

Annual Report 2009



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The McDonald College Annual Report 2009

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INTRODUCTION

The McDonald College is an independent co-educational, non-denominational College. It provides comprehensive education at pre-school, 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 2009 students had the opportunity to participate in *Excursions to China*, *The Shakespeare Festival*, Chess, Eisteddfods, Debating, Peer Support, *Premier State Ballet*, *Da Vinci Decathlon*, *Prefects Concert* 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. 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 Years 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 I : A Message from Key School Bodies

Message from Chairman of the College Council

The McDonald College has had a busy and rewarding year in 2009 with several major performances throughout the year. Premier State Ballet presented *Swan Lake* at Parramatta Riverside Theatre; Year 12 actors performed Carol Ann Duffy's adaptation of *Grimm Tales* at NIDA; the Music Gala, *Heaven Can Wait*, held at the City Recital Hall, featured auditioned soloists as well as performances by various bands; and the Dance Stream's spectacular, *Fabulous Feet!* and the Musical Theatre Stream's *Time to Fly* drew enthusiastic audiences.

The College is very proud of the academic achievement of the students who sat for the 2009 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. 150 students from both Year 11 and 12 sat for the HSC at the College. All students scored well above state averages for Bands 5 and/or 6, and scored twice the state average of Band 6 results in Business Studies, Drama, General Mathematics, Music 1 and Visual Arts. All Music 1 students scored in Bands 5 or 6. Four students from Year 11 who sat two of their HSC exams scored more than 90% in their exams.

Every five years independent schools undergo a stringent inspection whereby every process, procedure, policy and other documentation is scrutinised for evidence of compliance. After many hours of committed hard work, the inspection was a very positive affirmation of the wonderful work that is done at the College. The inspectors were effusive in their praise of the College.

We are delighted that the College will benefit significantly from the Federal Government's program to provide economic stimulus through rapid construction and refurbishment of College infrastructure. The extensions to the Conference Centre will provide an additional multi-purpose assembly space / performing arts space / performance studio, which will be used for Infants and Primary Speech Days, Grandparents Days and much more.

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 Limited, a not-for-profit community-based company limited by guarantee, trades as The McDonald College. The governing body is the College Council which 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 2009 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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REPORTING AREA 1 : A Message from Key School Bodies

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



REPORTING AREA 1 ; A Message from Key School Bodies

Message from the Principal

Our Annual Report provides the reader with a very brief overview of The McDonald College in 2009. Our College is a vibrant and creative community where students report that they love coming to school and we are the only independent school in Australia specialising in performing arts together with a rigorous academic programme from Pre-School to Year 12. Our classrooms, studios, corridors and playgrounds abound with expectation and creative energy.

This document provides a brief snapshot of the College from Pre-School 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*, *Review*, College Website and Performance Programmes.

In May this year the College underwent the stringent Registration and Accreditation process and inspection by the New South Wales Board of Studies. The College was granted the full five year accreditation and complimented highly on our outstanding programmes, documentation and OH&S policies and procedures. One Inspector commented that they rarely see documentation and learning environments of such high quality. The accolades received were many for which I thank our dedicated and experienced staff. I wish to publicly acknowledge them all, teachers, administrative and support staff, for their commitment to the College and our students.

Student performance in the School Certificate and Higher School Certificate examinations is discussed in this report. The College ran a number of programmes throughout 2009 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, Da Vinci Decathlon and participated in Interschool Debating.

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 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 parents, friends, the College and the community.

Junior secondary students were offered the opportunity to participate in an excursion to China to participate in the Tianjin Youth Festival. 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 leadership, physical and personal development and Year 11 participated in a camp following the Cross Roads programme. This represents a snapshot only of activities.

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

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REPORTING AREA 1 : A Message from Key School Bodies

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.

I take this opportunity to thank the College Council under the Chairman, Mr Geoffrey 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 Chairman of The McDonald Foundation, for their continued support for all areas of the College.



M. P. Kohler, M.Ed.
Principal



REPORTING AREA 1 : A Message from Key School Bodies

Message from Student Prefect and Student Representative Body

In 2009 the student leadership body comprised of:

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

Our student leaders represented the College at a number of events including the combined schools ANZAC Day Service organized by the AIS in Hyde Park, 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 2009 was the Prefect's Concert in March which was enjoyed by the students and audience alike. On the evening more than \$11,000.00 was raised and this was donated to the Red Cross Victorian Bushfires Appeal.

