

# Annual Report 2019

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## INTRODUCTION

The McDonald College is unique in the Australian educational landscape. The College fosters student's passions and skills for elite performance in the Arts and Tennis whilst completing their academic studies at their highest possible level of achievement from Year 3 to Year 12 (HSC). The College will commence an Infants Department in 2021 taking enrolments for Early Stage One (Kindergarten) in 2021 and growing to Year 1 and Year 2 in 2022 and 2023.

We pride ourselves on nurturing a flexible environment that supports individual student needs as performance opportunities arise. These opportunities could range from competing in an ITF Tennis tournament to performing in a professional musical and much more.

The College philosophy is one of personal high expectation in an environment that encourages performers to seize every opportunity to develop their skills and talents to their personal best.

We do not support the concept of students leaving school at an early age to concentrate on their performance skills whilst attempting their education through distance studies. Our aim is broad and is founded in keeping all options open beyond school for our graduates.

Our graduates are well placed for the 21<sup>st</sup> Century creative industries and more. They have 'human creativity' as a resource to assist them in achieving the innovation that success depends upon. 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 their journey within a supportive and exciting school environment.



**M. P. Kohler, M.Ed**  
**Principal**

## Theme 1: 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 (NESA) curriculum from Year 3 to Year 12. From 2021 the College will establish an Infants Department beginning with Kindergarten in 2021. The College meets all compliance requirements in order to maintain its full registration and accreditation credentials with NESA.

The Council was shocked and deeply saddened by the sudden death of our Council Chairman, Alan Brown in February. Alan joined the College Council in 2012 and we are indebted to him for his many hours of governance, advice, his good humour and his philanthropy and generosity toward the College.

The College Council met twelve times during 2019 and the major tasks were the recruitment of two new directors and matters of governance. Financial forecasting and long-term planning are ongoing.

The year of 2019 can be celebrated through the outstanding performance across all areas of the College. Particular mention must be given to the Dux of the College, Micheal Zhang, who achieved an outstanding ATAR of 99.8, 1600/1600 in his US SAT examinations, 800/800 in his Mathematics and Physics US examinations and was our College Captain.

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 – Sleeping Beauty  
Starburst – Primary Department  
Junior Showcase – Junior Secondary Students  
Senior Showcase – Senior Secondary Students  
An Evening of Classical Ballet – Classical Ballet Students

Our long standing partnership with the Theatrical Producers, Louise Withers and Associates, continued in 2019 with the whole child cast of Billy Elliot the Musical being enrolled at the College allowing the children to continue their education with a dedicated teacher throughout the Australian tour of the musical.

Our governing body is the College Council comprised of volunteer Directors who ensure the original philosophy and vision for the College is upheld and that the financial strength of the College is maintained.

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.

**Antoinette Colbran**  
**Chair of the College Council**

## Message from the Principal

This Annual Report provides a brief overview of The McDonald College in 2019.

Now in our 37<sup>th</sup> year, the College provides an environment where academic, performance and individuality are celebrated. 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 program. Resilience is encouraged as our students go through the ups and downs of their early years leading to adulthood. Our student's happiness and their individual acceptance is the core of our College culture.

Our College Values of; appreciation, humility, honour, passion and commitment have served our graduates well encouraging them to be responsible global citizens seeking to make a difference and to be bold in their choices beyond school.

Students from Year 5 – 12 operate on their own Apple computers and Years 3 and 4 utilise College iPads. Students have access to Office 365 and the Adobe Creative Cloud suite of programs including Photoshop and Lightroom. Student files are stored in the cloud and are available anywhere at any time. Class notes are disseminated through One Note.

Following in this Annual 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 Spectrum, College Website, Social Media platforms and Performance Programs.

