

Macquarie Grammar School

Annual Report 2024



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 2024, and achievements. It also includes information from the School's Management Software Program (Denbigh and Compass) 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 1 July 2025. 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 Acting Principal



Macquarie Grammar School is a distinctive and supportive co-educational, secular, independent high school situated in the heart of Sydney's CBD. Founded in 2004, the school's central location was strategically chosen for its unparalleled transport accessibility, enabling students to commute efficiently via rail, bus, ferry, and light rail networks. The dynamic urban setting around Town Hall provides an enriching backdrop for our students' education, fostering engagement with Sydney's key institutions and corporate hubs.

As Acting Principal in 2024, I am proud to continue the school's tradition of innovation and excellence. Our curriculum is designed to deliver meaningful, real-world learning experiences, enhanced by our proximity to major landmarks such as the NSW Parliament, the Law Courts, the Art Gallery of NSW, the Sydney Stock Exchange, and leading universities. These connections allow our students to engage directly with industry, culture, and academia, strengthening their educational journey.

Despite the disruptions caused by COVID-19, Macquarie Grammar School has demonstrated resilience and adaptability. In recent years, we have implemented structural refinements, introduced new academic and welfare initiatives, and strengthened our student support systems. Our High School Preparation (HSP) Faculty has adopted a holistic approach to English language development, with revised assessment methods leading to marked improvements in students' spoken and written proficiency.

Student welfare remains a priority. Our home visitation program conducted biannually in April and September, resumed in 2022 after temporary adjustments during the pandemic. These visits, alongside daily attendance monitoring and regular counselling, ensure strong communication between the school, homestay hosts, and families, ultimately supporting student wellbeing and academic success.

The 2024 HSC cohort upheld the school's strong academic record, with the majority of graduates securing university placements. As a non-selective school, these results reflect the dedication of both students and staff. I extend my congratulations to last year's Year 12 students for their achievements and for exemplifying the school's values to their peers.

Looking ahead, our marketing strategy continues to expand, focusing on key international markets in Northern Europe, Central Asia, and the Pacific Islands, alongside domestic enrolments. This ensures Macquarie Grammar remains a diverse and globally connected learning community.

Our sports and co-curricular programs have fully resumed, with successful participation in ISD competitions, swimming and athletics carnivals, cross-country events, and school camps. These activities play a vital role in fostering teamwork, resilience, and school spirit.

I would like to express my sincere gratitude to our parents for their ongoing trust, to our staff for their unwavering commitment to student growth, and to our students for their pride in being part of Macquarie Grammar School. This report highlights our progress in 2024 and outlines our continued focus on development and improvement in the year ahead.

1.3 Parents and Friends' Association

The Parents and Friends' Association commenced 2024 with our annual Welcome Evening, a cherished tradition that brings our school community together. This event offered parents the opportunity to meet with the Acting Principal and teaching staff, gain insights into academic expectations, and learn about the year ahead. Following the formal presentations, families enjoyed refreshments while connecting with staff and fellow parents in a warm and welcoming atmosphere.

With new domestic and international families joining Macquarie Grammar School this year, the evening served as a valuable introduction to our inclusive and supportive community. After several years of disruptions due to COVID-19, we are delighted to see school life fully restored, with students enthusiastically engaging in both their studies and our diverse co-curricular programs.

One of the highlights of Term 3 was the Valedictory Assembly, where we celebrated and farewelled our graduating Class of 2024. The event was a heartfelt occasion, attended by

students and their families—including parents who travelled from overseas, representing countries such as Vietnam, China, and Australia—to mark this significant milestone.

Later in the year, the school will host the Graduation Awards Assembly, where we will recognise students' academic accomplishments, leadership contributions (including participation in the Student Representative Council), sporting achievements, and their role as ambassadors of Macquarie Grammar School. These events highlight the dedication and spirit of our students, and we look forward to celebrating their successes.

We extend our sincere gratitude to all parents and friends for your continued support and active involvement in our school community. Your engagement plays a vital role in fostering the vibrant and connected environment that defines Macquarie Grammar School.

We look forward to another year of collaboration, celebration, and shared success.

Parents & Friends



1.4 From the Student Representative Council

Student Representative Council (SRC) Annual Report 2024

The 2024 academic year has been one of outstanding achievement and meaningful contribution for Macquarie Grammar School's Student Representative Council. Under

strong student leadership, we have successfully delivered a range of initiatives that strengthened our school community while supporting important charitable causes.

