

Annual Report 2016

Contents

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

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INTRODUCTION

The McDonald College is an independent co-educational school 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 NESA syllabi, our students participate in a performance programme with a core culture of performing arts, tennis, golf and technical production. 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
- An emerging elite Golf 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 2016 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, 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 NESA 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 our students 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". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

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 New South Wales Education Standards Authority (NESAs) curriculum from Year 3 to Year 12. The College meets all compliance requirements in order to maintain its full registration and accreditation credentials with NESAs.

This year saw considerable investment in the College's back end IT capabilities and equipping staff with the most up to date Apple Mac laptops enabling them to provide tuition and guidance to our students that is both engaging, stimulating and educational.

The year of 2016 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 for their exemplary practical works and our tennis graduates who received multiple US College acceptances and scholarships.

Special mention is made of two outstanding students who were awarded the Principal's Gold Award at the Secondary Speech Night:

Callan Smith, College Captain – Outstanding Leadership and directorial talents throughout his secondary schooling and in particular in his organisation of the 2016 Prefects Concert raising money for the Autism Advisory and Support Service. Callan is also congratulated on his path through Master Chef (Channel 10) concurrently with his HSC final examinations.

Alex Chorley, Year 10 – Excellent academic results every year and a talented musician and film maker.

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

Premier State Ballet - Coppelia
Starburst – Primary Department
Junior Showcase – Junior Secondary Students
Senior Showcase – Senior Secondary Students
An Evening of Classical Ballet – Classical Ballet Students
Tennis – NSW School Boys Champions and placed 3rd in Nationals

Our new Boarding House reached completion in February and our boarders were thrilled to be the first to be in residence in our wonderful new purpose built facility.

The governing body of the College is the College Council comprised of volunteers ensure 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 eleven times in 2016.

I thank my fellow Directors for their ongoing commitment to quality governance and to their support for the ethos of the College.

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

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

Alan Brown
Chairman of the College Council

Message from the Principal

This Annual Report provides a brief overview of The McDonald College in 2016. The College was established in 1984 when 84 students were enrolled in Years 7, 8, 9 and 11.

Now 33 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.

In February our boarders moved into our new purpose built boarding house. The girls were delighted with their new facilities and their squeals of excitement continued as they explored the three levels of their new home.

In June we were proud to have supporters of the College including politicians of both persuasions join us for the official opening of the new boarding house – now known as Markham House – with our Federal Member, Craig Laundry unveiling the Australian Government plaque in recognition of the grant afforded the College by the AIS Block Grant Authority.

In 2016 we introduced the BYODD, Bring Your Own Designated Device, (Mac) programme from Years 5 – 12. Year 3 and 4 work from a class set of iPADS. Students have access to Office 356 and the Adobe Creative Cloud suite of programmes including Photoshop and Lightroom. Student files are stored in the cloud and are available anywhere at any time.

Following in this report is a brief snapshot of the College from Year 3 to Year 12 including the associated financial position. For full details of activities please refer to our publications such as *Behind the Scenes, College Website, Social Media and Performance Programmes*.

Student's performance in NAPLAN and Higher Certificate examinations was pleasing with most students performing considerably above the State average in all areas. Further detail can be found in this report. I make particular mention of:

Dux of the College – Natasha Henry

A sample of Band 6 HSC results:

- o Legal Studies – 100% of students placed in Bands 6
Compared to 12% of the State
- o Visual Art - 67% of students placed in Band 6
Compared to 14% of the State
- o Mathematics 2 – 37.5% of students placed in Bands 6
Compared to 23% of the State
- o Design & Technology - 25% of students placed in Band 6
Compared to 12.5% of the State
- o Biology - 20% of students placed in Band 6

- PDHPE
 - Compared to 9% of the State
 - 17% of students placed in Band 6
 - Compared to 11% of the State

