



THE
McDONALD
COLLEGE

Annual Report 2011



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INTRODUCTION

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

In addition to the 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 2011 students had the opportunity to participate in *The Prefects Concert*, *Chess*, *Eisteddfods*, *Debating*, *Peer Support*, *Premier State Ballet*, *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, Distance Education 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

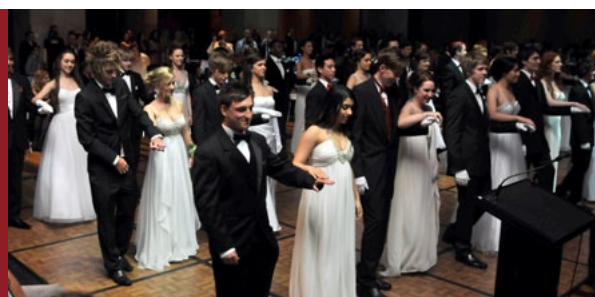
Requests for additional data

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 2011 can again be well celebrated with outstanding academic and performing arts performances. Particular mention must be given to the Dux of Year 12 with an ATAR of 97.85 now studying Law and to the Dux of Year 10 who achieved outstanding results including 100% in Australian History, Civics and Citizenship.

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:

Paquita – Premier State Ballet
The Big Night – Acting Stream
Impact – Music Stream
Get on the Floor – Dance Stream
Putting it Together – Musical Theatre Stream
Starburst – Primary Students
An Evening of Classical Ballet – Classical Ballet Stream

The College community is appreciative of the facilities completed in 2010 made possible by the Federal Government Grant under the Building Education Revolution. This multi-purpose space is used for Junior and Secondary Assemblies, information evenings and breakfasts, Grandparents Days, Careers Days, student performances, Primary Speech Day, 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 that 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 2011 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 that will allow our students to look back on their school days with joy and pride knowing that the opportunities afforded them gave them an advantage over their peers.

Yours sincerely

Rick Watkins
Chairman of the College Council



Message from the Principal

This Annual Report provides a brief overview of The McDonald College in 2011. The McDonald College is Australia's leading academic and performing arts school where educating creative and artistic students is our core purpose. We are an independent school specializing in performing arts integrated with a rigorous academic programme from Infants 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 Infants 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 were very pleasing and are discussed in detail later in this report. I make particular mention of:

- Dux of the College received an ATAR of 97.85
- Georgia Sugarman - Major Work included in ArtExpress
- Hayley Watkins - 2U Dance Film included in Callback
- Kathryn Warwick - 2U Music Essay included in Encore
- HS Biology - 33% of our students achieved results in Band 6 compared to 8% of the State.
- HSC General Mathematics - 18% of our students achieved results in Band 6 compared to 7% of the State.
- HSC Visual Art, - 23% of our students achieved results in Band 6 compared to 10% of the State.
Multiple nominations and inclusion in ArtExpress
- HSC Ancient History - 63% of our students achieved results in the top two Bands compared to 37% of the State.

- HSC Dance - 90% of our students achieved results in the top two Bands compared to 40% of the State.
Multiply nominations and Dance Film included in Callback
- HSC Design and Technology - 67% of our students achieved results in the top two Bands compared to 38% of the State.
- HSC Drama - 100% of our students achieved results in the top two Bands compared to 43% of the State.
- HSC Music I - 100% of our students achieved results in the top two Bands compared to 59% of the State.
Music Essay included in Encore
- Dux of Year 10 received 100% History and 99% in Geography and Band 6 in all subjects.
- SC English - 68% of our students achieved results in the top two Bands compared to 38% of the State.
- SC Australian History, Civics and Citizenship - 15% of our students achieved results in Band 6 compared to 5% of the State.
- SC Science - 15% of our students achieved results in Band 6 compared to 8% of the State.

The College ran a number of programmes throughout 2011 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 Interschool Debating.

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



Values are articulated by all staff in their educational delivery, through general and personal contact with the students and by personal demonstration in communications. 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 Bathurst. Year 7 & 8 students attended a camp focussing on their leadership, physical and personal development. Year 9 students enjoyed the experience of a more rugged camp without mobile phone connectivity and where their survival skills were expanded. Year 11 students participated in a camp following the Cross Roads programme. This represents a snap shot only of activities.

