

# Annual Report 2015

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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
- An elite Tennis 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, sporting and performance achievements are valued outcomes for the whole College community. In 2015 students had the opportunity to participate in *State wide academic competitions, The Prefects Charity Concert, Creative Competitions, Eisteddfods, Inter school sporting events and Gala Days, Premier State Ballet, Art and Design Show, International tour to China, 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 (in all areas) 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 2015 can again be celebrated with pleasing academic, performing arts and tennis 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, acceptances for their exemplary practical works and the National winner of the UNSW Business Studies competition.

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:

- Don Quixote – Premier State Ballet
- Starburst – Primary Department
- Junior Showcase – Junior Secondary Students
- Senior Showcase – Senior Secondary Students
- An Evening of Classical Ballet – Classical Ballet Students
- Tennis – placed 2<sup>nd</sup> (NSW) in Australian School Teams Championship

The building of our new Boarding House and entrance Foyer to the College began in April. The whole community was excited to see the building grow out of the ground and almost reach completion by December.

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 eight times and the Executive Finance Committee of Council met ten times in 2015.

I personally thank the directors for their ongoing commitment to the College especially during this year of construction and finalisation of the subdivision of the College property.

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.

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 2015. The College was established in 1984 when 84 students were enrolled in Years 7, 8, 9 and 11.

Now 32 years on, our classrooms, studios, corridors and playgrounds thrive on acceptance, excitement and creative energy. The College was founded on the philosophy of providing a nurturing environment in which students can pursue their passion for performance integrated with a rigorous academic programme. Our College Values of; appreciation, humility, honour, and passion and commitment have served our graduates well encouraging them to be responsible global citizens seeking to make a difference.

This year the College undertook a complete refresh and upgrade of our Technology network infrastructure including all switches and servers being moved to a robust and responsive virtual environment. Our network backbone was upgraded to 10 Giga Bits and our WIFI coverage was expanded and up graded. In addition, the internet connection was upgraded to a 100 Mega Bits connection.

This upgrade was completed in preparedness for the BYODD (Bring Your Own Designated Device) programme to be introduced in 2016. The College phone system was also upgraded to a VOIP system.

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*, *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 – Vanessa Zhao
- Sample of HSC results:
  - o Ancient History – 100% of students placed in Bands 5 & 6
  - o Music 2 – 100% of students placed in Bands 5 & 6
  - o Music 1 - 94% of students placed in Bands 5 & 6
  - o Business Studies – 85% of students placed in Bands 5 & 6
  - o Visual Art – 82% of students placed in Bands 5 & 6
  - o Mathematics 2 – 60% of students placed in Bands 5 & 6
  - o English Advanced – 56% of students placed in Bands 5 & 6
  - o 11 Call Back nominations for exemplary HSC practical works
  - o ArtExpress Gallery Hangings – Elizabeth McPherson & Jasmin Thompson

Our student performance in international and national competitions was outstanding:

- National Winner of UNSW Business Studies Competition – Lawson Tanner (Year 12)

- 26% of students achieved a High Distinction and 40% achieved a Distinction in the UNSW Business Studies Competition.
- Sydney Eisteddfod Results
  - o 1<sup>st</sup> place in 14/U classical ballet groups and invited to perform in televised Dance of Champions
  - o 1<sup>st</sup> place in Small groups – Jazz
  - o Winner of Sydney Eisteddfod Ballet Scholarship – Harrison Lee, Year 10
- International Awards
  - o Winner of Prix de Lausanne (Switzerland) Ballet competition -Harrison Lee, Year 10
  - o 3rd place Youth America Grand Prix (New York) – Ryu Bautista, Year 10
- Sporting Awards
  - o 2<sup>nd</sup> in NSW Australian School Teams Championship
  - o 7<sup>th</sup> Nationally in Australian School Teams Championship
  - o 5<sup>th</sup> in CIS State representation Boys Athletics Relay Team
  - o 4<sup>th</sup> in CIS State representation for Shot Put – Kieran Shaw (Year 9)
  - o 3<sup>rd</sup> in Australian Tennis – Anastasia Berezov (Year 6)
  - o 7<sup>th</sup> in Australian Tennis - Junyi Tang (Year 7)
  - o 19<sup>th</sup> in Australian Tennis – Ethan Lye (Year 8)

