



Annual Report 2010



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The McDonald College
Annual Report 2010

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INTRODUCTION

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

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

In summary, the College is unique in providing:-

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

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

The College offers a breadth in cross training for all students, encouraging them to, "strive for excellence", (the College motto), in a caring and tolerant environment. Creativity, self-discipline, passion, self-esteem and academic, artistic and performance achievements are valued outcomes for the whole College community. In 2010 students had the opportunity to participate in Excursion to USA, The Prefects Concert, Chess, Eisteddfods, Debating, Peer Support, Premier State Ballet, Da Vinci Decathlon, Sydney Morning Herald Speaking Competition, Art and Design Show, to name just a few.

The College supports students who achieve professional employment in the performing arts, television and film industry during their course of study, by appointing (where appropriate) tutors and/or communicating with onsite tutors to ensure all class work and Board of Studies requirements are fulfilled. The College also supports students who wish to undertake other courses at TAFE or Open High School as part of their academic programme.

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



EDUCATIONAL AND FINANCIAL REPORTING

Policy

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

Procedures

Annual Report

Procedures for implementing the policy include:

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

Requests for additional data

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

DEEWR Annual Financial Return

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

M.P. Kohler, M.Ed
Principal



REPORTING AREA I :

A Message from Key School Bodies

Message from the Chairman of the College Council

The year of 2010 can well be celebrated with outstanding academic and performing arts performances. Particular mention must be made of the following School Certificate and Higher School Certificate results:

School Certificate

English – 49% of students received Band 5 & 6 compared to the State average of 36%

Science – 54% of students received Band 5 & 6 compared to the State average of 40%

Australian History, Civics and Citizenship –33% of students received Band 5 & 6 compared to the State average of 18%

Australian Geography, Civics and Citizenship –50% of students received Band 5 & 6 compared to the State average of 26%

Higher School Certificate

Advanced English - 97% of students received Band 4, 5 & 6

2U Mathematics - 78% of students received Band 5 & 6 compared to the State average of 48%

General Mathematics - 48% of students received Band 5 & 6 compared to the State average of 26%

Dance – 60% of students received Band 5 & 6 compared to the State average of 34%

Design and Technology - 50% of students received Band 5 & 6 compared to the State average of 34%

Music 1 – 97% of students received Band 5 & 6 compared to the State average of 60%

Personal Development, Health and Physical Education - 60% of students received Band 5 & 6 compared to the State average of 38%

Visual Art –79% of students received Band 5 & 6 compared to the State average of 50%

Staff and students are to be congratulated for the many performances enjoyed by audiences throughout the year. The High Performance Season celebrated outstanding student performances in:

Don Quixote – Premier State Ballet

The Mad Woman of Chaillot – The McDonald College Players Ensemble

Exit Stage Left – Acting Stream

Aeternum – Music Stream

Freak Out – Music Stream

You Should be Dancing – Dance Stream

I3 – Musical Theatre Stream

An Evening of Classical Ballet – Classical Ballet Stream

The College was the beneficiary of the Federal Government Grant under the Building Education Revolution. The addition to our Conference Centre provided the College with a multi-purpose space to be used for assemblies, information evenings, Grandparents Days, Careers Days, student performances, Infants and Primary Speech Days, student classes and a number of other activities run by the College.

The McDonald College Limited, a not-for-profit community-based company limited by guarantee, trades as The McDonald College. The governing body is the College Council which is made up of volunteers who give their time to ensure that the original philosophy and vision is upheld and that the financial strength of the College is maintained. The College Council met six times during 2010 and the Executive Finance Committee of Council met thirteen times. I would personally like to thank them for their ongoing dedication and time given to the College.

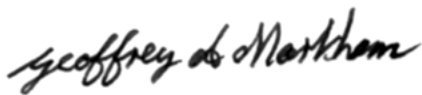


On behalf of the College Council I would like to thank the members of the College Foundation and Parents and Friends Association. Both the Foundation and the P & F embark on fundraising activities to benefit the College now and in the future. I recognise the care and nurturing that each parent contributes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

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

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

Yours sincerely



Geoffrey A. Markham
BE(Hons) FIEAust CPEng FIAMA
Chairman of the College Council



Message from the Principal

This Annual Report provides a brief overview of The McDonald College in 2010. Our College is a unique school educating creative and vibrant students who love going to school. We are Australia's leading independent school specializing in performing arts together with a rigorous academic programme from Pre-School to Year 12. Our classrooms, studios, corridors and playgrounds abound with acceptance, excitement and creative energy.

