

Annual Report 2014

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INTRODUCTION

The McDonald College is an independent co-educational school from Year 3 to Year 12 providing a comprehensive education to students from Years 3 to 12. 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 BOSTES syllabi, our students participate in a performance programme with a core culture of performing arts and tennis. This programme underpins the philosophy of the College and aims to provide professional performance training to our young performing artists and sports people 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 2014 students had the opportunity to participate in *State wide academic competitions, The Prefects Charity Concert, McFest Short Film Festival, On the Boards – one act play competition, Eisteddfods, Inter school sporting events and Gala Days, Peer Support, Premier State Ballet, 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 or tennis tournaments during their course of study, by appointing (where appropriate) tutors and/or communicating with onsite tutors to ensure all class work and BOSTES 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.

At the College we fully understand that a passion for performance means that children are creative, think laterally and are dedicated to achieve. We aim to harness and develop this trait for our students as they strive for excellence academically. We strongly believe that 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.

A handwritten signature in black ink, appearing to read "M. P. Kohler".

M. P. Kohler, M.Ed.
Principal

Theme I: 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 Board of Studies, Teaching and Educational Standards NSW (BOSTES) curriculum from Year 3 to Year 12. The College meets all compliance requirements in order to maintain its full registration and accreditation credentials with BOSTES.

The year of 2014 can again be celebrated with very pleasing academic and performing arts successes. Particular mention must be given to the Dux of the College in addition to the Year 12 students who achieved Band 6 results and HSC nominations and acceptances for their exemplary practical works.

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:

- Swan Lake – Premier State Ballet
- Starburst – Primary Department
- Junior Showcase – Junior Secondary Students
- Senior Showcase – Senior Secondary Students
- An Evening of Classical Ballet – Classical Ballet Students

During the year settlement on the sale of the parcel of land surplus to College needs was finalized and planning for the building of the new Entrance Foyer and Boarding House was completed with Builders being appointed in December. The sale of this land meant that a substantial portion of College debt was extinguished in this year.

The College underwent inspection by BOSTES NSW in August 2014 and was successful in being granted an unconditional five year accreditation. The College introduced the new Australian curriculum in Mathematics, English, Science and History to Years 7 & 9 and Mathematics, English and Science to Years 3 to 6.

The governing body of the College is the College Council comprised of volunteers who give of 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 ten times and the Executive Finance Committee of Council met ten times in 2014.

I personally thank the directors for their ongoing commitment and time given to 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.

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

A handwritten signature in black ink, appearing to read 'Alastair Sloan', written over a horizontal line.

Alastair Sloan
Chairman of the College Council

Message from the Principal

This Annual Report provides a brief overview of The McDonald College in 2014. Now 30 years on from when we welcomed our first cohort of 84 students in 1984, our classrooms, studios, corridors and playgrounds abound with acceptance, excitement and creative energy. The College has thrived on the philosophy of providing a nurturing environment where students can pursue their passion for performance integrated with a rigorous academic programme. Over these first 30 years the College Values of; appreciation, humility, honour, and passion and commitment have served our graduates well encouraging them to be responsible global citizens.

This document provides 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 regular publications such as *Behind the Scenes, Review, College Website, Social Media and Performance Programmes*.

Student's performance from Year 3 NAPLAN to the Higher School Certificate examinations was pleasing with further detail available later in this report. I make particular mention of:

- Dux of the College – Julia Brawley
- Sample of HSC results:
 - o Business Studies - 90% of students placed in Bands 5 & 6
 - o Visual Art – 100% of students placed in Bands 5 & 6
 - o Music I - 93% of students placed in Bands 5 & 6
 - o Design and Technology – 88% of students placed in Bands 5 & 6
 - o 12 Call Back nominations for exemplary HSC practical works
 - o Art Express – Bill Papathanasopoulos, Julia Brawley, Micaela Ellis
 - o Year 3 NAPLAN – over 54% of the individual results were in the top band or above

Our student performance in international and national competitions was outstanding:

- Sydney Eisteddfod Results
 - o 1st place in 10/U, 12/U and 14/U classical ballet groups
 - o 1st place in Small groups – Contemporary and Tap
 - o Highest Point scorer in Sydney Eisteddfod (Alex Chorley)
- 1st place Youth America Grand Prix (New York) - Harrison Lee, Year 9

The College ran a number of programmes throughout 2014 to support students including Peer Support and Student Leadership, Cross Roads, Career exploration with focus on creative careers, Drug Education, Cyber Bullying and Safe Driving programmes. Individual senior students attended the Rotary Youth Programme of Enrichment and Junior School students participated in the Young Writer's programme in addition to 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.