The College ran a number of programmes throughout 2015 to support students including student leadership, Cross Roads, career exploration with focus on creative careers, drug education, cyber bullying and safe driving programmes. Junior School students participated in the Young Writer's programme in addition to our extensive after school activities programme. 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 Bathurst, Year 7 & 8 students attended a camp focussing on leadership, physical and personal development. Year 9 students enjoyed the experience of a more rugged camp without mobile phone connectivity and where their survival skills were expanded. Year 11 students participated in a camp following the Cross Roads programme. This represents a snap shot only of activities.

Twenty-three students from Year 7 – 9 travelled to China to perform in the Tianjin International Youth Arts Festival. This was our eighth tour to China and as usual our students reached star status among the fifty other countries of children when they performed their show which was a celebration of Australian culture and music. The personal growth of the students on this tour was immense as they attempted the Chinese language and appreciated the culture, history and food.

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

Our partnership with Voyager Tennis operating from Sydney Olympic Park continued to grow over the year seeing enrolments ranging from Year 5 to 12 of both local and international students. The elite tennis students enrolled in this programme work daily on their tennis training whilst the remainder of their cohort attend performing arts classes. 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 beyond their studies at The McDonald College.

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.

The College provided the academic tutoring for the whole child cast of Matilda the Musical whilst in Sydney and will continue this as the musical moves nationally.

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

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



M. P. Kohler, M.Ed.  
Principal

## Message from Student Prefect and Student Representative Body

In 2015 the student leadership body comprised of:

- College Captains (2)
- Sports Captain
- Junior School Captains (2)
- Senior Prefects (from Year 11 and Year 12)
- Secondary - House Captains and Vice Captains
  - Performing Arts Captains
  - Tennis Captain
  - Board House Council
- Junior School – House Captains and Vice Captains from Years 5 - 6
- Student Representative Council (Student representatives from each Pastoral Care Class – Junior & 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. Secondary school volunteers assisted at the Junior School Swimming Carnival by participating with the younger students.

The major fundraising event for 2015 was the Prefect's Concert held in March that was enjoyed by the students and audience alike. Money raised on the evening was donated to the Westmead Children's Hospital to assist in funding a Music Therapist for their patients.

The SRC organised a number of events for students that raised funds for the: Heart Foundation, Harmony Day, Animal Shelter, 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 44 girls from Year 7 to Year 12.

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

- Acting
- Classical Ballet
- Dance
- Music
- Musical Theatre
- Tennis
- Technical Production

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 and sporting commitments.

Our dedicated staff is passionate and highly skilled in developing and nurturing our students' potential, ability and interest. The College motto, 'Striving for Excellence and Quality in Performance', underpins our caring and tolerant environment; where creativity, self-discipline, passion, lateral thinking, self-esteem and academic, artistic, performance and sporting achievements are celebrated and encouraged.

Our graduates are sought after globally as performing artists, in corporate and educational settings and in educational, medical and legal realms. They are confident communicators with a creative and lateral view of the world beyond school.

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

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

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

### Characteristics of the Student Body

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

## Theme 3: Student outcomes in standardized national literacy and numeracy testing

### NAPLAN RESULTS 2015

Performance on NAPLAN is documented on the My School website:

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

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

M. Contos  
Director of Curriculum

## Theme 4: Senior secondary outcomes (student achievement)

### HIGHER SCHOOL CERTIFICATE

Approximately 58 000 students sat for the Higher School Certificate in 2015. 35 were students attending The McDonald College in Year 12.

