

Annual Report 2013

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INTRODUCTION

The McDonald College is an independent co-educational, non-denominational College. It provides comprehensive education at primary and secondary levels. The College is registered and accredited by the NSW Board of Studies, Teaching & Education Standards (BOSTES) to offer courses up to and including the Higher School Certificate. All College students are encouraged to work to their potential with academic extension opportunities. Students requiring additional learning support 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 students' potential, ability and interest.

The College offers a breadth in cross training for all students, encouraging them to, "strive for excellence", (the College motto), in a caring and tolerant environment. Creativity, self-discipline, passion, self-esteem and academic, artistic and performance achievements are valued outcomes for the whole College community. In 2013 students had the opportunity to participate in *The Prefects Concert, Director's Festival, McFest Film Festival, Eisteddfods, Debating, Peer Support, Premier State Ballet, Sydney Morning Herald Speaking Competition, Art and Design Show*, 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, Distance Education 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 school maintains the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment and Workplace Relations. This reporting includes public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

Procedures

Procedures for implementing the policy include:

- identification of the position of the staff member responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required;
- for each reporting area, identification of the position 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 for preparation, publication and distribution of the report to the Board of Studies and other stakeholders;
- provision of information for MySchool website, as requested; and
- provision of data in electronic format as requested by the Minister within 3 months of the notification.

Requests for additional data

From time to time the Commonwealth Government, through the Minister for School Education, Early Childhood and Youth and the NSW Government, through the Minister for Education and Training, may request additional information. To ensure that such requests are dealt with appropriately, the Principal is 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's Business Manager is 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 the Chairman of the College Council

The year of 2013 can again be well celebrated with very pleasing academic and performing arts successes. Particular mention must be given to the Dux of Year 12 with an ATAR of 98.30, was selected for OnStage (HSC exemplary works showcase) all achieved whilst he took lead roles in acting performances at the College throughout 2013.

Staff and students are to be congratulated for the many performances enjoyed by audiences throughout the year. The High Performance Season celebrated our student's creativity, discipline and abilities in the outstanding performances of:

- Nutcracker – Premier State Ballet
- The Big Night: Under The Big Top – Acting Stream
- Sing, Sing, Sing – Music Stream
- Let The Groove Get In– Dance Stream
- This Is It – Musical Theatre Stream
- Starburst – Primary Students
- An Evening of Classical Ballet – Classical Ballet Stream

After a concentrated sales campaign conducted by Colliers International, the College exchanged Contracts of Sale on a parcel of land surplus to our needs and located at the southern end of our site. This sale offered a very satisfactory result and will enable the College to pay down a substantial portion of debt and build a new boarding house on the northern end of the site.

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 that 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 twelve times during 2013 and the Executive Finance Committee of Council also met eleven times. I would personally like to thank the directors for their ongoing dedication and time given to the College.

On behalf of the College Council I thank the members of the College Foundation and Parents and Friends Association. Both the Foundation and the P & F embark on fundraising activities to benefit the College now and in the future. I recognise the care and nurturing that each parent contributes both in the home and in the decision to choose The McDonald College and it is this fact that is relied upon by the Council in decision making.

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

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 that will allow our students to look back on their school days with joy and pride knowing that the opportunities afforded them gave them an advantage over their peers.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Alastair Sloan', written over a horizontal line.

Alastair Sloan
Chairman of the College Council

Message from the Principal

This Annual Report provides a brief overview of The McDonald College in 2013. The McDonald College is Australia's leading academic and performing arts school where educating creative and artistic students is our core purpose. We are an independent school specializing in performing arts integrated with a rigorous academic programme from Year 2 to Year 12. Our classrooms, studios, corridors and playgrounds abound with acceptance, excitement and creative energy.

This document provides a brief snapshot of the College from Year 2 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*.

