

# Annual Report 2017

## Contents

Page No	
2	Introduction
3	Theme 1 : A Message from Key School Bodies
9	Theme 2 : Contextual Information about the school and characteristics of the student body
11	Theme 3 : Student Outcomes in Standardised National Literacy and Numeracy Testing
12	Theme 4 : Senior Secondary Outcomes (student achievement)
15	Theme 5 : Teacher qualifications and professional Learning
18	Theme 6 : Workforce Composition
19	Theme 7 : Student Attendance, and Retention rates and Post-school destinations in secondary schools
21	Theme 8 : Enrolment policies
27	Theme 9 : Other School Policies
33	Theme 10 : School determined priority areas for improvement
35	Theme 11 Initiatives Promoting Respect and Responsibility
36	Theme 12 Parent, Student and Teacher satisfaction
38	Theme 13 Summary Financial Information
40	Theme 14 Publication requirements

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## INTRODUCTION

The McDonald College is unique in the Australian educational landscape. The College fosters student's passions and skills for performance including tennis and enables them to work at an elite performance level whilst completing their academic studies from Year 3 to the NSW Higher School Certificate.

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

The College philosophy is that all performers must be highly educated together with developing their performance skills. We do not support the concept of students leaving school at an early age to concentrate on honing their performance skills whilst attempting to do distance education academic studies. This option is short sighted and reduces their options for the future.

Our graduates are well placed for the 21<sup>st</sup> Century Creative Industries. 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 and develop their talents and skills within a supportive school environment.



M. P. Kohler, M.Ed  
Principal

## Theme 1: A Message from Key School Bodies

### Message from the Chairman of the College Council

The McDonald College is a member of the NSW Association of Independent Schools and delivers the New South Wales Education Standards Authority (NESAs) curriculum from Year 3 to Year 12. The College meets all compliance requirements in order to maintain its full registration and accreditation credentials with NESAs.

The College Council met ten times during 2017 and the major tasks undertaken were the renegotiation of the financial facility and the letting of the air-conditioning renovation contract.

The year of 2017 can be celebrated with outstanding academic, performing arts and tennis successes. Particular mention must be given to the Dux of the College, Gemma Nha, who achieved an ATAR of 98.8 and the whole Year 12 cohort HSC results placing the College at:

55<sup>th</sup> in the State

28<sup>th</sup> in the State amongst Independent schools

These rankings are as reported by the Better Education ranking system.

Our performing arts students continue to achieve at the highest level in examinations and eisteddfods – both nationally and internationally. Our boy's tennis team ranked second in Australia. The McDonald College was honoured to be named the NSW Tennis School of the Year.

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

Premier State Ballet – La Bayadere

Starburst – Primary Department

Junior Showcase – Junior Secondary Students

Senior Showcase – Senior Secondary Students

An Evening of Classical Ballet – Classical Ballet Students

The governing body of the College is the College Council comprised of volunteer Directors who ensure the original philosophy and vision for the College is upheld and that the financial strength of the College is maintained.

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 administrative and maintenance support provided by non-teaching staff. I acknowledge with thanks the dedication to the College by the Principal and the Executive Management Committee.

A handwritten signature in dark ink, appearing to read 'A. C. B.', with a large, stylized flourish at the end.

Alan Brown  
Chairman of the College Council

## Message from the Principal

This Annual Report provides a brief overview of The McDonald College in 2017.

Now in our 35<sup>th</sup> year the College provides an environment where academic, performance and individuality are celebrated. The College was founded on the philosophy of providing a nurturing environment in which students can pursue their passion for performance integrated with a rigorous academic programme. Resilience is encouraged as children go through the ups and downs of their early years leading to adulthood.

Our College Values of; appreciation, humility, honour, passion and commitment have served our graduates well encouraging them to be responsible global citizens seeking to make a difference and to be bold in their choices beyond school.

Students from Year 5 – 12 operate on their own Apple computers and Years 3 and 4 utilise College iPads. Students have access to Office 365 and the Adobe Creative Cloud suite of programmes including Photoshop and Lightroom. Student files are stored in the cloud and are available anywhere at any time. Class notes are disseminated through One Note.

Following in this report is a brief snapshot of the College from Year 3 to Year 12 including the associated financial position. For full details of activities please refer to our publications such as *Behind the Scenes*, *College Website*, *Social Media platforms and Performance Programmes*. *Behind the Scenes* will be superseded by our web-based publication, *Spectrum*, in 2018.

Student's performance in NAPLAN and the Higher School Certificate examinations were very pleasing with the College ranking 55<sup>th</sup> in the State and 28<sup>th</sup> amongst Independent schools in the State through the 2017 HSC results.