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

Subject	School (Bands 4-6)	State (Bands 4-6)
Ancient History	100%	60%
Biology	71%	60%
Business Studies	92%	66%
Dance	100%	78%
Design and Technology	92%	78%
Drama	92%	82%
English Standard	53%	42%
English Advanced	94%	91%
Mathematics General 2	58%	50%
Mathematics	80%	81%
Music 1	94%	88%
Music 2	100%	100%
PDHPE	67%	62%
Visual Arts	100%	88%

Distance Education Courses studied: 2 unit Modern History, 2 unit Entertainment Industry, 2 unit French Continuers, 2 unit Legal Studies, 2 unit Modern Greek Beginners, 2 unit Spanish Beginners, 2 unit Beauty.

### 2010-2015 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:

	2015 Bands 4, 5, 6	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
Business Studies	92%	100%	81%	70%	70%	n/a
Dance	100%	100%	100%	70%	89%	100%
Design and Technology	92%	100%	64%	91%	84%	94%
Drama	92%	92%	89%	80%	100%	81%
English Advanced	94%	88%	100%	94%	95%	97%
English Standard	53%	54%	21%	58%	49%	59%
Mathematics General 2	58%	79%	69%	56%	77%	81%
Mathematics	80%	100%	100%	88%	44%	78%
Music I	94%	100%	100%	100%	100%	100%
Visual Arts	100%	100%	95%	100%	100%	93%

### Highlights of the 2015 HSC – BAND 6 only

	Band 6 School	Band 6 State
Ancient History	33%	8%
Business Studies	31%	8%
Design and Technology	25%	12%
Advanced English	19%	15%
Music Extension	100%	56%
Visual Arts	55%	13%

### Internal Grade Allocation – Record of School Achievement, 2015

	Total Number of Students	A	B	C	D	E
English	49	8%	45%	35%	12%	0%
Mathematics	49	14%	25%	36%	23%	2%
Science	49	17%	33%	42%	8%	0%
History, Civics and Citizenship	49	8%	27%	35%	27%	4%
Geography, Civics and Citizenship	49	6%	37%	41%	16%	0%

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

Year 12	Qualification/Certificate	Percentage of students
2015	HSC	94%
2015	Pathways to HSC	6%

## Theme 5: Teacher Qualifications and Professional Learning

### Professional Learning

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

- Mental Health
- Developing Whole School Practices
- Child protection
- Educator Impact
- First Aid

In addition, the following professional development activities were undertaken by staff throughout 2015.

Professional Learning Activities	Number of Courses	Number of Teachers Attended
Mind Brain Education	1	2
Technology in Music	1	1
Using iPads in Mathematics	1	1
Cambridge Maths Gold for NSW	1	1
Deus Ex Photomedia	1	1
Reframing the Frames	1	1
Semi Permanent	1	1
Open High School Information Forum	1	1
AIS Drama Conference	1	2
Level up Your History Classroom	1	1
Write Now	1	1
Synergy PDHPE Teachers Conference	1	2
Meet Manager Training	1	1
Using ESL Scales with EAL Learners K-10	1	3

Becoming a Highly Accomplished Teacher	1	1
Director of Studies Conference	1	1
Computational Thinking for Stage	1	1
Technology in Classroom	3	3
Leading Change: Implementing Inquiry Science	1	1
Programming for the Australian Curriculum	3	2
Drama Invigorate	1	2
RAD, CPD	1	1
Award Interpretation	1	2
Governance	1	3

### 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	30
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 2015 did not include any Indigenous staff.

