

Annual Report 2005



The McDonald College Annual Report 2005

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Introduction from the Chairman of the College Council

The McDonald College is administered by The McDonald College Limited, a not-for-profit community-based company limited by guarantee. The governing body is the College Council, made up of volunteers who give their time to ensure that the original philosophy and vision is upheld and that the financial strength of the College is maintained. I would personally like to thank them for the time and dedication they give to the College.

It is with pride that the College Council presents this Annual Report for 2005. The McDonald College is a unique school with special requirements that accommodate the philosophy of performing arts in education. This Report has been prepared with a view to presenting the academic results and achievements.

The 2005 Report provides details of the College's academic and financial operations in a form that is easy to read. It has followed the Board of Studies and Association of Independent Schools format that has been developed from the Grimshaw Report, which sets out reporting requirements for non-government schools.

The Council recognises and appreciates the amount of time contributed by the Principal and members of the staff in preparing this Report. The Council also appreciates the outstanding teaching practices of the academic staff, which supports and maintains the education of the students in all areas of College activities.

The Council acknowledges with thanks the support and assistance given by the Parents and Friends and the Board Members of the College.



Peter Stevens
Chairman of the College Council



Principal's Report

Our Annual Report provides the reader with a very brief overview of The McDonald College in 2005. To describe a vibrant and creative community in print is a challenge to say the very least. How does one capture the artistic atmosphere of a studio rehearsing classical ballet, a corridor ringing with the sounds of young voices practicing their scales, an instrument perfecting Bach, a Shakespearian monologue being presented to peers or a dance class pumping to "Kylie".

The following pages provide a brief summary of the College's activities in Preparatory, Infants, Primary and Secondary Departments together with the financial position of the College. For full details of activities please review to our regular publications such as *Behind the Scenes*, *Overture* and *Review*.

The College was involved in over 150 performances ranging from local community events to our bi-annual musical, *Bye Bye Birdie*, presented to acclaim at the Seymour Centre. All students are given the opportunity to participate in performances/showings for the parent body and supporters of youth in performance.

Again our graduates have ventured into many and varied careers and further study such as, Communications/Law Degree, Bachelor of Interior Design, Bachelor of Science, professional performance contracts in America and Europe and operatic studies in Italy, to name but a few.

I take this opportunity to thank the College Council under the Chairman Mr Peter Stevens for their ongoing support and encouragement. I also thank the College Parents and Friends under the Presidency of Mrs Beth Wakefield for their continued support for all areas of the College.



Maxine Kohler,
Principal



Introduction

The McDonald College is an independent co-educational, non-denominational, preparatory, infants, primary and secondary college. The College is registered and accredited to offer courses for the School Certificate and Higher School Certificate. Intellectually gifted students from Kindergarten to Year 6 are taught in specially assembled class groups, with strict admission criteria. All College students are encouraged to work to their potential with academic extension opportunities being offered through the Wings Program. Students with special needs are catered for by a combination of withdrawal and in class support.

In addition to the Board of Studies syllabi, our students participate in a performance program with a core culture of performing arts. This program underpins the philosophy of the College and aims to provide professional performance training to our young performing artists whilst maintaining the highest standard of academic education. A comprehensive performing arts program is also available after school hours to College students as well as the broader community.

In summary, the College is unique in providing:-

- A highly specialised performance program alongside a rigorous academic program.
- A differentiated curriculum for intellectually gifted students together with a general performing arts appreciation program.

Our dedicated staff are passionate and skilled in developing and nurturing each student's potential, ability and interest.

The College offers a breadth in cross training for all students, encouraging them to "strive for excellence" (the College motto) in a caring and tolerant environment. Creativity, self-discipline, passion, self-esteem and academic, artistic and performance achievements overall are valued outcomes by the whole College community. Students have had the opportunity to participate in: *Global Young Leaders Conference in Europe, Excursion to America, The Shakespeare Festival, Tournament of the Minds, Debating, Public Speaking, Chess, Eisteddfods, Amnesty International, Peer Support, Premier State Ballet*, to name just a few experiences.

