

# Annual Report 2007



# The McDonald College Annual Report 2007

## Contents

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3	Introduction
4	Education and Financial Reporting
5	Reporting Area 1 & 2: A Message from Key School Bodies & Value Added Information
10	Reporting Area 3: Student Performance in Statewide or Equivalent Tests and Examinations
13	Reporting Area 4: Professional Learning and Teacher Standards
17	Reporting Area 5: Teacher Attendance and Retention Rates
18	Reporting Area 6: Student Attendance and Retention Rates in Secondary Schools
17	Reporting Area 7: Post School Destinations
20	Reporting Area 8: Enrolment Policies and Profiles
26	Reporting Area 9: School Policies
29	Reporting Area 10: School Determined Improvement Targets
31	Reporting Area 11: Initiatives Promoting Respect and Responsibility
32	Reporting Area 12: Parent, Student and Teacher Satisfaction
33	Reporting Area 13: Summary Financial Information

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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 Year 1 to Year 4 are taught in specially assembled class groups. 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 syllabi, 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 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 for the whole College community. In 2007 students had the opportunity to participate in *Excursion to Noumea*, *The Shakespeare Festival*, *Tournament of the Minds*, *Chess*, *Eisteddfods*, *Amnesty International*, *Peer Support*, *Premier State Ballet*, Da Vinci Decathlon, HICES Music Festival to name just a few.

The College supports students who achieve professional employment in the performing arts, television and film industry during their course of study, by appointing (where appropriate) tutors and/or communicating with onsite tutors to ensure all class work and Board of Studies requirements are fulfilled. We proudly enrolled the boy's engaged to take the roles of 'Billy' and 'Michael' in *Billy Elliot the Musical* providing a dedicated teacher and integrating them into mainstream classes as their rehearsal and performance schedules permitted. 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.



# EDUCATIONAL AND FINANCIAL REPORTING

## Policy

The College will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Australian Department of Education, Employment and Workplace Relations. This reporting will include public disclosure of the educational and financial performance measures and policies of the College as required from time to time.

## Procedures

### Annual Report

Procedures for implementing the policy include:

- Identification of the staff member responsible for co-ordinating the final preparation and distribution of the annual report to the College Council and other stakeholders as required
- for each reporting area, identification of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an appropriate form to send to the Board of Studies
- setting the annual schedule for
- delivery of information for each reporting area to the coordinator
- preparation and publication of the report
- distribution of the report to the Board of Studies and other stakeholders

### Requests for additional data

From time to time the Australian Government, through the Minister for Education, Employment and Workplace Relations and NSW Government, through the Minister for Education and Training, may request additional information. To ensure that such requests are dealt with appropriately, the College will identify the staff member responsible for coordinating the school's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

### DEEWR Annual Financial Return

The College will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.

Maxine Kohler, MEd

*Principal*



## REPORTING AREA: 1 & 2

### A Message from Key School Bodies & Value Added Information

#### Message from Chairman of the College Council

The McDonald College has had a busy and rewarding year in 2007 with several major performances throughout the year. Premier State Ballet presented *Nutcracker* at Parramatta Riverside Theatre; Year 12 actors performed Friedrich Durrenmatt's black comedy *The Visit*; the Music Gala had a 1980s theme and the Dance Stream's spectacular, *Move*, drew enthusiastic audiences. The Musical Theatre stream continues to grow and develop, and the senior actors took up the challenge of Shakespeare, presenting *Macbeth* and *Romeo and Juliet*. The year also saw our students touring Noumea, where they took part in regular French language classes and learned about the French and Melanesian way of life.

The College is very proud of the academic achievement of the students who sat for the 2007 Higher School Certificate. We rated in the top 200 schools, with more than 18% of our Year 12 students achieving a UAI above 90. In English, the College was placed 83rd in the list of the top 240 schools in NSW.

The results achieved can be attributed to the high calibre of the teachers employed at the College, the discipline and motivation of our students, and the positive and supportive environment at the College. Achieving one's personal best and being affirmed for doing so, is vital to building confidence and self-esteem.

Life after the HSC for the students from the Class of 2007 varied widely. Some have taken a gap year, delaying their decision to take up tertiary study for the year while they explore new horizons in their travels or their pursuits in the performing arts. Others have accepted places at university in a range of fields including Physiotherapy, Communications, Public Relations, Theatre Studies, Property Economics and Music.