School staff 2015	
Teaching Staff	30
Full-time equivalent teaching staff	23.3
Non-teaching staff	24
Full-time equivalent non-teaching staff	17.5

## 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>

#### 2015 Student Attendance Rate

Year	Attendance
Y03	93.9%
Y04	86.9%
Y05	92.1%
Y06	88.7%
Y07	90.5%
Y08	90.2%
Y09	89.5%
Y10	87.7%
Y11	89.1%
Y12	91.3%
Average	89.6%

## 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

Fifty four (54%) percent of the 2013, Year 10 cohort completed Year 12 in 2015 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)	15%
TAFE	5%
Other secondary schools	18%

Some students working at an elite level in Classical Ballet in the Year 10, 2013 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. Other students pursue their chosen pathway of studying further with institutions such as, the Australian Ballet School, Royal Ballet School in London, etc

Our 2015 Graduates continued on to University, TAFE, professional performing arts engagements, further education or pursued full-time employment or a gap year. University offers made to the Class of '15 included but not limited to:

B Arts, B Business, B Animal & Vet Bioscience, B Music, B Stage and Screen (Acting), B Design (Hon)/B Media, B Commerce, B Bus Admin/BA Psychology

## 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	Access to full text
<b>Student Welfare</b> <ul style="list-style-type: none"> <li>• <i>Child Protection Policy</i></li> <li>• <i>Overseas Students Policy</i></li> <li>• <i>Boarding House Policies</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>2015 Staff Handbook – available on the College intranet</i></li> <li>• <i>2015 Overseas Students Handbook – available on the College Portal</i></li> <li>• <i>2015 Boarding Booklet – available on the College intranet</i></li> </ul>
<b>Anti-bullying</b>	<ul style="list-style-type: none"> <li>• <i>2015 Staff Handbook – available on the College intranet</i></li> <li>• <i>Student Diary</i></li> <li>• <i>Student/Parent Handbook</i></li> </ul>
<b>Discipline</b>	<ul style="list-style-type: none"> <li>• <i>Student diary</i></li> <li>• <i>2015 Student/Parent Handbook</i></li> </ul>
<b>Complaints and grievances resolution</b>	<ul style="list-style-type: none"> <li>• <i>2015 Overseas Students Handbook – available on the College Portal</i></li> <li>• <i>Student/Parent Handbook</i></li> </ul>

## Theme 10:

### School Determined priority areas for Improvement

#### Achievement of priorities identified in the College's 2014 Annual Report

Area	Priorities	Achievements
<i>Teaching and Learning</i>	Revision of the whole school homework expectations.	Achieved
	Further develop greater adaptation for individual students in the Junior School.	Ongoing
	Introduce the NSW Syllabus for HSIE in the Junior School.	Achieved and ongoing
	Introduce iSMART goals to the Secondary School Academic Reports..	Achieved
	Continuation of the SWARM (School Wide Action Research Model).	Discontinued
	Junior School staff to receive professional development in Multi-lit to supplement the Learning Enrichment programme.	Ongoing
	Introduction of student feedback facility through the implementation of Educator Impact 360 degree feedback.	Achieved and embedded practice
	All secondary assessments to be completed in class.	Achieved and embedded practice
	Pre-assessment feedback to be introduced to aid student achievement.	Achieved and embedded practice
	Introduce innovative use of technology tools throughout the College.	Ongoing
	Plan for the introduction of an electronic diary.	Implemented for trial in Years 6 and 7
	Introduce and implement flexible teaching programmes to accommodate students with professional engagements – in particular, Matilda the Musical	Achieved and Ongoing
	Library to introduce new opportunities and technical resources investigating ways of accessing information.	Ongoing
	Introduce an HSC Review document giving historical comparative results and analysis of 2014 results forming the basis of individual staff interviews.	Achieved in 2015
	Interview with individual HSC staff to consider the Review document and identify areas for improvement.	Achieved in 2015
	Further develop Voyager Tennis Partnership for elite tennis students	Ongoing
	Introduce mapping of student Effort and Achievement in Secondary School Reports	Achieved and embedded practice
Continue implementation of new NSW BOSTES Syllabuses incorporating the National Curriculum Stages 4, 5 and 6.	Achieved and Ongoing	
China tour to be offered to Years 7 – 9 to participate in the Tianjin Youth Festival.	Achieved	

