

Annual Report 2020

Introduction	2
Theme 1: Messages from Key School Bodies	3
Theme 2: Contextual information about the College and characteristics of the student body	6
Theme 3: Student outcomes in standardised national literacy and numeracy testing	8
Theme 4: Senior Secondary Outcomes (student achievement)	9
Theme 5: Teacher Qualifications and Professional Learning	12
Theme 6: Workforce Composition	13
Theme 7: Student Attendance, and Retention Rates and Post-school destinations in secondary schools	14
Theme 8: Enrolment Policies	16
Theme 9:	21
Theme 10: School-determined priority areas for improvement	22
2020 Priority areas for Improvement in 2021	24
Theme 11: Initiatives Promoting Respect and Responsibility	26
Theme 12: Parent, Student and Teacher Satisfaction	27
Theme 13: Summary Financial Information	28
Theme 14: Publication Requirements	29

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Introduction

The McDonald College is unique in the Australian educational landscape. The College fosters student's passions and skills for elite performance in the Arts, Tennis and in 2022 Rhythmic Gymnastics whilst completing their academic studies at their highest possible level of achievement from Kindergarten to Year 12 (HSC).

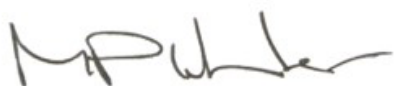
We pride ourselves on nurturing a flexible environment that supports individual student needs as performance opportunities arise. These opportunities could range from competing in an ITF Tennis tournament to performing in a professional musical, shooting a movie and much more.

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

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

Our graduates are well placed for the 21st Century creative industries and more. They have 'human creativity' as a resource to assist them in achieving the innovation that success depends upon. Our legacy of successful graduates stands as a testament to both our approach and our philosophy.

It is our intention that all students have the opportunity to discover their journey within a supportive and exciting school environment.



M. P. Kohler, M.Ed
Principal

Theme 1: Messages from Key School Bodies

Message from the Chairman of the College Council

The McDonald College is a member of the NSW Association of Independent Schools and delivers the NSW Education Standards Authority (NESA) curriculum from Kindergarten to Year 12. The College meets all compliance requirements in order to maintain its full registration and accreditation credentials with NESA.

The College Council met twelve times during 2020. Meetings were a mix of in person and online and the major considerations were management through COVID-19 times, the planning for the introduction of Kindergarten in 2021, financial forecasting and long-term planning.

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

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

Antoinette Colbran
Chair of the College Council

Message from the Principal

It is surely an understatement that the year gone by has presented our College, our State and our Nation with its biggest challenge in my living memory. To use the word 'unprecedented' is clichéd but remains the perfect adjective for the past 12 months. We could never have planned for the challenges that the 2020 pandemic presented.

In February the College Executive and the IT Department trialled several different means of on-line learning each evening and quickly adopted the Zoom platform as the most appropriate for our needs. By the time NSW schools went into lockdown, we were prepared for the switch to on-line learning and student's learning from their homes continued without interruption. On-line performing arts classes were a challenge but student timetables continued throughout the day as they would have had the students been on campus.

I recognise and thank our teaching, IT and administration staff, for their readiness to adapt and to adopt new ways of teaching and learning.

The Junior School was busy with the NESA provisional registration and accreditation application for our Kindergarten program to begin in 2021. This was duly granted allowing for the fully application to proceed in 2021.

Planning for the introduction of Kindergarten as the beginning of our Infants Department, continued with the engagement of our outstanding Early Stage One teacher, ordering of tiny uniforms and the furnishing of a specialised classroom.

The final design and construct approval for our internal refurbishment of some Junior School GLA's, bathrooms, playground equipment and creation of a Fabrication Lab was received, and we were thrilled to be granted an AIS Block Grant Authority grant to the value of \$300,000 to assist in achieving these facility upgrades in 2021.

