



Annual Report 2023

Macquarie Grammar School

Prepared for the NSW Educational Standards Authority



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Purpose of the Annual School Report

This Annual School Report is required to comply 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). It 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.

The report details initiatives, developments of significant interest and importance to the school community throughout 2023, and achievements. It also includes information from the School's Management Software Program (Denbigh) and existing policies and documentation. The report outlines the processes in place to ensure the provision of quality educational experiences for Macquarie Grammar students.

This report is submitted to the NSW Educational Standards Authority (NESA) and will be available on the school's website from June 30, 2024. Ultimately, the report demonstrates accountability and compliance with regulatory bodies and the school community. It affirms Macquarie Grammar's quality and effectiveness in fulfilling the needs of its students. Further information about the school and this report can be obtained by contacting the school.

1. Messages from Key School Bodies

1.1 The Principal

Macquarie Grammar School is a supportive and unique co-educational, secular, independent high school located in the heart of Sydney's CBD. Established in 2004, the school's location was chosen for its excellent transport links, allowing students to commute easily and quickly via rail, bus, ferry, and light rail networks. Town Hall was selected as the prime location for our co-educational, secular high school, capitalizing on the vibrant, urban environment.

Our school continuously evolves, striving to create meaningful and genuine learning experiences that reflect society and the working world. Positioned near key landmarks and institutions - such as major Australian corporate offices, the stock exchange, Law Courts, NSW Parliament, the NSW Art Gallery, the Domain, Millers Point, the Ian Thorpe Aquatic Centre, the University of Technology, and multinational corporations—our students benefit from an enriched educational experience, frequently visiting these sites as part of their curriculum.

Despite the challenges posed by COVID-19, the school underwent a structural change a few years ago and continues to evolve through annual reviews. These reviews have led to new initiatives, a robust student welfare monitoring system, home visitation programs, and curriculum and sports improvements. The High School Preparation Faculty focuses on a holistic approach to learning English, restructuring ongoing assessments to better evaluate students' progress, which has significantly improved their spoken and written language skills.

In student welfare, we conduct two home visits annually, in April and September. Though COVID restrictions halted home visits in 2020 and 2021, we maintained contact through telephone and online communications. Since last year, home visits have resumed, allowing us to address Homestay issues promptly and enhance communication between Homestay Hosts and the School. Daily monitoring of student attendance, regular counselling, and contact with parents and guardians have continued to improve academic outcomes and attendance rates.

Our Year 12 cohort of 2023 maintained the school's high academic standards, with nearly all students matriculating to university. As a comprehensive non-selective school, this achievement is a testament to the dedication of both students and teachers. Congratulations to our 2023 Year 12 cohort for their outstanding results and for setting a positive example for younger students from HSP to Year 11.

Our marketing strategy has also progressed, targeting northern Europe, Central Asia, and the Pacific Island nations to prepare for the post-COVID-19 environment for both domestic and international enrolments. The school's unique philosophy, curriculum support, and operational model continue to meet the needs of our students.

After some interruptions in 2021, our sports programs returned to normal last year, with all planned events proceeding successfully. The ISD Competitions, Swimming, Athletics, Cross-Country Carnivals, and the school camp were all resounding successes.

I extend my heartfelt thanks to the parents for their ongoing confidence in the school, to the staff for their genuine care and interest in the students, and to the students for their pride in Macquarie Grammar School. This Report reflects our evaluative process and provides an account of our progress in 2023 and areas for future development.

1.2 Parents and Friends' Association

In 2023, the Parents and Friends' Association began the year with our traditional Welcome Evening. This event provided a wonderful opportunity for the school community to come together, hear from our Headmaster and Teaching Staff, and receive informative overviews of their expectations within their subject areas.

Families then had the chance to engage with the executive team and teachers while enjoying light refreshments. With new domestic families and onshore students joining our school in 2023, this was an excellent occasion to welcome them into our community and help them feel at home.

Following the previous two years of interruptions and challenges due to the impact of COVID-19, school life has return to a normal rhythm. Students are eagerly involved in their learning and the extensive co-curricular activities offered. The Valedictory Assembly was held at the conclusion of the Winter Term, where we farewelled the graduating Class of 2023. This special event was filled with emotion, with our Year 12 students joined by their parents from several countries, including Vietnam, China, and Australia.

In December, the Graduation Awards Assembly was another wonderful event, where the school community acknowledged students' academic achievements as well as their contributions to school life. This included their participation in leadership programs like the Student Representative Council (SRC), sports events, and their roles as ambassadors of the school.