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

- 50% of students receiving a High Distinction in the university of NSW Business Studies Competition.
- 1st place Sydney Eisteddfod – Scene from a Play, all ages
- 1st place Sydney Eisteddfod - 14/U Lyrical and Dance of Champions/Channel 10
- 1st place Sydney Eisteddfod – All Age Contemporary Dance
- 1st place Sydney Eisteddfod – 14/U Contemporary Dance
- NSW School Boys (team) Tennis Champions
- 12/u Girls National Grass Tennis Champion
- 12/U Boys Singles and Doubles Tennis State Champion
- 16/U Boys Singles Tennis State Champion
- 16/U Boys Doubles Tennis State Champion

The College ran a number of programmes throughout 2016 to support students including student leadership/peer support, Cross Roads camp, career exploration with focus on creative careers, drug education, cyber bullying and safe driving programmes. Junior School students participated in the Young Writer's programme in addition to our extensive after school activities programme and they enjoyed the visit from the Healthy Harrold van.

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

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

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

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

Our partnership with Voyager Tennis operating from Sydney Olympic Park continued to grow over the year seeing enrolments ranging from Year 5 to 12 of both local and international students. The elite tennis students enrolled in this programme work daily on their tennis training whilst the remainder of their cohort attend performing arts classes. This year we graduated our first tennis cohort and were thrilled to see these students fulfil the aim of the course by receiving multiple tennis scholarships to prestigious US Colleges to further their training and studies.

The College was involved in over 80 performances ranging from local community events to our performance highlights including the High Performance Season held at The Parade Theatre (NIDA), Premier State Ballet held at the Riverside Theatre and An Evening of Classical Ballet held at the 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 continued to provide the academic tutoring for the children's cast of Matilda the Musical whilst they toured nationally with this wonderful performance.

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

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



M. P. Kohler, M.Ed.
Principal

Message from Student Prefect and Student Representative Body

In 2016 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 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 2016 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 'I give a buck' foundation to assist in providing personal swags for children who find themselves in a shelter without any personal items.

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

Prefect & SRC Body

Theme 2:

Contextual Information about the College and characteristics of the student body

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

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

A comprehensive performing arts programme is also available after school hours to College students as well as the broader community. The College is extremely proud of its achievements; combining performance with academic education. Our academic achievements in external examinations such as NAPLAN and the HSC are consistently above the State average. These outstanding results are often achieved in tandem with students' professional performance and sporting commitments.

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

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

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 [School website link](#)

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

Characteristics of the Student Body

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

S. Owen
Business Manager

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

NAPLAN RESULTS 2016

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

M. Contos
Director of Curriculum

Theme 4: Senior secondary outcomes (student achievement)

RECORDS OF SCHOOL ACHIEVEMENT

Records of School Achievement are awarded to students who do not complete Stage 6 studies and qualify for the Higher School Certificate for reasons such as entering the workforce or engaging in vocational studies.

In 2016, three students were granted a Record of School Achievement.

Internal Grade Allocation - RoSA 2016

	Total Number of Students	A	B	C	D	E
English	45	4%	38%	53%	4%	0%
Mathematics	45	7%	29%	47%	13%	4%
Science	45	11%	23%	54%	7%	5%
History	45	4%	42%	43%	7%	4%
Geography	45	9%	33%	49%	7%	2%

HIGHER SCHOOL CERTIFICATE

Approximately 77 000 students sat for the Higher School Certificate in 2016. At The McDonald College, 19 students from Year 12 and 5 accelerated students from Year 11, sat the Higher School Certificate exams.