Our 2020 Dux of the College and classical ballet student, Kiara Outschoorn, has now commenced her tertiary studies of Law. The class of '20 had many obstacles to overcome with 2 students being forced to study overseas from March and complete their HSC examinations from their homes in Hong Kong and Indonesia.

Due to COVID-19, our 2020 High Performance Season could not be held at The Parade Theatre, Parramatta Riverside Theatre or the Seymour Centre as planned. Accordingly, we created our own stage in the Conference Centre and filmed the performances. The students were pleased to do a performance for camera and the parents were delighted to have an excellent record of their child's 2020 performance achievements.

Continuing the expansion of our external performance partnerships program, 2020/21 saw the introduction of ATYP (Australian Theatre for Young People) and AIM (Australian Institute of Music) who joined our partnerships stable with Sydney Dance Company and Voyager Tennis Academy. Our aim is to add Rhythmic Gymnastics to this offering in 2022.

M. P. Kohler, M.Ed
Principal

Message from Student Prefect and Student Representative Body

In 2020 the student leadership body comprised of:

- College Captain
- College Vice Captain
- Sports Captain
- Junior School Captains (2)
- Senior Prefects (from Year 11 and Year 12)
- Secondary – House Captains and Vice Captains – Tennis Captain – Board House Council
- Junior School – House Captains and Vice Captains from Years 5 - 6
- Student Representative Council

The major student fundraising event for 2020 was the Prefect's Concert held in March. This festive event was enjoyed by the staff, students and audience alike and was the only live performance of the year. Money raised on the evening was donated to Wheelchair Sports.

Staff, students and their families were encouraged to donate to the Christmas Hamper Appeal for the Exodus Foundation.

Prefect & SRC Body

Theme 2: Contextual information about the College and characteristics of the student body

Our vision is to be the best performance-centred school.

Our mission is to nurture individual journeys in a creative and inclusive learning community that values intellectual inquiry and ethical decision-making.

The McDonald College, established in 1984, is Australia's only independent, co-educational, non-denominational school from Kindergarten to Year 12 that integrates excellence in performance (performing arts, tennis, and technical production) and academic studies to the NSW Higher School Certificate. Located in North Strathfield, the College is academically comprehensive, dedicates up to 2 hours per day for performance training and provides boarding for up to 43 girls from Year 7 to Year 12.

The College celebrates and encourages student's elite performance, creativity and personal fulfilment through a rigorous academic program integrated with an intensive daily performance training regime covering the following performance genres:

- Acting (in partnership with Australian Theatre for Young People, ATYP)
- Classical Ballet
- Dance
- Music (partnering with Australian Institute of Music, AIM from time to time)
- Musical Theatre
- Senior Contemporary Dance (in partnership with Sydney Dance Co)
- Tennis (in partnership with Voyager Tennis Academy)
- Technical Production

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

A comprehensive performing arts program is also available after school hours to College students as well as the broader community.

The College is extremely proud of its achievements, integrating elite performance with an academic education. Our academic achievements in external examinations such as NAPLAN and the HSC are consistently above the State average.

These outstanding results are often achieved in tandem with students' professional performance and sporting commitments.

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

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

The McDonald College - A benchmark for national and international excellence and innovation in academic, performance and sporting pursuits to students of the 21st century; where excellence in performance begins; where individual gifts and talents are our priority; and where students love coming to school each day supported by professional counselling, onsite weekly physiotherapy and career advice.

School website www.mcdonald.nsw.edu.au

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

Characteristics of the Student Body

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

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

NAPLAN Results 2020

No Data available as NESA cancelled the sitting of the tests due to COVID-19.

Performance on NAPLAN is documented on the My School website: <http://www.myschool.edu.au>

M. Contos
Director of Curriculum

Theme 4: Senior Secondary Outcomes (student achievement)

Records of School Achievement

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

In 2020, a total of eleven students were granted a Record of School Achievement. Seven students were in Year 10 and two in Year 11. 97% of Year 12 students achieved a Higher School Certificate.

