



# Annual report 2021

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## Theme 1: A message from key College bodies

### Message from the Chairman of the College Council

I begin this message with an affirmation for our staff, students and families who bore the brunt of COVID-19 lockdowns, online teaching and learning and the disruption to the Higher School Certificate examinations.

Throughout the year of 2021, the College Council worked in collaboration with the College Principal to ensure that the Values and Mission of the College were upheld, despite the challenges presented to our community and indeed the global community.

My fellow Directors and I were pleased to support the re-introduction of the Infants Department to our academic offering in 2021. We welcomed the first Kindergarten class since the intake of 2010 – now graduating in 2022.

The College Council met twelve times during 2021. Meetings were a mix of in person and online and the major considerations were management through COVID-19 times, the planning for the introduction of Years 1 and 2 in 2022, financial forecasting and facility upgrades.

I thank my fellow Directors for their ongoing commitment to quality governance and to their support for the ethos of the College.

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

Antoinette Colbran  
Chair of the College Council



## Message from the Principal

Sadly, the opening paragraph of the 2020 Principal's message is as applicable in 2021 as it was 12 months earlier. It is surely an understatement that the year gone by has presented our College, our State, and our Nation with its biggest challenge in my living memory. To use the word 'unprecedented' is clichéd but remains the perfect adjective for the past 12 months. We could never have planned for the challenges that the 2020 pandemic presented.

Against the backdrop of online learning for all, our whole community worked hard to give purpose and clarity to what the College stands for – with determination, commitment, and plain hard work. Despite the challenges faced by all, we continued to provide a vibrant learning community. From Kindergarten to Year 12 and across all performance genres, our classes moved online and ran to an almost normal timetable. Optimism reigned supreme and we were able to regroup as a community of learners in Term 4.

With minor tweaks to the day-to-day timetables, we listened to our community and their needs during this time. Wellbeing times were granted, giving teachers and students a break from screen time. Some students found new hobbies and were proud to display their new skills such as crocheting and knitting while others discovered a joy in playing with their sibling in the backyard.

The tender was finalised for our internal refurbishment of some Junior School GLA's, bathrooms, playground equipment and the creation of a Fabrication Lab. The one good aspect of lockdown was that these renovations could proceed, with minor upheaval, and were completed by the time the students returned in Term 4. Fortunately, Year 12 got to use the new facilities in the lead up to their delayed HSC examinations.

Our Junior School staff were busy with the NESA provisional registration and accreditation application for Year 1 and 2 and the full registration and accreditation for Kindergarten. These were duly granted.

As we were unable to hold our 2021 High Performance Season at The Parade Theatre in September as planned, we were fortunate to be able to combine the Junior and Secondary performances into one evening at The Concourse, Chatswood in December. Starburst, the Junior School performance also played at The Concourse in December. It was wonderful to see the students back on stage doing what they love.

Managing to scrape in before lockdown, the Musical Theatre students performed *Fame – The Musical*. Our tennis students weren't so fortunate with many of their tournaments being cancelled or postponed after April.

I recognise and thank our teaching, IT, and administration staff, for their readiness to adapt and to adopt new ways of teaching and learning.

### Priority areas for 2022

- Implement TASS – our web-based school management system
- Further expand the partnerships program
- Registration and Accreditation for Year 1 and 2
- Review the *Anti-bullying Policy and Procedures*.

M. P. Kohler (M.Ed.)  
Principal



## Message from Student Prefect and Student Representative Body

In 2021 the student leadership body comprised of:

- College Captain
- College Vice Captain
- Sports Captain
- Junior School Captains (two)
- Senior Prefects (from Year 11 and Year 12)
- Secondary – House Captains and Vice Captains
- Tennis Captain
- Junior School – House Captains and Vice Captains from Years 5 – 6

The major student fundraising event for 2021 was the Prefect's Concert held in March. This festive event was enjoyed by the staff, students, and audience alike. Money raised on the evening was to support one of our senior students dealing with severe health issues.

Staff, students, and their families generously donated to the Christmas Hamper Appeal for the Exodus Foundation.



## Theme 2: Contextual information about the College and characteristics of the student body

### College motto

Striving for excellence and quality in performance.

### Our vision

To be the best performance centred school.

### College mission

To nurture individual journeys in a creative and inclusive learning community that values intellectual inquiry and ethical decision-making.

### College values

- Humility
- Honour
- Passion
- Commitment
- Appreciation.