We look forward to continuing to support and engage with our vibrant school community in the coming year. Thank you to all the parents and friends for your ongoing support and involvement.

Parents & Friends

1.3 From the Student Representative Council

2023 was a productive year for the Student Representative Council (SRC), with a continued focus on community engagement through national awareness campaigns and fundraising events. Throughout the year, the SRC increased student participation, reaching a total membership of twelve: five from Year 12, three from Year 11, three from Year 10, and one from Year 9.

The SRC members met weekly, exemplifying the leadership qualities expected of the program. Meetings focused on organizing and advertising awareness campaigns and mentoring fellow MGS students. Many SRC members volunteered as 'buddies' for newly enrolled students, providing academic and social support before and after school, as well as during recess and lunchtime.

Key Events and Fundraisers

Australia's Biggest Morning Tea

Held every May, this annual fundraiser raises money for cancer research and increases awareness about cancer diagnosis and treatment in Australia. This year, our SRC hosted a school-wide morning tea, offering a variety of pastries and sweets for purchase. The event raised over \$260, and we are grateful to all staff and students who participated.

Jeans for Genes Day

In August, the SRC organized Jeans for Genes Day to support the Children's Medical Research Institute. Students were encouraged to wear their favourite jeans and donate a gold coin. The fundraiser was highly successful, raising a total of \$214 for the institute, thanks to the generous contributions of our students.

National Day of Action against Violence and Bullying

SRC members facilitated this event by visiting different homerooms, giving short speeches, and presenting a video about bullying and violence prevention. This year's focus was on fostering positive connections to help reduce bullying and violence. The presentations were well received by both students and staff, and we extend our sincere thanks to the SRC members who made this possible.

Christmas Card Fundraiser

This initiative was a significant success, with over 60 Christmas cards purchased by students and staff. The cards were displayed on the school Christmas tree and delivered along with candy canes on the last day of term. The joy these messages brought to recipients was heart-warming. Proceeds from the Christmas card sales will fund future SRC activities and initiatives.

Looking Ahead

Plans to expand SRC membership at Macquarie Grammar School will be implemented early in 2024, with a focus on recruiting more members from Years 7-10. Additionally, the SRC aims to introduce at least one new fundraising or awareness campaign, potentially focusing on environmental issues or animal rights.

Thank you to all the SRC members for your hard work and dedication throughout the year. Your efforts have made a significant impact on our school community. We look forward to another successful year ahead.

Mr Connal
SRC Coordinator

2. The Educational Context of the School

Macquarie Grammar School is the only secular, independent, fully comprehensive co-educational secondary school located in Sydney's CBD. Operating within the policies of the New South Wales Educational Standards Authority (NESA), it caters to the academic needs of both domestic and international students, creating a unique and inclusive learning environment. Founded in 2004, the school's mission is to provide a supportive academic setting that prepares students for the Higher School Certificate (HSC), pre-vocational training, university education, and the workplace, fostering a love and respect for learning.

Our school prides itself on fostering a harmonious environment where students feel welcomed, enjoy attending daily, and strive to achieve their best across the curriculum. We instil values of integrity, honesty, pride, tolerance, inclusiveness, and non-discrimination, accurately reflecting societal challenges and changes. We provide guidance and support to our students, shaping them into hardworking, talented contributors to society. We are committed to the holistic education of young people in all areas of their endeavour.

The School's Aims:

- **Educating for Life:** Develop an environment that fosters the whole person, including moral, intellectual, social, aesthetic, emotional, and cultural development.
- **Pursuit of Excellence:** Encourage students to strive for the highest standards personally attainable in all their endeavors.
- **Spirit of Inquiry:** Promote an open spirit of inquiry and respect for the truth as essential aspects of the pursuit of wisdom and knowledge.
- **Core Skills:** Prioritize the competent attainment of thinking, language, literacy, and numeracy skills.
- **Holistic Participation:** Encourage students to participate fully in the school program, enriching their lives through the development of character, initiative, and personality.
- **Personalized Tuition:** Provide personalized tuition by experienced, qualified, and dedicated staff who aspire to teach and assess according to the Australian Professional Standards for Teachers.
- **Technological Relevance:** Stay abreast of improvements and advances in technology, offering programs relevant to current employment and market standards.
- **Innovative Curriculum:** Incorporate ICT, proactive planning, resource management, problem-solving skills, group dynamics, leadership, and cooperative learning abilities through a dynamic and innovative curriculum.
- **Inclusive Curriculum:** Provide an academic-based curriculum without barriers, appropriate for all students.
- **Lifelong Learning:** Promote a love of learning and a desire to continue learning, helping students transition effectively from secondary to tertiary study or the workplace.

