

# Annual Report 2006



# The McDonald College Annual Report 2006

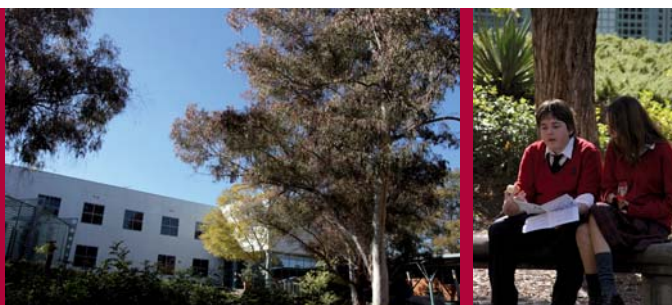
## Contents

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3	Introduction
4	Message from Chairman of the College Council
5	Message from the Principal
7	Message from Student Prefect and Student Representative Body
8	Student performance in Statewide or equivalent tests and examinations
12	Professional learning, teaching standards, attendance and retention rates
14	Student population, attendance and retention rates and post school destinations
15	Enrolment Policy
21	School Policies
23	School-determined improvement targets
25	Respect and Responsibility, Parent Satisfaction
26	Student Satisfaction, Teacher Satisfaction
27	Finance

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# INTRODUCTION

The McDonald College is an independent co-educational, non-denominational college. It provides comprehensive education at preparatory, infants, primary and secondary levels. 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. Students with special needs are catered for by a combination of withdrawal and in-class support.

In addition to the Board of Studies syllabuses, our students participate in a performance programme with a core culture of performing arts. This programme underpins the philosophy of the College and aims to provide professional performance training to our young performing artists whilst maintaining a high standard of academic education. A comprehensive performing arts programme 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 programme alongside a rigorous academic programme.
- A differentiated curriculum for intellectually gifted students in specially assembled class groups. (Junior School).

Our dedicated staff are passionate and skilled in developing and nurturing our students' 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 for the whole College community. Students have had the opportunity to participate in *Global Young Leaders Conference* in Europe, *Excursions to France, China and the United States*, *The Shakespeare Festival*, *Tournament of the Minds*, *Chess*, *Eisteddfods*, *Amnesty International*, *Peer Support*, *Premier State Ballet*, to name just a few experiences available.

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 programme.

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



## Message from Chairman of the College Council

I begin by thanking the retiring 2006 Chairman of the College Council, Mr. Peter Stevens, for his decade of guidance given to the College as a Council member and, in recent years, as Chairman. Mr. Stevens was a member of the Council during a decade of change, challenge and development seeing the College move and grow from its premises in Strathfield to the present location at North Strathfield. I also thank Mrs. Barbara Ross as she retires after many years of advice and commitment.

It is with pleasure that I welcome incoming Council members in 2007:

- Mr. Michael Boughen (*appointed 2006*)
- Dr. Michelle Deaker (*appointed 2006*)
- Ms. S. Loch (*appointed 2007*)

The McDonald College is administered by The McDonald College Limited, a not-for-profit community-based company limited by guarantee. The governing body of the College Council is 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 their ongoing dedication and time given to the College.

The Council met 6 times in 2006 and the Finance Committee of Council met 10 times. A major task undertaken during the year was a review of the staff structure in relation to long term planning that sets the direction for the College. The focus and structure of the Junior School Gifted and Talented programme was also reviewed in depth.

Planning was commenced for construction of the Multi-Purpose Court to be commenced in 2007. The Court will provide a much needed on campus sport facility for use by all students from Preparatory to Year 12.

This report provides details of the College's academic and financial operations in a form that is easy to read and in a format laid down by the Association of Independent Schools in accordance with the Registered and Accredited Individual Non-government Schools (NSW) Manual.

The Council appreciates the outstanding educational practices of the teaching staff and the administrative and maintenance support provided by non-teaching staff.

I acknowledge with thanks the dedication to the College by the Principal, the Executive and the support given by the Parents and Friends of the College.