The College supports students who achieve professional employment in the performing arts, television and film industry during their course of study by appointing tutors and/or communicating with onsite tutors to ensure all class work and Board of Studies requirements are fulfilled. The College also supports students who wish to undertake other courses at TAFE or Open High School as part of their academic program.

The College offers boarding facilities for 30 girls from Year 7–12.



Academic Achievement

HIGHER SCHOOL CERTIFICATE

Among the highlights celebrated in 2005 were the sound HSC results. These results are a credit to the students, their families and the teaching staff of the College.

51 Year 12 students completed HSC exams, as well as Year 11 students who accumulated results in two HSC subjects. Once again, our students have achieved UAI's that have gained them entry into many tertiary courses of their choice.

Table 1, which follows, shows the percentage of students who have received a mark of 70 or more i.e., with an HSC result falling within Bands 4, 5 or 6.

Table 1 – HSC RESULTS 2005

<i>Subject</i>	<i>% of School in Bands 4-6</i>	<i>% of State in Bands 4-6</i>
Biology	80%	67%
Business Studies	65%	53%
Dance	76%	54%
Design & Technology	69%	55%
Drama	97%	71%
English (Standard)	54%	34%
English (Advanced)	100%	89.9%
English (Extension 1)	90% Upper bands E4/E3	85%
English (Extension 2)	100%	80%
General Mathematics	95%	58%
Information Processes & Technology	100%	64%
Mathematics	57%	64%
Modern History	95%	80%
Music I	100%	86%
Music Extension	100%	86%
PDHPE	70%	70%
Physics	56%	68%
Visual Arts	100%	87%
Entertainment Industry	75%	65%



HIGHER SCHOOL CERTIFICATE continued

Highlights of individual student results and achievements were published in *Overture* (February 2006).

- 90% of our candidates were placed in the top extension band, E4 and E3, for English Extension 2
- 14% of our Biology students were placed in Band 6 compared to 8% of the State
- 27% of our Visual Arts students were placed in Bands 6 and 5, compared to 55% of the State. Two students had their major works chosen for Art Express, and three students were nominated for possible inclusion in Art Express.
- 36% of our Music Course One were students placed in Band 6 compared to 15% of the State. One student was nominated for possible inclusion in Encore, the showcase of exemplary Music works.
- Three students were selected for inclusion, and one student for possible inclusion in Callback, the showcase of exemplary Dance works
- One Drama student was nominated for Onstage, the showcase of exemplary Drama works
- 10% of Drama students were placed in Band 6 compared to 7% of the State.
- 22% of our Information Processes & Technology students were placed in Band 6 compared to 7% of the State.
- 20% of General Mathematics were placed in Band 6 compared to 4% of the State.

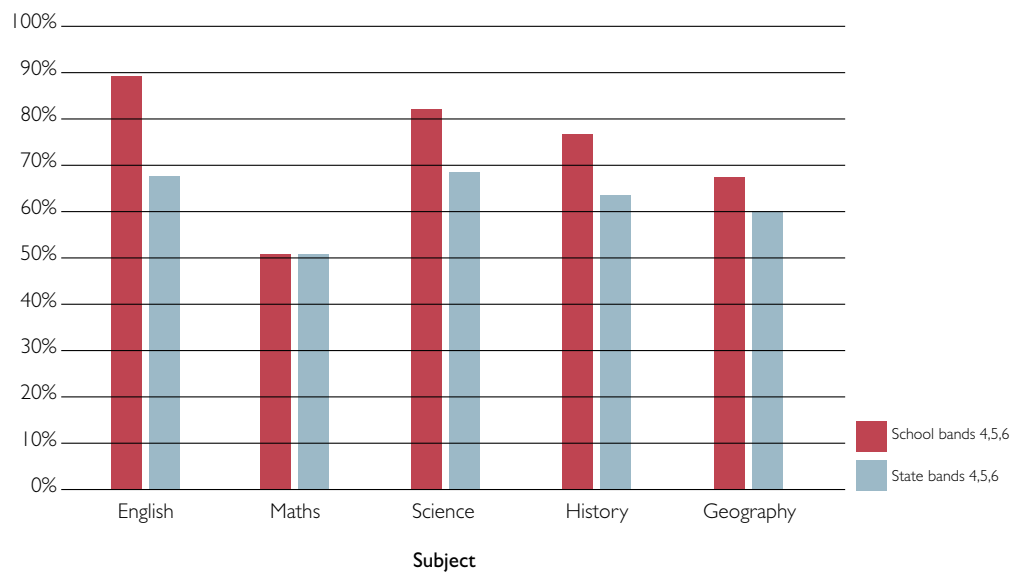
Not only were the HSC class of 2005 high achievers but they were also talented performers in their chosen fields. These students were marketable to employers and successful as tertiary applicants, offering diversity in their skills, discipline and commitment.



