



Annual Report 2022

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Theme 1: A message from key College bodies

Message from the Chair of the College Council

I begin this message by acknowledging that after two years of lockdowns and the withdrawal of precious student activities, such as camps, it was wonderful to have the optimism and expectation that we would be welcoming both parents and students to a full calendar of events in 2022.

The College Council worked closely in collaboration with the College Principal to ensure that the Values and Mission of the College were upheld, and above all, our Vision to be the best performance-centred school is at the centre of every decision taken by this, our governing body.

The College Council met twelve times during 2022. Meetings were a mix of in-person and online meetings.

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

The Council appreciates the outstanding educational practices of the teaching staff and the 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

Our students and staff were ever grateful to enjoy face-to-face learning for the whole year, albeit being mindful of the COVID-19 virus lurking and the need to be ever observant of the College safety guidelines.

As we approach our 40th anniversary in 2024, we continue to proudly offer a comprehensive education from K – 12, balanced with a specifically designed performance program covering:

- Acting
- Classical Ballet
- Commercial Dance
- Senior Contemporary Dance
- Music
- Musical Theatre
- Elite Tennis
- Rhythmic Gymnastics and
- Technical Production.

The McDonald College provides an inspirational and creative learning environment for Kindergarten to Year 12 students, together with a performing arts program held after school hours. Our environment is filled with purpose and vitality as the students strive in their areas of interest. Our youngest students begin experiencing a variety of performance genres from Year 3 onwards.

I am most proud of students who come forward to support their peers in need or to support and defend the College. Our students are encouraged to take the lead on matters affecting them, which empowers them to challenge the dynamic world ahead.

In January, we welcomed Mr David Garner to the College as our Deputy Principal. He brought an empathetic and consultative approach to the most challenging role in the College, and I thank him for his commitment and care.

As in 2019, the College was again awarded the Most Outstanding School (2022) by Tennis NSW. This is a reward for our hardworking students and our partner, the Voyager Tennis Academy.



To name just a few College highlights, our students were involved in the following:

- The Prince William Earthshot program
- Debating
- UTR Tennis tournaments
- Eisteddfods (with many 1st place awards)
- 'Bring it On' the musical
- 'Giselle' the full-length ballet
- High Performance Season (K – 12)
- Multiple acting performances and
- State Rhythmic Gymnastics competition.

Our inaugural Head of Musical Theatre, Dolores Dunbar, retired after 27 years of dedication and inspiration. Her energy and passion for performance and for passing on her trade were exemplary, evidenced by the many graduates now performing on Broadway, the West End and Australian stages.

I recognise and thank our whole staff for their readiness to adapt and to adopt while creating opportunities and ensuring a safe and healthy environment for our students.

M. P. Kohler (M.Ed.)
Principal



Message from Student Prefect and Student Representative Body

In 2022 the student leadership body was comprised of the following:

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

The major student fundraising event for 2022 was the Prefects' Concert held in March. This festive event was enjoyed by the staff, students (past and present) and audience alike. Funds raised on the evening supported a charity of the Prefect's choice – the Lillian Howell Project, which provides housing and guidance to teenage women needing a safe and secure home environment.

Staff, students, and their families generously donated to the Christmas Hamper Appeal for The Exodus Foundation. Other small fundraising drives were held throughout the course of the year.



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

College motto

Striving for excellence and quality in performance.

Our vision

To be the best performance-centred school.

College mission

To nurture individual journeys in a creative and inclusive learning community that values intellectual inquiry and ethical decision-making.

College values

- Humility
- Honour
- Passion
- Commitment
- Appreciation.

Inspiring the individual learning journey

Learning at The McDonald College is garnered by each student's passion and commitment to succeed while having fun. From Kindergarten to Year 12, students work at their academic level in conjunction with our daily performance program. Depending on the Year level, creativity and personal fulfilment are nurtured through the following performance genres for up to two hours per day in conjunction with our rigorous academic program:

- Acting
- Classical Ballet
- Commercial Dance
- Senior Contemporary Dance (in partnership with Sydney Dance Company)
- Music
- Musical Theatre
- Tennis (in partnership with Voyager Tennis Academy)
- Rhythmic Gymnastics (in partnership with Synergy Gymnastics Academy), and
- Technical Production.