Higher School Certificate

Approximately 76,310 students sat for the Higher School Certificate in 2020. At The McDonald College, 30 students from Year 12 sat the Higher School Certificate examinations.

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

Subject	School (Bands 4-6)	State (Bands 4- 6)
Biology	86%	62%
Business Studies	100%	62%
Chemistry	100%	69%
Dance	100%	87%
Design and Technology	75%	83%
Drama	80%	90%
English Standard	69%	56%
English Advanced	100%	95%
Legal Studies	86%	67%
Mathematics	100%	81%
Mathematics Standard 2	50%	50%
Modern History	84%	66%
Music I	100%	90%
PDHPE	67%	61%
Physics	100%	90%
Visual Arts	100%	65%

	College Average (Bands E4, E3)	State Average (Bands E4,E3)
Extension 1 English	25%	92%
Extension 2 English	100%	82%
Extension 1 Mathematics	75%	75%
Extension 2 Mathematics	67%	84%

Distance Education Courses studied:

2 unit Software Design and Development, 2 unit Modern Hebrew Continuers, 2 unit French Continuers, 2 unit Modern Greek and Extension Greek, 2 unit Entertainment Industry

2015-2020 Comparison of HSC results

Improvements occurred in many subjects. Most subjects scored very similar averages when compared to 2014 -2019 showing that the high standard is maintained at the College from year to year.

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

	2020 Bands 4, 5, 6	2019 Bands 4, 5, 6	2018 Bands 4, 5, 6	2017 Bands 4, 5, 6	2016 Bands 4, 5, 6	2015 Bands 4, 5, 6
Business Studies	100%	72%	76%	82%	91%	92%
Dance	100%	86%	100%	100%	100%	100%
Design and Technology	75%	100%	85%	100%	100%	92%
Drama	80%	75%	79%	91%	100%	92%
English Advanced	100%	100%	100%	100%	100%	94%
English Standard	69%	75%	69%	36%	78%	53%
Mathematics	100%	75%	72%	100%	75%	80%
Music I	100%	100%	100%	89%	100%	94%
Visual Arts	100%	100%	82%	100%	100%	100%

Highlights of the 2020 HSC – BAND 6 only

	Band 6 School	Band 6 State
Business Studies	15%	9%
Legal Studies	29%	15%
Music I	83%	22%
Visual Arts	20%	17%

Internal Grade Allocation – Year 10 2020

	Total Number of Students	A	B	C	D	E
English	34	63%	43%	34%	17%	0
Mathematics	34	20%	20%	43%	17%	0
Science	34	14%	31%	43%	11%	0
History	34	20%	46%	26%	9%	0
Geography	34	37%	31%	29%	3%	0

NAPLAN results 2020: No Data available as NESA cancelled the sitting of the tests due to COVID-19.

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

Theme 5: Teacher Qualifications and Professional Learning

Professional Learning

At The McDonald College professional development of all staff is pivotal in our learning outcomes for students. Throughout 2020 external professional development was curtailed due to COVID-19 restrictions. Throughout the year 107 staff attended 18 professional development sessions including but not limited to:

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

Teaching Accreditation

Level of Accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2018)	18
Conditional	0
Provisional	0
Proficient Teacher	17
Total number of teachers	35

Total teacher numbers are listed on the My School website: <http://www.myschool.edu.au>

Teaching standards /qualifications

Category	Number of Teachers
Teachers who have teaching education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	35
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

Theme 6: Workforce Composition

Workforce composition as per the My School website: <http://www.myschool.edu.au>

The College workforce in 2020 did not include any Indigenous staff.