Our academic achievements are following in Theme 3 & 4 of this report. Special mention must be made of the 2019 College Dux, Micheal Zhang. His outstanding results include:

99.98 ATAR

1600/1600 in US SAT examinations

800/800 in US Mathematics and Physics examinations

College Captain

Member of the College tennis team representing Australia in Italy at the World Tennis championships placing 5<sup>th</sup> in the world

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

- 1<sup>st</sup> place Sydney Eisteddfod – 10/U Ballet Group
- 1<sup>st</sup> place Sydney Eisteddfod – 12/U Lyrical Group
- 1<sup>st</sup> place Sydney Eisteddfod – Open Age Jazz
- State Winners of the Bstreetsmart film competition

The College ran a number of programs throughout 2019 to support students including student leadership/peer support, cross roads camp, career exploration with focus on creative careers, drug education, cyber bullying and a safe driving program. Junior School students participated in the Young Writer's program in addition to our extensive after school activities program 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 wellbeing programs 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 a 3 day (2 night) excursion to the South Coast of NSW, 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 loosely based the cross roads program. 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.

With new student pathways in mind, 2019 was the first year of our partnership with the Sydney Dance Company creating the Senior Contemporary Dance Stream. The students have embraced this new course with enthusiasm and the course has added another direction of performance as seen in our High Performance Season and in Evening of Classical Ballet. Our partnership with the Sydney Dance Company opens another pathway to further performance opportunities for our graduates beyond school.

Once again, our performing arts students were accepted to numerous finishing schools in Europe, London, America and nationally and tennis graduates were accepted to multiple US Colleges.

The College was involved in numerous performances ranging from local community events to our performance highlights including our 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 Seymour Centre. The High Performance Season was one of the highlights of our performance calendar with the majority of students in the school participating in one or more performances. Many performances were also held at the College in our on-site performance spaces.

I take this opportunity to thank the Directors of the College Council under the Chair, Mrs Antoinette Colbran, 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.

This Annual Report focuses on NESA curriculum achievements and requirements. For a full insight into the College and the diverse achievements of our students I recommend our website to the reader.



**M. P. Kohler, M.Ed.**  
**Principal**

## Message from Student Prefect and Student Representative Body

In 2019 the student leadership body comprised of:

- College Captain
- College Vice Captain
- 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)

Our student leaders represented the College at a number of events including the ANZAC Service, several interschool leadership exchanges and the celebration of life for the College Chairman. Secondary school volunteers assisted at the Junior School Swimming Carnival by participating with the younger students.

The major student fundraising event for 2019 was the Prefect's Concert held in March. This festive event was enjoyed by the staff, students and audience alike. Money raised on the evening was donated to the Youth Off the Street.

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

The College Captain, supported by some peers, restyled the Year 12 Common Room making it a more aesthetically appealing space in which to share friendships in their final year.

### **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, 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 43 girls from Year 7 to Year 12.

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

- Acting
- Classical Ballet
- Dance
- Music
- Musical Theatre
- Senior Contemporary Dance (associated with the Sydney Dance Co)
- Tennis (Voyager Tennis Academy)
- 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 program is also available after school hours to College students as well as the broader community.

The College is extremely proud of its achievements; integrating elite performance with an 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, sports people, 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 of the future.



The McDonald College - A benchmark for national and international excellence and innovation in academic, performance and sporting pursuits 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.edu.au>

## **Characteristics of the Student Body**

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

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

NAPLAN RESULTS 2019

Performance on NAPLAN is documented on the My School website:

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

**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 2019, a total of eleven students were granted a Record of School Achievement. Seven students were in Year 10 and two in Year 11. 97% of Year 12 students achieved a Higher School Certificate.

#### HIGHER SCHOOL CERTIFICATE

Approximately 69,560 students sat for the Higher School Certificate in 2019. At The McDonald College, 37 students from Year 12 sat the Higher School Certificate examinations.