- 16 different courses offered to students at The McDonald College
- Students scored **ABOVE** the state averages for Bands 4-6 in:
13 out of the 16 courses
- 100% of Year 12 students attained the Higher School Certificate

Subject	School (Bands 4-6)	State (Bands 4- 6)
Ancient History	100%	58%
Biology	40%	65%
Business Studies	91%	63%
Dance	100%	77%
Design and Technology	100%	77%

Drama	100%	83%
English Standard	78%	49%
English Advanced	100%	90%
Legal Studies	100%	70%
Mathematics	75%	76%
Music 1	100%	90%
Music 2	100%	90%
PDHPE	67%	61%
Visual Arts	100%	87%
Modern Hebrew Continuers	100%	97%

	College Average (Bands E4, E3)	State Average (Bands E4,E3)
Extension 1 English	100%	95%
Extension 2 English	60%	79%
Extension 1 Mathematics	100%	79%

Distance Education Courses studied: 2 unit Modern History, 2 unit Entertainment Industry, 2 unit Retail Services, 2 unit Geography, 2 unit French Beginners, 2 unit Software Design and Development, 2 unit Physics, 2 unit Hospitality (Food and Beverage), 2 unit Italian Continuers

2011-2016 Comparison of HSC results

Improvements occurred in many subjects. Most subjects scored very similar averages when compared to 2011 -2016 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:

	2016 Bands 4, 5, 6	2015 Bands 4, 5, 6	2014 Bands 4, 5, 6	2013 Bands 4, 5, 6	2012 Bands 4, 5, 6	2011 Bands 4, 5, 6
Business Studies	91%	92%	100%	81%	70%	70%
Dance	100%	100%	100%	100%	70%	89%
Design and Technology	100%	92%	100%	64%	91%	84%
Drama	100%	92%	92%	89%	80%	100%
English Advanced	100%	94%	88%	100%	94%	95%
English Standard	78%	53%	54%	21%	58%	49%
Mathematics	75%	80%	100%	100%	88%	44%
Music I	100%	94%	100%	100%	100%	100%
Visual Arts	100%	100%	100%	95%	100%	100%

Highlights of the 2016 HSC – BAND 6 only

	Band 6 School	Band 6 State
Biology	20%	9%
Design and Technology	25%	13%
Legal Studies	100%	52%
Mathematics	38%	23%
Modern Hebrew Continuers	100%	65%
Visual Arts	67%	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

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

- Microsoft One Note
- Fire Safety
- Child Protection (on line)

In addition, the following professional development activities were undertaken by staff throughout 2016.

Professional Learning Activities	Number of Courses	Number of Teachers Attended
Learning the Brain	1	1
12 Tactics of Effective Numeracy Instruction	1	1
Objectives C, D, E: What They Look Like in the K-6 Class	1	1
Deus Ex Photos Photomedia Conference	1	2
First Aid Course	1	4
Semi Permanent Conference Sydney 2016	1	1
New Geography Syllabus	1	1
Making Consistent Judgements for National Consistent Collection of Data I	1	1
Computational Thinking for Primary Stage 2 (online)	1	1
The eLearning Environment in Stage 6 Ancient and Modern History (online)	1	1
Geography Workshop – Take the Guesswork out of the New Geography Syllabus	1	1
Seven Steps to Writing Success	1	2
Child Protection	1	1
Law Sense	1	1
Square Peg Jewellery Workshop	2	3
Governance Symposium	1	3
VADEA Conference	1	1
Secondary Science	ongoing	2
Primary School Science	1	1
Casper Training – IT	1	1

Teaching standards /qualifications

Category	Number of Teachers
Teachers who have teaching education 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 having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	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 2016 did not include any Indigenous staff.

School staff 2016	
Teaching Staff	30
Full-time equivalent teaching staff	23.9
Non-teaching staff	24
Full-time equivalent non-teaching staff	17.3

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>

2016 Student Attendance Rate

Year	Attendance
Y03	96.9%
Y04	97.7%
Y05	93.9%
Y06	94.1%
Y07	95.0%
Y08	89.3%
Y09	88.5%
Y10	91.3%
Y11	90.3%
Y12	91.6%

Average	91.9%
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Management of Student Non Attendance

The College Attendance Policy – Students outlines the management of student non- attendance. Unexplained absences from the College are followed up in an appropriate manner with the student and parent or guardian. The College sends an SMS or telephones parents of students who are absent on the day of the absence. Parents are required to provide a written explanation for each absence and they are followed up if this is not provided in a timely fashion. Absences are monitored and parent and student conferences are held to resolve any non-attendance.