Geoffrey A Markham, BE(Hons) FIEAust CPEng FIAMA  
Chairman of the College Council



## Message from the Principal

Our Annual Report provides the reader with a very brief overview of The McDonald College in 2006. Our College is a vibrant and creative community where the curtain never comes down and the lights glow incessantly. Our classrooms, studios, corridors and playgrounds abound with expectation and creative energy.

This document is but a brief snapshot of the College from Preparatory to Year 12 including the associated financial position. For full details of activities please refer to our regular publications such as *Behind the Scenes Junior*, *Behind the Scenes Senior*, *Overture* and *Review*.

Student performance in the School Certificate and Higher School Certificate examinations is discussed in this report. The College ran a number of programmes throughout 2006 to support students including Peer Support and Student Leadership, Careers Focus Days, Careers Week, Drug Education, Driver and Cyber Bullying Education. Individual senior students attended the Rotary Youth Programme of Enrichment and the Global Young Leaders Conference in Europe.

Values Education is an integrated and essential element to our educational philosophy. Values are reinforced through a range of measures incorporated within our pastoral care programme and are reinforced continually through day to day interaction, in the classroom and studio settings and at formal assemblies.

Values are articulated by all staff in their educational delivery, through general and personal contact with the students and by personal demonstration in all communications. Values posters are displayed and students are reminded constantly of their responsibilities to themselves, their friends and the community.

Senior secondary students were offered the opportunity to participate in a language tour to France and the Junior secondary students were given the opportunity to travel to China on a performance tour. Year 5 students participated in an overnight excursion to Bathurst to further their gold mining history skills and Year 6 had exposure to the procedures governing our country by travelling to Parliament House in Canberra.

Education and Information Evenings were held for parents at all Stages with specially tailored evenings targeting gifted and talented students and their needs.

The College was involved in over 150 performances ranging from local community events to our annual performances at the Sydney Opera House, Angel Place Recital Hall, other prestigious external venues and our own internal performance spaces. Our Open Age Jazz performance group was proudly awarded the coveted 1st place in the prestigious City of Sydney Eisteddfod.

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Our many and varied successes across all aspects of our operations is due to the dedication and expertise of our staff. I wish to publicly acknowledge them all and their commitment to the College and our students.

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



M. P. Kohler, M.Ed.  
Principal



## Message from Student Prefect and Student Representative Body

In 2006 the student leadership body was comprised of:

- College Captain and Vice Captain
- Senior Prefects
- House Captains
- Middle School Prefects
- Student Year Representatives

Our student leaders represented the College at a number of events including the local ANZAC Ceremony, Young Leaders Day Conference, VE Day Ceremony and interschool leaders exchanges. Middle school prefects assisted at the Junior School Athletics and Swimming Carnivals by participating with the Infant students.

The major fund raising event for 2006 was the Prefect's Concert in March which was enjoyed by the students and audience alike. Funds raised were for the Exodus Foundation.



## Student performance in Statewide or equivalent tests and examinations

### HIGHER SCHOOL CERTIFICATE

In 2006, of the 58 000 students who sat statewide for the HSC, 68 of them were our Year 12 students and 55 were our Year 11 students. We are proud of their achievements and we congratulate the students, staff and their families for their ongoing support to achieve these impressive results.

The table below shows the percentage of students who received a mark of 70% or more ie. A result in Bands 4–6.

<i>Subject</i>	<i>McDonald College Bands 4–6</i>	<i>State Bands 4–6</i>
Ancient History	80%	70%
Biology	90%	57%
Business Studies	75%	57%
Chemistry	63%	63%
Dance	92%	61%
Design and Technology	90%	63%
Drama	96%	76%
English(Standard)	63%	33%
English (Advanced)	88%	83%
French (Beginners)	84%	59%
French (Continuers)	80%	87%
General Mathematics	64%	48%
Mathematics	20%	65%
Music I	100%	80%
PDHPE	69%	66%
Visual Arts	100%	90%
Entertainment Industry	56%	62%

#### Standard English

Only 8 students statewide scored in Band 6 for Standard English (0.02% of the state).

Only 1000 scored in Band 5 (3% of the state) of the 30,600 students who sat for this paper.

77% of the students statewide scored in Bands 4 and 3 whereas at the College 90% of students scored in Bands 4 and 3.