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

Subject	School (Bands 4-6)	State (Bands 4- 6)
Ancient History	83%	66%
Biology	85%	60%
Business Studies	71%	60%
Chemistry	75%	66%
Dance	85%	81%
Design and Technology	100%	72%
Drama	100%	83%
English Standard	63%	51%
English Advanced	100%	92%
Mathematics	75%	78%
Mathematics Standard 2	74%	55%
Modern History	70%	70%
Music I	100%	92%
PDHPE	58%	62%
Visual Arts	100%	90%

	College Average (Bands E4, E3)	State Average (Bands E4, E3)
Extension 1 English	100%	95%
Extension 2 English	100%	80%
Extension 1 Mathematics	67%	80%
Extension 2 Mathematics	100%	36%

Distance Education Courses studied: 2 unit Software Design and Development, 2 unit Modern Hebrew Continuers, 2 unit French Continuers, 2 unit Modern Greek and Extension Greek, 2 unit Entertainment Industry

### 2014-2019 Comparison of HSC results

Improvements occurred in many subjects. Most subjects scored very similar averages when compared to 2014 -2019 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:

	2019 Bands 4, 5, 6	2018 Bands 4, 5, 6	2017 Bands 4, 5, 6	2016 Bands 4, 5, 6	2015 Bands 4, 5, 6	2014 Bands 4, 5, 6
Business Studies	72%	76%	82%	91%	92%	100%
Dance	86%	100%	100%	100%	100%	100%
Design and Technology	100%	85%	100%	100%	92%	100%
Drama	75%	79%	91%	100%	92%	92%
English Advanced	100%	100%	100%	100%	94%	88%
English Standard	75%	69%	36%	78%	53%	54%
Mathematics	75%	72%	100%	75%	80%	100%
Music I	100%	100%	89%	100%	94%	100%
Visual Arts	100%	82%	100%	100%	100%	100%

### Highlights of the 2019 HSC – BAND 6 only

	Band 6 School	Band 6 State
Business Studies	21%	9%
Legal Studies	40%	13%
Drama	25%	15%
Modern History	42%	10%
Music I	33%	22%
Visual Arts	60%	16%

## Internal Grade Allocation – Year 10 2019

	Total Number of Students	A	B	C	D	E
English	52	6%	33%	50%	7%	4%
Mathematics	52	18%	37%	39%	4%	2%
Science	52	12%	38%	37%	10%	3%
History	52	21%	44%	31%	4%	0%
Geography	52	21%	31%	36%	12%	3%

## NAPLAN RESULTS 2019

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&DEEWRIId=4222&CalendarYear=2009](http://www.myschool.edu.au/Main.aspx?PageId=0&SDRSchoolId=NSWI00299_9447&DEEWRIId=4222&CalendarYear=2009)

## 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 Professional Development days throughout the year including:

- Child Protection (online)
- Assessment/ Inclusive Learning
- Using Data
- Australian Professional Standards for Teachers
- Making Learning Visible (Junior School)
- First Aid

In addition, the following professional learning activities were undertaken by staff throughout 2019.

	<b>Professional Learning Activities</b>	<b>Number of Courses</b>	<b>Number of Teachers Attended</b>
PDHPE	Effective Assessment Practices in K-10 PDHPE	1	1
English	2019 Paper 1 HSC	1	1
HSIE	Stage 6 History Teachers Day	1	1
HSIE	Stage 6 History Professional Development Day	1	1
Visual Arts	Arduino PD	1	2
HSIE	Business Studies Teachers' Conference 2019	1	1
Visual Arts	Deus Ex Photos Photomedia Conference	1	1
Maths	Effective Practices for Stage 6 Assessment	1	1
Primary	Mind Brain Conference	1	2
PDHPE	AIS PDHPE Conference - On Track with PDHPE K-10	1	1
Visual Arts	Future Present VADEA Annual Conference	1	1
HSIE	Macquarie Ancient History Teacher's Conference	1	1
Leadership	Updates for Human Resource Professionals	1	1
Visual Arts	Coding for Wearable Technologies (E-textiles)	1	1
Science	STANSW Physics Conference	1	1
Visual Art	NSW Education Standards Authority (NESA) grade monitoring review for Stage 5 and Preliminary Visual Arts	1	1
Leadership	Taxation of Employee Salaries (Advanced Payroll) 2019-2020	1	1
Maths	AISNSW Igniting Learning Lab 2019	1	1