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

Mandatory reporting procedures apply where absences are extended or the student is considered at risk.

Retention rates and Post-School destinations in Secondary Schools

Fifty two (52%) percent of the 2014, Year 10 cohort completed Year 12 in 2016 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 or Internationals Ballet Schools)	20%
Pathways Students	4%
Other secondary schools	24%

Some students working at an elite level in Classical Ballet in the Year 10, 2014 cohort took the option of the full time ballet training course 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 or other international ballet schools.

Our 2016 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 '16 included but not limited to:

B Arts, B Business, B Science (Computer Science), B Medical Science,
B International Studies, B Law, B Health Science

S. Owen
Business Manager

M. Contos
Director of Curriculum

Theme 8: Enrolment Policies

Enrolment Policy

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

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

LEGISLATIVE FRAMEWORK

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

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

DEFINITIONS

Throughout this policy, unless the context requires otherwise:

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

disability, in relation to a child, means:

1. Total or partial loss of the child's bodily or mental functions; or
2. Total or partial loss of a part of the body; or
3. The presence in the body of organisms causing disease or illness; or
4. The presence in the body of organisms capable of causing disease or illness; or
5. The malfunction, malformation or disfigurement of a part of the child's body; or

6. A disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
7. A disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

ENROLMENT PROCESS

New Enquiries

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

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

Waiting Lists

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

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

1. The Application for Registration;
2. A non-refundable Application Fee of one hundred and ten dollars (\$110) if the applicant is an Australian citizen or two hundred and fifty dollars (\$250) for an overseas applicant;
3. Copies of the child's last two school reports;
4. Copies of NAPLAN results;
5. Copies of certificates of achievements in the performing arts or sport, such as examinations passed or eisteddfod results;
6. All medical, psychological or other reports about the child in their possession or control;
7. Two personal references, one for the student and one for the family; and
8. A full length photograph in dance attire if a dancer or portrait photograph if an actor, musician or sportsperson.

Failure to provide all required information may result in the College declining to enter the child's name on the appropriate waiting list or delaying such entry, and may also result in the College declining or delaying the child's enrolment.

Assessment Process

The College will undertake an assessment process at some time decided by the College after a child's name has been entered on the waiting lists.

Interview and request for information

As part of the assessment process the College:

1. May arrange for a child on the waiting list to undertake a pre-enrolment test at the College; and
2. Will invite the parents of a child on the waiting list to attend an interview at the College with the Principal or a senior member of staff appointed by the Principal. At the interview, among other things, the College's representative will:
 - (a) inform the parents of their responsibility to the College in relation to fees and will ascertain their ability to afford the current fees;
 - (b) will seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the College.

In considering all prospective enrolments, the College may:

1. Ask for further information about the child, such as for the child's medical or psychological reports; and
2. Ask parents to authorise the Principal or her delegate to contact:
 - (a) the Principal of the child's previous school to confirm information pertaining to the child;
 - (b) any medical or other personnel considered significant for providing information pertaining to the needs of the child.

Unacceptable Behaviour

Where information obtained by the College suggests a profile of willful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the College is likely to be detrimental to other students, the staff or the College, notwithstanding that the child be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

Disability

Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the child to participate in the College's courses or programmes or to use the College's facilities or services, the College will make an initial assessment of the child's needs. This will include consultation with the child or the child's parents. In addition, the Principal may:

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

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

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

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

- a) the child's disability;
- b) the views of the child or the child's parents about:
 - i) whether the particular measure or action is reasonable;
 - ii) the extent to which the particular measure or action would ensure that the child was able to participate in the College's courses or programmes or to use the College's facilities or services on the same basis as a child without the disability;
- c) the effect of the measure or action on the child, including the effect on the child's:
 - i) ability to achieve learning outcomes; and
 - ii) ability to participate in courses or programmes; and
 - iii) independence;
- d) the effect of the particular measure or action on anyone else affected, including the College, its staff and other students;
- e) the costs and benefits of taking the particular measure or action.