In Term 2, the SRC commenced with a poignant ANZAC Day Assembly led by our School Captains, Michael and Hahn. Their thoughtful presentation educated students about the significance of this national day of remembrance. Later in the term, our Biggest Morning Tea fundraiser raised an impressive \$260 for the Cancer Council, demonstrating our school's commitment to supporting vital health research. The term concluded with our inaugural Movie Day, providing students with a well-deserved opportunity to relax and celebrate their hard work.



Term 3 saw even greater accomplishments, beginning with our highly successful Jeans for Genes Day, where we surpassed our fundraising target by collecting \$380 for genetic disease research. The SRC also led an important Anti-Bullying Awareness campaign, reinforcing our school's values of kindness and inclusivity. These initiatives highlighted the compassion and generosity that define our student body.

As we look to the future, the SRC is preparing for our Term 4 Christmas fundraiser and developing exciting plans for 2025. We particularly wish to acknowledge our dedicated SRC members, supportive staff, and the entire school community for making these achievements possible. Special congratulations to our Year 12 students as they approach their final examinations - we are confident they will represent MGS with distinction.



The SRC remains committed to fostering student leadership, school spirit, and social responsibility. We are proud of what we have accomplished together in 2024 and look forward to building on this success in the coming year.

2. The Educational Context of the School

As Sydney CBD's sole independent, secular, and fully comprehensive co-educational secondary school, Macquarie Grammar School offers a unique learning environment that serves both domestic and international students. Governed by the New South Wales Educational Standards Authority (NESA) policies, the school has been dedicated to academic excellence since its establishment in 2004. Our mission focuses on preparing students for diverse pathways, including the Higher School Certificate (HSC), vocational training, university studies, and future careers, while nurturing a lifelong appreciation for learning.

At Macquarie Grammar School, we cultivate a welcoming and vibrant community where students are motivated to excel in all aspects of their education. Our inclusive ethos promotes values such as integrity, respect, tolerance, and fairness, preparing students to navigate an ever-changing world with confidence. Through personalised guidance and support, we empower our students to become diligent, skilled, and socially responsible individuals.

Committed to holistic development, we foster not only academic achievement but also personal growth, ensuring our students emerge as well-rounded contributors to society. Macquarie Grammar School remains dedicated to providing an enriching educational experience that equips young people with the skills, knowledge, and values they need to succeed in all their future endeavours.



Our Educational Philosophy

At Macquarie Grammar School, we cultivate more than academic success, we nurture well-rounded individuals prepared for life's challenges and opportunities. Our educational approach is built on several fundamental principles that guide every aspect of school life.

We believe in holistic development, creating an environment where students grow intellectually, emotionally, socially, and ethically. Our programs are designed to develop not just knowledge, but character, creativity, and cultural awareness.

Excellence is at the heart of everything we do. We challenge each student to reach their personal best, setting high expectations while providing the support needed to achieve them. This pursuit of excellence extends beyond academics to all areas of school life.

Critical thinking and intellectual curiosity are central to our approach. We foster a culture of inquiry where questioning is encouraged, truth is respected, and the pursuit of knowledge is a lifelong journey. Fundamental to this is our emphasis on core competencies, ensuring all students master essential skills in literacy, numeracy, and critical thinking.

Our comprehensive educational program invites full participation, believing that growth happens through engagement in diverse experiences. We support this with personalized learning delivered by our highly qualified teaching staff, who are committed to meeting each student's individual needs.

Recognizing the demands of our modern world, we maintain technological currency, ensuring our programs reflect current workplace standards and future trends. Our innovative curriculum integrates digital literacy, collaborative problem-solving, and leadership development to prepare students for an evolving world.

Accessibility is key to our mission. We offer an inclusive academic program designed to be challenging yet achievable for all learners. Ultimately, we aim to instil a passion for continuous learning that will carry our students successfully into higher education and professional life.

Through these interconnected principles, we prepare students not just for exams, but for life, equipping them with the knowledge, skills, and values to thrive in an ever-changing world.

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>.



3. Results of the Higher School Certificate

Purpose: This section of the annual report provides an analysis of our students' performance in the 2024 HSC examinations, submitted to the NSW Education Standards Authority (NESA). The findings aim to evaluate academic strengths and areas for development, ensuring continuous improvement in teaching and learning practices. For school leadership, the report highlights subject-specific achievements and successful pedagogical approaches that can be further leveraged. It also identifies opportunities for targeted professional development to support teaching staff in delivering high-quality education.