## EXTENSION SUBJECTS (E4 is the top band)

### English Extension 1

All our students scored in E3 compared to a state average of 66%

This was an improvement on the 2005 results where 90% of our students scored in Band E3

### English Extension 2

60% of our students scored in E3 compared to a state average of 48%

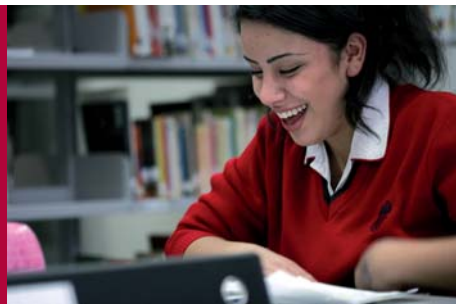
### History Extension

Our only student was placed in the top 50% of the state

## 2006/2005 COMPARISON OF BAND 4–6 ACHIEVEMENTS

<i>Subject</i>	<i>2006 HSC Band 4–6</i>	<i>2005 HSC Band 4–6</i>
Biology	90%	80%
Business Studies	75%	65%
Dance	92%	76%
Design and Technology	90%	69%
English Standard	63%	54%

In other subjects there were minor changes to achievement.



## SCHOOL CERTIFICATE

In 2006, there were 50 Year 10 students at The McDonald College all of whom sat the external tests. There were a total of 21 Band 6 results, ie a score >90%.

### English

Over 50% of our students scored 80% or more in the English examination  
6% of our students scored in Band 6 which was equal to the state average

### Mathematics

10% of our students scored in Band 6 compared to a state average of 5%

### Science

Over 50% of our students scored 80% or more in the School Certificate Science exam

### Ancient History, Civics and Citizenship

10% of our students scored in Band 6 compared to a state average of 7%  
40% of our students scored 80% or more compared to a state average of 24%

### Computing Skills

66% of our students received the award of Highly Competent compared to a state average of 58%

### Australian Geography Civics and Citizenship

15% of our students scored in Band 6 compared to a state average of 7%  
45% of our students scored 80% or more compared to a state average of 24%

## SCHOOL CERTIFICATE RESULTS

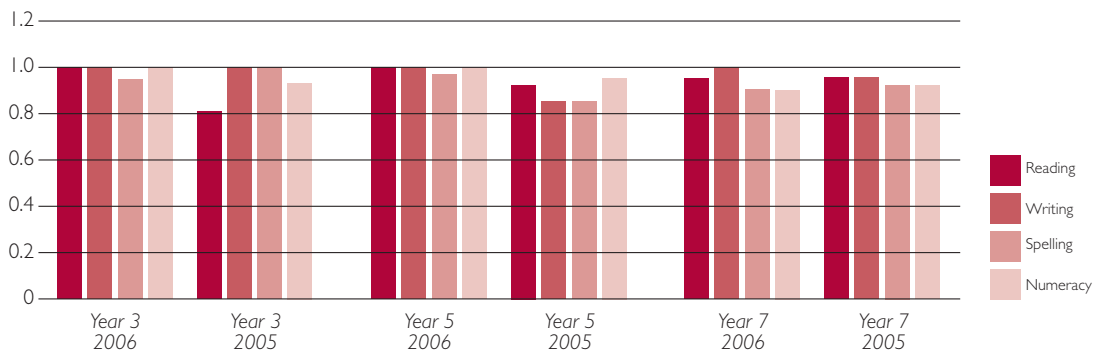
Test	No of Students	Bands 6 and 5 No of students (% of students)	Bands 4 and 3 No of students (% of students)	Bands 2 and 1 No of students (% of students)
English – Literary	50	26(52%)	21(42%)	0(0%)
Mathematics	50	12(24%)	30(60%)	8(16%)
Science	50	27(54%)	22(44%)	1(2%)
Aust History	50	20(40%)	28(56%)	2(4%)
Aust Geography	50	22(44%)	27(54%)	1(2%)
Computing Skills	50	Highly Competent 33(66%)	Competent 17(34%)	Not Competent 0(0%)



## LITERACY AND NUMERACY NATIONAL ASSESSMENT (LANNA) 2006 Results

Each year students in Years 3, 5 and 7 sit for a series of benchmarking tests. Our results for 2006 were consistently above the national benchmark for all year groups tested.

