

# Annual Report

EDUCATION AND FINANCE 2013



PLC  
PRESBYTERIAN  
LADIES' COLLEGE  
SYDNEY  
— 1888 —

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# School Policy on Educational and Financial Reporting

## Policy

The school 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, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

## Procedures

Procedures for implementing the policy include:

- identification of the staff member responsible for co-ordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required
- for each reporting area, identification 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
  - provision of information for My School website, as required

## Requests for additional data from the NSW Minister for Education and Training

To ensure that any requests from the relevant Ministers (both State and Federal) for additional data are dealt with appropriately, the school will identify the staff member responsible for coordinating the school'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 Bursar (Mr Greg Anderson) 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.

## 1.0 Messages from Key School Bodies

### 1.1 From the Chairman of College Council

(Extract from the 2013 Speech Day Report)

#### **Dr David Lim – Chair of College Council – Speech Day 2013**

Good morning

*I would like to respectfully acknowledge the Gadigal people of the Eora nation, who are the Traditional Custodians and First People of the land on which we meet. I would like to pay my respects to the Elders past and present and I would like to extend my respect to the Aboriginal students and their families who are present today.*

It is my pleasure to formally and warmly welcome our honoured guests

- The Moderator Mr Colin Langford and his wife Mrs Margaret Langford
- Members of College Council
- Dr Paul Burgis and Mrs Susan Burgis
- Ms Debra Kelliher, Mr Paul Akon
- Mrs Jo Matherson Head of School PLC Armidale
- The Member for Strathfield Mr Charles Casuscelli
- The General Manager Burwood Council Mr Michael McMahon
- Special Ex-Student Guests Dr Daphne Elliot, Dr Phillipa Carnemolla, Ms Dina Frank
- Chair for Ex-Students Mrs Sara Keli ·
- Chair of Foundation Mrs Lisa Thomlinson-Alonso and her husband Mr Albert Alonso
- President of P&F Mr Cameron Townshend and wife Mrs [Carolina](#)

Recently I spent time with some of our Yr 12 students who want to undertake a degree in medicine. I asked them why would they reach out to an unwashed, dishevelled, homeless person and care about him. The answers were wonderfully profound and sincere.

They all felt this person's life was important, of great value no matter what and where life has taken him, no matter what wrong choices they may have made in their lives. They were not in the business of judging this person, he is in need and they wanted to render care, to be compassionate, to help him in some way. One student put it this way, he is created by God and in the image of God, of course his life is special and important.

What I heard were the profound conclusions reached by intelligent girls taught to reach their potential in a holistic manner but with their actions and motives grounded on deep principles, on solid values; those valued by secular society but at the same time is grounded in the Gospel and life of our Lord Jesus Christ.

Looking outwards, we realise we are global citizens, Australians living in very close connection to neighbours near and far. We are not isolated, the pain and suffering wrought by typhoon Hai Yan in the Philippines did not happen in a land far, far away too far from our imagination – but as global citizens we felt the pain and sorrow of people whose lives have been lost or changed forever, overnight, real people like you and me – with the same hopes and fears, each person being someone's mother and daughter, someone's aunt, sister or niece – their lives dashed or changed forever. And we feel compelled to help. We do not ask who they are, we do not know what they do nor where life has taken them. We just know they need help.

Now wanting to help people, to make the world a better and safer place is a grand goal. But it will only remain words unless each child in this school is given a good education, a clear and deep mind, a heart that cares, a life that is lived for others not just for oneself. Each child has to be prepared to take on the challenges in each family, in our community, in our state, in our nation, in the world. PLC Sydney has helped many students to become women who have made a difference in Christian ministry, medicine, business, law, politics, the arts, in sports, in social action.

Going back to the fact that each person has value because she is made in the image of God affirms that child's individuality and worth. Each girl educated within the green gates of PLC is special. We rejoice in the individual gifts and talents individual students bring with them. What makes PLC a unique school is the fact that we are equally proud of the girls whose hard work is not rewarded by prizes or titles; we are equally proud of the students who care for their fellow students and teammates and remain unknown, or for the teams that compete to the best of their ability and never make the grand finals. We when we see girls form friendships between year groups and care for each other and for girls from the Transition Class, who are different yet loved just as deeply, treasured just as much as any other child.