Macquarie Grammar School is dedicated to preparing students for future challenges and opportunities, ensuring they leave our institution as confident, capable, and compassionate individuals ready to make a positive impact on the world.

3. National Assessment Programme Literacy and Numeracy

All our Year 7 and Year 9 students participated in the NAPLAN assessments. Leveraging data from previous years and the extra efforts of our literacy team, we set higher expectations for our students, resulting in improved outcomes for many. Various faculties successfully integrated literacy components into their programs and utilised formal assessments to enhance literacy standards across all Key Learning Areas (KLAs). Last year's results were thoroughly analysed to identify necessary changes in literacy-based courses and to determine future improvement strategies.

To sustain and further this progress, several measures have been adopted at the executive level for implementation over the next three years. These measures include evaluating current assessments and reporting guidelines, focusing on literacy during lesson observations, and emphasizing 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

In 2023 our school had 9 students who took HSC, achieving results that were around the State Average in most of the HSC courses. The top students at MGS this year was Jayden Tawk and Wendy Tran, who both achieved two top bands, with ATAR scores of 96.65 and 92.50 respectively.

Distinguished Achievers List

Student Name	Course Name
TAWK, Jayden Joseph	Mathematics Extension 1
TAWK, Jayden Joseph	Mathematics Extension 2
TRAN, Hoang Yen (Wendy)	Mathematics Advanced
TRAN, Hoang Yen (Wendy)	Biology

Top 3 Courses:

- Mathematics Extension 1, exceeding state average by 21%
- Mathematics Extension 2, exceeding state average by 11%
- Mathematics Advanced, exceeding state average by 8%

53% of our courses were above the state average.

Notable Achievements:

- Four Band 6 results were achieved in Mathematics Advanced, Extension 1, Extension 2, and Biology courses.

Overall Results:

- 9% of students achieved a Band 6
- 30% of students achieved a Band 5 or above
- 65% of students achieved a Band 4 or above

In Mathematics courses, all students were awarded the equivalent of a Band 5 or above. Additionally, 100% of the students in English Advanced, Chinese and Literature, and PDHPE were awarded a Band 4 or above.

At MGS, we focus not only on achieving top-end results but also on helping the majority of our students improve their performance, aiming for results above the state average in most subjects. The range of courses in which our students performed well demonstrates the effectiveness of the methods and practices chosen by our teachers. We will continue to refine and focus on teaching strategies 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 include:

- Bachelor of Medical Science
- Bachelor of Commerce and Engineering
- Bachelor of Law
- Bachelor of Computer Science
- Bachelor of Arts, 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 to providing the best possible future for our students in pursuing their tertiary studies.

School Name	Year	Rank	%	DA	BE Percentile	Exams Sat	Year 12 Students	Category	Region	Locality
Macquarie Grammar School	2015	73	18.6%	11	➡	59	12	Non-government	Metro	Sydney,NSW,2000
Macquarie Grammar School	2016	70	20.0%	9	➡	45	9	Non-government	Metro	Sydney,NSW,2000
Macquarie Grammar School	2017	149	12.1%	10	➡	83	16	Non-government	Metro	Sydney,NSW,2000
Macquarie Grammar School	2018	189	8.7%	9	➡	104	20	Non-government	Metro	Sydney,NSW,2000
Macquarie Grammar School	2019	165	10.2%	9	➡	88	17	Non-government	Metro	Sydney,NSW,2000
Macquarie Grammar School	2020	152	11.5%	9	➡	78	15	Non-government	Metro	Sydney,NSW,2000
Macquarie Grammar School	2023	215	8.7%	4	➡	46	9	Non-government	Metro	Sydney,NSW,2000

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 2023, the Executive Team monitored the implementation of the curriculum and the assessments and changes were made so that the assessments be delivered 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.

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 English speakers. Our LOTE teachers, specializing in Chinese, Japanese Beginners and Chinese Literature, are native speakers of their respective languages. Our staff members are at various stages of their professional development, bringing a diverse mix of youth and experience, as well as a blend of traditional and modern teaching practices.