The SRC organised a number of events for students which raised funds for Exodus Foundation – encouraged all students to donate to the Christmas Hamper Appeal and they organised and also raised funds through activities held during the SRC Christmas Concert on the last day of school.

Prefect & SRC Body

S. McKee

Student Leadership



REPORTING AREA 2 : Contextual Information about the School

The McDonald College is Australia's only independent, co-educational, day and boarding (girls from Year 7–12) school from Pre-School to Year 12 integrating excellence in performing arts and rigorous academic studies to the NSW Higher School Certificate.

Our philosophy is to provide pre-professional daily performance training whilst maintaining high standards of academic education, thus allowing students to keep all their options open beyond Year 12. Academic extension opportunities are available and students with special needs are catered for individually and/or through in-class support.

The College is extremely proud of its achievements, combining performing arts with academic education. Our academic achievements in examinations such as NAPLAN and the Higher School Certificate are generally well above the State average. These outstanding results are often achieved in tandem with student professional performance commitments. Our dedicated staff is passionate and highly skilled in developing and nurturing our students' potential, ability and interest. Our motto, 'Striving for Excellence in Performance,' underpins our caring and tolerant environment, where creativity, self-discipline, passion, self-esteem and academic, artistic and performance achievements are nurtured and celebrated.

School statement from My School website
<http://www.myschool.com.au>

The McDonald College is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English, and a number of students with special needs. In addition 1% of students are Aboriginal or Torres Strait Islanders. The College enrolls overseas students.



REPORTING AREA 3 :

Student performance in National and Statewide Tests and Examinations

HIGHER SCHOOL CERTIFICATE

Approximately 70 000 students sat for the Higher School Certificate in 2009.
150 were students attending The McDonald College in Years 11 and 12.

- 17 different subjects/courses were offered to students at The McDonald College in 2009
- Students scored ABOVE the State averages for Bands 5 and/or 6 in:
11 out of the 17 courses

| | <i>No of students</i> | <i>College Average Bands 5 and 6 %</i> | <i>State Average Bands 5 and 6 %</i> |
|-----------------------|-----------------------|--|--------------------------------------|
| Biology | 19 | 16 | 32 |
| Business Studies | 37 | 51 | 38 |
| Dance | 26 | 36 | 35 |
| Design and Technology | 15 | 47 | 34 |
| Drama | 34 | 62 | 47 |
| English Advanced | 32 | 34 | 52 |
| English Standard | 30 | 7 | 5 |
| IPT | 24 | 13 | 31 |
| Mathematics | 9 | 11 | 42 |
| General Mathematics | 22 | 41 | 25 |
| Modern History | 21 | 14 | 40 |
| Music I | 21 | 100 | 57 |
| PDHPE | 19 | 53 | 31 |
| Physics | 9 | 33 | 44 |
| Visual Arts | 31 | 71 | 54 |

| | <i>College Average (Bands E4, E3)</i> | <i>State Average (Bands E4, E3)</i> |
|---------------------|---------------------------------------|-------------------------------------|
| Extension 1 English | 100 | 64 |
| Extension 2 English | 86 | 80 |

Thirty eight students received nominations for their exemplary Higher School Certificate Practical Works.

Distance Education Courses studied:
Italian, Music2, Senior Science, Mind and Morality (Sydney University undergraduate course)



REPORTING AREA 3 :

Student performance in National and Statewide Tests and Examinations

2006-2009 Comparison of HSC results

Improvements occurred in many subjects. Most subjects scored very similar averages when compared to 2006, 2007 and 2008 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:

| | 2009 Bands 4, 5, 6 | 2008 Bands 4, 5, 6 | 2007 Bands 4, 5, 6 | 2006 Bands 4, 5, 6 |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Business Studies | 89% | 82% | 78% | 75% |
| Dance | 100% | 90% | 89% | 92% |
| Design and Technology | 93% | 93% | 89% | 90% |
| Drama | 97% | 96% | 100% | 96% |
| English Advanced | 91% | 91% | 88% | 88% |
| English Standard | 57% | 91% | 65% | 63% |
| General Mathematics | 91% | 78% | 75% | 64% |
| Mathematics | 33% | 89% | 55% | 20% |
| Music I | 100% | 100% | 100% | 100% |
| Visual Arts | 97% | 100% | 100% | 100% |

School Certificate Results 2008/2009 Comparison

Of the 83,000 students who sat for the School Certificate examinations, 50 were from our College and we are very proud of their results.

