



THE
McDONALD
COLLEGE

Annual Report 2012



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INTRODUCTION

The McDonald College is an independent co-educational, non-denominational College. It provides comprehensive education at infants, primary and secondary levels. The College is registered and accredited by the NSW Board of Studies to offer courses up to and including the Higher School Certificate. All College students are encouraged to work to their potential with academic extension opportunities. Students requiring additional learning support are catered for by a combination of withdrawal and in-class support.

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

In summary, the College is unique in providing:-

- A highly specialised performance programme alongside a rigorous academic programme
- Boarding for secondary female students
- An extensive after school programme

Our dedicated staff are passionate and skilled in developing and nurturing our students' potential, ability and interest.

The College offers a breadth in cross training for all students, encouraging them to, "strive for excellence", (the College motto), in a caring and tolerant environment. Creativity, self-discipline, passion, self-esteem and academic, artistic and performance achievements are valued outcomes for the whole College community. In 2012 students had the opportunity to participate in *The Prefects Concert*, *Director's Festival*, *McFest Film Festival*, *Eisteddfods*, *Debating*, *Peer Support*, *Premier State Ballet*, *Sydney Morning Herald Speaking Competition*, *Art and Design Show*, to name just a few.

The College supports students who achieve professional employment in the performing arts, television and film industry during their course of study, by appointing (where appropriate) tutors and/or communicating with onsite tutors to ensure all

class work and Board of Studies requirements are fulfilled. The College also supports students who wish to undertake other courses at TAFE, Distance Education or Open High School as part of their academic programme.

The College provides boarding facilities for 30 girls from Years 7–12.

EDUCATIONAL AND FINANCIAL REPORTING

Policy

The College will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment and Workplace Relations. This reporting will include public disclosure of the educational and financial performance measures and policies of the College as required from time to time.

Procedures

Annual Report

Procedures for implementing the policy include:

- Identification of the position of the staff member responsible for co-ordinating the final preparation and distribution of the Annual Report to the College Council and other stakeholders as required
- for each reporting area, identification of the position of the staff member responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report
- determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparation of the report in an appropriate form to send to the Board of Studies
- setting the annual schedule for
 - delivery of information for each reporting area to the coordinator
 - preparation and publication of the report
 - distribution of the report to the Board of Studies and other stakeholders
- provision of information for My School website, as requested

Requests for additional data

From time to time the Commonwealth Government, through the Minister for School Education, Early Childhood and Youth and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, the Principal is responsible for coordinating the College's response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies or DEEWR in an appropriate electronic form.

DEEWR Annual Financial Return

The College's Business Manager is responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.

M.P. Kohler, M.Ed
Principal

REPORTING AREA I :

A Message from Key School Bodies

Message from the Chairman of the College Council

The year of 2012 can again be well celebrated with outstanding academic and performing arts successes. Particular mention must be given to the Dux of Year 12 with an ATAR of 97.85, achieving 3rd in the State for Extension 2 English and HSC works accepted into Artexpress and Young Writers Showcase.

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:

Sleeping Beauty – Premier State Ballet
The Big Night in 3D – Acting Stream
America do Sul – Music Stream
Let's Go – Dance Stream
Eurobeat – Almost Eurovision – Musical Theatre Stream
Starburst – Primary Students
An Evening of Classical Ballet – Classical Ballet Stream

The McDonald College Limited, a not-for-profit community-based company limited by guarantee, trades as The McDonald College. The governing body is the College Council that is made up of volunteers who give their time to ensure that the original philosophy and vision is upheld and that the financial strength of the College is maintained. The College Council met eleven times during 2012 and the Executive Finance Committee of Council also met eleven times. I would personally like to thank the directors for their ongoing dedication and time given to the College.

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

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

The unique quality of the College is at the forefront of the Council's guidance in considering the consolidation and development of the College. I am sure we can all look forward to the continued provision of a stimulating and well-rounded education in an environment that will allow our students to look back on their school days with joy and pride knowing that the opportunities afforded them gave them an advantage over their peers.