Student's performance in the Higher School Certificate examinations was very pleasing and are discussed in detail later in this report. I make particular mention of:

- Dux of the College , Sam Allen received an ATAR of 98.30
- **Callback** - HSC Dance Showcase Nominations - Selected, Anneliese Kirk, Nominated – Eliza Gray, Elena Salerno, Caitlin Stejskal (2), Georgia Wilson (2), Isabel Esrella,
- **Encore** HSC Music Showcase Nominations- Hannah Caulfield, Jack Mainsbridge, Lane Pitcher
- **OnStage** HSC Drama Showcase Nominations- Selected, Sam Allen, Madison Hodgkins, Damien Tran, Jack Mainsbridge, Isabella Calavassy, Nominated – Yvette Bugeia, Tristyn Martens-Shaw, Tess O'Sullivan, Georgia-May Davis
- **Artexpress** HSC Visual Arts Showcase Nominations – Selected, Daniel Hayek, Nominated, Alice Gordon-Wells

- HSC English Extension 2 – 100% of our students achieved results in E4 compared to 23% of the State.
- HSC Legal Studies – 33% of our students achieved results in Band 6 compared to 12% of the State.
- HSC Business Studies - 27% of our students achieved results in Band 6 compared to 8% of the State.
- HSC General Mathematics – 11% of our students achieved results in Band 6 compared to 6% of the State
- HSC Dance – 25% of our students achieved results in Band 6 compared to 11% of the State.
- HSC Drama – 28% of our students achieved results in Band 6 compared to 14% of the State.
- HSC Music 1 – 31% of our students achieved results in Band 6 compared to 15% of the State.

The College ran a number of programmes throughout 2013 to support students including Peer Support and Student Leadership, Cross Roads, Career exploration with focus on creative careers, Drug Education, and Cyber Bullying Safe Driving programmes. Individual senior students attended the Rotary Youth Programme of Enrichment and Junior School students participated in Young Writer's programme and our extensive after school activities programme.

Values Education is an integrated and essential element of 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.

Year 5 and 6 students participated in an overnight excursion to Bathurst and the filming of the Multitit Effective Training Strategies DVD. Year 7 & 8 students attended a camp focussing on their leadership, physical and personal development. Year 9 students enjoyed the experience of a more rugged camp without mobile phone connectivity and where their survival skills were expanded. Year 11 students participated in a camp following the Cross Roads programme. This represents a snap shot only of activities.

Education and Information Evenings / Breakfasts were held for parents at all Year levels with specially tailored evenings, such as the Performers Forum, targeting our Performing Arts programmes.

The College was involved in over 80 performances ranging from local community events to our performance highlights including the High Performance Season held at The Parade Theatre (NIDA), Premier State Ballet held at the Riverside Theatre and An Evening of Classical Ballet held at the Sydney Opera House. The High Performance Season was one of the highlights of our performance calendar with the majority of students in the school participating in six nights of different performances each evening. Many performances were also held at the College in our on site performance spaces.

I take this opportunity to thank the College Council under the Chairman, Mr Alastair Sloan for their guidance and direction. I also thank the College Parents and Friends Association under the Presidency of Mr. Rob Kirk 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

Message from Student Prefect and Student Representative Body

In 2013 the student leadership body comprised of:

- College Captain and Vice Captain
- Sports Captain
- SRC Captain
- Junior School Captain and Vice Captain
- Senior Prefects (from Year 11 and Year 12)
- Secondary - House Captains and Vice Captains
- Junior School – Captains and Vice Captains from Years 5 - 6
- Student Representative Council (Student representatives from each Pastoral Care Class – Primary & Secondary Schools)

Our student leaders represented the College at a number of events including the combined schools ANZAC Ceremony organised by the AIS in Hyde Park, the ANZAC Day Dawn Service at Concord and several interschool leadership exchanges. Year 8 volunteers assisted at the Junior School Athletics and Swimming Carnivals by participating with the younger students.

The major fundraising event for 2013 was the Prefect's Concert held in March which was enjoyed by the students and audience alike. Money raised on the evening was donated to Chalmers Road Special School.

The SRC organised a number of events for students that raised funds for the: Heart Foundation, Harmony Day, Year 10 Formal, and the Red Shield Appeal amongst others. Students and their families were encouraged to donate to the Christmas Hamper Appeal for the Exodus Foundation.