Further details can be found in this report. I make particular mention of:

Dux of the College – Gemma Nha who achieved an ATAR of 98.8 and Alicia Trainor who placed 2<sup>nd</sup> in State for 2Unit Dance

A sample of Band 6 HSC results:

- o Biology - 48% of students placed in Band 6  
Compared to 12% of the State
- o Dance - 29% of students placed in Band 6  
Compared to 13% of the State
- o Modern History - 33% of students placed in Band 6  
Compared to 9% of the State
- o Music I - 33% of students placed in Band 6  
Compared to 20% of the State

- o Music 2   - 80% of students placed in Band 6  
  Compared to 37% of the State
- o PDHPE   - 60% of students placed in Band 6  
  Compared to 9% of the State
- o Visual Art   - 71% of students placed in Band 6  
  Compared to 13% of the State

Our student performance in international and national competitions was outstanding. A brief sample of successes is:

- 1<sup>st</sup> place Sydney Eisteddfod – Junior Jazz Group
- 1<sup>st</sup> place Sydney Eisteddfod - 14/U Lyrical and Dance of Champions/Channel 10
- 1<sup>st</sup> place Sydney Eisteddfod – 12/U Contemporary Group
- 1<sup>st</sup> place Sydney Eisteddfod – 12/U Classical Group
- NSW School Boys (team) Tennis Champions
- 2<sup>nd</sup> and 4<sup>th</sup> in the Australian School Boys National Tennis Tournament
- 1<sup>st</sup> ITF NSW Junior International
- 12/u Boy represented Australia at Longines Future Tennis Aces tournament in Paris

The College was honoured to be named the NSW Tennis School of the Year.

The College ran a number of programmes throughout 2017 to support students including student leadership/peer support, Cross Roads camp, career exploration with focus on creative careers, drug education, cyber bullying and safe driving programmes. Junior School students participated in the Young Writer’s programme in addition to our extensive after school activities programme and they enjoyed the visit from the Healthy Harrold van.

Values Education is an integrated and essential element of our educational philosophy. Values are reinforced through a range of measures incorporated within our pastoral care programmes and are reinforced continually through day to day interaction, in classroom and studio settings and at formal assemblies.

Values are articulated by all staff in their educational delivery, through general and personal contact with the students and by personal demonstration in their interactions with all members of the community on a day to day basis.

Year 5 and 6 students participated in a 3 day (2 night) excursion to the South Coast of NSW, Year 7 & 8 students attended a camp focussing on leadership, physical and personal development. Year 9 students enjoyed the experience of a more rugged camp without mobile phone connectivity and where their survival skills were expanded. Year 11 students participated in a camp following the Cross Roads programme. This represents a snap shot only of activities.

Education and Information Evenings / Breakfasts were held for parents at all Year levels with specially tailored evenings, such as the Agents Forum, targeting our performance students wishing to enter the professional performance sphere.

Our partnership with Voyager Tennis operating from Sydney Olympic Park continued to grow over the year seeing enrolments ranging from Year 5 to 12 of both local and international students. The elite tennis students enrolled in this programme work daily on their tennis training whilst the remainder of their cohort attends performing arts classes. Graduates from this programme continue to reach their goal of gaining placement in prestigious US colleges to further their tennis training and academic studies.

The College was involved in over 80 performances ranging from local community events to our performance highlights including the High Performance Season held at The Parade Theatre (NIDA), Premier State Ballet held at the Riverside Theatre and An Evening of Classical Ballet held at the International Convention Centre. The High Performance Season was one of the highlights of our performance calendar with the majority of students in the school participating in one or more performances. Many performances were also held at the College in our on-site performance spaces.

The College continued to provide the academic tutoring for the children's cast of Matilda the Musical whilst they toured nationally and internationally with this wonderful performance.

I take this opportunity to thank the Directors of the College Council under the Chairman, Mr Alan Brown, for their guidance and direction.

I also thank the College Parents and Friends Association and The McDonald Foundation for their continued support for all areas of the College.



M. P. Kohler, M.Ed.  
Principal

## Message from Student Prefect and Student Representative Body

In 2017 the student leadership body comprised of:

- College Captain
- College Vice Captain
- Sports Captain
- Junior School Captains (2)
- Senior Prefects (from Year 11 and Year 12)
- Secondary - House Captains and Vice Captains
  - - Performing Arts Captains
  - - Tennis Captain
  - - Board House Council
- Junior School – House Captains and Vice Captains from Years 5 - 6
- Student Representative Council (Student representatives from each Pastoral Care Class – Junior School)

Our student leaders represented the College at a number of events including the ANZAC Day Dawn Service in Hyde Park and several interschool leadership exchanges. Secondary school volunteers assisted at the Junior School Swimming Carnival by participating with the younger students.

The major fundraising event for 2017 was the Prefect's Concert held in March that was enjoyed by the students and audience alike. Money raised on the evening was donated to the 'Dress for Success' foundation to assist in providing women with clothing and their personal presentation when applying for jobs.

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

Prefect & SRC Body



## Theme 2:

### Contextual Information about the College and characteristics of the student body

The McDonald College, established in 1984, is Australia's only independent, co-educational, non-denominational school from Year 3 to Year 12 that integrates excellence in performance (performing arts, tennis, and technical production) and academic studies to the NSW Higher School Certificate. Located in North Strathfield, the College is academically comprehensive, dedicates up to 2 hours per day for performance training and provides boarding for up to 43 girls from Year 7 to Year 12.

