and suggest an amicable solution and progress to an appeal.

Overseas students have access to the 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:

<https://www.ombudsman.gov.au/How-we-can-help/overseas-students>

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 back in 2014:

The Table below demonstrates which targeted achievements from 2014 have been met by 2021 but due to the COVID Pandemic many were not achieved:

The Table below lists areas identified for development, in the immediate future:

Priorities from Strategic Plan	Targeted Achievements Set for 2020
The Learning Environment <i>(Ongoing)</i>	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; <i>(achieved in 2020 and was monitored in 2021 but continues in 2022)</i> Enhance the quality of learning in outdoor education environments <i>(achieved in 2019 and monitored in 2020 but was interrupted in 2021)</i>
Student Academic Achievement <i>(Ongoing)</i>	Maintain MGS's high results to consistently be ranked in the Top HSC 100 Schools' List; <i>(Working towards achieving it in 2022. Online learning was an interruption)</i> Implement multi-skilling programmes in Home/Tutor Room time, eg speed reading, organisational skills, time management <i>(Working towards achieving it in 2022)</i> Implement intervention programmes for targeted students; <i>(achieved in 2018, monitored in 2019 and continued in 2021)</i>
Student Welfare <i>(Ongoing)</i>	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; <i>(This was refined in 2020 by introducing intervention practices sooner and was monitored in 2021)</i> Director of Welfare and Operations to monitor Home/Tutor Room Teacher Topics, in order to improve student welfare <i>(achieved in 2019 but has required ongoing monitoring in 2021. COVID 19 continued to have an impact)</i>
Student Social Development <i>(Ongoing)</i>	Improve student capacity for leadership, by providing opportunities for increased student public engagements and commitments; <i>(achieved in 2019 but COVID 19 has had an impact on this target both in 2020 and 2021)</i> PDHPE Teacher to join ISD (Independent Sydney and Districts Schools Sports Association) to enable more sporting events and Teams to compete against other schools; <i>(achieved 2018 and monitored in 2019 but COVID 19 halted any expansion in 2020 and 2021)</i>
Value-adding <i>(Ongoing)</i>	Continue to develop the School's website and Facebook site <i>(achieved 2017 and continued to evolve in 2020 and 2021)</i> Sourcing other advertising opportunities through internet a portals that target specific age groups from 35 to 65 years of age. <i>(Not achieved as yet but options have been explored with little affect. Continued in 2021 and will continue in 2022)</i>
Staffing and Staff Development <i>(Ongoing)</i>	Develop and enrich Teachers' exemplary classroom practices, by developing systems to support the development of quality teaching throughout the School; <i>(achieved in 2018, was monitored in 2020 but online learning led to new innovations and was developed and monitored in 2021)</i> 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; <i>(On hold in 2020 and in 2021 due to COVID 19)</i> Continue to encourage Teachers to maintain their professional development as HSC markers; <i>(achieved) and continued in 2021</i> Continue to encourage Teachers to upgrade their accreditation with NESA NSW; <i>(achieved in 2019 and monitored in 2021)</i> Continue to provide Teacher Lesson Evaluations and Teacher Performance Evaluations,