Prefect & SRC Body

REPORTING AREA 2 : Contextual Information and characteristics of the student body

The McDonald College is Australia's only independent, co-educational, non-denominational school from Infants to Year 12 which integrates excellence in performing arts and academic studies to the NSW Higher School Certificate. Our Boarding House caters for up to 30 girls from Year 7 to Year 12. The College specialises in creativity through a rigorous academic program integrated with an extensive daily performing arts training. Our philosophy is to provide professional performance training in acting, classical ballet, dance, music and musical theatre whilst maintaining the highest standards of academic education thus allowing students the opportunity to keep all their options beyond school open. Academic extension opportunities are available to suitable students and those with special needs are catered for individually and/or through in-class support. A comprehensive performing arts program is also available after school hours to College students as well as the broader community. The College is extremely proud of its achievements; combining performing arts with academic education. Our academic achievements in examinations such as NAPLAN and HSC are well above the State average. These outstanding results are often achieved in tandem with professional performance commitments. Our dedicated staff is passionate and highly skilled in developing and nurturing our students' potential, ability and interest. The College motto, 'Striving for Excellence and Quality in Performance', underpins our caring and tolerant environment; where creativity, self-discipline, passion, lateral thinking, self-esteem and academic, artistic and performance achievements are celebrated and encouraged. Our graduates are sought after globally as performing artists, in corporate and educational settings and in medical and legal realms. They are confident communicators with a creative view of the world beyond school. The McDonald College - A benchmark for national and international excellence and innovation in academic and performing arts studies to students of the 21st century; where excellence in performance begins; where individual gifts and talents are our priority; and where students love coming to school each day.
www.mcdonald.nsw.edu.au [School website link](#)

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

Characteristics of the Student Body

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

REPORTING AREA 3 : Student outcomes in standardised National Literacy and Numeracy Testing

HIGHER SCHOOL CERTIFICATE

Approximately 60 000 students sat for the Higher School Certificate in 2013. 40 were students attending The McDonald College in Year 12.

- 15 different subjects/courses offered to students at The McDonald College
- Students scored **well ABOVE** the state averages for Bands 4-6 in:
12 out of the 14 courses

Subject	School (Bands 4-6)	State (Bands 4- 6)
Biology	100%	68%
Business Studies	81%	66%
Dance	100%	70%
Design and Technology	64%	78%
Drama	89%	85%
English Standard	21%	34%
English Advanced	100%	86%
Legal Studies	100%	70%
General Maths	69%	42%
Mathematics	100%	76%
Modern History	78%	76%
Music 1	100%	89%
Music 2	67%	99%
PDHPE	50%	59%
Visual Arts	95%	90%

	College Average (Bands E4, E3)	State Average (Bands E4,E3)
Extension 1 English	100%	89%
Extension 2 English	100%	98%
Extension 1 Mathematics	33%	84%
Extension Music	100%	98%

Distance Education Courses studied: 2 unit French Beginners, 2 unit Food technology, 2 unit Textiles and Design, 2 unit Chemistry, 2 unit Studies of Religion

2008-2013 Comparison of HSC results

Improvements occurred in many subjects. Most subjects scored very similar averages when compared to 2008-2013 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:

	2013 Bands 4, 5, 6	2012 Bands 4, 5, 6	2011 Bands 4, 5, 6	2010 Bands 4, 5, 6	2009 Bands 4, 5, 6	2008 Bands 4, 5, 6
Business Studies	81%	70%	70%	n/a	89%	82%
Dance	100%	70%	89%	100%	100%	90%
Design and Technology	64%	91%	84%	94%	93%	93%
Drama	89%	80%	100%	81%	97%	96%
English Advanced	100%	94%	95%	97%	91%	91%
English Standard	21%	58%	49%	59%	57%	91%
General Mathematics	69%	56%	77%	81%	91%	78%
Mathematics	100%	88%	44%	78%	33%	89%
Music I	100%	100%	100%	100%	100%	100%
Visual Arts	95%	100%	100%	93%	97%	100%

Highlights of the 2013 HSC – BAND 6 only

	Band 6 School	Band 6 State
Business Studies	27%	8%
Dance	25%	11%
Drama	28%	14%
Advanced English	13%	12%
Extension 2 English	100%	23%
General Mathematics	11%	6%
Legal Studies	33%	12%
Music I	31%	15%
Music Extension	100%	70%
PDHPE	10%	5%

Internal Grade Allocation - School Certificate 2013

	Total Number of Students	A	B	C	D	E
English	40	5%	50%	33%	13%	0%
Mathematics	40	8%	30%	48%	15%	0%
Science	40	8%	23%	58%	13%	0%
History, Civics and Citizenship	40	13%	15%	43%	30%	0%
Geography, Civics and Citizenship	40	20%	38%	30%	13%	0%

The College did not have any students that required the issuance of a Record of School Achievement (RoSA).

