

School Transformation Plan 2026-2028

Macquarie Grammar School



Strategic Direction 1: **Student growth and attainment**

Strategic Direction 2: **Explicit teaching**

Strategic Direction 3: **Attendance and wellbeing**

School vision statement

Our vision is to deliver a high-impact, evidence-informed learning environment that enables every student – particularly EAL/D learners – to achieve excellence in English language proficiency and academic outcomes, and to successfully transition to university pathways.

We are committed to strengthening the precision and consistency of our teaching practice through explicit instruction, differentiation, and responsive pedagogy. This means we know our learners deeply – how they think, learn, and progress – and we design learning that provides both appropriate challenge and targeted support.

We will embed a whole-school culture of high expectations, where:

- teaching is explicit, structured, and purposeful
- literacy is developed across all subject areas
- feedback drives continuous improvement
- data informs every stage of teaching and learning

At the same time, we are committed to innovation and future-focused learning. Through experiential and context-rich opportunities, students will engage with Australian contexts, broaden their perspectives, and develop the confidence, curiosity, and capability required for lifelong learning.

Our vision is to ensure that every student not only succeeds academically, but also develops the language, skills, and dispositions required to thrive in higher education and beyond.

School context

Macquarie Grammar School is strategically located in the heart of Sydney's CBD, within close proximity to iconic cultural and educational landmarks including the Sydney Opera House, Sydney Harbour Bridge, and the Queen Victoria Building. This dynamic urban setting provides students with unique opportunities to engage in authentic, context-rich learning experiences that extend beyond the classroom and connect learning to real-world applications.

The school serves a diverse and predominantly international student population, many of whom are first-time learners in Australia and are developing proficiency in English as an additional language or dialect (EAL/D). This context is central to our identity and drives a strong, intentional focus on language development as the foundation for academic success across all subject areas, with explicit attention to reading, writing, speaking, and listening.

To support this, the school offers a specialised High School Preparation (HSP) program designed to accelerate students' English language acquisition while building the academic literacy, confidence, and learning habits required for success in mainstream schooling. All HSP teachers are dual-qualified in EAL/D and their respective subject areas, ensuring a high level of expertise in both language and content instruction, and enabling a smooth and supported transition into mainstream classes.

Macquarie Grammar School is characterised by small class sizes and a strong commitment to personalised learning. Through Individual Learning Plans (ILPs), teachers tailor instruction to meet the specific needs, strengths, and aspirations of each student, supported by ongoing assessment and feedback.

The school maintains a strong and deliberate focus on explicit teaching strategies across all classrooms. Each faculty is responsible for deepening students' disciplinary knowledge through carefully sequenced programs that integrate modelling, guided practice, and independent application. Effective classroom practice is continuously strengthened through targeted, evidence-informed professional learning. Through rigorous analysis of student data, professional learning is strategically aligned to priority areas – particularly literacy and numeracy – to improve student outcomes and ensure measurable growth for all learners, especially those from EAL/D backgrounds.

In addition to its academic focus, the school offers a broad range of co-curricular opportunities, including sport, music, the arts, academic competitions, and leadership programs. Clearly defined academic pathways, including ELICOS, RoSA, and the HSC, are supported by targeted guidance and high expectations, enabling all students to thrive and achieve their full potential.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student growth and attainment through a coherent, evidence-informed approach to teaching, learning, and assessment, with a strong focus on literacy, numeracy, and HSC success in an EAL/D context.

We will build teacher capability to deliver explicit, differentiated, and linguistically responsive instruction, ensuring all students – particularly EAL/D learners – can access, engage with, and demonstrate deep understanding of complex concepts.

Through disciplined use of data, high-impact professional learning, and consistent whole-school practices, we will prepare students – especially in Stage 6 – to ensure they are best positioned to exit school with outcomes that reflect their full potential.