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

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

- Visual Art – HSC student accepted to Art Express with work hung in the NSW Art Gallery
- PDHPE – HSC student achieved 18th in the State
- Music Extension – HSC student achieved 50 / 50
- HSC General Mathematics, Band 6 results were 3 ½ times the State average
- HSC Music 1, Band 6 results were 2 ½ times the State average
- HS Visual Art, Band 6 results were 2 times the State average
- School Certificate English, Band 6 results were 2 ½ times the State average

- School Certificate Australian History, Civics and Citizenship, Band 6 results were 3 times the State average
- School Certificate Australian Geography, Civics and Citizenship, Band 6 results were 4 times the State average

The College ran a number of programmes throughout 2010 to support students including Peer Support and Student Leadership, Cross Roads, Careers Expo with focus on creative careers, Drug Education, Driver Education and Cyber Bullying programmes. Individual senior students attended the Rotary Youth Programme of Enrichment and Junior School students participated in the Da Vinci Decathlon and Interschool Debating.

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

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

Year 5 and 6 students participated in an overnight excursion to Canberra to further their exposure to the procedures governing our country by travelling to Parliament House. Year 7 & 8 students attended a camp focussing on their leadership, physical and personal development and Year 11 participated in a camp following the Cross Roads programme. This represents a snapshot only of activities.



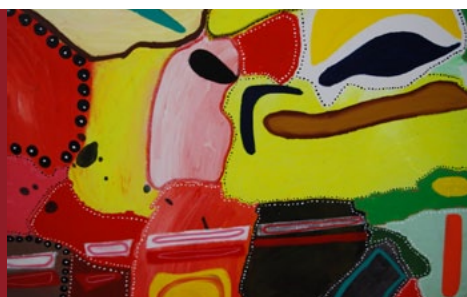
Education and Information Evenings / Breakfasts were held for parents at all Stages with specially tailored evenings, such as the Agents Forum, targeting our Performing Arts programmes.

The College was involved in over 150 performances ranging from local community events to our annual performances at the Sydney Opera House, Angel Place Recital Hall, The Playhouse, National Institute of Dramatic Art (NIDA) other prestigious external venues and our own internal performance spaces.

I take this opportunity to thank the College Council under the Chairman, Mr Geoffrey Markham, for their guidance and direction. I also thank the College Parents and Friends Association under the Presidency of Mrs Beth Wakefield and Dr Natalie Mishchuk and Mrs Margaret Markham, as Chairman of The McDonald Foundation, for their continued support for all areas of the College.



M. P. Kohler, M.Ed.
Principal



Message from Student Prefect and Student Representative Body

In 2010 the student leadership body comprised of:

- College Captain and Vice Captain
- Junior School Captain and Vice Captain
- SRC Captain
- Senior Prefects (Twelve Year 12 Prefects and four Year 11 Prefects)
- Secondary - House Captains and Vice Captains (Captain from Year 12, Vice Captain from Year 11)
- Junior School – Two Captains and two Vice Captains from Years 5 - 6)
- Student Representative Council (One student per Pastoral Care Class – Primary & Secondary Schools)

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

The major fundraising event for 2010 was the Prefect's Concert held in March which was enjoyed by the students and audience alike. On the evening \$6,819.46 was raised and this was donated to the Humour Foundation (Clown Doctors).

The SRC organised a number of events for students which raised funds for the Exodus Foundation, the Australian Refugee Council, Bear Cottage and the Red Shield Appeal. Students were encouraged to donate to the Christmas Hamper Appeal and they raised funds through activities held during the SRC Christmas Concert held on the last day of school for 2010.

Prefect & SRC Body
S. McKee
Student Leadership



REPORTING AREA 2 :

Contextual Information about the School

The McDonald College is Australia's only independent, co-educational, non-denominational school from Pre-School to Year 12 which integrates excellence in performing arts and academic studies to the NSW Higher School Certificate.

Our Boarding House caters for up to 30 girls from Year 7 to Year 12. The College specialises in creativity through a rigorous academic programme integrated with an extensive daily performing arts training.

Our philosophy is to provide professional performance training in acting, classical ballet, dance, music and musical theatre whilst maintaining the highest standards of academic education thus allowing students the opportunity to keep all their options beyond school open. Academic extension opportunities are available to suitable students and those with special needs are catered for individually and/or through in-class support. A comprehensive performing arts programme is also available after school hours to College students as well as the broader community.