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

The College was involved in over 100 performances ranging from local community events to our performance highlights including the High Performance Season held at The Parade Theatre (NIDA), Premier State Ballet held at the Riverside Theatre and An Evening of Classical Ballet held at the Sydney Opera House. The High Performance Season was one of the highlights of our performance calendar with the majority of students in the school participating in six nights of different performances every evening. Many performances were also held at the College in our internal performance spaces.

I take this opportunity to thank the College Council under the Chairman, Mr Rick Watkins for their guidance and direction. I also thank the College Parents and Friends Association under the Presidency of Dr Natalie Mishchuk and Mr Sandro Liszka 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 2011 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
- Junior School – Captains and Vice Captains from Years 5 - 6
- Student Representative Council (Student representatives from each Pastoral Care Class – Primary & Secondary Schools)

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

The major fundraising event for 2011 was the Prefect's Concert held in March which was enjoyed by the students and audience alike. On the evening approximately \$10,650 was raised and this was donated to Queensland Premiers Flood Appeal.

The SRC organised a number of events for students that raised funds for the: Heart Foundation, the Cancer Council, Harmony Day, Jeans for Genes and the Red Shield Appeal amongst others. Students and their families were encouraged to donate to the Christmas Hamper Appeal.

Prefect & SRC Body



REPORTING AREA 2 :

Contextual Information about the School

The McDonald College is Australia's only independent, co-educational, non-denominational school from Infants to Year 12 that 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 62,000 students sat for the Higher School Certificate in 2011. 54 were students attending The McDonald College in Year 12.

- 14 different subjects/courses were offered to students at The McDonald College
- Students scored considerably ABOVE the state averages for Bands 4-6 as follows in 12 out of the 14 subjects:

<i>Subject</i>	<i>School (Bands 4-6)</i>	<i>State (Bands 4- 6)</i>
Ancient History	88%	65%
Biology	55%	61%
Business Studies	70%	65%
Dance	89%	73%
Design and Technology	84%	78%
Drama	100%	81%
English Standard	49%	39%
English Advanced	95%	88%
Maths General	77%	49%
Mathematics	44%	78%
Music 1	100%	88%
Music 2	100%	99%
PDHPE	91%	68%
Visual Arts	100%	86%

	<i>College Average (Bands E4, E3)</i>	<i>State Average (Bands E4, E3)</i>
Extension 1 English	100	84
Extension 2 English	100	83

Distance Education Courses studied at The Open High School: 2 unit Japanese Beginners



2007-2011 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 lists some of The McDonald College averages to support the above statement:

	2011 Bands 4, 5, 6	2010 Bands 4, 5, 6	2009 Bands 4, 5, 6	2008 Bands 4, 5, 6	2007 Bands 4, 5, 6
Business Studies	70%	n/a	89%	82%	78%
Dance	89%	100%	100%	90%	89%
Design and Technology	84%	94%	93%	93%	89%
Drama	100%	81%	97%	96%	100%
English Advanced	95%	97%	91%	91%	88%
English Standard	49%	59%	57%	91%	65%
General Mathematics	77%	81%	91%	78%	75%
Mathematics	44%	78%	33%	89%	55%
Music I	100%	100%	100%	100%	100%
Visual Arts	100%	93%	97%	100%	100%

Highlights of the 2011 HSC – BAND 6 only

	Band 6 McDonald College 2011	Band 6 State 2011
Biology	33%	8%
Business Studies	15%	7%
Dance	33%	11%
General Mathematics	18%	7%
Visual Arts	23%	10%



School Certificate Results 2010-2011 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.

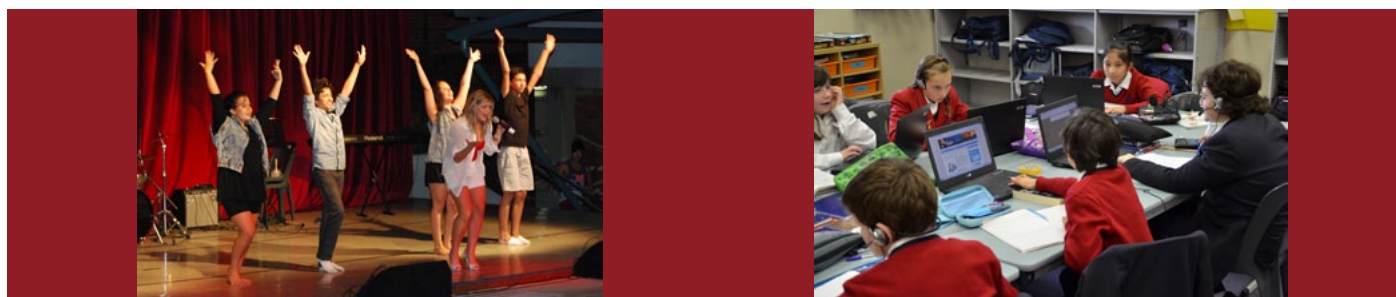
Below are the statistics for the School Certificate Examinations:

	<i>College Average 2011 Bands 5 and 6</i>	<i>State Average 2011 Bands 5 and 6</i>	<i>College Average 2010 Bands 5 and 6</i>	<i>State Average 2010 Bands 5 and 6</i>
English	68%	39%	48%	36%
Mathematics	30%	26%	32%	27%
Science	47%	34%	54%	41%
History, Civics and Citizenship	60%	26%	32%	18%
Geography, Civics and Citizenship	38%	25%	50%	26%

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

Internal Grade Allocation - School Certificate 2011

	<i>Total Number of Students</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
English	53	6	28	12	7	0
Mathematics	53	8	11	26	8	0
Science	53	8	13	25	7	0
History, Civics and Citizenship	53	10	7	21	15	0
Geography, Civics and Citizenship	53	11	11	17	14	0



NAPLAN RESULTS 2011

Performance on NAPLAN is documented on the My School website:

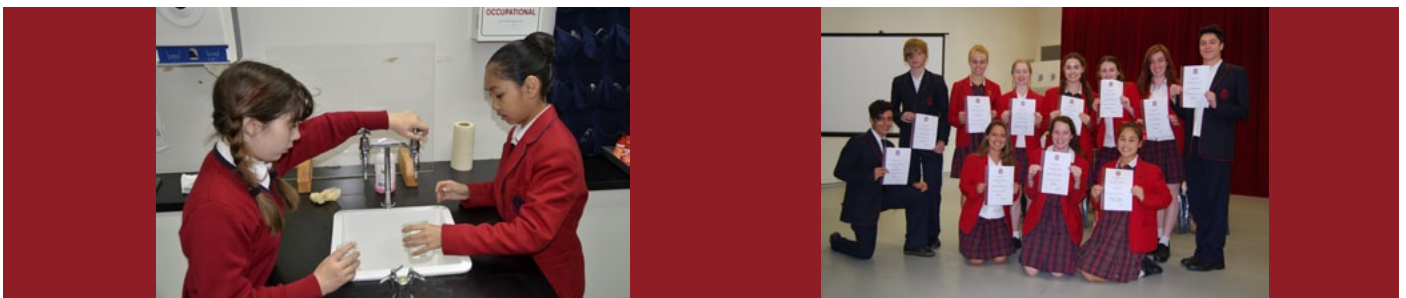
<http://www.myschool.edu.au/>

Senior Secondary Outcomes

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

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

M.Contos
Director of Curriculum

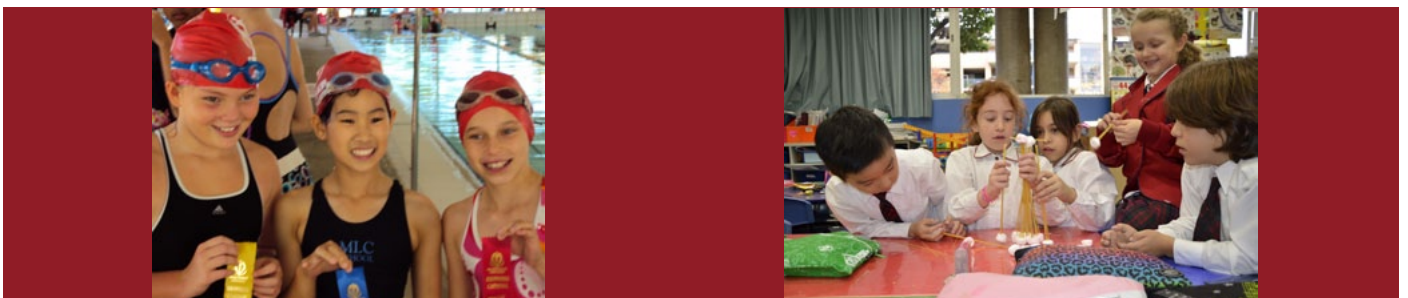


REPORTING AREA 4 : Senior Secondary Outcomes

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 professional development days throughout the year.