Improvement measures

HSC achievement (Stage 6)

- Increase % of students achieving Band 5-6
- Improve performance in extended response tasks across KLAs (writing quality, argumentation, subject-specific literacy)
- 100% of students meet HSC Minimum Standard by the end of Year 11

Literacy and numeracy growth (NAPLAN 7-9)

- **Achieve by 2028**
 - An uplift of 5 points in Year 9 mean scaled scores in reading, writing, spelling, and numeracy
- **EAL/D focus**
 - At least 70% of EAL/D students demonstrate progression of one or more phases on the EAL/D Learning Progression (e.g., Beginning > Emerging > Developing > Consolidating)

Initiatives

1. Literacy across the curriculum

- Establish a whole-school literacy framework:
 - Reading to learn (complex texts, exam questions)
 - Writing to learn (analytical, persuasive, extended responses)
- KLA-based literacy strategies such as:
 - Science: explanation and causal reasoning
 - HSIE: argument and evaluation
 - Mathematics: reasoning and justification
- Develop a shared language of writing across KLAs

2. Formative assessment, feedback & feedforward

- Embed consistent practices:
 - Frequent low-stakes assessment
 - Hinge questions and checks for understanding
 - Timely, criteria-referenced feedback
- Strengthen feedforward cycles:
 - Students act on feedback before summative tasks
- Use assessment data cycles:
 - Diagnose > teach > assess > reteach

3. Data-Informed practice & intervention

- Systematic use of:
 - NAPLAN, HSC, Minimum Standard
- Build teacher capability to:
 - Analyse RAP and internal data
 - Identify trends (e.g., exam-school)
- Targeted intervention structures:
 - EAL/D support programs
 - Stage 6 support classes
 - Individual Learning Plans (ILPs)

4. Differentiation

- Embed tiered tasks support (support / core/ extension); curriculum compacting; and enrichment and acceleration pathways
- Strengthen identification of:
 - EAL/D and HPGE learners
 - Neurologically diverse learners

Success criteria for this strategic direction

Students

- Demonstrate measurable growth in literacy, numeracy, and HSC performance
- Effectively use subject-specific language in speaking and writing
- Apply feedback to improve performance
- Engage in ILPs and goal-setting

Teachers

- Consistently implement:
 - Explicit teaching
 - EAL/D strategies
 - Differentiation
 - Formative assessment practices
 - Use data to:
 - Inform planning
 - Adjust teaching
 - Monitor impact
 - Collaboratively design and refine teaching programs
- ### School
- Whole-school consistency in:
 - Literacy practices
 - Assessment and feedback
 - Data use
 - Targeted interventions are:
 - Timely
 - Data-driven
 - Impact-focused

Evaluation plan for this strategic direction

Key evaluation question

What is the impact of explicit, EAL/D-informed, and data-driven teaching practices on student growth and attainment?

Data sources

- External: NAPLAN, HSC, Minimum Standard
- Internal:
 - Assessments and markbooks
 - Student work samples
 - ILPs
 - Classroom observations

Strategic Direction 1: Student growth and attainment

Analysis approach

- Triangulation of data (external, internal, and observational)
- Faculty and whole-school data conversations
- Tracking of EAL/D cohort progress

Implications

- Adjust teaching strategies
- Refine intervention programs
- Target future professional learning

Strategic Direction 2: Explicit teaching

Purpose

Our purpose is to embed a consistent, high-impact model of explicit and differentiated teaching across the school, ensuring all students – particularly EAL/D learners – can access, engage with, and succeed in complex learning.

We will strengthen teacher expertise in explicit instruction, differentiation, and formative assessment, supported by high-quality professional learning and collaborative practice.

Through a disciplined focus on clarity, scaffolded and differentiated practice, and feedback, we will maximise every teacher's impact and every student's learning, leading to improved engagement, deep understanding, and stronger HSC outcomes.