Below are the statistics for the School Certificate Exams:

| | College Average 2009 Bands 5&6 | State Average 2009 Bands 5&6 | College Average 2008 Bands 5&6 | State Average 2008 Bands 5&6 |
|-----------------------------------|-----------------------------------|---------------------------------|-----------------------------------|---------------------------------|
| English | 64% | 41% | 52% | 38% |
| Mathematics | 24% | 24% | 23% | 25% |
| Science | 62% | 36% | 34% | 31% |
| History, Civics and Citizenship | 56% | 23% | 24% | 23% |
| Geography, Civics and Citizenship | 48% | 28% | 20% | 28% |

The great improvement in both the History and Geography School Certificate test results was a result of increasing the timetabled hours of these subjects in both Years 9 and 10, compared to the timetabled hours in 2008.

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



REPORTING AREA 3 : Student performance in National and Statewide Tests and Examinations

NAPLAN RESULTS 2009

Performance on NAPLAN is documented on the My School website:

<http://www.myschool.edu.au/>

http://www.myschool.edu.au/Main.aspx?PageId=0&SDRSchoolId=NSWI00299_9447&DEEWRIId=4222&CalendarYear=2009

M. Contos

Director of Curriculum



REPORTING AREA 4 : Senior Secondary Outcomes

Enrolments in vocational courses are documented on the My School website:
<http://www.myschool.edu.au/>

M.Contos
Director of Curriculum



REPORTING AREA 5 : Professional Learning and Teacher Standards

Professional Learning

The College Executive participated in Leadership Seminars conducted by the Association of Independent Schools. All the teaching staff participated in professional development on assessment for and of learning during the College development day in Term 1 to increase staff understanding of effective use of assessment in their classroom practice. In addition the following professional development activities were undertaken by staff throughout 2009:

| <i>Subject</i> | <i>Course Details</i> | <i>Number of Courses</i> | <i>Number of Teachers Attended</i> |
|----------------------------|---|--------------------------|------------------------------------|
| Executive / General | AHISA Conference Supporting Teachers through Accreditation | 2 | 2 |
| | AIS 2009 Executive Conference | 1 | 3 |
| | M.D Food Hygiene Training | 1 | 1 |
| | Denbigh Administration training | 1 | 1 |
| | AHISA Conference Scone Grammar | 1 | 1 |
| | Working with today's parents | 1 | 1 |
| | University of NSW – School Law Update | 1 | 2 |
| | WAPPA – Fact Finding | 1 | 2 |
| | Primary – Interactive Whiteboard training | 1 | All Primary |
| Science | Science Teachers' Association Leadership Training Seminar | 1 | 2 |
| HSIE | Differentiation in HSIE – AIS Workshop History for New & Beginning Teachers | 1 | 1 |
| TAS | Design Practice Made Visual | 1 | 2 |
| Mathematics | AAMT - Timetables | 1 | 1 |
| | AIS Working Mathematically | 1 | 1 |
| | Stage 6 General Maths - AIS | 1 | 1 |
| | Problem Solving for Year 2 – AIS | 1 | 1 |
| | AIS Consultant & Workshop | 1 | 1 |
| Technology | AIS IT Conference | 1 | 1 |
| | ICT Integration | 1 | 1 |
| | Cybersafety Workshop | 2 | 2 |

