

# Annual Report 2004



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The McDonald College  
17 George Street, North Strathfield NSW 2137  
phone 02 9752 0500  
email [marketing@mcdonald.nsw.edu.au](mailto:marketing@mcdonald.nsw.edu.au)  
[www.mcdonald.nsw.edu.au](http://www.mcdonald.nsw.edu.au)

## Introduction from the Chairman of the College Council

The McDonald College is administered by The McDonald College Limited which is a not-for-profit company. It has a College Council of volunteers who give their time to ensure that the original philosophy and vision is upheld and to ensure that the financial strength of the College is maintained. I would personally like to thank them for the time and dedication they give to the College.

It is with pride that the College Council presents this Annual Report for the 2004 year. The McDonald College is a unique school with special requirements that accommodate the philosophy of performing arts in education. This Report has been prepared with a view to presenting the academic results and achievements.

The 2004 Report provides details of the College's academic and financial operations in a form that is easy to read. It has followed the Board of Studies and Association of Independent Schools format that has been developed from the Grimshaw Report which sets out reporting requirements for non-government schools.

The Council recognises and appreciates the amount of time contributed by the Principal and members of the staff in preparing this Report. The Council also appreciates the outstanding teaching practices by the staff that support the maintenance of the overall education of the students in all areas of education and College activities.

We would like to take this opportunity to farewell the founding Principal, Mrs Margaret Markham, who has given 23 years in establishing the College. Under her guidance the College has grown from an original enrolment of 75 secondary students to a present enrolment of 534 students from Preparatory to Year 12.

We also welcome the new Principal, Ms Maxine Kohler, who has worked with Mrs Markham for more than 30 years and who was involved in the early establishment of the College. Ms Kohler is dedicated to the Vision of the College and has a great knowledge and love of the Performing Arts.

The wonderful support and assistance given by the Parents and Friends of the College and the Board Members of The McDonald Foundation is gratefully acknowledged.



Peter Stevens  
Chairman of the College Council



## Principal's Report

2004 was a special year for me as I retired at the end of the year. Ms Maxine Kohler was appointed as Acting Principal for Term 1 2005 has now been appointed Principal from Term 2, 2005. I would like to take this opportunity of wishing her every success for her new position in the College.

The 2004 Annual Report provides a brief summary of the College's academic activities in the Preparatory, Infants, Primary and Secondary Schools as well as the financial position of the College. It is the first time that the College has published a Report of this nature other than through the usual College Newsletters, Overture and Review Magazine.

2004 was a year that was spent on consolidating the College's activities in preparation for the change of Principal. Achieving the Board of Studies Re-registration and Accreditation of the College for the following five years was a major focus for the entire staff.

I would like to thank the Chairman and Members of the College Council, the staff, the College community and all those who have dedicated themselves to assisting in the development and success of the College and in the writing and compiling of this Report.



Margaret Markham  
Principal



## Introduction

The McDonald College is an independent co-educational, non-denominational, preparatory, infants, primary and secondary college. The College is registered and accredited to offer courses for the School Certificate and Higher School Certificate. Intellectually gifted students from Kindergarten to Year 6 are taught in specially assembled class groups, known as the Birchgrove Stream, with strict admission criteria. All College students (including the Birchgrove Stream) are encouraged to work to their potential with academic extension opportunities being offered through the Wings Program. Students with special needs are catered for by a combination of withdrawal and in class support.

In addition to the Board of Studies syllabi, our students participate in a performance program with a core culture of performing arts. This program underpins the philosophy of the College and aims to provide professional performance training to our young performing artists whilst maintaining the highest standard of academic education. A comprehensive performing arts program is also available after school hours to College students as well as the broader community.

In summary, the College is unique in providing:-

- A highly specialised performance program alongside a rigorous academic program.
- An individually differentiated curriculum for intellectually gifted students together with a general performing arts appreciation program.

Our dedicated staff are passionate and skilled in developing and nurturing each individual student's potential, ability and interest.

The College offers a breadth in cross training for all students, encouraging them to “strive for excellence” (the College motto) in a caring and tolerant environment. Creativity, self-discipline, passion, self-esteem and academic, artistic and performance achievements overall are valued outcomes by the whole College community. Students have had the opportunity to participate in: *Inter-school Exchange in Scotland, the Commonwealth Ministers of Education Summit in Scotland, Global Young Leaders Conference in Washington and New York, Excursion to Noumea, The Shakespeare Festival, Tournament of the Minds, Debating, Public Speaking, Chess, Eisteddfods, Amnesty International, Peer Support, Premier State Ballet*, to name just a few experiences.