At PLC, our goal is not to make students achieve and succeed as the world understands achievement and success which is to be the best, to go out and make it big for yourself because you deserve it.

Our goal is to help each child to be the best that they can be and to give each child the opportunity to understand and incorporate values central to our Christian core and also valued by the secular community. We all know these values: love, compassion, mercy, forgiveness, kindness, gentleness, faithfulness, self-control and to live unselfish lives.

In everything that you will do, you are to serve others even as our Lord Jesus Christ came not to be served but to serve in love.

Jesus came and lived a life of unselfish compassion and service to the poor, to the marginalised, and to the suffering. If that is how the King of Kings, the Lord of Lords lived then surely that is how we are called to live.

At PLC Sydney we are serious about preparing each child to live in and to contribute to our global community. And we are serious about values.

And preparing the students for the world and the challenges is what PLC Sydney does so very well. College Council has a clear strategic vision for the school and the Executive Principal has embraced it wholly. Indeed Dr Burgis will finalise and enact the Strategic Plan by the close of 2014 with a focus on values in action, based on the Christian Gospel.

We seek to cultivate deep profound values at PLC. It is our prayer that when our students graduate, they will step forward as Australia's future leaders and individuals with a care and concern for the underprivileged and the marginalised, and a desire to share Christ's love with all who they meet. Either lying in the gutter outside your home or half way around the world, in some orphanage, or a woman's refuge seeking to take young girls out of the violence and depravity of a world that knows only how to exploit, or a family whose future has been torn apart by war or a typhoon.

We pray that you will all become the very best you can be but be upheld and driven by values that are profound, beautiful and will stand the test of time. For you will be instruments of God touching lives with His love, His compassion, His patience, His kindness, His faithfulness and glorifying His Name even as you serve Him.

## 1.2 From the Parents and Friends Association

Dear members of the PLC Sydney, Parents and Friends Association. I would like to record a few things about the activities of the P&F this year and recount some of the achievements of the association.

I would like to acknowledge the assistance of Dr Lim and Dr Burgis and the very helpful staff within the school. The PLC P&F is part of a very supportive community and only works through this strong relationship. Thank you to all of the staff who give up their time to come to P&F meetings on a monthly basis to answer questions from concerned parents and provide valuable information on the activities within the school. I would especially like to acknowledge Ms Jae Croshaw, Ms Narelle Barker and Mr Greg Anderson.

Firstly I would like to acknowledge the contribution of the immediate past president Mr Douglas Stewart. Doug was president of the P&F for 4 years and ran the organization remarkably well during his tenure. His achievements and contribution include overseeing the improvements in the management and the growth of the size in the PLC Fair which coincides with the school open day. The fair is now a major event and a very successful one. Doug has also been instrumental in establishing very strong ties between the school and the P&F.

This year, 2013, was the 125<sup>th</sup> Anniversary of the school. There were numerous events this year to celebrate the anniversary and the P&F played a big part in many of these. The PLC Fair and Open day was the biggest that we have ever experienced. The fair ran from 12midday and into the night for the first time. This was to coincide with a vivid light display which saw numerous photos celebrating the past and present face of the school being projected on to the School Hall. The night was completed with a magnificent fireworks display. I would like to acknowledge the contribution o the entire school community in making the day a tremendous success. All of the parents and family who manned stalls, cooked cakes and contributed time and money to make the day a great success are very much appreciated. The funds raised are very important to assist in funding special activities and events throughout the year that our girls benefit from. A very special thank you to Mr. Daniel Bosco the Fair Convenor who put together a superb management structure to ensure the success of the day. His tremendous management and leadership has ensured that the fair will grow from strength to strength over the coming years. The P&F also acknowledges the tremendous work of Ms Eleisha Elvy in coordinating the fair and open day.

In 2013 the P&F funded numerous activities from the funds that the P&F raises via the fair and other fund raising activities. In fact over \$170, 000 was allocated to such requests as

- Technology in the Junior school including iPads for Years K and 5
- Support for the 125<sup>th</sup> anniversary
- Boarding house lounge area
- Transition art project
- Tours – art and drama

2013 also see the end of an era in the retirement of Ms Cathee McAllum in her role as P&F treasurer. She has performed in this role for many years and served the school and P&F extraordinarily well in this role. She has always given me her full support and done everything with a willing grace and professional excellence. She will be sorely missed. We note that the treasurer's function will now be rolled into the duties of the Bursar's office.