School staff 2020	
Teaching Staff	35
Full-time equivalent teaching staff	27.2
Non-teaching staff	21
Full-time equivalent non-teaching staff	15.6

Theme 7: Student Attendance, and Retention Rates and Post-school destinations in secondary schools

Student attendance rates

For the whole College student attendance rates please refer to the college's data on the My Schools website: <http://www.myschool.edu.au>

2020 Student Attendance Rate

Year	Attendance
Y03	90.9%
Y04	94.9%
Y05	95.7%
Y06	94.7%
Y07	94.8%
Y08	90.0%
Y09	90.3%
Y10	88.7%
Y11	92.1%
Y12	92.4%
Average	92.4%

Management of Student Non-Attendance

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

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

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

Retention rates and Post-School destinations in Secondary Schools

Sixty-one (61%) percent of the 2018 Year 10 cohort completed Year 12 in 2020 at the College. Based on the information provided when students left the College at the end of Year 10 it was to follow the pathways as below:

- Vocational Training (performing arts e.g., Australian or International ballet schools) 8%
- Other secondary schools 84%
- Other 8%

Our 2020 graduates continued on to University, TAFE, professional performing arts engagements, further education or pursued full-time employment or a gap year. University offers made to the Class of '20 included but not limited to:

B Education - The Early Years	Uni of Wollongong
Dip Ed Stds (Ter Preparation)	Aust Catholic Uni
B Social Work	WSU
B Science B Eng (Hons)	Macquarie University
B Eng (Hons) (Mechatronic)	Macquarie University
B Media (PR & Adv)/BA	UNSW
B Social Work	Aust Catholic Uni
B Paramedicine	Charles Sturt Uni
B Nursing	Charles Sturt Uni
B Arts	Macquarie University
B Sport & Ex Sc	Uni of Tech Sydney
B Music & Sound Design	Uni of Tech Sydney
B Liberal Arts and Science	Uni of Sydney
B Arts/B Ling & Lang Sciences	Macquarie University
B Laws	Aust Catholic Uni
Double Law	UNSW
B International Studies/B Laws	Macquarie University
B Comm (Soc & Political Sc)	Uni of Tech Sydney
B Criminology	WSU
B Comm (Advt/Pub Rels)	Charles Sturt Uni
B Media & Comm/B Laws	Macquarie University
B Media (Comm & Journalism)	UNSW
B Crim & Criminal Justice	UNSW
B Science (Chemistry)	Uni of Tech Sydney
B Music/B Commerce	UNSW

M Contos
Director of Curriculum

N Davis
Business Manager

Theme 8: Enrolment Policies

Enrolment Policy

The McDonald College is a Primary to Year 12 school catering in particular for children who are gifted in performance, whether in one or more of the performing arts or in sport and wish to integrate their passion for performance with a rigorous academic education. The College takes both female and male boarders from Year 7 – 12. Children attending the school must commit to a regimen of 45 minutes (infants), one and a half hours (primary) or two hours (secondary) training daily in their area of specialty. Subject to these constraints arising from the College's unique special studies program the College is open to accept boys and girls of all races and creeds. While the College does not suit all children, there is no reason in principle that children with disabilities cannot be eligible to enrol. Indeed, the College has since its inception enrolled a number of students with disabilities.

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

Legislative Framework

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

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

Definitions

Throughout this policy, unless the context requires otherwise:

- parents, includes guardians or any other person who has applied to have a child entered on the waiting list or enrolled at the College and, where the child has only one parent, means that parent.
- disability, in relation to a child, means:
 1. Total or partial loss of the child's bodily or mental functions; or
 2. Total or partial loss of a part of the body; or
 3. The presence in the body of organisms causing disease or illness; or
 4. The presence in the body of organisms capable of causing disease or illness; or
 5. The malfunction, malformation or disfigurement of a part of the child's body; or
 6. A disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
 7. A disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

Enrolment Process

New Enquiries

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

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

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 Enrolment form;
2. A non-refundable Application Fee of one hundred and ten dollars (\$200) if the applicant is an Australian citizen or two hundred and fifty dollars (\$250) for an overseas applicant;
3. Copies of the child's last two school reports;
4. Copies of NAPLAN results;
5. Copies of certificates of achievements in the performing arts or sport, such as examinations passed or eisteddfod results;
6. All medical, psychological or other reports about the child in their possession or control;
7. A full length photograph in dance attire if a dancer or portrait photograph if an actor, musician or sportsperson.