SCHOOL CERTIFICATE 2005

The 2005 School Certificate results were also impressive. The students received their results in December, and we were very proud of their achievements. We had a candidature of 55 students and in respect of subjects, received 14 Band 6 results and 79 Band 5 results. Table 2, compares the School bands to the State bands as a percentage.

TABLE 2 – SCHOOL CERTIFICATE RESULTS 2005



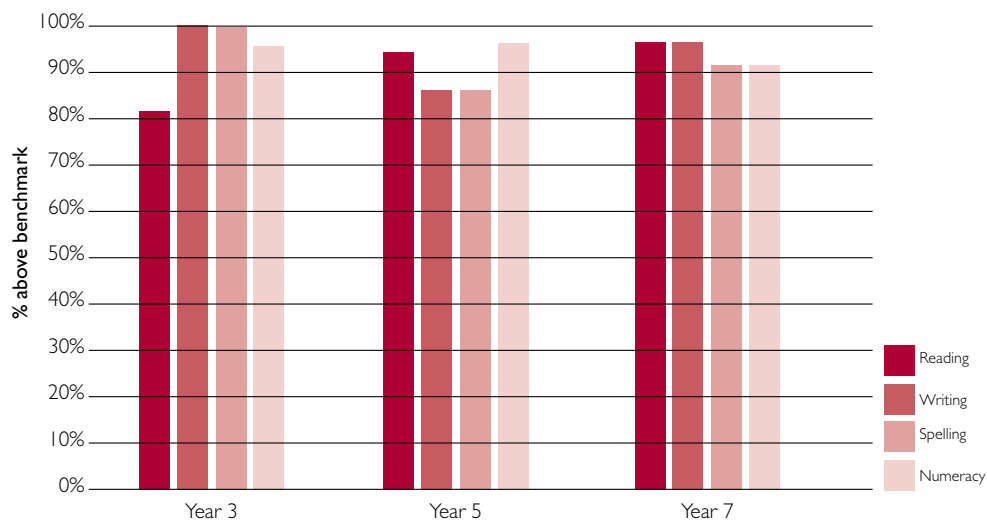
Literacy and Numeracy National Assessment (LANNA) 2005 Results

Each year students in Years 3, 5 and 7 sit for a series of benchmarking tests. Our results for 2005 are consistently above the national benchmark for all year groups tested.

TABLE 3 – LANNA RESULTS 2005

	<i>Percentage of students above the national benchmark</i>		
	Year 3	Year 5	Year 7
Reading	81%	93%	96%
Writing	100%	86%	96%
Spelling	100%	86%	92%
Numeracy	94%	96%	92%

TABLE 4 – LANNA RESULTS 2005



Teaching Staff

TABLE 5 – DETAILS OF ACADEMIC TEACHING STAFF

<i>Category</i>	<i>Number of Teachers</i>
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	55
Teachers who have qualifications as a graduate 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 (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0



Retention rates

The apparent retention rates for year 6 into 7, Year 9 into 11 and Year 10 into Year 12 reflect the main intakes of year 7 and year 11 at the College. The apparent retention rate from Year 9 to Year 11 has increased over the last five years. Based on the information provided to the College when students leave, it would appear that students who leave during years 9, 10 or Year 11 do so for travel, financial, vocational training or relocation purposes.