<b>Area</b>	<b>Priorities</b>	<b>Achievements</b>
<i>Student Welfare</i>	Staff PD in Mental Health First Aid for both students and staff.	Achieved for Staff
	Staff Child Protection Training – Online	Achieved and ongoing
	Year 7 – 10 mandatory language to be completed in Year 10 to eliminate the need for late finishes in Years 7 – 9.	Achieved
<i>Facilities and Resources</i>	Further upgrade of Parent Portal.	Achieved and ongoing
	Complete a BYODD Policy.	Achieved
	Upgrade the back end IT infrastructure increasing the internet connection to 100 mg.	Achieved and ongoing
	Introduce the Apple Platform to support greater use of creative electronic teaching and learning modes as the BYODD programme is introduced in 2016.	Achieved
	Appoint Builders to construct the new Boarding House	Achieved
	Construct the new Boarding House in readiness for the 2016 intake of boarders.	Achieved
	Review Critical Incident Management Procedures.	Ongoing
Review evacuation procedures.	Ongoing	

M.P. Kohler  
Principal

## 2016 Priority areas for improvement

Area	Priorities
<i>Teaching and Learning</i>	<ul style="list-style-type: none"> <li>• Change the look of learning throughout the College</li> <li>• Further develop greater adaptation for individual students in the Junior School.</li> <li>• Junior School staff to receive further professional development in Multi-lit to supplement the Learning Enrichment programme</li> <li>• Further implement the NSW Syllabus for HSIE in the Junior School.</li> <li>• Further develop the Voyager Tennis Partnership for elite tennis students.</li> <li>• Continue innovative use of technology tools throughout the College.</li> <li>• Further utilise feedback through Educator Impact 360 to inform learning across the whole College</li> <li>• Trial the introduction of an electronic diary for all students</li> <li>• Continue to implement flexible teaching programmes to accommodate students with professional engagements – in particular, Matilda the Musical</li> <li>• Library to introduce new opportunities and technical resources investigating ways of accessing information.</li> <li>• Continue implementation of NSW BOSTES Syllabuses incorporating the Australian Curriculum Stages 2, 3, 4, 5 and 6.</li> <li>• Enhance Study Skills with introduction of Elevate programmes</li> </ul>
<i>Student Welfare Staff Welfare</i>	<ul style="list-style-type: none"> <li>• Staff Child Protection Training – Online</li> <li>• Explore the possibility of further extending the College elite sport offering into Asia</li> <li>• Introduce Winning Edge seminars for senior students to enhance pastoral care programmes</li> <li>• Review Home Stay policies and procedures</li> <li>• Implement the introduction of Boardingware to facilitate supervision of boarders</li> <li>• Review WHS procedures</li> </ul>
<i>Facilities and Resources</i>	<ul style="list-style-type: none"> <li>• Change the look of learning spaces throughout the College</li> <li>• Further upgrade of Parent Portal.</li> <li>• Review Critical Incident Management Procedures.</li> <li>• Review evacuation procedures</li> <li>• Complete the building of new boarding facilities and students take up residency</li> <li>• Fit out the boarding house to give a homely feel and provide residents with their needs</li> <li>• Hold Official Opening of the boarding house to be know as Markham House</li> </ul>

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 2015 the College staff continued to promote the four main College values:

Humility; Honour; Passion and Commitment; and Appreciation.

These College values are based on the nine Federal Government Values and are adapted for our community and needs. 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 a responsible citizen of the 21<sup>st</sup> century.

Our performance education engenders respect for: fellow performers or competitors, 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 and sport. The Prefects organised a concert with all funds raised being donated to the Westmead Children's Hospital music therapy programme.

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 2015 parents supporting P & F initiatives raised funds through activities such as Bunning's BBQs, raffles, Trivia Night, Junior School Disco and Mothers and Fathers Day Stalls. The P & F is also the conduit through which funds from the parents' levy is approved for distribution. There is a P & F meeting held every term and these meetings inform the parents about activities and trends on academic, performing arts and tennis 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 strong and supports the students by providing a supportive audience. The High Performance Season is the highlight of performances throughout the year and is appreciated by all who attend including 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 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 generally feel that their teachers care about them as individuals and that they want them to succeed. Students often comment that they feel their teachers know them as individuals.