The College supports students who achieve professional employment in the performing arts, television and film industry during their course of study by appointing tutors and/or communicating with onsite tutors to ensure all class work and Board of Studies requirements are fulfilled. The College also supports students who wish to undertake other courses at TAFE or Open High School as part of their academic program.

The College offers boarding facilities for 26 girls from Year 7–12.



## Academic Achievement

### HIGHER SCHOOL CERTIFICATE

Among the highlights celebrated in 2004 were the sound HSC results. These results are a credit to the students, their families and the teaching staff of the College.

67 Year 12 students completed HSC exams, as well as Year 11 students who accumulated results in two HSC subjects. Once again, our students have achieved UAI's that have gained them entry into many tertiary courses of their choice.

Table 1, which follows, shows the percentage of students who have received a mark of 70 or more ie., with an HSC result falling within Bands 4, 5 or 6.

Table 1 – HSC RESULTS 2004

<i>Subject</i>	<i>% of School in Bands 4–6</i>	<i>% of State in Bands 4–6</i>
Ancient History	72%	60%
Biology	79%	65%
Chemistry	89%	67%
Dance	86%	61%
Design & Technology	62%	59%
Drama	92.5%	74%
English (Advanced)	93%	90%
English (Extension 1)	Upper bands E4/E3 100%	81%
English (Extension 2)	100%	87%
General Mathematics	64%	51%
Music 1	91%	85%
Music 2	100%	73%
PDHPE	67%	62%
Visual Arts	97%	86%
French Continuers	100%	74%
Entertainment Industry	88%	60%



Highlights of individual student results and achievements were published in *Overture* (February 2005).

- 50% of our candidates were placed in the top extension band, E4, for English Extension 2
- 21.24% of our Biology students were placed in Band 6 compared to the State average of 8.25%
- 18.75% of our Visual Arts students were placed in Band 6 compared to the State average of 11%. Two students had their major works chosen for Art Express, one student was chosen for the Art Express touring exhibition and two students were nominated for possible inclusion in Art Express
- 22.72% of our Music Course one students was placed in Band 6 compared to the State average of 11.5%. One student was nominated for possible inclusion in Encore, the showcase of exemplary Music works
- 10.71% of our Dance students were placed in Band 6 compared to the State average of 7.42%. Three students were selected for inclusion, and one student for possible inclusion in Onstage, the showcase of exemplary Dance works
- One Drama student was nominated for Onstage, the showcase of exemplary Drama works

