

# Annual Report 2019

## Macquarie Grammar School

Prepared for the NSW Educational Standards Authority



PO Box Q1259  
Queen Victoria Building  
Level 8 225 Clarence Street

Sydney NSW 1230  
Sydney NSW 2000

CRICOS Provider Code 03330B

Email: [enrolments@mgs.edu.au](mailto:enrolments@mgs.edu.au)

Web: [www.macquariegrammarschool.edu.au](http://www.macquariegrammarschool.edu.au)

Tel: +61 2 8228 3022

## Purpose of this Report

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

Details about initiatives and developments of significant interest and importance to the School community throughout 2019 and achievements. Other information has been provided from the School's Management Software Program (Denbigh) and, existing policies and documentation. The Report outlines the processes, in place, to assure the provision of quality educational experiences for Macquarie Grammar students.

The Report is submitted to the NSW Educational Standards Authority (NESA) and is available on the School's website from the 30 June 2019. Ultimately, the Report demonstrates accountability and compliance with regulatory bodies, as well as the School community and convinces the reader of Macquarie Grammar's quality and effectiveness, in fulfilling the needs of students. Further information about the School and/or this Report may be obtained by contacting the School.



# 1. Messages from Key School Bodies

## 1.1 From the Headmaster

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

Since the school underwent a structural change over the past couple of years and introducing a number of new initiatives this has enabled us to create a strong student welfare monitoring and home visitation system, as well as improvements in the curriculum and sport. The High School Preparation Faculty undertake an annual review of programmes and lesson delivery is now focussed on a holistic approach to learning the English language. This has allowed students to progress from HSP 1 to 2 at a quicker rate with both the spoken and written language improving significantly at each of these levels. In the area of student welfare two scheduled home visitations take place per year, in April and September. This enabled the school to act quickly on Homestay issues and further developed a link between the Homestay Host and the School. Daily monitoring of student attendance, regular counselling and contact with parents and guardians, has led to student academic outcomes and vastly improved attendance rates.

Our Year 12 2019 cohort maintained the School's high academic focus and was ranked amongst the top 165 schools in NSW, and almost all students matriculated to university. As a fully comprehensive non-selective school, this is an outstanding achievement and a credit to both the students and their teachers. Congratulations to our 2019 Year 12 cohort. A wonderful set of results from a very mature and diligent group of students.

The marketing strategy implemented was developed further and this time into Europe and enrolments have strengthened both domestically and internationally, which highlights the relevance of the school's unique operational model to parents and in meeting the needs of their children. Sport options continued to be broadened and the students were able to compete in a number of competitions including ISD and AICES. The competitive spirit of our students and the ongoing improvement in their skills, created a positive attitude towards involvement in sport. The participation levels of the students at both ISD and AICES events has increased dramatically.

I wish to thank the parents for displaying their ongoing confidence in the school by enrolling their child, the staff for their genuine interest and ongoing care of the students, and the students for displaying enormous pride in the School. I confirm that information in this Report is the result of a School evaluative process and provides an account of the School's progress in 2019 and areas for development.

### 1.3 Parents and Friends' Committee

In 2019, the Parents and Friends' Committee once again worked to support the School throughout the school year. At the start of the school year, the Welcome Evening was held which provided an opportunity for the school community to come together to hear from our Headmaster and Teaching Staff who provided informative overviews of their expectations within their subject areas. In addition, families then had the opportunity to engage with the Headmaster and teachers whilst enjoying light refreshments. With new families joining our school in 2019, this was a wonderful opportunity to welcome them into our community. Later in the year, the Headmaster once again invited parents and friends of the School to attend an information evening which is always much appreciated. The Valedictory Assembly was held in September, where the graduating Class of 2019 were farewelled, this was a special event filled with emotion, and was attended by many families. In December, the Graduation Awards Assembly was also well attended by families, with light refreshments being provided at the conclusion of the formalities. This event provided a wonderful opportunity to celebrate the many achievements of the school year, and to allow families the chance to thank the staff for their continuous efforts throughout 2019.



On a personal note, after seven (7) years as President of the Committee, the end of the 2019 school year saw my time (as a Parent) at the school come to an end. I have had the utmost privilege of work in partnership with the School Executive and Staff in this role, and I wish the Committee every success in 2020 and beyond.



*Mr Richard Clift  
President  
Parents & Friends Committee*

## 1.4 From the Student Representative Council

Macquarie Grammar School's Student Representative Council is made up of a group of enthusiastic students who want to help others by being involved in decision making and organising of school activities. The SRC provides opportunities for students to address the interests and concerns of their peers and to develop leadership skills. They also inform students of any important information which affects the student body.

The SRC consists of volunteers from Years 7 – 12 and all students are encouraged to become members and/ or participate during meetings. Formal meetings are held weekly, under the supervision of Mrs Cawood. Key roles within the SRC are president, secretary and treasurer. Members are elected by other representatives for these roles: Hewitt Freshwater was elected as President, Dilara Ozhan as Secretary and Hayden Clift as Treasurer for 2019.

All members are expected to be positive role models, be active in the school community, be approachable and strive to build harmonious relationships. In 2019 they promoted mental health, through RUOK day and ran an anti-bullying campaign with National Day Against Bullying. They organised school activities, such as Chinese New Year Celebrations, Anzac Day Commemorative Assembly and Christmas Candy Canes and supported community events through fundraising initiatives; including: Cancer Council and Children's Medical Research Institute. Members get the chance to act as project managers and build leadership skills within a supportive environment.

The SRC enhances social and personal development and complements the curriculum by enriching the core learning experiences for students.



*Mrs Antia Cawood*  
**SRC Co-ordinator**

## 2. The Educational Context of the School

Macquarie Grammar is the only secular school in Sydney's CBD, that is an independent, fully comprehensive, co-educational secondary School that operates within the policies of the New South Wales Educational Standards Authority. It caters to the academic needs of our domestic students and encourages the inclusion of international students to create a unique learning environment. Founded in 2004, the School's mission is to provide an environment which is academic, well supported by the teaching staff and prepares students for the Higher School Certificate (HSC), pre-vocational and University education, and the workplace, by providing a quality education to its students and fostering an enjoyment of and respect for learning.

The School prides itself on its unique environment, which is harmonious, where students feel welcomed, enjoy attending school daily and strive to attain their best in all areas of the school's curriculum. We elicit in our students values of integrity, honesty, pride, tolerance, inclusiveness and non-discrimination. We reflect accurately on societal challenges and changes, providing guidance and support for our students in the modern world, and creating hard working talented contributors to society. We are committed to the education of young people in all areas of their endeavour.