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. The College Council met six times during 2007 and the Executive Finance Committee of Council met thirteen times. I would personally like to thank them for their ongoing dedication and time given to the College.

I would like to thank, on behalf of the College Council, the members of the College Foundation and Parents and Friends Association for their sterling efforts in supporting the College through fundraising and enthusiastic support. Nothing would happen in the College without the parents; their nurturing and parental care is recognised as being the backbone of the College, a fact relied upon by the Council in decision making.

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The unique challenge for the College is to provide an environment in which the creative and performing arts can bring about happiness and fulfilment for our students, while providing a stimulating environment for academic learning: This challenge has been met over the last 24 years. It is reflected in the joy I see in the performances and the happiness within the whole College community.

The Council appreciates the outstanding educational practices of the teaching staff and the administrative, canteen and maintenance support provided by non-teaching staff. I acknowledge with thanks the dedication to the College by the Principal and the Executive.

The unique quality of the College is at the forefront of the Council's guidance in considering the consolidation and development of the College. I am sure we can all look forward to the continued provision of a stimulating and well-rounded education in an environment which will allow our students to look back on their school days with joy and pride.

*Regards*



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 2007. 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.

I am responsible for co-ordinating this document that provides 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, 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 2007 to support students including Peer Support and Student Leadership, Cross Roads programmes, Careers Expo with focus on creative careers, Drug Education, Driver Education and Cyber Bullying programmes. Individual senior students attended the Rotary Youth Programme of Enrichment, Mind and Morality and the Da Vinci Decathlon.

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 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 Noumea. 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. Year 7 & 8 students attended Camps focussing on their physical and personal development. This represents a snap shot only of activities.

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

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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 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 Geoff Markham, for their guidance and direction. I also thank the College Parents and Friends Association under the Presidency of Mrs Beth Wakefield and Mrs Natalie Mischchuk and Mrs Margaret Markham, as Chair of The McDonald Foundation, for their continued support for all areas of the College.



Maxine Kohler, MEd  
*Principal*





## Message from Student Prefect and Student Representative Body

In 2007 the student leadership body comprised of:

- College Captain and Vice Captain
- Senior Prefects (10 Year 12 students, 3 Year 11 students)
- House Captains and Vice Captains (Captain from Year 12, Vice Captain from Year 11)
- Middle School Prefects (Year 8 students)
- Student Representative Council (1 student per Pastoral Care Class)

Our student leaders represented the College at a number of events including the ANZAC Day Service organized by Burwood Council, the National Young Leader's Day Conference, the Annual College Foundation Dinner, and several interschool leadership exchanges. Middle School Prefects assisted at the Junior School Athletics and Swimming Carnivals by participating with the Infant students.

The major fundraising event for 2007 was the Prefect's Concert in March which was enjoyed by the students and audience alike. On the evening more than \$6,000.00 was raised and this was donated to the Starlight Foundation which supports children suffering from chronic and terminal illnesses.

Sandra McKee  
*Student Leadership*



# REPORTING AREA 3: Student Performance in Statewide or Equivalent Tests and Examinations

## Higher School Certificate

Statewide, 59 000 students sat for the Higher School Certificate in 2007. Of these, 110 were students attending the College in Years 11 and 12. We are proud to say that The McDonald College rated in the top 200 schools sitting for the HSC in 2007. In English, 10% of our students scored in the top band; placing the College 83rd in the list of the top 240 schools in NSW.

When compared to state averages, students at the College scored **well above** the state averages in Bands 5 and 6 (80–100%) in a significant number of subjects they sat for.

	No of students	College Average Bands 5 and 6	State Average Bands 5 and 6
Business Studies	18	56%	25%
Dance	21	67%	26%
Drama	33	70%	41%
General Mathematics	20	55%	22%
Music I	14	70%	52%
PDHPE	24	50%	35%
Biology	20	35%	31%
Design and Technology	8	38%	24%
Visual Arts	9	67%	52%
Modern History	19	63%	44%
Persian Background Speakers	1	100%	31%

	College Average Bands E4, E3	State Average Bands E4,E3
Extension 1 Mathematics	100%	34%
Extension 1 English	86%	80%
Extension 2 English	100%	79%

	College Average Band 4–6	State Average Band 4–6
Standard English	65%	35%



## 2007/2006 Comparison

Improvements occurred in many subjects. Most subjects scored very similar averages when compared to 2006 showing that the high standard is maintained at the College from year to year.