<b>Type</b>	<b>Professional Learning Activities</b>	<b>Number of Courses</b>	<b>Number of Teachers Attended</b>
Leadership	The AIS Educational Leaders Conference 2019 - Reimagining Learning	1	1
Leadership	What every Teacher needs to know about Social Media and Cyber Safety'	1	1
Leadership	2019 HICES Deputies' Conference - Authentic Leadership	1	1
Science	K-12 Chemistry STEM Conference	1	1
HSIE	Implementation Workshop: NSW New Commerce Syllabus	1	1
Leadership	AISNSW Not-for-Profit Workshop	1	2
Languages	The AIS Languages Conference 2019	1	1
Languages	It starts with the task, Stage 5 assessment in Languages	1	1
Maths	New Syllabus Insight FUNCTIONS	1	1
Governance	AIS Symposium	1	7
Leadership	AIS School Improvement	5	5

### Teaching Accreditation

<b>Level of Accreditation</b>	<b>Number of Teachers</b>
Pre-2004 teachers (accreditation not required in 2018)	18
Conditional	2
Provisional	0
Proficient Teacher	17
Total number of teachers	37

Total teacher numbers are listed on the My School website:

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

## 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	37
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



## Theme 6: Workforce Composition

Workforce composition as per the My School website:

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

The College workforce in 2019 did not include any Indigenous staff.

<b>School staff 2019</b>	
Teaching Staff	35
Full-time equivalent teaching staff	28.3
Non-teaching staff	25
Full-time equivalent non-teaching staff	18.5

## 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>

### 2019 Student Attendance Rate

Year	Attendance
Y03	94.5%
Y04	94.4%
Y05	96.3%
Y06	93.2%
Y07	95.1%
Y08	94.6%
Y09	91.1%
Y10	92.0%
Y11	88.2%
Y12	88.0%

Average	92.7%
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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 (50%) percent of the 2017 Year 10 cohort completed Year 12 in 2019 at the College. Based on the information provided when students left the College at the end of Year 10 it was to follow the pathways as below:

Vocational Training (performing arts eg Australian or Internationals Ballet Schools)	20%
Other secondary schools	22%
Other	8%

Our 2019 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 '19 included but were not limited to:

B Event Mgt(DFEE)	ICMS
B Visual Arts/B Adv Stds	Uni of Sydney
BCreativeArt/ BComm&Media	Uni of Wollongong
Dip Arts (Ext) - Arts	WSU
B Arts	Macquarie University
B Music (Performance)	Uni of Sydney
B Laws (Direct Entry)	Uni of Wollongong
B Media & Communications	Macquarie University
B Comm (Dig & Soc Media)	Uni of Tech Sydney
B Comm (Journalism) BCrtInIn	Uni of Tech Sydney
B Business (Sport Mgt)	WSU
B Arts	Macquarie University
B Perform & Theatre (Acting)	Uni of Wollongong
B Arts	UNSW
B CreativeInd(Act&PerfDes/Inv)	Charles Sturt Uni
B Psych Sc/B Laws	Uni of Wollongong
B Mathematics/B Laws	Uni of Wollongong
B Exercise Physiology	UNSW
B International Studies/B Laws	Uni of Wollongong
B Nursing (Advanced Studies)	Uni of Sydney
B Design/B Media (PR&Ad)	UNSW
B Design(Graphic Design)(DFEE)	SAE
UNSW Prep (Arts & SocSc)	UNSW
B Music	WSU
B Commerce/B Laws	Uni of Sydney
	Harvard College
	New York University
	Emory College of Arts and Sciences
	University of Pennsylvania
	University of Minnesota
	Forham University
	Vanderbilt University

**M Contos**  
Director of Curriculum

**N Davis**  
Business Manager

## 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 program 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 enroll. 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

### Discrimination, Harassment and Bullying Statement for Employees, Contractors and Volunteers (August 2019)

Everyone at The McDonald College has the legal obligation not to discriminate against, or harass for any unlawful reason, or bully for any reason any employee, agent, contractor, supplier, volunteer, parent, student or visitor.

The College expects all staff members to treat each other and other people with whom they come into contact as representatives of the College with respect and courtesy.