The School's aims are as follows:

- in educating for life, the School will develop an environment to foster the whole person, including the student's moral, intellectual, social, aesthetic, emotional, and cultural development;
- in all student endeavours, the pursuit of excellence will be encouraged so that each student will strive to attain the highest standards of which they are capable, personally;
- an open spirit of enquiry and respect for the truth will be important aspects of each student's pursuit of wisdom and knowledge;
- high priority will be given to the competent attainment by students of thinking, language, literacy and numeracy skills;
- students will be encouraged to participate as much as possible in the whole programme of the School with the aim of enriching their lives through the development of character, initiative and personality;
- will provide personalised tuition by experienced, qualified, and dedicated staff who aspire to teach and assess according to the Australian Professional Standards for Teachers;
- to keep abreast of improvements and advances in technology and offer programmes relevant to current employment and market standards;
- incorporate ICT (information and communications technology), proactive planning, resource management, problem-solving skills, group dynamics leadership and cooperative learning abilities, that are developed through a dynamic and innovative curriculum and its delivery;
- provide without academic barriers, an appropriate academic-based curriculum for all students; and
- promote in students a love of learning and a desire to continue learning and to help them make, effectively, the transition from secondary to tertiary study or to the workplace.

### 3. National Assessment Programme Literacy and Numeracy

The 2019 year saw a typical spread of grading distribution that reflects and indicates the importance of our international students. The results showed significant positive outcomes and areas that require improvement within the Year 9 cohort. The need for literacy across the curriculum is evident in most of the student performances with indicators of basic literacy skills requiring improvement.

The Literacy awareness that exists in the current make-up within our teacher composition at MGS is primarily directed at improving the core literacy skills in all students, as a whole. As such, it is expected that there will be significant improvement in English literacy at MGS, with specific requirements and teaching modalities directed at English Literacy.

Interestingly, the comparison of our students with the state average is not without merit and reflects the seriousness undertaken in regard to, the NAPLAN examinations and demonstrates a significant value-added component considering the international students began school with very limited English language skills. The improvement shown is largely in relation to and in comparison to, the Australian born students. When viewed in this context it is pleasing and the students of Macquarie Grammar School indicate a level of performance that is reasonable overall in comparison to the state averages.

Numeracy is typically strong at MGS and have scored well above the State average and as such reflects the academic ability of our students as this is independent of core English Literacy skills. This has typically been the case in previous years, with Year 9 cohorts developing further and achieving outstanding results in Mathematics Courses in the HSC. The following series of graphs and tables summarise the NAPLAN results in 2019.

The Year 7 Results are not shown, due to the fact that when the NAPLAN Examination was conducted, there was only one student in Year 7 and this student was absent from the Examinations.

#### Student Results

The table below shows the average student results for the Year 9 MGS Cohort.

The cell colour shows how the school's results compare to those of students with a similar background.

#### *Compare to Students with similar background*

|        | Reading | Writing | Spelling | Grammar | Numeracy |
|--------|---------|---------|----------|---------|----------|
| Year 7 | -       | -       | -        | -       | -        |
| Year 9 | 519     | 497     | 525      | 556     | 644      |

*All Australian Students*

|        | Reading | Writing | Spelling | Grammar | Numeracy |
|--------|---------|---------|----------|---------|----------|
| Year 7 | -       | -       | -        | -       | -        |
| Year 9 | 519     | 497     | 525      | 556     | 644      |

NAPLAN participation for this school is 100%  
 NAPLAN participation for all Australian students is 95%

**Interpreting the table**

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

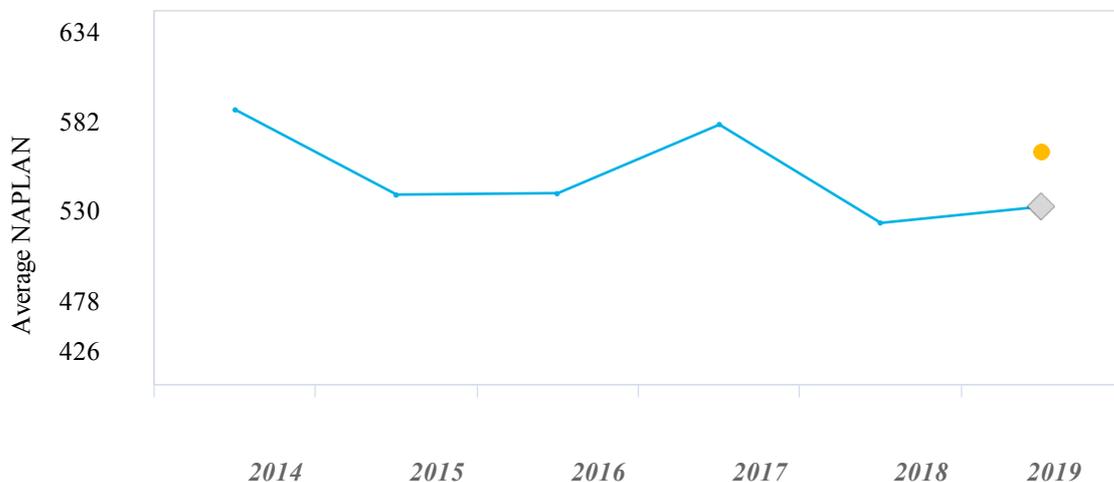
**Student Results Over Time**

The graph below shows the average NAPLAN score for all students at the school in each domain over time, compared to the average score of the students with a similar background.

The colour of the diamonds show how the school's results compared to those of students with a similar background. The whiskers around the diamond show the margin of error at 90 per cent level of confidence.

The background of students has been shown to have an impact on NAPLAN results. Student background includes parental occupation and education.

**Year 9 Reading**



Select categories:



Selected school



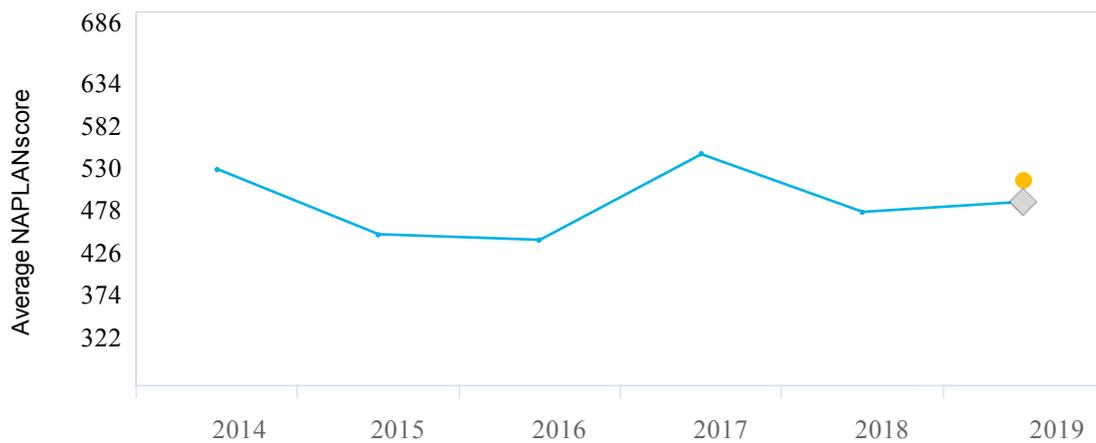
Students with similar background

**Interpreting the graph**

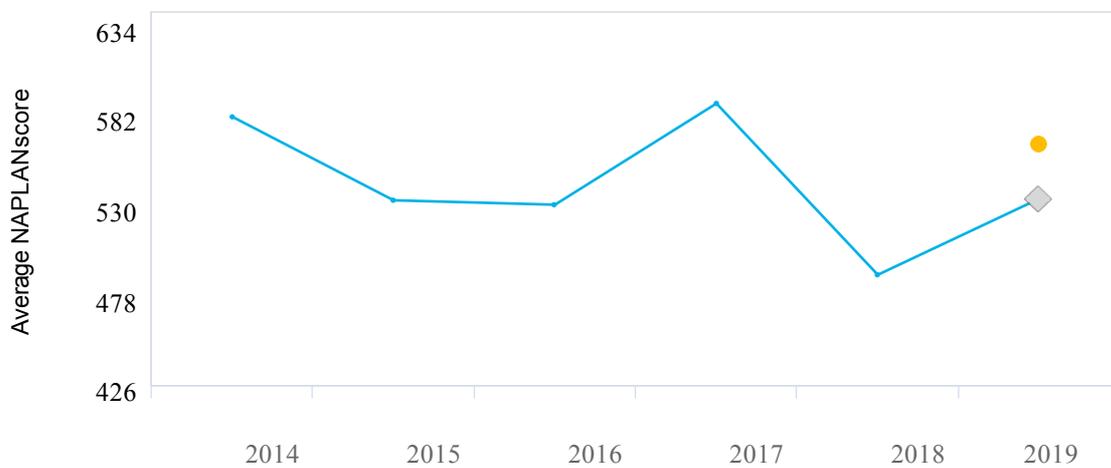
Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence

**Year 9 Writing**



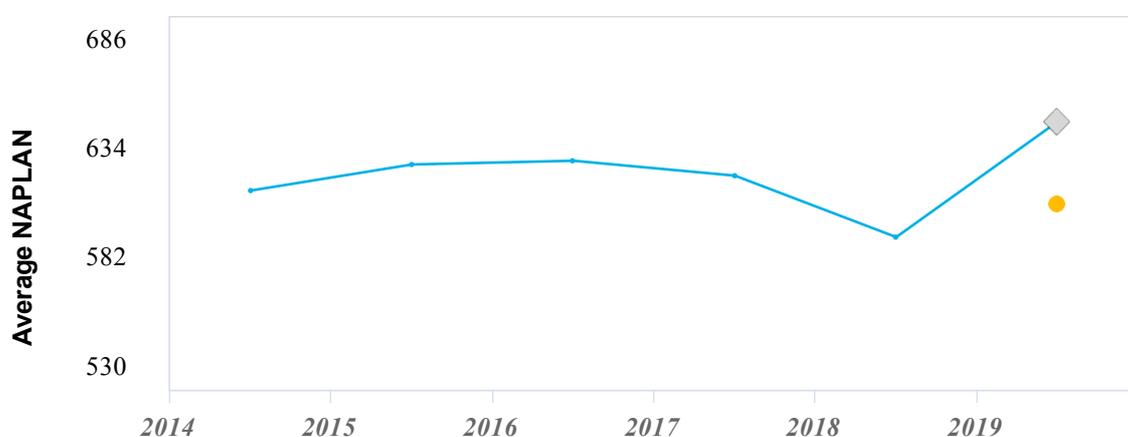
**Year 9 Spelling**



Year 9 Grammar and Punctuation



Year 9 Numeracy



#### 4. Results of the Higher School Certificate

In 2019 MGS saw significant improvement in the results in the HSC in terms of the number of students attaining Bands 1, 2 or 3. The number of students in these bands was significantly reduced. The school’s academic performance overall was pleasing with significant numbers of students performing in Bands six (6) and five (5). Meritorious results stemmed from a range of subjects including outstanding performances in Chinese Beginners with the HSC examination average reaching a stunning 92. Other excellent performing subjects were Japanese Beginners, Chinese and Literature, Biology and Mathematics Extension 1, these results indicate that the teaching and learning processes that are employed, evaluated and implemented in the School, are highly effective. The vision for the school is to continue the improvement in both the “bottom end” and increase the number of students attaining a Band six (6) result. It is interesting to note that there were significant numbers of students on the cusp of Bands Five (5) to Six (6). It is the intention that these students are focused on in terms of gaining those few marks that will place them in the Band Six (6) performance range. It will be a focus area for the school to nudge these students into this Band.

The majority of students matriculated to university and all progressed to tertiary study.

The School Community wishes to express their gratitude to all the teachers, students and staff for their phenomenal efforts in achieving these outstanding 2019 HSC results. It is a credit to their professionalism, commitment and dedication in providing the best possible future for our students to pursue.

## Results of the Higher School Certificate HSC Subject Results Compared with the State of NSW

| <i>HSC Course Name</i>               | <i>Examination Mean</i> | <i>Bands 4-6 % School</i> | <i>Bands 4-6 % State</i> | <i>Bands 3-6 School</i> | <i>Bands 3-6 State</i> |
|--------------------------------------|-------------------------|---------------------------|--------------------------|-------------------------|------------------------|
| Biology                              | 81                      | 100                       | 60                       | 100                     | 84                     |
| Business St                          | 78                      | 80                        | 61                       | 80                      | 83                     |
| Chemistry                            | 78                      | 100                       | 70                       | 100                     | 87                     |
| Chinese and Literature               | 84                      | 100                       | 97                       | 100                     | 99                     |
| Chinese Beginners                    | 92                      | 100                       | 57                       | 100                     | 77                     |
| English (Adv)                        | 82                      | 100                       | 92                       | 100                     | 99                     |
| EALD/ESL                             | 65                      | 30                        | 58                       | 90                      | 76                     |
| English Ext1                         | 42                      | 100                       | 93                       | 100                     | 99                     |
| Information Processes and Technology | 64                      | 33                        | 61                       | 66                      | 85                     |
| Japanese Beginners                   | 82                      | 86                        | 65                       | 100                     | 80                     |
| Legal Studies                        | 78                      | 80                        | 64                       | 80                      | 82                     |
| Mathematics Standard 2               | 76                      | 75                        | 60                       | 100                     | 87                     |
| Mathematics                          | 80                      | 100                       | 74                       | 100                     | 90                     |
| Mathematics Extension 1              | 88                      | 100                       | 80                       | 100                     | 95                     |
| Mathematics Extension 2              | 71                      | 100                       | 85                       | 100                     | 97                     |
| PDHPE                                | 62                      | 29                        | 85                       | 85                      | 88                     |
| Physics                              | 74                      | 67                        | 54                       | 100                     | 96                     |
| Visual Arts                          | 84                      | 100                       | 89                       | 100                     | 99                     |



## 5. Senior Secondary Outcomes

Macquarie Grammar is a traditionally focussed Grammar School, it only offers NESA developed courses; we do not offer School based or VET courses, as we maximise each student's ATAR (Australian Tertiary Admissions Rank) potential for University entry. All our students who completed Year 10 were awarded a RoSA and all of our Year 12 students in 2019 received a Year 12 Higher School Certificate.