LANNA	Year 3	Year 3	% Point	Year 5	Year 5	% Point	Year 7	Year 7	% Point
Reading	100%	81%	+19%	100%	93%	+7%	96%	96%	0%
Writing	100%	100%	0%	100%	86%	+14%	100%	96%	+4%
Spelling	96%	100%	-4%	97%	86%	+11%	91%	92%	-1%
Numeracy	100%	94%	+6%	100%	96%	+4%	91%	92%	-1%



### LANNA RESULTS 2006

LANNA	Percentage of students above the national benchmark		
	Year 3	Year 5	Year 7
Reading	100%	100%	96%
Writing	100%	100%	100%
Spelling	96%	97%	91%
Numeracy	100%	100%	91%



## Professional learning, teaching standards, attendance and retention rates

### PROFESSIONAL LEARNING

Members of the College Executive participated in leadership seminars conducted by the Association of Independent Schools. All the teaching staff participated in professional development on assessment and reporting to increase staff understanding of effective assessment and regulatory reporting. In addition the following professional development activities were undertaken by staff throughout 2006:

<i>Description of the Professional Learning Activity</i>	<i>No of staff participating</i>
Management – Supervising New Scheme Teachers Director of Studies Conference Diploma of Business Work Choices Briefings Boys Education	9
Pastoral care – provided information that assists teachers in pastoral care positions undertake their role including current issues in adolescent health and communication skills Counselling General	10
Curriculum, Print Making, Careers, Using Foundation Statements, Mathematics, Gifted Education, Life Long Learning, Music, Jewellery and glass fusing, Computing	35
Gifted Education	All Junior and Learning Support Staff
PDHPE / PE • Surviving to Thriving • Assessment and Marking	4
Performing Arts	6

### TEACHER QUALIFICATIONS

<i>Category</i>	<i>Number of Teachers</i>
a) 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	44
b) 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	1
c) 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



## PROFESSIONAL QUALIFICATIONS

<i>Teacher Qualifications</i>	<i>Number of Teachers</i>
MA BA Dip Ed	2
M Ed BA Dip Ed	6
B Ed (Hons)	5
BA Dip Ed (Hons)	13
B Sc Grad Dip Ed	6
B PE	2
B Mus Dip Ed	2
Dip of Art	4
MTch	1
B Mathematics Grad Dip Ed	1
Dip Teach	3
B App Biotechnology Grad Dip	1
Dip Tch Grad Dip Ed	1

## ATTENDANCE AND RETENTION RATES

In 2006 the average daily staff attendance rate was 100%. The proportion of staff retained from 2005 is approximately 89%.



# Student population, attendance, retention rates and post school destinations

## STUDENT POPULATION

At the census date in 2006 the College had 493 students from Preparatory to Year 12. 312 students were in the secondary school whilst 181 students were in the junior school. Approximately 38% of students were boys and 62% 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 ATTENDANCE

Ninety-five per cent (95%) of students attended school on average each school day in 2006. This was similar to the daily attendance in 2005.

## STUDENT RETENTION RATES

Sixty five percent (65%) of the 2004 Year 10 cohort completed Year 12 in 2006. The McDonald College is unique in that Year 10 students often receive offers of further education in national performing arts schools such as the Australian Ballet School or even professional performance contracts hence their departure from the school. There is no significant pattern emerging.

## POST SCHOOL DESTINATIONS

Based on the information provided to the College when students leave, it would appear that most students do so because of family circumstances or to pursue vocational training. The majority of students who left the College at the end of Year 12 following the completion of their school education continued on to University, Tertiary Institutions, TAFE or to pursue full-time employment.

The following table illustrates the destination of students leaving the College from Years 10–12 in 2006.