The purpose of the College's Discrimination, Harassment and Bullying Statement is to make you aware of:

- a) what 'unlawful workplace discrimination', 'harassment' and 'bullying' mean;
- b) the procedures the College has in place to deal with workplace complaints relating to discrimination, harassment and bullying; and
- c) who you can talk to at the College if you wish to make a complaint?

Who does this Statement apply to?

This Statement applies to all employees, contractors and volunteers engaged by the College and applies to behaviour:

- a) in the workplace, including while working outside normal working hours;
- b) while undertaking work activities including interaction with parents or other third parties and while working away from the College (e.g. College trips or sport or performing arts activities); and
- c) at work-related events e.g. conferences and social functions.

### Performing Arts Graduation Policy (August 2019)

The McDonald College's unique Performing Arts program aims to prepare students for further study in Performing Arts and/or entry into the Performing Arts industry. The College employs and engages staff members drawn from the professional Performing Arts industry to impart their experience to our students and give them the best knowledge and technique in their relevant artforms. It is through this exceptional teaching and exposure to these industry leaders, that the College is able to stand above our competitors and offer our students a competitive edge.

In addition to exceptional teaching, there is a level of commitment required from our students if they are to take full advantage of the opportunities that are offered to them in their Performing Arts classes and therefore graduate from our Performing Arts program.

## Complaints Handling Policy (August 2019)

This procedure applies to The McDonald College in handling complaints made in respect of services provided by the College or against staff members, which includes employees, contractors and volunteers.

This procedure does not extend to personal grievances between parents, guardians or other members of the College community.

A complaint or grievance is an expression of dissatisfaction made to the College about an educational and/or operational matter relating to services provided by the College or the behaviour or decisions of a staff member, contractor or volunteer, including misconduct.

A complainant and the relevant parties that the complaint is about may choose to have an appropriate support person present at any meeting with representatives of the College about the complaint. However, the College maintains the right to determine whether the person's preferred support person is appropriate and may not approve the attendance of a support person where they are determined by the College to be inappropriate.

## Whistleblower Policy (August 2019)

This policy applies to The McDonald College in protecting eligible whistleblowers and managing qualifying disclosures made regarding misconduct in relation to the College.

This policy will be published on The McDonald College website and made available to the College Council Directors and employees.

Eligible whistleblowers making a qualifying disclosure are protected by the requirement that their identity, and information that may lead to their identification, should be kept confidential, subject to relevant exceptions as set out in section 7 above.

Eligible whistleblowers making a qualifying disclosure cannot be subject to any civil, criminal or administrative liability (including disciplinary action) for making the disclosure. No contractual or other remedy or right may be enforced or exercised against the person on the basis of the disclosure.

Whistleblowers who make some types of qualifying disclosures (generally external to the College) are also provided immunities to ensure that information they disclose is not admissible in evidence against them in criminal proceedings or in proceedings for the imposition of a penalty, other than proceedings in respect of the falsity of the information.

These immunities do not prevent an eligible whistleblower being subject to criminal, civil or other liability for conduct that is revealed by the whistleblower, only that the information the person has disclosed is not admissible in certain proceedings against them.

Eligible whistleblowers making a qualifying disclosure are protected by the requirement that their identity, and information that may lead to their identification, should be kept confidential, subject to relevant exceptions as set out in section 7 above.

Eligible whistleblowers making a qualifying disclosure cannot be subject to any civil, criminal or administrative liability (including disciplinary action) for making the disclosure. No contractual or other remedy or right may be enforced or exercised against the person on the basis of the disclosure.

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These immunities do not prevent an eligible whistleblower being subject to criminal, civil or other liability for conduct that is revealed by the whistleblower, only that the information the person has disclosed is not admissible in certain proceedings against them.