In addition to our teaching staff, the school employs an Administration Manager who oversees all support staff, an Accountant, two Student Services Officers, and a Guardianship/Homestay Officer who also serves as the Admissions Officer and handles Marketing and International Relations (IR). IT support is managed off-site. Many MGS teachers take on additional administrative roles, such as Careers Advisor, SRC Organiser, House Tutor/Roll Call teachers, Director of Welfare and Operations, Director of Curriculum and Compliance, Co-Curricular Activities Coordinator and Sportsmaster.

We are fortunate to have staff members fluent in various languages, providing translation assistance when needed.

7. Professional Learning and Teacher Standards

Under 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.	11
Teachers who have a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal Teacher education qualifications.	0
Teachers who do not have qualifications as described in either of the categories above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such 'Teachers' must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual, or temporary basis), and have approval from the NSW Institute of Teachers to extend the period during which an approved teaching qualification may be obtained.	0

Only teachers who are approved by NESA and are trained in delivering ELICOS courses are included in the table above. All courses at Macquarie Grammar School are NESA developed courses, except the High School Preparation Course which is school developed and approved by NESA. The average ratio of teachers to students is approximately 1:5.3 across the school.

Staff are encouraged and supported to explore their professional knowledge through subject specific associations and by participating in local, interstate and international conferences. Teachers attend fortnightly Staff Meetings and Professional Development Day Meetings with the Executive Team. Teachers receive updates on the Australian Curriculum, including specific courses and policy changes. These updates cover important areas such as Child Protection, Anti-Bullying, and the Staff and Student Code of Conduct.

Currently, some MGS teachers are pursuing additional university qualifications.

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

Macquarie Grammar is dedicated to fostering a vibrant learning community through professional development for all staff members. Every teacher attended at least ten designated school-based Professional Development days during the academic year. These sessions focused on enhancing teaching and learning delivery, as well as updating policies related to Child Protection and other critical areas.

Additionally, the table below highlights some of the professional development activities undertaken by staff throughout 2023 to support their role in providing a quality education for each student:

Members of Staff	Professional Development Topics 2023
Director of Curriculum and Compliance	“Child Protection Update 2023”, MyPL, Online, 12 February 2023 “Work Health & Safety Induction for Employees Breaches”, MyPL online, 16 May 2023
Mathematics Advanced/ Mathematics Extension 1/ Mathematics Extension 2	“Anti-Racism Policy Training”, MyPL online, 9 May 2023 “Data Breach Response Plan-Reporting Data Breaches”, MyPL online, 16 May 2023 “Data Breach Response Plan-Managing Data Breaches”, MyPL online, 16 May 2023
Aurelian Alexandru	“Code of Conduct Online”, MyPL, Online, 16 May 2023 “Fraud and Corruption Control”, MyPL online, 16 May 2023
Director of Welfare and Operations/	“Child Protection Update 2023”, MyPL, Online, 31 January 2023

Chinese and Literature/ Music Sheng Juan Sun	<p>"Cyber Security NSW Essentials training", MyPL, Online, 31 January 2023</p> <p>"Code of Conduct Online", MyPL, Online, 7 March 2023</p> <p>"Fraud and Corruption Control" MyPL online, 7 March 2023</p> <p>"Data Breach Response Plan-Managing Data Breaches", MyPL online, 7 March 2023</p> <p>"Data Breach Response Plan-Reporting Data Breaches", MyPL online, 7 March 2023</p> <p>"Work Health & Safety Induction for Employees Breaches", MyPL online, 8 March 2023</p> <p>"Aboriginal Cultural Education-Let's take the first step together", MyPL online, 8 March 2023</p> <p>"Anti-Racism Policy Training", MyPL online, 21 April 2023</p> <p>"Anaphylaxis E-learning", MyPL online, 21 April 2023</p> <p>"e-Emergency Care", MyPL online, 21 April 2023</p> <p>"Disability Standards for Education for education leaders Part 1", MyPL online, 7 May 2023</p> <p>"Disability Standards for Education for education leaders Part 2", MyPL online, 7 May 2023</p> <p>"Senior Maker briefing sessions", NESA, 28 October 2023</p> <p>"Senior Maker", NESA, 28 October to 6 November 2023</p>
Chinese Beginners/ Business Studies/ Legal Studies William Ip	<p>"Child Protection Update 2023", MyPL, Online, 13 February 2023</p> <p>"Data Breach Response Plan", MyPL, Online, 20 September 2020</p> <p>"Cyber Security NSW Essentials", MyPL, Online, 24 April 2023</p> <p>"Workplace Learning Policy and procedure e-learning", Online, 23 April 2023</p> <p>"WHS Induction for employees", Online, 17 April 2023</p> <p>"Code Of Conduct", Online, 17 April 2023</p> <p>"E-Emergency Care", Online, 4 February 2023</p> <p>"Anaphylaxis E-learning", Online, 25 April 2023</p> <p>"Aboriginal Cultural Education Training", 25 April 2023</p>
Science/Physics/Chemistry Wesley Warren	<p>"Child Protection Update 2023", MyPL, Online, 14 February 2023</p> <p>"Data Breach Response Plan-Managing Data Breaches" MyPL online, 22 February 2023</p> <p>"How to support parents with their child's literacy and numeracy learning MyPL online", 18 December 2023</p> <p>"Anaphylaxis E-learning" MyPL online, 2 March 2023</p> <p>"WHS Induction for employees", Online, 27 February 2023</p>
English/ English Advanced Elizabeth Mulleneux	<p>"Child Protection Update 2023", MyPL, Online, 3 February 2023</p> <p>"Code of Conduct Online", 8 May 2023</p> <p>"Work Health & Safety Induction for Employees", 8 May 2023</p> <p>"e-Emergency Care", 8 May 2023</p> <p>"Aboriginal Cultural Education – Let's take the first step together", 8 May 2023</p>