TABLE 6 – STUDENT RETENTION

Years compared	Year 6 total enrolment on census date 6/8/04	Year 7 total enrolment on census date 10/8/05	Year 6 enrolment at census date remaining in Year 7	Apparent retention rate	Actual retention rate
2004/2005	24	59	17	246%	71%
Years compared	Year 9 total enrolment on 19/2/03	Year 11 total enrolment on 27/2/05	Year 9 enrolment at 27/2/03 in Year 11 27/2/05	Apparent retention rate	Actual retention rate
2003/2005	61	83	48	136%	79%
Years compared	Year 10 total enrolment on census date 12/8/03	Year 12 total enrolment on census date 10/8/05	Year 10 enrolment at census date remaining in Year 12	Apparent retention rate	Actual retention rate
2003/2005	56	52	46	93%	82%



Policies

Enrolment Policy

The McDonald College is a comprehensive co-educational, non-denominational, Preparatory to Year 12 College providing an education with a creative and performing arts focus. The College operates within the policies of the NSW Board of Studies. Applications are processed in order of receipt and consideration is given to the applicant's likely commitment and involvement in activities that support the College Philosophy. Once enrolled, students are expected to support the College's ethos and comply with the College rules to maintain the enrolment.

Procedures

1. All applications are processed according to the College's Enrolment Policy.
2. The College considers each applicant's supporting statement / interview responses regarding their ability and willingness to support the College's ethos.
3. The College considers each applicant's educational needs. To do this, the College will need to gather information and consult with the parents/family and other relevant persons. Students wishing to enrol in the gifted stream must undergo educational testing by an outside provider and satisfy entry requirements to be considered for admission.
4. The College identifies any strategies that need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. The College informs the applicant of the outcome of their application.

Student population

At the census date in 2005 the College had 521 students from Preparatory to Year 12. 331 students were in the senior school whilst 190 students were in the junior school. Approximately 39% of students were boys and 61% were girls. The students came from a wide range of backgrounds and demographic areas. The College enrolled overseas students and operated a boarding facility that accommodated 26 girls.



Student Welfare Policies

The College seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, performance and emotional development of students
- Provide student welfare policies and programs that develop a sense of self-worth and foster personal development

To ensure that all aspects of the College's mission to meet the welfare needs of our students are implemented, the following policies and procedures are in place.

Child Protection Policy

The College policy encompasses:

- Introduction to the Legislation, definitions, concepts and requirements.
- Creating a Safe Learning Environment
- Reporting and Investigating
- Reportable Conduct
- Risk Management
- Investigation processes
- Documentation

Training and professional development has been undertaken to inform staff of their responsibilities under the Child Protection Legislation. A copy of the policy is available for viewing from the Registrar upon request.



Occupational Health and Safety Policy

The College has a range of policies and procedures relating to:

- Security
 - procedures for security of the grounds and buildings
 - use of grounds and facilities
 - emergency procedures
 - travel on school-related activities
- Supervision
 - duty of care
 - risk management
 - levels of supervision for on-site activities
 - guidelines for supervisors

During 2005 new fire procedures were implemented and staff training carried out. Supervision levels for excursions were revised and incorporated into the policy. Policies are available for viewing from the Registrar upon request.

Codes of Conduct

The College has a range of policies and procedures including:

- Codes of Conduct for Staff and Students
- Behaviour Management
- Student Leadership / Peer Support

Anti-bullying strategies and policy were revised and included in the Code of Conduct. The role of prefects was reviewed and leadership training expanded during 2005. Detail of such policies and procedures are found in the Student Diary and College Handbooks.



Pastoral Care Policy

The College has a range of policies and procedures including:

- The Pastoral Care system involves a structured program for students, Year Co-ordinators and the Director of Student Welfare
- Availability of and access to special services such as counselling within the College and access to outside counsellors where appropriate.
- Health care procedures
- Critical Incident Policy
- Homework Policy

Health and Homework procedures are printed in the Student Diary and in Parent and Student Handbook. The Critical Incident Policy is available for viewing from the Registrar upon request.

Communication Policy

The College has a range of formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being. These may be found in the Student Diary and College Handbooks.