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

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

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

Failure by parents to disclose information

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

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

Enrolment Offers and Acceptance

At the satisfactory conclusion of the assessment process, the College may make an offer to the parents to enrol the child. To accept the offer, the parents must in adherence with the date specified in the Letter of Offer deliver to the College:

1. The Acceptance Form;
2. The non-refundable enrolment deposit of two thousand dollars (\$2,000) for students in Years 3-10 or one thousand five hundred dollars (\$1,500) for students in Years 11-12.

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

Offers for Provisional Enrolment

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

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

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

Holding of Class Places

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

Continuing Enrolment

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

Theme 9:

Other School Policies

Student Welfare Policies

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

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

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

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

Anti-Bullying

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

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

For students this means:

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

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

For staff this means:

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

Student Discipline

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

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

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

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

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;
- know the process by which the matter will be considered;
- respond to the allegations;
- know how to seek a review of the decision made in response to the allegations.

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

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

The College has a five-tier student discipline structure:

LEVEL 1: Lunchtime detention/clean-up

- issued by Classroom teachers and Heads of Department/Faculty

LEVEL 2: After-school detention + Letter sent home

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

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

- issued and supervised by the Deputy Principal or Senior Executive

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

LEVEL 5: Expulsion

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

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

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

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

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

Reporting Complaints and Resolving Grievances

General Principles

- Teachers, students and parents are entitled to raise concerns and complaints

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

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

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

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

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

Making a Complaint – Parents

1. Discuss concerns directly with the staff member concerned. There should be a concerted attempt to understand each other’s point of view and to mutually resolve the dispute.
2. If this has been unsuccessful, the matter should be referred to the Head of Department (if the issue is subject-related) or the Year Co-ordinator, if the issue is more general
3. If this is unsuccessful, the matter should be raised with:
 - a. Director of Junior School (Junior School issues)
 - b. Deputy Principal, Head of Secondary School (Secondary School issues)
 - c. Director of Performing Arts (Performing Arts issues)

4. If the issue is still not resolved, or if there are concerns about the process itself, approaches can be made to the College Principal. It is requested that concerns are put to the College Principal in writing.

Policy Access & Updates

Policy	Changes in 2016	Access to full text
Student Welfare	<ul style="list-style-type: none"> Excursion policy updated to ensure medical information incorporated into excursion planning and operation Boarding House policies reviewed as a result of a new boarding house being occupied Child Protection policies now incorporate an annual 'test' for all staff Photographing and videoing students and student work policy reviewed in light of the College Bring Your Own Designated Device IT policy 	The full text of the College's complaints and resolving grievances policies can be accessed on the College Portal in the Parent and Student Handbook, Boarding Handbook, Overseas Student Handbook and Student Diary
Anti-bullying	No changes made in 2016	The full text of the College's complaints and resolving grievances policies can be accessed on the College Portal in the Parent and Student Handbook, Boarding Handbook and Student Diary
Student Discipline	Policy updated in light of the College Bring Your Own Designated Device IT policy	The full text of the College's complaints and resolving grievances policies can be accessed on the College Portal in the Parent and Student Handbook, Boarding Handbook, Overseas Student Handbook and Student Diary
Complaints and resolving grievances	No changes in 2016	The full text of the College's complaints and resolving grievances policies can be

		accessed on the College Portal in the Student and Parent Handbook, Boarding Handbook and Overseas Student Handbook
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M.P. Kohler
Principal