Yours sincerely



Denise Reid
Chairman of the College Council

Message from the Principal

This Annual Report provides a brief overview of The McDonald College in 2012. The McDonald College is Australia's leading academic and performing arts school where educating creative and artistic students is our core purpose. We are an independent school specializing in performing arts integrated with a rigorous academic programme from Infants to Year 12. Our classrooms, studios, corridors and playgrounds abound with acceptance, excitement and creative energy.

This document provides a brief snapshot of the College from Infants to Year 12 including the associated financial position. For full details of activities please refer to our regular publications such as *Behind the Scenes*, *Overture*, *Review*, *College Website and Performance Programmes*.

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

- Dux of the College, Samuel Wickham received an ATAR of 97.85
- Samuel Wickham – 3rd in the State for Extension 2 English with full marks 50/50.
- Jake Smith – 5th in the State for General Mathematics with a mark of 98/100
- Callback HSC Dance Showcase Nominations – Brooke Azzopardi, Holly Sheils, Georgia Gardiner, Chloe Rosenberg, Megan Stack and Deamna Williams
- DesignTech HSC TAS Showcase Nominations – Amanda Rahme, Holly Sheils and Olivia Suh
- Encore HSC Music Showcase Nominations- Brooke Azzopardi, Mitchell Sloan
- OnStage HSC Drama Showcase Nominations- Adam Roberts, Cadhla Roberts, William Beckwith, Amanda Rahme and Kayla Bonnici

- Young Writer's Showcase HSC English Extension 2– Shortlisted and published Samuel Wickham
 - Artexpress HSC Visual Arts Showcase Nominated and Accepted – Samuel Wickham
 - HSC Mathematics - 25% of our students achieved results in Band 6 compared to 18% of the State.
 - HSC General Mathematics - 28% of our students achieved results in Band 6 compared to 6% of the State.
 - HSC Extension 1 Mathematics - 50% of our students achieved results in Band E4 compared to 36% of the State.
 - HSC Business Studies - 35% of our students achieved results in Band 6 compared to 8% of the State.
 - HSC Visual Art, -50% of our students achieved results in Band 6 compared to 11% of the State
 - HSC Modern History - 33% of our students achieved results in the top two Bands compared to 12% of the State.
 - HSC Drama - 19% of our students achieved results in Band 6 compared to 12% of the State.
- Stage 5 – RoSA Certificate
- Dux of Year 10 Cherie Hou received straight A's for all her eight subjects, including the highest level of Mathematics (Grade A10) and both her electives.

The College ran a number of programmes throughout 2012 to support students including Peer Support and Student Leadership, Cross Roads, Career exploration with focus on creative careers, Drug Education, and Cyber Bullying programmes. Individual senior students attended the Rotary Youth Programme of Enrichment and Junior School students participated in our extensive after school activities programme.

Values Education is an integrated and essential element of our educational philosophy. Values are reinforced through a range

of measures incorporated within our pastoral care programme and are reinforced continually through day to day interaction, in classroom and studio settings and at formal assemblies.

Values are articulated by all staff in their educational delivery, through general and personal contact with the students and by personal demonstration in communications. Values posters are displayed and students are reminded constantly of their responsibilities to themselves, their parents, friends, the College and the community.

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

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

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

I take this opportunity to thank the College Council under the Chairmen, Mr Alan Keller and Mrs. Denise Reid for their guidance and direction. I also thank the College Parents and Friends Association under the Presidency of Mr. Rob Kirk

and Mrs Margaret Markham, as Chairman of The McDonald Foundation, for their continued support for all areas of the College.



M. P. Kohler, M.Ed.
Principal

Message from Student Prefect and Student Representative Body

In 2012 the student leadership body comprised of:

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

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

The major fundraising event for 2012 was the Prefect's Concert held in March which was enjoyed by the students and audience alike. On the evening approximately \$12,000 was raised and this was donated to Bear Cottage.

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

Prefect & SRC Body



REPORTING AREA 2 :

Contextual Information about the School

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

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

REPORTING AREA 3 : Student performance in National and Statewide Tests and Examinations

HIGHER SCHOOL CERTIFICATE

Approximately 62 000 students sat for the Higher School Certificate in 2011. 54 were students attending The McDonald College in Year 12.