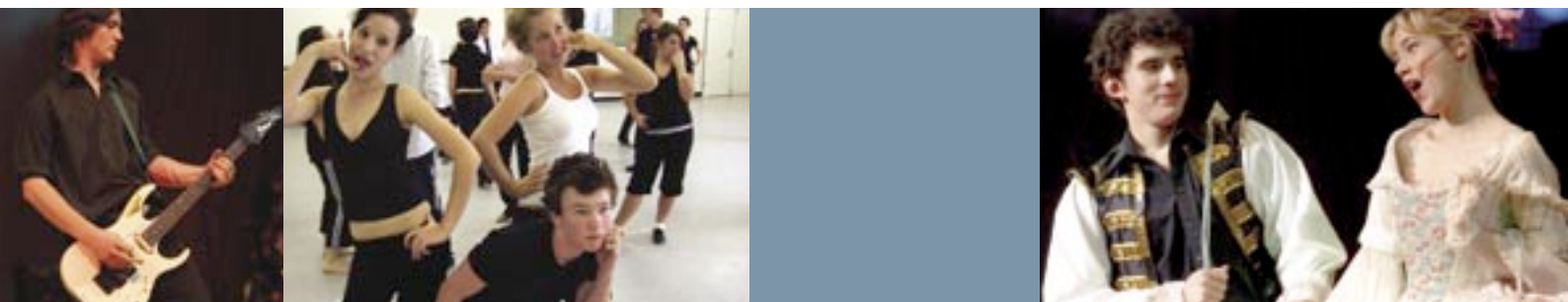
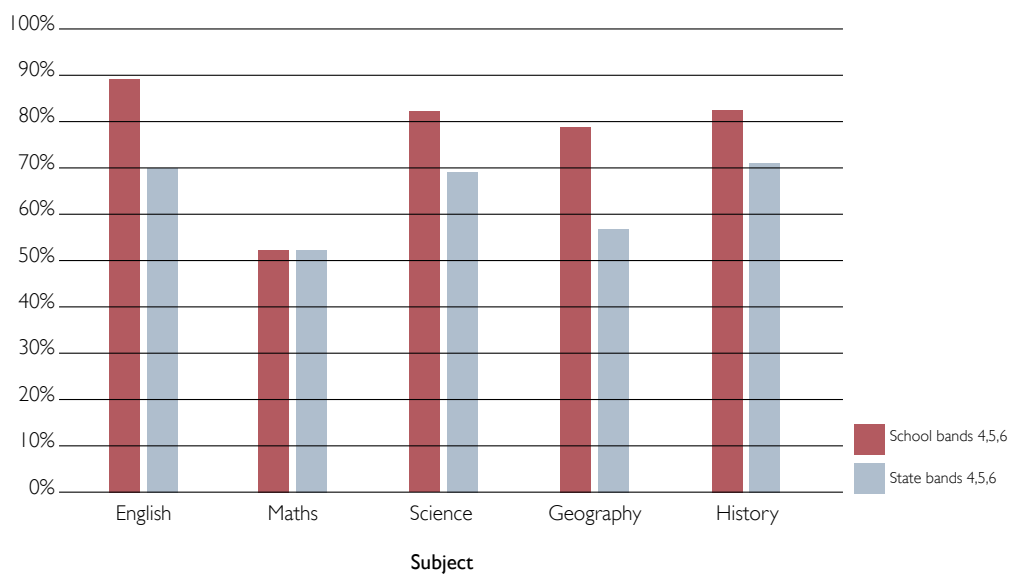
Not only were the HSC class of 2004 high achievers but they were also talented performers in their chosen fields. These students were marketable to employers and successful as tertiary applicants, offering diversity in their skills, discipline and commitment.



## SCHOOL CERTIFICATE 2004

The 2004 School Certificate results were also impressive. The students received their results in December, and we were very proud of their achievements. We had a candidature of 65 students and in respect of subjects, received 15 Band 6 results and 112 Band 5 results. Table 2, compares the school bands to the state bands as a percentage.

TABLE 2 – SCHOOL CERTIFICATE RESULTS 2004





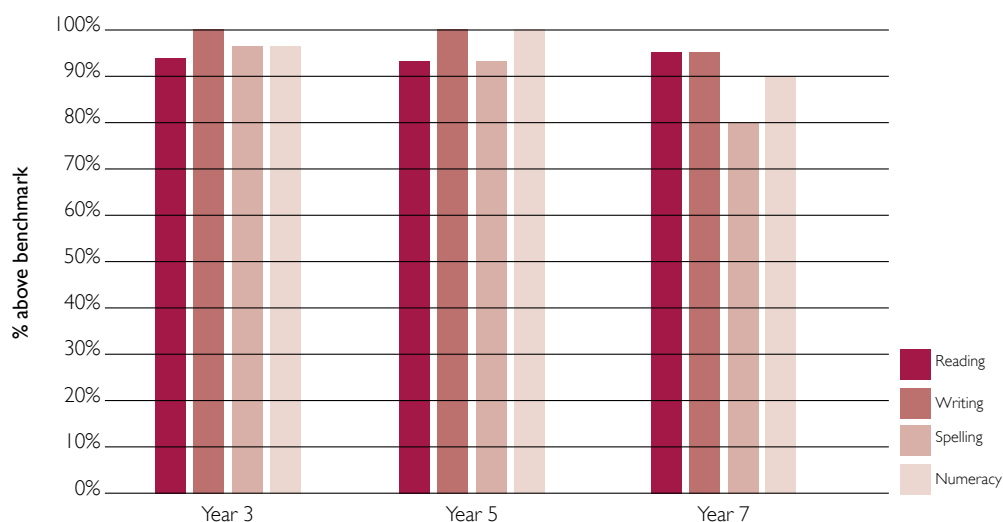
# Literacy and Numeracy National Assessment (LANNA) 2004 Results

Each year students in Years 3, 5 and 7 sit for a series of benchmarking tests. Our results for 2004 are consistently above the national benchmark for all year groups tested.