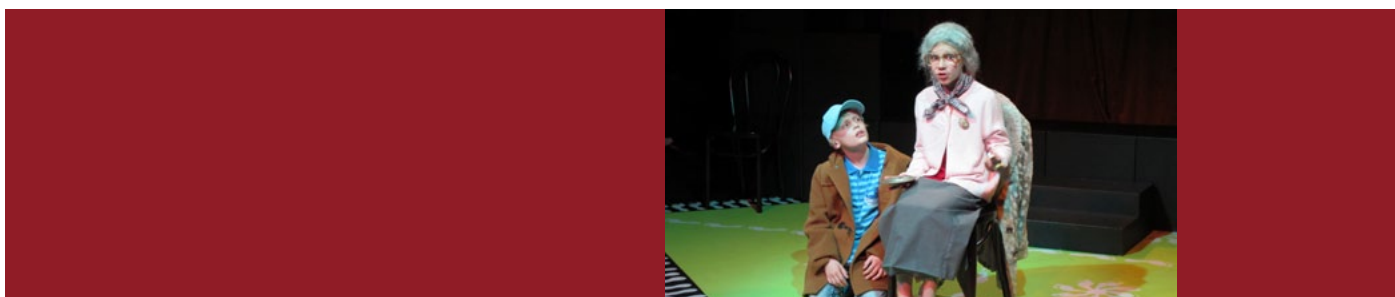
The College is extremely proud of its achievements; combining performing arts with academic education. Our academic achievements in examinations such as NAPLAN and HSC are well above the State average. These outstanding results are often achieved in tandem with professional performance commitments. Our dedicated staff is passionate and highly skilled in developing and nurturing our students' potential, ability and interest.

The College motto, 'Striving for Excellence and Quality in Performance', underpins our caring and tolerant environment; where creativity, self-discipline, passion, lateral thinking, self-esteem and academic, artistic and performance achievements are celebrated and encouraged.

Our graduates are sought after globally as performing artists, in corporate and educational settings and in medical and legal realms. They are confident communicators with a creative

view of the world beyond school. The McDonald College - A benchmark for national and international excellence and innovation in academic and performing arts studies to students of the 21st century; where excellence in performance begins; where individual gifts and talents are our priority; and where students love coming to school each day. www.mcdonald.nsw.edu.au

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



REPORTING AREA 3 :

Student performance in National and Statewide Tests and Examinations

HIGHER SCHOOL CERTIFICATE

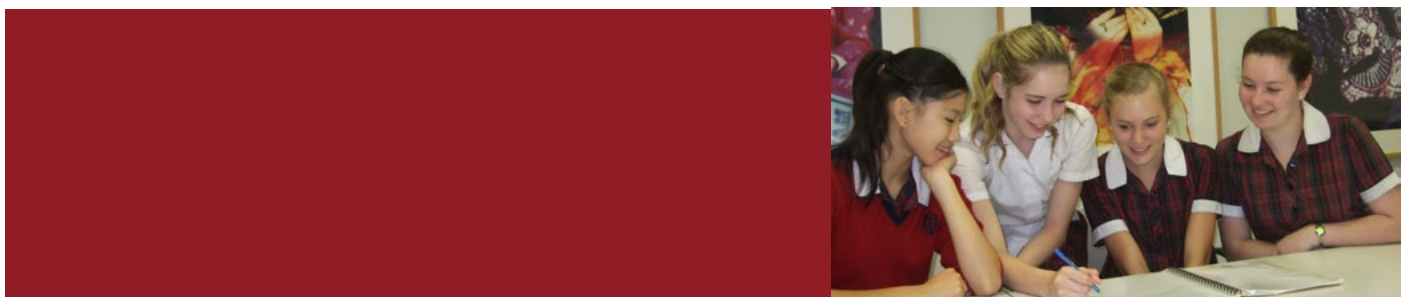
Approximately 60 000 students sat for the Higher School Certificate in 2010. 119 were students attending The McDonald College in Years 11 and 12.