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

Subject	School (Bands 4-6)	State (Bands 4-6)
Ancient History	58%	54%
Biology	100%	63%
Business Studies	70%	66%
Chemistry	50%	71%
Dance	70%	70%
Design and Technology	91%	77%
Drama	80%	83%
English Standard	58%	50%
English Advanced	95%	90%
Mathematics General	56%	50%
Mathematics	88%	79%
Modern History	66%	75%
Music 1	100%	91%
Music 2	100%	100%
PDHPE	47%	63%
Visual Arts	100%	89%

	College Average (Bands E4, E3)	State Average (Bands E4,E3)
Extension 1 English	63	86
Extension 2 English	100	79
Extension 1 Mathematics	75	85
Extension Music	100	99

Distance Education Courses studied at The Open High School: 2 unit French Continuers (2 students)

2011-2012 Comparison of HSC results

Improvements occurred in many subjects. Most subjects scored very similar averages when compared to 2011 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:

	2011 Bands 4, 5, 6	2012 Bands 4, 5, 6
Business Studies	70%	70%
Dance	89%	70%
Design and Technology	84%	91%
Drama	100%	80%
English Advanced	95%	95%
English Standard	49%	58%
General Mathematics	77%	56%
Mathematics	44%	88%
Music 1	100%	100%
Music 2	100%	100%
Visual Arts	100%	93%

Highlights of the 2012 HSC – BAND 6 only

	Band 6 McDonald College 2012	Band 6 State 2012
Biology	33%	8%
Business Studies	35%	8%
Dance	33%	11%
Drama	19%	12%
General Mathematics	18%	7%
Mathematics	25%	18%
Modern History	33%	12%
Visual Arts	50%	11%
Mathematics Ext 1	50% (Band E4)	35%
English Ext 2	33% (Band E4)	22%

Record of School Achievement

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

The formal Record of School Achievement credential was awarded by the Board of Studies to ZERO students.

Internal Grade Allocation – RoSA 2012

	Total Number of Students	A	B	C	D	E
English	44	3	27	11	2	1
Mathematics	44	3	13	10	15	3
Science	44	5	12	21	6	0
History, Civics and Citizenship	44	1	8	27	8	0
Geography, Civics and Citizenship	44	11	18	12	3	0
PDHPE	44	18	16	9	1	0

Literacy & Numeracy Assessments

Performance on NAPLAN is documented on the My School website: <http://www.myschool.edu.au/>

M.Contos
Director of Curriculum

REPORTING AREA 4 : Senior Secondary Outcomes

In 2012, 2% of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2012	HSC	100%
2012	VET qualification	2%

Senior secondary outcomes are documented on the My School website: <http://www.myschool.edu.au/>

M.Contos
Director of Curriculum

REPORTING AREA 5 : Professional Learning and Teacher Standards

Professional Learning

The College Executive participated in Leadership Seminars conducted by the Association of Independent Schools. All the teaching staff participated in professional development on during the College development days throughout the year.

- ELES "Helping Students Develop Effective Study Skills" – 25th January
- CPR (Cardiopulmonary Resuscitation) – 25th January
- Anti Bullying Policy & Procedures – 27th April & 22nd June
- NSW Syllabus incorporating Australian Curriculum – 7th December

In addition the following professional development activities were undertaken by staff throughout 2012.

Subject	Course Details	Number of Courses	Number of Teachers Attended
Executive / General	School Leadership Intensive	1	1
	AIS – Cultures of Thinking	1	1
	AIS – Creativity: the hub of achievement	1	1
	LAN – Annual Network Day	1	1
	Royal Life Saving - CPR	1	36
	HICES Deputies Meeting	1	1
	AIS – Planning for Implementation of Aust. Curriculum	1	1
	AHISA – Heads of Department	1	1
	AHISA – Curriculum	1	1
	AHISA – Conference	1	1
	HICES – Conference	1	1
HSIE	UNSW – National Curriculum: Leading the Implementation	1	1
	LSA – Legal Studies State Conference	2	1
English	ETA – Personalising the Learning	1	1
	AIS Workshop – Marking for the HSC	1	1
	TTA – Differentiating the Curriculum	1	1
	ETA – English Teachers Conference 2012	3	1
	TTA – Grammar, working with the whole text	1	1
	Pearson Professional Learning – Taking the Guesswork out of Spelling	1	1