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REPORTING AREA 5 : Professional Learning and Teacher Standards

| <i>Subject</i> | <i>Course Details</i> | <i>Number of Courses</i> | <i>Number of Teachers Attended</i> |
|-------------------------|---|--------------------------|------------------------------------|
| English | AIS English Extension 2 Workshop | 1 | 1 |
| | Writing K-2 Sentences | 1 | 1 |
| | Diverse Learning | 1 | 1 |
| | Beyond Basics – AIS Workshop | 1 | 1 |
| | Bring Writing to Life | 1 | 1 |
| Drama | Drama NSW | 1 | 2 |
| | HSC Drama Day – Griffin Theatre | 1 | 1 |
| | WAPPA Conference | 1 | 1 |
| | Verbatim Theatre | 1 | 1 |
| PDHPE | Stage 6 Workshop – ACHPER | 1 | 1 |
| | MindMatters | 1 | 1 |
| | Resuscitation Course – Royal Life Saving | 2 | 25 |
| | Senior First Aid | 1 | 1 |
| Visual Arts | Digital Photography (National Art School) | 1 | 1 |
| | Black and White Photography (National Art School) | 1 | 1 |
| | Introducing 4 print process | 1 | 1 |
| | Draw with confidence | 1 | 1 |
| | Photoshop Workshop | 1 | 1 |
| | Annual VADEA Conference | 1 | 2 |
| Dance | Royal Academy of Dance | 1 | 1 |
| Languages | Effective programming for Languages K-12 | 1 | 1 |
| Learning Support | Understanding Autism Spectrum | 1 | 1 |
| | Independent Schools Learning Centre | 1 | 1 |
| | AIS ESL Learners workshop | 2 | 2 |

The average expenditure per teacher on professional learning in 2009 was \$378.00.



REPORTING AREA 5 : Professional Learning and Teacher Standards

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 | 43 |
| 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 |



REPORTING AREA 6 : Workforce Composition including Indigenous

Workforce composition as per the My School website:
<http://www.myschool.edu.au/>



REPORTING AREA 7 :

Student Attendance and Management of Non-Attendance, Secondary Retention

2009

| Year Level | Attendance rate |
|------------|-----------------|
| Yr 1 | 97% |
| Yr 2 | 95% |
| Yr 3 | 99% |
| Yr 4 | 94% |
| Yr 5 | 90% |
| Yr 6 | 93% |
| Yr 7 | 98% |
| Yr 8 | 96% |
| Yr 9 | 94% |
| Yr 10 | 93% |
| Yr 11 | 93% |
| Yr 12 | 92% |

Student retention rates

69.81 percent of the 2007 Year 10 cohort completed Year 12 in 2009. Based on the information provided to the College when students leave it would appear that only a minority of the students who leave at the end of Year 10 or during Year 11 do so to pursue employment. 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 College. Students who left the College at the end of Year 12 following the completion of their education continued on to University, TAFE or pursued full-time employment. There is no significant pattern emerging.

Student attendance

Ninety-four (94%) per cent of students attended school on average each college day in 2009. This was similar to the daily attendance in 2008.

Student Non Attendance

The College has an Attendance Policy – Students which monitors daily attendance and absence of students by maintaining a daily register. Unexplained absences from classes in the College are followed up in an appropriate manner with the student and parent or guardian.

All student absences are recorded in our database and are available for staff. Records are retained in the database.



REPORTING AREA 8 : Post School Destinations

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

The following table illustrates the destination of students leaving the College from Years 10, 11 & 12 in 2009.

| | <i>Another School</i> | <i>University / Tertiary Institutions</i> | <i>TAFE</i> | <i>Vocational Performing Arts training</i> | <i>Workforce</i> | <i>Gap Year</i> | <i>Family Circumstance Unknown</i> |
|-------|-----------------------|---|-------------|--|------------------|-----------------|------------------------------------|
| Yr 12 | - | 27 | 2 | 12 | 3 | 6 | 12 |
| Yr 11 | 4 | 1 | - | 4 | 2 | - | 8 |
| Yr 10 | 6 | - | - | 5 | - | - | 6 |

M. White
Registrar



REPORTING AREA 9 :

Enrolment Policies and Characteristics of Student Body

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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REPORTING AREA 9 :

Enrolment Policies and Characteristics of Student Body

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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REPORTING AREA 9 :

Enrolment Policies and Characteristics of Student Body

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

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REPORTING AREA 9 :

Enrolment Policies and Characteristics of Student Body

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 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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REPORTING AREA 9 : Enrolment Policies and Characteristics of Student Body

Student Population

At the census date in 2009 the College had 451 students from Pre-school to Year 12. 321 students were in the Secondary School whilst 105 students were in the Junior School, and 25 in Pre-school. Approximately 42% of students were boys and 58% 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. As it is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English, and a number of students with special needs. In addition 1% of students are Aboriginal or Torres Strait Islanders. The school enrolls overseas students for the senior years.