Additionally, the analysis assists the Board of Governors in recognising and rewarding teacher excellence through measurable performance indicators, reinforcing our commitment to outstanding educational outcomes for all students.

This report aligns with NESA's standards and reflects our dedication to transparency, accountability, and academic excellence.

In this year's HSC examinations, most of our students achieved commendable results, with some attaining outstanding outcomes, a testament to the persistence and hard work of our students and teachers.

Congratulations to all our students who completed the HSC and to our top achievers for the 2024 HSC!

Distinguished Achievers List

Student Name	Course Name
MAI, TRANG PHUC HANH	Mathematics Advanced
NGUYEN, DUC TRI (Michael)	Mathematics Advanced
WONG, CYNTHIA POEHERE	Chinese Beginners

Of the seven students who sat the HSC this year, three achieved a top Band 6 result in two courses out of 35 total entries, giving MGS an 8.57% success rate for top band results. This year the median success rate for schools in NSW was 5.47%, placing MGS above the median by 80 schools and, unofficially, at the 211th position. However, it is important to note that only schools with a minimum of 20 students (100 entries) for the HSC are officially ranked.

An important consideration is the exclusion of Louis Liu, one of the eight students initially enrolled in the HSC, who was removed before the end of Year 12. Based on his performance up to that point, had he been included, MGS's ranking would have dropped by approximately 25 places, to an unofficial 236th position.

The HSC School Ranking has been used in NSW as a tool to identify top-performing schools; however, it exclusively considers Band 6 achievements as a measure of success. This narrow focus disregards all other results and creates a bias towards selective schools, making it unrepresentative for the majority of schools.

For instance, if every student in a school achieved a Band 5 in every subject, the school's success rate, according to this ranking system, would be zero. Despite this, all students would have performed above the state average, highlighting a significant flaw in the ranking criteria.

Distribution of Bands 1 – 6 as Percentage of Entries:

- 9% of the overall results were Band 6.
- 46% were Band 5 or above.
- 83% were Band 4 or above.

On the lower end, no Band 1 results were recorded and only one Band 2 was achieved.

Notably, in Mathematics Advanced and Chinese Beginners, all students achieved a Band 6. Additionally, in Biology, Business Studies and Visual Arts all students were awarded a Band 5.

Number of MGS Students in each HSC Course Performance Band:

- 43% of our students achieved at least one Band 6.
- 86% of our students achieved at least two or more Band 5 or higher.
- 100% of our students achieved at least one Band 5 or higher.

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 into include:

- Bachelor of Business
- Bachelor of Nursing
- Bachelor of Education (early childhood)
- Bachelor of Education
- Bachelor of Paramedicine

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.



5. Senior Secondary Outcomes

Macquarie Grammar School demonstrated its ongoing dedication to academic excellence in 2024 through a comprehensive NESA-aligned curriculum designed to optimize university entrance opportunities. Our student-centered approach successfully fostered engagement, collaboration, and critical thinking across all year groups. The junior years (7-8) established a strong foundation using the Australian Curriculum, while middle years (9-10) focused on developing practical skills and enhancing literacy and numeracy. Senior students benefited from our flexible curriculum structure, allowing them to customize their studies according to individual strengths and aspirations as they progressed toward their HSC and future tertiary pathways.

Literacy development remained a central priority throughout 2024, with explicit teaching strategies consistently implemented across all subject areas. Our concentrated efforts on improving reading comprehension, writing structures, and analytical skills yielded measurable progress among students. Teaching staff actively participated in collaborative planning and professional development opportunities, including advanced training in digital learning platforms such as Microsoft Teams. These initiatives complemented our commitment to evidence-based teaching practices and differentiated instruction, ensuring we effectively addressed the diverse learning needs of all students.

As we look ahead to 2025, we will maintain our strong emphasis on literacy improvement while introducing new strategies to further support student achievement. Our plans include implementing targeted intervention programs, enhancing data analysis of assessment results, and continuing participation in external testing programs. Through our professional learning framework, we will ensure our teachers remain at the forefront of educational best practice. Macquarie Grammar School takes great pride in the academic growth demonstrated by our students in 2024 and remains steadfast in our mission to provide an exceptional learning environment that both challenges and supports every individual in reaching their full potential.

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 at different stages of their professional development. This provides the school with a 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, e.g.: 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 can offer assistance with translation when required.

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, or	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, or	0
Teachers who do not have qualifications as described in either of the categories Above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such 'Teachers' must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and have approval from the NSW Institute of Teachers to extend the period during which an approved teaching qualification may be obtained.	0

Only teachers who 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 acting principal and the Executive Team. Teachers and the acting principal also provided written input on the Australian Curriculum about specific courses when required and updates to policies are presented about Child Protection, Anti-Bullying, Staff and Student Code of Conduct, etc.