The College specialises in elite performance, creativity and personal fulfilment through a rigorous academic programme integrated with an intensive daily performance training covering the following performance genres:

- Acting
- Classical Ballet
- Dance
- Music
- Musical Theatre
- Tennis
- Technical Production
- Golf (limited programme)

Our philosophy is to provide daily professional performance training whilst maintaining the highest standards of academic education thus allowing students the opportunity to keep all their options beyond school open. Academic extension and acceleration opportunities are available to suitable students and those with special needs are catered for individually and/or through in-class support.

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

The College is extremely proud of its achievements; combining performance with academic education. Our academic achievements in external examinations such as NAPLAN and the HSC are consistently above the State average. The College placed 55<sup>th</sup> in the State in the 2017 HSC results as reported by Better Education.

These outstanding results are often achieved in tandem with students' professional performance and sporting commitments.

Our dedicated staff is passionate and highly skilled in developing and nurturing our students' potential, ability and interest. The College motto, 'Striving for Excellence and Quality in

Performance', underpins our caring and tolerant environment; where creativity, self-discipline, passion, lateral thinking, self-esteem and academic, artistic, performance and sporting achievements are celebrated and encouraged.

Our graduates are sought after globally as performing artists, in corporate and creative industries and institutions and in educational, medical and legal realms. They are confident communicators with a creative and lateral view of the world beyond school making them ideal for innovation led industries of the future.

The McDonald College - A benchmark for national and international excellence and innovation in academic, performance and sporting studies to students of the 21st century; where excellence in performance begins; where individual gifts and talents are our priority; and where students love coming to school each day.

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

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

## Characteristics of the Student Body

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

## Theme 3:

# Student outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN RESULTS 2017

Performance on NAPLAN is documented on the My School website:

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

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 2017, a total of two students were granted a Record of School Achievement. One student was in Year 10 and one in Year 11. 97% of Year 12 students achieved a Higher School Certificate.

### HIGHER SCHOOL CERTIFICATE

Approximately 77 000 students sat for the Higher School Certificate in 2017. At The McDonald College, 30 students from Year 12 and 1 accelerated student from Year 11, sat the Higher School Certificate examinations.

- 16 different courses offered to students at The McDonald College
- Students scored **ABOVE** the state averages for Bands 4-6 in 13 out of the 16 courses

Subject	School (Bands 4-6)	State (Bands 4- 6)
Biology	89%	68%
Business Studies	82%	65%
Chemistry	75%	71%
Dance	100%	82%
Design and Technology	100%	77%
Drama	91%	84%
English Standard	36%	55%
English Advanced	100%	92%
Mathematics	100%	75%
Mathematics General 2	67%	50%
Modern History	100%	71%
Music 1	89%	89%

Music 2	100%	100%
PDHPE	60%	59%
Visual Arts	100%	91%

	College Average (Bands E4, E3)	State Average (Bands E4,E3)
Extension 1 English	100%	98%
Extension 2 English	100%	78%
Extension 1 Mathematics	100%	82%
Extension 2 Mathematics	50%	88%

Distance Education Courses studied: 2 unit Chinese Literature, Japanese Extension, 2 unit Japanese Continuers, 2 unit Media, 2 unit Hospitality

### 2012-2017 Comparison of HSC results

Improvements occurred in many subjects. Most subjects scored very similar averages when compared to 2012 -2017 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:

	2017 Bands 4, 5, 6	2016 Bands 4, 5, 6	2015 Bands 4, 5, 6	2014 Bands 4, 5, 6	2013 Bands 4, 5, 6	2012 Bands 4, 5, 6
Business Studies	82%	91%	92%	100%	81%	70%
Dance	100%	100%	100%	100%	100%	70%
Design and Technology	100%	100%	92%	100%	64%	91%
Drama	91%	100%	92%	92%	89%	80%
English Advanced	100%	100%	94%	88%	100%	94%
English Standard	36%	78%	53%	54%	21%	58%
Mathematics	100%	75%	80%	100%	100%	88%
Music I	89%	100%	94%	100%	100%	100%
Visual Arts	100%	100%	100%	100%	95%	100%

### Highlights of the 2017 HSC – BAND 6 only

	Band 6 School	Band 6 State
Biology	44%	12%
Business	18%	8%
Dance	29%	13%
Design and Technology	13%	11%
English Extension 2	50%	21%
Mathematics Extension 2	50%	34%
Mathematics General 2	11%	7%
Modern History	33%	9%
Music 1	33%	20%
Music 2	80%	37%
PDHPE	60%	9%
Visual Arts	71%	13%

### Internal Grade Allocation - School Certificate 2017

	Total Number of Students	A	B	C	D	E
English	38	10%	32%	47%	10%	0%
Mathematics	38	10%	46%	26%	18%	0%
Science	38	16%	24%	47%	10%	3%
<b>History</b>	38	11%	26%	50%	10%	3%
<b>Geography</b>	38	11%	37%	42%	10%	0%