Year 5 and 6 students participated in an overnight excursion to Canberra and Cooma 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.

42 students participated in a performing arts excursion to America attending dance, drama and musical theatre workshops and numerous performances in December escorted by 4 staff. The students reported that this was an amazing experience and was definitely life changing on many levels.


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.

This year we entered into a partnership with Voyager Tennis operating from Sydney Olympic Park. This programme grew over the year seeing enrolments ranging from Year 7 to 11 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 go to performing arts. We are thrilled to see these students now getting the support they need to pursue a professional career in tennis and with the aim of achieving an American university sporting scholarship.

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 one or more performances. Many performances were also held at the College in our on-site performance spaces.

I take this opportunity to thank the College Council under the Chairman, Mr Alastair Sloan for their guidance and direction. The Directors have given endless guidance and advice regarding the design and building of the new boarding house for which I am particularly grateful.

I also thank the College Parents and Friends Association under the Presidency of Mr. Tim Dein 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 2014 the student leadership body comprised of:

- College Captain and Vice Captain
- Sports Captain
- Junior School Captain and Vice Captain
- Senior Prefects (from Year 11 and Year 12)
- 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 Swimming Carnival by participating with the younger students.

The major fundraising event for 2014 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 20/10.

The SRC organised a number of events for students that raised funds for the: Heart Foundation, Harmony Day, 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 performing arts, tennis 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 30 girls from Year 7 to Year 12.

The College specialises in 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

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. These outstanding results are often achieved in tandem with students' 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, performance and tennis 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 performance 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>

Characteristics of the Student Body

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

Theme 3: Student outcomes in standardised National Literacy and Numeracy Testing

NAPLAN RESULTS 2014

Performance on NAPLAN is documented on the My School website:

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

Theme 4: Senior Secondary Outcomes (student achievement)

HIGHER SCHOOL CERTIFICATE

Approximately 60 000 students sat for the Higher School Certificate in 2014. 42 were students attending The McDonald College in Year 12.

- 14 different courses offered to students at The McDonald College
- Students scored **ABOVE** the state averages for Bands 4-6 in:

13 out of the 14 courses

In general, student achievement was at or above State level. This has been a consistent trend over the past five years.

| Subject | School (Bands 4-6) | State (Bands 4- 6) |
|-----------------------|--------------------|--------------------|
| Biology | 62% | 62% |
| Business Studies | 100% | 67% |
| Dance | 100% | 77% |
| Design and Technology | 100% | 75% |
| Drama | 92% | 84% |
| English Standard | 54% | 43% |
| English Advanced | 88% | 91% |
| Mathematics General 2 | 79% | 51% |
| Mathematics | 100% | 81% |
| Modern History | 71% | 61% |
| Music 1 | 100% | 89% |
| Music 2 | 100% | 87% |
| PDHPE | 38% | 63% |
| Visual Arts | 100% | 85% |

| | College Average (Bands E4, E3) | State Average (Bands E4,E3) |
|-------------------------|-----------------------------------|--------------------------------|
| Extension 1 English | 100% | 93% |
| Extension 2 English | 100% | 78% |
| Extension 1 Mathematics | 100% | 97% |

Distance Education Courses studied: 2 unit French Continuers, 2 unit Food technology, 2 unit Entertainment Industry, 2 unit Chemistry, 2 unit Studies of Religion, 2 unit Spanish Continuers, 2 unit Tourism and Events and Retail Baking.