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

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

Macquarie Grammar is committed to providing professional development, for all members of staff, to contribute to a vibrant learning community. All Teachers attended at least ten, designated, school-based Professional Development days within the terms of the academic year. The focus for each of these days was learning and teaching delivery and policy updates with Child Protection, etc. Additionally, the Table below lists some of the professional development activities that were undertaken by staff throughout 2024, to support their role in providing a quality education for each student:

Members of Staff	Professional Development Topics 2023
Acting Principal/ Director of Curriculum and Compliance/ Maths Advanced/ Maths Extension 1 and Maths Extension 2 <i>Mr Alexandru</i>	<p>“Child Protection Update 2024”, MyPL, Online, 1 March 2024</p> <p>“Code of Conduct”, MyPL, Online, 1 March 2024</p> <p>“Accidental Counsellor Training”, Rocky Biasi, York St, 13 June 2024</p> <p>“Compass-Teacher Fundamentals” Online 13 Oct 2024</p> <p>“Compass-Essentials” Online 13 October 2024</p> <p>“Compass Group Training” Online, 14 October 2024</p>
Acting Deputy Principal/ Director of Welfare and Operations/ Chinese and Literature/ Music <i>Mrs Sun</i>	<p>“Child Protection Update 2024”, MyPL, Online, 31 January 2024</p> <p>“Code of Conduct”, MyPL, Online, 31 January 2024</p> <p>“Vaping and young people: Treatment and Prevention Update”, Online via zoom, 20 March 2024</p> <p>“HSC Study Skill Day” Sheng Sun, Online, 2 June 2024</p> <p>“Accidental Counsellor Training”, Rocky Biasi, York St, 13 June 2024</p> <p>“Compass-Teacher Fundamentals” Online 13 Oct 2024</p> <p>“Compass-Essentials” Online 13 October 2024</p> <p>“Compass Group Training” Online, 14 October 2024</p> <p>“Data Breach Response Plan-Managing Data Breaches” MyPL online, 16 May 2023</p> <p>“Code of Conduct Online”, MyPL, Online, 16 May 2023</p> <p>“Fraud and Corruption Control” MyPL online, 16 May 2023</p>
Chinese Beginners/ Business Studies/ Legal Studies <i>William Ip</i>	<p>“Child Protection Update 2024”, MyPL, Online, 31 January 2024</p> <p>“Code of Conduct”, MyPL, Online, 31 January 2024</p> <p>“HSC Study Skill Day”, Online, 16 June 2024</p> <p>“HSC speaking mock test day”, 23 June 2024</p> <p>“Sydney University Information Evening”, 22 May 2024</p> <p>“Compass-Teacher Fundamentals” Online 13 Oct 2024</p> <p>“Compass-Essentials” Online 13 October 2024</p> <p>“Compass Group Training” Online, 14 October 2024</p>
Science/Physics/Chemistry <i>Wesley Warren</i>	<p>“Fraud and Corruption Control” MyPL, Online, 2 March 2024</p> <p>“Child Protection Update 2024”, MyPL, Online, 2 March 2024</p> <p>“WHS Management Program”, MyPL, Online, 2 March 2024</p>