<i>University / Tertiary Institutions</i>	<i>Another School</i>	<i>TAFE</i>	<i>Vocational Perf.Arts training</i>	<i>Workforce</i>	<i>Unknown</i>
39%	15%	5%	6%	5%	30%



# Enrolment Policy

## INTRODUCTION

The McDonald College is a school catering in particular for children who are gifted in performance, whether in one or more of the performing arts or in sport. Children attending the school must commit to a regimen of one and a half hours (primary) or two hours (secondary) practice daily in their area of specialty. Pre-Kindergarten Infants children commit to three hours of general performing arts regimen per week. Subject to these constraints arising from the College's unique special studies programme, the College is open to accept boys and girls of all races and creeds. While the College does not suit all children, there is no reason in principle that children with disabilities cannot be eligible to enrol. Indeed, the College has since its inception enrolled a number of students with disabilities.

This policy gives guidance on enrolment criteria and procedures to those within the College community and to those contemplating enrolment. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in the circumstances.

## LEGISLATIVE FRAMEWORK

- Disability Discrimination Act
- Disability Standards for Education
- Race Discrimination Act
- Anti-Discrimination Act

These Acts and Standards make it unlawful to discriminate against a person on the grounds of their disability or race by refusing to enrol them at the College. The College is committed to fulfilling its obligations under the law in this Enrolment Policy.



## DEFINITIONS

Throughout this policy, unless the context requires otherwise:

**parents** includes guardians or any other person who has applied to have a child entered on the waiting list or enrolled at the College and, where the child has only one parent, means that parent.

**disability**, in relation to a child, means:

- 1) total or partial loss of the child's bodily or mental functions; or
- 2) total or partial loss of a part of the body; or
- 3) the presence in the body of organisms causing disease or illness; or
- 4) the presence in the body of organisms capable of causing disease or illness; or
- 5) the malfunction, malformation or disfigurement of a part of the child's body; or
- 6) a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
- 7) a disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

## ENROLMENT PROCESS

### New Enquiries

The Registrar will send everyone enquiring about enrolment details of the procedure for enrolment at the College including:

- A Prospectus
- A statement about the College Fees
- An Application for Registration

### Waiting Lists

The Principal through the Registrar, is responsible for the maintenance of waiting lists for entry to the College.

Names of children will be entered on the appropriate waiting list when their parents or a parent return:

- 1) the Application for Registration;
- 2) a non refundable Application Fee of one hundred dollars (\$100);
- 3) copies of the child's last two school reports;
- 4) copies of certificates of achievements in the performing arts or sport, such as examinations passed or eisteddfod results;
- 5) all medical, psychological or other reports about the child in their possession or control;
- 6) two personal references, one for the student and one for the family; and
- 7) a full length photograph in dance attire if a dancer or portrait photograph if an actor, musician sports person.





Failure to provide all required information may result in the College declining to enter the child's name on the appropriate waiting list or delaying such entry, and may also result in the College declining or delaying the child's enrolment.

### Assessment Process

The College will undertake an assessment process at some time decided by the College after a child's name has been entered on the waiting lists.

#### Interview and request for information

As part of the assessment process the College:

- 1) may arrange for a child on the waiting list to undertake a pre-enrolment test at the College; and
- 2) will invite the parents of a child on the waiting list to attend an interview at the College with the Principal or a senior member of staff appointed by the Principal. At the interview, among other things, the College's representative will:
  - a) inform the parents of their responsibility to the College in relation to fees and will ascertain their ability to afford the current fees;
  - b) will seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the College.

In considering all prospective enrolments, the College may:

- 1) ask for further information about the child, such as for the child's medical or psychological reports; and
- 2) ask parents to authorise the Principal or her delegate to contact:
  - a) the Principal of the child's previous school to confirm information pertaining to the child;
  - b) any medical or other personnel considered significant for providing information pertaining to the needs of the child.

#### Unacceptable behaviour

Where information obtained by the College suggests a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the College is likely to be detrimental to other students, the staff or the College, notwithstanding that the child be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.



## Disability

Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the child to participate in the College's courses or programmes or to use the College's facilities or services, the College will make an initial assessment of the child's needs. This will include consultation with the child or the child's parents. In addition, the Principal may:

- a) require the parents to obtain medical, psychological or other reports from specialists outside the College;
- b) obtain an independent assessment of the child.

Any assessments or reports required from non-school personnel will be at the parents' expense.