	by the Headmaster; <i>(achieved) and continued in 2021</i> Teachers self evaluate their performance and those of their HSC students <i>(achieved 2019) and continued to be monitored in 2021</i>
School Structure <i>(Ongoing)</i>	Demonstrate compliance with NESA NSW for approval to operate an onsite ELICOS School by reviewing the implementation of specific ELICOS policies and procedures, etc <i>(achieved in 2019) and updating took place in 2020 and 2021</i>
School Administration <i>(Ongoing)</i>	Introduce financial forecasting and modelling to ensure future growth through an effective whole School fundraising programme and identify other revenue opportunities; <i>(achieved 2018) and ongoing refinement took place in 2021</i> Increased the frequency to monthly reporting of financial position. <i>(Not achieved)</i> Set and achieve annual enrolment and staffing targets through appropriate recruitment and administrative strategies <i>(achieved 2018) but was affected by COVID 19 in 2020 and 2021.</i> Broadened the market. <i>(Affected by COVID 19 in 2020 & 2021 due to border closure)</i>
Curriculum Development <i>(Ongoing)</i>	Programme reviews and expanding curriculum options <i>(achieved 2020 but wasn't achieved in 2021)</i> Introduced and implemented online teaching and learning for domestic and international students <i>(achieved in 2020 and continued in 2021 with refinement)</i>
Family Communications <i>(Ongoing)</i>	Increase the flow of communications in order to build relationships and connect with families; <i>(Affected by COVID 19 in 2021 but utilised new technology to improve effective communication)</i> Increase the commitment of the growing Parents and Friends' Committee. In a small school encouragement and a different strategy was introduced; <i>(Affected by COVID 19 in 2021)</i> Maintain the number of Open Days and Parent-Teacher-Student Interviews and aim to increase family participation <i>(Affected by COVID 19 in 2021)</i>
Community Engagements <i>(Ongoing)</i>	Strengthen links and create partnerships with external organisations; Connect effectively with past, present and future members of our School community; <i>(Affected by COVID 19 in 2021)</i>
International Standing <i>(Ongoing)</i>	Develop the established partnership with an overseas school to facilitate the ease of transfer of students <i>(Affected by COVID 19 in 2021)</i>
Marketing and Promotions <i>(Ongoing)</i>	Enhance the School's branding, standing and reputation with an emphasis on improving strategic marketing initiatives, eg online communications, publications, media and overseas travel; Improve the quality of the Prospectus for Macquarie Grammar School; <i>(achieved) and improved upon in 2021.</i> Identify new cultural sources of students from onshore and/or offshore <i>(achieved) but is ongoing as new markets are being explored.</i> Market to the world in 2021 the introduction of stage 4 being taught online. <i>(achieved) but needs further monitoring and refinement in 2022.</i>
Resources and Facilities <i>(Ongoing)</i>	Continue acquisition of equipment for each course, to improve the learning environment; <i>(achieved the mandatory requirements) but this is ongoing.</i> Proceed with internal funding for an onsite Science Lab; <i>(achieved mandatory requirements) but need additional equipment and physical storage.</i> Proceed with internal funding for an onsite Visual Arts/STEM Workshop; <i>(achieved)</i> Upgrade of Computer Laboratory; <i>(Progressing with some upgrades taking place).</i> Regular evacuation drills and evaluations of procedures <i>(achieved) and monitored in 2021 with some adjustments.</i>
Affirmation Systems <i>(Ongoing)</i>	Identify a sponsor to provide new Graduation Day Awards; <i>(not achieved)</i> Increase the recognition of students who are deserving of awards with formal recognition at Awards Assemblies <i>(achieved) with initiatives to be introduced in 2022.</i>
Premises <i>(Ongoing)</i>	Refurbish existing premises; <i>(Commenced in 2020, target for completion 2023)</i> Timetable revisited to utilise current resources more efficiently. <i>(achieved) but ongoing monitoring and fine tuning still required in 2022.</i>

WH&S (Ongoing)	Annual first aid training for staff; <i>(achieved to be done in 2022. COVID interruption)</i> Maintain a vigilant Work Health & Safety Committee <i>(achieved) and monitored in 2022.</i>
Leadership and Governance (Ongoing)	Continue to implement the School Improvement Plan 2015-2019 , and Master Plan and Strategic Plan from 2012-2016; <i>(partly achieved) due to COVID 19 it's ongoing.</i> Discuss on-going values-related themes in School Assemblies, to profile core values and build upon established traditions <i>(achieved) and continued in 2021.</i>

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. Most of the improvements took place due to the unforeseen implications that COVID 19 caused. The school had to transition from the traditional face to face teaching to online teaching and learning. Overall this improved the schools internet performance and efficiency in 2021.

Hardware Improvements:

1. Continued to replace some older computers but this will be an ongoing project.
2. Continued to upgrade and fine tune the wireless intranet network on levels 4 and 8. A large sum of money has been spent in 2020 and the improvements are evident. Further funds were secured in 2021 to consolidate and stabilise the network.
3. Additional projectors and upgrades were added to the classrooms to allow teachers to access external/online resources and embellish the students' learning.
4. Continued to improve data transfer speeds across the network in 2021, building upon the gains in 2020 but this is an ongoing issue to reduce congestion and increase speeds. Some infrastructure improvements took place with equipment upgrades. This is a pressing issue for 2022.
5. Will need to consider using the cloud instead of upgrading servers. This again is an ongoing issue and will be introduced in 2022.