Improvement measures

Teaching practice

- By 2028, 100% of teachers demonstrate:
 - Consistent use of LISC
 - Explicit modelling and guided practice, including differentiated examples

Student learning impact

- Increase:
 - Student engagement (internal surveys)
 - Student ability to use LISC and apply differentiated feedback to improve work
- Improved performance in:
 - Internal assessments
 - HSC extended responses (higher bands)

EAL/D impact

- Increase student ability to:
 - Use subject-specific vocabulary
 - Construct extended responses
- Measurable growth in writing across KLAs

Professional learning impact

- All teachers demonstrate growth in:
 - Explicit and differentiated pedagogy
 - Formative assessment practices
 - EAL/D pedagogy (differentiated scaffolds)
- Evidence of impact on teaching programs, classroom practice, and student outcomes

Initiatives

1. Whole-school explicit teaching model

- Embed a consistent model:
 - I do > We do > You do
 - Gradual release of responsibility
- Non-negotiables:
 - LISC visible and unpacked
 - Teacher modelling of tiered examples
 - Guided practice before independent work

2. EAL/D-responsive explicit teaching

- Strengthen:
 - Differentiated vocabulary instruction (tiered, repeated exposure)
 - Sentence and paragraph scaffolds
 - Oral rehearsal and structured talk
- Teachers explicitly teach, with differentiation:
 - How to read questions
 - How to structure responses
 - How to use academic language

3. Responsive teaching

- Embed:
 - Frequent checks for understanding
 - Exit tickets
- Teachers adjust teaching in real time:
 - Reteach > practise > extend

4. Formative assessment & differentiation

- Embed consistent practices:
 - Frequent checks for understanding
 - Use of formative data to identify learning gaps, and adjust pace and scaffolds
- Teachers respond by:
 - Reteaching where required
 - Providing scaffolded practice

5. Professional learning & instructional coaching

- Deliver targeted professional learning on:
 - Explicit teaching with differentiation
 - EAL/D pedagogical strategies
 - Feedback and assessment
- Establish:
 - Coaching cycles on differentiation
 - Peer observation
- Develop:
 - Walkthrough observation tools

Success criteria for this strategic direction

Students

- Can articulate:
 - What they are learning
 - What success looks like for them
- Demonstrate improved:
 - Writing quality
 - Use of subject-specific language
 - Engagement and independence

Teachers

- Consistently demonstrate:
 - Explicit teaching with differentiation
 - EAL/D scaffolding
 - Responsive teaching
- Use formative data to:
 - Adjust instruction
 - Extend challenge

School

- Consistency in explicit and differentiated practices across all KLAs
- Strong culture of collaboration, evidence-based practice, and continuous improvement

Evaluation plan for this strategic direction

Key question

To what extent has explicit teaching (ET) and use of differentiation improved student learning outcomes, particularly for EAL/D learners?

Data sources

- Classroom observations (ET and differentiation)
- Student work samples
- Internal and external assessment data
- Student voice surveys
- ILPs and EAL/D progression data

Analysis

- Triangulation of teaching practice, student growth and attainment, and engagement data

Implications

- Refine differentiated teaching strategies
- Target future professional learning
- Strengthen consistency across the school

Strategic Direction 3: Attendance and Wellbeing

Purpose

Our purpose is to ensure every student is known, supported, and engaged in a safe, inclusive, and high-expectation environment that maximises readiness to learn.

At Macquarie Grammar School, wellbeing is not separate from learning – it is the foundation for academic success. Through a structured, consistent, and team-based approach to attendance, organisation, and student wellbeing, we will strengthen student engagement, belonging, and connection to school. Aligned with Strategic Directions 1 and 2, this direction ensures that improved attendance, organisation, and wellbeing directly enhance access to explicit teaching, maximise instructional time, and lead to improved academic outcomes.