Where information obtained by the College indicates that the child has a disability, the Principal will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the College's courses or programmes or to use the College's facilities or services that are not required by students who do not have the child's disability. Where the Principal determines that the child would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected.

In assessing whether a particular measure or action for a particular child is reasonable, the Principal will have regard to all the relevant circumstances and interests, including:

- a) the child's disability;
- b) the views of the child or the child's parents about:
  - i) whether the particular measure or action is reasonable;
  - ii) the extent to which the particular measure or action would ensure that the child was able to participate in the College's courses or programs or to use the College's facilities or services on the same basis as a child without the disability;
- c) the effect of the measure or action on the child, including the effect on the child's:
  - i) ability to achieve learning outcomes; and
  - ii) ability to participate in courses or programmes; and
  - iii) independence;
- d) the effect of the particular measure or action on anyone else affected, including the College, its staff and other students;
- e) the costs and benefits of taking the particular measure or action.



The College will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the College. In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the College, the Principal will take into account all relevant circumstances of the case, including:

- a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the College, the child, the family of the child, and the school community); and
- b) the effect of the disability of the child; and
- c) the College's financial circumstances and the estimated amount of expenditure required to be made by the College.

Where the Principal determines that the enrolment of the child would require the College to take unreasonable measures or actions to ensure that the child is able to participate in the College's courses or programmes, or to use the College's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline to offer a place at the College.

#### Failure by parents to disclose information

The College reserves the right not to offer any child a place at the College or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their child.

The College also reserves the right to terminate an enrolment where there are not sufficient resources to deal with a child's needs and where the parents have not declared or have withheld known information pertaining to their child's needs.

#### Enrolment Offers and Acceptance

At the satisfactory conclusion of the assessment process, the College may make an offer to the parents to enrol the child. To accept the offer, the parents must within seven days of receiving it deliver to the College:

- 1) the Acceptance Form;
- 2) the non-refundable enrolment deposit of one thousand five hundred dollars (\$1,500);

Failure to reply within the required time may result in the position being re-offered where other children are waiting for entry to the College.



### Offers for Provisional Enrolment

Where circumstances give rise to uncertainty on the part of the Principal, a provisional enrolment may be offered for a child for a set period of time.

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the Principal may terminate the enrolment with seven days' notice. In such circumstances, enrolment deposits will be refunded and College fees will be adjusted to cover the period of enrolment only. No penalties will apply.

This provision may not be applied in the case of children with a disability.

### HOLDING OF CLASS PLACES

Places at the College will not be held for students who are withdrawn from the College for any longer than 10 months. Should the period of intended absence be less than 10 months, places may be held subject to College fees being maintained for the period of absence and the enrolment continuing to be eligible to attract Government subsidies.



# School Policies

## Student Welfare

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
- Provides student welfare policies and programmes that develop a sense of self-worth and foster personal development

To ensure that all aspects of the College’s mission for providing for a student’s welfare are implemented the following policies and procedures are in place:

<i>Policy (Sample policies in Attachment 2)</i>	<i>Changes in 2006</i>	<i>Access to full text</i>
<b>Child Protection Policy</b> encompassing <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating “reportable conduct”</li> <li>• investigation processes</li> <li>• documentation</li> </ul>	Nil	<ul style="list-style-type: none"> <li>• Issued to all staff members and members of College Council</li> <li>• School Intranet</li> <li>• Parents may request a copy by contacting Senior School Reception</li> </ul>
<b>Security Policy</b> encompassing <ul style="list-style-type: none"> <li>• procedures for security of the grounds and buildings</li> <li>• use of grounds and facilities</li> <li>• emergency procedures</li> <li>• travel on school-related activities</li> </ul>	Boarding House security revised. Grounds and facilities security reviewed	<ul style="list-style-type: none"> <li>• College Intranet</li> <li>• Parents may request a copy by contacting Senior School Reception</li> </ul>
<b>Supervision Policy</b> encompassing <ul style="list-style-type: none"> <li>• duty of care and risk management</li> <li>• levels of supervision for on-site and off-site activities</li> <li>• guidelines for supervisors</li> </ul>	Supervision levels for excursions revised	<ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• College Intranet</li> </ul>
<b>Codes of Conduct Policy</b> encompassing <ul style="list-style-type: none"> <li>• code of conduct for staff and students</li> <li>• behaviour management</li> <li>• the role of the student leadership system</li> </ul>	Student Discipline policy and procedures revised Role of prefects reviewed	<ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• Student diary</li> <li>• College Intranet</li> <li>• Handbook for Parents &amp; Students</li> </ul>
<b>Pastoral Care Policy</b> encompassing <ul style="list-style-type: none"> <li>• the pastoral care system</li> <li>• availability of and access to special services such as counselling</li> <li>• health care procedures</li> <li>• critical incident policy</li> <li>• homework policy</li> </ul>	Pastoral Care programme reviewed Sick Bay procedures revised	<ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• Text of homework policy in Student diary</li> <li>• Handbook for Parents &amp; Students</li> </ul>
<b>Communication Policy</b> encompassing <ul style="list-style-type: none"> <li>• 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</li> </ul>	Policy revised in 2006	<ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• Handbook for Parents &amp; Students</li> </ul>