M. White
Registrar



REPORTING AREA 10 : 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 2009</i> | <i>Access to full text</i> |
|---|---|---|
| Child Protection Policy encompassing <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating "reportable conduct" • investigation processes • documentation | Child Protection Policy was updated and Section 11 - Definitions completely re-written. Risk of harm throughout the document was changed to risk of significant harm. | <ul style="list-style-type: none"> • Issued to staff members and members of College Council • College Intranet • Parent Portal on the web site |
| Security Policy encompassing <ul style="list-style-type: none"> • procedures for security of the grounds and buildings • use of grounds and facilities • emergency procedures • travel on school-related activities | Nil | <ul style="list-style-type: none"> • College Intranet • Parents may request copies by contacting Senior School Reception |
| Supervision Policy encompassing <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on-site and off-site activities • guidelines for supervisors | Updated Risk assessment procedures reviewed and further developed | Full text in <ul style="list-style-type: none"> • <i>Staff Handbook</i> • College Intranet (pertinent policies) |
| Codes of Conduct Policy encompassing <ul style="list-style-type: none"> • code of conduct for staff and students • behaviour management • the role of the student leadership system | Student Discipline policy and procedures – reviewed. Role of prefects reviewed. | Full text on College Intranet Partial text in: <ul style="list-style-type: none"> • <i>Staff Handbook</i> • <i>Student diary</i> • <i>Handbook for Parents & Students</i> • Orientation – all new staff given a copy of the Code of Conduct for Staff. |

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REPORTING AREA 10 : School Policies

| Policy | Changes in 2009 | Access to full text |
|---|---|--|
| Pastoral Care encompassing <ul style="list-style-type: none"> • the pastoral care system • availability of and access to special services such as counselling • health care procedures • critical incident policy • homework policy | Medication dispensing procedures reviewed | Full text in <ul style="list-style-type: none"> • <i>Staff Handbook</i> • Text of homework policy in <i>Student diary</i> and <i>Handbook for Parents & Students</i> • Intranet for staff |
| Communication Policy encompassing <ul style="list-style-type: none"> • 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 | A new policy was implemented in 2009 | Full text contained in <ul style="list-style-type: none"> • <i>Staff Handbook</i> • <i>Handbook for Parents & Students</i> • Parent Portal on web site • Intranet for staff |

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, exclusion or expulsion 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-college persons, including parents, to enforce discipline at the College.

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 and the Parent Portal of the web site.

M.P. Kohler
Principal



REPORTING AREA 11: School Determined Improvement Targets

Achievement of priorities identified in the College's 2008 Annual Report

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

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REPORTING AREA 11: School Determined Improvement Targets

2010 Priority areas for improvement

| Area | Priorities |
|--------------------------|--|
| Teaching and Learning | <ul style="list-style-type: none">• Improve student performance in HSC• Reviewing 'Double Time' at all levels – Council, Staff and Students• In-servicing staff on recent changes in BOS requirements and National Curriculum• Primary – Focus on Literacy and Writing Skills |
| Student Welfare | <ul style="list-style-type: none">• Introduction of a Social Justice Programme• Raising student, staff, parent awareness on cyberbullying• Providing workshops on driver education for Years 9–12• Primary – Student leadership and citizenship skills |
| Facilities and Resources | <ul style="list-style-type: none">• Extension to Conference Centre• Fit-out of Amphitheatre• IT – Upgrade to Network Infrastructure and Servers• Move to update Digi Lab• Interactive Whiteboard - Junior School• Costume Department |

M.P. Kohler
Principal



REPORTING AREA 12 : Initiatives Promoting Respect and Responsibility

The College requires 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.

These values are articulated in all areas of the College's operation. They are entrenched in academic programmes with Assemblies, both in the Junior School and the Secondary School being used to reinforce these values.

Performing arts education engenders respect for fellow performers, differing performance genre, varying cultures and oneself with humility and self esteem. These characteristics are 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 Red Cross Bush Fire Appeal. They choose this appeal as their project to assist students and families affected by this terrible Australian disaster.