### NAPLAN RESULTS 2017

Performance on NAPLAN is documented on the My School website:

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

[http://www.myschool.edu.au/Main.aspx?PagelD=0&SDRSchoolId=NSWI00299\\_9447&DEEVRId=4222&CalendarYear=2009](http://www.myschool.edu.au/Main.aspx?PagelD=0&SDRSchoolId=NSWI00299_9447&DEEVRId=4222&CalendarYear=2009)

### Senior Secondary Outcomes

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

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

M.Contos  
Director of Curriculum

## Theme 5: Teacher Qualifications and Professional Learning

### Professional Learning

All the teaching staff participated in professional development on the College development days throughout the year including:

- Microsoft One Note
- Child Protection (on line)
- First Aid Training
- Managing Parent Expectations
- Educator Impact 360° Student/Teacher Feedback

In addition, the following professional development activities were undertaken by staff throughout 2017.

### Teacher Qualifications and Professional Learning

	Professional Learning Activities	Number of Courses	Number of Teachers Attended
Mathematics	Assessment For, As and Of Learning In Mathematics K-6	1	2
ICT	How to use the program 'Scratch' in the classroom	1	2
Counselling	Treatment of sleep and emotional disorders in children, adolescents and adults	1	1
Counselling	Let's Get Real – AIS School Counsellor's 21 <sup>st</sup> Annual Conference	1	1
Counselling	School Refusal	1	1
Counselling	Law for School Counsellors	1	1
Learning Support	MultiLit Word Attack Skills – Extension	1	2
Leadership/General	Child Protection Investigation	1	1
Visual Art	Deux Ex Photos Photomedia Conference	1	1
Music	Daytime 2017 – A Day of Technology in Music Education	1	2
Drama	AIS Drama Conference – The Project	1	2

Learning Support	Disability Provision Workshop	1	2
Leadership/General	Mindbrain Education Conference	1	2
Leadership/General	NCCCD Making Consistent Teacher Judgements	1	2
Learning Support	Personalised Learning Processes for Aboriginal Students Online Module	1	1
Leadership/General	School Self Assessment: The First Step in School Improvement Planning	1	1
Leadership/General	Empowering Children to Protect Themselves	1	1
Leadership/General	21 <sup>st</sup> Century Leadership Summit	1	1
ICT	Cyber Safety: Essential Awareness and Understanding Online Module	1	1
Mathematics	Building a Growth Mindset in Mathematics Blending Learning (online)	1	1
Leadership/General	Governance Online Module 1 – Introduction to School Governance	1	1
Leadership/General	Directors of Studies Conference 2017	1	1
Leadership/General	NAPLAN Online Training	1	1
Mathematics	2017 Maths Annual Conference	1	1
HSIE	History Teachers Association 2017 State Conference (2 days)	1	1
Science	STANSW Chemistry Conference	1	1
Science	STANSW Physics Conference 2017	1	1
Leadership/General	The Boarding School Enigma – Balancing Enterprise Risk and Student Care (webinar)	1	3
Michael Kaissis	First Aid Training (26 June 2017)	1	1



## Teaching Accreditation

Level of Accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	24
Conditional	0
Provisional	6
Proficient Teacher	4
Total number of teachers	34

Total teacher numbers are listed on the My School website:

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

## Theme 6: Workforce Composition

Workforce composition as per the My School website:

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

The College workforce in 2017 did not include any Indigenous staff.

School staff 2017	
Teaching Staff	34
Full-time equivalent teaching staff	26.6
Non-teaching staff	23
Full-time equivalent non-teaching staff	16.4

## Theme 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>

### 2017 Student Attendance Rate

Year	Attendance
Y03	97.9%
Y04	95.9%
Y05	92.4%
Y06	93.0%
Y07	94.1%
Y08	94.6%
Y09	92.5%
Y10	90.1%
Y11	87.3%
Y12	93.3%

Average	92.1%
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### 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

Fifty-four (54%) percent of the 2015 Year 10 cohort completed Year 12 in 2017 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 (performing arts eg Australian or Internationals Ballet Schools)	14%
Other secondary schools	30%
Other	2%

Our 2017 Graduates continued on 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 '17 included but not limited to:

B Arts, B Business, B Creative Arts, B Music, B Technology and Innovation,  
B Music/B Sound Design, B Laws, B Human Resources, B Arts (International Studies), B Arts and Advanced Studies, B Education

S Owen  
Business Manager

M Contos  
Director of Curriculum

## Theme 8: Enrolment Policies

### Enrolment Policy

#### INTRODUCTION

#### Enrolment Policy

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

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

#### LEGISLATIVE FRAMEWORK

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

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

#### DEFINITIONS

Throughout this policy, unless the context requires otherwise:

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

disability, in relation to a child, means:

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

## ENROLMENT PROCESS

### New Enquiries

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

- A Prospectus (available electronically or in hard copy)
- A statement about the College Fees
- An Application for Registration

### Waiting Lists

The Principal through the Registrar, is responsible for the maintenance of waiting lists for entry to the College.