Policies for Student Discipline

Students are required to abide by the College rules and to follow the directions of teachers and other people with authority delegated by the College. Students are expected to act with respect for others and for themselves at all times whilst valuing their own wellbeing, opportunities to learn and the reputation of the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

Disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion will be based on principles of procedural fairness.

The full text of the College's discipline policy and associated procedures is provided to all members of the College community through:

- College Handbooks
- The Student Diary
- The Parent Information booklet

During 2005 the College's discipline policies and procedures were reviewed as part of the review of Pastoral Care within the College. The discipline policy contains procedures for disciplinary action that continue to be based on the principles of procedural fairness.

Policies for Complaints and Grievance Resolution

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the College's policy and processes for complaints and grievance resolution is provided in the College Handbook and the information booklet for the College Council. An appropriate outline of the policy and processes is also in the student diary and on the College intranet.



School-determined improvement targets

TABLE 7 – ACHIEVEMENT OF PRIORITIES FOR 2005

Area	Priorities	Achievements
Teaching and learning	Improved literacy intervention and numeracy intervention	Increased small group withdrawal Additional in-class support Additional Reading Scheme Resources AIS Learning Support grant
	Boarding House Study Intervention	Boarding House tutor employed for study sessions
	Introduction of Musical Theatre Stream	Outstanding Musical production "Bye Bye Birdie" necessitating the introduction of a Musical Theatre Stream
	Expanded vocational technological offerings	Students attended extra curricular courses in multimedia
	Primary Music	Purchase of new Piano
Student achievements	Improved literacy results Increased sport participation	Outstanding LANNA Results Improved sporting achievements and participation in inter-school competition
Student welfare	Introduction of Peer Support and Pastoral Care Program	Peer Support Training for Yr 10 students leading to successful implementation of Pastoral Care and Peer Support Program. Employment of Pastoral Care Co-ordinator
Staff development	Training in Anaphylaxis, Diabetes, First Aid requirements K-6 Numeracy OH&S Food Handling	Staff trained
Facilities and resources	Blackbox Theatre	Airconditioning, Installation of Electrical circuits to improve safety
	Additional Classroom	Renovations to primary classroom
	Workcover Quality Premium Discount Scheme	2 successful audits
	Film & TV Studio	Facilities installed for recording studio
	Costume Storage	Rearrangement of spaces to provide appropriate costume storage including fitting rooms.
	Quadrangle	Electrical – installation of 3 Phase Power
	3rd Floor Technology House	Re-painting; Carpeting
	Junior Playground	Installation of Shade Cloth



Finance

Tables 8 (a) & (b) provide graphic pie chart representations of income and expenditure. The College's finances are managed by the Finance Committee of Council which includes the Chairman, Vice Chairman and Treasurer of the College Council; Principal, Business Manager and Accountant. This committee meets each month and regularly reports to Council.

TABLE 8(a) – INCOME

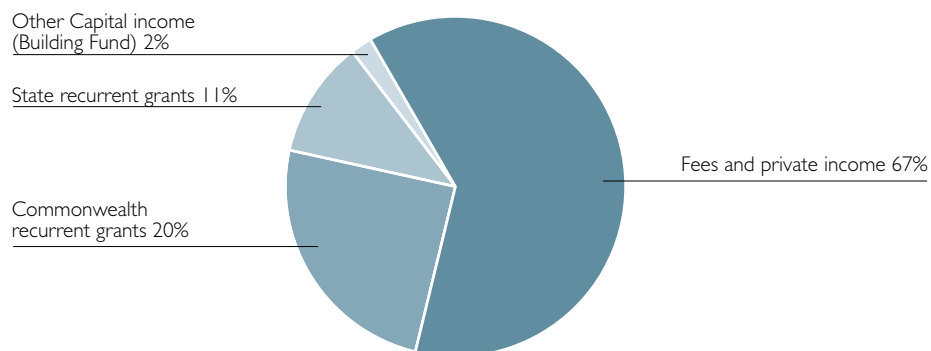


TABLE 8(b) – EXPENDITURE

