

# Annual Report 2008



# Annual Report 2008

## The McDonald College Annual Report 2008 Contents

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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. 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.
- Boarding for secondary female students
- An extensive after school programme

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 2008 students had the opportunity to participate in *Excursions to USA and London*, *The Shakespeare Festival*, *Chess*, *Eisteddfods*, *Debating*, *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.



M.P. Kohler, M.Ed  
*Principal*



# REPORTING AREA : 1 A Message from Key School Bodies &

## REPORTING AREA : 2 Value Added Information

### Message from Chairman of the College Council

The McDonald College has had a busy and rewarding year in 2008. It began with students taking part in what is now becoming our bi-annual USA Dance Tour and in the April holidays 18 ballet students travelled to London to take part in a dance exchange culminating in a performance. Both tours provided students with personal growth and educational experiences that they will remember for life.

The College is very proud of the academic achievement of the students who sat for the 2008 Higher School Certificate. It is a true balancing act for students who dedicate their time and energy between that of a demanding performing arts program and their important academic studies. 115 students from both Year 11 and 12 sat the HSC in a total of 19 courses delivered by the College. The significantly large number of students who were among the Distinguished Achievers (scoring a Band 6 in the HSC) resulted in the College being named amongst the leading 200 schools in NSW, placing 111th and surpassing many other Independent Schools and a Selective School in the local area. The graduating class of 2008 had 46% of its students scoring a Band 6 in the HSC, resulting in 17% of the Class with a UAI of 90 or above.

Major performances were presented throughout the year: Premier State Ballet's *The Sleeping Beauty* at Parramatta Riverside Theatre; Year 12 actors performed Arthur Miller's *The Crucible*, a classic of American theatre; the Music Gala, *Dig Deep*, featured auditioned soloists as well as a performance of the grand chorale work *Carmina Burana*; and the Dance Stream's spectacular, *Let's Dance*, and the Musical

Theatre Stream's *On the Line*, drew enthusiastic audiences. As well as the major productions, the senior actors presented Shakespeare's *Twelfth Night* and *As You Like It*, and the Music Stream was busy with studio concerts, Vocal Competition, Battle of the Bands and many other commitments.

Several students were nominated for inclusion in the Board of Studies awards for excellence in Drama, Dance, Design and Technology, Music and Visual Arts.

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 2008 and the Executive Finance Committee of Council met on thirteen occasions. I would personally like to thank the members of Council for their ongoing dedication and time given to the College.

I would like to also 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 25 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.



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 2008. 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 2008 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 dance exchange to London. 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 a camp focussing on their physical and personal development and Year 11 participated in a camp following the Cross Roads programme. This represents a snap shot only of activities.

Education and Information Evenings were held for parents at all Stages with specially tailored evenings targeting our Performing Arts programmes.

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, The Playhouse, National Institute of Dramatic Art (NIDA) 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 Dr Natalie Mishchuk and Mrs Margaret Markham, as Chair of The McDonald Foundation, 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 2008 the student leadership body comprised of:

- College Captain and Vice Captain
- Junior School Captain and Vice Captain
- Senior Prefects (11 Year 12 students, 4 Year 11 students)
- House Captains and Vice Captains (Captain from Year 12, Vice Captain from Year 11)
- Student Representative Council (1 student per Pastoral Care Class – Secondary School)  
(students from Years 5 and 6 – Junior School)

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. Year 8 volunteers assisted at the Junior School Athletics and Swimming Carnivals by participating with the Infant students.

The major fundraising event for 2008 was the Prefect's Concert in March which was enjoyed by the students and audience alike. On the evening more than \$7,000.00 was raised and this was donated to the Sunrise Children's Village which supports orphaned children in Cambodia.

Prefect & SRC Body  
S. McKee  
*Student Leadership*





## REPORTING AREA 3 :

### Student Performance in National and Statewide or Equivalent Tests and Examinations

#### HIGHER SCHOOL CERTIFICATE

67 931 students sat for the Higher School Certificate in 2008, making it the largest group ever in the history of the NSW HSC. Of these, 114 were students attending The McDonald College in Years 11 and 12.

We are proud to announce that The McDonald College rated 111th in the top 200 schools sitting for the HSC in 2008, an improvement on our rank in 2007 which was 121st.

When compared to state averages, students at the College scored well above the state averages in Bands 5 and 6 in 14 of the subjects they sat for.