All students requested an ATAR from the Universities Admissions Centre, in order to secure offers into Australian Universities. In 2019 our top ATAR result was in the 90s, and the HSC Dux was Hayden Clift.



## 6. Workforce Composition

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

The School also employs an Administration Manager who oversees all support staff, an Accountant, Accounts Receivable/Payable Officer, two Student Services Officers, Guardianship/Homestay Officer, an Admissions Officer, Marketing and IR (International Relations) staff and an IT Manager. Most MGS teachers actively implement an administrative role as well, eg Careers Advisor, House Tutor/Roll Call, Director of Welfare, Director of Curriculum, Co-Curricular Activities Co-ordinator, Sportsmaster, etc.

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

## 7. Professional Learning and Teacher Standards

In accordance with NESAs 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<br>(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  | 14             |
| Teachers who have a Bachelor Degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal Teacher education qualifications, or   | 0              |
| Teachers who do not have qualifications as described in either of the categories Above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such 'Teachers' must have been employed to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and have approval from the NSW Institute of Teachers to extend the period during which an approved teaching qualification may be obtained. | 0              |

Only teachers who teach NESAs approved and ELICOS courses are included in the table above. All courses at Macquarie Grammar School are NESAs developed courses. The average ratio of teachers to students is approximately 1:10 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. These experiences allow teachers to reflect upon their learning and teaching programmes with increased innovation. Teachers attend weekly Staff Meetings and Professional Development Day Meetings with the Headmaster and the with the Executive Team. Teachers and the Headmaster also provide written input on the Australian Curriculum in reference to specific courses when required and updates to policies are presented in relation to Child Protection, Anti-Bullying, Staff and Student Code of Conduct, etc.

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

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



Macquarie Grammar is committed to providing professional development, to all members of staff, to contribute to a vibrant learning community. All Teachers attended at least ten, designated, school-based Professional Development days within the Terms of the academic year. The focus for each of these days was learning and teaching delivery and policy updates in relation to Child Protection, etc. Additionally, the Table below lists some of the professional development activities that were undertaken by staff throughout 2019, to support their role in providing a quality education for each student:

| Members of Staff  | Professional Development Topics 2019  |
|---|---|
| All teachers  | “UAC”, Trudy Noiler, Onsite, 5 December 2019  |
| Director of Welfare Operations / Chinese and Literature<br>Sheng Juan Sun | <p>“ Collaborative planning time for Scope &amp; Sequences, programs and resources”, Joy Yao, Burwood Club, 2 February 2019</p> <p>“Composing Assessment Ideas Stage 5 and 6”, Nahida Jamal, Saturday School of Community Languages Ashfield Centre, 2 February 2019</p> <p>“HSC Results RAP Data Analysis”; Marco Man; SSCL Ashfield, 2 Feb 2019</p> <p>“Mandatory Child Protection Training”; Nahida Jamal, SSCL Ashfield, 2 February 2019</p> <p>“Programs and Resources, Assessment Strategies for Years 7-12”, Joanne Zoras; SSCL Ashfield, 2 February 2019</p> <p>“2019 CLTANSW Annual Conference”, presented by members of CLTANSW, Burwood RSL, 12&amp;13 April 2019</p> <p>“HSC Chinese and Literature Study Day” Sheng Juan SUN, UTS, 2 June 2019</p> <p>“Using NESA eTAMs” Nahida Jamal, SSCL Ashfield, 4 June 2019</p> <p>“IT Training-Millennium”, Thuy Nguyen, SSCL Ashfield, 4 June 2019</p> <p>“7 - 12 Syllabus in Real World Task”, Joanne Zoras, SSCL Ashfield, 4 June 2019</p> <p>“Craft Syllabus meeting Years 11-12, Stage 6”, NESA presenter, Ashfield RSL Club, 29 August 2019</p> <p>“NESA’s approach to Syllabus -development for languages”, Joanne Zora, SSCL Ashfield, 31 August 2019</p> |

|  |   |
|--|---|
|  | <p>“Harnessing 21<sup>st</sup> Century Learning Skills”, Nahida Jamal, SSCL Ashfield, 31 August 2019</p> <p>“Integrating the intercultural dimension into task-based learning”, Marco Man, SSCL Ashfield, 31 August 2019</p> <p>“Senior Marker Briefing”, NESAs presenter, Sydney Olympic Park, 5 November 2019</p> <p>“HSC Marking Session”, Senior Marker, Howie Pavilion Sydney Olympic Park, 4 November to 16 November 2019</p> <p>“IT Training Course and SharePoint”, Thuy Nguyen, SSCL Ashfield Centre, 23 November 2019</p> <p>“Building up share documents in our DET website”, online, ongoing process</p> <p>“Supervising Preservice Teachers-Effective Partnerships”, online, 1 Dec 2019</p> <p>“Supervising Preservice Teachers- making Judgements”, online, 1 Dec 2019</p> <p>“Supervising Preservice Teachers-Practice Analysis, online, 1 December 2019</p> <p>“NAPLAN Persuasive Writing Marker”, Online Training, 19 December 2019</p> <p>“NAPLAN Narrative Writing Marker”, Online Training, 19 December 2019</p>  |
| <p>Chinese Beginners<br/>Xintian Cai</p> | <p>“HSC Results RAP Data Analysis”; Kai Liu; Saturday School of Community Languages Birrong Centre, 2 February 2019</p> <p>“Programs and Resources, Assessment Strategies for Years 7-12”, Kai Liu; SSCL Birrong, 2 February 2019</p> <p>“IT Training - Remote Students”, Nicole Kim, Saturday School of Community Languages, 2 February 2019</p> <p>“Mandatory Child Protection Training”, Nancy Morvillo, SSCL Birrong, 2 February 2019</p> <p>“2019 CLTANSW Annual Conference”, presented by members of CLTANSW, Burwood RSL, 12&amp;13 April 2019</p> <p>“Using eTAMs to record PD hours for teacher accreditation”, Christopher Stamm, SSCL Birrong, 15 June 2019</p> <p>“Show casing non-HSC style assessments, Backward mapping assessment tasks, Matching the tasks with outcomes”, Monica Liu, SSCL Birrong, 15 June 2019</p> <p>“Creative ways to assess students”, Kai Liu, SSCL Birrong, June 2019</p> <p>“IT Training -- Google Classroom, Google Forms, Google Sites”, Nicole Kim, SSCL Birrong, August 2019</p> <p>“NSW K-10 Language syllabus -- NESAs approach, Matching resources with outcomes, contents and tasks”, Kai Liu, SSCL Birrong, 31 August 2019</p> <p>“NESAs Accreditation”, Kai Liu; SSCL Birrong, 31 August 2019</p> <p>“Quality homework -- Theory and Practice”, Nancy Morvillo; SSCL Birrong, 9 November 2019</p> <p>“IT Training -- Microsoft Office 365 SharePoint”, Nicole Kim; Saturday School of Community Languages; 9 November 2019</p> <p>“Differentiating our teaching and learning”; Monica Liu; Saturday School of</p> |