	<p>“Code of Conduct”, MyPL, Online, 5 March 2024 “Compass-Teacher Fundamentals” Online 13 Oct 2024 “Compass-Essentials” Online 13 October 2024 “Compass Group Training” Online, 14 October 2024</p>
<p>Japanese Beginners/ Geography <i>Yoshika Yamashita</i></p>	<p>“Child Protection Update 2024”, MyPL, Online, 31 January 2024 “Code of Conduct”, MyPL, Online, 31 January 2024 “Let’s Make Learning Script Fun!” JTAN, Online, 20 May 2024 “Japanese Beginners’ Speaking Day” JTAN, Sydney Technical High School, 15 June 2024 “Using Games to Engage Learners in the Japanese Classroom workshop” Online, JTAN, 5 August 2024 “Japanese Beginners Oral Examination Briefing & Exam Conduct” – Online + Liverpool Public School, NESAs - 4 & 7 September 2024 “Japanese Beginners Oral Examination Marking” – Rosehill Gardens, NESAs, 16-20 September 2024 “Compass-Teacher Fundamentals” Online 13 Oct 2024 “Compass-Essentials” Online 13 October 2024 “Compass Group Training” Online, 14 October 2024</p>
<p>HSP/Maths <i>Thomas Potts</i></p>	<p>Child Protection Update 2024”, MyPL, Online, 31st January 2024 “Mathematics 7–10 Professional Learning” ; NESAs Learning, online; 23rd January, 2024 “Modern Languages K–10 Professional Learning”; NESAs Learning, online; 23rd January, 2024 “English 3–6 Professional Learning”; NESAs Learning, online; 23rd January, 2024 “Code of Conduct”, MyPL, Online, 7th February, 2024 “Compass-Teacher Fundamentals” Online 13 Oct 2024 “Compass-Essentials” Online 13 October 2024 “Compass Group Training” Online, 14 October 2024</p>
<p>Visual Arts/ Technology <i>Dechantel Green</i></p>	<p>“Child Protection Update 2024”, MyPL, Online, 31 January 2024 “Code of Conduct”, MyPL, Online, 29 February 2024 “e-Emergency Care” MyPL, Online, 27 January 2024 “Aboriginal Cultural Education-Let’s take the first step together” MyPL, Online, 18 January 2024 “Compass-Teacher Fundamentals” Online 13 Oct 2024 “Compass-Essentials” Online 13 October 2024 “Compass Group Training” Online, 14 October 2024</p>
<p>EAL/D/HSP2/Ancient His <i>Jonathan Connal</i></p>	<p>“Child Protection Update 2024”, MyPL, Online, 11 February 2024 “Code of Conduct”, MyPL, Online, 1 March 2024 “Compass-Teacher Fundamentals” Online 13 Oct 2024</p>

	<p>“Compass-Essentials” Online 13 October 2024 “Compass Group Training” Online, 14 October 2024</p>
<p>English/ English Advance <i>Shannon Graham</i></p>	<p>“Recognition and Management of Anaphylaxis Training”, MyPL, Online, 17 Jan 2023 “Provide cardiopulmonary resuscitation”, Royal Life Saving NSW, 17 January 2023 “Child Protection Update 2023”, MyPL, Online, 5 March 2023 “Code of Conduct Online”, MyPL, Online, 5 March 2023 “Work Health & Safety Induction for Employees”, MyPL, Online, 5 March 2023 “Cyber Security NSW Essentials training”, MyPL, Online, 5 March 2023</p>
<p>PDHPE/History <i>John Diakopaniotis</i></p>	<p>“Child Protection Update 2024”, MyPL, Online, 6 February 2024 “Work Health and Safety Induction eLearning 2024”, MyPL, Online, 6 February 2024 “Code of Conduct”, MyPL, Online, 6 February 2024 “Compass-Teacher Fundamentals” Online 13 Oct 2024 “Compass-Essentials” Online 13 October 2024 “Compass Group Training” Online, 14 October 2024</p>
<p>Mathematics/ Science/ Biology/ Maths Standards/SRC <i>George Stavropoulos</i></p>	<p>“Child Protection Update 2024”, MyPL, Online, 31 January 2024 “Child Protection Awareness Induction Training 2024”, MyPL, Online, 31 January 2024 “Code of Conduct”, MyPL, Online, 7th February, 2024 Best Practice Privacy, Note-Taking and Record Keeping In schools, LawSense, Online, 27 August 2024 “Compass-Teacher Fundamentals” Online 8 Oct 2024 “Compass-Essentials” Online 9 Oct 2024 “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</p>

8. Teacher Attendance and Teacher Retention Rates

The average Teacher attendance rate including medical leave, and illness absences was 96%.

In 2024, our school was fortunate to retain 91% of our full-time teachers. One teacher had personal reasons for leaving. We are grateful for the dedication and hard work of those who stayed with us. We believe that our school has a supportive and positive environment that fosters growth and development for both our teachers and students, and we will continue 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 displaced, 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. 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 2023 attendance records (7-12) 103
- Total Teaching days during 2023 195
- Average number of teaching days attended by each student (7-12) 188
- Students' attendance (7-12) as a percentage of teaching days 96%

<i>Year Group</i>	<i>Attendance Average Percentage</i>
HSP 1	98
HSP 2	99
Year 7	95
Year 8	97
Year 9	95
Year 10	92
Year 11	94
Year 12	97
<i>Student Average Across the School</i>	96%

Student non-attendance is managed by counselling each student, to determine their circumstances; families are informed and invited to attend an interview with the Director of Welfare and Operations to discuss strategies to improve student attendance. All students have their attendance monitored daily in the Tutor Group class held every morning and 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 Services 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 is reported on PRISMS to the Department of Home Affairs.