- Lockdown & evacuation procedures – 27th January 2011
- AIS Child protection training “Identifying and Responding to Risk of Harm” – 2nd & 3rd February 2011
- CPR (Cardiopulmonary Resuscitation) – 30th March & 11th April 2011
- Strategic Planning for the College – 10th August 2011
- Analysis of 2011 NAPLAN results and its implications for teaching literacy and numeracy – 8th December 2011

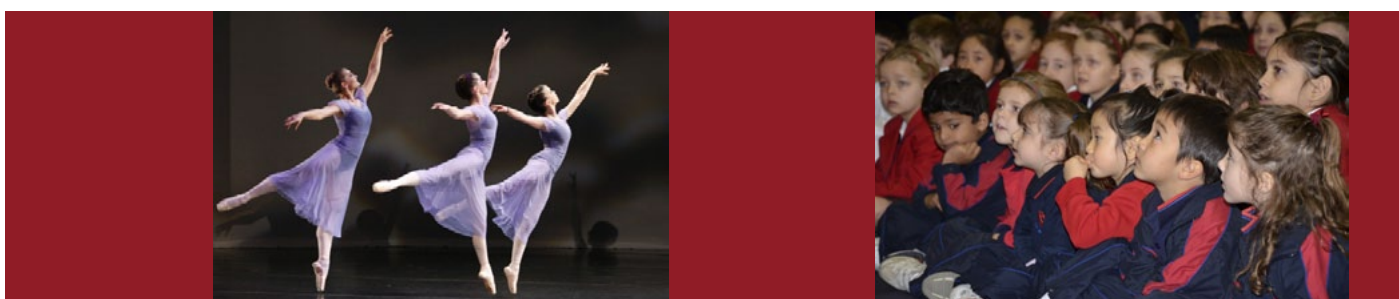
In addition the following professional development activities were undertaken by staff throughout 2011.

<i>Subject</i>	<i>Course Details</i>	<i>Number of Courses</i>	<i>Number of Teachers Attended</i>
Executive / General	AIS Workplace Management Briefings	1	2
	AHISA – The Role of the Head of Department	1	1
	AIS Using Data to Inform Teaching & Learning	1	2
	AIS Executive Conference	1	1
	Royal Life Saving- CPR	2	54
	Royal Lifesaving – First Aid	1	1
	AIS Identifying Risk & Harm	1	6
	AIS OHS Workcover	1	2
	Critical Agenda Cybersafety	1	1
	Youth in Trauma	1	1
HSIE	Priority Management – Working Smarter with Outlook	1	1
	TTA – Inspiration in Teaching Legal Studies	1	1
Business Studies			
	New HSC Business Studies Syllabus	1	1
English			
	AIS - HSC Simulation Marking Day	1	1
	AIS Conference – Understanding the new 7-10 BOS English Curriculum	1	1
	TTA – Engaging Approaches to Poetry, Plays & Novels	1	1



<i>Subject</i>	<i>Course Details</i>	<i>Number of Courses</i>	<i>Number of Teachers Attended</i>
PDHPE	ACHPER – HSC Marking	1	1
	AIS – ISTAA	2	1
Drama	Drama Australia Conference – Spaces of Performance	1	2
Music	ORFF – Teacher Accreditation Level 2	1	1
	AIS – A Day with Composers	1	1
Visual Arts	AGNSW – ArtExpress Teachers Day	1	1
	BOS – VA Practical Marking	1	1
Primary	ELIT English – Workshop	2	4
	Royal Lifesaving – CPR Course	1	1
	Education Outreach – Autism Workshop	1	1

The average expenditure per teacher on professional learning in 2011 was \$250.00



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 2011 did not include any Indigenous staff.



REPORTING AREA 7 & REPORTING AREA 8: Student Attendance and Management of Non-Attendance, Secondary Retention

Student attendance

Ninety-three (93%) per cent of students attended school on average each College day in 2011. This was similar to the daily attendance in 2010.

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

12 following the completion of their school education continued on to University, TAFE, professional performing arts further education or pursued full-time employment.

Some students working at an elite level in Classical Ballet in the Year 10 2009 cohort took the option of the professional training course in AIBA (Australian International Ballet Academy).