|  |   |
|--|---|
|  | Community Languages; 9 November 2019  |
| Japanese Beginners<br>Yoshika Yamashita                        | “Japanese Beginners Day” JTAN, North Sydney Boys High School, 23 June 19<br>“HSC Marking”, Yoshika Yamashita, Sydney Olympic Park, 28 October to 1 November 2019  |
| Visual Arts, IPT and<br>Technology<br>Antia Cawood             | “MCA Educator Exclusive”, presented by Amanda Palmer with Janet Laurence and MCA Chief Curator Rachel Kent in conversation, MCA Sydney, 13 March 2019.<br>“New Careers Advisers Day”, various speakers CAA, UTS, 6 May 2019.<br>“UAC Day for Careers Advisers”, Trudy Noller - UAC Community Engagement Officer, UTS, 7 May 2019.<br>“Study smarter not harder: Time Management and Study Seminar”, Resources for Courses, Moore Park, Sydney, 31 May 2019<br>“MCA Educator Exclusive – SIAS and 2020 preview”, MCA Sydney, 20 Nov 2019<br>“Tombow materials workshop”, Marie Browning, Lavender Bay, 23 November 2019<br>“Term 4 Teacher Salon”, AGNSW, Sydney, 27 November 2019 |
| Science, IPT,<br>Mathematics Standard<br>Ricardo Tovar         | “National Science Teacher Summer School 2019”, presented by various teachers/presenters, Canberra, 7 January until the 11 January 2019  |
| Science,<br>Physics and Chemistry<br>Wendy Highfield           | “21 <sup>st</sup> June Physics Conference”, STANSW, Sydney, NSW; 15 <sup>th</sup> June 2019’, First Aid, Sydney, NSW. 2019  |
| Mathematics Advanced<br>Maths Extensions<br>Aurelian Alexandru | “HSC Feedback and Advice Day”, MANSW, Macquarie University, 23 February 2019  |

## 8. Teacher Attendance and Teacher Retention Rates

The average Teacher attendance rate including medical leave, and illness absences was 95.65%. Throughout 2019, there was an 91.7% retention of full-time teachers for 2019. Teachers felt they had motivated, well-behaved students and reported less stress and high levels of satisfaction and efficacy.

## 9. Student Attendance and Management of Non-attendance

The average student attendance rate including HSP 1 and 2 was approximately 88.73%. The ratio of boys to girls is close to 3:2. The attendance rate for some displaced, international students was 86.88%. Such students are reported to the Department of Home Affairs, after we issue them with a Notice of Intent to Report letter, as per DHA and the ESOS Act, 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 2019 attendance records (7-12) 108
- Total Teaching days during 2019 189
- Average number of teaching days attended by each student (7-12) 181
- Students’ attendance (7-12 only) as a percentage of teaching days 96%

| <i>Year Group</i>                               | <i>Attendance Average Percentage</i> |
|---|--------------------------------------|
| <b>HSP 1</b>                                    | 85                                   |
| <b>HSP 2</b>                                    | 89                                   |
| <b>Year 7</b>                                   | 96                                   |
| <b>Year 8</b>                                   | 85                                   |
| <b>Year 9</b>                                   | 89                                   |
| <b>Year 10</b>                                  | 85                                   |
| <b>Year 11</b>                                  | 85                                   |
| <b>Year 12</b>                                  | 92                                   |
| <b><i>Student Average Across the School</i></b> | <b>88.73%</b>                        |

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

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

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

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

Of the 28 students who were in Year 10 in 2017, 61% of students were still enrolled at Macquarie Grammar School in Year 12, 2019. 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**

| <b>Years Compared</b> | <b>Yr 10 Enrolment</b> | <b>Yr 11 Enrolment</b> | <b>Yr 12 Enrolment</b> | <b>Retention Rate</b> |
|-----------------------|------------------------|------------------------|------------------------|-----------------------|
| 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; 82% also satisfied Australian University entry requirements. The Universities Admission Centre (UAC) provided a number of offers to our 2019 HSC graduates.

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

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

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

All applications are processed within the School's enrolment policy. Students are admitted in date order of application. Enrolment in 2019 was 133 students, including 29 HSP (High School Preparation) students.

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

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

Macquarie Grammar 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/guardian/agent 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/guardian/agent and recorded in the School's database, along with other regulatory requirements.

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

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

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

### **13. Student Engagement Before Enrolment and Familiarisation of Enrolment Policy**

#### ***Purpose and Scope***

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

It deals with the requirements of:

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

#### ***1. Responsibilities***

The International Marketing Officer and the Admissions Officer have 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 directly with the parents/legal guardian and student.

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

### ***Assessment of Each Student's Qualifications, Experience and English Language Proficiency***

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

### ***Formalisation of Enrolment, Including Who Can Sign***

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

- It must be emphasised that agreements should be signed by the student's parent or legal guardian if the student is under 18 at the time of signing (or by the student if the student has reached their eighteenth birthday). Under no circumstances may an agreement be accepted that is signed by any other person, e.g. agent or guardian appointed by a guardianship 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 immediately refunded. In the meantime, the money should not be touched. Records of all steps taken and the reasons for them should be kept on file.

- English language proficiency evaluation is to be carried out before accepting the student. MGS has its own English Proficiency Test.
- The written agreement includes the following information (*NOT* simply links to the information):
  - the title and CRICOS number of the course
  - any conditions on the student's enrolment such as the need to meet a particular level of English language proficiency
  - an itemised list of all 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 annually to the School's QMS (Quality Management System) Folder, in keeping with changes in legislation, by the School Board of Governors and the Executive Team. These policies are made available on the network for all staff to familiarise themselves with.

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

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

All actions and processes are based on the principles of procedural fairness. Throughout any investigation and subsequent actions, care is taken to maintain confidentiality as far as possible. No-one is victimised for reporting incidences or for acting as a witness in an investigation. Dishonest or vexatious reporting of an incident is viewed seriously and leads to disciplinary action.

## 13.2 Student Welfare Policy

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

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

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



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

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

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

### 13.3 Discipline Policy

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

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

#### Procedure

- Any staff member may, in an acute situation, take whatever reasonable action is deemed necessary as a safety precaution. If necessary the staff member may arrange for Security to be contacted.

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

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

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

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

Serious misconduct may result in suspension or expulsion, eg. property damage, violence towards others and offences involving the police are regarded as serious misconduct eg. in possession or using a weapon, drugs or cigarettes.

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

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

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

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

## 13.4 Anti Bullying Policy

### *Purpose*

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

### *Responsibility*

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

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

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



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

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

### ***Requirements***

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

MGS ensures that information on making complaints is widely available within the school community and students are informed of the process through the school newsletters, assemblies, workshops in tutor group, 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 and 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 about grievances are treated seriously and investigated. Macquarie Grammar encourages open communication between all staff, students, parents, and agents. In the event of a grievance, complaint or allegation, the School adopts a proactive and common sense approach to solving an issue.