	<p>“Cyber Security NSW Essentials training”, 8 May 2023</p> <p>“Data Breach Response Plan – Managing Data Breaches”, 10 May 2023</p> <p>“Data Breach Response Plan – Reporting Data Breaches”, 10 May 2023</p>
<p>Japanese Beginners/ Geography</p> <p>Yoshika Yamashita</p>	<p>“Child Protection Update 2023”, MyPL, Online, 13 February 2023</p> <p>“Anti-racism Policy Training”, MyPL, Online, 19 February 2023</p> <p>“Aboriginal Cultural Education – Let’s take the first step together”, My PL, Online, 19 February 2023</p> <p>“Code of Conduct Online”, MyPL Online, 25 April 2023</p> <p>“Work Health and Safety Induction for Employees”, MyPL Online, 25 April 2023</p> <p>“Workplace Learning Policy and Procedure E-Learning, MyPL, 25 April 2023</p> <p>“Cyber Security NSW Essentials Training”, MyPL, 25 April 2023</p> <p>“Cyber Security NSW Essentials Plus Training” MyPL, 25 April 2023</p> <p>“Data Breach Response Plan – Reporting Data Breaches”, MyPL, 25 April 2023</p> <p>“Data Breach Response Plan – Managing Data Breaches”, MyPL, 25 April 2023</p> <p>“Fraud and Corruption Control”, MyPL, 25 April 2023</p> <p>“Teach Indigenous Land Management Using Fire - Presented by Mark - Cool Australia”, Online, TTA, 19 February 2023</p> <p>“Geographical Inquiry Made Simple - Presented by Cool Australia” Online, TTA</p>
<p>Visual Arts/ Technology</p> <p>Dechantel Green</p>	<p>“Child Protection Update 2023”, MyPL Online, 16 February 2023</p> <p>“Code of Conduct”, MyPL Online, 12 May 2023</p> <p>“Do Ho Suh” MCA Exhibition to explore best practice in Installation Art, 24 January 2023</p> <p>“The Other Art Fair” Exhibition to explore the latest contemporary art practices, 11 May 2023</p> <p>“Steve McCurry Icons” Photography Exhibition to explore best practice in portrait and landscape photography, 14 May 2023</p>
<p>EAL/D Jonathan Connal</p>	<p>“Recognition and Management of Anaphylaxis Training”, MyPL, Online, 17 Jan 2023</p> <p>“Provide cardiopulmonary resuscitation”, Royal Life Saving NSW, 17 January 2023</p> <p>“Child Protection Update 2023”, MyPL, Online, 5 March 2023</p> <p>“Code of Conduct Online”, MyPL, Online, 5 March 2023</p> <p>“Work Health & Safety Induction for Employees”, MyPL, Online, 5 March 2023</p> <p>“Cyber Security NSW Essentials training”, MyPL, Online, 5 March 2023</p>