Mr Rod and Mrs Sandy Miller who have run the Second Hand uniform shop for many years are also standing down as their youngest daughter has graduated this year from the school. I thank them for their tireless work over the years and note that they have handed the running of the shop to a new group of parents. Thank you also to Julie Thorpe for running the 2<sup>nd</sup> book stall, and Mr Bruce Ferguson as my able secretary. I wish you all the best for the Holiday season and New Year.

Cameron Townshend  
President, PLC P&F, 2013

### 1.3 Principal's Comments

(Extract from Speech Day Report 2013)

I add a warm welcome to our PLC Sydney community as noted by Dr Lim.

In this 125th Anniversary Year we gather to honour all of the past and current students who have walked through the green gates. We honour the staff and councillors and leaders from our first principal Dr Marden onwards.

Today I have asked some special guests who are ex-students to help us to think about how it is that we might together as a community grow young women who develop values for life. Our ex-students are a great example to us. They show us that excellence is not ultimately about marks or awards; it is about the life we live.

But first let's name some values and characteristics:

Grace, Reverence, Wisdom and Service: four of the values that have underpinned our school from the beginning.

Confident, Caring, Accomplished Young Women: three characteristics we hope will be in every graduate well into the future.

#### **CONFIDENCE**

If acclaimed journalist Lucy Kellaher was listening to me mentioning confidence, she would add a note of caution. In a recent British article she noted that Julie Andrews, in *The Sound of Music*, spread the news to young women that confidence is basis of success. Remember the song: 'I have Confidence in me'. And Lucy Kellaher says this is a long tradition. It was Cicero who said: "With confidence you have won before you have even started."

But it seems to Kellaher that all of us have missed a key point. A recent study by Tomas Chamorro-Premuzic, professor of business psychology at University College London, found that confidence *by itself* is a weakness.

For a start, people who doubt themselves try harder. They also listen to criticism and try to adjust accordingly. And they are far less likely to become arrogant, hubristic monsters. What we need is confidence based on competence.

There are too many confident but **incompetent** people in the workforce already. We don't need more of them.

And what we need is competent people who really **CARE** about people. We need people with grace and wisdom; people with honesty and diligence.

PLC Sydney has a wonderful history of producing a confidence based on competence. I have asked three past students who exemplify these qualities tell their stories. First, Dr Daphne Elliot developed her character at school through her involvement in everything. She was very active in the Student Christian Movement. A boarder who learned Art from Miss Adelaide Perry, she was on the Library and House Committees and played Rounders and Senior A Netball. She worked hard on her studies. In 1942 she was School Captain, Dux and was awarded the prizes for Science and English. Beyond school, in 1948 she was the first Australian woman to win a Commemorative Scholarship to Cambridge University. She studied bio-chemistry in the same school as Crick and Watson, who were doing work on the double-helix. She lectured for many

years at Flinders University, she is the President of the Australian Federation of University Women and her book, co-authored with her husband, on Biochemistry and Molecular Biology remains the definite text for universities to this day. Would you welcome Dr Elliot to reflect upon her time at PLC Sydney.

Yes, thank you Dr Elliot. We are very grateful for your contribution.

This idea of **ACCOMPLISHMENT** is an important one. It is a real danger to think that success at school is **only** about achieving good marks. Accomplishment is a broader and better term. Our society doesn't need people who can simply cram information in and regurgitate it.

Think about the importance of creativity.

Think about the freedom that comedy brings.

Dame Edna Everage once said: *Sometimes I shave my legs but I've got the natural look now. I just occasionally comb them.* Well done to the people who help us to see the world differently, help us to laugh, give us joy just when we are being oh so serious.