	<i>No of students</i>	<i>College Average Bands 5 and 6</i>	<i>State Average Bands 5 and 6</i>
Advanced English	33	60%	50%
Biology	17	47%	31%
Business Studies	27	41%	32%
Dance	20	55%	30%
Design and Technology	14	64%	35%
Drama	25	48%	48%
General Mathematics	25	51%	26%
Mathematics	12	66%	45%
Music I	16	100%	54%
PDHPE	17	42%	32%
Standard English	19	11%	6%
Visual Arts	27	74%	61%
		<i>College Average (Bands E4, E3)</i>	<i>State Average (Bands E4,E3)</i>
Extension I Mathematics		100%	82%
Extension I English		100%	84%

McDonald College students also studied and sat for the HSC in the following courses; some courses studied via Distance Education or through the Open High School, and having only one candidate: History Extension, Senior Science, Studies of Religion, German Continuers, Japanese Continuers, Ancient History and Physics.

Other courses which were not HSC examined included Fashion Visualization, Visual Arts/Intensive Studio Practice and the University Course, Mind and Morality which is delivered by Sydney University.

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## 2007/2006 Comparison

Improvements occurred in many subjects. Most subjects scored very similar averages when compared to 2006 and 2007 showing that the high standard is maintained at the College from year to year.

The following lists some of The McDonald College averages to support the above statement:

	<i>2008 Bands 4, 5, 6</i>	<i>2007 Bands 4, 5, 6</i>	<i>2006 Bands 4, 5, 6</i>
Business Studies	82%	78%	75%
Dance	90%	89%	92%
Design and Technology	93%	89%	90%
Drama	96%	100%	96%
English Advanced	91%	88%	88%
English Standard	91%	65%	63%
General Mathematics	78%	75%	64%
Mathematics	89%	55%	20%
Music I	100%	100%	100%
Visual Arts	100%	100%	100%

## School Certificate Results 2008

Of the 67,324 students who sat for the School Certificate examinations, 81 were from our College and we are very proud of their results.

Below are the statistics for the School Certificate Exams:

	<i>College Average Band 5 and 6</i>	<i>State Average Band 5 and 6</i>
English	52%	38%
Mathematics	23%	25%
Science	34%	31%
Australian History, Civics and Citizenship	24%	23%
Australian Geography, Civics and Citizenship	20%	28%

Students at the College exceeded the state averages in the Computing Skills examination, with 100% of our students achieving Competent or Highly Competent compared to a state average of 97%.

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## NAPLAN RESULTS 2008

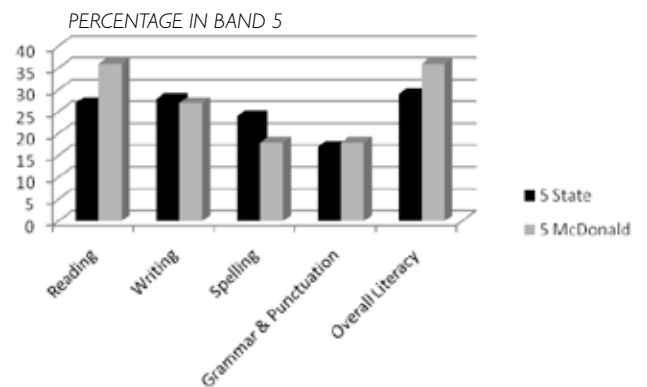
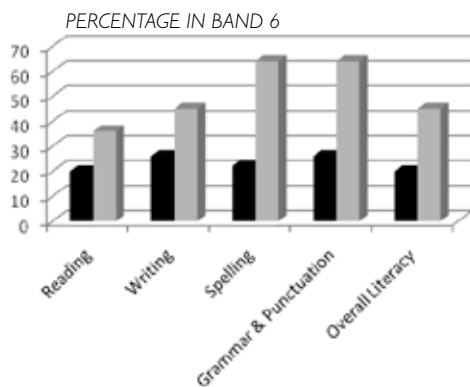
### Year 3 LITERACY RESULTS

11 students completed the NAPLAN testing in Writing, Reading and Language Conventions. The mean performance of students at The McDonald College was above the State average in all areas of Literacy.