Our performance program is integral to college life, providing personal fulfilment, skill development, resilience, confidence, and leadership capabilities.

A comprehensive performing arts program is also available after school hours to college students and the broader community.



Our partnership programs

Our original philosophy of keeping all options open for students beyond school is applicable today as it was in 1984 when the College was established. Our broad curriculum supports students changing areas of interest and application during their school journey to the HSC. An example is our Dux, with an ATAR of 97.45, a classical ballet dancer throughout her school years, now enrolled in a Bachelor of Commerce and Advanced Computing at Sydney University.

Focusing on choice and opportunity, the College has embarked upon a program of partnerships with industry specialists providing networking opportunities during the school years and, more importantly, beyond school. Aimed at enriching our student's creativity and intellect, our established and growing partnerships include:

- Sydney Dance Company
- Voyager Tennis Academy
- Synergy Gymnastics Academy
- Australian Institute of Music (AIM)
- Australian Theatre for Young People (ATYP)

We are particularly proud of our student's achievements, integrating elite performance with a rigorous academic education. Our academic achievements in external examinations such as NAPLAN and the HSC are consistently above the State average. They are often achieved in tandem with students' professional performance and sporting commitments.

School website: mcdonald.nsw.edu.au

School statement on the My School website: myschool.edu.au/school/43802

Characteristics of the student body: myschool.edu.au/school/43802



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

NAPLAN results in 2022

Performance for the NAPLAN is documented on the My School website:

myschool.edu.au/school/43802

M. Contos
Director of Curriculum



Theme 4: Senior Secondary outcomes (student achievement)

Records of School Achievement

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

In 2022, only one student was granted a Record of School Achievement. The student was in Year 10. 100% of Year 12 students achieved a Higher School Certificate.

Higher School Certificate

Approximately 67,327 students sat for the Higher School Certificate in 2022.

At The McDonald College, 21 students from Year 12 sat the Higher School Certificate examinations.

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

Subject	School (Bands 4 – 6)	State (Bands 4 – 6)
Biology	57%	53%
Business Studies	63%	64%
Dance	100%	93%
Design and Technology	67%	80%
Drama	100%	90%
English Standard	71%	55%
English Advanced	89%	94%
Legal Studies	100%	65%
Mathematics	55%	53%
Modern History	100%	67%
Music 1	100%	90%

	College Average (Bands E4, E3)	State Average (Bands E4, E3)
Extension 1 English	100%	93%
Extension 2 English	100%	84%

Distance Education Courses studied: 2 unit Visual Arts; and 2 unit Chinese and Literature.



2017 – 2022 Comparison of HSC results

Improvements occurred in many subjects. Most subjects scored very similar averages compared to 2017 – 2022, 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:

	2022 Bands 4, 5, 6	2021 Bands 4, 5, 6	2020 Bands 4, 5, 6	2019 Bands 4, 5, 6	2018 Bands 4, 5, 6	2017 Bands 4, 5, 6
Business Studies	63%	72%	100%	72%	76%	82%
Dance	100%	85%	100%	86%	100%	100%
Legal Studies	100%					
Drama	100%	100%	80%	75%	79%	91%
English Advanced	89%	100%	100%	100%	100%	100%
English Extension 2	100%	100%	100%	100%	100%	100%
English Standard	71%	77%	69%	75%	69%	36%
Maths Extension 2	100%	100%	100%	100%	100%	100%
Music 1	100%	100%	100%	100%	100%	89%

Internal grade allocation – School Certificate 2022

	Total Number of Students	A	B	C	D	E
English	41	12%	34%	54%	0%	0%
Mathematics	41	17%	39%	37%	7%	0%
Science	41	12%	29%	42%	17%	0%
History	41	51%	22%	27%	0%	0%
Geography	41	32%	37%	29%	2%	0%

Senior Secondary outcomes

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

myschool.edu.au/school/43802

M. Contos
Director of Curriculum



Theme 5: Teacher professional learning, accreditation, and qualifications

Professional learning

At the College, the professional development (PD) of all staff is pivotal in our learning outcomes for students. All teaching staff participated in professional development on the College PD days throughout the year, including but not limited to Child Protection and First Aid and CPR (Full- and Part-time staff). In addition, the following professional learning activities were undertaken by staff throughout 2022.