### **Policy Access & Updates**

<b>Policy</b>	<b>Updated</b>	<b>Access to full text</b>
Discrimination, Harassment and Bullying Statement for Employees, Contractors and Volunteers	Update 2019	The full text of the College's Discrimination, Harassment and Bullying Statement for Employees, Contractors and Volunteers can be accessed on the College Portal in the Staff Portal through CompliSpace by all College Employees. The policy is made available to Contractors and Volunteers as part of their official induction process.
Performing Arts Graduation Policy	Created August 2019	The full text of the College's Performing Arts Graduation Policy can be accessed on the Staff Portal through CompliSpace by all College Employees. The Parent & Student Handbook, found on the College Portal provides information and details the Performing Arts Graduation Policy.
Complaints Handling Policy	Updated 2019	The full text of the College's Complaints Handling Policy can be accessed on the Staff Portal through CompliSpace by all College Employees. The Parent & Student Handbook, Parent & Student Boarding Handbook and the Overseas Students Handbook found on the College Portal provides information on how to submit a complaint.
Whistleblower Policy	Created August 2019	The full text of the College's Whistleblower Policy can be accessed on the Staff Portal through CompliSpace by all College Employees. The process for lodging a Whistleblower complaint is available on the College website.

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

## Theme 10:

### School Determined priority areas for Improvement

#### Achievement of priorities identified in the College's 2018 Annual Report

<b>Area</b>	<b>Priorities</b>	<b>Status</b>
Teaching and Learning	<ul style="list-style-type: none"> <li>Continue the enhancement of effective use and access to technology in Teaching and Learning</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Mapping staff PD to areas of growth</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Managing and coordinating educational learning for students in professional productions – intrastate, internationally and in NSW</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Managing and coordinating the educational learning for the child cast of Billy Elliot the Musical during the 2019-20 Australian season</li> </ul>	Complete
	<ul style="list-style-type: none"> <li>Improved use of data available to develop individual and group strategies for improvement of learning and wellbeing</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Furthering a culture of 'evidence informed practice' to enhance learning</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Continued implementation of new NESA syllabuses across the College</li> </ul>	Partially complete and ongoing
	<ul style="list-style-type: none"> <li>Continued investigation of new Performance Streams and opportunities for networking in the PA Industry</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Engage in the AIS School Improvement program</li> </ul>	Ongoing
	<ul style="list-style-type: none"> <li>Inclusion of strategies for diversity in learning programmes</li> </ul>	Partially complete and ongoing
Student and Staff Welfare	<ul style="list-style-type: none"> <li>Investigate the introduction of a Cyber Safety and online monitoring programme</li> </ul>	On hold
	<ul style="list-style-type: none"> <li>Introduce system for measuring and tracking student wellbeing</li> </ul>	Ongoing
Facilities and resources	<ul style="list-style-type: none"> <li>Continue the programme to improve classroom technology infrastructure</li> </ul>	Partially complete and ongoing
	<ul style="list-style-type: none"> <li>Refurbishment of targeted areas</li> </ul>	Completed
	<ul style="list-style-type: none"> <li>Investigate and make good roofing where needed</li> </ul>	Partially complete and ongoing
Policies and procedures	<ul style="list-style-type: none"> <li>Continue embedding Complispace management systems in specific aspects of the College operations</li> </ul>	Partially complete and ongoing
	<ul style="list-style-type: none"> <li>Development of enhanced College-wide 'risk minimisation' policies and practices</li> </ul>	Ongoing