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

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

Of the 10 students who were in Year 10 in 2022, 70% of these students were still enrolled at Macquarie Grammar School, in Year 12, in 2024. 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
2022-2024	10	9	7	70%
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%

11. Post-School Destinations

100% of our HSC students were eligible for entry into Australian tertiary institutions 100% also satisfied Australian University entry requirements. The Universities Admission Centre (UAC) provided many offers to our 2024 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 2024 was 103 students, including 22 HSP (High School Preparation) students.

Entry into all year groups is subject to an interview and/or assessment by the Acting Principal. Students' individual needs are discussed to determine whether his or her needs can be met within the range of support services offered by the School. Names are placed 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 Acting Principal.

Since our first indigenous girl commenced in 2008, we have been registered with several organisations to welcome more indigenous students to our School and we did, in 2014. 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, Myanmar, Iran, Soviet Union, 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, Acting Principal, 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 Acting 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, 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 cyberbullying.

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 NESAS 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 NESAS 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 (Ongoing)	<p>Introduce financial forecasting and modelling to ensure future growth through an effective whole School fundraising programme and identify other revenue opportunities; (achieved 2018) and ongoing refinement took place in 2021</p> <p>Increased the frequency to monthly reporting of financial position. (Not achieved)</p> <p>Set and achieve annual enrolment and staffing targets through appropriate recruitment and administrative strategies (achieved 2018) but was affected by COVID 19 in 2020 and 2021.</p> <p>Broadened the market. (Affected by COVID 19 in 2020 & 2021 due to border closure)</p>
Curriculum Development (Ongoing)	<p>Programme reviews and expanding curriculum options (achieved 2020 but wasn't achieved in 2021)</p> <p>Introduced and implemented online teaching and learning for domestic and international students (achieved in 2020 and continued in 2021 with refinement)</p>
Family Communications (Ongoing)	<p>Increase the flow of communications in order to build relationships and connect with families; (Affected by COVID 19 in 2021 but utilised new technology to improve effective communication)</p> <p>Increase the commitment of the growing Parents and Friends' Committee. In a small school encouragement and a different strategy was introduced; (Affected by COVID 19 in 2021)</p> <p>Maintain the number of Open Days and Parent-Teacher-Student Interviews and aim to increase family participation (Affected by COVID 19 in 2021)</p>
Community Engagements (Ongoing)	<p>Strengthen links and create partnerships with external organisations;</p> <p>Connect effectively with past, present and future members of our School community; (Affected by COVID 19 in 2021)</p>
International Standing (Ongoing)	<p>Develop the established partnership with an overseas school to facilitate the ease of transfer of students (Affected by COVID 19 in 2021)</p>
Marketing and Promotions (Ongoing)	<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; (achieved) and improved upon in 2021.</p> <p>Identify new cultural sources of students from onshore and/or offshore (achieved) but is ongoing as new markets are being explored.</p> <p>Market to the world in 2021 the introduction of stage 4 being taught online. (achieved) but needs further monitoring and refinement in 2022.</p>
Resources and Facilities (Ongoing)	<p>Continue acquisition of equipment for each course, to improve the learning environment; (achieved the mandatory requirements) but this is ongoing.</p> <p>Proceed with internal funding for an onsite Science Lab; (achieved mandatory requirements) but need additional equipment and physical storage.</p> <p>Proceed with internal funding for an onsite Visual Arts/STEM Workshop; (achieved)</p> <p>Upgrade of Computer Laboratory; (Progressing with some upgrades taking place).</p> <p>Regular evacuation drills and evaluations of procedures (achieved) and monitored in 2021 with some adjustments.</p>
Affirmation Systems (Ongoing)	<p>Identify a sponsor to provide new Graduation Day Awards; (not achieved)</p> <p>Increase the recognition of students who are deserving of awards with formal recognition at Awards Assemblies (achieved) with initiatives to be introduced in 2024.</p>
Premises (Ongoing)	<p>Refurbish existing premises; (Commenced in 2020, target for completion 2023)</p> <p>Timetable revisited to utilise current resources more efficiently. (achieved) but ongoing monitoring and fine tuning still required in 2024.</p>
WH&S (Ongoing)	<p>Annual first aid training for staff; (achieved to be done in 2022. COVID interruption)</p> <p>Maintain a vigilant Work Health & Safety Committee (achieved) and monitored in 2024.</p>
Leadership and	<p>Continue to implement the <u>School Improvement Plan 2015-2019</u>, and Master Plan and</p>