#### Percentages in all Bands

BAND	State/School	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
6	State	20	26	22	26	20
	McDonald	36	45	64	64	45
5	State	27	28	24	17	29
	McDonald	36	27	18	18	36
4	State	20	26	27	23	27
	McDonald	9	27	9	9	9
3	State	16	14	15	21	15
	McDonald	9	0	9	0	9
2	State	12	4	9	8	7
	McDonald	9	0	0	9	0
1	State	4	2	3	4	2
	McDonald	0	0	0	0	0

#### Percentage in Top 2 Bands



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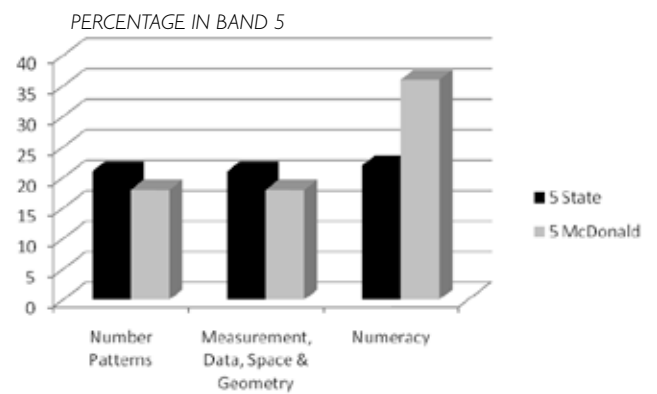
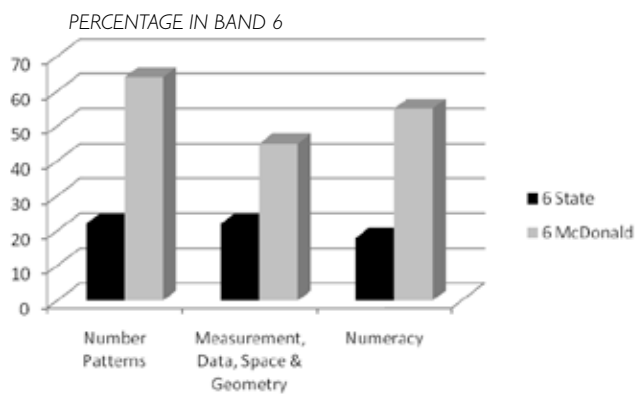
## Year 3 NUMERACY RESULTS

11 students completed the NAPLAN testing in Numeric. The mean performance of students at The McDonald College was above the State average in all areas of Numeracy:

### Percentages in all Bands

BAND	State/School	Number Patterns & Algebra	Measurement, Data, Space & Geometry	Numeracy
6	State	22	22	18
	McDonald	64	45	55
5	State	21	21	22
	McDonald	18	18	36
4	State	21	20	27
	McDonald	9	36	0
3	State	24	22	23
	McDonald	9	0	9
2	State	9	11	7
	McDonald	0	0	0
1	State	4	3	3
	McDonald	0	0	0

### Percentage in Top 2 Bands



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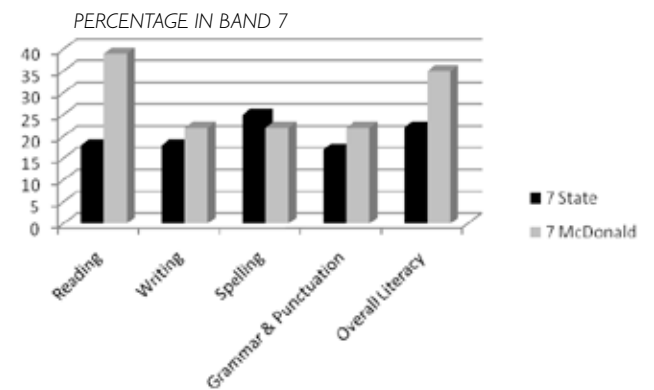
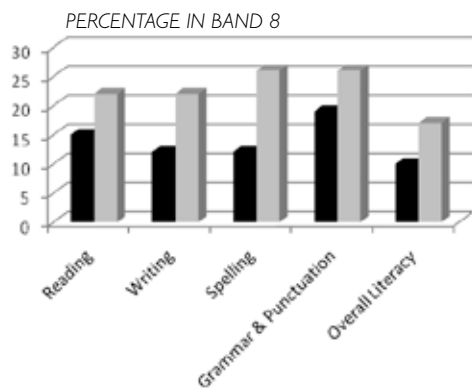
## Year 5 LITERACY RESULTS

23 students completed the NAPLAN testing in Writing, Reading and Language Conventions. The mean performance of students at McDonald College was above the State average all areas of literacy:

### Percentages in all Bands

BAND	State/School	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
8	State	15	12	12	19	10
	McDonald	22	22	26	26	17
7	State	18	18	25	17	22
	McDonald	39	22	22	22	35
6	State	23	35	28	27	31
	McDonald	13	39	26	26	30
5	State	25	20	19	20	24
	McDonald	17	4	9	17	9
4	State	11	10	10	11	9
	McDonald	4	4	17	4	4
3	State	8	5	6	6	4
	McDonald	4	9	0	4	4