- 21 different subjects/courses were offered to students at The McDonald College in 2010
- Students scored well ABOVE the state averages for Bands 4-6 in 17 out of the 21 courses

<i>Subject</i>	<i>School (Bands 4-6)</i>	<i>State (Bands 4- 6)</i>
Ancient History	72%	64%
Biology	76%	64%
Chemistry	71%	71%
Dance	100%	70%
Design and Technology	94%	75%
Drama	81%	78%
English Standard	59%	35%
English Advanced	97%	93%
IPT	50%	65%
Legal Studies	66%	64%
Maths General	81%	57%
Mathematics	78%	75%
Modern History	72%	78%
Music 1	100%	88%
Music 2	100%	99%
PDHPE	91%	70%
Visual Arts	93%	88%

	<i>College Average (Bands E4, E3)</i>	<i>State Average (Bands E4, E3)</i>
Extension 1 English	85	66
Extension 2 English	81	100

Distance Education Courses studied at The Open High School: 2 unit Italian Continuers



2006-2010 Comparison of HSC results

Improvements occurred in many subjects. Most subjects scored very similar averages when compared to 2006, 2007 and 2008 showing that the high standard is maintained at the College from year to year.

The following table indicates some of The McDonald College averages to support the above statement:

	<i>2010 Bands 4,5,6</i>	<i>2009 Bands 4,5,6</i>	<i>2008 Bands 4,5,6</i>	<i>2007 Bands 4,5,6</i>	<i>2006 Bands 4,5,6</i>
Business Studies	n/a	89%	82%	78%	75%
Dance	100%	100%	90%	89%	92%
Design and Technology	94%	93%	93%	89%	90%
Drama	81%	97%	96%	100%	96%
English Advanced	97%	91%	91%	88%	88%
English Standard	59%	57%	91%	65%	63%
General Mathematics	81%	91%	78%	75%	64%
Mathematics	78%	33%	89%	55%	20%
Music I	100%	100%	100%	100%	100%
Visual Arts	93%	97%	100%	100%	100%

Highlights of the 2010 HSC – BAND 6 only

	<i>Band 6 McDonald College 2010</i>	<i>Band 6 State 2010</i>
Mathematics	33%	19%
General Mathematics	19%	6.5%
Extension I English	33% (Band E4)	24% (Band E4)
Music I	36%	16%
Extension Music	83%	59%



School Certificate Results 2009-2010 Comparison

Of the 85,000 students who sat for the School Certificate examinations, 58 were from our College and we are very proud of their results.

Below are the statistics for the School Certificate Examinations:

	College Average 2010 Bands 5 and 6	State Average 2010 Bands 5 and 6	College Average 2009 Bands 5 and 6	State Average 2009 Bands 5 and 6
English	48%	36%	64%	41%
Mathematics	32%	27%	24%	24%
Science	54%	41%	62%	36%
History, Civics and Citizenship	32%	18%	56%	23%
Geography, Civics and Citizenship	50%	26%	48%	28%

Students performed at or above State level in the five School Certificate tests. 95% were placed in Bands 6, 5 and 4 in English Literacy as compared to 81% of the State, 56% were placed in Bands 6, 5 and 4 in Mathematics compared to 45% of the State. This is consistent with results in previous years. 90% of students achieved Band 6, 5 and 4 for Science compared to 73% of the State.

Students at the College exceeded the State averages in the Computing Skills examination, with 100% of our students achieving Competent or Highly Competent.



NAPLAN RESULTS 2010

Performance in NAPLAN testing is documented on the My School website:

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

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

M.Contos
Director of Curriculum



REPORTING AREA 4 : Senior Secondary Outcomes

Enrolments in vocational courses are documented on the My School website:

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

M.Contos
Director of Curriculum



REPORTING AREA 5 : Professional Learning and Teacher Standards

Professional Learning

The College Executive participated in Leadership Seminars conducted by the Association of Independent Schools. All the teaching staff participated in professional development during the College development day in Term 1. In addition the following professional development activities were undertaken by staff throughout 2010:

<i>Subject</i>	<i>Course Details</i>	<i>Number of Courses</i>	<i>Number of Teachers Attended</i>
Executive / General	The Butterfly Foundation – School Counsellor Workshop	1	1
	Pathways – Demystifying Accounting & Financial Statements	1	1
	AHISA Conference Kambala	1	1
	AIS Pastoral Care Conference	1	1
	AIS Naplan Smart Briefing	1	3
	AIS Enhancing Your Child Protection Investigation Skills	1	1
	HICES – Education for Life through Life	1	2
	Royal Life Saving	1	31
Science	UTS Physics – Green Lighting Revolution	1	1
HSIE	Jacaranda – Unpacking the Revised Stage 6 Syllabus – Business Studies	1	1
	IWBNet – Eteaching Technology	1	1
TAS	TTA Eco-lamp – Lighting Design Project	1	2
	CBFA – Animation Techniques	1	1
Mathematics	AIS Keeping Children Motivated for Achievement	1	1
	TTA – Preparation to Teach 2U Preliminary Maths	1	1
	TTA – Getting the best 2U maths HSC results	1	1
	AIS Exploring the National Curriculum in Maths	1	1
	TTA – Using Geogebra – Stage 5 & 6 Maths	1	1
Pastoral Care	Dr Michael Carr-Gregg “When to worry: The Schools Role”	1	1
	Peer Support – Implementation Workshop	1	2
	APS Career Creativity	1	1