Students commented that they are encouraged to be accepting of difference in all aspects of their school lives.

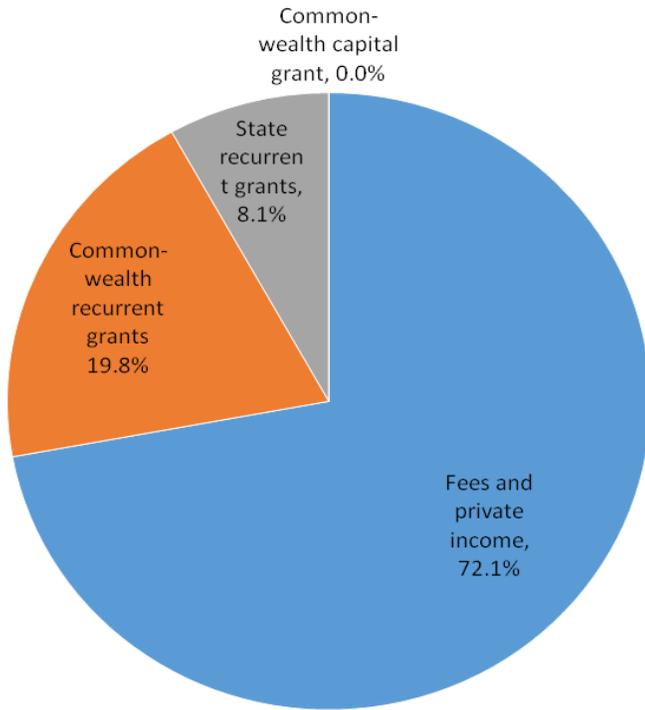
Staff across all areas of the College are supportive of each other and have good relationships with their peers and the College community. They have appreciated the 2015 upgraded IT capabilities with many now operating with new Apple Laptops. Staff are generous in sharing various educational programmes and aps with each other to the benefit of the students in the classroom.

**M.P. Kohler**  
**Principal**

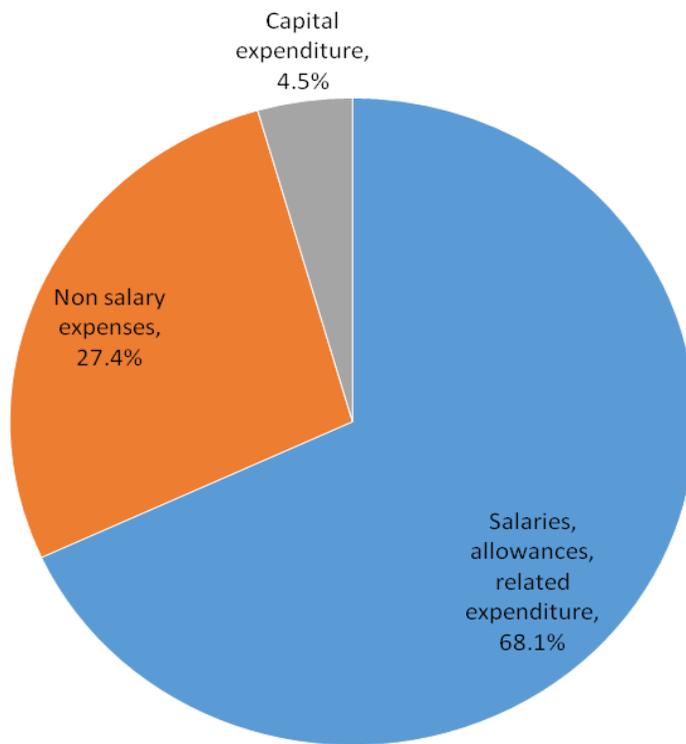
# Theme 13: Summary Financial Information

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, 2016.

Public disclosure of this Annual Report by June 30, 2016 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.