The following are The McDonald College averages:

	2007 Bands 4-6	2006 Bands 4-6
Business Studies	78%	75%
English Advanced	88%	88%
Visual Arts	100%	100%
Drama	100%	96%
PDHPE	70%	69%
Entertainment Industry	68%	56%
General Mathematics	75%	64%
Mathematics	55%	20%
English Standard	65%	63%

## UAI Information

18% of our Year 12 students achieved a UAI above 90.

## School Certificate Results 2007

Of the 82 000 students who sat for the School Certificate examinations, 53 were McDonald College students. In 4 out of the 5 subjects, our students' performance exceeded that of other students in the state. These results are consistent with results achieved in the past, once again showing that the high standard has been maintained from year to year.

	College Average Bands 5 and 6	State Average Bands 5 and 6
English	43%	36%
Mathematics	21%	21%
Science	27%	34%
Australian History, Civics and Citizenship	25%	24%
Australian Geography, Civics and Citizenship	28%	25%

Students at the College met the state averages in the Computing Skills examination. Both the State and the College average for Competent and Highly Competent were 98%.

Barbara Maxfield

*Deputy Principal, Head of Secondary School*



## LITERACY AND NUMERACY NATIONAL ASSESSMENT

### (LANNA) 2007 Results

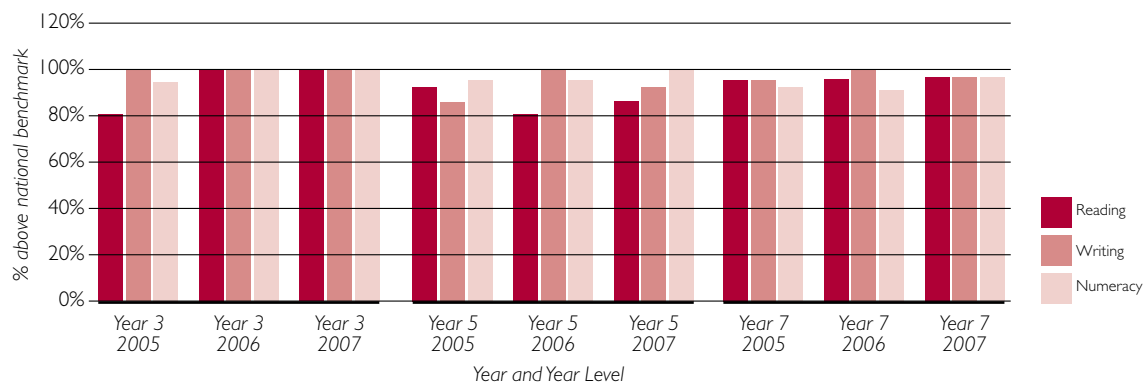
Students in Years 3, 5 and 7 sat for the series of benchmarking tests. The results for The McDonald College students were consistently above the national benchmark for all year groups tested. A detailed analysis of results was used to identify individual students requiring support and the results were also used to inform best practice in teaching and learning.

#### LANNA RESULTS 2007

LANNA	Percentage of students above the national benchmark		
	Year 3	Year 5	Year 7
Reading	100%	88%	97%
Writing	100%	94%	97%
Numeracy	100%	100%	97%

#### LANNA COMPARISON 2006/2007

LANNA	Percentage of students above the national benchmark					
	Year 3 2006	Year 3 2007	Year 5 2006	Year 5 2007	Year 7 2006	Year 7 2007
Reading	100%	100%	81%	88%	96%	97%
Writing	100%	100%	100%	94%	100%	97%
Numeracy	100%	100%	94%	100%	91%	97%



Barbara Maxfield, *Deputy Principal Head of Secondary School*  
and  
Dee Stewart, *Deputy Principal, Head of Junior School*



## REPORTING AREA 4 : Professional Learning and Teacher Standards

### Professional learning

All teaching staff attended faculty days for Curriculum Development and Professional development.