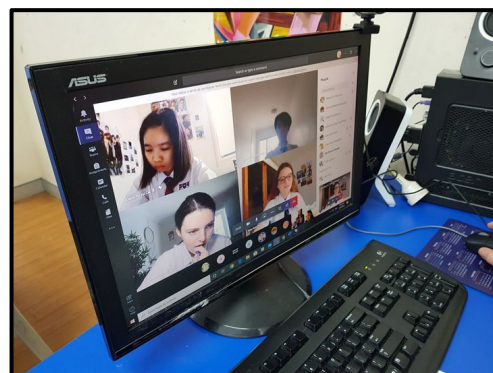
Software Improvements:

1. Continued to upgrade Denbigh software to provide more information and student details. This is an ongoing process as software updates are introduced that best suit MGS's needs. This was monitored in 2021 and will continue into 2022 but other software Administration Systems will be explored in 2022.
2. Additional software installed to computers in the Computer Lab to enable the school to use the Microsoft Teams portal and new educational programmes and video. This will continue in 2022 as course offerings are extended.
3. Upgraded software to administration computers. Improvements continued to be made in 2021 through improved resources and software, but it is an ongoing project and will continue to be monitored in 2022.

Local Group Policy:

1. Users of MGS computers do not have permission to install any third party application software because of security reasons. Data security is important at the school with firewall upgrade and software improvements being made but it is an ongoing project for 2022.

2. Users of MGS computers do not have permission to access any restricted shared folders because of internal policy requirements. This was maintained in 2021 and will continue to be monitored in 2022.
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. This will be maintained in 2022.



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. The House system has given 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, as well as sporting acknowledgement, 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. Since the school introduced office bearers back in 2015 it has continued in 2021. To further develop leadership opportunities for students the role of Monitors continued but the students also attended various leadership programmes.



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. The police liaison information session which is an annual presentation was postponed due to COVID – 19 but will be reintroduced in 2022 as it addresses cyber-bullying, personal respect, etc. This programme was conducted by the School's Office Bearers and Tutors (Teachers). This was well supported with in house presentations during tutor group/roll call, club activities or special presentations from the SRC.

As stated earlier, the School is fortunate to have members of staff who are fluent in over 10 different 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, student diary, displayed around the campus and reinforced during tutor group classes. Updates and new policies and procedures are published in the school newsletter the "*Bluey*", through the skoolbag app, Facebook page, notices, etc.

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; The co-curricular programme includes: Chess, debating, music, origami, scrabble, etc Undertaking community services activities;
Life Skills, Coping with Others	Resilience Programmes; Macquarie Mates (Buddy Programme for New Students); Harmony Programme; Bullying. No way
Social Skills	Internal Cyber-safety presentation; Links with partner schools
Careers Information	Career interviews; Participation at Careers Exhibitions; Guest Presentations from notable persons from the general community;
School Community Events	Swimming and Athletics Carnivals; Parents and Friends' Events or Activities; 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 Dev.	See separate, detailed Table in this Report

Respect and responsibility are also promoted through the Home Room/Tutor Group 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 or other vision policies;
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 and to create a line of formal and informal communication;
Headmaster's Meetings	To provide information, raise issues, plan and discuss School management, events, programmes, NESA communications, etc
Staff Briefings and 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;
Code of Conduct Policy	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;
Noticeboards	To notify students of topical daily and weekly items of significance, display student work samples and achievements;
Expo Days	To welcome student enquiries, by providing information about the School to interested parties at local community events;
Surveys	To welcome feedback from the School Community with anonymity;
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 internationals, 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 present 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.