The School makes every effort to keep the matter confidential.

#### **Procedure for a Formal Internal Complaint:**

- To register a complaint, students can complete the *377-FM-MGS Complaint Grievance Form* available at Reception and lodge directly with their Home Room/Tutor Group Teacher or Director of Welfare and Operations.
- When a formal complaint is received by the Home Room/Tutor Teacher, 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, in 2014:

The Table below demonstrates how the targeted achievements for 2014 were met by 2019:

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

| Priorities from Strategic Plan                     | Targeted Achievements Set for 2019  |
|--|---|
| The Learning Environment<br><i>(Ongoing)</i>       | Implement the <a href="#">School Improvement Plan 2015 - 2019</a> , eg the Individual Learning Plans; Develop the classroom culture of curiosity, inquiry, research and encouragement; Further develop and refine the Sport, Creative and Performing Arts, and Co-curricular programmes; Enhance the quality of learning in outdoor education environments <i>(achieved)</i>  |
| Student Academic Achievement<br><i>(Ongoing)</i>   | Maintain MGS's high results to consistently be ranked in the Top HSC 100 Schools' List; Implement multi-skilling programmes in Home/Tutor Room time, eg speed reading, organisational skills, time management; Implement intervention programmes for targeted students; <i>(achieved in 2018) and monitored in 2019</i>   |
| Student Welfare<br><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>(achieved) and monitored in 2019</i><br>Director of Welfare and Operations to monitor Home/Tutor Room Teacher Topics, in order to improve student welfare <i>(achieved) and monitored in 2019</i>  |
| Student Social Development<br><i>(Ongoing)</i>     | Improve student capacity for leadership, by providing opportunities for increased student public engagements and commitments; <i>(achieved)</i><br>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) and monitored in 2019 for possible expansion in 2020</i>  |
| Value-adding<br><i>(Ongoing)</i>                   | Continue to develop the School's website and Facebook site <i>(achieved) upgraded in 2018 and was further developed in 2019</i><br>Sourcing other advertising opportunities through internet a portals that target specific age groups from 35 to 65 years of age.  |
| Staffing and Staff Development<br><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) and monitored in 2019</i><br>Develop collaborative teams by encouraging Teacher professional presentations;<br>Continue to encourage Teachers to supervise Practicum Teachers for MGS, in order to be reflective and evaluative; <i>on hold in 2019</i><br>Continue to encourage Teachers to maintain their professional development as HSC markers; <i>(achieved) and continued in 2020</i><br>Continue to encourage Teachers to upgrade their accreditation with NESAS NSW; <i>(achieved) and monitored in 2020</i><br>Continue to provide Teacher Lesson Evaluations and Teacher Performance Evaluations, by the Headmaster; <i>(achieved) and continued in 2019</i><br>Teachers self evaluate their performance and those of their HSC students <i>(achieved) and will be monitored in 2020</i> |

|   |  |
|---|--|
| School Structure<br><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 <b><i>(achieved) and monitored in 2019</i></b>   |
| School Administration<br><i>(Ongoing)</i>     | Finalise an integrated system to improve communications between the School and families by introducing Skoolbag and email. Extending respondents to Homestay Host and parents overseas; <b><i>(achieved) and monitored in 2019</i></b><br>Introduce financial forecasting and modelling to ensure future growth through an effective whole School fundraising programme and identify other revenue opportunities; <b><i>(achieved) and monitored in 2019.</i></b><br>Increased the frequency to monthly reporting of financial position.<br>Set and achieve annual enrolment and staffing targets through appropriate recruitment and administrative strategies <b><i>(achieved) and monitored in 2019.</i></b><br>Broadened the market. |
| Curriculum Development<br><i>(Ongoing)</i>    | Continue to implement the new National Curriculum <b><i>(achieved) and monitored throughout 2019.</i></b>  |
| Family Communications<br><i>(Ongoing)</i>     | Increase the flow of communications in order to build relationships and connect with families;<br>Increase the commitment of the growing Parents and Friends' Committee. In a small school encouragement and a different strategy was introduced; <b><i>Introduced and monitoring will be ongoing.</i></b><br>Maintain the number of Open Days and Parent-Teacher-Student Interviews and aim to increase family participation <b><i>(achieved) and monitored in 2019.</i></b>  |
| Community Engagements<br><i>(Ongoing)</i>     | Strengthen links and create partnerships with external organisations;<br>Connect effectively with past, present and future members of our School community;  |
| International Standing<br><i>(Ongoing)</i>    | Develop the established partnership with an overseas school to facilitate the ease of transfer of students <b><i>(achieved) monitored in 2019 but needs further support in 2020.</i></b>   |
| Marketing and Promotions<br><i>(Ongoing)</i>  | Enhance the School's branding, standing and reputation with an emphasis on improving strategic marketing initiatives, eg online communications, publications, media and overseas travel;<br>Improve the quality of the Prospectus for Macquarie Grammar School; <b><i>(achieved) and improved upon in 2019.</i></b><br>Identify new cultural sources of students from onshore and/or offshore <b><i>(achieved) but is ongoing as new markets are being explored.</i></b>   |
| Resources and Facilities<br><i>(Ongoing)</i>  | Continue acquisition of equipment for each course, to improve the learning environment; <b><i>(achieved) but this is ongoing.</i></b><br>Proceed with internal funding for an onsite Science Lab;<br>Proceed with internal funding for an onsite Visual Arts/STEM Workshop;<br>Upgrade of Computer Laboratory;<br>Regular evacuation drills and evaluations of procedures <b><i>(achieved) and monitored in 2019 with some adjustments.</i></b>  |
| Affirmation Systems<br><i>(Ongoing)</i>       | Identify a sponsor to provide new Graduation Day Awards;<br>Increase the recognition of students who are deserving of awards with formal recognition at Awards Assemblies <b><i>(achieved) with initiatives to be introduced in 2020.</i></b>  |
| Premises<br><i>(Ongoing)</i>                  | Investigate the lease of additional, nearby premises; <b><i>it's been an ongoing project in 2019</i></b><br>Timetable revisited to utilise current resources more efficiently. <b><i>(achieved) but ongoing monitoring in 2020.</i></b>  |
| WH&S<br><i>(Ongoing)</i>                      | Annual first aid training for staff; <b><i>(achieved)</i></b><br>Maintain a vigilant Work Health & Safety Committee <b><i>(achieved) and monitored in 2019.</i></b>  |
| Leadership and Governance<br><i>(Ongoing)</i> | Continue to implement the <a href="#">School Improvement Plan 2015-2019</a> , and Master Plan and Strategic Plan for 2012-2016; <b><i>(partly achieved) due to other priorities taking precedence it's ongoing.</i></b><br>Discuss on-going values-related themes in School Assemblies, to profile core values and build upon established traditions <b><i>(achieved) and continued in 2019.</i></b>   |

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

#### **Hardware Improvements:**

1. Replaced some older computers but this will be an ongoing project.
2. Continued to upgrade and expanded the wireless intranet network on levels 4 and 8. Large amounts of money has been spent to improve this issue and some gains have been made but further funds are required to make the network solid and stable in 2020.
3. Additional projectors are required in a number of classrooms to allow the teacher to access external/online resources and embellish the students' learning.
4. Continued to improve data transfer speeds across the network in 2019 but this is an ongoing issue. Infrastructure requires renewal with higher grade equipment. This is a pressing issue for 2020.
5. Improved back up data processes and servers. This again is an ongoing issue and will be closely monitored and improved upon in 2020.