## Student Discipline

Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by 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.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the College's Discipline Policy and associated procedures is provided to the College community through:

- The Staff Handbook
- Parent and Student Handbook
- College Intranet

The College expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.

During 2006 the College's discipline system was reviewed in both the Junior and the Secondary Schools. The reviewed disciplined policy implemented in 2006 contains revised processes for disciplinary action that are based on procedural fairness.

## Reporting 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 Staff Handbook. An appropriate outline of the policy and processes is also in the Parent and Student Handbook, student diary and on the College intranet.



## School-determined improvement targets

### Achievement of Priorities for 2006

<i>Area</i>	<i>Priorities</i>	<i>Achievements</i>
Teaching and learning	Development of New Literacy Policy Careers Education Light grant (Aust. Gov.) Student Reporting Improved Special Needs Intervention	Students benchmarked "Careers for Creativity" Expo Reports upgraded Students identified
Student achievements	English Extension City of Sydney Eisteddfod Year 12 student Year 6 student Year 8 student Year 10 student	All students in top Band 1st place – Open Age Jazz Group Publishing Contract – Sony BMG Cartoon Network's Excellence in Arts and Creativity Award for 2006 Movie Contract and TV Series Contract 1st in Japanese – Open High School
Student welfare	Open Week Pastoral Care Programme	Year 7–9 parents spent a day in class with their child Revised
Staff development	Infants staff to attend Bi-Annual conference Dealing with Behavioural Challenges in class Differentiation / Learning Styles Child Protection Health Issues	Attended: Making the links to lifelong learning Staff attended lecture Staff professional development Reviewed responsibilities Training re Allergies
Facilities and resources	Establish new gardens Blackbox Workcover Quality Premium Discount Scheme Canteen Computer room (Secondary school) Technology House "Hangar"	Completed with New Year 6 area established. Air-conditioning and general restoration to comply with Safety Audit. Final Audit Kitchen fit-out Installation Roof restoration Partial Renovation



## 2006 Priority areas for improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> <li>• Introduction of new Literacy programme – Stage 1–3</li> <li>• Learning Support (including G &amp; T) review</li> <li>• Mathematics – “Maths Help” offered in Junior &amp; Secondary School</li> </ul>
Student Welfare	<ul style="list-style-type: none"> <li>• Establish Welfare Team</li> <li>• Further protection education (eg Bullying and Respect)</li> <li>• Review Student Leadership structure</li> <li>• Communication</li> <li>• College Calendar – holistic overview</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Construction of Multi-Purpose Court</li> <li>• Renovation of Senior Quad</li> <li>• Flooring in Junior “Hangar”</li> </ul>





## Respect and Responsibility and Parent Satisfaction

### RESPECT AND RESPONSIBILITY

The College wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility. There is much scope to develop talents and to learn through experiences such as the Canada Bay Anti-racism and Community Harmony project.

Values are articulated in all areas of the College's operations. Performing arts education engenders respect for fellow performers, varying cultures and oneself with humility together with self esteem being essential for success at the highest level.