Parent Community

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, caring 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 serious bullying problems at the School.
- Their concerns were taken seriously by the School's academic leaders.
- Parents were content with the School's delivery of service.
- Students are welcoming, mature and happy to be at school, 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 Annual Swimming Carnival was held at the Ian Thorpe Aquatic Centre, the Athletics Carnival took place at the E.S Marks Field and the Cross Country in the Domain. Sport is also an important part of the students' progress and development and was reintroduced in terms 1 and 2 after being cancelled in terms 3 and 4 in 2020. Students and members of staff participated in a limited number of events that are captured in these photographs:



Swimming Carnival

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 their students, and being accountable for their learning. 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. Also, there is very little staff turnover from year to year and there has been a significant improvement in staff morale.

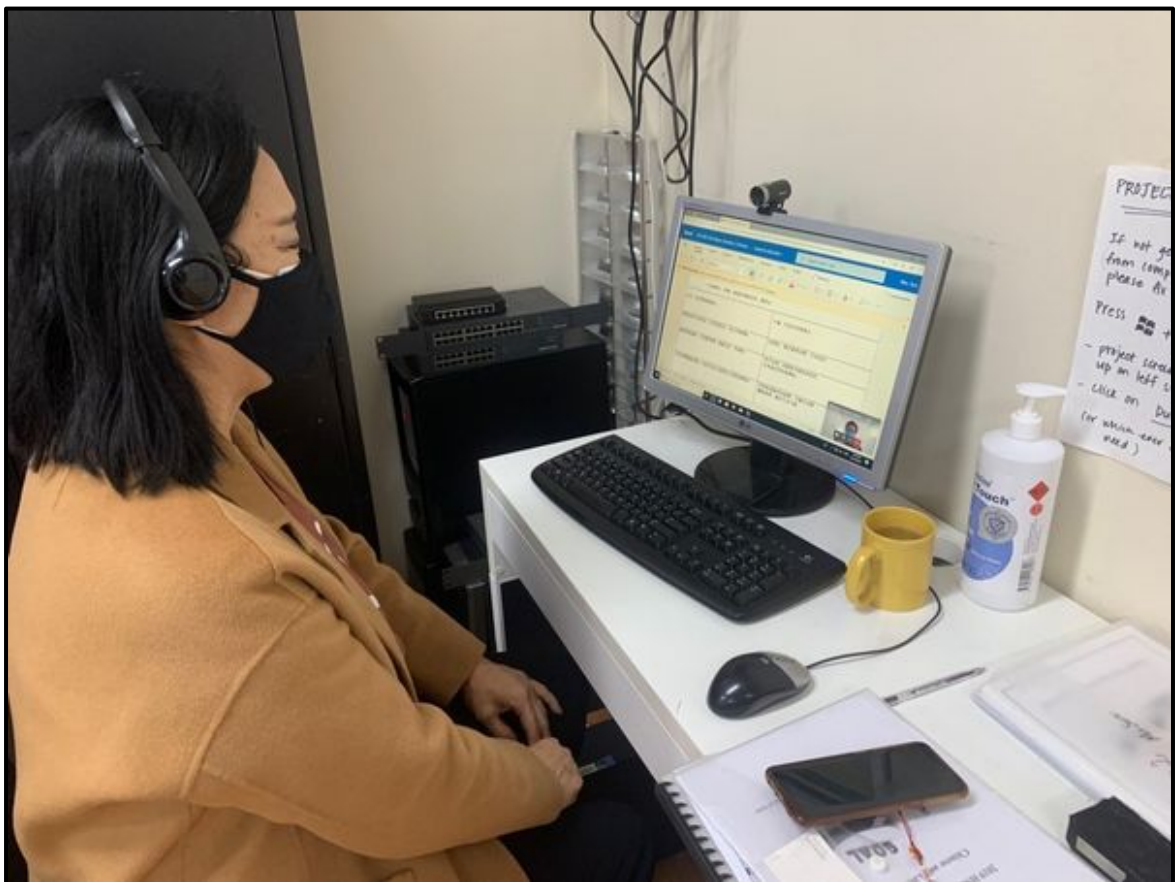
Staff participation in professional development, education-related postgraduate study, Parent-Teacher Interviews, Open Days (held four times per year), etc is also highly significant and appreciated.