### Inspiring the individual learning journey

Learning at The McDonald College is garnered by each student's passion and commitment to succeed while having fun. From Kindergarten to Year 12, students work at their academic level in conjunction with our daily performance program. Depending on the year level, creativity and personal fulfilment is nurtured through the following performance genres for up to two hours per day in conjunction with our rigorous academic program:

- Acting – in partnership with Australian Theatre for Young People (ATYP)
- Classical Ballet
- Commercial Dance
- Senior Contemporary Dance – in partnership with Sydney Dance Company
- Music – partnering with Australian Institute of Music (AIM) from time-to-time
- Musical Theatre
- Tennis – in partnership with Voyager Tennis Academy
- Technical Production.

Our performance program is an integral part of our school life providing personal fulfilment, skill development, resilience, confidence, and leadership capabilities.

A comprehensive performing arts program is also available after school hours to College students as well as to the broader community.



## Our partnership programs

Our original philosophy of keeping all options open for students beyond school, is as applicable today as it was in 1984 when the College was established. Our broad curriculum supports the changing areas of interest and application of our students during their school journey through to the HSC.

An example of this is our Dux of 2021, Jenna Boschen with an ATAR of 97.45, a classical ballet dancer throughout her school years, who is now enrolled in a Bachelor of Commerce and Advanced Computing at Sydney University.

Focusing on choice and opportunity, the College has embarked upon a program of partnerships with industry specialists providing networking opportunities during the school years, and more importantly, beyond school. Aimed at enriching our students' creativity and intellect, our established and growing partnerships include:

- Sydney Dance Company
- Australian Theatre for Young People (ATYP)
- Voyager Tennis Academy
- Rhythmic Academy of Sydney (from 2022)
- Australian Institute of Music (AIM).

We are particularly proud of our students' achievements, integrating elite performance with an academic education. Our academic achievements in external examinations such as the NAPLAN and the HSC are consistently above the State average and are often achieved in tandem with students' professional performance and sporting commitments.

School website: [www.mcdonald.nsw.edu.au](http://www.mcdonald.nsw.edu.au)

School statement on the My School website: [www.myschool.edu.au/school/43802](http://www.myschool.edu.au/school/43802)

Characteristics of the student body: [www.myschool.edu.au/school/43802](http://www.myschool.edu.au/school/43802)



## Theme 3: Student outcomes in standardised national literacy and numeracy testing

### **NAPLAN results 2021**

Performance for the NAPLAN is documented on the My School website:

[www.myschool.edu.au/school/43802](http://www.myschool.edu.au/school/43802)

M. Contos  
Director of Curriculum



## Theme 4: Senior Secondary outcomes (student achievement)

### Records of school achievement

Records of School Achievement are awarded to students who do not complete Stage 6 studies and qualify for the Higher School Certificate for reasons such as entering the workforce or engaging in vocational studies. In 2021, two students were granted a Record of School Achievement. Both students were in Year 10. 100% of Year 12 students achieved a Higher School Certificate.

### Higher School Certificate

Approximately 68,710 students sat for the Higher School Certificate in 2021. At The McDonald College, 44 students from Year 12 sat the Higher School Certificate examinations.

- 23 different courses were offered to students at The McDonald College
- Students scored ABOVE the State averages for Bands 4 – 6 in many courses

Subject	School (Bands 4 – 6)	State (Bands 4 – 6)
Ancient History	75%	61%
Biology	67%	65%
Business Studies	72%	66%
Chemistry	60%	66%
Dance	85%	85%
Design and Technology	88%	83%
Drama	100%	83%
English Standard	77%	58%
English Advanced	100%	93%
Legal Studies	80%	68%
Mathematics	100%	79%
Mathematics Standard 2	67%	51%
Modern History	58%	65%
Music I	100%	89%
PDHPE	50%	60%
Physics	75%	71%
Visual Arts	100%	91%

### College average

(Bands E4, E3)	State average	(Bands E4, E3)
Extension 1 English	100%	94%
Extension 2 English	100%	84%

Distance education courses studied: 2 unit Economics, 2 unit Retail Services, 2 unit French Beginners.





## 2016 – 2021 comparison of HSC results

Improvements occurred in many subjects. Most subjects scored very similar averages when compared to 2016 – 2020 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:

	2021 (Bands 4 – 6)	2020 (Bands 4 – 6)	2019 (Bands 4 – 6)	2018 (Bands 4 – 6)	2017 (Bands 4 – 6)	2016 (Bands 4 – 6)
Business Studies	72%	100%	72%	76%	82%	91%
Dance	85%	100%	86%	100%	100%	100%
Design and Technology	88%	75%	100%	85%	100%	100%
Drama	100%	80%	75%	79%	91%	100%
English Advanced	100%	100%	100%	100%	100%	100%
English Standard	77%	69%	75%	69%	36%	78%
Mathematics	100%	100%	75%	72%	100%	75%
Music I	100%	100%	100%	100%	89%	100%
Visual Arts	75%	100%	100%	82%	100%	100%

## Internal grade allocation – School Certificate 2021

	Total number of students	A	B	C	D	E
English	44	9%	54%	30%	7%	0%
Mathematics	44	5%	38%	39%	18%	0%
Science	44	14%	47%	32%	7%	0%
History	44	30%	50%	20%	0%	0%
Geography	44	16%	43%	39%	0%	2%

## Senior Secondary outcomes

Enrolments in vocational courses are documented on the My School website:

[www.myschool.edu.au/school/43802](http://www.myschool.edu.au/school/43802)

M.Contos  
Director of Curriculum



## Theme 5: Teacher qualifications and professional learning

### Professional learning

Due to the restrictions of lockdowns, many professional learning opportunities were either cancelled or postponed. At the College, professional development of all staff is pivotal in our learning outcomes for students. All teaching staff participated in professional development on the College professional development days throughout the year including but not limited to:

- Child Protection (online)
- First Aid and CPR (Full- and part-time staff)
- AIS – Comprehension Series (Secondary School)
- 'What Works Best'
- Best Practice in Stage 6 Assessment
- Investigation of Student Management System.

In addition, the following professional learning activities were undertaken by staff throughout 2021.

Type	Professional learning activities	Number of courses	Number of teachers attended
HR	Human resource professionals' webinar	1	1
HSIE	Authentic teaching and learning practices for student success	1	1
HSIE	The presence of history – facing the past, shaping our future	1	1
HSIE	Differentiating for all students	1	1
Visual Arts	Peripheral visions	1	1
Visual Arts	3D modelling for jewellery and objects – teachers' edition	1	1
Leadership	IEU new union representatives training	1	1
Leadership	Taxation of employee salaries (advanced payroll)	1	1
Governance	AIS annual briefing	1	2
Leadership	HICES national conference 2021	1	1
Leadership	Grants toolkit – webinar	1	1
Leadership	Virtual breakfast briefing: human resource professionals – webinar	1	1
Leadership	School-based teacher accreditation authority approval	1	1
Leadership	ROSA / HSC curriculum requirements for registration and accreditation	1	1
Leadership	K – 12 wellbeing webinars: supporting wellbeing pre- and post-return to school	1	1
Governance	School registration Policy requirements – webinar	1	1
Leadership	Primary curriculum requirements for school registration	1	2
Leadership	Cybersecurity for school decision-makers	1	1



## Teaching accreditation

Level of accreditation	Number of teachers
Pre-2004 teachers (accreditation not required in 2018)	18
Conditional	0
Provisional	0
Proficient teacher	17
Total number of teachers	35

Total teacher numbers are listed on the My School website:

[www.myschool.edu.au/school/43802](http://www.myschool.edu.au/school/43802)

## Teaching standards / qualifications

Category	Number of teachers
Teachers who have teaching education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines; or	35
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0



## Theme 6: Workforce composition

Workforce composition as per  
the My School website:

[www.myschool.edu.au/school/43802](http://www.myschool.edu.au/school/43802)

The College workforce in 2021 did not include any Indigenous staff.

### School staff

Teaching staff	36
Fulltime equivalent teaching staff	28.7
Non-teaching staff	24
Fulltime equivalent non-teaching staff	16.4



## Theme 7: Student attendance, retention rates and post-school destinations in Secondary Schools

### Student attendance rates

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

[www.myschool.edu.au/school/43802](http://www.myschool.edu.au/school/43802)

Year	Attendance
Year 3	90.9%
Year 4	94.9%
Year 5	95.7%
Year 6	94.7%
Year 7	94.8%
Year 8	90.0%
Year 9	90.3%
Year 10	88.7%
Year 11	92.1%
Year 12	92.4%
<b>Average</b>	<b>92.4%</b>

### Management of student non-attendance

The *College Attendance – Students Policy* 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 sends an SMS or phones the parents of students who are absent on the day. 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.



## Retention rates and post-school destinations in Secondary Schools

Fifty nine (59%) percent of the 2019 Year 10 cohort completed Year 12 in 2021 at the College. Based on the information provided when students left the College at the end of Year 10 it was to follow the pathways as below:

Vocational Training (eg Australian or International Ballet Schools)	8%
Other Secondary Schools	84%
Other	8%

Our 2021 graduates progressed to university, TAFE, professional performing arts engagements, further education or pursued full-time employment or a gap year. University offers made to the Class of '21 included but were not limited to:

Course title	Institution name
B Adv Computing / B Com	Uni of Sydney
B Animation (DFEE)	SAE
B Arts	Uni of Sydney
B Fine Arts and Mus Th	Melbourne University
B Arts Distance	Macquarie University
B Arts / B Adv Stds	Uni of Sydney
B Arts / B Business Admin	Macquarie University
B Performing Arts	Edith Cowan University
B Arts / B Ed (Primary)	Macquarie University
B Arts / B Ed (Secondary)	UNSW
B Arts / B Linguistics and Language Science	Macquarie University
B Musical Theatre	Griffith University, QLD
B Business Sports Management	Uni of Sydney
B Business Administration	Macquarie University
B Business	UTS
B Clinical Science	Macquarie University
B Medical Science	Macquarie University
B Commerce	Macquarie University
B Commerce / Business Admin	ACU
B Commerce / Economics	Notre Dame
B Comm / B Int Studies	UTS
B Crim B Int Stud	Uni of Tech Sydney
B Economics	UNSW
B Ed (Primary) / B Psychology	Macquarie University



B English / B Music (Classical Performance)	Uni of Sydney – The Conservatorium
B Film and Production	UTS
B Health and Movement (DFEE)	ACPE
B Int Security studies / Languages	ANU
B Law / Journalism	Uni of Wollongong
B Law / B Arts	ACU
B Media (Communications and Journalism)	UNSW
B Medical Sc (Forensic Mortuary Practice)	Uni Western Sydney
B Music (Performance)	Uni of Sydney – The Conservatorium
B Music (Musical Theatre)	Uni of Sydney – The Conservatorium
B Music / B Arts	UNSW
B Music (Musical Theatre)	AIM
B Professional Accounting	ACU
B Psych / Sc Coun (DFEE)	ACAP
B Psychology	Macquarie University
B Science	Uni of Sydney
B Security Stds	Macquarie University
Dip Business	Uni of Tech Sydney

M. Contos  
Director of Curriculum



## Theme 8: Enrolment Policies

### Enrolment Policy

The McDonald College is a Kindergarten – Year 12 school catering 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 both female and male boarders from Year 7 – 12. Children attending the College must commit to a regimen of 45 minutes (infants), one and a half hours (primary) or two hours (secondary) training daily in their area of specialty.

Subject to these constraints arising from the College's unique special studies program, 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 several 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 of action 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 one (or more) of the following:

1. Total or partial loss of the child's bodily or mental functions
2. Total or partial loss of a part of the body
3. The presence in the body of organisms causing disease or illness
4. The presence in the body of organisms capable of causing disease or illness
5. The malfunction, malformation, or disfigurement of a part of the child's body
6. A disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction
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 Enrolment form.

### Waiting lists

The Principal via 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 Enrolment form
2. A non-refundable Application Fee of two hundred dollars (\$200) if the applicant is an Australian citizen or two hundred and fifty dollars (\$250) for an overseas applicant
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. A full length photograph in dance attire if a dancer or portrait photograph if an actor, musician, or 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 their 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 parent / child has declared education support needs, 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 programs 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 and / or the child's parents. In addition, the Principal may:

1. Require the parents to obtain medical, psychological, or other reports from specialists outside the College.
2. 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 programs 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:

1. The child's disability
2. The views of the child or the child's parents about:
  - a. whether the measure or action is reasonable.
  - b. the extent to which the 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.
3. The effect of the measure or action on the child, including the effect on the child's:



- a. ability to achieve learning outcomes; and
  - b. ability to participate in courses or programs; and
  - c. independence.
4. The effect of the measure or action on anyone else affected, including the College, its staff, and other students.
  5. The costs and benefits of taking the 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 consider all relevant circumstances of the case, including:

1. 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
2. The effect of the disability of the child; and
3. 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 programs, 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 at its discretion – 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 in adherence with the date specified in the Letter of Offer deliver to the College:

1. The Acceptance Form.
2. The non-refundable enrolment deposit of two thousand two hundred dollars (\$2,200) for students in Kindergarten – Year 10 or one thousand six hundred and fifty dollars (\$1,650) for students in Years 11 – 12.

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.

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 College rules (see Enrolment Contract, Wellbeing Policies, Code of conduct Policies and Behaviour management Policies) and the payment of all College Fees.



## Theme 9: School Policies

Everyone at The McDonald College has the legal obligation not to discriminate against, or harass for any unlawful reason, or bully for any reason any employee, agent, contractor, supplier, volunteer, parent, student, or visitor. The College expects all members of our community to treat each other and other people with whom they come into contact as members of the College community with respect and courtesy.

### Policy access

Policy	Updated	Access to full text
<p><b>Student welfare and Duty of care</b></p> <p>The College seeks to provide a safe and supportive environment to support the mental, physical, and emotional wellbeing of students through programs that:</p> <ul style="list-style-type: none"> <li>— Meet the personal, social, and learning needs of students</li> <li>— Provide early intervention programs for students at risk</li> <li>— Develop students' sense of self-worth and foster personal development.</li> </ul>	<p>Policy updates were made in 2021 to manage issues as an integral part of student welfare.</p>	<p>The full text of these Policies can be accessed on the Staff Portal through Complispace by all College employees.</p> <p>A soft or hard copy is available upon request from the College Reception.</p>
<p><b>Anti-bullying</b></p> <p>The College Policy provides processes for responding and managing allegations of bullying. Contact information for the local police School Liaison and Youth Liaison Officers are available on the College website.</p>	<p>In 2021 the Colleges Policies were reviewed including the role of support services.</p>	<p>The full text of the College's <i>Bullying prevention and intervention Policy</i> can be found on the College website and is available on the Staff Portal through Complispace for all College employees. A summary can be found in the Student Diary.</p>
<p><b>Discipline and behaviour management</b></p> <p>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.</p> <p>All behaviour management actions are based on procedural fairness and parents are involved in the processes when sanctions result in suspension and expulsion of a student. Discipline does not include exclusion.</p>	<p>No update in 2021.</p>	<p>Processes in these Policies form part of the College wellbeing system that recognises appropriate behaviour and rewards effort and excellence.</p> <p>The full text of the <i>Student discipline Policy</i> can be accessed in the Parent Lounge and on the Staff Portal through Complispace by all College employees. A summary of student expectations is found in the Student Diary.</p>
<p><b>Complaints and grievance resolution</b></p> <p>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.</p>	<p>Updated in 2021 to incorporate best practice.</p>	<p>The full text of the College's <i>Complaints handling Policy</i> can be accessed through the College website in addition to the Staff Portal through Complispace by all College Employees.</p>

M. P. Kohler (M.Ed.)  
Principal



# Theme 10: School-determined priority areas for improvement

## Achievement of priorities identified in the College's 2020 Annual Report

Area	Priorities	Status	Notes
Teaching and learning	Establish a Diverse Learning Project team to research and guide best learning methodologies best suited to McDonald students. Name changed to PLT (Professional Learning Team) linked to the <i>AIS School Improvement Initiative</i> .	Under review	The PLT initiative will be reimagined in 2022.
	Mapping staff PD to areas of growth.	Ongoing.	Task was interrupted due to COVID-19.
	Target staff PD on areas of identified need such a differentiation, individualised learning plans, task feedback, and classroom management.	Ongoing.	Task was interrupted due to COVID-19.
	Require staff to seek feedback from students on their lesson engagement to improve programs and teaching (student voice).	Ongoing.	Task was interrupted due to COVID-19.
	Furthering a culture of 'evidence informed practice' to enhance learning.	Ongoing.	Task was interrupted due to COVID-19.
	Engage in the <i>AIS School Improvement Initiative</i> .	Ongoing.	Successful Staff PL on enhancing literacy across learning disciplines.
	Collect, evaluate, and action staff professional goals and link to targeted PD.	Completed and ongoing.	
	Ensure full compliance with Child Protection Training for ALL staff.	Completed and ongoing.	
	Create a new <i>Student feedback Policy</i> and critically evaluate the use of 'pre-tasks'.	Ongoing.	Policy still requires creation but 'pre-tasks' are no longer mandatory. New progressive assessment will improve feedback.
	Continue College wide longitudinal survey of all stakeholders to identify areas of improvement in five domains consisting of School Improvement, Teaching and Learning, Wellbeing, Leadership and Community using <i>AIS Perspectives Survey</i> .	Ongoing.	Second <i>Perspectives</i> survey completed in November 21 with results available in 2022.
Realise the completion of the first staff RISE program and evaluate for improvement.	Completed and ongoing.	RISE was interrupted but the PL process was completed and can be fully actioned in 2022.	
PLT working with the AIS to research and guide best learning methodologies best suited to McDonald students and link to staff professional development.	Completed and ending.	The PL Team had a successful partnership with AIS.	



	Develop strategies for developing performance partnerships.	Ongoing.	Task was interrupted due to COVID-19.
	Implement TASS management system. This includes staff, parent, and student induction.	Completed and ongoing.	Implementation of key elements completed with components of assessment, leave and excursions, as well as payroll, yet to be installed.
	Investigate the use of the TASS LMS for future implementation.	Completed.	It has been agreed to utilise the TASS LMS in the short term rather than introducing Canvas.
	Instil a culture of assessment for learning not assessment of learning.	Completed and ongoing.	New progressive assessment of smaller, more frequent tasks for Years 7 – 10 will occur from 2022.
	Adjust HOD meeting to allow more discussion on Teaching and Learning.	Ongoing.	Has been discussed and will be implemented.
	Introduce regular opportunities at staff PL for staff initiated and lead learning.	Ongoing.	
<b>Student and staff welfare</b>	Evaluate and adjust <i>Evacuation and lockdown Procedures</i> .	Complete and ongoing.	Adjustment have been completed and future rehearsal will highlight further change needed.
	Conduct student surveys related to matters of wellbeing to inform new wellbeing initiatives.	Ongoing.	Wellbeing component of <i>Perspectives</i> survey completed – Task was interrupted due to COVID-19.
	Wellbeing and Year Coordinators to design and implement staged and age-appropriate program of wellbeing content for students.	Complete and ongoing.	New Wellbeing Framework will be implemented in 2022.
	Foster opportunities for the student voice to be more prevalent and have genuine influence on decision making.	Ongoing.	Task was interrupted due to COVID-19. Students did have a lot of say and influence on the delivery of online learning.
	Introduce system for measuring and tracking student wellbeing.	Ongoing.	Some improvements possible through TASS but needs further investigation.
	Evaluate new Wellbeing diary and its effectiveness.	Completed.	The diary for 2022 has reverted to the Life 360 version.



	Implement more opportunities for Year Coordinators to meet on a regular basis.	Complete and ongoing.	In a term, several of the Thursday afternoons PL's are now dedicated to Year Coordinators.
Facilities and resources	Implement TASS School Management System.	Partially Completed and ongoing.	First stage of implementation is complete. Progressive assessment, events, excursions, HR, and Finance to be completed early 2022.
	Refurbishment of targeted student bathrooms and staff facilities in addition to some staff facilities, Junior School playground, some GLA's, Fabrication Lab and Art Display Gallery.	Completed.	Building renovations complete. Furnishing and fit out of Fab Lab with equipment is ongoing.
	Remediate infrastructure issues to prevent future safety issues.	Completed.	
	Install technologies into the FabLab to enhance learning.	Ongoing.	Significant equipment such as the laser cutter and 3D printers to be installed.
Policies and Procedures	Upgrade College Risk Register.	Ongoing.	
	Systematically update the Staff Handbook. Review Parent / Student Handbook.	Ongoing.	Staff Handbook has undergone significant updates.
	Evaluate and adjust <i>Evacuation and lockdown Procedures</i> .	Completed and ongoing.	Last review resulted in adjustment now in the Staff Handbook. Ongoing evaluation is needed.
	Further enhanced College-wide 'risk minimisation' Policies and practices through Complispace.	Ongoing.	Policies are updated as regulations require and when changes are suggested by Complispace.
	Review Parent / Student Handbook.	Ongoing.	
	Review evacuation posters, update and replace.	Ongoing.	All evacuation posters need to be updated.
	Introduce 'Safe Trip Planner' to improve the quality and application of risk assessments and management strategies.	Ongoing.	A review of <i>Safe Risk Planner</i> or similar needs to occur so that staff can confidently create and apply risk mitigation strategies for activities.





## 2021 Priority areas for improvement in 2022

(In addition to 'ongoing' priorities identified in the above table)

Area	Priorities
<b>Teaching and learning</b>	Implement progressive assessment and set up TASS to help facilitate record keeping and feedback to students and parents.
	Introduce smaller and more frequent 'bite-sized' assessment tasks for Years 7 – 9 across all subject Disciplines.
	Reimagine the Professional Learning Team with the intention of preserving a teacher lead and influenced PL program that meets their needs and the College objectives.
	Staff encouraged to implement the teaching literacy strategies introduced in 2021 with the assistance from the AIS.
	Continue the Garden Project as a multi-discipline learning resource.
	Implement the new Wellbeing Framework priorities driven by the Head of Wellbeing and Year Coordinator. Facilitated by Home Room teachers.
<b>Student and staff welfare</b>	Year Coordinators to collaborate on a sequence of wellbeing topics that are appropriate for the age group and proactive in nature – with flexibility to be reactive to immediate needs. The topics address the Wellbeing Framework's areas of competence.
	Home Room time to be extended by five minutes to provide adequate time for wellbeing learning / activities.
	Systematically audit all buildings / facilities to identify emerging damage / failure – priorities and act on repairs.
	Fit out Fab Lab so that it creates the desired learning opportunities and inspiration to students.
<b>Facilities and resources</b>	Investigate the instillation of a large drop down screen and projector in the Conference Centre to facilitate assemblies, guest speakers and productions.
	Ensure all teaching rooms are equipped with a projector or Apple TV, including the upstairs meeting room that is often used as a teaching space.
	Install a large TV in the Boardroom.
	Design and begin to implement a makeover of the canteen area creating an environment where the students want to socialise.
	Conduct and evaluate an Evacuation and a Lockdown drill.
	Replace all Evacuation Posters and ensure they there is evacuation and lockdown information in every occupied space.
<b>Policies and Procedures</b>	Add additional Child Protection information posters in the Staff Lunchroom.
	Update Policies as changes are advised by Complispace.
	Ensure mandatory training takes place according to the College Schedule.

M. P. Kohler (M.Ed.)  
Principal



## Theme 11: School promotion of 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 2021 the College staff continued to promote the five main College values:

### **Humility, Honour, Appreciation, Passion, and Commitment.**

Policies and expectation of student behaviour are reinforced through our Wellbeing program, performances and through assemblies, although Secondary School assemblies were reduced in number in 2021 – some occurring on Zoom during lockdown. Junior School assemblies continued over Zoom.

Being a performance-based community, our students best contribute to community projects through their love of performance and sport. The prefects organise a concert each year with all funds raised donated to a charity of their choice. This year our students choose to support one of their own, a student in Year 12 undergoing significant health challenges.

One aspect of our Wellbeing program is our buddy system which operates on an ongoing basis in the Junior School and to welcome new students in the Secondary School – giving them the best opportunity to settle into our College environment.

The promotion of important social causes such as RUOK Day, Wear it Purple Day and the Exodus Foundation Charity Drive were supported throughout the year.

During this COVID-19 year, additional attention was paid to online respect of each other and the need to take personal responsibility.

M. P. Kohler (M.Ed.)  
Principal



## Theme 12: Parent, student, and teacher satisfaction

Parents are welcomed and encouraged to engage with the College and this can best be achieved through involvement with the Parents and Friends (P & F), attending College performances and online or in-person information sessions. In 2021, the P & F met nine times. Several meetings were in-person and the balance were online.

Fundraising this year was confined due to COVID-19 restrictions. Initiatives such raffles, and Mother's and Father's Day Stalls were not able to proceed.

The main friend and fundraising event for the year was the Principal's Bi-annual Gala Dinner held at Aqua Luna in Drummoyne. With a guest list of over 200 in addition to 30 student performers, parents and friends were able to dance the night away while celebrating our wonderful school. Thanks to some very generous donors and all those who supported the evening, all funds raised assisted the renovation of our student bathrooms. One advantage of the 2021 lockdown was that these much-needed renovations occurred during the extended student absence and were ready to welcome them back with much excitement in Term 4.

Parents were invited to participate in the *AIS Perspectives Survey* in November as a follow up to the 2019 survey. It was exciting to see the improved satisfaction and constructive criticism which will influence the direction of teaching and learning at the College from 2022.

The High Performance Season and the ranking tennis tournaments are the highlights of the year and are appreciated by all who attend including past students and staff. Considering the many restrictions placed upon public gatherings, we were still able to hold an abridged High Performance Season in December at The Concourse Theatre complex in Chatswood and the Graduation Dinner at Doltone House.

Students of 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 relationships they have with their teachers is strong and supports and this encourages their learning and wellbeing.

Students generally feel that their teachers care about them as individuals and that they want them to succeed. Students often comment that they feel their teachers know them as individuals. Students commented that they are encouraged to be accepting of difference in all aspects of their school lives and that they deplore those who do not accept this aspect of our school life.

Staff across all areas of the College are supportive of each other and have strong collegial relationships with their colleagues. This was particularly important in this second COVID-19 year where teaching was challenged, and motivation sought after.

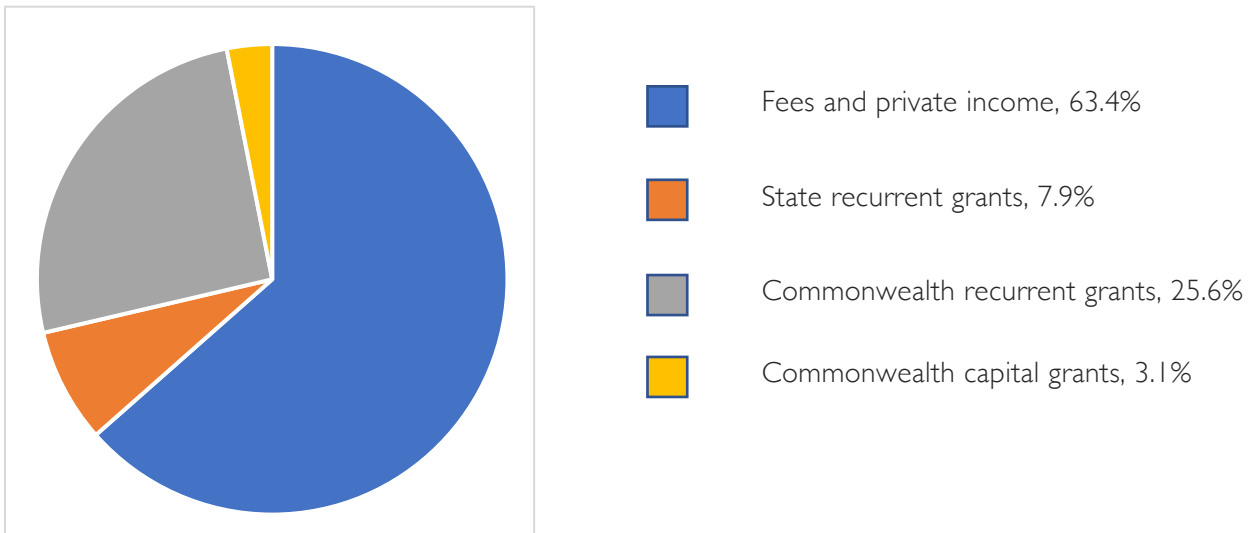
M. P. Kohler (M.Ed.)  
Principal



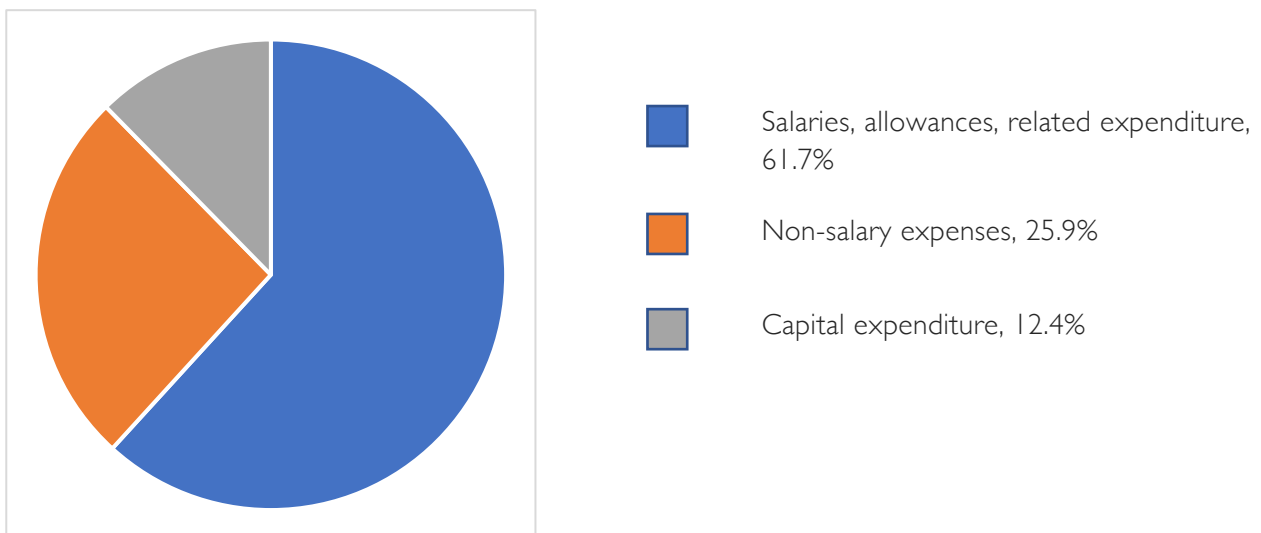
## Theme 13: Summary financial information

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

**Graph 1: Recurrent/capital income represented by pie chart – INCOME**



**Graph 2: Recurrent/capital expenditure represented by pie chart – EXPENDITURE**



N. Davis  
Business Manager



## Theme 14: Publication requirements

This College Annual Report will be provided to the NESA on RANGS Online, no later than 30 June 2022.

Public disclosure of this Annual Report by 30 June 2022 will be via the College website. For those persons responsible for a student in the College who are unable to access the internet, a hard copy can be requested at the College Reception.