Governance (Ongoing)	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 2024.</i>
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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 and Infrastructure Improvements

The school maintained its commitment to modernizing hardware and digital systems throughout the reporting period. We continued our computer replacement program, completing a full refresh of the Computer Lab workstations in 2024. Network infrastructure saw significant upgrades, particularly on Levels 4 and 8, with improved wireless connectivity and data transfer speeds. Classroom technology was enhanced through new projectors and AV systems to better support digital learning. While cloud migration was initially considered, we ultimately strengthened our local server infrastructure to meet the school's specific needs. The successful implementation of Compass in 2024 marked a major advancement in our administrative systems, replacing the previous Denbigh software. These strategic investments have created a more reliable and efficient technological environment to support teaching, learning, and school operations.



Software Improvements

The school undertook significant upgrades to its digital systems during the reporting period. In 2021, we began modernizing the Denbigh student management platform to improve data accessibility, culminating in its complete replacement with the Compass

system by Term 4, 2024. This transition has streamlined administrative processes and enhanced communication across our school community.

Our Computer Lab received substantial software enhancements, including full integration of Microsoft Teams, OneDrive, and SharePoint platforms. These improvements have transformed digital collaboration, enabling more effective file sharing and communication between staff and students. Administrative workstations were similarly upgraded with optimized software to maintain system efficiency and compatibility.

These strategic technology investments demonstrate our commitment to creating a modern digital learning environment. The successful implementation of Compass represents a major milestone in our ongoing efforts to enhance educational delivery through technological innovation. We will continue to evaluate and implement new systems to meet our evolving educational needs.

Local Group Policy:

1. Users of MGS computers do not have permission to install any third-party application software for security reasons. Data security is important at the school with a firewall upgrade and software improvements being made but it is an ongoing project for 2024.
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 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 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 actively involved 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 Manager of Operations 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.

The Graduation and Awards Assembly

The **Graduation and Awards Assembly** was a proud celebration of our students' accomplishments, showcasing their academic excellence, artistic talents, sporting successes, and leadership. A highlight reel of the year's most memorable moments reminded us of the energy, dedication, and camaraderie that define our school.



We were honored to welcome **Mr Richard Clift**, an accomplished leader and former parent, as our guest speaker. With a distinguished career in healthcare, business, and academia, Mr Clift shared inspiring insights on resilience and lifelong learning—a fitting message for our **Year 12 graduates** as they step into their futures.



To our **Year 12 graduates**, we congratulate you on your hard work and the legacy you leave behind. As you embark on new adventures, know that you carry with you the support and pride of the entire Macquarie Grammar School community.

Unforgettable Experiences

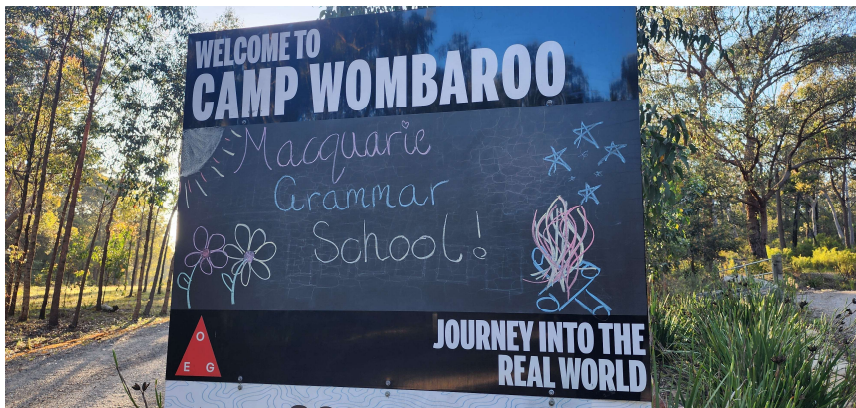
This year's milestones included:

The Wombaroo School Camp provided students with valuable opportunities to develop resilience, strengthen friendships, and embrace new challenges in an engaging outdoor setting. This immersive experience fostered personal growth while reinforcing the importance of teamwork and perseverance.

Our commitment to student wellbeing was further demonstrated through the Homestay Visitation Program, completed on 5 December 2024. This initiative ensured our international students received exceptional care and support in their home environments, reflecting our holistic approach to education.