Type	Professional learning activities	Number of courses	Number of teachers attended
HR	Human Resource Professionals Webinar	1	3
HR	Commercial Negotiation and Contracts for Non-legal Professionals	1	1
Governance	AISNSW Governance Symposium 2022 – School wellbeing: complexities, issues, and directions	1	5
Governance	The AISNSW Annual Briefing 2022	1	2
Governance	School Governance Improvement Tool – Professional Learning Opportunity	1	1
Leadership	Burden of Risk Management	1	7
Leadership	AIS NSW Privacy Briefing	2	3
Leadership	Anti-Discrimination Legislation Executive Masterclass	1	1
Leadership	Malwarebytes Ransomware webinar	1	2
Leadership	Managing School Construction projects	1	1
Leadership	Nationally Consistent Collection of Data for Principals and School Leaders Webinar	1	1
Marketing	ADMA Global Forum	1	1
Training & Learning	ASET NSW 2022 Conference	1	1
Training & Learning	Teaching Modern History CORE Power and authority in the modern world	2	1
Training & Learning	Dwell in Possibility: English Extension 1 and 2 Symposium	1	1
Training & Learning	Understanding and Educating Boys	1	1
Training & Learning	NAFT Conference 2022	1	1
Training & Learning	AISNSW History Extension Symposium 2022 – Threads and Traces – Historiography and the Problem of Truth	1	1



Type	Professional learning activities (continued)	Number of courses	Number of teachers attended
Training & Learning	Planning and Programming for the New English K – 2 Syllabus self-paced learning experience	1	1
Training & Learning	Business Studies Teachers' Conference	1	1
Training & Learning	Deepening the Learning in Commerce	1	1
Training & Learning	3D Modelling for Jewellery and Objects	1	1
Wellbeing	Teacher and Staff Wellbeing to Enhance School Culture	1	1
Wellbeing	Diabetes in School Training	1	6
Wellbeing	Updates on Autism Research	1	1
Wellbeing	Peer Support Workshop	1	1

Teaching accreditation

Level of accreditation	Number of teachers
Pre-2004 teachers (accreditation not required in 2018)	0
Conditional	1
Provisional	0
Proficient Teacher	35
Total number of teachers	36

Total teacher numbers are listed on the My School website: 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	36
Teachers having a bachelor's 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:

myschool.edu.au/school/43802

The College workforce in 2022 did not include any Indigenous staff.

School staff

Teaching staff	37
Fulltime equivalent teaching staff	30.4
Non-teaching staff	19
Fulltime equivalent non-teaching staff	15.3



Theme 7: Student attendance, 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:

myschool.edu.au/school/43802

Year	Attendance
Year 3	90.9%
Year 4	94.9%
Year 5	95.7%
Year 6	94.7%
Year 7	94.8%
Year 8	90.0%
Year 9	90.3%
Year 10	88.7%
Year 11	92.1%
Year 12	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 to or telephones parents of students who are absent on the day of the absence. Parents must provide a written explanation for each absence, and they are followed up if this is not provided promptly. Absences are monitored, and parent and student conferences are held to resolve any unexplained non-attendance.

All student absences are recorded in our database and are available for staff. Mandatory reporting procedures apply where absences are extended, or the student is considered at risk.