As part of the Strategic Plan, the School has sought to attract and retain quality staff. In 2021 we moved closer to attaining this outcome. The provision of management and administrative support has resulted in a culture of collegiality and professional satisfaction. This year’s teacher retention rate was 70% and was impacted by the COVID 19 Pandemic. 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



Teacher Online Instruction



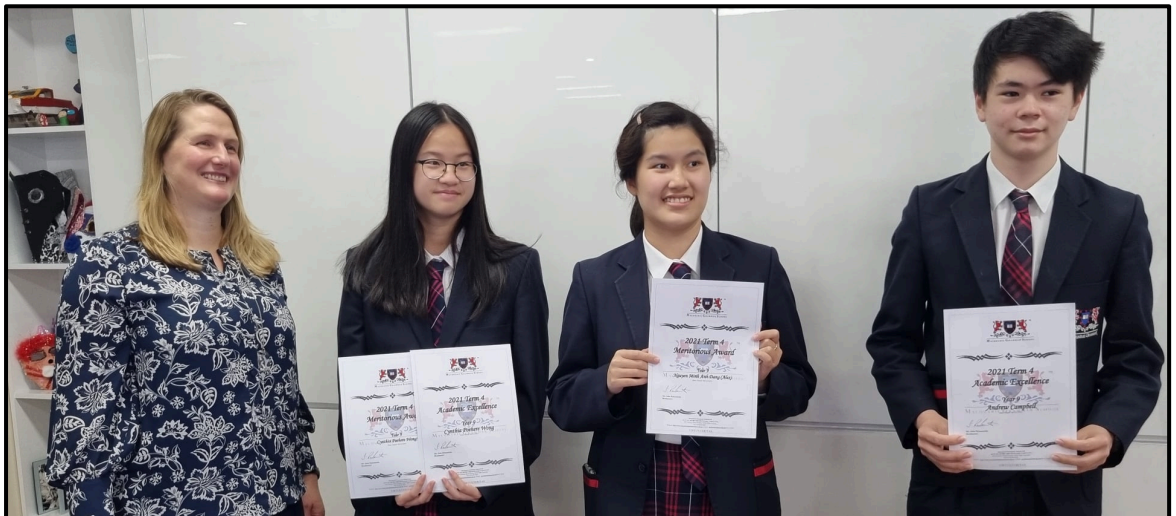
Group Work and Co-operation



Connecting With the Community