NAPLAN RESULTS 2013

Performance on NAPLAN is documented on the My School website:

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

REPORTING AREA 4 : Senior Secondary Outcomes

Vocational Education & Training

Senior Secondary outcomes 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 the College development days throughout the year.

- Royal Life Saving – CPR Training (29 January 2013)
- iWise training

In addition the following professional development activities were undertaken by staff throughout 2013.

Subject	Course Details	Number of Courses	Number of Teachers Attended
English	TTA - Developing Executive Functioning Skills in Students	1	1
	ETA NSW - Programming of the New Curriculum	1	2
	AIS NSW - Planning and Programming the NSW English Syllabus	1	3
Executive/ General	AIS NSW - Schools and the Law	1	1
	AIS NSW - Child Protection	1	1
	AIS NSW - Creating Safer Independent Schools	1	1
	AIS NSW - Child Protection Investigation Training	1	1
	School Leadership General	1	1
	Royal Life Saving - CPR Training	1	36?
	AIHSA - Director of Studies Conference	1	1
	Bursars Association	1	1
	Administration - Certificate IV	1	3
	First Aid Training	1	1
	Work and Health Safety	1	1
	RAD Training	1	1
	Working with Children Check - new legislation	1	4
HSIE	AIS NSW - Tablets in the Classroom 7-12	1	1
	Tiger Shark - Geography Skills Stage 4 and 5	1	2
Languages	TTA - Language Learning Strategies in the Languages Classroom	1	1
	TTA - Dimensions of Learning Languages in the Classroom	1	1
Learning Enrichment	AIS NSW - LIEN and LIN Catchup	1	1
	Pearson - Understanding the Impact of Working Memory on Learning and Life	1	1
	MultiLit - Word Attack Skills Extension Program	1	1
	MultiLit - Reading Assessment Workshop	1	2
	AIS NSW - Supervising New Scheme Teachers	1	1

	AIS NSW - Using the ESL Scales in the Primary Classroom		
	MultiLit - Extension		
Mathematics	PD4 Maths - Maths Workshop		
Music	TTA - The 21st Century Music Extension		
	Midnight Music - iPads in Music		
PDHPE	St John Ambulance - First Aid		2
Primary	PETAA - Teaching Language and Literacy through Literature		2
	PETAA - Half Day Conference for Principals		2
	AIS NSW – Mathematics Syllabus Familiarisation K-6		
	AIS NSW - Science & Technology Syllabus Familiarisation K-6		
	Australian Academy of Science – Primary Connections Workshop		2
	AIS NSW - K-6 English Syllabus Familiarisation		2
Science	AIS NSW - Planning and Programming for New Science Syllabus		2
Visual Art	Artic Vis - Deus Ex Photos - NSW Photomedia Conference		2
	Semi Permanent Art Course		2
	VADEA Conference		
	TTA -Digital Sketching with the iPad and Wacom		
	Board of Studies - HSC Mark Dev		

The average expenditure per teacher on professional learning in 2013 was \$360.

Teaching standards

Category	Number of Teachers
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	33
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

Total teacher numbers are listed on the My School website:

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

REPORTING AREA 6 : Workforce Composition including Indigenous

Workforce composition as per the My School website:

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

The College workforce in 2013 did not include any Indigenous staff.

REPORTING AREA 7 : Student Attendance and Retention Rates

Student attendance rates

For the whole college student attendance rates please refer to the college's data on the My Schools website:

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

Year	Attendance
Y2	91.96%
Y3	98.08%
Y4	94.66%
Y5	93.48%
Y6	93.42%
Y7	93.68%
Y8	94.96%
Y9	92.56%
Y10	93.02%
Y11	92.70%
Y12	91.18%

Ninety-four (94%) per cent of students attended College on average each school day in 2013. This was similar to the daily attendance in 2012.