Subject	Course Details	Number of Courses	Number of Teachers Attended
PDHPE	ACHPER – HSC Marking	1	1
Drama	Erudio Education – Evoke classroom practice in writing	1	1
Music	Bondi Wave Conference	1	1
	TTA – Preparing Students for HSC Music 1	1	1
	TTA – Keys to School Leadership	1	1
	TTA – Effective use of the ipad in Music	1	1
Visual Arts	VADEA – Irresistible	1	1
	Semi Permanent Creative Conference	2	2
	Square Peg Studios – Working with Plastic	1	1
Science	UNSW – Biology in the Modern World	1	1
	NSW Teachers Federation – Kids in Cyberspace	1	1
Mathematics	TTA – The New HSC in 2 unit Maths	1	1
	AIS NSW – Maths for the 21 st Century	1	1
Learning Enrichment	Professional Teachers Council – Disability Provisions Program	1	1
	MultiLit – Reading Tutor Program	1	1
	The Learning Revolution – Teaching Creatively	1	1
	Headnet – Disability Provisions	1	1
Careers	University of Sydney – Career Advisers Day	1	1
Primary	AIS NSW – Primary Mathematics	1	1
IT	AIS NSW – ICT Conference	1	1

The average expenditure per teacher on professional learning in 2012 was \$335.



Teaching standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	32
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

Total teacher numbers are listed on the My School website: <http://www.myschool.edu.au/>

REPORTING AREA 6 : Workforce Composition including Indigenous

Workforce composition as per the My School website:

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

The College workforce in 2012 did not include any Indigenous staff.

REPORTING AREA 7 & REPORTING AREA 8: Student Attendance and Management of Non-Attendance, Secondary Retention and Post-school destinations

Student attendance rates

For whole school student attendance rates please refer to the school's data on the My Schools website:
<http://www.myschool.edu.au/>

Year	Attendance
Y1	95.8%
Y2	97.2%
Y3	97.3%
Y4	92.0%
Y5	95.0%
Y6	92.8%
Y7	97.0%
Y8	97.5%
Y9	94.3%
Y10	94.1%
Y11	87.7%
Y12	92.0%

Ninety-five (95%) per cent of students attended school on average each College day in 2012. This was similar to the daily attendance in 2011.

Management of Student Non Attendance

The College has an Attendance Policy – Students which monitors daily attendance and absence of students by maintaining a daily register. Unexplained absences from classes in the College are followed up in an appropriate manner with the student and parent or guardian. The College telephones parents of students who are absent on the day of absence. Parents are required to provide a written explanation for absence.

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

Where there is a pattern of unacceptable attendance, parents receive a letter from the College and interviews are held with the Deputy/Principal.

Mandatory reporting procedures apply where absences are extended or the student may be at risk.

Student retention rates and post school destinations

Fifty (50) percent of the 2010 Year 10 cohort completed Year 12 in 2012. Based on the information provided to the College when students leave it would appear that only a minority of the students who leave at the end of Year 10 or during Year 11 do so because of family circumstances or to pursue employment or vocational training. Most appear to leave because they want a change of environment for the final years of their schooling. Students who left school at the end of Year 12 following the completion of their school education continued on to University, TAFE, professional performing arts further education or pursued full-time employment.

Some students working at an elite level in Classical Ballet in the Year 10 2010 cohort took the option of the professional training course in AIBA (Australian International Ballet Academy).