<i>Subject</i>	<i>Course Details</i>	<i>Number of Courses Attended</i>	<i>Number of Teachers Attended</i>
<b>General</b>	Child Protection Legislation revised	1	Full staff
	Behaviour Management Revisted	1	Full staff
	BOS Workshops	1	5
	First Aid Refresher	1	Full staff
<b>Mathematics</b>	Teacher Training Aust (hands-on) Maths teaching	1	2
	Motivating 2Unit Maths students	1	4
	<b>Total</b>	<b>2</b>	<b>6</b>
<b>Learning Support</b>	AIS Special Education Conference	1	1
	Learning in Early Numeracy	1	2
	Learning in Early Numeracy	1	2
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>IPT</b>	IPT Computer Studies Assoc.	1	1
	More Flash	1	1
	<b>Total</b>	<b>2</b>	<b>2</b>
<b>Drama</b>	AIS Annual Drama Conference	1	2
	Teaching & Directing Shakespeare	1	1
	<b>Total</b>	<b>2</b>	<b>3</b>
<b>HSIE</b>	Geography - Consultation Mtg	1	1
	Annual History Conference	1	1
	<b>Total</b>	<b>2</b>	<b>2</b>
<b>Science</b>	Science at the Shine Dome Teachers Program	1	1
	<b>Total</b>	<b>1</b>	<b>1</b>



<i>Subject</i>	<i>Course Details</i>	<i>Number of Courses Attended</i>	<i>Number of Teachers Attended</i>
<b>Art &amp; Design</b>	The Alchemy of Paint	1	2
	Programming & Assessing Stage 4	1	2
	Skills Development Jewellery	1	1
	<b>Total</b>	<b>3</b>	<b>5</b>
<b>PDHPE</b>	AIS Registration & Accreditation Workshop	1	1
	<b>Total</b>	<b>1</b>	<b>1</b>
<b>Music</b>	Music in the Primary Curriculum	1	1
	Sibelius 4 Level 1 Soundhouse	1	2
	Appreciating the Criteria Focus on Music and Performance	1	1
	<b>Total</b>	<b>3</b>	<b>4</b>
<b>Entertainment Ind.</b>	EI Teachers QualifyVET	1	1
	Vet Cert III	1	1
	<b>Total</b>	<b>2</b>	<b>2</b>
<b>Primary</b>	AIS Registration and Accreditation	1	1
	Interviewing Children Workshop	1	1
	K Minus 1 Briefing 2007	1	1
	Teaching Creative Writing	1	1
	Reading with a Diversity of Learners	1	1
	Senior First Aid	1	1
	Bringing writing to Life in your classroom	1	1
	Learning in early literacy	1	1
	Music in the Primary Curriculum	1	1
	The Resilient Child	1	1
	Communication skills	1	1
	The Observational Survey course	1	1
	Providing needs for bright children	1	1
	New Scheme teachers meeting	1	1
	<b>Total</b>	<b>14</b>	<b>14</b>
	First aid refresher course	1	All Primary staff
	Literacy	1	All Primary staff



<i>Subject</i>	<i>Course Details</i>	<i>Number of Courses Attended</i>	<i>Number of Teachers Attended</i>
<b>Executive</b>	School Law Alert	1	1
	2012 Funding	1	1
	Prof Development Day Bursar Assoc of NSW	1	2
	AIS Registration & Accred.Workshop	1	2
	Seminar Abbotsleigh	1	1
	ANZELA	1	2
	Worker's Compensation Seminar	1	3
	National Conference for Assoc of School Bursars & Administrators	1	2
	New Imagery for Schools & Schooling	1	1
	Mindmatters	1	1
	Behaviour Management Workshop	1	2
	Effective Communication Skills for Counselling	1	1
	<b>TOTAL</b>	<b>12</b>	<b>21</b>

Barbara Maxfield  
*Deputy Principal, Head of Secondary School*



## Teaching standards

<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	45
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

## Professional Qualifications

<i>Teacher Qualifications</i>	<i>Number of Teachers</i>
MA BA Dip Ed	1
M Ed BA Dip ED	7
B Ed (Hons)	5
BA Dip Ed	2
BA Dip Ed (Hons)	11
BA (Hons) Cert Tesol, PGCE Sec. English	1
B Sc Grad Dip Ed	6
B PE	2
B Mus Dip Ed	1
Dip of Art	4
Dip Teach	3
B App Biotechnology Grad Dip	1
Dip Tch Grad Dip Ed	1

Imre Schneider  
*Business Manager*





## REPORTING AREA 5: Teacher Attendance and Retention Rates

In 2007 the average daily staff attendance rate was 96.26%.  
The proportion of staff retained from 2006 was approximately 84%.