### Percentage in Top 2 Bands



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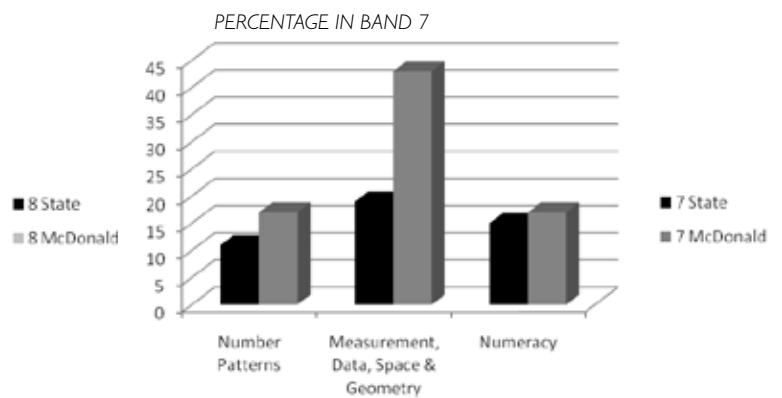
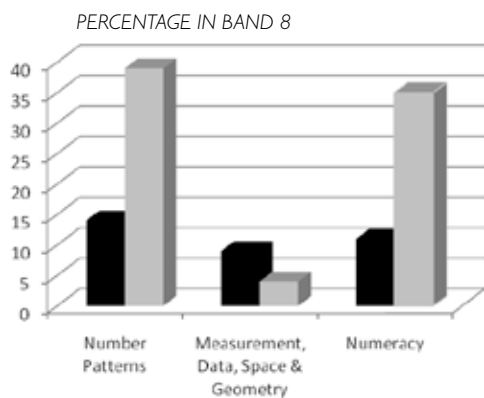
## Year 5 NUMERACY RESULTS

23 students completed the NAPLAN testing in Numeracy. The mean performance of students at The McDonald College was above the State average in all areas of Numeracy:

### Percentages in all Bands

BAND	State/School	Number Patterns & Algebra	Measurement, Data, Space & Geometry	Numeracy
8	State	14	9	11
	McDonald	39	4	35
7	State	11	19	15
	McDonald	17	43	17
6	State	24	25	26
	McDonald	13	17	17
5	State	28	24	27
	McDonald	26	30	26
4	State	15	16	15
	McDonald	4	0	4
3	State	8	7	5
	McDonald	0	4	0

### Percentage in Top 2 Bands



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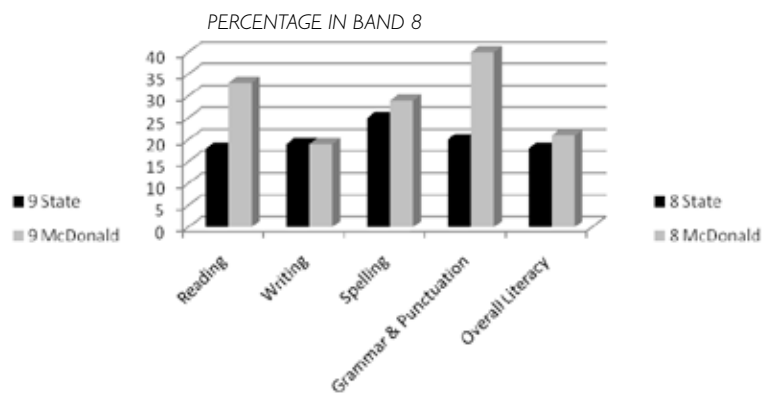
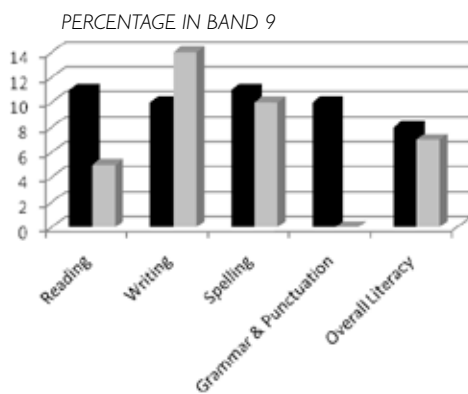
## Year 7 LITERACY RESULTS

42 students completed the NAPLAN testing in Writing, Reading and Language Conventions. The mean performance of students at The McDonald College was above the State average in all areas of Literacy:

### Percentages in all Bands

BAND	State/School	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
9	State	11	10	11	10	8
	McDonald	5	14	10	0	7
8	State	18	19	25	20	18
	McDonald	33	19	29	40	21
7	State	24	24	29	25	30
	McDonald	40	40	40	36	52
6	State	29	30	20	23	28
	McDonald	17	12	17	17	12
5	State	14	11	9	14	12
	McDonald	2	12	2	5	5
4	State	4	7	6	7	4
	McDonald	2	2	2	2	2

### Percentage in Top 2 Bands



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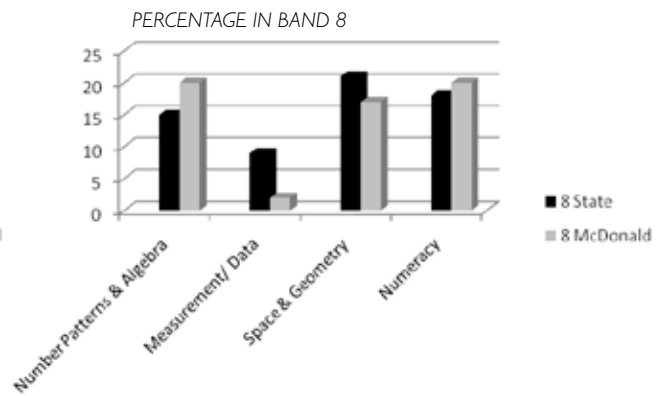
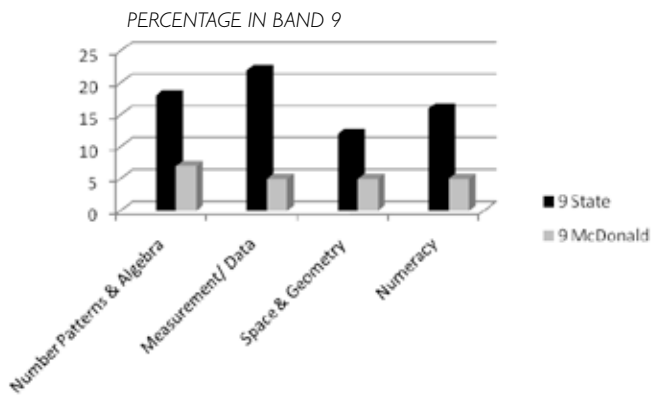
## Year 7 NUMERACY RESULTS

41 students completed the NAPLAN testing in Numeracy. The mean performance of students at The McDonald College was below the State average in Numeracy:

### Percentages in all Bands

BAND	State/School	Number Patterns & Algebra	Measurement/Data	Space & Geometry	Numeracy
9	State	18	22	12	16
	McDonald	7	5	5	5
8	State	15	9	21	18
	McDonald	20	2	17	20
7	State	23	28	25	24
	McDonald	32	49	34	29
6	State	24	18	24	24
	McDonald	37	34	22	39
5	State	15	15	15	16
	McDonald	5	10	20	7
4	State	4	9	3	3
	McDonald	0	0	2	0

### Percentage in Top 2 Bands



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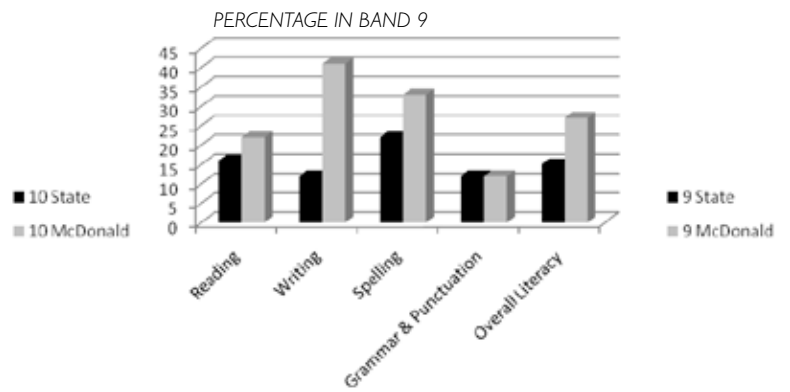
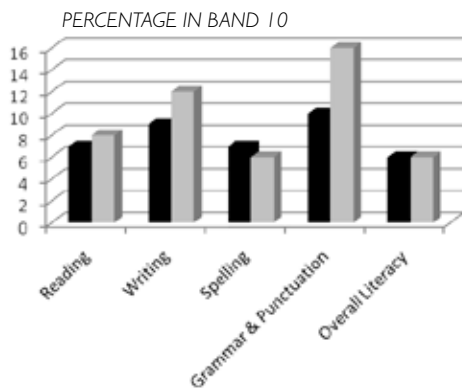
## Year 9 LITERACY RESULTS