HSP1/ Mathematics/ PDHPE Thomas Potts	“Child Protection Update 2023”, MyPL, Online, 5 March 2023 “Code of Conduct Online”, MyPL, Online, April 2023 “Work Health & Safety Induction for Employees”, MyPL, Online, April 2023 “Cyber Security NSW Essentials training”, MyPL, Online, April 2023
Mathematics/ Science/ Biology/ Mathematics Standard George Stavropoulos	“Child Protection Update 2023”, MyPL, Online, 12 February 2023 “Disability Standards for Education Leaders”, MyPL, Online, 20 April 2023 “e-Emergency Care”, MyPL, Online 19 April 2023 “Data Breach Response Plan - Managing Data Breaches”, MyPL, Online 19 April 2023 “Data Breach Response Plan - Reporting Data Breaches”, MyPL, Online, 18 April 2023 “Cyber Security NSW Essentials training”, MyPL, Online MyPL, Online, 18 April 2023 “Aboriginal Cultural Education – Let’s take the first step together”, MyPL, Online 18 April 2023 “Anaphylaxis e-learning (APTSs) Teaching and Administrative Staff”, MyPL, Online, 18 April 2023 “Workplace Learning Policy and Procedure e-Learning module”, MyPL, Online, 18 April 2023 “Work Health & Safety Induction for Employees”, MyPL, Online, 18 April 2023 “Code of Conduct Online”, MyPL, Online, 18 April 2023

8. Teacher Attendance and Teacher Retention Rates

The average teacher attendance rate, including medical leave and illness absences, was 97%. The retention rate was 91% of our full-time teachers, with only one teacher leaving for personal reasons. The dedication of our teachers is appreciated. Macquarie Grammar fosters a supportive and positive environment that promotes growth and development for teachers and students. The school continues to strive for excellence in education.

9. Student Attendance and Management of Non-attendance

The average student attendance rate was approximately 86%. The ratio of boys to girls is close to 3:1. The attendance rate for some international students is 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. Once they leave, our attendance rate significantly increases. Most of our students maintain an attendance rate that is in the high 90s.

- Total number of students included in 2023 attendance records (7-12) 53
- Total Teaching days during 2023 189
- Average number of teaching days attended by each student (7-12) 182
- Students' attendance (7-12) as a percentage of teaching days 86%

<i>Year Group</i>	<i>Attendance Average Percentage</i>
HSP 1	77
HSP 2	90
Year 7	-
Year 8	90
Year 9	86
Year 10	79
Year 11	86
Year 12	92
<i>Student Average Across the School</i>	86%

Attendance is monitored daily during the Tutor Group class and recorded in the school's electronic system, Denbigh. The Student Service Officers contact the parents or guardians of absent students to determine and record the reason for their absence. Student non-attendance is managed through individual counselling sessions to understand each student's circumstances. Families are informed and invited to attend an interview with the Director of Welfare and Operations to discuss strategies for improving attendance.

For international students, three warning letters are issued to parents or guardians when the attendance rate falls below 95%, 90%, and 85%. This is followed by counselling sessions and daily monitoring by the Student Services Officer and Tutor Group Teachers. A final letter is issued when attendance falls below 80%, resulting in the cancellation of the student's enrolment, which is then reported on PRISMS to the Department of Home Affairs.

Additionally, it must be noted that the Australian Government allows international students to change providers after completing six months of their Principal Course. This makes it attractive for some students to switch schools or move to colleges offering VET courses if they find the Preliminary and HSC Courses too challenging. The school aids students improve their academic performance through counselling.

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

Of the 13 students who were in Year 10 in 2021, 69% of these students were still enrolled at Macquarie Grammar School, in Year 12, in 2023. 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
2021-2023	13	10	9	69%
2020-2022	29	27	19	66%
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%

Post-School Destinations

The Universities Admission Centre (UAC) provided numerous offers to our 2023 HSC graduates. All HSC students were eligible for entry into Australian tertiary institutions and satisfied Australian university entry requirements.

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

Enrolment enquiries at Macquarie Grammar School are made through expositions (both in person and virtual), online interviews, telephone, email, the website, Facebook page portals, agents, personal visits, or word of mouth. These enquiries lead to the referral of pre-enrolment information available on the school's website for prospective students.

Once the application form is completed and signed by a parent/guardian, the required supporting documents, as per regulatory requirements, must be included. All applications are processed in accordance with the School's Enrolment Policy, and students are admitted in the order of application date.