Names of children will be entered on the appropriate waiting list when their parents or a parent return:

1. The Application for Registration;
2. A non-refundable Application Fee of one hundred and ten dollars (\$110) 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. Two personal references, one for the student and one for the family; and

8. A full length photograph in dance attire if a dancer or portrait photograph if an actor, musician 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 her delegate to contact:
  - (a) the Principal of the child's previous school to confirm information pertaining to the child;
  - (b) any medical or other personnel considered significant for providing information pertaining to the needs of the child.

#### Unacceptable Behaviour

Where information obtained by the College suggests a profile of 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 programmes or to use the College's facilities or services, the College will make an initial assessment of the child's needs. This will include consultation with the child or the child's parents. In addition, the Principal may:

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

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

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

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

- a) the child's disability;
- b) the views of the child or the child's parents about:
  - i) whether the particular measure or action is reasonable;
  - ii) the extent to which the particular measure or action would ensure that the child was able to participate in the College's courses or programmes or to use the College's facilities or services on the same basis as a child without the disability;



- c) the effect of the measure or action on the child, including the effect on the child's:
  - i) ability to achieve learning outcomes; and
  - ii) ability to participate in courses or programmes; and
  - iii) independence;
- d) the effect of the particular measure or action on anyone else affected, including the College, its staff and other students;
- e) the costs and benefits of taking the particular measure or action.

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

- (a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the College, the child, the family of the child, and the College community); and
- (b) the effect of the disability of the child; and
- (c) the College's financial circumstances and the estimated amount of expenditure required to be made by the College.

Where the Principal determines that the enrolment of the child would require the College to take unreasonable measures or actions to ensure that the child is able to participate in the College's courses or programmes, or to use the College's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline to offer a place at the College.

#### Failure by parents to disclose information

The College reserves the right not to offer any child a place at the College or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their child.

The College also reserves the right to terminate an enrolment where there are not sufficient resources to deal with a child's needs and where the parents have not declared or have withheld known information pertaining to their child's needs.

### Enrolment Offers and Acceptance

At the satisfactory conclusion of the assessment process, the College may make an offer to the parents to enrol the child. To accept the offer, the parents must 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 dollars (\$2,000) for students in Years 3-10 or one thousand five hundred dollars (\$1,500) 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, pastoral care policies, code of conduct policies and behaviour management policies) and payment of all school fees.

## Theme 9: Other School Policies

### Student Welfare Policies

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

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

The following policies contribute to the College's commitment to student welfare:

- Boarding House policies and practices
- Overseas student's policy and procedures
- Strategies for improving student attendance
- Child protection
- Critical Incident
- Disability provisions
- Discrimination
- Duty of care
- Evacuation
- Excursions
- Learning enrichment
- Medical treatment for students
- Photographing and videoing students and student work
- Physical contact in lessons
- Playground supervision
- Risk management
- Social networking
- Student rights and responsibilities
- Sun safe policy
- Viewing of films

### Anti-Bullying

The McDonald College is committed to providing all students with an environment that is safe, supportive and caring; free from intimidation of any kind. Positive interaction and cooperation are encouraged where the individual and their personal property is respected.

Students who are being bullied have the right to seek and receive help from their peers and adults. It is important that they realise that seeking such assistance is an appropriate and acceptable response.

For students this means:

- Being prepared to report any bullying that they are aware of, while at the same time working with the staff to stop it;
- Seeking by words and actions to create an environment where bullying behaviour is unacceptable;
- If one is a target of bullying it is essential that the individual does not assume that it is his or her own fault and that nothing will be done about it or that it cannot be prevented;
- Abiding by the code of students' Rights and Responsibilities as they appear in the Student and Parent Handbook and in the College Diary.

“Let us know” boxes are located around the College where students can also anonymously let us know if they have seen, heard or experienced behaviours which are inconsistent with the College ethos of tolerance and inclusion.

For staff this means:

- Every staff member, Year Coordinator, the Head of Pastoral Care, Director of Junior School, Deputy Principal and Principal plays a key role in creating a learning environment in which bullying is neither tolerated nor left unchallenged.
- Drawing on support services available such as;
  - the College Counsellor to support students who are victims of bullying behaviour as well as students who engage in bullying behaviour;
  - the School Liaison Police. Contact details of the Liaison Officer with responsibility for the College can be obtained from the Head of Pastoral Care, Director of Junior School or the Deputy Principal

## Student Discipline

It is publicly recognised that a strength of The McDonald College is the ability to maintain discipline and deal with disciplinary matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.

The College's student discipline policies are based on procedural fairness and a commitment to involve students and parents in both determinations and consequences

*“Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what is sometimes described as the ‘hearing rule’ and the ‘right to an unbiased decision’.*

The ‘hearing rule’ includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;
- know the process by which the matter will be considered;

- respond to the allegations;
- know how to seek a review of the decision made in response to the allegations.