Improvement measures

Attendance

By End 2026

- Increase on-time attendance from 88% to 90% (stretch to 95%)
- Reduce frequency of lateness through Tier 2 and Tier 3 interventions

By End 2028

- Sustain 95%+ on-time attendance
- Reduce chronic lateness (repeat Tier 2/3 students) by ≥50%
- Demonstrate increased instructional time across all classes

Uniform

By End 2026

- Increase uniform compliance from 87% to 95%
- Embed consistent daily monitoring through homeroom systems

By End 2028

- Sustain 95%+ uniform compliance
- Demonstrate improved student belonging and reduced classroom distraction
- Evidence of consistent expectations across all staff

Initiatives

1. Whole-school attendance & wellbeing strategy

- Establish clear expectations for attendance, punctuality, uniform, and organisation
- Use Compass to monitor, track, and respond to student data
- Strengthen communication with students and families
- Embed student voice in wellbeing initiatives

2. Tiered support model (Three pillars)

Pillar 1: Prevention

- Clear expectations communicated at enrolment
- Uniform Information Pack provided
- Homeroom routines established from Day 1

Pillar 2: Tiered Intervention

- Tier 1: Reminder and positive reinforcement
- Tier 2: Supportive conversation and Compass tracking
- Tier 3: Friday Reflection, parent partnership, and ILP Wellbeing Addendum

Pillar 3: Team Accountability

- Whole-school use of Compass
- Shared responsibility across all staff
- Consistent messaging and follow-up

3. Key priorities

Uniform – Belonging and Identity

- Daily homeroom checks
- Tiered support and parent engagement
- Promote pride, belonging, and focus

Diary – Organisation and communication

- Weekly (Friday) checks
- Strengthen student's self-efficacy and organisation
- Improve home-school communication

Success criteria for this strategic direction

Students

- Attend regularly and arrive on time
- Demonstrate organisation (uniform, diary)
- Show increased engagement and readiness to learn
- Report strong sense of belonging

Teachers

- Consistently implement tiered support model
- Use Compass effectively
- Engage in early intervention and supportive communication

School

- Achieves and sustains 95% targets
- Demonstrates increased instructional time
- Maintains a calm, focused learning environment
- Strong home-school partnerships evident

Evaluation plan for this strategic direction

Key question

To what extent has improved attendance, organisation, and wellbeing enhanced student learning outcomes?

Data sources

- Compass data (attendance, uniform, diary)
- Student wellbeing surveys
- Behaviour and engagement data
- ILPs and intervention records

Analysis

Triangulation of:

- Attendance data
- Behaviour and engagement data
- Academic outcomes

Implications

- Refine intervention strategies
- Strengthen staff consistency
- Target future support and professional learning

Strategic Direction 3: Attendance and Wellbeing

Improvement measures (contd.)

Diary

By End 2026

- Increase diary completion from 74% → 95%
- Embed weekly (Friday) diary checks

By End 2028

- Sustain 95%+ diary completion
- Demonstrate improved student organisation and home-school communication
- Evidence of early identification of wellbeing and learning concerns

Wellbeing and ILPs

By End 2026

- Implement Wellbeing Addendum for all Tier 3 students
- Establish consistent Friday Reflection processes
- Strengthen student sense of belonging and engagement

By End 2028

- Reduce number of Tier 3 students through early intervention
- Demonstrate measurable improvement in student wellbeing (survey data)
- ILPs show clear alignment between wellbeing support and academic progress
- Improved engagement and readiness to learn across all cohorts

Staff professional learning

By End 2026

- 100% of staff trained in:
 - Tiered support model
 - Compass tracking and communication
- Consistent implementation of wellbeing practices across all staff

By End 2028

- 100% of staff consistently implement:
 - Tiered intervention strategies
 - Early intervention and supportive communication
- Evidence of impact on student engagement

Initiatives (contd.)

Attendance – Maximising learning time

- Real-time tracking of lateness
- Tiered intervention including Friday Reflection
- Reduce loss of instructional time

ILPs with Wellbeing integration

- Wellbeing Addendum for Tier 3 students
- Ongoing monitoring and review
- Alignment between wellbeing and academic support

4. Friday reflection (Restorative practice)

- Structured, supportive conversations
- Supervised by staff on rotating roster
- Guided by the “Teachers’ Guide” (Teams)
- Focus on reflection and re-engagement

5. Professional Learning & Staff Capacity

- Targeted professional learning on:
 - Tiered intervention
 - Compass systems
 - Student wellbeing and engagement
- Build consistency and confidence across staff