Theme 10: School Determined priority areas for Improvement

Achievement of priorities identified in the College's 2015 Annual Report

Area	Priorities	Status
<i>Teaching and Learning</i>	Change the look of learning throughout the College	Ongoing
	Further develop greater adaptation for individual students in the Junior School.	Ongoing
	Junior School staff to receive further professional development in Multi-lit to supplement the Learning Enrichment programme	Achieved
	Further implement the NSW Syllabus for HSIE in the Junior School	Achieved and ongoing
	Further develop the Voyager Tennis Partnership for elite tennis students.	Achieved and ongoing
	Continue innovative use of technology tools throughout the College.	Achieved and ongoing
	Further utilise feedback through Educator Impact 360 to inform learning across the whole College	Achieved and ongoing
	Trial the introduction of an electronic diary for all students	Achieved
	Continue to 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.	Achieved and ongoing
	Continue implementation of NSW BOSTES Syllabuses incorporating the Australian Curriculum Stages 2, 3, 4, 5 and 6.	Achieved and ongoing
	Enhance Study Skills with introduction of Elevate programs	Achieved
<i>Student and Staff Welfare</i>	Staff Child Protection Training – Online	Achieved and ongoing
	Explore the possibility of further extending the College elite sport offering into Asia	Deferred
	Introduce Winning Edge seminars for senior students to enhance pastoral care programs	Achieved
	Review Home Stay policies and procedures	Achieved
	Implement the use of Boardingware to facilitate supervision of boarders	Achieved and ongoing
	Review WHS procedures	Achieved
<i>Facilities and resources</i>	Change the look of learning spaces throughout the College	Ongoing
	Further upgrade of Parent Portal.	Ongoing
	Review Critical Incident Management Procedures	Not Achieved
	Review evacuation procedures	Achieved and ongoing
	Complete the building of new boarding facilities and students take up residency	Achieved
	Fit out the boarding house to give a homely feel and provide	Achieved

	residents with their needs	
	Hold Official Opening of the boarding house to be know as Markham House	Achieved

2017 Priority areas for Improvement

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

M.P. Kohler
Principal

Theme 11: Initiatives Promoting Respect and Responsibility

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

Humility; Honour; 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, performance lessons, Prefects Concert and more are focussed on these values to raise awareness and understanding among the student body. These values are articulated in all areas of the College's operation. They are entrenched in academic programmes, both in the Junior School and the Secondary School being used to reinforce a responsible citizen of the 21st century.

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

Being a performance based community, our students best contribute to community projects through their love of performance and sport. The Prefects organised a concert with all funds raised being donated to the 'I give a buck' programme. Funds will provide personal swags for children who find themselves in a shelter with no personal belongings.

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

- Salvation Army guest speakers
- ANZAC Day guest speaker
- SRC Christmas Harper Appeal - Exodus Foundation
- Kokoda Trail guest speaker
- Vietnam Veteran speaker (Year 10)

M.P. Kohler
Principal

Theme 12: Parent, Student and Teacher Satisfaction

Parents are welcomed and encouraged to be engaged with the College. Involvement through the Parents and Friends (P & F) is one way parents can achieve this. In 2016 parents supporting P & F initiatives raised funds through activities such as Bunning's BBQs, raffles, Junior School Disco and Mothers and Fathers Day Stalls. The P & F is also the conduit through which funds from the parents' levy is approved for distribution. There is a P & F meeting held every term and these meetings inform the parents about activities, performing arts and tennis activities 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.

This year the P & F renovated the boys and girls change rooms by allocating the funds raised through the P & F levy in addition to a lot of hard work and planning by an organised and determined few. The result was clean, fresh and modern facilities for the students. The College community is most appreciative of the work the P & F carried out for the benefit of all students.

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.

Junior students auditioned and were thrilled to be accepted as the child cast for the Imperial Russian Ballet's production of Nutcracker held at the State Theatre in Sydney. Senior students were inspired by the experience of being 'extras' for the Australian Ballet Company during their final Sydney season for the year.

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 acceptance. Parents of students in the Tennis Stream report that this programme integrated with academic studies has allowed their families to regain valuable family time.