<i>Subject</i>	<i>Course Details</i>	<i>Number of Courses</i>	<i>Number of Teachers Attended</i>
English	Inyahead – Brain Systems	1	1
	AIS – Celebrating the classics & the contemporary in English	1	1
Drama	AIS Drama Conference	1	1
	Verbatim Theatre	1	1
Music	UTS – Level 1 Orff Schulwerk Music & Movement Education	1	1
PDHPE	Family Planning NSW – Contraception & STI Update	1	1
Visual Arts	VADEA – Exploring Sustainable Design	1	1
	Semi Permanent – Design Conference	1	1
	VADEA 2010 Annual Conference	1	2
	VADEA – Back to the future: Australian Curriculum Visions	1	1
Learning Support	SPELD – Understanding & assisting with learning difficulties	1	2

The average expenditure per teacher on professional learning in 2010 was \$118.00.



Teaching standards

<i>Category</i>	<i>Number of Teachers</i>
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	39
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

Total teacher numbers are listed on the My School website:

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



REPORTING AREA 6 : Workforce Composition including Indigenous

Workforce composition as per the My School website:

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

The College workforce in 2010 did not include any Indigenous staff.



REPORTING AREA 7 :

Student Attendance and Management of Non-Attendance, Secondary Retention

Student attendance

Ninety-four (94%) per cent of students attended school on average each College day in 2010. This was similar to the daily attendance in 2009.

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

Some students working at an elite level in Classical Ballet in the Year 10 2008 cohort took the option of the professional training course in AIBA (Australian International Ballet Academy).

Those who leave generally pursue other study opportunities or leave due to family circumstances.

Management of Student Non Attendance

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

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

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

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

Student retention rates

Sixty one (61) percent of the 2008 Year 10 cohort completed Year 12 in 2010. Based on the information provided to the College when students leave it would appear that only a minority of the students who leave at the end of Year 10 or during Year 11 do so to pursue employment.



REPORTING AREA 8 : Post School Destinations

Based on the information provided to the College, when students leave, it would appear that most students do so because of family circumstances or to pursue vocational training. The majority of students who left the College at the end of Year 12 following the completion of their school education continued on to University, Tertiary Institutions, TAFE or to pursue full-time employment.

The following table illustrates the destination of students leaving the College from Years 12 in 2010.

	<i>University/ Tertiary Institutions</i>	<i>TAFE</i>	<i>Vocational Perf. Arts training</i>	<i>Workforce</i>	<i>Overseas /Gap Year</i>	<i>Family Circumstance/ Unknown</i>
Yr 12	37		11	3	13	2



REPORTING AREA 9 :

Enrolment Policies and Characteristics of Student Body

Enrolment Policy

INTRODUCTION

The McDonald College is a Preparatory 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. 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. Pre-Kindergarten and Infants children commit to three hours of general performing arts regimen per week. 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
- A statement about the College Fees
- An Application for Registration

Waiting Lists

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

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

1. the Application for Registration;
2. a non refundable Application Fee of one hundred dollars (\$100);
3. copies of the child's last two school reports;
4. copies of certificates of achievements in the performing arts or sport, such as examinations passed or eisteddfod results;
5. all medical, psychological or other reports about the child in their possession or control;
6. two personal references, one for the student and one for the family; and
7. a full length photograph in dance attire if a dancer or portrait photograph if an actor, musician sports person.