Imre Schneider  
*Business Manager*



## REPORTING AREA 6: Student Attendance and Retention Rates in Secondary Schools

### Student attendance

Ninety-four per cent (94%) of students attended school on average each school day in 2007. This was similar to the daily attendance in 2006.

### Student retention rates and post school destinations

Forty seven percent (47%) of the 2005 Year 10 cohort completed Year 12 in 2007. 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.

Imre Schneider  
*Business Manager*



## REPORTING AREA 7: 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 12 in 2007.

<i>University / Tertiary Institutions</i>	<i>TAFE</i>	<i>Vocational Performing Arts training</i>	<i>Workforce</i>	<i>Gap Year</i>	<i>Unknown</i>
35%	8%	21%	6%	8%	22%

Margaret White  
*Registrar*



## REPORTING AREA 8: Enrolment Policies and Profiles

### 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:
  - the Principal of the child's previous school to confirm information pertaining to the child;
  - 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.

Margaret White  
*Registrar*

## Student Population

At the census date in 2007 the College had 460 students from Preparatory to Year 12. 316 students were in the secondary school whilst 144 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 27 girls.

Margaret White  
*Registrar*



## REPORTING AREA 9: School Policies

### 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
- 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</i>	<i>Changes in 2007</i>	<i>Access to full text</i>
<b>Child Protection Policy encompassing</b> <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>	Updated	<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 –</b> A range of policies encompass <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>	Nil	<ul style="list-style-type: none"> <li>• College Intranet</li> <li>• Parents may request copies by contacting Senior School Reception</li> </ul>
<b>Supervision –</b> A range of policies encompass <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>	Nil	Full text in <ul style="list-style-type: none"> <li>• College Intranet</li> <li>• <i>Staff Handbook</i></li> </ul>
<b>Codes of Conduct –</b> A range of policies encompass <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 – Review in progress. Consultation with parents, students and staff complete  Role of prefects reviewed.	Full text in <ul style="list-style-type: none"> <li>• <i>Staff Handbook</i></li> <li>• <i>Student diary</i></li> <li>• College Intranet</li> <li>• <i>Handbook for Parents &amp; Students</i></li> </ul>



<i>Policy</i>	<i>Changes in 2007</i>	<i>Access to full text</i>
<b>Pastoral Care –</b> A range of policies encompass <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>	Nil	Full text in <ul style="list-style-type: none"> <li>• <i>Staff Handbook</i></li> <li>• Text of homework policy in <i>Student diary</i> and <i>Handbook for Parents &amp; Students</i></li> </ul>
<b>Communication –</b> A range of policies encompass <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>	Update in progress	Full text contained in <ul style="list-style-type: none"> <li>• <i>Staff Handbook</i></li> <li>• <i>Handbook for Parents &amp; Students</i></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 2007 consultation with staff, students and parents was sought as part of a review process.



## 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.

Maxine Kohler  
*Principal*



## Reporting Area 10: School Determined Improvement Targets

### Achievement of priorities identified in the College's 2006 Annual Report

Area	Priorities	Achievements
<b>Teaching and learning</b>	Introduction of new Literacy Programme in Junior School	Students benchmarked in Stage 1, 2 & 3
	Specialised Academic programme	Academic education programme established and delivered for the main cast of <i>Billy Elliot the Musical</i>
	Maths help	Offered to Junior and secondary students
	Involvement in Academic challenges eg. Da Vinci Decathlon and Mind and Morality	Participation
<b>Student achievements</b>	English Extension	All students in E3 & E4.
	Practical HSC Major works	21 students received nominations for exemplary works
	Year 9 students	Mentored Year 4 students on Australia values.
	Year 7 students	3 students received Billy Elliot contracts
	Year 10 student	Movie contract
<b>Student welfare</b>	Open Week	Year 7–9 parents spent a day in class with their child
	Leadership Programme	Revised
	Establish Welfare Team	Director of Student Welfare, Year Coordinators, Counsellor
	Student Leadership Structure	Reviewed
	Communication	Achieved through fortnightly BTS
	College calendar	Holistic overview
<b>Staff development</b>	Dealing with Behavioural Challenges in class	Staff attended in service
	Special needs	Staff professional development
	Child Protection	Reviewed responsibilities
	Health Issues	Training re Allergic reactions Basic First Aid training
<b>Facilities and resources</b>	Multi Purpose Court	Under construction
	Amphitheatre	Construction complete
	Computer room (Junior school)	Installation
	Computing resources and training	Moodle