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

Assessment Process

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

Interview and request for information

As part of the assessment process the College:

1. May arrange for a child on the waiting list to undertake a pre-enrolment test at the College; and
2. Will invite the parents of a child on the waiting list to attend an interview at the College with the Principal or a senior member of staff appointed by the Principal. At the interview, among other things, the College's representative will:

- a. inform the parents of their responsibility to the College in relation to fees and will ascertain their ability to afford the current fees;
- b. will seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the College.

In considering all prospective enrolments, the College may:

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

Unacceptable Behaviour

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

Disability

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

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

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

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

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

- a. the child's disability;
- b. the views of the child or the child's parents about:
 - i. whether the particular measure or action is reasonable;
 - ii. the extent to which the particular measure or action would ensure

that the child was able to participate in the College's courses or programmes or to use the College's facilities or services on the same basis as a child without the disability;

- a. 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;
- b. the effect of the particular measure or action on anyone else affected, including the College, its staff and other students;
- c. the costs and benefits of taking the particular measure or action.

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

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

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

Failure by parents to disclose information

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

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

Enrolment Offers and Acceptance

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

1. The Acceptance Form;
2. The non-refundable enrolment deposit of two thousand dollars (\$2,200) for students in Kindergarten – Year 10 or one thousand five hundred dollars (\$1,650) for students in Years 11-12.

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

Offers for Provisional Enrolment

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

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

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

Holding of Class Places

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

Continuing Enrolment

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

Theme 9:

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

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

The College seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students and staff.

Policy Access

Policy	Updated	Access to full text
Student Welfare Student Discipline	No Update in 2020	The full text of these policies can be accessed in the Parent & Student Handbook on the College Portal and on the Staff Portal through Complispace by all College employees. A hard copy is available upon request from the College Reception.
Anti-bullying	No Update in 2020	The full text of these policies can be accessed in the Parent & Student Handbook on the College Portal and on the Staff Portal through Complispace by all College employees. A hard copy is available upon request from the College Reception.
Complaints Handling and resolving grievances by the use of appropriate procedural fairness. Discrimination, Harassment & Bullying Statement for Staff	Updated in 2020	The full text of the College's Complaints Handling Policy can be accessed on the Staff Portal through Complispace by all College Employees. The Parent & Student Handbook, Parent & Student Boarding Handbook and the Overseas Students Handbook found on the College Portal provides information on how to submit a complaint.
Whistleblower	Updated in 2020	The full text of the College's Whistleblower Policy can be accessed on the Staff Portal through Complispace by all College employees and is available on the College Website for the wider community.