Entry into all year groups is subject to an interview and/or assessment by the principal. The individual needs of each student are discussed to determine if the school's support services can meet them. Upon receipt of the Application Form, names are placed on the register and into the computer database (Denbigh). A Letter of Offer is then sent to the parent/guardian/agent, advising whether the applicant is accepted, on a waiting list, or refused. For international applicants, an Electronic Confirmation of Enrolment (eCoE) is sent upon receipt of payment of an attached tax invoice.

International student applicants must provide evidence of an IELTS score of 5.0 or a TOEFL score of 183 (computer) or equivalent for entry into Years 7-10, and completion of the equivalent of the previous year of study. For entry into Years 11 or 12, an IELTS score of 5.5 or TOEFL score of 210 (computer) is required. Satisfactory completion of MGS's English Placement Test is also required upon arrival. Additionally, students must provide evidence of satisfactory completion of the previous year of study, such as Year 9 for entry into Year 10.

Macquarie Grammar School takes reasonable steps to ensure that a prospective student with a disability can apply for enrolment and have their application considered on the same basis as other students. Notification of intent to cancel enrolment must be received in writing from a parent/legal guardian 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 observes the requirements 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 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 is determined by the principal.

Since our first indigenous student enrolled in 2008, we have registered with several organisations to welcome more indigenous students. In 2014, another indigenous student joined and completed Year 12 in 2017. Macquarie Grammar is a member of the "Dare to Lead Coalition," a Commonwealth-funded national project focused on improving educational outcomes for Indigenous students. Additionally, our MGS and High School Preparation students come from diverse countries including Japan, Thailand, China, Hong Kong, Taiwan, India, Russia, Indonesia, South Korea, Turkey, Vietnam, Bangladesh, Nepal, Iran, Myanmar, Laos 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);
- 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;
- uphold the public interest.

Procedure

- Any staff member may, in an acute situation, take whatever reasonable action is deemed necessary as a safety precaution. If necessary, the staff member may arrange for Security to be contacted.
- Where necessary the principal may summarily expel a student whose actions are of extreme danger to other students and/or staff 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 and fair. Staff can contribute to the good discipline of the school by:

- cultivating sound relationships;
- effective lesson preparation;
- consistent application of the school rules and procedures.

The school believes it has a duty to uphold on high standards of personal appearance and behaviour from students. Emphasis must be placed on wearing the uniform correctly and appropriate manners when students communicate with members of staff, peers and the wider community.

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 the procedure for making complaints is available within the school community. Students are informed of the process through the school newsletters, assemblies, workshops, in tutor group or by specialist presenters. This information is available 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 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 to ensure all students understand bullying in its various forms. Staff meetings are held at least once each year to include: 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/Principal 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/Principal 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 Principal 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 Principal is available to meet with any student, member of staff or member of a family whenever he is available and he does, on many occasions.

14. School-determined Improvement Targets

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

The Table below demonstrates which targeted achievements from 2014 have been met by 2023 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 2023
The Learning Environment (Ongoing)	Continue to 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, 2022 but continues in 2023)</i> Enhance the quality of learning in outdoor education environments <i>(achieved in 2019 and monitored in 2020 but was interrupted in 2021, partially reintroduced in 2022 and continued in 2023)</i>
Student Academic Achievement	Maintain MGS's high results to consistently be ranked in the Top HSC 150 Schools' List; <i>(Working towards achieving it in 2024.)</i>

<i>(Ongoing)</i>	Implement multi-skilling programmes in Home/Tutor Room time, eg speed reading, organisational skills, time management <i>(Working towards achieving it in 2024)</i> Implement intervention programmes for targeted students; <i>(achieved in 2018, monitored in 2019-2022 and continued in 2023)</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 since then)</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 since 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. Partially re-entered in 2022 and continued in 2023)</i>
Value-adding <i>(Ongoing)</i>	Continue to develop the school's website and Facebook site <i>(achieved 2017 and continued to evolve since then)</i> Sourcing other advertising opportunities through internet 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 effect. Continued since and will continue in 2024)</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. Back to normal since 2022)</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 2023)</i> Continue to encourage Teachers to upgrade their accreditation with NESA NSW; <i>(achieved in 2019 and monitored since)</i> Continue to provide Teacher Lesson Evaluations and Teacher Performance Evaluations, by the Principal; <i>(achieved) and continued in 2023</i> Teachers self evaluate their performance and those of their HSC students <i>(achieved 2019) and continued to be monitored since</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 but successfully implemented in 2022 and 2023)</i>
Curriculum Development <i>(Ongoing)</i>	Programme reviews and expanding curriculum options <i>(achieved 2020, wasn't achieved in 2021, but continued in 2022 and 2023)</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>