Creativity belongs in every subject area. Of course this emanates from in the Adelaide Perry Gallery and the Audrey Keown Theatre, but actually we are building it in our Mathematics, Science and History classrooms. It is about problem solving and thinking differently. This is why we have mathematicians and composers and artists in residence, working *alongside* our teachers and girls. This is why our teachers set their own goals and reflect on their work and why our staff members offer so many programs with a global focus. Inter-disciplinary thinking matters. Exposure to ideas matters.

Phillippa Carnemolla was School Captain in 1990. In her work life every day she combines a deep faith and love for mathematics and art. She is an experienced design lecturer at the University of NSW, with a strong conviction that the design of built environments can enable us as our health changes through age. Her strong sense of community led her to work with the PLC Transition class to create the Community Arts piece "The Breathing Conifer" as the Artist in Residence at the Royal Botanic Garden Sydney and was a finalist in the NSW State Premiers Award for Public Service just last week. She is currently half way through her doctoral thesis on helping people age in their own homes, through home modifications and is a recipient of the Australian Housing and Urban Research Institute Scholarship.

She is confident because she is competent. She is accomplished because she cares. She uses her creativity to change lives.

Would you join with me in welcoming her to reflect on her days at PLC Sydney.

The third and final guest I have asked to reflect upon her time at school is Ms Dina Franks. Dina was a member of our first Transition class. Today we celebrate twenty years of Transition.

PLC Sydney has a leading program in working with children with intellectual disabilities.

Dina was a member of the school's first Transition class in 1994. She has a fabulous story to tell. I ask her now to address you: please welcome her.

And let's congratulate Mrs Cathee McAllum and the staff and students of the Transition class. I love this class.

Every girl develops values and uses them to serve others.

We have done some thinking about the past tonight but we have inspiration for the future. Not just for young women, but for each of us.

We each need a confidence built on competence, and we need to care for each other.

And at PLC Sydney these things are built on deeper values.

Grace, Reverence, Wisdom and Service

It is all about how we view the human being. Not as a product. Not as a cog in an economic wheel. Not as an image to be glossed and prettied. There is an underlying strength in our belief that each person is made in God's image. Each person matters. Yet, each of us is flawed. Each needs the grace of others. This leads us to accept that we don't always get it right. We set in place a strong program, we provide directed



support and engage 1200 girls with opportunities, yet we must continually reflect on our practice. No education that involves human beings will be perfect. Our whole school is built on reflection and interaction, and on giving agency to the girls.

And yet we are grateful for our achievements this year. We have astonishing things to celebrate. I have listed them in this booklet [hold up] to indicate the excellence achieved and the access to opportunities for so many girls.

And our school has excellence and 'reach'. We have two girls representing Australia in public speaking because we have a program that involves each girl. 270 girls specialise in this area.

Many schools have a public speaking team of 2-4. Our program stretches across the school. So it is for science and mathematics and writing. I have written about this lately. This is our mission: to reach each girl.

We are proud of our students, proud of our staff and grateful for the recognitions they have achieved.

There will be a few new staff to welcome next year. Tonight I mention one in particular. I welcome Mrs Linda Chiba who will be our Deputy Principal in 2014. She joins us from a senior position at Danebank Anglican School for Girls. Many staff and girls at Danebank have cursed me for offering Mrs Chiba the position at PLC Sydney. She is much loved. I look forward to her contribution to us.

My challenge to you girls is to continue to be brave young women who are grateful, grounded, resilient and compassionate. So many of you already are and it is my great privilege to learn from you. As adults we love to see you grow. Later tonight our choir will sing a piece based on 1 Corinthians 13. Listen with me to the words. They provide a reason to be educated. We need a society of men and women who know how to love – their families, their society, their enemies, their friends, their God, in work and in play. We are grateful tonight for the women who have led the way.

As I close it is time for me to say thank you to some wonderful members of staff who are moving on today

And we say goodbye and all the best to any students who are with us who are leaving, and offer a warm welcome to those new families who are joining us.

I say a personal thank you to my Executive and staff who are absolutely wonderful and to my magnificent wife and family whom I love with all my heart.

I wish you all a blessed Christmas and look forward to 2014.

## 1.4 Student Representative Council

### Junior School

List of SRC items raised on which action was taken.