2009-2014 Comparison of HSC results

Improvements occurred in many subjects. Most subjects scored very similar averages when compared to 2009-2014 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:

| | 2014 Bands 4, 5, 6 | 2013 Bands 4, 5, 6 | 2012 Bands 4, 5, 6 | 2011 Bands 4, 5, 6 | 2010 Bands 4, 5, 6 | 2009 Bands 4, 5, 6 |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Business Studies | 100% | 81% | 70% | 70% | n/a | 89% |
| Dance | 100% | 100% | 70% | 89% | 100% | 100% |
| Design and Technology | 100% | 64% | 91% | 84% | 94% | 93% |
| Drama | 92% | 89% | 80% | 100% | 81% | 97% |
| English Advanced | 88% | 100% | 94% | 95% | 97% | 91% |
| English Standard | 54% | 21% | 58% | 49% | 59% | 57% |
| General Mathematics | 79% | 69% | 56% | 77% | 81% | 91% |
| Mathematics | 100% | 100% | 88% | 44% | 78% | 33% |
| Music I | 100% | 100% | 100% | 100% | 100% | 100% |
| Visual Arts | 100% | 95% | 100% | 100% | 93% | 97% |

Highlights of the 2014 HSC – BAND 6 only

| | Band 6 School | Band 6 State |
|-----------------------|----------------------|---------------------|
| Ancient History | 29% | 9% |
| Business Studies | 20% | 9% |
| Design and Technology | 13% | 11% |
| Extension 2 English | 33% | 23% |
| General Mathematics 2 | 14% | 5% |
| Music I | 47% | 18% |
| Visual Arts | 33% | 11% |

Internal Grade Allocation – Records of School Achievement 2014

The formal Record of School Achievement credential was awarded by the BOSTES to one student.

| | Total Number of Students | A | B | C | D | E |
|-----------------------------------|--------------------------|-----|-----|-----|-----|----|
| English | 26 | 8% | 46% | 39% | 7% | 0% |
| Mathematics | 26 | 19% | 20% | 46% | 15% | 0% |
| Science | 26 | 11% | 31% | 50% | 4% | 4% |
| History, Civics and Citizenship | 26 | 15% | 15% | 50% | 20% | 0% |
| Geography, Civics and Citizenship | 26 | 19% | 58% | 19% | 4% | 0% |

Year 12 students attaining Year 12 certificate or equivalent VET qualification:

| Year 12 | Qualification/Certificate | Percentage of students |
|---------|---------------------------|------------------------|
| 2014 | HSC | 86% |
| 2014 | Pathways to HSC | 14% |
| | | |

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

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

- Circles Training (Staff Day)
- First Aid (Staff Day)

In addition the following professional development activities were undertaken by staff throughout 2014.

| Subject | Course Details | Number of Courses | Number of Teachers Attended |
|---|--|-------------------|-----------------------------|
| Dance | Dance Stage 6 Course Prescriptions HSC 2015-2017: Core Appreciation | 1 | 1 |
| Dance | Lester Horton Dance Masterclass and Repertoire Workshops | 1 | 1 |
| English | Teaching English Grammar | 1 | 1 |
| English | Visual Literacy in K-6 English | 1 | 1 |
| Executive/General | Anticipate the Future: Building Better Learning Spaces | 1 | 1 |
| Executive/General | Director of Studies Conference | 1 | 1 |
| Executive/General | NSW Small Schools Conference | 1 | 2 |
| Executive/General | Senior First Aid | 1 | 1 |
| Executive/General | Best Practice on Progressive Reporting | 1 | 1 |
| Executive/General | Supporting Teachers Through Accreditation – Experienced Teachers | 1 | 1 |
| Executive/General | Better Assessment: Improving Feedback, Reducing Correction | 1 | 1 |
| Executive/General | Classroom Observations and Critical Feedback | 1 | 1 |
| Executive/General | Nationally Consistent Collection of Data Training Workshop | 1 | 1 |
| Learning Support | Multilit – Train the Trainer Word Attack Skills Extension | 1 | 1 |
| Learning Support | Multilit Reading Tutor Program | 1 | 1 |
| Learning Support | Multilit Tutor Program | 1 | 1 |
| Primary | Implementing the NSW Syllabus for Australian Curriculum English K-10 in Primary classrooms | 1 | 2 |
| Primary | Live Life Well @ School | 1 | 2 |
| Primary | Teaching Struggling Students in Primary Maths | 1 | 1 |
| Visual Art | Semi Permanent | 1 | 1 |
| Visual Art | Deus Ex Photographic and Digital Media Conference | 1 | 2 |
| The average expenditure per teacher on professional learning in 2014 was \$332.21 | | | |