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

Assessment Process

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

Interview and request for information

As part of the assessment process the College:

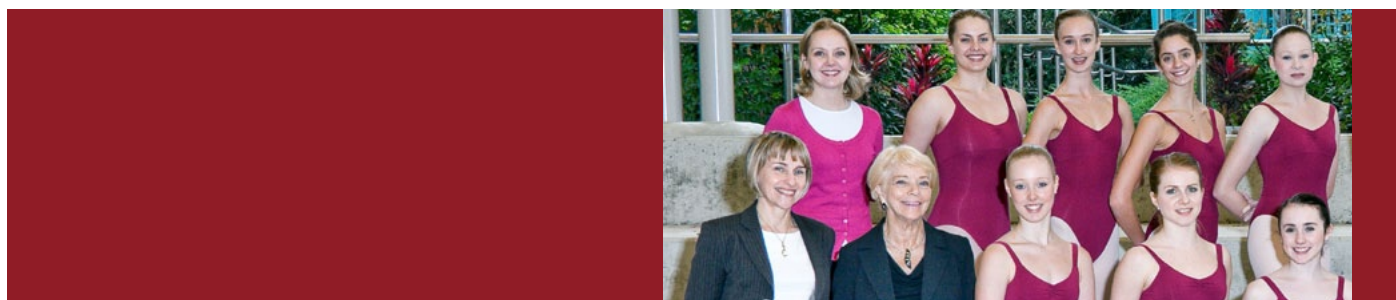
1. may arrange for a child on the waiting list to undertake a pre-enrolment test at the College; and
2. will invite the parents of a child on the waiting list to attend an interview at the College with the Principal or a senior member of staff appointed by the Principal. At the interview, among other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

In considering all prospective enrolments, the College may:

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

Unacceptable behaviour

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



Disability

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

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

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

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

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

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

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

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



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

Failure by parents to disclose information

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

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

Enrolment Offers and Acceptance

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

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

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

Offers for Provisional Enrolment

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

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

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

Holding of Class Places

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

Student Population

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



REPORTING AREA 10 : School Policies

Student Welfare Policies

The College seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, performance and emotional development of students
- Provides student welfare policies and programmes that develop a sense of self-worth and foster personal development

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

<i>Policy</i>	<i>Changes in 2010</i>	<i>Access to full Text</i>
<i>Child Protection Policy encompassing</i> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating "reportable conduct" • investigation processes • documentation 	<i>Updating of Policy to include Keep them Safe</i> <i>New policies implemented:</i> <ul style="list-style-type: none"> • Parents videoing College events • Guidelines for Physical Contact in the Performing Arts developed 	<ul style="list-style-type: none"> • Issued to staff members and members of the College Council • College Intranet • Parent Portal on the website
<i>Security - Policy encompassing</i> <ul style="list-style-type: none"> • procedures for security of the grounds and buildings • use of grounds and facilities • emergency procedures • travel on school-related activities 	<i>New policies implemented</i> <ul style="list-style-type: none"> • Video surveillance guidelines • Reviewed lockdown procedures 	<ul style="list-style-type: none"> • College Intranet • Parents may request copies by contacting Senior School Reception
<i>Supervision - Policy encompassing</i> <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on-site and off-site activities • guideline for supervisors 	<i>Updated</i> Risk assessment procedures reviewed and further developed	<i>Full text in</i> <ul style="list-style-type: none"> • College Intranet (pertinent policies)
<i>Codes of Conduct Policy encompassing</i> <ul style="list-style-type: none"> • code of conduct for staff and students • behaviour management • the role of the student leadership system 	<i>Role of prefects reviewed</i> <ul style="list-style-type: none"> • Student driver policy reviewed • Student buddy system developed • Internet Acceptable use, procedures reviewed and further developed • Staff Code of Conduct reviewed and updated 	<i>Full text on College intranet</i> <i>Partial text in:</i> College Intranet <ul style="list-style-type: none"> • Student Diary • Handbook for Parents and Students • Orientation - all new staff given a copy of the Code of Conduct for Staff



<i>Policy</i>	<i>Changes in 2010</i>	<i>Access to Full Text</i>
<i>Pastoral Care encompassing</i> <ul style="list-style-type: none"> the pastoral care system availability of and access to special services such as counselling health care procedures critical incident reporting homework policy 	<ul style="list-style-type: none"> Re-introduced Year Coordinators New Model of Student Wellbeing/ Pastoral Care developed 	<i>Full text in</i> <ul style="list-style-type: none"> Intranet for staff Staff Professional Development Parents Informed via Parent Information Breakfasts BTS
<i>Communication Policy encompassing</i> <ul style="list-style-type: none"> formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being 	Nil	<i>Full text contained in</i> <ul style="list-style-type: none"> Staff Intranet Handbook for Parents & Students Parent Portal on web site Intranet for staff