Under the leadership of our PDHPE teacher, students participated in three major sporting events throughout the year. The Swimming Carnival at Ian Thorpe Aquatic Centre, Athletics Carnival at E.S Marks Field, and Cross Country in the Domain all returned successfully after being reintroduced in Terms 1 and 2. These competitions not only promoted physical health and school spirit but also played a vital role in students' personal development, as captured in our photographic records of these memorable events.

Wombaroo Camp: A Memorable Experience



From 20–22 November 2024, students enjoyed an action-packed camp at Wombaroo, filled with teamwork, adventure, and personal growth. We extend our sincere gratitude to the dedicated camp instructors and supervising teachers, whose enthusiasm and support encouraged every student to participate confidently.

Our students embraced each challenge with positivity, demonstrating outstanding teamwork, responsibility, and resilience. Many stepped out of their comfort zones, discovering new strengths and forming lasting memories. The camp's success was evident in their exemplary behaviour and eagerness to engage in every activity.

Such experiences play a vital role in students' social and personal development. As we return to school, we encourage them to channel the same energy into their studies and assessments. A special thank you to parents, staff, and students for making this camp unforgettable, we look forward to many more in the future!



Teacher Satisfaction

Macquarie Grammar School, has an employment agreement that clearly demonstrates teacher satisfaction with 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 2024 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 the teacher retention rate was 91% . 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:

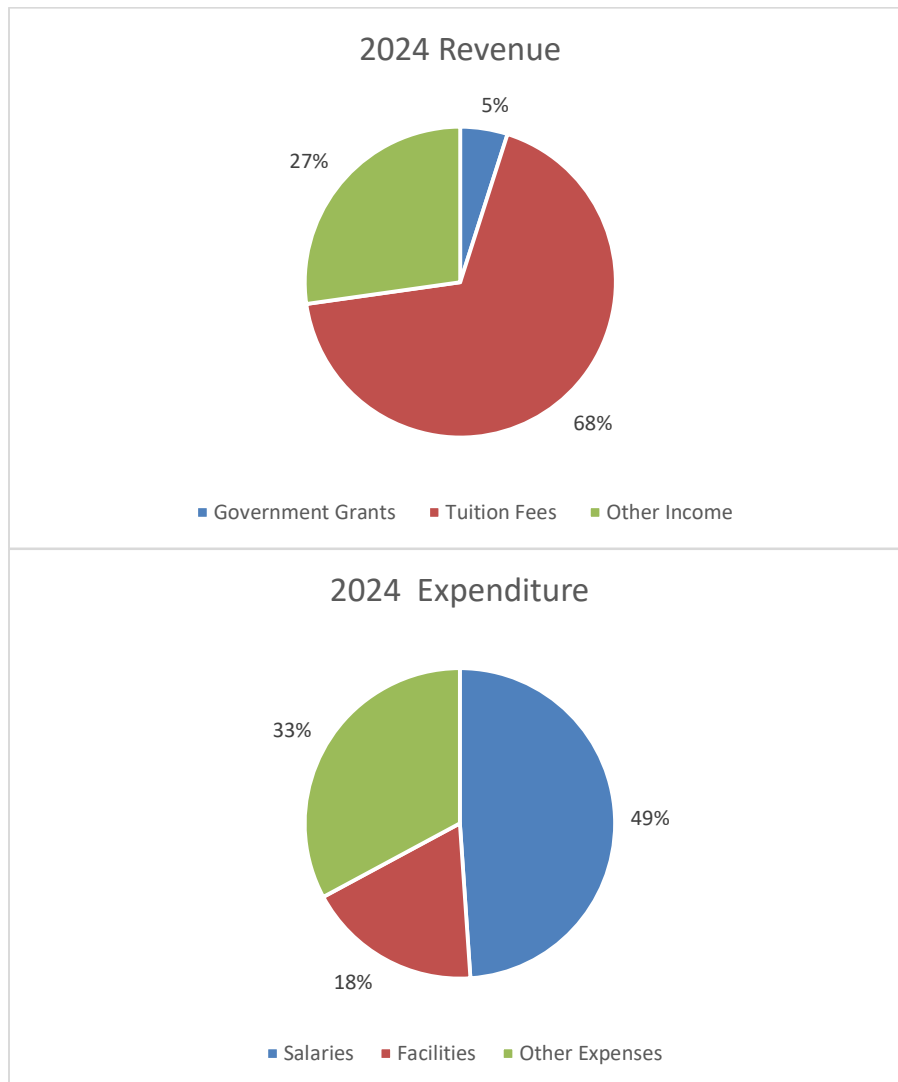


17. Summary Financial Information

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:

2024



2023