Teaching standards /qualifications

| 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 | 33 |
| 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 |

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 2014 did not include any Indigenous staff.

| School staff 2014 | |
|---|------|
| Teaching Staff | 33 |
| Full-time equivalent teaching staff | 25.4 |
| Non-teaching staff | 22 |
| Full-time equivalent non-teaching staff | 13.8 |

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>

2014 Student Attendance Rate

| Year | Attendance |
|------|------------|
| Y03 | 90.1% |
| Y04 | 96.3% |
| Y05 | 93.2% |
| Y06 | 92.8% |
| Y07 | 92.6% |
| Y08 | 92.1% |
| Y09 | 90.0% |
| Y10 | 86.8% |
| Y11 | 87.2% |
| Y12 | 91.3% |

| | |
|---------|-------|
| Average | 91.3% |
|---------|-------|

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 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.

Post-School destinations in Secondary Schools

Seventy (70%) percent of the 2012, Year 10 cohort completed Year 12 in 2014 at the College. Based on the information provided when these students left the College it was to follow the pathways as below:

| | |
|---|-----|
| Vocational Training (performing arts eg Australian Ballet School) | 58% |
| TAFE | 28% |
| Other secondary schools | 14% |

Some students working at an elite level in Classical Ballet in the Year 10, 2012 cohort took the option of the professional training course in AIBA (Australian International Ballet Academy) offered by the College. Combined with their ballet training, these students study Pathways to the HSC.

Our 2014 Graduates continued on to University, TAFE, professional performing arts engagements, further education or pursued full-time employment. University offers made to the Class of '14 included but not limited to:

- B. Arts, B Science, B Commerce, B Mid East & Central Asian Studies,
- B. Journalism, B. Medical Science, B Liberal Arts and Science,
- B. Chiropractic Science.

Theme 8: Enrolment Policies

Enrolment Policy

INTRODUCTION

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 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 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.

Characteristics of the student body

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

Theme 9:

Other School Policies

A. 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 full text of the College's Student Welfare policies can be accessed by parents and students from the College Portal.

B. Summary of Anti-bullying Policy

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 co-operation 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, 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 or the Deputy Principal

The full text of the College's anti-bullying policy can be accessed by parents and students from the College Portal.

C. Summary of Policies for Student Discipline

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.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision making;
- an absence of bias by a decision-maker,"

The 'hearing rule' and the 'right to an unbiased decision' are integral elements of the College's discipline procedures especially where suspension or expulsion could be the outcome of disciplinary proceeding.

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 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 College doesn't not explicitly or implicitly sanction the administering of corporal punishment by non College persons, including parents, to enforce discipline at the College.

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

As part of the College's evaluation of policies during 2013 our discipline procedures were reviewed and were published in Handbooks in 2014.

A full text of the College's discipline policy can be accessed from the College Parent Portal and College Staff Intranet. The five levels of discipline action are also outlined in the Student Diary.

D. Summary of Policy for Complaints and 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 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 Board 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

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

Where there are Statutory requirements for the management and response to complaints, eg for overseas students, College policies and procedures adhere to all requirements

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

The full text of the College’s complaints and grievance resolution policy can be accessed by parents and students from the College Portal.