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 and post school destinations

Sixty four (64) percent of the 2009 Year 10 cohort completed Year 12 in 2011. The retention rates over the past two years has increased marginally. 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 because of family circumstances or to pursue employment or vocational training. Most appear to leave because they want a change of environment for the final years of their schooling. Students who left school at the end of Year



REPORTING AREA 9 :

Enrolment Policies and Characteristics of Student Body

Enrolment Policy

INTRODUCTION

The McDonald College is an Infants 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. 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:

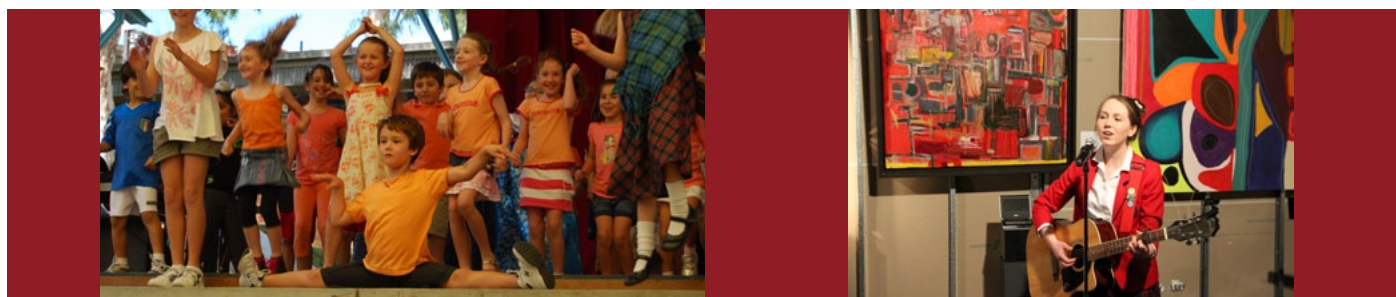
1. total or partial loss of the child's bodily or mental functions; or
2. total or partial loss of a part of the body; or the presence in the body of organisms causing disease or illness; or
3. the presence in the body of organisms capable of causing disease or illness; or
4. the malfunction, malformation or disfigurement of a part of the child's body; or
5. a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
6. a disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or
7. 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 dollars (\$100);
- (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 sportsperson.

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

Assessment Process

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

Interview and request for information

As part of the assessment process the College:

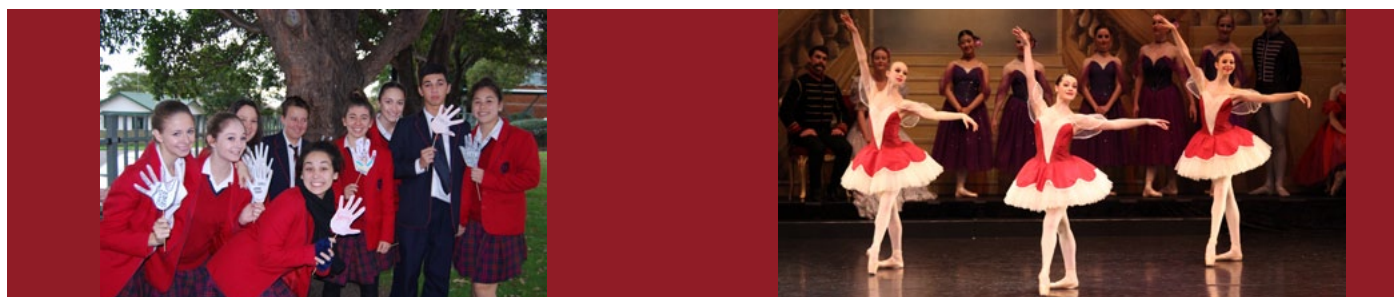
1. may arrange for a child on the waiting list to undertake a pre-enrolment test at the College; and
2. will invite the parents of a child on the waiting list to attend an interview at the College with the Principal or a senior member of staff appointed by the Principal. At the interview, among other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

In considering all prospective enrolments, the College may:

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

Unacceptable behaviour

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



Disability

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

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

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

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

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

- (a) the child's disability;
- (b) the views of the child or the child's parents about:
 - (i) whether the particular measure or action is reasonable;
 - (ii) the extent to which the particular measure or action would ensure that the child was able to participate in the College's courses or programmes or to use the College's facilities or services on the same basis as a child without the disability;

- (c) the effect of the measure or action on the child, including the effect on the child's:

- (i) ability to achieve learning outcomes; and
 - (ii) ability to participate in courses or programmes; and
 - (iii) independence;

- (d) the effect of the particular measure or action on anyone else affected, including the College, its staff and other students;

- (e) the costs and benefits of taking the particular measure or action.