Management of Student Non Attendance

The College Attendance Policy – Students outlines the management of student non-attendance. Unexplained absences from the College are followed up in an appropriate manner with the student and parent or guardian. The College telephones parents of students who are absent on the day of the absence. Parents are required to provide a written explanation for each absence and they are followed up if this is not provided in a timely fashion. Absences are monitored and parent and student conferences are held to resolve any non-attendance.

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

Mandatory reporting procedures apply where absences are extended or the student is considered at risk.

REPORTING AREA 8 : Post School destinations

Sixty Nine (69) percent of the 2011 Year 10 cohort completed Year 12 in 2013. 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 because of family circumstances or to pursue employment or vocational training. Most appear to leave because they want a change of environment for the final years of their schooling. Students who left school at the end of Year 12 following the completion of their school education continued on to University, TAFE, professional performing arts further education or pursued full-time employment.

Some students working at an elite level in Classical Ballet in the Year 10 2011 cohort took the option of the professional training course in AIBA (Australian International Ballet Academy).

REPORTING AREA 9 :

Enrolment Policies and Characteristics of Student Body



Enrolment Policy

INTRODUCTION

The McDonald College is an Infants 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 and wish to integrate their passion for performance with a rigorous academic education. The College takes girl boarders from Year 7 – 12. Children attending the school must commit to a regimen of one and a half hours (Infants and Primary) or two hours (secondary) training daily in their area of specialty. Subject to these constraints arising from the College's unique special studies programme, the College is open to accept boys and girls of all races and creeds. While the College does not suit all children, there is no reason in principle that children with disabilities cannot be eligible to enrol. Indeed, the College has since its inception enrolled a number of students with disabilities.

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

LEGISLATIVE FRAMEWORK

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

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

DEFINITIONS

Throughout this policy, unless the context requires otherwise:

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

disability, in relation to a child, means:

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

ENROLMENT PROCESS

New Enquiries

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

- A Prospectus (available electronically or in hard copy)
- 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 NAPLAN results
- (5) copies of certificates of achievements in the performing arts or sport, such as examinations passed or eisteddfod results;
- (6) all medical, psychological or other reports about the child in their possession or control;
- (7) two personal references, one for the student and one for the family; and
- (8) a full length photograph in dance attire if a dancer or portrait photograph if an actor, musician sports person.

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

Assessment Process

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

Interview and request for information

As part of the assessment process the College:

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

In considering all prospective enrolments, the College may:

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

Unacceptable behaviour

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

Disability

Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the child to participate in the College's courses or programmes or to use the College's facilities or services, the College will make an initial

assessment of the child's needs. This will include consultation with the child or the child's parents. In addition, the Principal may:

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

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

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

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

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

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

- (a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the College, the child, the family of the child, and the College 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.

Continuing Enrolment

Continuing enrolment is subject to the student's adherence to school rules (see enrolment contract, pastoral care policies, code of conduct policies and behaviour management policies) and payment of all school fees.

REPORTING AREA 10 :

School Policies

A. Student Welfare Policies

The College seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:

- Minimise risk of harm and ensure students feel secure
- Meet the personal, social and learning needs of the students.
- Provide early intervention programs for students at risk.
- Develop a sense of self-worth and foster personal development

B. Summary of Anti-bullying Policy

The College does not condone bullying or harassment in any form. Our policy includes processes based on procedural fairness for responding to and managing allegations of bullying.

C. Summary of Policies for Student Discipline

Students are required to abide by the College's rules and values 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 actions that result in any sanction against the student are based on the processes of procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion. Disciplinary actions do not include exclusion.

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.

As part of the College's evaluation of policies during 2013 our discipline procedures were reviewed and will be implemented and published in Handbooks in 2014.

A full text of the College's discipline policy can be accessed by request from the Principal and the College Intranet. The five levels of discipline action are outlined in the student diary.

D. Summary of Policy for Complaints and Grievances

The College policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the College will respond.

No changes were made to the policy during 2013

The full text of the College's complaints and grievance resolution policy can be accessed by request from the Principal and from the College Intranet.