Students are required to abide by the College's Rules and to follow the directions of teachers and other people with authority delegated by the College.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the College, staff members or other students, the students may be subject to disciplinary action.

The College has a five-tier student discipline structure:

LEVEL 1: Lunchtime detention/clean-up

- issued by Classroom teachers and Heads of Department/Faculty

LEVEL 2: After-school detention + Letter sent home

- issued by the Deputy or Director of Performing Arts or Director of Junior School

LEVEL 3: Saturday morning/Holiday detention + letter sent home

- issued and supervised by the Deputy Principal or Senior Executive

LEVEL 4: In-school suspension + Parents telephoned - issued and supervised by the Deputy Principal

LEVEL 5: Expulsion

-Parents will be contacted immediately by either the Deputy Principal or Principal, and asked to collect their child

The disciplinary procedures undertaken by the College vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

The McDonald College expressly forbids the use of Corporal Punishment for the enforcement of discipline of the students by staff of the College.

The College does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College.

## Reporting Complaints and Resolving Grievances

### *General Principles*

- Teachers, students and parents are entitled to raise concerns and complaints
- The College has a transparent and clear process which provides the framework and structure within which such concerns/complaints can be raised.
- Consideration will to be given to the level of seriousness before beginning the process.
- Consideration will also be given to determining the most appropriate staff member for initial contact within the College.
- All efforts are made to resolve the dispute at the most appropriate level.
- Procedural Fairness requires that both/all parties have the opportunity to have their case heard.
- Individual cases are considered on their own merits and within the context of the pressures and demands on families and schools
- Appropriate confidentiality should be respected by all parties
- The role of the College Council and its' Chair is one of governance and not day-to-day college management. Grievance disputes should not start at the Council level unless the subject of the dispute is the College Principal herself/himself. Only in such a situation should the matter be referred to the Chairman of the Council who will raise the issue with the College Principal.

Procedural Fairness ensures that everyone should have access to an “unbiased decision”.

Any person against whom a complaint has been made has the right to:

1. Know the allegations related to the specific matter and any other facts which could be taken into account in the consideration of the matter
2. Know the process by which the complaint will be considered
3. Be aware of the range of possible consequences resulting from the decisions made
4. Have an opportunity to respond to any allegations or complaint
5. Be given an opportunity to have a “preliminary decision” reviewed if there are additional issues which could be considered in mitigation before the preliminary decision is confirmed

The College will not act on any anonymous complaint, unless it involves a possible allegation of ‘reportable conduct’

## Making a Complaint – Parents

1. Discuss concerns directly with the staff member concerned. There should be a concerted attempt to understand each other's point of view and to mutually resolve the dispute.
2. If this has been unsuccessful, the matter should be referred to the Head of Department (if the issue is subject-related) or the Year Co-ordinator, if the issue is more general
3. If this is unsuccessful, the matter should be raised with:
  - a. Director of Junior School (Junior School issues)
  - b. Deputy Principal, Head of Secondary School (Secondary School issues)
  - c. Director of Performing Arts (Performing Arts issues)
4. If the issue is still not resolved, or if there are concerns about the process itself, approaches can be made to the College Principal. It is requested that concerns are put to the College Principal in writing.

## Policy Access & Updates

Policy	Changes in 2017	Access to full text
Student Welfare	<ul style="list-style-type: none"> <li>• Excursion policy reviewed.</li> <li>• Boarding House policies reviewed.</li> </ul>	The full text of the College's complaints and resolving grievances policies can be accessed on the College Portal in the Parent and Student Handbook, Boarding Handbook, Overseas Student Handbook and Student Diary
Anti-bullying	No changes made in 2017	The full text of the College's complaints and resolving grievances policies can be accessed on the College Portal in the Parent and Student Handbook, Boarding Handbook and Student Diary
Student Discipline	No changes made in 2017	The full text of the College's complaints and resolving grievances policies can be accessed on the College Portal in the Parent and Student Handbook, Boarding Handbook,

		Overseas Student Handbook and Student Diary
Complaints and resolving grievances	No changes in 2017	The full text of the College's complaints and resolving grievances policies can be accessed on the College Portal in the Student and Parent Handbook, Boarding Handbook and Overseas Student Handbook

M.P. Kohler  
Principal



Theme 10:  
**School Determined priority areas for Improvement**  
 Achievement of priorities identified in the College's 2016 Annual Report