#### **Software Improvements:**

1. Continued to upgrade Denbigh software that improved attendance monitoring and recording. This has been rectified and tested for accuracy, but it is an ongoing process as software updates are introduced that best suit MGS's needs. This will be closely monitored in 2020.
2. Additional software installed to computers in the Computer Lab and will continue in 2020 as course offerings are being extended.
3. Upgraded software to administration computers. Huge improvements have taken place, but it is an ongoing project and will be closely monitored in 2020.

#### **Local Group Policy:**

1. Users of MGS computers do not have permission to install any third party application software because of security reasons. Security software has been upgraded but is an ongoing project for 2020.
2. Users of MGS computers do not have permission to access any restricted shared folders because of internal policy requirements. This was maintained in 2019 and will be closely monitored in 2020.
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 2020.

## **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 2019. To further develop leadership opportunities for students the role of Monitors continued but the students also attended various leadership programmes for both genders.



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 continued in 2019 and addressed cyber-bullying, personal respect, etc. This was well supported with in house presentations during tutor group/roll call, club activities or special presentations from the SRC or external presenters.

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, etc.

### Table of Initiatives Promoting Respect and Responsibility:

| Purpose                          | Initiatives   |
|----------------------------------|---|
| Community and Social Development | Performances at local events;<br>Fundraising for charities and MGS;   |
| Skills for Life                  | Learn to surf programmes;<br>First aid certificate courses for Year 11;<br>The co-curricular programme includes: Chess, debating, music<br>Undertaking community services activities; |
| Life Skills, Coping with Others  | Resilience Programmes;<br>Macquarie Mates;<br>Safe School Plan;<br>Safe Schools' Coalition;<br>Bullying. No way   |
| Social Skills                    | Internal Cyber-safety presentation;<br>Links with partner schools   |
| Careers Information              | Career interviews;<br>Participation at Careers Exhibitions;<br>Guest Presentations from notable persons from the general community;   |
| School Community Events          | Swimming and Athletics Carnivals;<br>Parents and Friends' Events or Activities;<br>Community Open Days;   |
| Leadership                       | Annual National Leadership Conference;<br>Captains Leadership Day at Parliament House and Government House;<br>SRC (Student Representative Council) Meetings;<br>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 Meetings                  | To provide frequent opportunities for the School Executive and Teachers to highlight issues of concern and to progress with completing allocated tasks;    |
| Parent-Teacher Interviews       | To discuss individual student progress, four times per year;   |
| Open Days                       | To provide an opportunity for new families to meet with existing families, four times per year and engage in a Presentation by the Headmaster              |
| Master Plan                     | To document the School's aspirations and objectives for the Campus, for a five-year period;  |
| Strategic Plan                  | To document the School's strategic initiatives, for a five-year period;  |
| School Improvement Plan         | To document the School's priority goals, for a five-year period (2015-2019);   |
| Business Plan                   | Document where the School will be in 5 years' time and how it plans to get there;  |

|                                 |   |
|---------------------------------|---|
| School Website                  | To provide updated information about the School, including its programmes, policies and procedures, members of staff, etc;                      |
| MGS Facebook Site               | To allow our School Community to communicate, informally;   |
| School Assemblies               | To disseminate information to students and staff, celebrate achievements and to welcome special presentations, weekly;                          |
| Term Calendar                   | To provide details of all events at MGS in the current Term, eg examinations, assessments, sporting and co-curricular activities;               |
| Calendar of Events for the Year | To ensure that an annual record of events is maintained, to avoid missing any significant event throughout the year and to avoid clashes;       |
| Bluey (School Newsletter)       | To communicate key events, policies, and achievements monthly to families;  |
| Student Diary                   | To enable two-way communication between teachers and families   |
| The Student Handbook            | To provide a comprehensive overview of the School, including the School's expectations of students, policies, etc;                              |
| The Staff Handbook              | To provide a comprehensive overview of the School, including the School's expectations of staff, policies, etc;                                 |
| Code of Conduct Policy          | To guide teachers of the School's expectations of their professional role within the workplace;   |
| Student Reports                 | To provide a formal Report about each student's academic progress, achievements, social developments and work habits, at the end of every term; |
| Noticeboards                    | To notify students of topical daily and weekly items of significance, display student work samples and achievements;                            |
| Expo Days                       | To welcome student enquiries, by providing information about the School to interested parties at local community events;                        |
| Surveys                         | To welcome feedback from the School Community with anonymity;   |
| Annual Report                   | To provide the School Community with information about the School's performance measures, policies and progress;                                |

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

### Parent Satisfaction

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

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



*Visit to China to Meet Our Parents*



*Parent Community*

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

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



*Students Receiving Awards*



*Year 12 Valedictory Assembly*

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

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



*Athletics and Swimming Carnivals*

## Teacher Satisfaction

Macquarie Grammar School, has an employment agreement that clearly demonstrates teacher satisfaction of their current employment conditions. The agreement defines ‘family’ in keeping with our inclusive, secular and non-discriminatory ethos of a progressive paradigm. Teachers provide direct communication with families and are in the frontline of motivating and caring for 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 2019 we moved closer to attaining this outcome. The provision of management and administrative support has resulted in a culture of strong collegiality and professional satisfaction. This satisfaction is evident in this year’s 92% teacher retention rate of quality teachers. There is a strong sense of staff appreciation valued by parents, students, and management.