REPORTING AREA 9 :

Enrolment Policies and Characteristics of Student Body

Enrolment Policy

INTRODUCTION

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

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

LEGISLATIVE FRAMEWORK

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

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

DEFINITIONS

Throughout this policy, unless the context requires otherwise:

parents, includes guardians or any other person who has applied to have a child entered on the waiting list or enrolled at the

College and, where the child has only one parent, means that parent.

disability, in relation to a child, means:

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

ENROLMENT PROCESS

New Enquiries

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

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

Waiting Lists

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

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

1. the Application for Registration;
2. a non refundable Application Fee of one hundred dollars (\$100);
3. copies of the child's last two school reports;
4. copies of NAPLAN results
5. copies of certificates of achievements in the performing arts or sport, such as examinations passed or eisteddfod results;
6. all medical, psychological or other reports about the child in their possession or control;
7. two personal references, one for the student and one for the family; and
8. a full length photograph in dance attire if a dancer or portrait photograph if an actor, musician 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 wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the College is likely to be detrimental to other students, the staff or the College, notwithstanding that the child be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

Disability

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



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

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

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

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

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

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

- (ii) ability to participate in courses or programmes; and
- (iii) independence;
- (d) the effect of the particular measure or action on anyone else affected, including the College, its staff and other students;
- (e) the costs and benefits of taking the particular measure or action.

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

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

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

Failure by parents to disclose information

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

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

Enrolment Offers and Acceptance

At the satisfactory conclusion of the assessment process, the College may make an offer to the parents to enrol the child. To accept the offer, the parents must within seven days of receiving it deliver to the College:

1. the Acceptance Form;
2. the non-refundable enrolment deposit of two thousand dollars (\$2,000);

Failure to reply within the required time may result in the position being re-offered where other children are waiting for entry to the College.

Offers for Provisional Enrolment

Where circumstances give rise to uncertainty on the part of the Principal, a provisional enrolment may be offered for a child for a set period of time.

Conditions applying to such provisional enrolment will be set out in writing. In these cases, either the parents or the Principal may terminate the enrolment with seven days' notice. In such circumstances, enrolment deposits will be refunded and College fees will be adjusted to cover the period of enrolment only. No penalties will apply.

This provision may not be applied in the case of children with a disability.

Holding of Class Places

Places at the College will not be held for students who are withdrawn from the College for any longer than 10 months. Should the period of intended absence be less than 10 months, places may be held subject to College fees being maintained for the period of absence and the enrolment continuing to be eligible to attract Government subsidies.

Continuing Enrolment

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

Characteristics of the student body

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

REPORTING AREA 10 : School Policies

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
- Provides student welfare policies and programmes that develop a sense of self-worth and foster personal development

To ensure that all aspects of the College's mission for providing for a student's welfare are implemented the following policies and procedures are in place:

Policy	Changes in 2012	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating "reportable conduct" • investigation processes • documentation 	<i>Review of Policy and procedures to inform staff of their obligations</i>	<ul style="list-style-type: none"> • Issued to staff members and members of College Council Full text available: <ul style="list-style-type: none"> • College Intranet
Security – Policy encompassing <ul style="list-style-type: none"> • procedures for security of the grounds and buildings • use of grounds and facilities • emergency procedures • travel on school-related activities 	<i>Reviewed lockdown procedures. Up graded alarm system.</i>	Full text available: <ul style="list-style-type: none"> • College Intranet
Supervision – Policy encompassing <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on-site and off-site activities • guidelines for supervisors 	<i>Supervision levels for playground duty reviewed</i>	Full text available: <ul style="list-style-type: none"> • College Intranet

Policy	Changes in 2012	Access to full text
Codes of Conduct Policy encompassing <ul style="list-style-type: none"> code of conduct for staff and students behaviour management the role of the student leadership system 	<i>Internet Acceptable use, procedures reviewed and further developed.</i>	Full text available: <ul style="list-style-type: none"> College intranet Partial text in: <ul style="list-style-type: none"> Student diary Handbook for Parents & Students
Pastoral Care encompassing <ul style="list-style-type: none"> the pastoral care programme availability of and access to special services such as counselling health care procedures critical incident policy homework policy 	<i>Learning Enrichment programme reviewed and updates</i>	Full text available <ul style="list-style-type: none"> College Intranet Staff Professional Development Parents Informed via Parent Information Breakfasts BTS
Communication Policy encompassing <ul style="list-style-type: none"> formal and informal mechanisms in place for facilitating communication between the College and those with an interest in the student's education and well-being. 	<i>All student reports now communicated electronically</i>	Full text available: <ul style="list-style-type: none"> College Intranet Handbook for Parents & Students

Student Discipline

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 disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

All disciplinary action that may result in any sanction against the student including suspension, exclusion or expulsion provides processes based on procedural fairness.