As part of the College’s preparation for Registration and Accreditation all College policies were reviewed and amended where appropriate

| Policy | Changes in 2014 | Access to full text |
|---|--|---|
| Student Welfare <ul style="list-style-type: none"> Child Protection Policy Overseas Students Policy Boarding House Policies | <ul style="list-style-type: none"> incorporated updated requirements from the NSW Ombudsman’s Office and Office of the Children’s Guardian incorporated updated requirements from CRICOS updated to incorporate best practice and advice from NSW BOSTES inspectors | <ul style="list-style-type: none"> 2014 Staff Handbook – available on the College intranet 2014 Overseas Students Handbook – available on the College Portal 2014 Boarding Booklet – available on the College intranet |
| Anti-bullying | <ul style="list-style-type: none"> Incorporated the role of and processes for contacting support services available to the College community, including the local police, School Liaison Officer and the Youth Liaison Officer. | <ul style="list-style-type: none"> 2014 Staff Handbook – available on the College intranet |
| Discipline | <ul style="list-style-type: none"> updated to incorporate digital and technology related offences | <ul style="list-style-type: none"> Student diary 2014 Parent Handbook |
| Complaints and grievances resolution | <ul style="list-style-type: none"> updated to incorporate Overseas Students Ombudsman in appealing complaint and grievance processes at the College | <ul style="list-style-type: none"> 2014 Overseas Students Handbook – available on the College Portal |

Theme 10: School Determined priority areas for Improvement

Achievement of priorities identified in the College's 2013 Annual Report

| Area | Priorities | Achievements |
|---------------------------------|---|---|
| <i>Teaching and Learning</i> | <ul style="list-style-type: none"> • Amend the Secondary daily timetable to allow for Home Room and DEAR time. • Amend Secondary school reports to graphically display: <ol style="list-style-type: none"> 1. Distribution of course grades 2. Distribution of examination marks providing parents with more detailed information on their child's progress relative to the cohort. • Amend Junior School reports to display Effort relative to academic grades. • Revision of the whole school homework expectations. • Development of improved assessment practices and processes. • Introduction of mandatory French language for all Junior School students. • Develop greater adaptation for individual students in the Junior School. • Introduce the new NSW Syllabuses for the Australian Curriculum in English, Mathematics and Science in the Junior School. • Introduce iSMART goals to the Performing Arts programme. | <ul style="list-style-type: none"> • Achieved • Achieved • Achieved • Ongoing • Achieved • Achieved • Achieved and Ongoing • Achieved and Ongoing • Achieved |
| <i>Student Welfare</i> | <ul style="list-style-type: none"> • Provide PD for staff followed by introduction of the "Circles" programme for improved student to student and teacher to student communication. • Introduce 'Circles' into the Pastoral Care program. • Introduction of student feedback facility. • Revise Staff Code of Conduct. | <ul style="list-style-type: none"> • Achieved • Achieved • Delayed to 2015 • Achieved |
| <i>Facilities and Resources</i> | <ul style="list-style-type: none"> • Update College Handbooks providing a central repository for all pertinent policies allowing ease of access for staff, parents and students. • Upgrade of Parent Portal. • Complete an ICT Audit carried out by external body. | <ul style="list-style-type: none"> • Achieved • Partially achieved and ongoing • Achieved |

| | | |
|---|---|---|
| | <ul style="list-style-type: none"> • Complete a BYOD Policy. • Increase the College's IT infrastructure to support greater use of electronic teaching and learning modes. • Acquire further resources to support the teaching of the NSW Syllabuses incorporating the Australian Curriculum as required. • Complete Settlement on the sale of surplus land at southern end of our property. • Design and construct the new College Boarding House. | <ul style="list-style-type: none"> • Ongoing • Deferred to 2015 • Achieved and ongoing • Achieved • Design achieved; building deferred to 2015 |
| <i>Literacy and Numeracy National Partnership</i> | <ul style="list-style-type: none"> • Increased use of data to inform Numeracy programs and interventions. • Increased use of data to inform Literacy programs and interventions. | <ul style="list-style-type: none"> • Achieved • Achieved |