Student Discipline

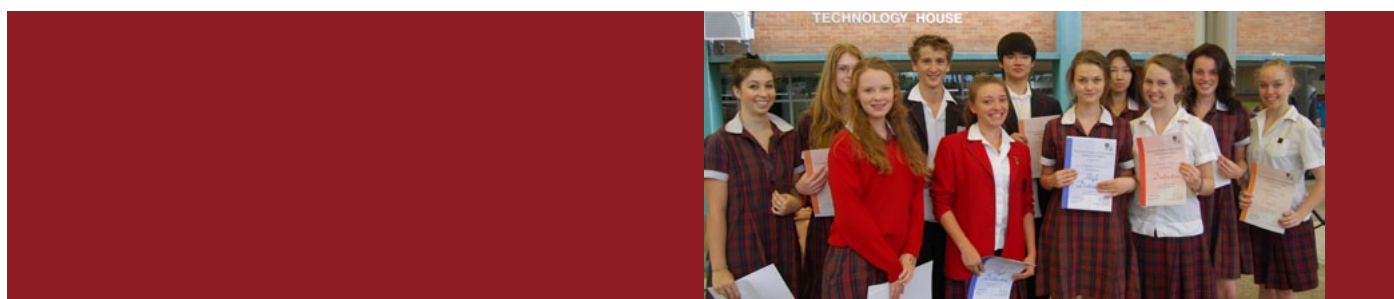
Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

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

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

- Parent and Student Handbook
- College Intranet

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



Reporting Complaints and Grievance Resolution

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the College's policy and processes for complaints and grievance resolution is provided on the College Intranet. An appropriate outline of the policy and processes is also in the Parent and Student Handbook, student diary and the Parent Portal on the web site.

M.P. Kohler
Principal



REPORTING AREA 11: School Determined Improvement Targets

Achievement of priorities identified in the College's 2009 Annual Report

<i>Area</i>	<i>Priorities</i>	<i>Achievements</i>
Teaching and Learning	<ul style="list-style-type: none"> • Improve student performance in HSC • Reviewing 'Double Time' at all levels - Council, Staff and Students • In-servicing staff on recent changes in BOS requirements and National Curriculum • Primary - focus on Literacy and Writing Skills 	<ul style="list-style-type: none"> • Formalised HSC Holiday workshops • Phased out 'Double Time for Year 11, 2011 • Expanded Distance Education/Open High School offerings • Ongoing Professional Development
Student Welfare	<ul style="list-style-type: none"> • Introduction of a Social Justice Programme • Raising student, staff, parent awareness on cyberbullying • Providing workshops on driver education for Years 9 - 12 • Primary - student leadership and citizenship skills 	<ul style="list-style-type: none"> • Review and write new model for Student Welfare & Pastoral Care • Provide workshops for parents and students on cyberbullying • NRMA Driver Education - students and parents programme • Year 10 to Road Trauma Conference • Junior School leaders inservice
Facilities and Resources	<ul style="list-style-type: none"> • Extension to Conference Centre • Fit-out of Amphitheatre • IT - upgrade to Network Infrastructure and Services • Move to update Digi Lab • Interactive Whiteboard - Junior School • Costume Department 	<ul style="list-style-type: none"> • Building projects completed • Digi Lab relocated and fitted out • Interactive Whiteboard installed • Ongoing development in Costume Department



2011 Priority areas for improvement

<i>Area</i>	<i>Priorities</i>
Teaching and Learning	<ul style="list-style-type: none"> • Review curriculum hours Yrs 9, 10 & 11 and subject offerings for 2012 • Further staff professional development on differentiation and implementation of the National Curriculum
Student Welfare	<ul style="list-style-type: none"> • Review College Anti-bullying and Harasment Policy • Research strategies for embedding the Four (4) College Values in all student endeavours, Honour, Humility, Passion & Commitment, Appreciation
Facilities and Resources	<ul style="list-style-type: none"> • Purchase and install laptop trolleys • Improve on-line communication with parents via the use of College website • Introduce on-line student reporting • Upgrade of the air conditioning system to reduce number of breakdowns • Upgrade of EWIS (Emergency Warning and Intercommunication System) in Technology House
Literacy and Numeracy National Partnership	<ul style="list-style-type: none"> • Increased use of data to inform Numeracy programmes and interventions • Increased use of data to inform Literacy programmes and interventions • Decreased number of students in the lowest bands in Numeracy (NAPLAN) • Decreased number of students in the lowest bands in Literacy (NAPLAN)

M.P. Kohler
Principal



REPORTING AREA 12 :

Initiatives Promoting Respect and Responsibility

The College requires all students to recognise that they are valued and integral parts of the College community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility. There is much scope to develop talents and to learn through experiences. The College works with staff and students on a values-rich Respect, Responsibility and Right choice platform. In 2010 the Staff Welfare team developed a new Pastoral Care Model for the College. It identifies 4 main College values: Humility; Honour; Passion and Commitment; and Appreciation, which are based on the 9 Federal Government Values.