Retention rates and post-school destinations in secondary schools

Fifty-nine per cent (59%) of the 2020 Year 10 cohort completed Year 12 in 2022 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 below:

Vocational Training (eg, Australian or International Ballet Schools)	5%
Other secondary schools	90%
Other	5%

Our 2022 graduates progressed 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 '22 included but were not limited to the following:

Course title	Institution name
B Music & Sound Design	Uni of Tech Sydney
B Music	Macquarie University
B Laws (Non-graduate Entry)	WSU
B Arts/B Ed (Secondary)	Macquarie University
B Arts/B Laws	Macquarie University
B Comm (Media Business)	Uni of Tech Sydney
B Music (Performance)	Uni of Sydney
B Sp Coaching (Str&Cond) (DFEE)	ACPE
B Psychological Science	UNSW
B Medical Sciences	Macquarie University
B Ex & Spt Sc/B Nutrition Sc	Aust Catholic Uni

M. Contos

Director of Curriculum



Theme 8: Enrolment policies

The McDonald College is a Kindergarten 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 Years 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 that 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 include 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 two hundred 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 a 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. It 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 list.



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 ask:

1. for further information about the child, such as the child's medical or psychological reports
2. 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 in participating in the College's courses or programs 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:

1. require the parents to obtain medical, psychological, or other reports from specialists outside the College
2. 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 programs 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:

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

1. 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
2. the effect of the disability of the child and
3. 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 programs 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 insufficient resources to deal with a child's needs and where the parents have not declared or have withheld known information about their child's needs.

Enrolment offers and acceptances

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 to the date specified in the Letter of Offer delivered to the College:

1. The Acceptance Form
2. The non-refundable enrolment deposit of two thousand two hundred dollars (\$2,200) for students in Kindergarten – Year 10 or one thousand six hundred and fifty 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 over 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, wellbeing policies, code of conduct policies and behaviour management policies) and payment of all school fees.



Theme 9: Other school policies

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 members of our community to treat each other and other people with whom they come into contact as members of the College community with respect and courtesy.

Policy access

Policy	Updated	Access to full text
<p>Student welfare and duty of care</p> <p>The College seeks to provide a safe and supportive environment to support the mental, physical, and emotional wellbeing of students through programs that:</p> <ul style="list-style-type: none"> ▪ Meet the personal, social, and learning needs of students ▪ Provide early intervention ▪ programs for students at risk ▪ Develop student’s sense of self-worth and foster personal development 	<p>Policy updates were made in 2022 to manage issues as an integral part of student welfare</p>	<p>The full text of these policies can be accessed on the Staff Portal through Complispace by all College employees.</p> <p>A soft or hard copy is available upon request from the College Reception.</p>
<p>Anti-bullying</p> <p>College policies provide processes for responding and managing allegations of bullying. Contact information for the local police School Liaison and Youth Liaison Officers are available on the College website.</p>	<p>In 2022 the College policies were reviewed</p>	<p>The full text of the College’s Bullying Prevention and Intervention Policy can be found on the College website and is available on the Staff Portal through Complispace for all College employees. A summary can be found in the Student Diary.</p>



<p>Discipline and behaviour management</p> <p>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. All behaviour management actions are based on procedural fairness and parents are involved in the processes when sanctions result in suspension and expulsion of a student. Discipline does not include exclusion.</p>	<p>Updated in 2022 to incorporate best practice</p>	<p>Processes in these policies form part of the College wellbeing system that recognises appropriate behaviour and rewards effort and excellence. The full text of the Student Discipline Policy can be accessed in the Parent Lounge and on the Staff Portal through Complispace by all College employees. A summary of student expectations is found in the Student Diary.</p>
<p>Complaints and grievance resolution</p> <p>Policies use, as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents, and/or students. These processes incorporate how parents raise complaints and grievances and how the College will respond.</p>	<p>Updated in 2022 to incorporate best practice</p>	<p>The full text of the College's Complaints Handling Policy can be accessed through the College website in addition to the Staff Portal through Complispace by all College Employees.</p>