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

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

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



Failure by parents to disclose information

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

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

Enrolment Offers and Acceptance

At the satisfactory conclusion of the assessment process, the College may make an offer to the parents to enrol the child. To accept the offer, the parents must 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.

Continuing Enrolment

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

Characteristics of the student body

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



REPORTING AREA 10 : School Policies

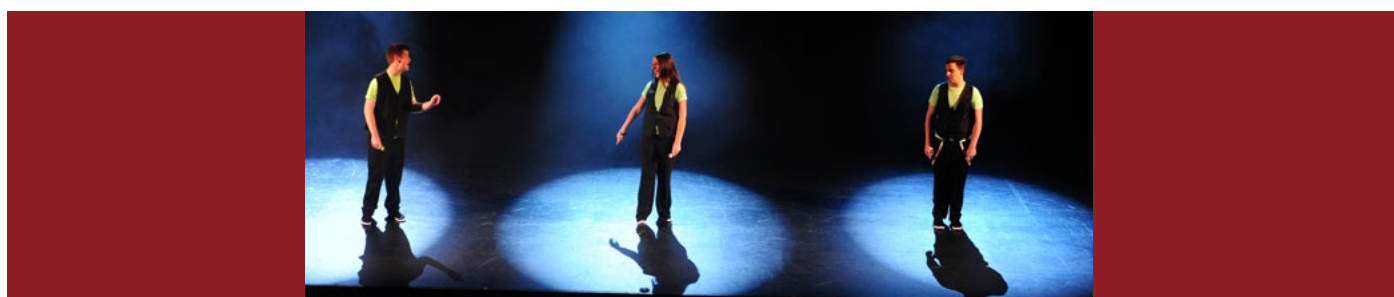
Student Welfare Policies

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:

Policy	Changes in 2011	Access to full text
<p><i>Child Protection Policy encompassing</i></p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating "reportable conduct" • investigation processes • documentation 	<p><i>Updating of Policy to include Keep them Safe</i></p> <p><i>New policies implemented:</i></p> <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 College Council • College Intranet • Moodle on website
<p><i>Security – Policy encompassing</i></p> <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 	<p><i>New policies implemented:</i></p> <ul style="list-style-type: none"> • Video surveillance guidelines • Reviewed lockdown procedures. <p><i>Nil.</i></p>	<ul style="list-style-type: none"> • College Intranet • Parents may request copies by contacting Senior School Reception
<p><i>Supervision – Policy encompassing</i></p> <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on-site and off-site activities • guidelines for supervisors 	<p><i>Updated</i></p> <ul style="list-style-type: none"> • Risk assessment procedures reviewed and further developed • Supervision levels for playground duty reviewed and incorporated into policy 	<p><i>Full text in</i></p> <ul style="list-style-type: none"> • College Intranet (pertinent policies)



Policy	Changes in 2011	Access to full text
<p><i>Codes of Conduct Policy encompassing</i></p> <ul style="list-style-type: none"> code of conduct for staff and students behaviour management the role of the student leadership system 	<p><i>Role of prefects reviewed.</i></p> <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. 	<p><i>Full text on College intranet</i></p> <p><i>Partial text in:</i></p> <ul style="list-style-type: none"> College Intranet Student diary Handbook for Parents & Students Orientation - all new staff given a copy of the Code of Conduct for Staff.
<p><i>Pastoral Care encompassing</i></p> <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 policy homework policy 	<ul style="list-style-type: none"> Reintroduced Year Co-ordinators New Model of Student Wellbeing/ Pastoral Care developed Sick Bay procedures revised re care of primary students 	<p><i>Full text in</i></p> <ul style="list-style-type: none"> Intranet for staff Staff Professional Development Parents Informed via Parent Information Breakfasts BTS
<p><i>Communication Policy encompassing</i></p> <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. 	<p><i>New policies developed for</i></p> <ul style="list-style-type: none"> Awarding of scholarships Collection of late fees Gifts - benefits 	<p><i>Full text contained in</i></p> <ul style="list-style-type: none"> Staff Intranet Handbook for Parents & Students Moodle 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 outline of the policy and processes is also provided in the Parent and Student Handbook, student diary and Moodle on the College website.