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:

Policy	Changes in 2013	Access to full text
<p>Student Welfare <i>The College seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:</i></p> <ul style="list-style-type: none"> • <i>Meet the personal, social and learning needs of students</i> • <i>Provide early intervention programs for students at risk</i> • <i>Develop students sense of self-worth and foster personal development</i> • <i>Provide academic and personal support to allow for continued learning for students during times of professional engagement.</i> 	<p><i>In 2013 the policies</i></p> <ul style="list-style-type: none"> • <i>Review of policies for inclusion in Handbooks.</i> • <i>Plan staff professional development for the beginning of 2013</i> 	<p><i>The full text of the College's student welfare policy can be accessed by request from the Principal, from the College intranet and excerpts are in the student diary.</i></p>
<p>Anti-bullying <i>The College policy provides processes for responding and managing allegations of bullying.</i></p>	<p><i>In 2013 the College's anti-bullying policy and procedures were reviewed. Implementation of the review in 2014 will include the role of and processes for contacting support services available to the College community including the local police School Liaison Officer and the Youth Liaison Officer.</i></p>	<p><i>The full text of the College's Anti-Bullying Policy can be accessed by request from the Principal, from the College intranet and excerpts are in the student diary.</i></p>

<p>Discipline <i>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.</i></p> <p><i>All behaviour management actions are based on procedural fairness. Parents are involved in the processes or procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.</i></p>	<p><i>No changes made in 2013</i></p>	<p><i>The full text of the College's discipline policy can be accessed by request from the Principal, from the College intranet and excerpts are in the student diary.</i></p>
<p>Complaints and grievances resolution <i>The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the College will respond.</i></p>	<p><i>Discipline procedures were reviewed and preparation for inclusion in Handbooks in 2014</i></p>	<p><i>The full text of the College's complaints and grievance resolution policy can be accessed by request from the Principal or from the College intranet</i></p>

M.P. Kohler
Principal

REPORTING AREA 11: School Determined Improvement Targets

Achievement of priorities identified in the College's 2012 Annual Report

Area	Priorities	Achievements
<i>Teaching and Learning</i>	<ul style="list-style-type: none"> • Introduce a 10 minute DEAR reading session, four times a week to encourage reading for pleasure • Revise the Learning Enrichment Model to use more teaching staff rather than teacher's aides to assist students • Revise supervision rosters so that aides are not used as supervisors during exam periods where ever possible • Revise guidelines for Disability Provisions • Introduce student result tracking using new database • Timetable release time to staff for the purpose of programming the NSW Syllabus for the Australian Curriculum • Implement Effective Feedback as suggested by the Hattie research • Allow staff to attend PD on NSW Syllabuses incorporating the Australian Curriculum 	<ul style="list-style-type: none"> • Complete and determined as successful thus will be ongoing. • Complete and determined as successful thus will be ongoing. • Ongoing • Ongoing • Ongoing. New database introduced to allow this. • Ongoing • Ongoing • Staff have attended PD on NSW BOS Syllabuses incorporating the Australian Curriculum across Junior and Secondary Schools
<i>Student Welfare</i>	<ul style="list-style-type: none"> • Provide PD for staff followed by introduction of the "Circles" programme for improved student to student communication 	<ul style="list-style-type: none"> • This priority postponed to 2014 due to Registration and Accreditation and introduction of new NSW Syllabuses for the Australian Curriculum requirements
<i>Facilities and Resources</i>	<ul style="list-style-type: none"> • Devise a BYOD Policy • Increase the College's infrastructure to support more wireless devices • Acquire resources to support the teaching of the NSW Syllabuses incorporating the Australian Curriculum 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing

2014 Priority areas for improvement

Area	Priorities
<i>Teaching and Learning</i>	<ul style="list-style-type: none"> • Amend the Secondary daily timetable to allow for Home Room and DEAR time. • Amend Secondary school reports to graphically display: <ol style="list-style-type: none"> 1. Distribution of course grades 2. Distribution of examination marks providing parents with more detailed information on their child's progress relative to the cohort. • Amend Junior School reports to display Effort relative to academic grades. • Revision of the whole school homework expectations. • Development of improved assessment practices and processes. • Introduction of mandatory French language for all Junior School students. • Develop greater adaptation for individual students in the Junior School. • Introduce the new NSW Syllabuses for the Australian Curriculum in English, Mathematics and Science in the Junior School. • Introduce iSMART goals to the Performing Arts program.
<i>Student Welfare</i>	<ul style="list-style-type: none"> • Provide PD for staff followed by introduction of the "Circles" program for improved student to student and teacher to student communication. • Introduce 'Circles' into the Pastoral Care program. • Introduction of student feedback facility. • Revise Staff Code of Conduct.
<i>Facilities and Resources</i>	<ul style="list-style-type: none"> • Update College Handbooks providing a central repository for all pertinent policies allowing ease of access for staff, parents and students. • Upgrade of Parent Portal. • Complete an ICT Audit carried out by external body. • Complete a BYOD Policy. • Increase the College's IT infrastructure to support greater use of electronic teaching and learning modes. • Acquire further resources to support the teaching of the NSW Syllabuses incorporating the Australian Curriculum as required. • Complete Settlement on the sale of surplus land at southern end of our property. • Design and construct the new College Boarding House.
<i>Literacy and Numeracy National Partnership</i>	<ul style="list-style-type: none"> • Increased use of data to inform Numeracy programs and interventions. • Increased use of data to inform Literacy programs and interventions.

M.P. Kohler
Principal

REPORTING AREA 12 : Initiatives Promoting Respect and Responsibility

The College wants all students to recognise that they are valued and integral parts of the College 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, students and parents on a values-rich Respect, Responsibility and Right choice platform. In 2013 the College staff continued to promote the four main College values:

Humility; Honour; Passion and Commitment; and Appreciation.

These are based on the nine Federal Government Values. Student Assemblies, Pastoral Care lessons and Guest Speakers focussed on these values to raise awareness and understanding among the student body.

These values are articulated in all areas of the College's operation. They are entrenched in academic programs 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 genres, varying cultures and oneself with humility and self esteem being essential characteristics 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 Chalmers Road Special School.

Students performed at the local Dawn Service on ANZAC Day, assisted with the Salvation Army Red Shield door knock appeal, took part in the 40 Hour Famine together with other smaller community service performances such as celebrations for Senior Citizens Week.

Both staff and students alike celebrate World Harmony Day. They dressed in national costumes and a College Assembly focussed on respecting different cultures and beliefs. These events promoted respect and tolerance for others from a different background and celebrated individual differences, promoting the rights of others. Other events or speakers were:

- Salvation Army Guest Speakers
- National Sorry Day
- SRC Christmas Hamper Appeal – Exodus Foundation

M.P. Kohler
Principal

REPORTING AREA 13 : Parent, Student and Teacher Satisfaction

Parents are welcomed and encouraged to be engaged with the College and involvement through the Parents and Friends (P & F) is one way parents can achieve this. In 2013 parents supporting P & F initiatives raised funds through activities such as Bunning's BBQs, raffles and dinners. The P & F is also the conduit through which funds from the parents levy is approved for distribution. There is a P & F meeting held every term and these meetings inform the parents about trends with reports on academic and performing arts issues as well as issues from the College Council and The McDonald Foundation. Parents have the ability to make suggestions and also drive fund raising initiatives through the P & F.

The level of parent participation in attending student performances is high and supports the students by providing a supportive audience.

Parents report that their children are happy to be a part of such a unique school and many report improved academic achievements and a heightened engagement in their studies. New families often comment upon how easily their child has 'fitted in' even when the enrolment commenced during the year.

Parents mention the 'community' spirit of the school that nurtures the students and gives them a strong sense of belonging and safety. They say this begins as soon as they start in the morning through to the after school care and performing arts programmes.

Students across all ages continue to say they love coming to school each day and that they enjoy the friendship and interaction across all age groups. Senior students note that the relationship they have with their teachers is strong and supports and encourages their learning.

Students feel that their teachers care about them as individuals and that they want them to succeed.

Students commented that they are encouraged to be accepting of difference in all aspects of their school lives. The College operates a Peer Support programme which provides the secondary students with opportunities to develop skills for life, including those related to coping with difficult situations, resilience, effective communication, risk-taking and conflict resolution.