M. P. Kohler (M.Ed.)
Principal



Theme 10: School-determined priority areas for improvement

Achievement of priorities identified in the College's 2021 Annual Report

Area	Priorities	Status	Notes
Teaching and learning	Implement progressive assessment and set up TASS to help facilitate record keeping and feedback to students and parents and overall communication.	Complete and Ongoing	Initial implementation complete
	Introduce smaller and more frequent 'bite sized' assessment tasks for Years 7 – 9 across all subject disciplines.	Complete and Ongoing	Learning tasks introduced
	Re-imagine the Professional Learning Team with the intention of preserving a teacher led and influenced PL program that meets their needs and the College objectives.	Complete	
	Staff encouraged to implement the teaching literacy strategies introduced in 2021 with the assistance from the AIS.	Ongoing	
	Continue the Garden Project as a multi-discipline learning resource.	Ongoing	
Student and staff welfare	Implement the new Wellbeing Framework priorities driven by the Head of Wellbeing and Year Coordinator. Facilitated by Home Room teachers.	Complete	Audit in process
	Year Coordinators to collaborate on a sequence of wellbeing topics that are appropriate for the age group and proactive in nature – with flexibility to be reactive to immediate needs. The topics address the Wellbeing Framework Areas of Competence.	Complete	
	Home room time to be extended by 5min to provide adequate time for wellbeing learning/activities.	Discarded	This initiative discontinued



Area	Priorities (continued)	Status	Notes
Facilities and resources	Systematically audit all buildings/facilities to identify emerging damage/failure – priorities and act on repairs.	Ongoing	
	Fit out Fab Lab so that it creates the desired learning opportunities and inspiration to students.	Complete	
	Investigate the instillation of a large drop-down screen and projector in the Conference Centre to facilitate assemblies, guest speakers and productions.	Ongoing	
	Ensure all teaching rooms are equipped with a projector or Apple TV.	Complete	
	Install a large TV in the Board Room.	Complete	
	Design and begin to implement a makeover of the canteen area creating an environment where the students want to socialise.	Complete and Ongoing	Stage 1 – relocation of services and painting – complete
Policies and procedures	Conduct and evaluate an Evacuation and a Lockdown drill.	Ongoing	
	Replace all Evacuation Posters and ensure they there is evacuation and lockdown information in every occupied space.	Ongoing	
	Add additional Child Protection information posters in the Staff Common Rooms.	Ongoing	
	Update policies as changes are advised by Complispace.	Ongoing	
	Ensure mandatory training takes place according to the College Schedule.	Complete and ongoing	



2022 Priority areas for improvement in 2023

(In addition to 'ongoing' priorities identified in the above table)

Area	Priorities
Teaching and learning	<p>Continue to implement TASS to facilitate record keeping.</p> <p>Use of data to inform teaching practice.</p> <p>Assessment of achievement and reasoning – Year 10 and Year 6.</p> <p>HSC reflection departmental meetings.</p> <p>Continue the Garden Project as a multi-discipline learning resource.</p>
Student and staff welfare	<p>Enrol in the AIS Whole-school Wellbeing program.</p> <p>Form Wellbeing Team to work with AIS consultant who will guide wellbeing planning within the College.</p> <p>Audit current Wellbeing strategies.</p> <p>Develop framework for whole school student and staff wellbeing.</p>
Facilities and resources	<p>Systematically audit buildings and facilities to identify emerging damage, deterioration, or aesthetics – prioritise and act where appropriate.</p> <p>Allocate teaching spaces to individual teachers to foster pride in teaching and learning spaces.</p> <p>Purchase and install a portable short throw projector and large screen for the Conference Centre to facilitate assemblies, guest speakers and productions.</p> <p>Implement Stage 1 of the canteen renovations creating an environment where the students want to socialise and belong.</p> <p>Review the design as required and plan to implement the refurbishment of the canteen area creating an environment where the students want to socialise and belong. This is in a multi-year planning cycle.</p>
Policies and procedures	<p>Conduct and evaluate an Evacuation and a Lockdown drill.</p> <p>Add visible Wellbeing posters to corridors and open spaces.</p> <p>Add Child Protection information posters in the Staff Lunchroom.</p> <p>Update policies as changes are advised by Complispace.</p> <p>Ongoing training to take place according to the College Schedule (eg, child protection, first aid).</p>

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 learn through experiences. The College works with staff, students and parents on a values-rich respect, responsibility, and right choice platform. In 2022 the College staff continued to promote the five main College values:

Humility, Honour, Appreciation, Passion, and Commitment

Policies and expectations of student behaviour are reinforced through our Wellbeing program, performances, sporting competitions, staff modelling and assemblies in the Junior and Secondary Schools.