Morning Tea with the SRC



Acknowledging Achievements



Acknowledging Club Activities



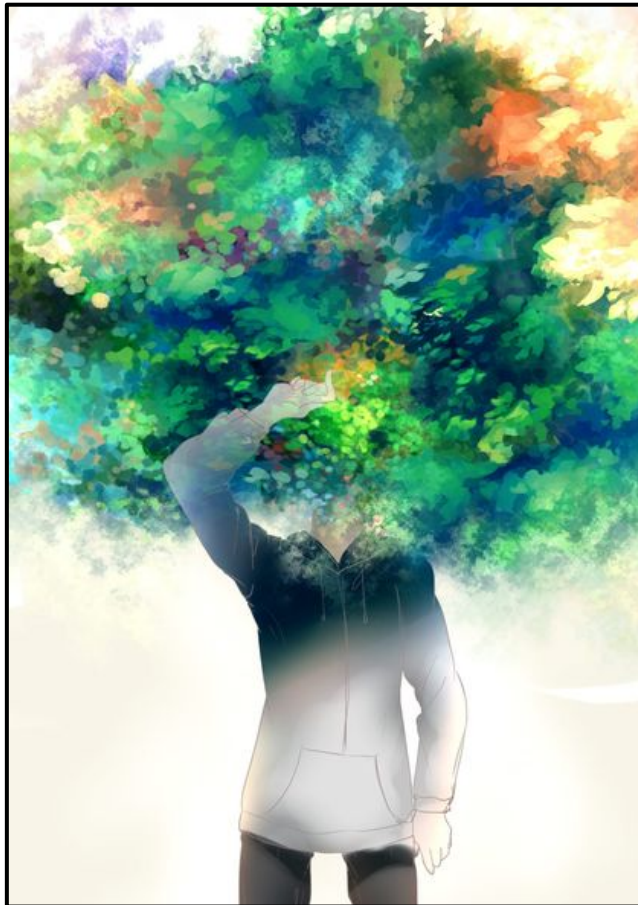
The Strength of Music



Language Strategies



Chess Club



The Strength of the Visual Arts



Leadership



Long Jump Athletics



Relay Athletics



Discus Athletics



AICES Cross Country Representation

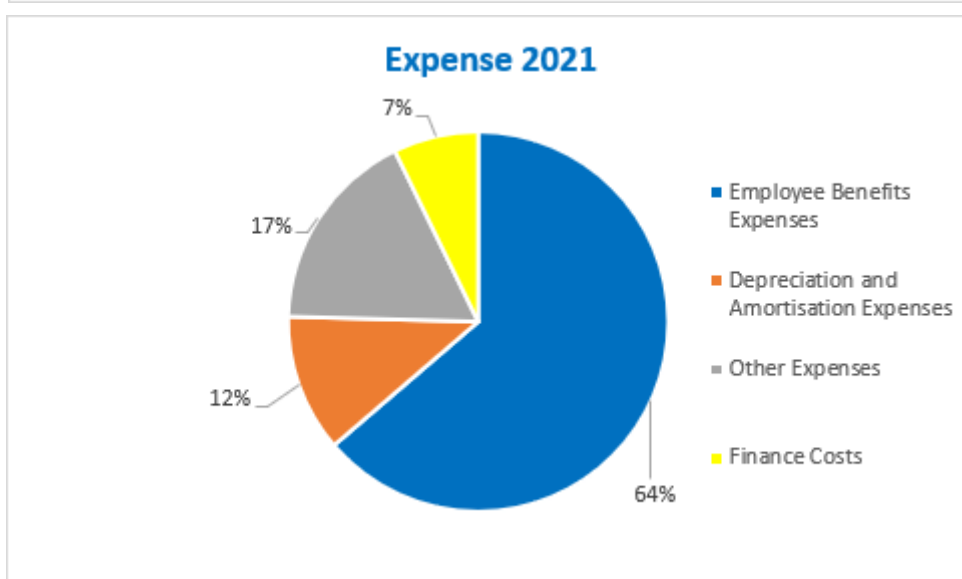
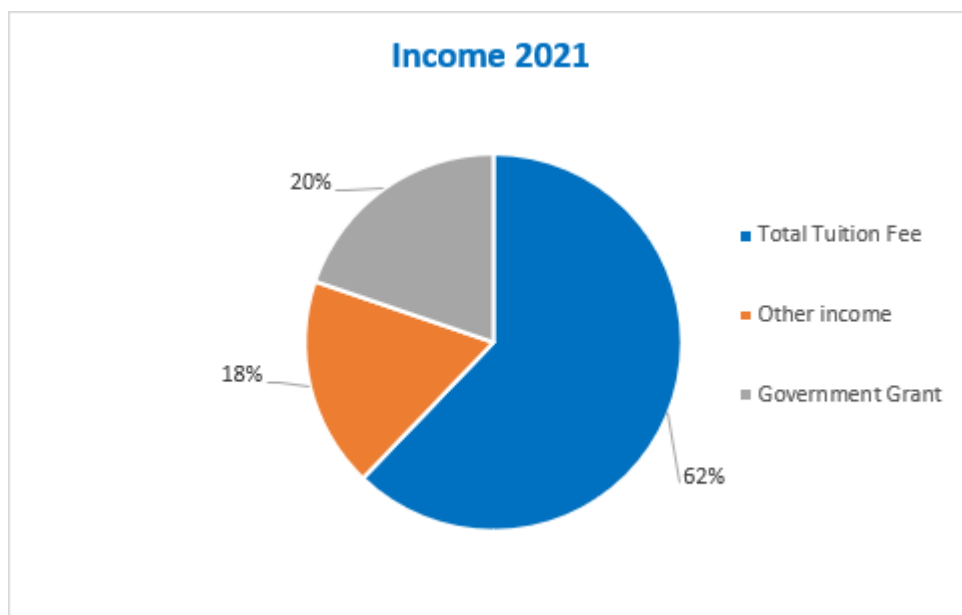


Cross Country

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:



Prepared for the NSW Educational Standards Authority