Equipment:

- New hula-hoops were purchased for the Evandale playground.
- Dance and magical scarves were purchased for the girls to use in the Evandale playground.
- Additional sports equipment was purchased for the green sports box in Hamilton.
- Students donated equipment to the cubby house in Evandale
- It was requested that the balls in the sports box in Hamilton be regularly checked and pumped up by PE staff.
- A clock on Drummond Field was purchased for students to see the time and not be late for classes.
- Clock was purchased and placed in the foyer of the AKT. This was done in consultation with Mr Friend, HOD.

Health and Safety:

- Junior School participated in Jump Rope for Heart and raised \$24,000.
- A Ping-pong table roster was devised for Hamilton.
- An extra bin was requested by the Year 6s for their lunch area.
- Air pockets in the soft fall under the swings in Hamilton were repaired.
- Pavers near the swings in Hamilton were reported to be uneven and a hazard. These were replaced or repaired.
- Sand was replaced in the sandpits at Evandale.

Miscellaneous:

- As part of their garden project, it was requested that the 'Worm Tea' the Year 3's produced, be sold to parents/staff. Funds raised went to the class charity.
- Girls requested a designated quiet spot in the Hamilton play-ground to sit and read.
- It was suggested that painting a Dolphin and slogans around the drains across the Junior School would bring attention to water wastage. This was discussed and is being investigated.

### Senior School

A major part of the SRC agenda in 2013 was focused on the development of a *Reconciliation Action Plan* (RAP). Some of the suggestions discussed were:

- Add a Reconciliation flag to the flag poles
- Elect a RAP representative in each tutor group
- Place a statue of significant indigenous person on College grounds
- Have a special tree/plant that is important to the ATSI community
- Indigenous History timeline in the under-croft
- Create new ways for teaching about the Stolen Generation perhaps have a victim of the SG come in and talk about how it affected them
- Indigenous mural art project in the library under-croft
- There could be a charity towards an Indigenous community
- Regional exchange to an indigenous community

- Indigenous leadership position/to do with that area or have a reconciliation ambassador
- Extend the Wunanbiri pre-school involvement time - maybe make a video or create a service learning trip
- indigenous staff member
- More incursions (perhaps have ATSI visit more often)
- People don't feel confident with raising suggestions because they don't feel politically correct but it is important that students don't feel shy to work on our goal for RAP- main fears about being culturally sensitive
- It's important that girls don't feel afraid or approach RAP with fear because this is a point of discovery
- Indigenous artist as part of the 'artist in residence'

#### Public Transport

- Report tabled regarding the success of the 2nd Bus in the afternoon for Drummoyne
- A suggestion that another bus be added in the afternoon as well. This is being considered
- Uniform:
- Senior white blouse: In need of a new design that is more comfortable to wear, breathable and looks more presentable than the current blouse.
- Suggestion for the Year 12 jersey to coincide with the cooler months – Change the time of jersey distribution
- Clarification was sought as to when Exchange jerseys can be worn
- A suggestion was put and discussion followed regarding the introduction of a school mascot
- Requests for a variations in uniform to include a black winter scarf, a crest on the school jumper, the introduction of a cardigan, an optional beret and panama

#### Administration:

- Request for seniors to be able to use an electronic sign out system in several points of the College

#### Communication:

- Debating noticeboard needs to be more efficient to outline transport arrangements in more detail
- Forum in the school library: Year 11 feel that there is not enough space for them to hold discussions

#### Security/safety:

- Request for consideration of library hours being extended to 6pm as many students would like to work in the library until this time. Dr Burgis will consider for the Budget for 2014

#### E books (feedback was given by students regarding the success of the E- Text books)

- Faults with some on line texts – most notably Geography. Some of the language texts not available i.e. French.
- Pages slow to load and some texts have too many page breaks. NB – the SRC has aired concerns about e-books directly to the publishers concerned. Mr Waterman has also attended 2 SRC meetings to receive information directly from Yr. 8 based on an online survey constructed by Alison Lowe and Alison Chen in Yr. 8.
- A decision was made not to continue with these books until the technology is more reliable