## 2007 Priority areas for improvement

<i>Area</i>	<i>Priorities</i>
<b>Teaching and Learning</b>	Further improvement of student reporting Learning Support expansion Holiday and weekend HSC workshops Homework club Debating
<b>Student Welfare</b>	Weekly staff briefing – welfare and behaviour focus Values Education (eg Bullying and Respect) Communication – ongoing and expanding College Calendar – holistic overview ongoing
<b>Facilities and Resources</b>	Completion of Multi-Purpose Court Safety of Junior playground reviewed

Maxine Kohler  
*Principal*



## REPORTING AREA 11: Initiatives Promoting Respect and Responsibility

### 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. The College works with staff and students on a values-rich Respect, Responsibility and Right choice platform.

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 Starlight Foundation. They choose Starlight as their project because it assists families, but in particular, students of their age.

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

Maxine Kohler

*Principal*



## REPORTING AREA 12: Parent, Student and Teacher Satisfaction

### 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 (as a minimum) and has the function of disseminating funds collected through the P & F levy and running fund raising activities.

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 of their child's progress

### Student Satisfaction

Feedback from most students indicates that they love coming to school each day and they feel accepted. 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. They value knowing that they can 'talk to' their teachers.

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 Department shows 2007 as being a year of change and challenge. Initially change was unsettling but the year provided opportunities for career expansion for senior staff.

Restructuring late in 2006 caused uncertainty in early 2007, especially with regard to the roles of senior staff. The need for specific roles to be redistributed initially caused some confusion but during the course of the year resolution was achieved.

Changes related to the Teacher's Agreement 2006 and the accreditation requirements for the NSW Institute of Teachers came into effect, causing unease until effects and requirements were understood.

While the College achieved some remarkable HSC results, some teachers who are the only teachers responsible for a particular senior subject felt a little isolated due to the lack of colleagues with whom to discuss ideas.

Overall, the staff is very supportive of each other and have good relationships with their peers, the management and their school community.

Maxine Kohler  
*Principal*



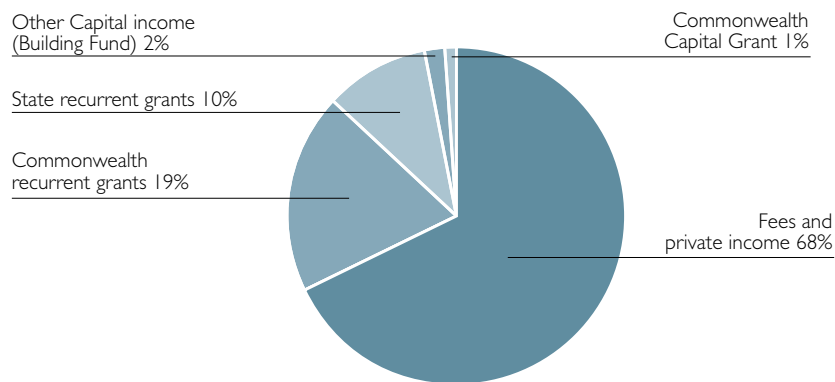


## REPORTING AREA 13: Summary Financial Information

These pie charts provide graphic 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.

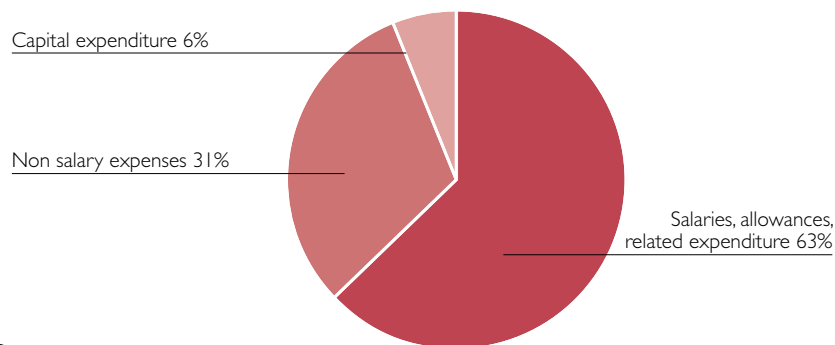
### INCOME

#### Recurrent/capital income



### EXPENDITURE

#### Recurrent/capital expenditure



Steve Owen  
*Accountant*