M. P. Kohler, M.Ed
Principal

Theme 10: School-determined priority areas for improvement

Achievement of priorities identified in the College's 2019 Annual Report

Area	Priorities	Status
Teaching and Learning	<ul style="list-style-type: none"> Establish a Diverse Learning Project team to research and guide best learning methodologies best suited to McDonald students. Name changed to PLT (Professional Learning Team) linked to the AIS School Improvement Initiative. 	Complete and ongoing
	<ul style="list-style-type: none"> Establish the College Vision to inform all decisions. 	Complete
	<ul style="list-style-type: none"> Mapping staff PD to areas of growth. 	Ongoing
	<ul style="list-style-type: none"> Target staff PD on areas of identified need such a differentiation, individualised learning plans, student task feedback, and classroom management. 	Ongoing
	<ul style="list-style-type: none"> Investigate and implement a School Learning System. TASS will be implemented in 2021. 	Complete
	<ul style="list-style-type: none"> Require staff to seek feedback from students on their lesson engagement to improve programs and teaching (student voice). 	Ongoing
	<ul style="list-style-type: none"> Furthering a culture of 'evidence informed practice' to enhance learning. 	Ongoing
	<ul style="list-style-type: none"> Continued investigation of new Performance Streams and opportunities for networking in the PA Industry. 	Ongoing
	<ul style="list-style-type: none"> Engage in the AIS School Improvement program. 	Ongoing
Student and Staff Welfare	<ul style="list-style-type: none"> Collect, evaluate and action staff professional goals and link to targeted PD. 	Complete and Ongoing
	<ul style="list-style-type: none"> Appoint dual Co-ordinators of Wellbeing. 	Complete
	<ul style="list-style-type: none"> Ensure full compliance with Child Protection Training for ALL staff. 	Complete and ongoing
	<ul style="list-style-type: none"> Evaluate and adjust Evacuation and Lockdown procedures. 	Complete and ongoing
	<ul style="list-style-type: none"> Conduct student surveys related to matters of wellbeing to inform new pastoral initiatives. 	Ongoing
	<ul style="list-style-type: none"> Wellbeing and Year Co-ordinators to design and implement staged and age appropriate program of wellbeing content for students. 	Ongoing
	<ul style="list-style-type: none"> Foster opportunities for the Student Voice to be more prevalent and have genuine influence on decision making. 	Ongoing

Facilities and resources	<ul style="list-style-type: none"> Introduce a new student diary that aids in organisation and contains wellbeing advice. 	Complete
	<ul style="list-style-type: none"> Introduce system for measuring and tracking student wellbeing. 	Ongoing
	<ul style="list-style-type: none"> Retire current SMS and investigate a replacement School Management System for implementation in 2021. 	Implementation in 2021
	<ul style="list-style-type: none"> Creation of Kindergarten KLA and upgrade of Junior School playground. 	Completed
	<ul style="list-style-type: none"> Refurbishment of targeted student bathrooms and staff facilities. 	For completion in 2021
	<ul style="list-style-type: none"> Creation of a Fab Lab and refurbishment of the VA area. 	For completion in 2021
	<ul style="list-style-type: none"> Correction of Quad drainage – installation of an Ag Drain. 	Completed
	<ul style="list-style-type: none"> Painting of Music Corridor and Drama Corridor. 	Completed
	<ul style="list-style-type: none"> Re-carpet Music and Drama Corridors and curate wall displays. 	Completed
	<ul style="list-style-type: none"> Recarpet Year 6 classroom. 	Completed
Policies and procedures	<ul style="list-style-type: none"> Investigate and make good roofing where needed. 	Partially complete and ongoing
	<ul style="list-style-type: none"> Development of enhanced College-wide 'risk minimisation' policies and practices through Complispace. 	Completed and ongoing
	<ul style="list-style-type: none"> Upgrade College Risk Register. 	Ongoing
	<ul style="list-style-type: none"> Systematically update the Staff Handbook. Review Parent/Student Handbook. 	Ongoing
	<ul style="list-style-type: none"> Evaluate and adjust Evacuation and Lockdown procedures. 	Completed and ongoing