TABLE 3 – LANNA RESULTS 2004

	<i>Percentage of students above the national benchmark</i>		
	Year 3	Year 5	Year 7
Reading	94%	93%	95%
Writing	100%	100%	95%
Spelling	97%	93%	80%
Numeracy	97%	100%	90%

TABLE 4 – LANNA RESULTS 2004



# Teaching Staff

TABLE 5 – DETAILS OF ACADEMIC TEACHING STAFF

<i>Category</i>	<i>Number of Teachers</i>
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	46
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications or	1
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0



## Retention rates

The apparent retention rates for year 6 into 7, Year 9 into 11 and Year 10 into Year 12 reflect the main intakes of year 7 and year 11 at the College. The apparent retention rate from Year 9 to Year 11 has increased over the last five years. Based on the information provided to the College when students leave, it would appear that students who leave during years 9, 10 or Year 11 do so for travel, financial, vocational training or relocation purposes.

TABLE 6 – STUDENT RETENTION

Years compared	Year 6 total enrolment on census date 6/8/03	Year 7 total enrolment on census date 6/8/04	Year 6 enrolment at census date remaining in Year 7	Apparent retention rate	Actual retention rate
2003/2004	28	41	23	146%	82%
Years compared	Year 9 total enrolment on 27/2/02	Year 11 total enrolment on 27/2/04	Year 9 enrolment at 27/2/02 in Year 11 27/2/04	Apparent retention rate	Actual retention rate
2002/2004	60	69	45	115%	75%
Years compared	Year 10 total enrolment on census date 12/8/02	Year 12 total enrolment on census date 6/8/04	Year 10 enrolment at census date remaining in Year 12	Apparent retention rate	Actual retention rate
2002/2004	79	75	60	95%	76%



# Policies

## Enrolment Policy

The McDonald College is a comprehensive co-educational, non-denominational, Preparatory to Year 12 College providing an education with a creative and performing arts focus. The College operates within the policies of the NSW Board of Studies. Applications are processed in order of receipt and consideration is given to the applicant's likely commitment and involvement in activities that support the College Philosophy. Once enrolled, students are expected to support the College's ethos and comply with the College rules to maintain the enrolment.

### Procedures

1. All applications are processed according to the College's enrolment policy.
2. The College considers each applicant's supporting statement / interview responses regarding their ability and willingness to support the College's ethos.
3. The College considers each applicant's educational needs. To do this, the College will need to gather information and consult with the parents/family and other relevant persons. Students wishing to enrol in the Birchgrove Stream must undergo educational testing by an outside provider and satisfy entry requirements to be considered for admission.
4. The College identifies any strategies that need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. The College informs the applicant of the outcome of their application.

### Student population

At the census date in 2004 the College had 534 students from Preparatory to Year 12. 351 students were in the senior school whilst 183 students were in the junior school. Approximately 40% of students are boys and 60% girls. The students come from a wide range of backgrounds and demographic areas. The College enrolls overseas students and operates a boarding facility that accommodates 26 girls.



## Student Welfare Policies

The College seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, performance and emotional development of students
- Provide student welfare policies and programs that develop a sense of self-worth and foster personal development

To ensure that all aspects of the College's mission to meet the welfare needs of our students are implemented, the following policies and procedures are in place.

## Child Protection Policy

The College policy encompasses:

- Introduction to the Legislation, definitions, concepts and requirements.
- Creating a Safe Learning Environment
- Reporting and Investigating
- Reportable Conduct
- Risk Management
- Investigation processes
- Documentation

Training and professional development has been undertaken to inform staff of their responsibilities under the Child Protection Legislation. A copy of the policy is available for viewing from the Registrar upon request.



## Occupational Health and Safety Policy

The College has a range of policies and procedures relating to:

- Security
- procedures for security of the grounds and buildings
  - use of grounds and facilities
  - emergency procedures
  - travel on school-related activities
- Supervision
- duty of care
  - risk management
  - levels of supervision for on-site activities
  - guidelines for supervisors

During 2004 new fire procedures were implemented and staff training carried out.

Supervision levels for excursions were revised and incorporated into the policy. Policies are available for viewing from the Registrar upon request.