M.P. Kohler
Principal

2015 Priority areas for improvement

| Area | Priorities |
|--|---|
| <i>Teaching and Learning</i> | <ul style="list-style-type: none"> • Revision of the whole school homework expectations. • Further develop greater adaptation for individual students in the Junior School. • Introduce the NSW Syllabus for HSIE in the Junior School. • Introduce iSMART goals to the Secondary School Academic Reports.. • Continuation of the SWARM (School Wide Action Research Model). • Junior School staff to receive professional development in Multi-lit to supplement the Learning Enrichment programme. • Introduction of student feedback facility through the implementation of Educator Impact 360 degree feedback. • All secondary assessments to be completed in class. • Pre-assessment feedback to be introduced to aid student achievement. • Introduce innovative use of technology tools throughout the College. • Plan for the introduction of an electronic diary. • Introduce and implement flexible teaching programmes to accommodate students with professional engagements – in particular, Matilda the Musical • Library to introduce new opportunities and technical resources investigating ways of accessing information. • Introduce an HSC Review document giving historical comparative results and analysis of 2014 results forming the basis of individual staff interviews. • Interview with individual HSC staff to consider the Review document and identify areas for improvement. • Further develop Voyager Tennis Partnership for elite tennis students. • Introduce mapping of student Effort and Achievement in Secondary School Reports. • Continue implementation of new NSW BOSTES Syllabuses incorporating the National Curriculum Stages 4, 5 and 6. • China tour to be offered to Years 7 – 9 to participate in the Tianjin Youth Festival. |
| <i>Student Welfare Staff Welfare</i> | <ul style="list-style-type: none"> • Staff PD in Mental Health First Aid for both students and staff. • Staff Child Protection Training – Online • Year 7 – 10 mandatory language to be completed in Year 10 to eliminate the need for late finishes in Years 7 – 9. |
| <i>Facilities and Resources</i> | <ul style="list-style-type: none"> • Further upgrade of Parent Portal. • Complete a BYODD Policy. • Upgrade the back end IT infrastructure increasing the internet connection to 100 mg. • Introduce the Apple Platform to support greater use of creative electronic teaching and learning modes as the BYODD programme is introduced in 2016. • Appoint Builders to construct the new Boarding House • Construct the new Boarding House in readiness for the 2016 intake of boarders. • Review Critical Incident Management Procedures. • Review evacuation procedures. |

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 2014 the College staff continued to promote the 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, both in the Junior School and the Secondary School being used to reinforce the College Values.

Our Performance education engenders respect for: fellow performers, differing performance genres, varying cultures and oneself with humility and selfesteem 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 the charity 20/10.

Students performed at the local Dawn Service on ANZAC Day, assisted with the Salvation Army Red Shield door knock appeal, took part in other smaller community service performances such as celebrations for Senior Citizens Week.

Both staff and students alike celebrate World Harmony Day. A College Assembly focussed on respecting different cultures and beliefs. These events promote respect and tolerance for others from a different background and celebrated individual differences, promoting the rights of others. Other events or speakers were:

- Salvation Army guest speakers
- ANZAC Day guest speaker
- SRC Christmas Harper Appeal - Exodus Foundation

M.P. Kohler
Principal

Theme 12: Parent, Student and Teacher Satisfaction

Parents are welcomed and encouraged to be engaged with the College and involvement through the Parents and Friends (P & F) is one way parents can achieve this. In 2014 parents supporting P & F initiatives raised funds through activities such as Bunning's BBQs, raffles and dinners. The P & F is also the conduit through which funds from the parents levy is approved for distribution. There is a P & F meeting held every term and these meetings inform the parents about trends with reports on academic and performing arts issues as well as initiatives from the College Council. Parents have the ability to make suggestions and also drive fund raising initiatives through the P & F.

The level of parent participation in attending student performances is high and supports the students by providing a supportive audience. The 30th Anniversary Dinner celebrations were well supported by the current community in addition to past students and staff.

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 commenced during the year.

Parents mention the 'community' spirit of the College 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 performance programmes. Parents of students in the newly formed 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 relationship they have with their teachers is strong and supports and encourages their learning.

Students feel that their teachers care about them as individuals and that they want them to succeed.