Being a performance based community, our students best contribute to community projects through their love of performance. The Prefects organised a concert with all funds raised being donated to the Exodus Foundation. They choose Exodus as their project because it assists families, but in particular, students of their age. Senior students visited the Exodus Foundation at Ashfield to better understand the value of their contribution.

Students were also involved in the Salvation Army door knock appeal and smaller community service performances such as nursing homes and Senior Citizens Week.

### PARENT SATISFACTION

The College is very proud of its 'open door policy' with parent queries attended to with priority. The Parents and Friends Association meets once each term and has the function of disseminating funds collected through the P & F levy. Areas where parents were most concerned related to the aspect of communication of general information, particularly for young students. An extension of communication channels is planned for 2007.

Parents say that they value the many and varied opportunities offered to their student and that personal responsibility was encouraged. They value the College culture where students are polite, have 'happy faces' and where freedom of expression is nurtured. They generally feel their student is academically challenged and value the knowledge that they will be informed if their child is not reaching full potential.

Parent satisfaction can perhaps be summarised by a secondary parent in their comment – 'thank you for giving me my son back'.



# Student Satisfaction and Teacher Satisfaction

## STUDENT SATISFACTION

Feedback from most students indicates that they love coming to school each day and feel 'lost during school holidays'. They enjoy the friendship and interaction across all years of the school and particularly note the 'lively and happy student body'. One student described the student body as a 'massive small family'.

Students value the mutual respect between teachers and students and the additional assistance and guidance their teachers are willing to give them, particularly in the senior years. Senior students asked that their assessment calendar is viewed more holistically.

All students felt that their performing arts training is what motivates them in every other aspect of their education and life.

## TEACHER SATISFACTION

Informal feedback from teachers and Heads of Departments indicates that during 2006 staff were generally very satisfied. Staff often comment on how open and embracing students of The McDonald College are. They feel that the students are happy and this in turn makes teaching them a pleasure. Staff felt valued and were appreciative of the recognition that was given for many of the high profile events within the College calendar but felt that some activities such as additional workshops and classes given out of College time could be recognised further.

The Principal's Morning Tea and associated awarding of Bravos was appreciated as an opportunity for staff to get together and share in personal acknowledgements and achievements.

Staff of The McDonald College appreciate the camaraderie, co-operation and great generosity that they share with the performing arts staff of the McDonald Performing Arts College. They have expressed the need for a more holistic view of the very busy College calendar.

Staff were appreciative of Management open door policy and felt that they were allowed the freedom to teach in flexible ways and were supported and encouraged to involve students in extra activities that presented themselves.

The new Workchoices implications for teachers, which ultimately led to the Teacher's Agreement 2006 – 2010, whilst creating some unease, culminated in an overwhelming majority vote by the staff.

Staff structural changes at the end of 2006, due to changing College demographics, initially caused a degree of insecurity in some staff. However, given time, they have adjusted and accepted the new structure as an opportunity to expand career opportunities.

Overall the staff feel that the rapport between and within departments is very good and that staff go out of their way to support each other.



# 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  
Recurrent/capital income

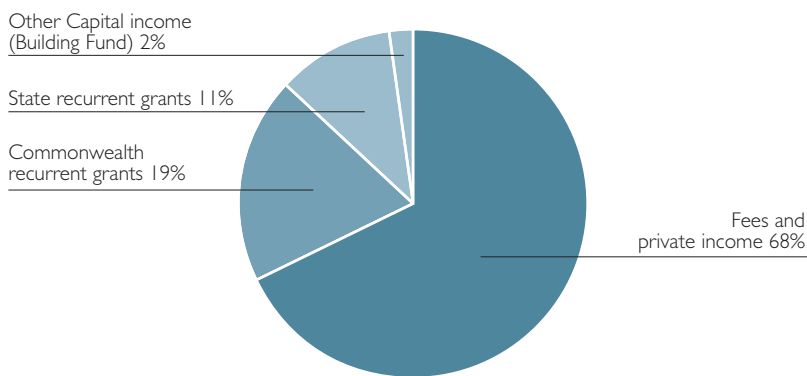


TABLE 8(b) –EXPENDITURE  
Recurrent/capital expenditure