The full text of the College's Discipline Policy and associated procedures is provided to the College community through:

- Parent and Student Handbook
- College Intranet
- Partial Text in Student Diary

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

Reporting 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 on the College Intranet. An outline of the policy and processes is also provided in the Parent and Student Handbook, student diary and on the College Intranet.

M.P. Kohler
Principal

REPORTING AREA II: School Determined Improvement Targets

Achievement of priorities identified in the College's 2011 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> • Establish teaching and learning committee to review and advance teaching and learning practices. • Revise learning support needs and practices. • Investigate feasibility and suitability of the Multi-lit programme. 	<ul style="list-style-type: none"> • Teaching and Learning Committee established and met multiple times to discuss implementation of philosophies such as John Hattie's. • Renaming of Learning Support to Learning Enrichment and revision of model • Training of Learning Enrichment staff in the use of Multilit • Introduction of online student reporting for academic and performing arts reports.
Student Welfare	<ul style="list-style-type: none"> • Year 10 Term 4 programme to be developed focusing on "being a responsible adult". This will also encompass, stress management, safe partying and body image. • Introduce new structure of year coordinators as each secondary year level. 	<ul style="list-style-type: none"> • Achieved with Students being informed by Police Liaison Officer on Cyber safety and Safe Partying and Crossroads Programme • Ongoing
Facilities and Resources	<ul style="list-style-type: none"> • Introduce online booking system for parent teacher interviews. • Introduce online booking system for College performances and events. • Integrate the Junior school into the Senior Campus. • Install and evaluate tablets for Primary usage. • Upgrade to Windows 7. • Upgrade Maze for accounting purposes. • Expand capabilities of College database. 	<ul style="list-style-type: none"> • Achieved online bookings for Parent Teacher Interviews and Online Ticketing for College Events. • Complete. • Ongoing. • Ongoing • Complete. • Executives discussed and reviewed different database systems to choose a suitable one for the College

2013 Priority areas for improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> • Introduce a 10 minute DEAR reading session, four times a week to encourage reading for pleasure • Revise the Learning Enrichment Model to use more teaching staff rather than teacher's aides to assist students • Revise supervision rosters so that aides are not used as supervisors during exam periods where ever possible • Revise guidelines for Disability Provisions • Introduce student result tracking using new database • Timetable release time to staff for the purpose of programming the NSW Syllabus for the Australian Curriculum • Implement Effective Feedback as suggested by the Hattie research • Allow staff to attend PD on NSW Syllabuses for the Australian Curriculum
Student Welfare	<ul style="list-style-type: none"> • Provide PD for staff followed by introduction of the "Circles" programme for improved student to student communication
Facilities and Resources	<ul style="list-style-type: none"> • Devise a BYOD Policy • Increase the College's infrastructure to support more wireless devices • Acquire resources to support the teaching of the NSW Syllabuses for the Australian Curriculum
Literacy and Numeracy National Partnership	<ul style="list-style-type: none"> • Increased use of data to inform Numeracy programmes and interventions • Increased use of data to inform Literacy programmes and interventions

M.P. Kohler
Principal

REPORTING AREA 12 : Initiatives Promoting Respect and Responsibility

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 and students on a values-rich Respect, Responsibility and Right choice platform. In 2012 the College staff continued to promote four main College values:

Humility; Honour; Passion and Commitment; and Appreciation.

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

These values are articulated in all areas of the College's operation. They are entrenched in academic programmes with Assemblies, both in the Junior School and the Secondary School being used to reinforce these values.

Performing arts education engenders respect for: fellow performers, differing performance genres, varying cultures and oneself with humility and self esteem being essential characteristics for success at the highest level.

Being a performance based community, our students best contribute to community projects through their love of performance. The Prefects organised a concert with all funds raised being donated to Bear Cottage.

Students assisted with the Salvation Army Red Shield door knock appeal and smaller community service performances such as in nursing homes and with Senior Citizens Week performances.