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



*Teacher Instruction*



*Chinese New Year*



*Group Work and Co-operation*



*Morning Tea with the SRC*



*Cross Country Event*



*Track and Field Activities*



*Acknowledging Achievements*



*Acknowledging Club Activities: Debating*



*China Tour*



*The Strength of Music*



*MUNA Competition*





*The Strength of the Visual Arts*

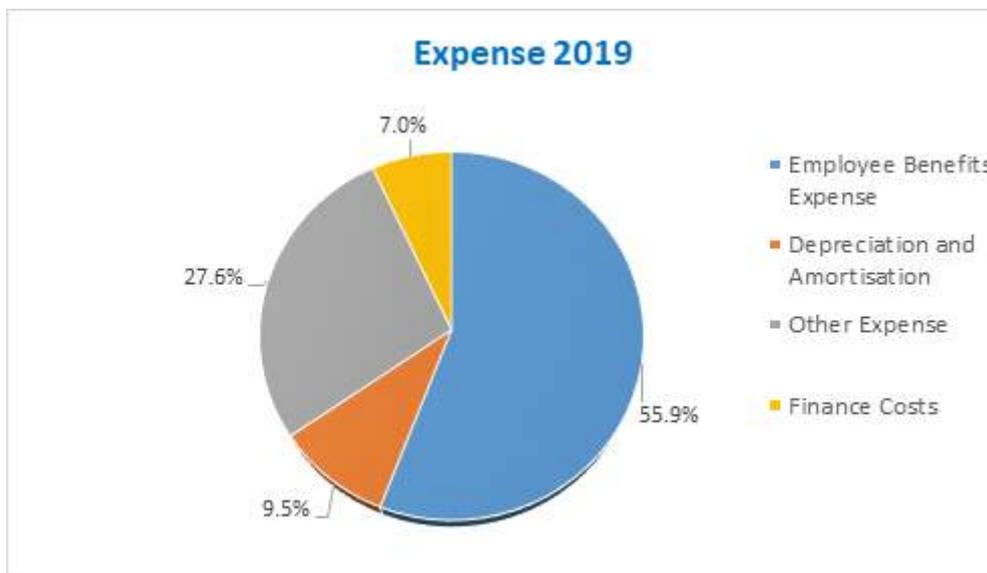
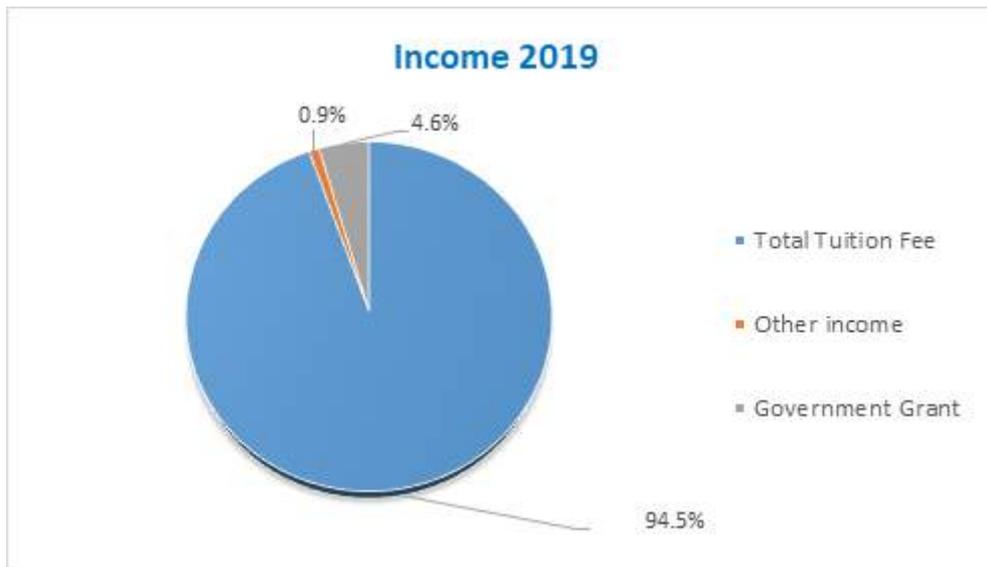


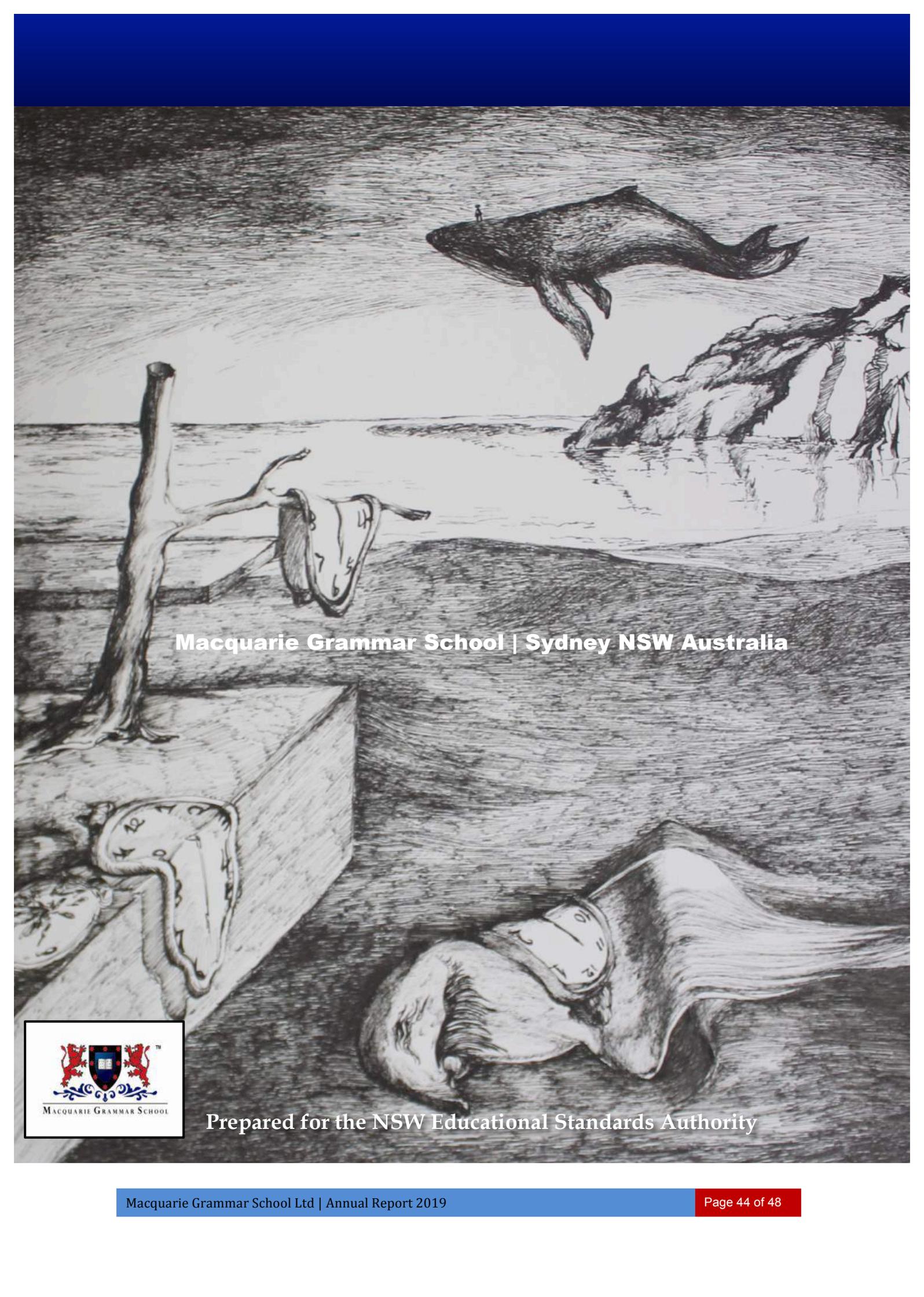
*Marketing Our School*

## 17. Summary Financial Information

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

Graphical Representation of Income and Expenditure:





**Macquarie Grammar School | Sydney NSW Australia**



**Prepared for the NSW Educational Standards Authority**