M.P. Kohler
Principal



REPORTING AREA II: School Determined Improvement Targets

Achievement of priorities identified in the College's 2010 Annual Report

Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> Review curriculum hours Yrs 9, 10 & 11 and subject offerings for 2012 	<ul style="list-style-type: none"> Curriculum hours reviewed and amended.
	<ul style="list-style-type: none"> Further staff professional development on differentiation and implementation of the National Curriculum 	<ul style="list-style-type: none"> Introduction of single time Senior curriculum delivery. Ongoing consultation at individual subject level.
		<ul style="list-style-type: none"> Introduction of online student reporting for academic and performing arts reports.
Student Welfare	<ul style="list-style-type: none"> Review College Anti-Bullying and Harassment Policy 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Research strategies for embedding the Four (4) College Values in all student endeavours, Honour, Humility, Passion & Commitment, Appreciation. 	<ul style="list-style-type: none"> Completed and implemented with ongoing amendments as deemed appropriate.
		<ul style="list-style-type: none"> Introduction of Monday morning secondary school assemblies.
Facilities and Resources	<ul style="list-style-type: none"> Purchase and install laptop trolleys 	<ul style="list-style-type: none"> Laptop trolleys installed and operational in Secondary. Ongoing
	<ul style="list-style-type: none"> Improve on-line communication with parents via use of College website 	<ul style="list-style-type: none"> Complete
	<ul style="list-style-type: none"> Introduce on-line student reporting 	<ul style="list-style-type: none"> Complete
	<ul style="list-style-type: none"> Upgrade of the air conditioning system to reduce number of breakdowns 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Upgrade of EWIS (Emergency Warning and Intercommunication System) in Technology House. 	<ul style="list-style-type: none"> Ongoing Planning for re-location of junior school to senior campus. Installation of a Wireless Network. College Council planned for future College needs. Official opening of BER facility



Area	Priorities	Achievements
Literacy and Numeracy National Partnership	<ul style="list-style-type: none"> Increased use of data to inform Numeracy programmes and interventions 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Increased use of data to inform Literacy programmes and interventions 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Decreased number of students in the lowest bands in Numeracy (NAPLAN) 	<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Decreased number of students in the lowest bands in Literacy (NAPLAN) 	<ul style="list-style-type: none"> Ongoing Held whole staff professional development on using SMART DATA to analyse results and thus identify areas for school improvement.



2012 Priority areas for improvement

<i>Area</i>	<i>Priorities</i>
Teaching and Learning	<ul style="list-style-type: none"> • Establish teaching and learning committee to review and advance teaching and learning practices. • Revise learning support needs and practices. • Investigate feasibility and suitability of the Multi-lit programme.
Student Welfare	<ul style="list-style-type: none"> • Year 10 Term 4 programme to be developed focusing on “being a responsible adult”. This will also encompass, stress management, safe partying and body image. • Introduce new structure of year coordinators as each secondary year level.
Facilities and Resources	<ul style="list-style-type: none"> • Introduce online booking system for parent teacher interviews. • Introduce online booking system for College performances and events. • Integrate the Junior school into the Senior Campus. • Instal and evaluate tablets for Primary usage. • Upgrade to Windows 7. • Upgrade Maze for accounting purposes. • Expand capabilities of College database.
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

M.P. Kohler
Principal



REPORTING AREA 12 : 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 and students on a values-rich Respect, Responsibility and Right choice platform. In 2011 the Staff Welfare team promoted 4 main College values:

Humility; Honour; Passion and Commitment; and Appreciation.

These are based on the 9 Federal Government Values. Student Assemblies, Pastoral Care lessons and Guest Speakers focussed on these values to raise awareness and understanding among the student body.

These values are articulated in all areas of the College's operation. They are entrenched in academic programmes 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 genres, varying cultures and oneself with humility and self esteem being essential characteristics for success at the highest level.

Being a performance based community, our students best contribute to community projects through their love of performance. The Prefects organised a concert with all funds raised being donated to the Queensland Premiers Flood Appeal.