## Codes of Conduct

The College has a range of policies and procedures including:

- Codes of Conduct for Staff and Students
- Behaviour Management
- Student Leadership / Peer Support

Anti-bullying strategies and policy were revised and included in the Code of Conduct and the role of prefects was reviewed and new guidelines incorporated during 2004. Detail of such policies and procedures are found in the Student Diary and College Handbooks.



## Pastoral Care Policy

The College has a range of policies and procedures including:

- The Pastoral Care system involves a structured program for students, Year Co-ordinators and the Director of Student Welfare
- Availability of and access to special services such as counselling within the College and access to outside counsellors where appropriate.
- Health care procedures
- Critical Incident Policy
- Homework Policy

Sick Bay procedures were revised in 2004. Health and Homework procedures are printed in the Student Diary and in Parent and Student Handbook. The Critical Incident Policy is available for viewing from the Registrar upon request.

## Communication Policy

The College has a range of formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being. These may be found in the Student Diary and College Handbooks.



## Policies for Student Discipline

Students are required to abide by the College rules and to follow the directions of teachers and other people with authority delegated by the College. Students are expected to act with respect for others and for themselves at all times whilst valuing their own wellbeing, opportunities to learn and the reputation of the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

Disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion will be based on principles of procedural fairness.

The full text of the College's discipline policy and associated procedures is provided to all members of the College community through:

- College Handbooks
- The Student Diary
- The Parent Information booklet

During 2004 the College's discipline policies and procedures were reviewed as part of the review of Pastoral Care within the College. The discipline policy for implementation in 2005 contains revised procedures for disciplinary action that continue to be based on the principles of procedural fairness.

## Policies for Complaints and Grievance Resolution

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the College's policy and processes for complaints and grievance resolution is provided in the College Handbook and the information booklet for the College Council. An appropriate outline of the policy and processes is also in the student diary and on the College intranet.





## School-determined improvement targets

TABLE 7 – ACHIEVEMENT OF PRIORITIES FOR 2004

<i>Area</i>	<i>Priorities</i>	<i>Achievements</i>
Teaching and learning	Improved literacy intervention and numeracy intervention	Increased small group withdrawal Additional in-class support AIS Learning Support grant
	Successful renewal and accreditation with NSW BOS for K–12	Programs redeveloped, written and implemented in 2004 according to BOS requirements leading to successful re-registration and accreditation for next 5 years.
	Expanded vocational education offerings for HSC	Entertainment Industry added to subjects for Year 11, 12, 2004
Student achievements	Improved literacy results Increased sport participation	Outstanding LANNA Results Improved sporting achievements
Student welfare	Revised Code of Conduct	Completed and included in student welfare policies
Staff development	Training in OH&S, Child Protection, First Aid requirements	Staff trained Procedures for training new staff developed
Facilities and resources	Improved facilities for Preparatory to Year 8	New Preparatory to Year 8 campus and playground



## Finance

Tables 8 (a) & (b) provide graphic representations of income and expenditure. The College's finances are managed by the Finance Committee of Council which includes the Deputy Chairman and Treasurer of the College Council; Principal, Business Manager and Accountant. This committee meets each month and regularly reports to Council.

TABLE 8(a) – Recurrent/capital INCOME

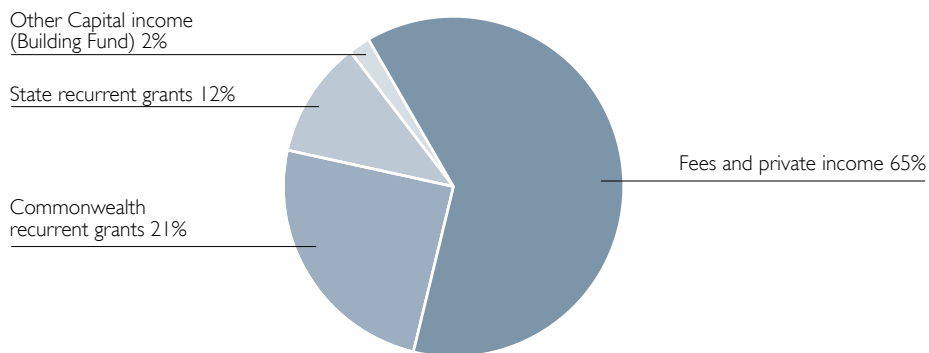


TABLE 8(b) – Recurrent/capital EXPENDITURE