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.

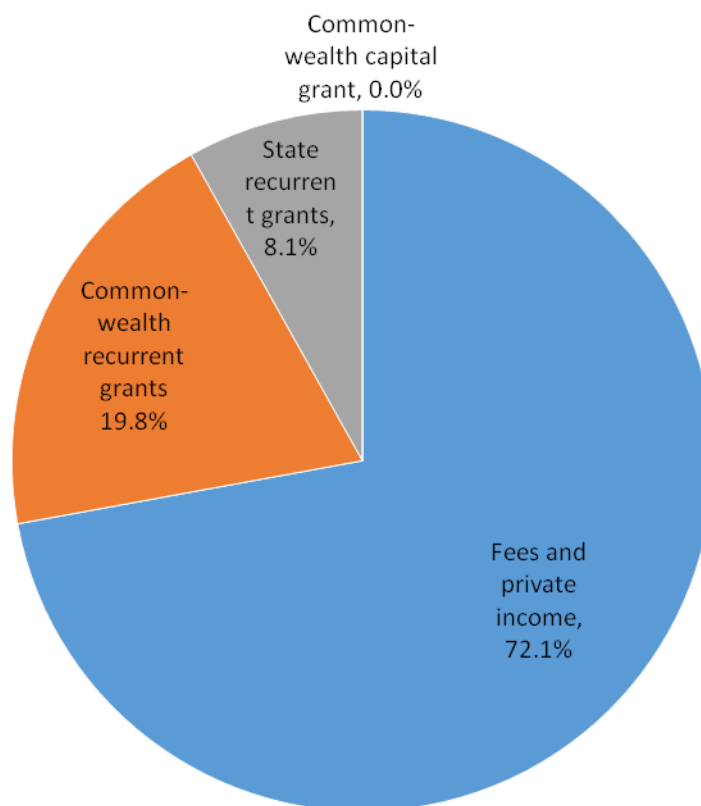
Staff across all areas of the College are very supportive of each other and have good relationships with their peers and the College community. They are looking forward to upgraded IT capabilities with improved infrastructure and the enhanced teaching and learning that this will afford them.

M.P. Kohler
Principal

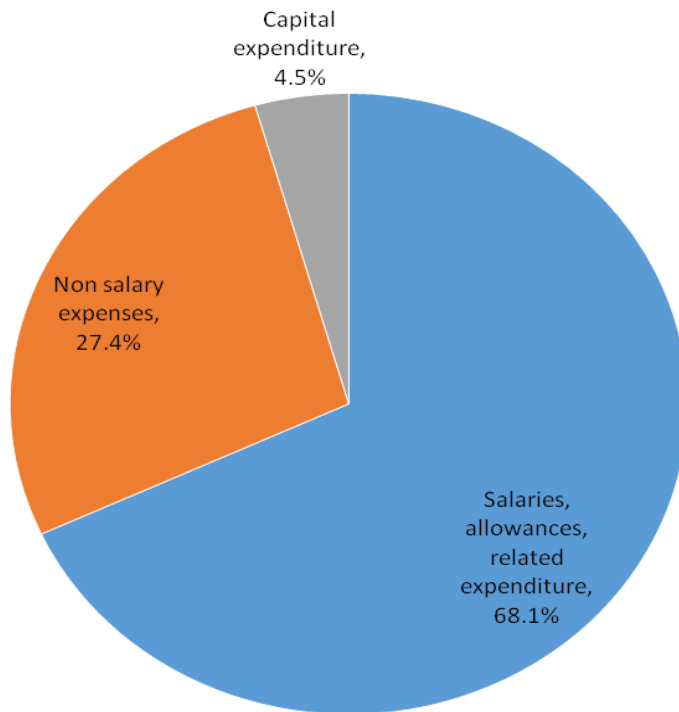
Theme 13: Summary Financial Information

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 BOSTES on *RANGS Online*, no later than June 30, 2015.

Public disclosure of this Annual Report by June 30, 2015 will be by way of the College website. For those unable to access the internet, a hard copy can be requested at the College Reception.