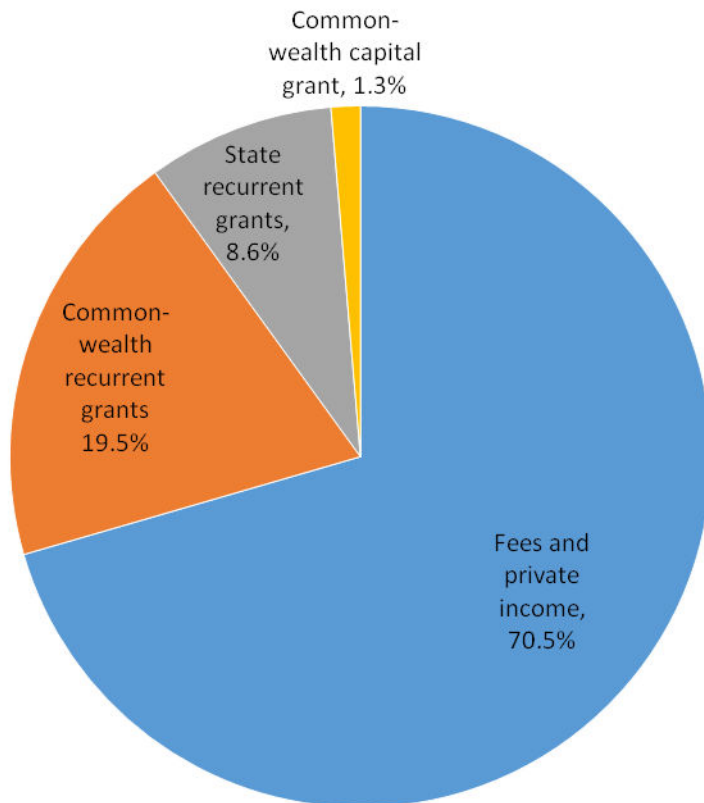
Staff across all areas of the College are very supportive of each other and have good relationships with their peers and the College community. They are looking forward to upgraded IT capabilities with improved infrastructure and the enhanced teaching and learning that this will afford them.

M.P. Kohler
Principal

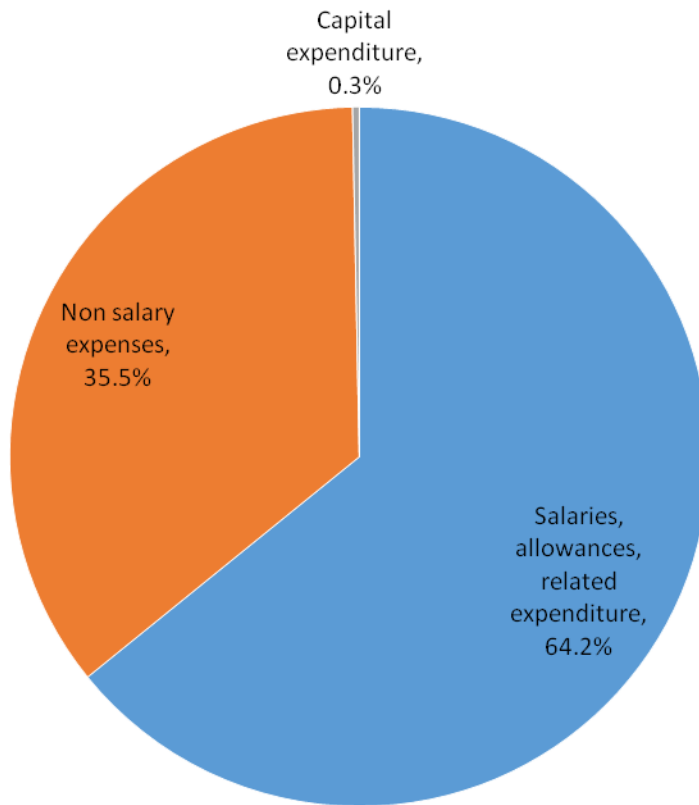
REPORTING AREA 14 : Summary Financial Information

These pie charts provide graphic representation of income and expenditure. The College's finances are managed by the Finance Committee of Council which includes, but not limited to, the Chairman, Vice Chairman and Treasurer of the College Council and the Principal and Business Manager. This committee meets each month and regularly reports to Council.

**(a) TABLE 8 - Graphic one:
recurrent/capital income
represented by pie chart -
INCOME**



**(b) TABLE 8 - Graphic two:
recurrent/capital expenditure
represented by pie chart -
EXPENDITURE**



S. Owen
Finance Manager