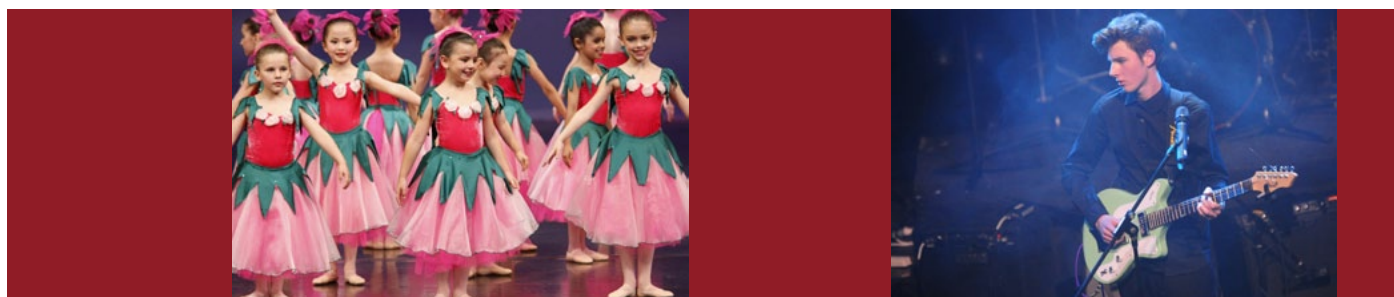
Students assisted with the Salvation Army Red Shield door knock appeal and smaller community service performances such as in nursing homes and with Senior Citizens Week performances.

Both staff and students alike celebrate World Harmony Day. They 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.

- 40 Hour Famine – Guest speaker
- National Sorry Day
- SRC Christmas Hamper Appeal – Exodus Foundation
- Visit by residents of local Nursing home for lunch and performance by Year 10 students.
- CANTEEN Fundraising – Teenage Cancer Research

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 the Junior School Disco and whole school raffles. The P & F will be supporting the College by raising funds to upgrade our ICT capabilities and resources for students.

The level of parent participation in attending student performances is high with some venues being fully booked.

Parents are 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.

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 all aspects of their school lives. The College operates a Peer Support programme which provides the secondary students with opportunities to develop skills for life, including those related to coping with difficult situations, resilience, effective communication, risk-taking and conflict resolution.

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

They feel they were listened to with the decision to return to 'single time' and that the process resulted in decisions that will enhance their teaching practice and thus student achievement for the future. The staff do feel 'time poor' by the increasing compliance demands placed on them.

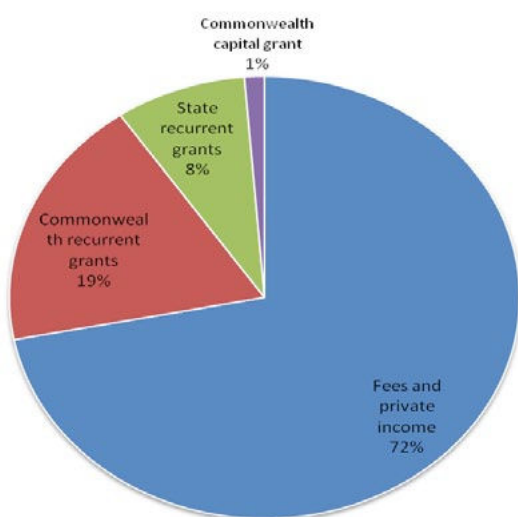
M.P. Kohler
Principal



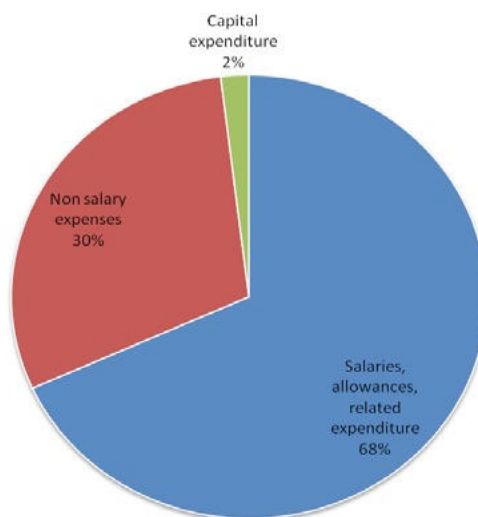
REPORTING AREA 14 : Summary Financial Information

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 and the Principal and Business Manager. This committee meets each month and regularly reports to Council.

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



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



S Owen
Finance Manager