## 2019 Priority areas for Improvement in 2020

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> <li>• Establish the College Vision to inform all decisions</li> <li>• Establish a Diverse Learning Project team to research and guide best learning methodologies best suited to McDonald students</li> <li>• Start a College wide longitudinal survey of all stakeholders to identify areas of improvement in 5 domains consisting of School Improvement, Teaching and Learning, Wellbeing, Leadership &amp; Community. (2yrs)</li> <li>• Investigate and implement a School Learning System such as ‘Canvas’</li> <li>• Target staff PD on areas of identified need such a differentiation, individualised learning plans, student task feedback, and classroom management</li> <li>• Require staff to seek feedback from students on their lesson engagement to improve programs and teaching (student voice)</li> <li>• Ensure admin procedures initiated for ongoing Registration compliance</li> <li>• Foster staff collaboration beyond subject specialisation and in areas of teacher competency</li> <li>• Investigate future Performance Streams</li> <li>• Prepare for new syllabus priorities from NESA</li> <li>• Foster the effective use and access to technology in Teaching and Learning</li> <li>• Collect, evaluate and action staff professional goals and link to targeted PD</li> <li>• Managing and coordinating educational learning for students in professional productions – nationally and internationally</li> <li>• Engage in the AIS School Improvement program</li> </ul>
Student and Staff Welfare	<ul style="list-style-type: none"> <li>• Appoint dual Co-ordinators of Wellbeing</li> <li>• Focus the McDonald community on the College Values</li> <li>• Ensure full compliance with Child Protection Training for ALL staff</li> <li>• Evaluate and adjust Evacuation and Lockdown procedures</li> <li>• Conduct student surveys related to matters of wellbeing to inform new pastoral initiatives</li> <li>• Wellbeing and Year Co-ordinators to design and implement staged and age appropriate program of wellbeing content for students</li> <li>• Foster opportunities for the Student Voice to be more prevalent and have genuine influence on decision making</li> <li>• Introduce a new student diary that aids in organisation and contains wellbeing advice</li> <li>• Introduce system for measuring and tracking student wellbeing</li> </ul>
Facilities and resources	<ul style="list-style-type: none"> <li>• Retire current SMS and investigate a replacement School Management System for implementation in 2021</li> <li>• Creation of Kindergarten KLA and upgrade of Junior School playground</li> <li>• Refurbishment of targeted student bathrooms and staff facilities</li> <li>• Creation of a Fab Lab and refurbishment of the VA area</li> <li>• Correction of Quad drainage – installation of an Ag Drain</li> <li>• Correction of Junior School KLA water encroachment – installation of an Ag Drain</li> <li>• Painting of Music Corridor and Drama Corridor</li> <li>• Re-carpet Music and Drama Corridors and curate wall displays</li> <li>• Recarpet Year 6 classroom</li> <li>• Investigate and make good roofing where needed</li> </ul>
Policies and procedures	<ul style="list-style-type: none"> <li>• Development of enhanced College-wide ‘risk minimisation’ policies and practices through Complispace</li> <li>• Upgrade College Risk Register</li> <li>• Systematically update the Staff Handbook</li> <li>• Review Parent/Student Handbook</li> <li>• Evaluate and adjust Evacuation and Lockdown procedures</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 2019 the College staff continued to promote the five main College values:

Humility, Honour; Appreciation, Passion and Commitment.

These College values are based on the Federal Government Values and are adapted for our community and needs. Student Assemblies, Wellbeing lessons, guest speakers, performances, the Annual 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 21<sup>st</sup> century.

Our performance education (performing arts and sport) engenders respect for: fellow performers or competitors, differing performance and sporting 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 Youth off the Streets. Funds will provide disadvantaged youth to turn their lives around with education, training, counselling and support.

Students took part in; the World's Greatest Shave raising money for cancer research, donations for the Exodus Foundation Christmas Appeal and took part in other smaller community service performances such as celebrations for Senior Citizens Week and RUOK Day.

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.

**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 2019 the P & F met nine times and the major fund and friend raising event was the Bi-annual Principal's Dinner held at Aqua Luna. Funds raised contributed to the much anticipated bathroom renovations in Technology House. This renovation will not only see the bathrooms more aesthetically appealing but most importantly a more hygienic and safe area for the students to utilise.

Other P & F initiatives raised funds through activities such as Bunning's BBQs, raffles, Junior School Disco, and Mother's and Father's Day Stalls. The P & F remains the conduit through which funds from the parents' levy is approved for distribution and parents are invited to make suggestions and drive fund raising initiatives.

Parents were invited to participate in the AIS Perspectives Survey. The response was fair and overall the responses were very positive with comments like: *'Absolutely thrilled at the level of care my child has had since commencing at the school'*, *'not enough time at parent/teacher interviews for robust discussion'*.

The level of parent participation in attending student performances and tennis tournaments is strong and supports the students by providing a supportive audience. The High Performance Season and the ranking tennis tournaments are the highlights of the year and are appreciated by all who attend including past students and staff.