Both staff and students alike celebrate World Harmony Day. They dressed in national costumes, an international food stall was held and a College Assembly focussed on respecting different cultures and beliefs with a performance from a small Indonesian Dance Troup and a parade of students in their national costume. These events promoted respect and

tolerance for others from a different background and celebrated individual differences, promoting the rights of others.

- Salvation Army Guest Speakers
- National Sorry Day
- SRC Christmas Hamper Appeal – Exodus Foundation
- CANTEEN Fundraising – Teenage Cancer Research

M.P. Kohler
Principal

REPORTING AREA 13 : Parent, Student and Teacher Satisfaction

The College is very proud of its 'open door policy' with parent involvement welcomed and encouraged. The Parents and Friends Association meets twice each term or according to need and has the function of disseminating funds collected through the P & F levy and running fund raising activities – such as a P & F Dinner and whole school raffles. The P & F will be supporting the College by raising funds to upgrade our ICT capabilities and resources for students.

The level of parent participation in attending student performances is high with some venues being fully booked.

Parents are satisfied with The McDonald College because their children are happy to be a part of such a unique school and many report improved academic achievements. New families often comment upon how easily their child has 'fitted in' even when the enrolment commenced during the year.

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

Students across all ages continue to say they love coming to school each day and that they enjoy the friendship and interaction across all age groups. Senior students note that each lesson is invaluable and some have commented that they would be concerned if they had to miss a lesson.

Students feel that their teachers are nurturing and that the staff want to help them achieve their dreams.

They feel that the teacher commitment is very high at the College and that their teachers are 'generous' and 'selfless'. Senior students felt that the teacher / student relationship at The McDonald College was unique.

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

Staff across all areas of the College are very supportive of each other and have good relationships with their peers and the College community.

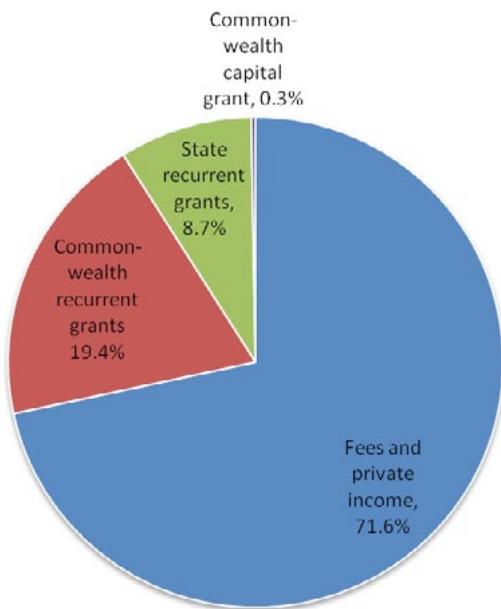
They feel they were listened to with the decision to return to 'single time' and that the process resulted in decisions that have enhanced their teaching practice and thus student achievement evidenced by the very strong HSC results placing the College in the top 100 schools in NSW. The staff have reported they feel less stressed since returning to single time delivery of the HSC.

M.P. Kohler
Principal

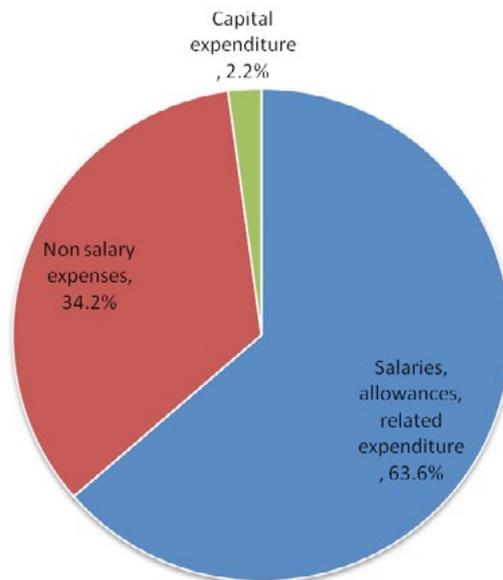
REPORTING AREA 14 : Summary Financial Information

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

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



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



S Owen
Finance Manager