Area	Priorities	Status
<i>Teaching and Learning</i>	<ul style="list-style-type: none"> <li>Change the 'look of learning' throughout the College by improving physical amenity and incorporation of technology.</li> </ul>	Partially and Ongoing
	<ul style="list-style-type: none"> <li>Introduction of a universal Learning Management System (OneNote).</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Mapping staff PD to areas of growth.</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Managing and coordinating educational learning for students in professional productions – intrastate, internationally and in NSW.</li> </ul>	Partially and ongoing
	<ul style="list-style-type: none"> <li>Integrate HSIE and English Departments into Humanities Department to facilitate cross-disciplinary learning and assessment.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Enhance effective use and access to technology in Teaching and Learning.</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Implementation of new NESA syllabuses in Stages 2, 3, 4, 5, 6.</li> </ul>	Partially and ongoing
	<ul style="list-style-type: none"> <li>Integration of inclusion practices in developing assessment and learning activities.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Improved use of data available from national testing to develop individual and group strategies for improvement.</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Enhancing quality of learning through more effective feedback.</li> </ul>	Completed
<ul style="list-style-type: none"> <li>Developing a culture of 'evidence informed practice' to enhance learning.</li> </ul>	Ongoing	
<i>Student and Staff Welfare</i>	<ul style="list-style-type: none"> <li>Explore enhanced use of iWise for recording and monitoring student welfare and management.</li> </ul>	Completed
<i>Facilities and resources</i>	<ul style="list-style-type: none"> <li>Improve classroom technology infrastructure.</li> </ul>	Ongoing
<i>Policies and procedures</i>	<ul style="list-style-type: none"> <li>Development of integrated policy document incorporating all operating areas of the College.</li> </ul>	Partial and Ongoing
	<ul style="list-style-type: none"> <li>Development of enhanced College-wide 'risk minimisation' policies and practices.</li> </ul>	Partial and Ongoing
	<ul style="list-style-type: none"> <li>Reviewing of all policies and practices now the BYODD programme is fully implemented.</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>ALS Governance training for Directors.</li> </ul>	Completed

## 2018 Priority areas for Improvement

Area	Priorities
<i>Teaching and Learning</i>	Ongoing amendment to the 'look of learning' throughout the College by improving physical amenity and incorporation of technology.
	Mapping staff PD to areas of growth.
	Managing and coordinating educational learning for students in professional productions – nationally and internationally.
	Ongoing enhancement of effective use and access to technology in Teaching and Learning.
	Continued implementation of new NESAs syllabuses in Stages 2, 3, 4, 5, 6.
	Improved use of data available to develop individual and group strategies for improvement of learning and pastoral care.
	Furthering a culture of 'evidence informed practice' to enhance learning.
	Inclusion of strategies for diversity in learning programmes.
	Development of online documents and templates.
	Investigate new Performance Streams and education to the PA Industry.
<i>Student and Staff Welfare</i>	Investigate the introduction of a Cyber Safety and online monitoring programme.
	Introduce system for measuring and tracking student wellbeing.
<i>Facilities and resources</i>	Continued improvement of classroom technology infrastructure.
	Refurbishment of targeted areas.
	Installation of new Air conditioning plant.
<i>Policies and procedures</i>	Development of integrated policy document incorporating all operating areas of the College.
	Development of enhanced College-wide 'risk minimisation' policies and practices.
	Review of all policies and procedures through introduction of CompliSpace management system.

M.P. Kohler  
Principal

## Theme 11: Initiatives Promoting Respect and Responsibility

The College wants all students to recognise that they are valued and integral parts of the College community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility. There is much scope to develop talents and to learn through experiences. The College works with staff, students and parents on a values-rich respect, responsibility and right choice platform. In 2016 the College staff continued to promote the four main College values:

Humility, Honour, Appreciation, Passion and Commitment.

These College values are based on the Federal Government Values and are adapted for our community and needs. Student Assemblies, Pastoral Care lessons, performance lessons, Prefects Concert and more are focussed on these values to raise awareness and understanding among the student body. These values are articulated in all areas of the College's operation. They are entrenched in academic programmes, both in the Junior School and the Secondary School being used to reinforce a responsible citizen of the 21<sup>st</sup> century.

Our performance education engenders respect for: fellow performers or competitors, differing performance genres and varying cultures are characterised with humility and self-esteem being essential elements for success at the highest level.

Being a performance based community, our students best contribute to community projects through their love of performance and sport. The Prefects organised a concert with all funds raised being donated to the 'Dress for Success' foundation. Funds will provide women in need with the skills and clothing to successfully apply for employment.

Students performed at the local Dawn Service on ANZAC Day, raised donations for the Exodus Foundation Christmas Appeal and took part in other smaller community service performances such as celebrations for Senior Citizens Week.

Both staff and students alike celebrate various events such as ANZAC Day. A College Assembly focussed on remembering the past and respecting different cultures, beliefs and the future. This and other events promote respect and tolerance for others from different backgrounds and celebrated individual differences, promoting the rights of others. Other events or speakers were:

- I Give A Buck speaker
- SRC Christmas Harper Appeal - Exodus Foundation
- Kokoda Trail guest speaker
- Vietnam Veteran speaker (Year 10)

**M.P. Kohler**  
Principal

## Theme 12: Parent, Student and Teacher Satisfaction

Parents are welcomed and encouraged to be engaged with the College. Involvement through the Parents and Friends (P & F) is one way parents can achieve this. In 2017 parents supporting P & F initiatives raised funds through activities such as Bunning's BBQs, raffles, Junior School Disco and Mothers and Fathers Day Stalls. The P & F is also the conduit through which funds from the parents' levy is approved for distribution.