Students were inspired by the experience of being involved in College performances, eisteddfods, community performances, tennis tournaments and some were fortunate enough to receive professional performance opportunities. Our Boy's Tennis team was particularly proud to be chosen to participate in the World Tennis competitions in Italy achieving the rank of 5<sup>th</sup> in the world.

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.

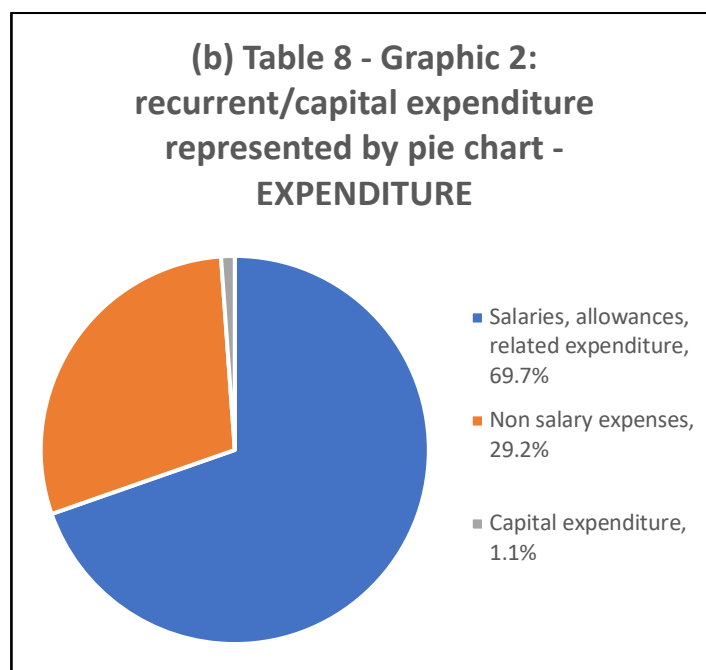
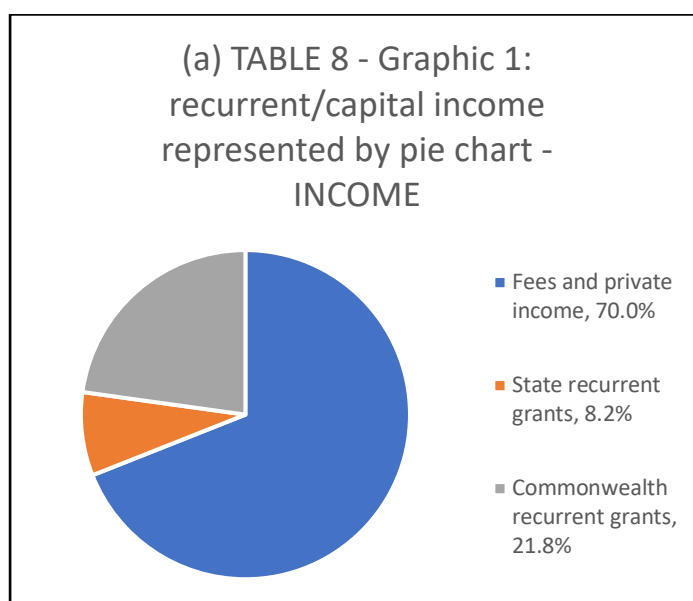
Students generally feel that their teachers care about them as individuals and that they want them to succeed. Students often comment that they feel their teachers know them as individuals. Senior students comment that they find it unfair if a student is granted additional considerations on the presentation of a medical certificate that is not challenged. 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 colleagues. They say that the College offers an intimate, safe and supportive learning environment where individual student needs are identified and acted upon on a continuing basis. They request that further resources are allocated to professional development and that faculty planning days be considered.

**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 Executive Finance Committee of the College Council which includes, but not limited to, the Chairman, and Treasurer of the College Council and the Principal and Business Manager. This committee meets each month and regularly reports monthly to the College Council.





## Theme 14: Publication Requirements

This College Annual Report will be provided to the NESA on RANGS Online, no later than October 9, 2020.

Public disclosure of this Annual Report by October 9, 2020 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.