Being a performance-based community with purpose, our students best contribute to community projects through their love of performance and sport. The Prefects organise a concert each year, with all funds donated to a charity of their choice. This year our students choose to support EndEd.

One aspect of our Wellbeing program is our buddy system which operates on an ongoing basis in the Junior School to welcome new students in the Secondary School, giving them the best opportunity to settle into our College community.

Promoting important social causes such as RUOK Day, Wear it Purple Day and the Exodus Foundation Charity Drive were supported throughout the year.

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), attending College performances and online or in-person information sessions. In 2022 the P & F met nine times, and meetings were held online.

Fundraising this year included Mother's and Father's Day Stalls, a raffle, and the BBQ at the Prefects Concert. The P & F also organised the Junior School Disco held in November.

The P & F have begun planning the main fundraising event for 2023. This is the Principal's Biennial Gala Dinner to be held at Doltone House in May next year. All funds raised from this event and other smaller events will contribute to refurbishing the College Canteen.

Stage 1 of the Canteen, the opening of the ceiling and relocation of services were planned for January 2023.

In the 2022 satisfaction survey, parents said, "the teaching staff are phenomenal – both in terms of their capabilities as educators and in their approach to the students" and "the smaller school community makes me feel comfortable. The school has been extremely supportive of my son and me. The teachers are very helpful. Wonderful school."

Nine out of ten parents are extremely satisfied with the quality of our programs, and parents and students alike rated the College exceptionally highly for our 'passion and commitment towards students achieving'.

The High Performance Season and the many tennis tournaments are the highlights of the year and are appreciated by all who attend, including parents, past students, and staff. The whole community appreciated the return to a full performance calendar in 2022 following two years of disruption due to COVID-19 restrictions.

Students across all ages continue to say they love coming to school and enjoy the friendship and interaction across all age groups. Senior students note that their relationships with their teachers are strong and support and encourage their learning and wellbeing.

"This school has helped me grow and shaped me into who I am today. The school's environment is so perfect for me as an individual and makes my academic studies less stressful."

"I enjoy the environment, and I feel it's very easy for newer kids to settle in and make friends, given that children here are, on average, more mature, smarter and even more ambitious than other kids I've seen at my old schools."

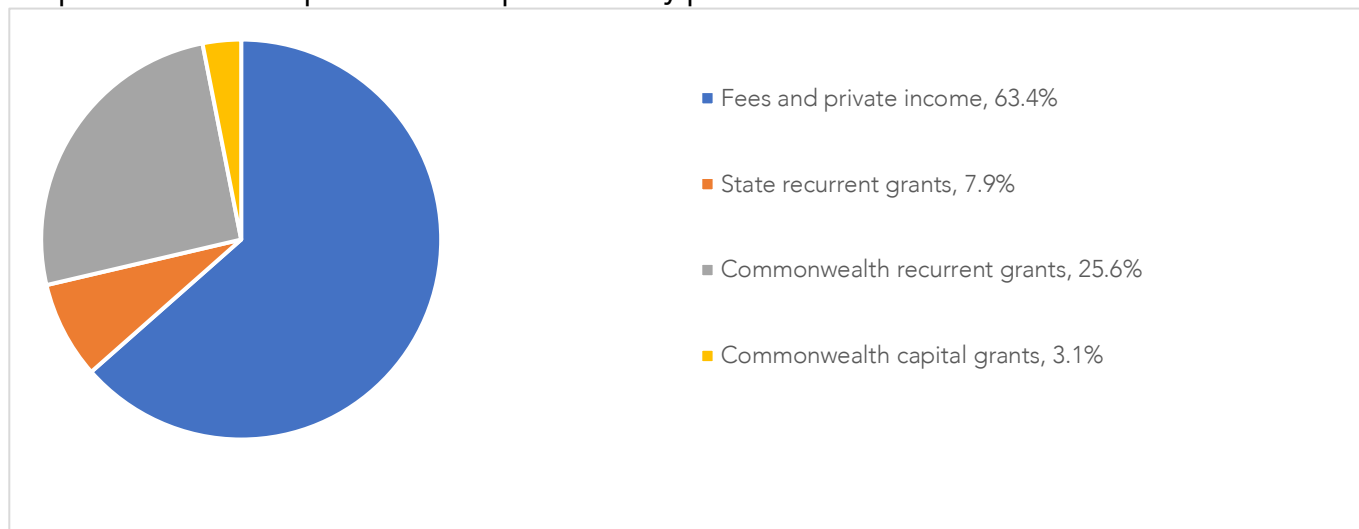
Staff across all areas of the College support each other and have collegial relationships with their colleagues. The demand on the teacher's time continues to be a challenge in our busy and exciting school.