2020 Priority areas for Improvement in 2021

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> Create a new Student Feedback Policy and critically evaluate the use of 'pre tasks'
	<ul style="list-style-type: none"> Continue College wide longitudinal survey of all stakeholders to identify areas of improvement in 5 domains consisting of School Improvement, Teaching and Learning, Wellbeing, Leadership & Community using AIS Perspectives Survey.
	<ul style="list-style-type: none"> Realise the completion of the first staff RISE program and evaluate for improvement.
	<ul style="list-style-type: none"> PLT working with the AIS to research and guide best learning methodologies best suited to McDonald students and link to staff professional development.
	<ul style="list-style-type: none"> Continue developing the program of developing performance partnerships.
	<ul style="list-style-type: none"> Implement TASS management system. This includes staff, parent and student induction.
	<ul style="list-style-type: none"> Investigate the use of the TASS LMS for future implementation
	<ul style="list-style-type: none"> Instil a culture of assessment for learning not assessment of learning.
	<ul style="list-style-type: none"> Make adjustments to HOD meeting to allow more discussion on Teaching and Learning
	<ul style="list-style-type: none"> Introduce regular opportunities at staff PL for staff initiated and lead learning
Student and Staff Welfare	<ul style="list-style-type: none"> Conduct student surveys related to matters of wellbeing to inform new pastoral initiatives.
	<ul style="list-style-type: none"> Wellbeing and Year Co-ordinators to design and implement staged and age-appropriate wellbeing framework tailored to the needs of McDonald College students.
	<ul style="list-style-type: none"> Foster opportunities for the Student Voice to be more prevalent and have genuine influence on decision making.
	<ul style="list-style-type: none"> Introduce system for measuring and tracking student wellbeing.
	<ul style="list-style-type: none"> Evaluate new Wellbeing Diary and its effectiveness.
	<ul style="list-style-type: none"> Implement more opportunities for Year Co-ordinators to meet on a regular basis
Facilities and resources	<ul style="list-style-type: none"> Implement TASS Management System through all areas of the College.
	<ul style="list-style-type: none"> Refurbishment of targeted student bathrooms and staff facilities in addition to some staff facilities, junior school playground, some GLA's, Fabrication Lab and Art Display Gallery.
	<ul style="list-style-type: none"> Remediate infrastructure issues to prevent future safety issues.
	<ul style="list-style-type: none"> Install technologies into the FabLab to enhance learning.
Policies and procedures	<ul style="list-style-type: none"> Further enhanced College-wide 'risk minimisation' policies and practices through Complispace.
	<ul style="list-style-type: none"> Upgrade College Risk Register.

	<ul style="list-style-type: none"> ▪ Systematically update the Staff Handbook.
	<ul style="list-style-type: none"> ▪ Review Parent/Student Handbook.
	<ul style="list-style-type: none"> ▪ Review evacuation posters, update and replace.
	<ul style="list-style-type: none"> ▪ Add addition Child Protection advice in staff areas.
	<ul style="list-style-type: none"> ▪ Introduce 'Safe Trip Planner' to improve the quality and application of risk assessments and management strategies.

M. P. Kohler, M.Ed
Principal

Theme 11: Initiatives Promoting Respect and Responsibility

The College wants all students to recognise that they are valued and integral parts of the College community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility. There is much scope to develop talents and to learn through experiences. The College works with staff, students and parents on a values rich respect, responsibility and right choice platform. In 2020 the College staff continued to promote the five main College values:

Humility. Honour. Appreciation. Passion. Commitment.

Policies for student behaviour including the Student Code of Behaviour are reinforced through our Wellbeing program and through assemblies.

Being a performance-based community, our students best contribute to community projects through their love of performance and sport. The Prefects organise a concert each year with all funds raised being donated to a charity of their choice. This charity was Wheelchair Sport in 2020.

During this COVID year, additional attention was paid to on-line respect of each other and the need to take personal responsibility.

M. P. Kohler, M.Ed
Principal

Theme 12: Parent, Student and Teacher Satisfaction

Parents are welcomed and encouraged to be engaged with the College and this can best be achieved through involvement with the Parents and Friends (P & F). In 2020 the P & F met nine times. Several meetings were in person and the balance were on-line.

Fund raising this year was confined due to COVID-19 restrictions. Initiatives such as Bunning's BBQs, raffles, Junior School Disco, and Mother's and Father's Day Stalls were able to proceed as did the planning for the 2021 Principal's Bi-annual Gala Dinner. The P & F remains the conduit through which funds from the parents' levy are distributed. Funds are being accumulated to contribute to the renovation of student bathrooms in the academic building and the music floor. The academic building bathrooms will be unisex and available to K – 12 students and the music floor bathrooms will be separate girls and boys K - 12 configuration.