49 students completed the NAPLAN testing in Writing, Reading and Language Conventions. The mean performance of students at The McDonald College was above the State average in all areas of Literacy:

### Percentages in all Bands

BAND	State/School	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
10	State	7	9	7	10	6
	McDonald	8	12	6	16	6
9	State	16	12	22	12	15
	McDonald	22	41	33	12	27
8	State	26	25	25	21	27
	McDonald	35	20	31	24	39
7	State	28	23	27	29	29
	McDonald	22	14	18	35	22
6	State	17	21	11	17	17
	McDonald	12	8	4	8	4
5	State	6	10	9	11	6
	McDonald	0	4	8	4	2

### Percentage in Top 2 Bands



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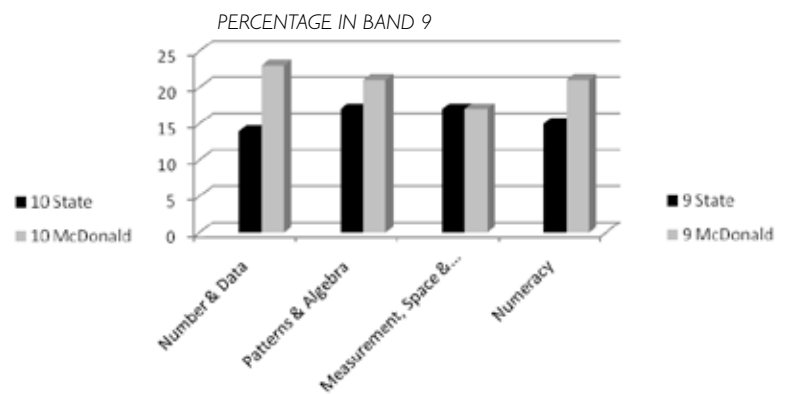
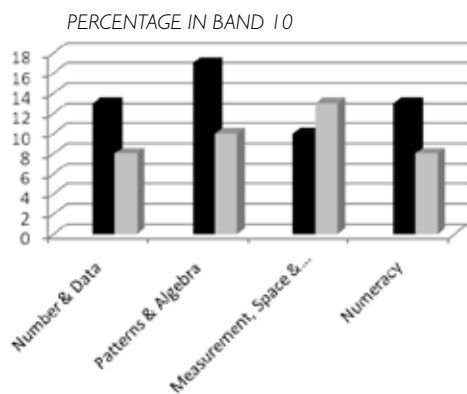
## Year 9 NUMERACY

49 students completed the NAPLAN testing in Numeracy. The mean performance of students at The McDonald College was above the State average in all areas of Numeracy:

### Percentages in all Bands

BAND	State/School	Number & Data	Patterns & Algebra	Measurement Space & Geometry	Numeracy
10	State	13	17	10	13
	McDonald	8	10	13	8
9	State	14	17	17	15
	McDonald	23	21	17	21
8	State	23	20	28	25
	McDonald	25	31	31	31
7	State	26	21	25	24
	McDonald	29	23	29	27
6	State	16	15	14	19
	McDonald	4	13	10	10
5	State	7	10	6	5
	McDonald	10	2	0	2

### Percentage in Top 2 Bands



M. Contos

*Head of Mathematics*

B. Maxfield

*Deputy Principal, Head of Secondary School*



## REPORTING AREA 4 : Professional Learning and Teacher Standards

### Professional Learning

All teaching staff attended faculty meetings as well as Curriculum Development and Professional Development days. Other Professional Learning experiences were targeted to individuals or departments in order to enhance growth and development in teaching standards, and in the learning environment of the College.

<i>Subject</i>	<i>Course Details</i>	<i>Number of Courses</i>	<i>Number of Teachers Attended</i>
<b>General</b>	AIS Curriculum Consultancy	6	30
	Basic First Aid Refresher	1	Full Staff
	AIS Leadership Training	1	1
	TTA Training for new HOD	1	1
	Secondary New Scheme Teachers	1	4
	ESL Training	1	Full Staff
<b>Science</b>	STANSW - Leadership Training	1	2
<b>HSIE</b>	Innovative Teaching in Geography	1	1
	Teaching Stage 5 Geography	1	1
	Total	2	2
<b>TAS</b>	TAS Conference: Innovation through Design	1	1
<b>Mathematics</b>	Motivating 2 Unit Maths Students	1	1
	Motivating Extension 1 Maths Students	1	1
	Total	2	2
<b>Technology</b>	Moodle Advanced	1	1
<b>Drama</b>	NIDA Primary Teaching Skills (Drama)	1	1
	NIDA Commedia Dell'Arte	1	1
	Total	2	2