	<p>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></p> <p>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></p>
Community Engagements <i>(Ongoing)</i>	<p>Strengthen links and create partnerships with external organisations;</p> <p>Connect effectively with past, present and future members of our School community; <i>(Affected by COVID 19 in 2021)</i></p>
International Standing <i>(Ongoing)</i>	<p>Develop the established partnership with an overseas school to facilitate the ease of transfer of students <i>(Affected by COVID 19 in 2021)</i></p>
Marketing and Promotions <i>(Ongoing)</i>	<p>Enhance the School's branding, standing and reputation with an emphasis on improving strategic marketing initiatives, eg online communications, publications, media and overseas travel;</p> <p>Improve the quality of the Prospectus for Macquarie Grammar School; <i>(achieved) and improved upon in 2023.</i></p> <p>Identify new cultural sources of students from onshore and/or offshore <i>(achieved) but is ongoing as new markets are being explored.</i></p> <p>Market to the world in 2021 the introduction of stage 4 being taught online. <i>(achieved) but needs further monitoring, refinement and development in 2024.</i></p>
Resources and Facilities <i>(Ongoing)</i>	<p>Continue acquisition of equipment for each course, to improve the learning environment; <i>(achieved the mandatory requirements) but this is ongoing.</i></p> <p>Proceed with internal funding for an onsite Science Lab; <i>(achieved mandatory requirements) but need additional equipment and physical storage.</i></p> <p>Proceed with internal funding for an onsite Visual Arts/STEM Workshop; <i>(achieved)</i></p> <p>Upgrade of Computer Laboratory; <i>(Progressing with some upgrades taking place).</i></p> <p>Regular evacuation drills and evaluations of procedures <i>(achieved) and monitored in 2021 with some adjustments.</i></p>
Affirmation Systems <i>(Ongoing)</i>	<p>Identify a sponsor to provide new Graduation Day Awards; <i>(not achieved)</i></p> <p>Increase the recognition of students who are deserving of awards with formal recognition at Awards Assemblies <i>(achieved) with initiatives to be introduced in 2024.</i></p>
Premises <i>(Ongoing)</i>	<p>Refurbish existing premises; <i>(Commenced in 2020, target for completion 2023 achieved)</i></p> <p>Timetable revisited to utilise current resources more efficiently. <i>(achieved) but ongoing monitoring and fine tuning still required in 2024.</i></p>
WH&S <i>(Ongoing)</i>	<p>Annual first aid training for staff; <i>(achieved)</i></p> <p>Maintain a vigilant Work Health & Safety Committee <i>(achieved and monitored)</i></p>
Leadership and Governance <i>(Ongoing)</i>	<p>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.</i></p> <p>Discuss on-going values-related themes in School Assemblies, to profile core values and build upon established traditions <i>(achieved) and continued in 2023.</i></p>

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 since 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 since 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 in 2022 and continued in 2023.
5. The need to consider using the cloud instead of upgrading servers. This was an ongoing process finally achieved in 2023.

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 continued in 2022 and upgraded in 2023.
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 2024 as course offerings are extended.
3. Upgraded software to administration computers. Improvements continued to be made in 2023 through improved resources and software, but it is an ongoing project and will continue to be monitored in 2024.

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 in 2023.
2. Users of MGS computers do not have permission to access any restricted shared folders because of internal policy requirements. This was maintained in 2021-2023 and will continue to be monitored in 2024.
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 2024.

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 2023. 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 was reintroduced in 2023 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 Development	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 Principal to discuss topics of interest and to create a line of formal and informal communication;
Principal'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 Principal
Master Plan	To document the School's aspirations and objectives for the Campus, for a five-year period;
Strategic Plan	To document the School's strategic initiatives, for a five-year period;
School Improvement Plan	To document the School's priority goals, for a five-year period (2015-2019);
Business Plan	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 principal 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.

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 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.

Our school offers a wide range of extracurricular activities, such as excursions, camps, clubs, music, arts and crafts, technology, language and culture, community services, literary activities. Sport activities are integral part of our school health and wellness program. Events such as the 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.

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), is also highly significant and appreciated.

As part of the Strategic Plan, the School has sought to attract and retain quality staff. In 2023 we moved closer to attaining this outcome. The provision of management and administrative support has resulted in a culture of collegiality and professional satisfaction. There is a strong sense of staff appreciation valued by parents, students, and management.

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:

