

Annual Report 2023

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The McDonald College

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Introduction

The McDonald College is unique in the Australian educational landscape. The College fosters student's passions and skills for elite performance in the Arts, Tennis and in 2022 Rhythmic Gymnastics whilst completing their academic studies at their highest possible level of achievement from Kindergarten to Year 12 (HSC).

We pride ourselves on nurturing a flexible environment that supports individual student needs as performance opportunities arise. These opportunities could range from competing in an ITF Tennis tournament to performing in a professional musical, shooting a movie and much more.

The College philosophy is one of personal high expectation in an environment that encourages performers to seize every opportunity to develop their skills and talents to their personal best.

We do not support the concept of students leaving school at an early age to concentrate on their performance skills whilst attempting their education through distance studies. Our aim is broad and is founded in keeping all options open beyond school for our graduates.

Our graduates are well placed for the 21st Century creative industries and beyond. They have 'human creativity' as a resource to assist them in achieving the innovation that success depends upon. Our legacy of successful graduates stands as a testament to both our approach and our philosophy.

It is our intention that all students have the opportunity to discover their journey within a supportive and exciting school environment.



M. P. Kohler, M.Ed
Principal

(1) A Message from Key School Bodies

Message from the Chair of the College Council

The College Council worked closely in collaboration with the College Principal to ensure that the Values and Mission of the College were upheld, and above all our Vision

to be the best performance centred school

is at the centre of every decision taken by our governing body.

The Class of '23 shone in the HSC with our students again being recognised as exemplars in Art, Design and Technology, Drama, Dance and Music by selection and nomination for their outstanding HSC practical works.

I congratulate Nick Annas as the '23 Dux of the College achieving an ATAR of 98 together with his acting, directing and writing prowess demonstrated throughout his senior years.

Our students continue to uphold the philosophy of the College – that of integrating academic studies and performance whilst following their passion with commitment and determination.

The College Council met eleven times during 2023 and remains focussed on sustainability and continual upgrade to our teaching facilities whilst projecting into the future. The students are at the centre of all decisions made. Meetings were a mix of in person and online.

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 our 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 Team.

Antoinette Colbran
Chair of the College Council

Message from the Principal

As we approach our 40th anniversary in 2024, I am incredibly grateful for our supportive community of staff, students and parents who work tirelessly together to ensure our College ethos is upheld.

Our academic and performance teaching staff, led by the Executive Management Team and supported by all those behind the scenes care for every student from Kindergarten to Year 12 providing an environment of belonging and nurturing.

Of course, to complement our staff it is crucial that parents believe in and support our aims and are true partners at every turn in their child's journey through to Year 12. Carnivals, camps, performances including sporting tournaments are all part of a child's pathway to academic graduation and are a valued part of our educational program.

We continue to improve our facilities and infrastructure and thank our Parents and Friends Association for the part they play in assisting with finances to support the development of our facilities. This year the P & F organised a very successful Principal's Biennial Dinner held at Doltone House as a major fund and friend raiser. I thank the small group of parents who curated this function to be one enjoyed by all.

Supported by the P & F, in January we completed Stage 1 of our Canteen refurbishment. Services were relocated, the ceiling height lifted, new lighting installed, and the entire ceiling area painted black to give an 'industrial' feel. Stage 2 will be the refurbishment of the servery area and is planned for 2024.

Our Wellbeing Team comprised of staff from the Junior School, Secondary School and Performing Arts embarked upon a Wellbeing Audit under the guidance of the Association of Independent Schools. Consideration was given to what was needed at a whole-school level to improve student and staff social and emotional wellbeing. The outcomes from masterclasses attended, processes examined, and various consultation sessions will continue into next year. The most obvious change with wellbeing in mind will be the shortening of each Secondary School day by 30 minutes.

The College continues to proudly offer a comprehensive education from K – 12, balanced with a specifically designed performance program including:

Acting, Classical Ballet, Commercial Dance, Contemporary Dance,
Music, Musical Theatre, Elite Tennis, Rhythmic Gymnastics and Technical Theatre Production.

To name just a few College highlights, our students were involved in:

- Matilda the Musical
- Swan Lake
- The Crucible
- High Performance Season

- UTR Tennis tournaments
- Interschool debating
- Eisteddfods (with many 1st place awards)
- Multiple acting performances
- Multiple music showcases
- Winners of the National bestreetsmart Film Competition (Year 10)
- Excursion to New York and LA
- Write a book in a Day – fund raiser for Children’s Cancer research

Individually, I congratulate the outstanding achievements of:

- Henry Burgess (Year 10) – winner of the Sydney Eisteddfod Ballet Scholarship and accepted to the Royal Ballet School in London for further study.
- Daniel Jankoski (Year 12) – winner of the Australian Cup Boys Tennis Singles

I recognise and thank our whole staff, for their readiness to adapt and to adopt whilst creating opportunities and a safe and healthy environment for our students.



M. P. Kohler, M.Ed.
Principal

Message from Student Prefect and Student Representative Body

In 2023 the student leadership body comprised of:

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

One of the highlights of our year was the annual Prefects' Concert, an incredible showcase of talent. Funds were raised for the not-for-profit organisation, 'endED', a Lived Experience led charity who improve mental health & wellbeing for people affected by eating disorders, their loved ones, and supporters. Under the theme "A Night in Hollywood," our students (and even some teachers) stepped onto the red carpet and dressed for an unforgettable evening of performances, prizes, baked goods, games and more!

Throughout the year, students were fortunate to take part in a multitude of leadership conferences. We immersed ourselves in a diverse array of activities designed to broaden our horizons and ignite our passion for leadership. We met with fellow student leaders from different schools and heard from captivating keynote speakers, exploring the power we have as young leaders.

Staff, students and their families generously donated to our Christmas Hamper Appeal for the Exodus Foundation. Other small fund-raising drives were held throughout the course of the year.

"Being the College Captain is something I will cherish forever".

Lara Ergan
2023 College Captain

(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*

Wellbeing Statement

Balancing social, physical, cognitive and mental health in a diverse and caring community.

Inspiring the Individual Learning Journey

Learning at The McDonald College is garnered by each student's passion and commitment to succeed whilst 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 2 hours per day in conjunction with our rigorous academic program:

Acting

Classical Ballet

Commercial Dance

Senior Contemporary Dance (in partnership with Sydney Dance Co)

Music

Musical Theatre

Tennis (in partnership with Voyager Tennis Academy)

Rhythmic Gymnastics (in partnership with Synergy Gymnastics)

Technical Production

Our performance program is an integral part of our College 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 the broader community.

Our Partnership Program

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.

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 student's creativity and intellect, our established partnerships include:

Sydney Dance Company

Voyager Tennis Academy

Synergy Gymnastics Academy

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

www.mcdonald.nsw.edu.au [School website link](#)

School statement from [My School website](#)

Characteristics of the Student Body

<https://myschool.edu.au/school/43802>

(3) Student outcomes in standardized national literacy and numeracy testing

NAPLAN results 2023

Performance for the NAPLAN is documented on

the My School website: www.myschool.edu.au/school/43802

M. Contos
Director of Curriculum

(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 2023, only one student was granted a Record of School Achievement. The student was in Year 11. 100% of Year 12 students achieved a Higher School Certificate.

HIGHER SCHOOL CERTIFICATE

Approximately 76,839 students sat for the Higher School Certificate in 2023. At The McDonald College, 45 students from Year 12 sat the Higher School Certificate examinations.

- 21 different courses 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)
Biology	50%	62%
Business Studies	100%	64%
Dance	100%	92%
Design and Technology	75%	78%
Drama	96%	89%
English Standard	48%	58%
English Advanced	95%	95%
Legal Studies	75%	70%
Mathematics Standard	61%	57%
Mathematics Advanced	80%	75%
Modern History	47%	64%
Music 1	100%	90%

	College Average (Bands E4, E3)	State Average (Bands E4, E3)
Extension 1 English	100%	95%
Extension 1 Mathematics	50%	71%

Distance Education Courses studied: 2unit Spanish Beginners, 2unit Korean Beginners

2018-2023 Comparison of HSC results

Improvements occurred in many subjects. Most subjects scored very similar averages when compared to 2017 -2022 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:

	2023 Bands 4, 5, 6	2022 Bands 4, 5, 6	2021 Bands 4, 5, 6	2020 Bands 4, 5, 6	2019 Bands 4, 5, 6	2018 Bands 4, 5, 6
Business Studies	100%	63%	72%	100%	72%	76%
Dance	100%	100%	85%	100%	86%	100%
Legal Studies	75%	100%	80%	86%	90%	N/A
Drama	100%	100%	100%	80%	75%	79%
English Advanced	95%	89%	100%	100%	100%	100%
English Extension 2	100%	100%	100%	100%	100%	100%
English Standard	48%	71%	77%	69%	75%	69%

Maths Extension 2	100%	100%	100%	100%	100%	100%
Music 1	100%	100%	100%	100%	100%	100%

Internal Grade Allocation - School Certificate 2023

	Total Number of Students	A	B	C	D	E
English	53	9%	51%	36%	4%	0%
Mathematics	53	6%	37%	46%	11%	0%
Science	53	23%	30%	32%	15%	0%
History	53	21%	45%	34%	0%	0%
Geography	53	28%	36%	36%	0%	0%

Senior Secondary Outcomes

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

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

M. Contos
Director of Curriculum

(5) Teacher Qualifications and Professional Learning

Professional Learning

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 Safe (AIS in person training)
- First Aid and CPR (Full and Part Time Staff)

In addition, the following professional learning activities were undertaken by staff throughout 2023.

Type	Professional Learning Activities	Number of Courses	Number of Teachers Attended
HR	AISNSW Virtual Breakfast Briefing: Human Resource Professionals	1	2
HR	Work Health and Safety in Schools	1	1
Governance	Lessons from the Outside: The Future of Governance in Independent Schools	1	7
Leadership	Leading the Implementation of the new Mathematics 3-6 Syllabus	1	1
Leadership	AIS NSW Boarding Symposium 2023	1	1
Leadership	AISNSW Cyber Security Webinar: Cyber Security Strategy and Governance Approaches	1	3
Leadership	AIS Business Manager Seminar	1	1
Marketing	Business Insights with Google Analytics 4 Course	1	1
Training & Learning	MANSW annual conference	1	1
Training & Learning	Behaviour Leadership and Classroom Management for Early Career Teachers	2	1
Training & Learning	English: Programming and Planning for the new English 7-10 Syllabus	1	1

Training & Learning	AISNSW Science Conference 2023 - Heads of Department Day	1	1
Training & Learning	Mathematics Enrichment Day	1	1
Training & Learning	VADEA Off Grid 2023 Conference	1	1
Training & Learning	2023 HSC Disability Provisions: The why, how and what happens	1	1
Training & Learning	Australian Literature (identity)	1	1
Training & Learning	ELC Business Studies Teachers' Conference Programme 2023	1	1
Training & Learning	Make a Ring in a Day Workshop	1	1
Wellbeing	Diabetes in School Training	1	1
Wellbeing	AIS Whole School Wellbeing initiative	4	5

Teaching Accreditation

Level of Accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2018)	0
Conditional	0
Provisional	1
Proficient Teacher	35
Total number of teachers	36

Total teacher numbers are listed on the My School website:

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

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	36
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

(6) Workforce Composition

Workforce composition as per the My School website:

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

The College workforce in 2023 did not include any Indigenous staff.

School Staff	
Teaching Staff	33
Full-time equivalent teaching staff	29.3
Non-teaching staff	25
Full-time equivalent non-teaching staff	18.2

(7) Student Attendance, and 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: <http://www.myschool.edu.au>

2023 Student Attendance Rate

Year	Attendance
Y01	84.3%
Y02	94.1%
Y03	90.4%
Y04	95.2%
Y05	90.7%
Y06	94.4%
Y07	94.8%
Y08	92.6%
Y09	94.5%
Y10	90.8%
Y11	89.9%
Y12	93.1%
Average	91.9%

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 sends an SMS or 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.

Retention rates and Post-School destinations in Secondary Schools

Ninety-eight (98%) percent of the 2021 Year 10 cohort completed Year 12 in 2023 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 2%

Our 2023 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 '23 included but were not limited to:

Course title	Institution_name
B Arts/B Laws	Uni of Sydney
B Comm (MediaArts&Prod) B Laws	Uni of Tech Sydney
B Laws	Macquarie University
B Business	Uni of Tech Sydney
B Sport & Ex Sc	Uni of Tech Sydney
B Teach (E Child Ed)	Macquarie University
B Midwifery	Uni of Tech Sydney
B Arts/B Ed (Primary)	Macquarie University
B Arts/B Ed (Secondary)	Macquarie University
BSci MTeachSec(Math/Phys)	Uni of Tech Sydney
B Fine Arts/B Ed (Secondary)	UNSW
B Combined Studies	Macquarie University
B Music	Uni of Sydney
B Music & Sound Design	Uni of Tech Sydney
B Music/B Creative Industries	WSU
B Economics/B App Finance	Macquarie University

M Contos
Director of Curriculum

N Davis
Business Manager

(8) Enrolment Policies

Enrolment Policy and Procedures

The McDonald College is a Kindergarten 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 both female and male boarders from Year 7 – 12. Children attending the school 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 speciality. 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 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:

Total or partial loss of the child's bodily or mental functions; or

Total or partial loss of a part of the body; or

The presence in the body of organisms causing disease or illness; or

The presence in the body of organisms capable of causing disease or illness; or

The malfunction, malformation or disfigurement of a part of the child's body; or

A disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or

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 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:

The Application for Enrolment form;

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;

Copies of the child's last two school reports;

Copies of NAPLAN results;

Copies of certificates of achievements in the performing arts or sport, such as examinations passed or eisteddfod results;

All medical, psychological or other reports about the child in their possession or control;

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:

May arrange for a child on the waiting list to undertake a pre-enrolment test at the College; and

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:

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:

Ask for further information about the child, such as for the child's medical or psychological reports; and

Ask parents to authorise the Principal or her delegate to contact:

the Principal of the child's previous school to confirm information pertaining to the child;

any medical or other personnel considered significant for providing information pertaining to the needs of the child.

Unacceptable Behaviour

Where information obtained by the College suggests a profile of willful 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 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 or the child's parents. In addition, the Principal may:

- require the parents to obtain medical, psychological or other reports from specialists outside the College;
- 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 the child's disability;

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

- 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
- the effect of the disability of the child; and
- 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 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 in adherence with the date specified in the Letter of Offer deliver to the College:

The Acceptance Form;

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 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, wellbeing policies, code of conduct policies and behaviour management policies) and payment of all school fees.

(9) Other 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 staff members to treat each other and other people with whom they come into contact as representatives of the College with respect and courtesy.

The College seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students and staff. A hard copy of each policy can be requested through the College Reception.

Policy Access

Policy	Updated	Access to full text
<p>Child Safe Policy</p> <p>Amendments include information on crossing professional boundaries and changes in line with the Child Safe Standards.</p>	<p>Updated in 2023 to incorporate Child Safe Standards.</p>	<p>The full text of this policy can be accessed on the College Website and on the Staff Portal through Complispace by all College employees.</p> <p>A child friendly version is printed in the Student Diary and is available on the Student Café through the College Portal.</p>
<p>Complaints Handling</p> <p>Procedural fairness will be applied in dealing with complaints and grievances and includes processes for raising and responding to matters of concern as identified by parents, and/or students, staff and the community at large. These processes include how the College will respond to a complaint raised.</p>	<p>Updated in 2023 to incorporate best practice.</p>	<p>The full text of this policy can be accessed on the College Website and on the Staff Portal through Complispace by all College employees.</p>

<p>Student Discipline Policy</p> <p>The College expressly prohibits corporal punishment of any kind by non-school persons including parents or caregivers to enforce College discipline.</p>	<p>Updated in 2023 to incorporate best practice.</p>	<p>The full text of this policy can be accessed on the College Website and on the Staff Portal through CompliSpace by all College employees.</p>
<p>Wellbeing policy and procedures.</p> <p>All College staff are responsible for Wellbeing, and for administering wellbeing in all classes and extra-curricular activities.</p>	<p>Updated in 2023 to incorporate best practice.</p>	<p>The full text of these policies can be accessed on the Staff Portal through Complispace by all College employees.</p>
<p>Staff Code of Conduct</p> <p>This Code places an obligation on all employees to take responsibility for their own conduct and to work with colleagues to create a consultative and collaborative workplace.</p>	<p>Updated in 2023 to incorporate best practice.</p>	<p>The full text of these policies can be accessed on the Staff Portal through CompliSpace by all College employees.</p>

M.P. Kohler
Principal

(10) School Determined priority areas for Improvement

Achievement of priorities identified in the College's 2022 Annual Report

Area	Priorities	Status	Notes
Teaching and Learning	<ul style="list-style-type: none"> Continue to implement TASS to facilitate record keeping 	Ongoing	
	<ul style="list-style-type: none"> Continue to develop procedures of data capture to inform teaching practice 	Ongoing	
	<ul style="list-style-type: none"> Assessment of achievement and reasoning – Year 10 and Year 6 	Complete and Ongoing	
	<ul style="list-style-type: none"> HSC reflection departmental meetings 	Complete and Ongoing	
	<ul style="list-style-type: none"> Continue the Garden Project as a multi-discipline learning resource 	Ongoing	
Student and Staff Welfare	<ul style="list-style-type: none"> Form Wellbeing Team to work with AIS consultant who will guide wellbeing planning within the College 	Complete	
	<ul style="list-style-type: none"> Enrol in the AIS Whole-school Wellbeing program 	Complete	
	<ul style="list-style-type: none"> Audit current Wellbeing strategies 	Complete	
	<ul style="list-style-type: none"> Develop framework for whole school student and staff wellbeing 	Complete Ongoing	
Facilities and resources	<ul style="list-style-type: none"> Systematically audit buildings and facilities to identify emerging damage, deterioration, or aesthetics - prioritise and act where appropriate 	Ongoing	

	<ul style="list-style-type: none"> Allocate teaching spaces to individual teachers to foster pride in teaching and learning spaces 	Complete and ongoing	
	<ul style="list-style-type: none"> Purchase and install a portable short throw projector and large screen for the Conference Centre to facilitate assemblies, guest speakers and productions 	Complete	
	<ul style="list-style-type: none"> Implement Stage 1 of the canteen renovations creating an environment where the students want to socialize and belong 	Complete	Stage 1 – relocation of services and painting - complete
	<ul style="list-style-type: none"> Review the design as required and plan to implement the refurbishment of the canteen area creating an environment where the students want to socialize and belong. This is in a multi-year planning cycle 	Complete and Ongoing	Redesign may need to be reconsidered as each Stage is completed
Policies and procedures	<ul style="list-style-type: none"> Conduct and evaluate Evacuation and Lockdown drills – continual reflection required 	Ongoing	
	<ul style="list-style-type: none"> Add visible Wellbeing posters to corridors and open spaces 	Complete and Ongoing	
	<ul style="list-style-type: none"> Add additional Child Protection information posters in the Staff Common Rooms 	Complete	
	<ul style="list-style-type: none"> Update policies as changes are advised by Complispace 	Ongoing	
	<ul style="list-style-type: none"> Ongoing training to take place according to the College Schedule (eg child protection, first aid) 	Complete and ongoing	

2023 Priority areas for Improvement in 2024

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> • Write the College Strategic Aspiration 2024 – 2026 document including staff and student consultation • Continue to refine parent/teacher/student conferences as a vehicle for students to reflect on their learning • Create clear expectations and writing guidelines for reporting on student progress each semester • Focus on the development of AI-assisted learning tasks • HSC reflection departmental meetings embedded into procedures • Ensure all teaching and learning documents across the school are current and of expected high standard in preparation for the NESAs Registration and Accreditation
Student and Staff Welfare	<ul style="list-style-type: none"> • Implement AIS Whole-school Wellbeing program recommendations across the College • Continue regular surveys to determine student wellbeing • Conduct regular surveys to determine staff wellbeing • Develop framework for whole school student and staff wellbeing including amending the secondary timetable in accordance with staff and student consultation
Facilities and resources	<ul style="list-style-type: none"> • Implement Stage 2 of the canteen renovations creating an environment where the students want to socialize and belong • Review the design as required and plan to implement the refurbishment of the canteen area creating an environment where the students want to socialize and belong. This is in a multi-year planning cycle • Reconfigure the design of the library to be a contemporary space for teaching and learning • Rename the Conference Centre to the Fraser Centre in recognition of one of the College Founders • Refurnish the Fraser Auditorium

<p>Policies and procedures</p>	<ul style="list-style-type: none"> • Conduct and evaluate Evacuation and Lockdown drills with the aim of improving the efficiency of each drill • Maximise the capability of TASS to communicate with parents regarding student attendance, school events and more • Prepare guidelines for communicating with parents regarding excursions, camps and variations to routine • Risk Assessment Training for staff • Update policies as changes are advised by CompliSpace or required by external authorities • Ongoing training to take place according to the College Schedule (eg Child Safety, first aid)
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M. P. Kohler
Principal

(11) Initiatives Promoting Respect and Responsibility

The College aims to have all students recognise that they are a valued and integral part 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 2023 the College staff continued to promote the five main College values:

Humility, Honour; Appreciation, Passion and Commitment.

These values are integrated into our College culture to enhance student wellbeing via weekly/bi-weekly home room meetings, assemblies and year group meetings. Each term focussed on a particular value. The essence of these values is to promote respect and responsibility in all facets of College life and life beyond.

Our Wellbeing Program reinforces positive student behaviour, respect and responsibility supported by initiatives such as:

UTS Stress Management Workshop for Year 12: Challenges students to be holistically respectful and personally responsible by empowering students to prioritise self-care, manage stress effectively, cultivate study skills, practice time management, and maintain good sleep hygiene, thereby fostering a universal approach to personal wellbeing and academic success.

Year 7-9 Camp: Camps teach respect and responsibility by fostering teamwork, independence, and empathy among students through shared challenges and collaborative activities in the natural environment of the Central Coast.

The students attended a Rocks and Pebbles workshop which concentrated on personal responsibility by encouraging students to prioritise important tasks (rocks) while managing smaller tasks (pebbles) effectively, emphasising the value of time management, resilience and accountability.

Brainstorm Productions: The incursion, Cyberia by Brainstorm, emphasises respect and responsibility by illustrating the consequences of online actions, promoting digital citizenship, and encouraging thoughtful behaviour in the digital world.

The Peer Support Program: teaches respect and responsibility by empowering students to support and empathise with their peers, fostering a culture of kindness, understanding, and accountability within the College community. The program relies on Year 10 students supporting/mentoring Year 7 students in their first year of secondary school. This gives our Year 10 students the opportunity to receive training and experience the demands of a responsible leadership role.

Prefect Concert: By actively engaging in charity projects like the Prefect Concert, students learn responsibility through organising and producing meaningful events, and developing respect beyond the College by raising awareness for important causes.

World Pride 2023: Celebrating inclusivity and diversity, teaches respect and responsibility by promoting understanding and acceptance of different identities and experiences, fostering a sense of global community and mutual support.

AIS Whole School Wellbeing Initiative: The Wellbeing Team were supported by the AIS in 2023. The initiative was designed to promote respect and responsibility through the Whole School Wellbeing project by illustrating how to embed social and emotional learning (SEL) school wide. Through shared events, students develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, thereby fostering a culture of mutual respect and personal accountability throughout the College community.

K McEacharn
Head of Wellbeing

(12) Parent, Student and Teacher Satisfaction

Parents are welcomed and encouraged to be engaged with the College and this can best be achieved through involvement with the Parents and Friends (P & F), attending College performances and information sessions held at the beginning of the year. In 2023 the P & F met eight times and meetings were held by a mix of on-line and in person.

Fund raising this year included Mother's and Father's Day Stalls, raffles, student BBQs at the Prefects Concert and end of term. The P & F also organised the Junior School Disco held in November.

The main fund and friend-raising event for 2023 was the Principal's Biennial Gala Dinner held at Doltone House in May. All funds raised from this event and other smaller events contribute to the refurbishment of the College Canteen.

Stage 1 of the Canteen refurbishment was the opening of the ceiling and relocation of services carried out in January.

Parent comments include; 'an excellent school and we have appreciated being involved', 'when my daughter commenced at McD her light had been dimmed....not only did McD bring our child back, it set her on a new wonderful direction', 'how impressed I am by the quality of all academic teachers' comments in the recent report', my husband and I were struck by the professionalism and commitment of McD's teachers.....each teacher was able to precisely articulate [our daughter's] strengths while simultaneously fostering her development', 'as the HSC draws nearer, we are once again assured of the fulsome education [our child] is receiving at the school.

Nine out of ten parents are extremely satisfied with the quality of our programs and parents and students alike rated the College exceptionally highly for our 'passion and commitment towards students achieving'.

Student satisfaction

Comments from the graduating Class '23 include; 'the academic teachers are a true highlight', the school has a really strong sense of community and is a warm and accepting environment', 'cannot be more grateful to be able to learn and grow so much....' 'the support from teachers and the access to high-end technology and facilities made learning enjoyable and interesting', 'the school was really great at catering to my individual learning needs and did all they could to support me', 'having the support and commitment of our teachers has been brilliant!'

Students across all ages continue to say they love coming to school each day indicated by a sample of their comments; 'from the students to the teachers from all parts of the school including the boarding house, I constantly feel supported and comfortable in attending school each day', 'Being able to pursue my dreams at the school has truly been life changing and has helped me in so many ways, from my confidence in performance in social and performance settings, and allowing me to push myself to be the best person I can be both in the classroom and the studio', 'the teachers are always so accepting of both the academic and performance parts of our schooling, I always feel that I can go to someone to get support in either of these areas', 'this place has exposed me to decent human-beings- students and teachers who have helped me realise that it is those you meet, love and appreciate- that is what determines long-term fulfilment', 'People. Forget the external validation and accolades, our school is full of good humans and when you meet such humans you as an individual become a better person. This is honestly the best thing that can happen in my opinion.' 'I appreciate The McDonald College's commitment to balancing the performing arts and academic studies. The curriculum is rewarding, and the college faculty is incredibly supportive and encouraging in all realms of education.' 'I really do not think that I would be the person or performer I am today without the opportunities, experiences, guidance, and support that the College gives me. I have grown into someone passionate about so many things, not just my performing art, but academics, leadership, and advocacy.' '....have shaped my confidence into something I call 'quiet confidence' - having self-belief without the need to become arrogant – humility'.

Staff Satisfaction

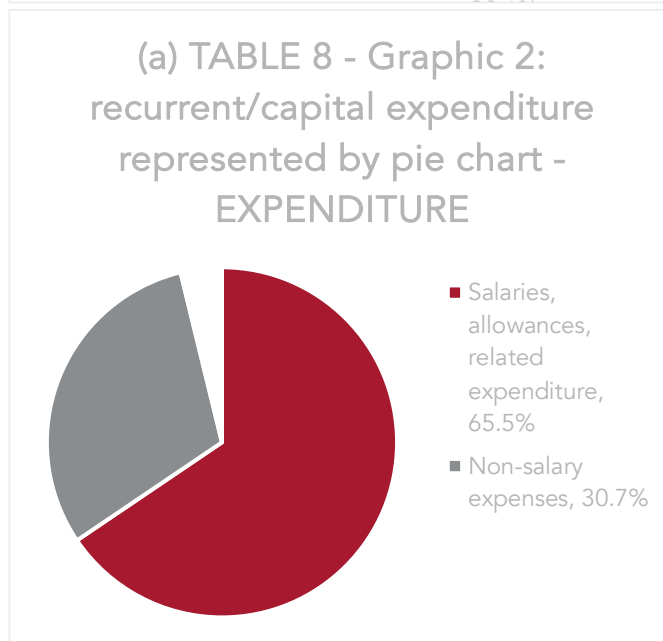
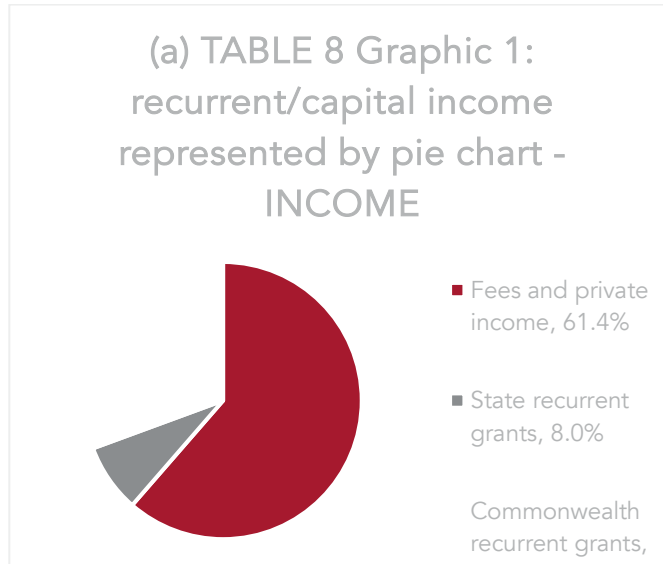
Staff across all areas of the College continue to be supportive of each other and have strong collegial relationships with their colleagues.

Secondary staff report looking forward to their improved wellbeing with the planned shortening of the secondary school day in 2024. This initiative from the Wellbeing Team who has consulted with the community, will allow secondary staff the time to collaborate and attend to time-consuming administrative tasks.

M.P. Kohler
Principal

(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.



N. Davis
Business Manager

(14) Publication Requirements

This College Annual Report will be provided to the NESA on RANGS Online, no later than June 30, 2024.

Public disclosure of this Annual Report by June 30, 2024, will be by way of 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.

Information will be provided to the Minister for Education and Early Learning upon request.