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

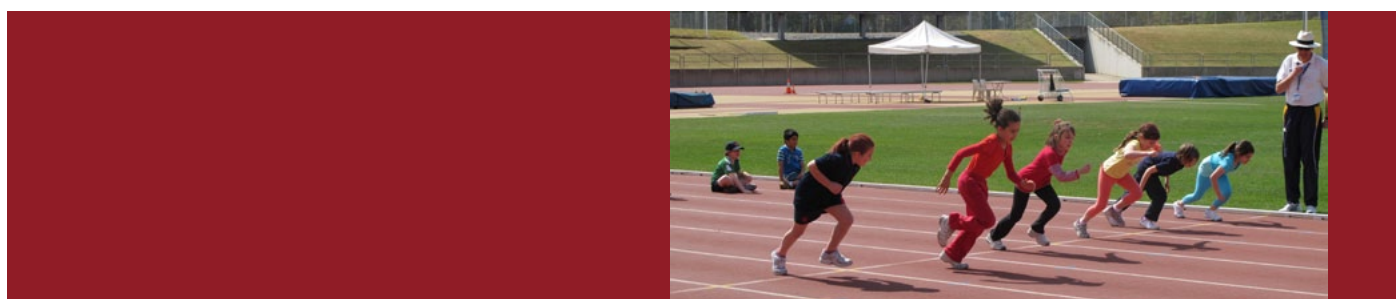
Performing arts education engenders respect for fellow performers, differing performance genre, varying cultures and oneself with humility and self esteem. These characteristics are essential for success at the highest level.

Being a performance based community, our students best contribute to community projects through their love of performance. The Prefects organised a concert with all funds raised being donated to the Humour Foundation (Clown Doctors). Prefects chose this appeal as their project to assist students and families with children affected by illness and prolonged stays in hospital.

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

During 2010 the College staff introduced students to World Harmony Day. Students and staff dressed in national costumes, an international food stall was held and a College Assembly focussed on respecting different cultures and beliefs. These events promoted respect and tolerance for others from a different background and celebrated individual differences, promoting the rights of others.

M.P. Kohler
Principal



REPORTING AREA 13 :

Parent, Student and Teacher Satisfaction

The College is very proud of its 'open door policy' with parent involvement welcomed and encouraged. The Parents and Friends Association meets twice each term or according to need and has the function of disseminating funds collected through the P & F levy and running fund raising activities – such as Performing with the Staff and the Junior School Disco.

The level of parent participation both as an audience and as performers was very high at Performing with the Staff with the venue being completely booked out.

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

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

Student Satisfaction

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

Students feel that their teachers are nurturing and that 'they really want you to succeed'. They feel that the teacher commitment is very high at the College and that their teachers are 'generous' and 'selfless'. Senior students felt that the teacher / student relationship at The McDonald College was unique.

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

Teacher Satisfaction

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

They appreciated the open consultation in relation to the 'double time' decision affecting students in Year 11 for 2011 and HSC students thereafter. Staff feel they were listened to and that the process resulted in decisions that will enhance their teaching practice for the future.

The staff feel well supported in their teaching and disciplinary roles and appreciate the harmonious environment in which they work.

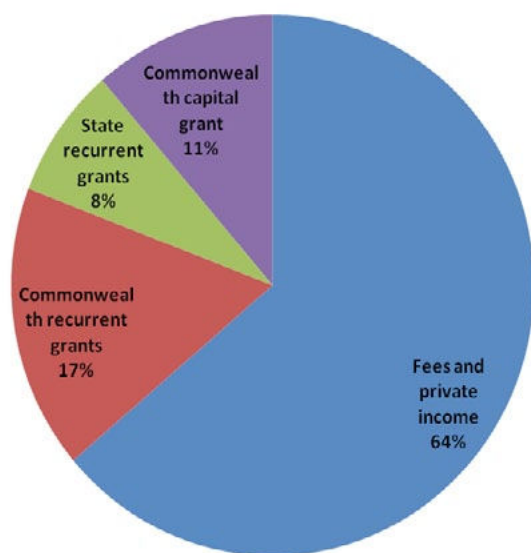
M.P. Kohler
Principal



REPORTING AREA 14 : Summary Financial Information

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

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



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