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<i>Subject</i>	<i>Course Details</i>	<i>Number of Courses</i>	<i>Number of Teachers Attended</i>
<b>Executive</b>	New Scheme Teachers – Supervisors	1	1
	Child Protection Legislation	1	1
	Tricky Kids	1	1
	Child Protection Investigation Course	1	1
	Child Protection Investigation Refresher	1	1
	Local Bursars meetings	12	12
	AIS workshops	4	4
	Economic briefing	1	1
	AIS Workcover briefing	2	2
	MAZE User group briefing	1	1
	<b>Primary</b>	Programming Meaningful Curriculum in Children's Services	1
Observations and Documentation – Learning Projects		1	2
Emergent Curriculum "Embracing Change"		1	2
Emergent Curriculum "Embracing the Visual Arts" Part 1		1	1
K-6 Using the ESL Scales and ESL Scales and ESL Strategies		1	2
Emergent Curriculum "Embracing Change – Authenticity in the Interest Based Curriculum"		1	2
Meaningful Learning Experiences for K-2 PDHPE		1	1
Developing Tasks Across K-6 in Maths		1	1
LIEN (Learning in Early Numeracy) Catchup		1	2
ESL Learners and the Mainstream Curriculum		1	2
Fostering Learning in the Digital Area		1	3
Assisting students to achieve Stage 3 Mathematics Outcomes in a Stage 4 classroom		1	3
Total		12	23
ESL Training	1	All Primary staff	

B. 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	42
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	2
M Ed BA Dip ED	4
B Ed (Hons)	5
BA Dip Ed (Hons)	3
B Sc Grad Dip Ed	5
B Mus Dip Ed	1
Dip of Art	3
MTch BA	1
Dip Teach	1
Dip Tch Grad Dip Ed	1
BA	1
BA BEd	9
BA (Hons)	2
M Ed(Special Ed) MEd BEd	1
B Sc (Hons) PGCE (Maths)	1
M Sc BMus (Hons)	1
MA (Hons) BA (Hons)	1

### I. Schneider

*Business Manager*



## REPORTING AREA 5 : Teacher Attendance and Retention Rates

In 2008 the average daily staff attendance rate was 89.20%.  
The proportion of staff retained from 2007 was approximately 92.8%.

I. Schneider  
*Business Manager*



## REPORTING AREA 6 :

### Student Attendance and Retention Rates in Secondary Schools

#### **Student attendance**

Ninety-three point three six per cent (93.36%) of students attended school on average each school day in 2008. This was similar to the daily attendance in 2007.

#### **Student retention rates**

Fifty two percent (52%) of the 2006 year 10 cohort completed Year 12 in 2008. 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.



## 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 Year 12 in 2008.

<i>University / Tertiary Institutions</i>	<i>TAFE</i>	<i>Vocational Performing Arts training</i>	<i>Workforce</i>	<i>Gap Year</i>	<i>Unknown</i>
36%	7%	21%	6%	6%	24%

M. White  
*Registrar*





# REPORTING AREA 8: Enrolment Policies and Profiles

## Enrolment Policy

### INTRODUCTION

The McDonald College is a Preparatory to Year 12 school catering in particular for children who are gifted in performance, whether in one or more of the performing arts or in sport. The College takes girls boarders from Year 7 – 12. 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 and 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.

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## 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 sportsperson.

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.

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### 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:

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- 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 two thousand dollars (\$2,000);

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.

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## Student Population

At the census date in 2008 the College had 486 students from Preparatory to Year 12. 340 students were in the secondary school whilst 151 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.

M. 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 2008</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>	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 – Policies</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>	Procedures reviewed and updated	<ul style="list-style-type: none"> <li>• College Intranet</li> <li>• Parents may request copies by contacting Senior School Reception</li> </ul>
<b>Supervision – Policies</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>	Updated Risk assessment procedures reviewed and further developed	Full text in <ul style="list-style-type: none"> <li>• <i>Staff Handbook</i></li> <li>• College Intranet (pertinent policies)</li> </ul>
<b>Codes of Conduct – Policies</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 reviewed  Role of prefects reviewed.	Full text on College Intranet Partial text in: <ul style="list-style-type: none"> <li>• <i>Staff Handbook</i></li> <li>• <i>Student diary</i></li> <li>• <i>Handbook for Parents &amp; Students</i></li> </ul>

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<i>Policy</i>	<i>Changes in 2007</i>	<i>Access to full text</i>
<b>Pastoral Care – Policies</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>	Medication dispensing procedures reviewed	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 – Policies</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	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 2008 consultation with staff, students and parents was sought as part of a review process of the Anti-Bullying Policy and procedures.