Parents will be invited to participate in the AIS Perspectives Survey in 2021 as a follow up to the 2019 survey.

The High Performance Season and the ranking tennis tournaments are the highlights of the year and are appreciated by all who attend including past students and staff. These were managed very differently this year with the High Performance Season being filmed. Parents were thrilled to be able to purchase the videos produced showing a strong and supportive culture for performance at the College.

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

Students generally feel that their teachers care about them as individuals and that they want them to succeed. Students often comment that they feel their teachers know them as individuals. Students commented that they are encouraged to be accepting of difference in all aspects of their school lives and that they deplore those who do not accept this aspect of our school life.

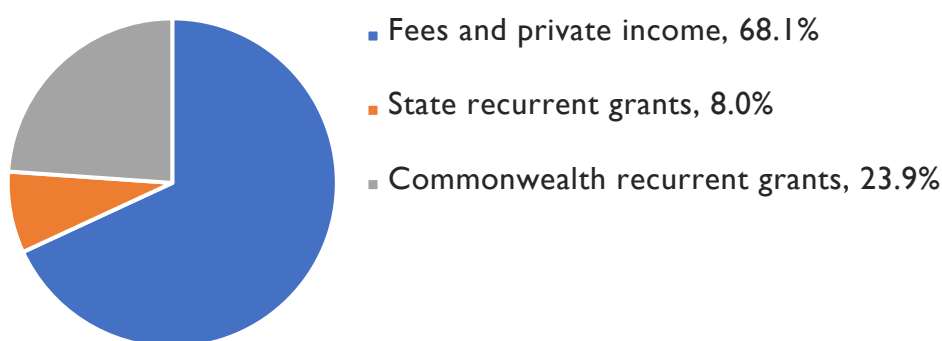
Staff across all areas of the College are supportive of each other and have good relationships with their colleagues. This was particularly important in this COVID year where teaching was challenged as it moved on-line.

M. P. Kohler, M.Ed
Principal

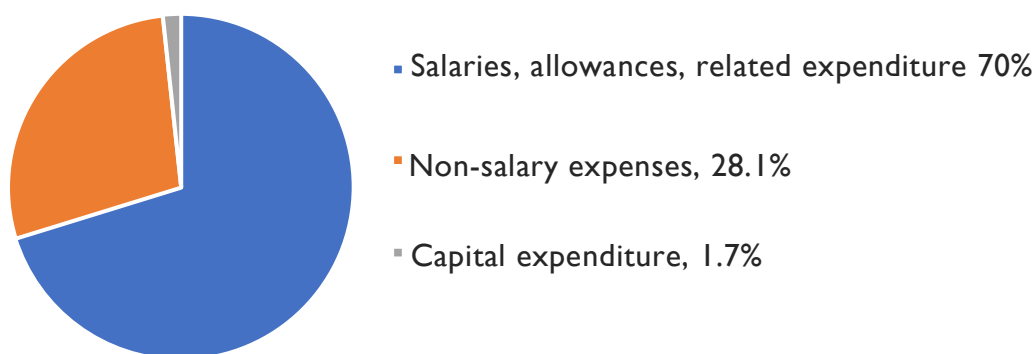
Theme 13: Summary Financial Information

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

(a) **TABLE 8 - Graphic 1: recurrent/capital income represented by pie chart INCOME**



(b) **Table 8 - Graphic 2: recurrent/capital expenditure represented by pie chart EXPENDITURE**



Theme 14: Publication Requirements

This College Annual Report will be provided to the NESA on RANGS Online, no later than June 30, 2021.

Public disclosure of this Annual Report by June 30, 2021 will be by way of the College website. For those persons responsible for a student of the College who are unable to access the internet, a hard copy can be requested at the College Reception.