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

M.P. Kohler
Principal



REPORTING AREA 13 : Parent, Student and Teacher Satisfaction

The College is very proud of its 'open door policy' with parent involvement welcomed and encouraged. The Parents and Friends Association meets twice each term or according to need and has the function of disseminating funds collected through the P & F levy and running fund raising activities – such as Performing with the Staff and a Junior School Disco.

The level of parent participation both as an audience and as performers was very high at Performing with the Staff with the venue being completely booked out.

Parents say that they value the many and varied opportunities offered to their student and that personal responsibility is encouraged. One parent commented that her daughter *'can hardly wait until the car has stopped in the morning before she is trying to get out to start her day at The McDonald College.'* Another parent wrote, *'I appreciate the holistic, child-centered approach the College offers.'*

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'.

Students say they feel empowered to be themselves and to not worry about what others think. They feel that the College nurtures their individuality and they love wearing their uniform.

Students value the mutual respect between teachers and students and feel they could turn to their teachers for advice in times of need. They noted that the teachers really care about them.

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

Teacher Satisfaction

The Staff of the College were heavily involved in preparing for the Registration and Accreditation by the New South Wales Board of Studies in the early part of 2009 and 2008 prior to that. The Staff were very proud of the result of a full five year Registration being granted and the accolades from the Inspectors for their exceptional work.

The Staff is very supportive of each other and have good relationships with their peers and the College community.

The Staff feel well supported in their teaching and disciplinary roles and appreciate a harmonious environment in which to work. They also noted an appreciation of being listened to and higher levels of consultation.

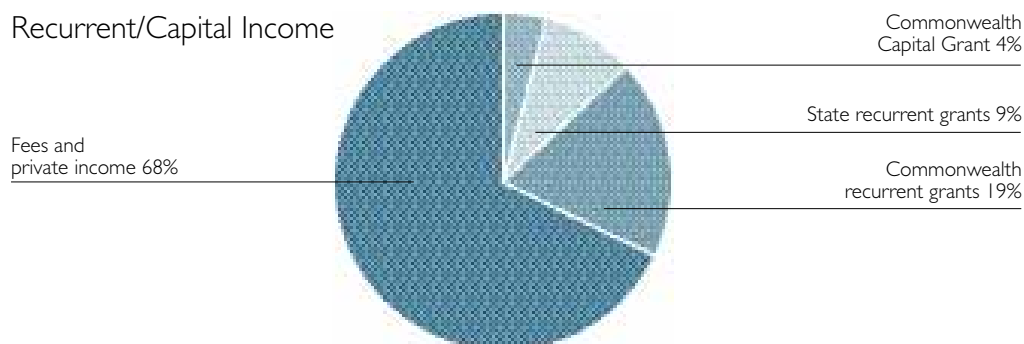
M.P. Kohler
Principal



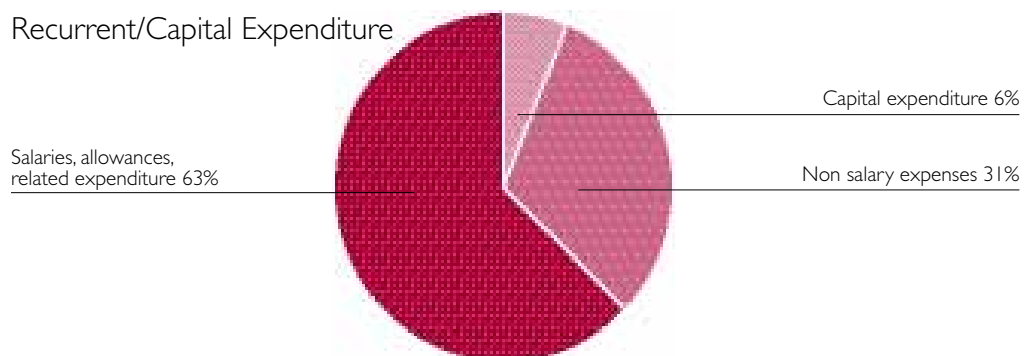
REPORTING AREA 14 : Summary Financial Information

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.

Recurrent/Capital Income



Recurrent/Capital Expenditure



S. Owen
Finance Manager