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## 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.

M.P. Kohler  
*Principal*





## REPORTING AREA 10 : School Determined Improvement Targets

### Achievement of priorities identified in the College's 2007 Annual Report

Area	Priorities
<b>Teaching and learning</b>	<ul style="list-style-type: none"> <li>• Further improvement of student reporting</li> <li>• Learning Support expansion</li> <li>• Holiday and weekend HSC workshops</li> <li>• Homework club</li> <li>• Debating</li> <li>• Holistic overview of Assessment for each year level; including Assessment Calendar to parents on term by term basis</li> <li>• Professional Development and Inservicing for Heads of Department in preparation of Registration and Accreditation</li> </ul>
<b>Student Welfare</b>	<ul style="list-style-type: none"> <li>• Weekly staff briefing – welfare and behaviour focus</li> <li>• Values Education (eg Bullying and Respect)</li> <li>• Communication – ongoing and expanding</li> <li>• College Calendar – holistic overview ongoing</li> </ul>
<b>Facilities and Resources</b>	<ul style="list-style-type: none"> <li>• Completion of Multi-Purpose Court</li> <li>• Safety of Junior playground reviewed</li> </ul>

M.P. Kohler  
*Principal*



## 2009 Priority areas for improvement

Area	Priorities
<b>Teaching and learning</b>	<ul style="list-style-type: none"> <li>• Further implementation of literacy intervention strategies in Stage 1 and 2.</li> <li>• Mathematics Help – Junior School &amp; Secondary School school</li> <li>• HSC Holiday Classes</li> <li>• Learning Support</li> <li>• Introduction of Legal Studies (HSC)</li> <li>• Mock Trial</li> </ul>
<b>Student Welfare</b>	<ul style="list-style-type: none"> <li>• Revised Policies               <ul style="list-style-type: none"> <li>– Code of Conduct</li> <li>– Anti-Bullying</li> <li>– Complaints &amp; Grievance Procedures</li> <li>– Performance</li> <li>– Values Education integration into work units</li> </ul> </li> </ul>
<b>Facilities and Resources</b>	<ul style="list-style-type: none"> <li>• Improved IT capabilities</li> <li>• Update Denbigh capabilities</li> <li>• Revised policies               <ul style="list-style-type: none"> <li>– Security</li> <li>– Building &amp; Maintenance</li> </ul> </li> </ul>



## REPORTING AREA II : 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 Sunrise Children's Village in Cambodia. They choose Sunrise as their project because it assists orphaned children.

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.

The College hosted a performance from an African refugee student dance troupe.

M.P. Kohler  
*Principal*



# REPORTING AREA 12 :

## Parent, Student and Teacher 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 – such as Dancing with the Staff and a Junior School Disco.

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 aspect of their education and life.

### Teacher Satisfaction

Informal feedback from teachers and Heads of Department shows 2008 as being a year concentrated on preparation for the 2009 Registration and Accreditation Inspection by the Board of Studies.

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

Staff requested that Management be consultative in matters of staff teaching loads and timetabling allocations.

M.P. Kohler  
*Principal*



# REPORTING AREA 13

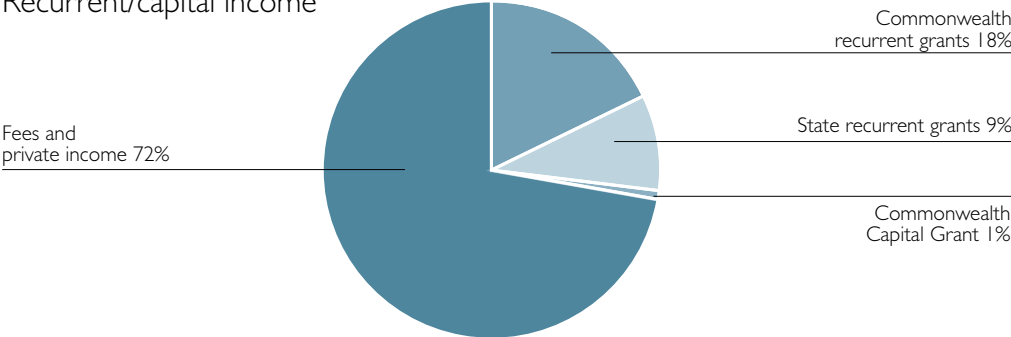
## Summary Financial Information

These pie charts provide graphic representation 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.

S. Owen  
*Finance Manager*

### INCOME

Recurrent/capital income



### EXPENDITURE

Recurrent/capital expenditure