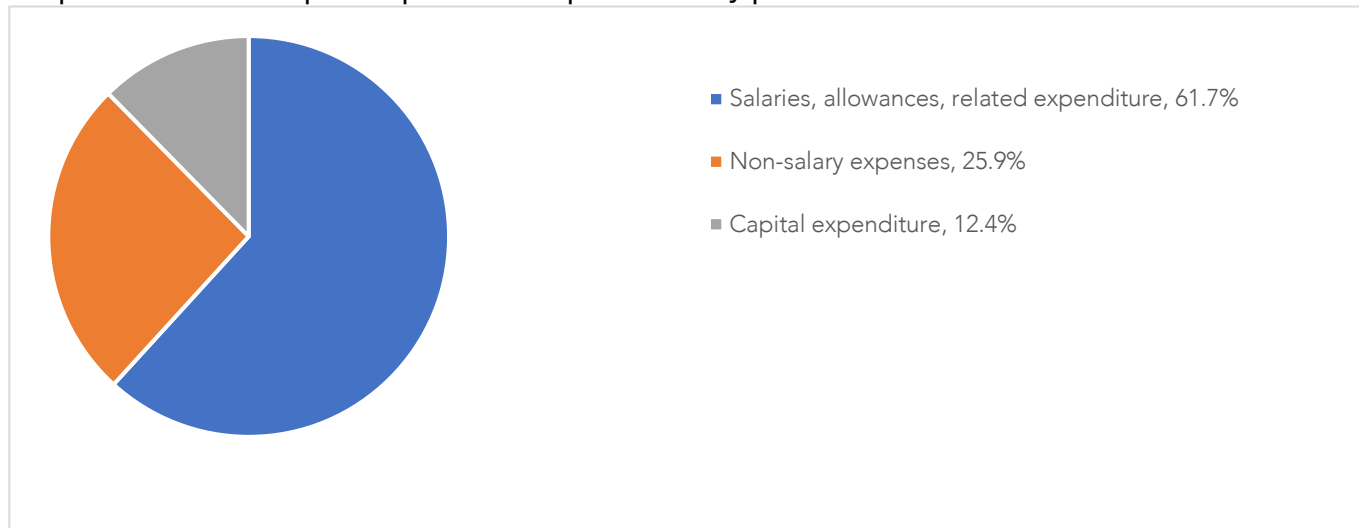
Theme 13: Summary financial information

These pie charts provide a graphic representation of income and expenditure. The College's finances are managed by the Executive Finance Committee of the College Council, which includes, but is 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.

Graph 1: Recurrent/capital income represented by pie chart – INCOME



Graph 2: Recurrent/capital expenditure represented by pie chart – EXPENDITURE



N. Davis
Business Manager



Theme 14: Publication requirements

This College Annual Report will be provided to the NESAs on RANGS Online no later than 30 June 2023.

Public disclosure of this Annual Report by 30 June 2023 will be by way of the College website. For those persons responsible for a student in the College who cannot access the internet, a hard copy can be requested at the College Reception.

Information will be provided to the Minister for Education and Early Learning upon request.