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

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

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

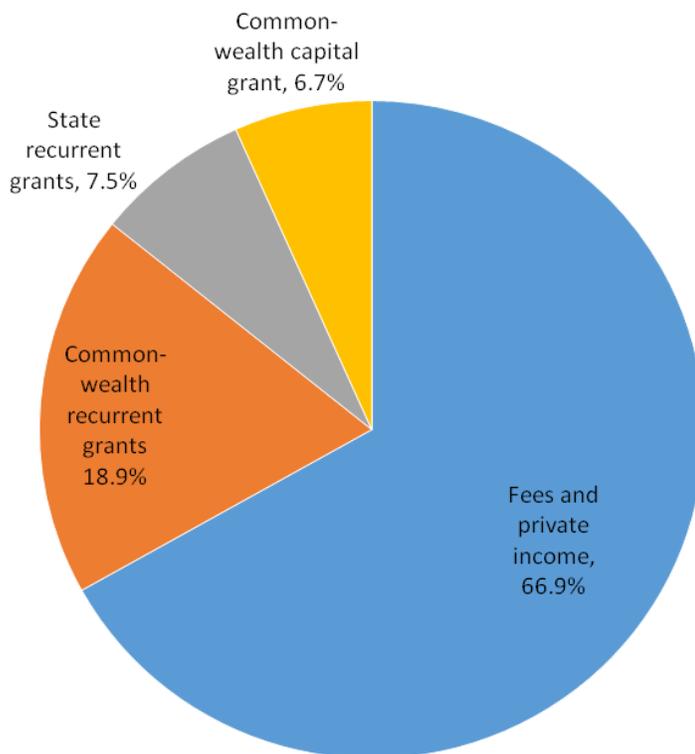
Staff across all areas of the College are supportive of each other and have good relationships with their peers and the College community. They have appreciated the 2016 rollout of the student BYODD programme and the conversion to 'One Note' has enhanced their teaching and their communication with students. Staff are generous in sharing various educational programmes and apps with each other to the benefit of the students in the classroom.

M.P. Kohler
Principal

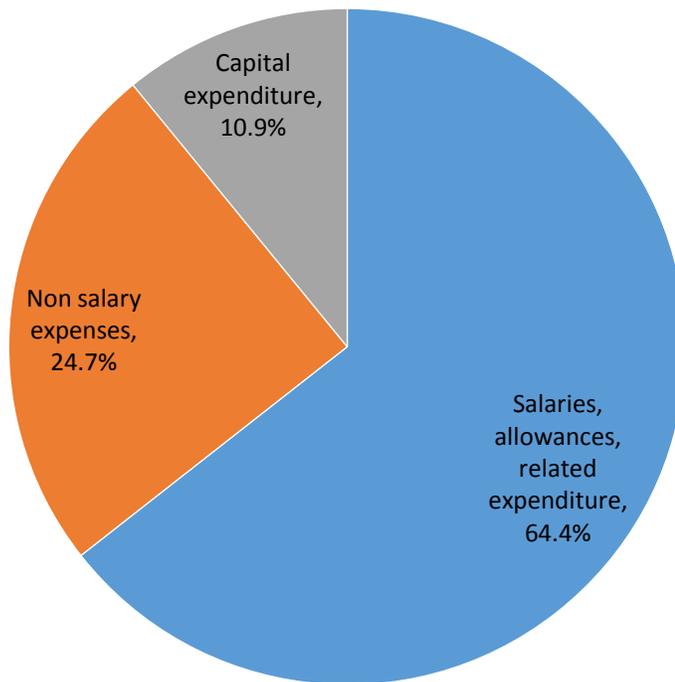
Theme 13: Summary Financial Information

These pie charts provide graphic representation of income and expenditure. The College's finances are managed by the Finance Committee of the College 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 the College Council.

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



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



S. Owen
Finance Manager

Theme 14: Publication Requirements

This College Annual Report will be provided to the NESA on *RANGS Online*, no later than June 30, 2017.

Public disclosure of this Annual Report by June 30, 2016 will be by way of the College website. For those persons responsible for a student of the College who are unable to access the internet, a hard copy can be requested at the College Reception.