After a very busy 2016, the P & F had a quieter year in 2017. Meetings are planned to be held every term and parents have the ability to make suggestions and also drive fund raising initiatives..

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

Students were inspired by the experience of being 'extras' for the Australian Ballet Company during their Sydney seasons.

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

Parents mention the 'community' spirit of the College that nurtures the students and gives them a strong sense of belonging and acceptance. Parents of students in the Tennis Stream report that this programme integrated with academic studies has allowed their families to regain valuable family time.

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

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.

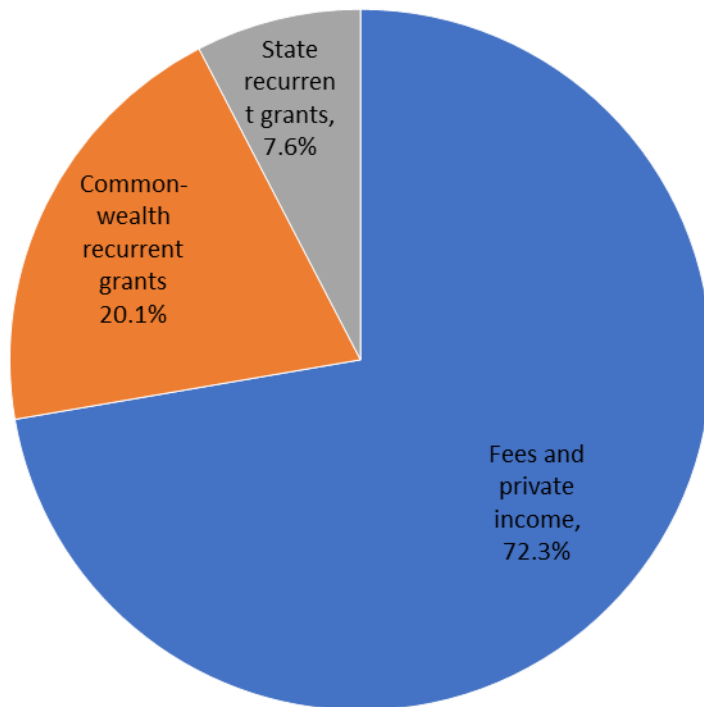
Staff across all areas of the College are supportive of each other and have good relationships with their peers and the College community. They have embraced the introduction of 'One Note' into their teaching styles. Staff are generous in sharing various educational programmes and apps with each other to the benefit of the students in the classroom. Frustrations are felt by all when they are let down by electronic connectivity from time to time but they all appreciate the introduction of Apple TVs in the classroom for the presentation of learning aids.

M.P. Kohler  
Principal

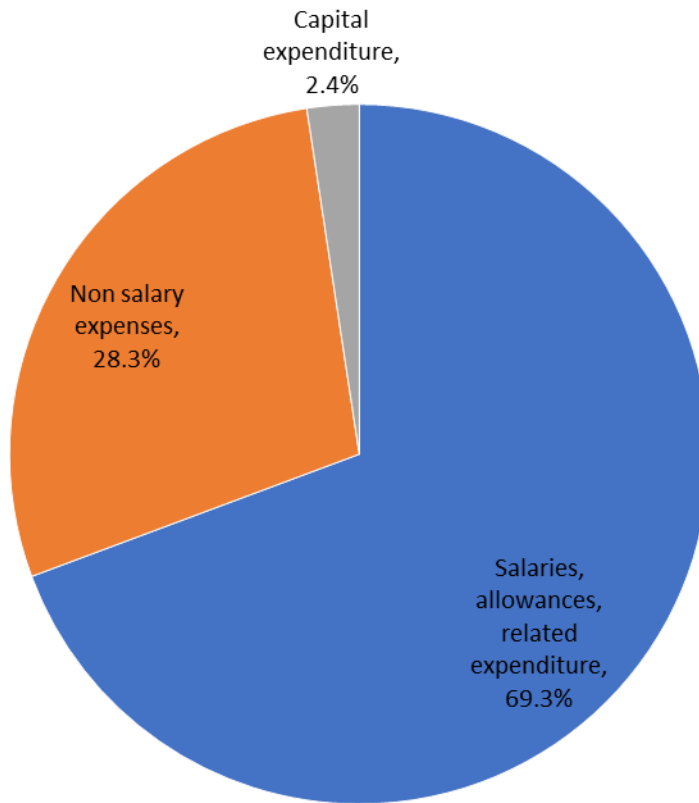
## Theme 13: Summary Financial Information

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

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



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



S. Owen  
Finance Manager

## Theme 14: Publication Requirements

This College Annual Report will be provided to the NESA on *RANGS Online*, no later than June 30, 2018.

Public disclosure of this Annual Report by June 30, 2018 will be by way of the College website. For those persons responsible for a student of the College who are unable to access the internet, a hard copy can be requested at the College Reception.