## 2.0 Contextual Information about the school

Presbyterian Ladies' College, Sydney is a day and boarding school for girls from Reception (pre-Kindergarten) to Year 12, offering a broad curriculum to students from a diverse range of backgrounds. Founded in 1888 and situated at Croydon, the College is set within 4.4 hectares of landscaped grounds and retains its nineteenth century heritage buildings and gardens alongside modern state-of-the-art facilities. PLC Sydney aims to educate young women from the basis of a Christian world view to make a difference in a rapidly changing global society. Its graduates are confident, caring, accomplished young women who make a fine contribution to society and who carry a genuine concern for the welfare of others. The College is widely recognised in Australia and overseas for developing innovative educational initiatives and providing a world class teaching and learning programs. Approximately half the students who sit the Higher School Certificate (HSC) gain an Australian Tertiary Admission Rank (ATAR) of 90 or higher and students leave school to pursue a wide range of career paths. PLC Sydney caters for students of all abilities including gifted and talented students and students with mild intellectual disabilities. Established in 1994, the Special Education Integration Programme has become well known for pioneering advancement in education for students with disabilities. PLC Sydney is home to approximately 1300 students and has accommodation for up to sixty-five boarders. Boarders achieve their academic best and broaden their horizons in an intimate, supportive, caring environment. The Boarding House offers full and weekly boarding for students in Years 7 to 12, with access to the outstanding school facilities including the JD Oates Aquatic Institute and Performing Arts Centre. PLC Sydney is recognised for its outstanding music and sporting opportunities and the extensive range of co-curricular and cultural activities. Students at PLC Sydney also develop a strong global focus. Throughout their schooling career, they have a variety of opportunities to embrace international exchange, Service Learning and academic tour experiences. The College takes a personal approach to pastoral care and advice is available to every student from a comprehensive team of teachers and specialist staff. [School website link](#)

Student SES (My School website : (<https://www.myschool.edu.au>)

Students with disabilities: 33

### 3.0 Student performance in national and state-wide tests and examinations

#### 3.1 HSC

- The highest ATAR of 99.95
- Places in the top 20 in the State were achieved by PLC students in

Course Name	Place In state
Chemistry	1
Legal Studies	1
Chinese Continuers	2
Japanese Extension	4
Latin Extension	5
Modern History	16

- 9 of our students gaining ATARs over 99 (i.e. 6.25% in the top 1% of the State)
- 41% of our students gained ATARs over 90  
67% of our students gained ATARs over 80
- 144 students successfully completed a learning program which resulted in eligibility for an ATAR. 5 students followed a non-ATAR learning program.
- 6 students were listed in the Premier's All Rounders list
- Band 6 results were achieved in 43% of all examinations sat by our students in all subjects
- Our overall school mean per unit was **41.9/50**. This means the average HSC mark gained across all courses was 84%; an outstanding achievement and an indication of the depth of performance.
- 11 students (61%) of our Yr. **11 Mathematics accelerants** achieved excellent Band 6 results in the 2 unit paper and 5 students (36%) achieved E4 results in the EXT 1 paper. 6 students (43%) of our Yr. 11 Studies of Religion 1 achieved Band 6

We are particularly proud of all of these hardworking students.

The following students were acknowledged for their superb HSC work by being nominated:

- Kathryn Betcher for the Music Concert: ENCORE. Kate has been accepted into the prestigious Western Australian Academy of Performing Arts.
- Stephanie Jo Kapitanellis for the Visual Arts exhibition: ARTEXPRESS
- Laura Frettingham for the Textiles and Design exhibition: Tex-style
- Jordan Evans for the Design and Technology exhibition: Design-TECH
- Alessandro Alonso and Angela Toomey for English Extension 2, for the publication: Showcase.

The table below is an analysis of the PLC Sydney HSC results according to the Performance Bands achieved as compared with the State averages. We are very proud of our students and staff. We ask ourselves if our students can achieve the highest marks in the state. It is clearly evident that they can. We also ask if we are 'reaching' each student and enabling them to achieve their best. The averages indicate that we have effective reach. We undertake a full analysis on a subject by subject basis in the New Year.

#### Note:

- HSC marks are awarded according to the standard demonstrated by students. Each decile of marks over 50 is designated as a Band between 2-6 (6 is the highest Band--- represented by marks between 90-100 and so on)
- Extension Courses are marked out of 50. Band 4 (E4) is the highest.

- In cases where the PLC performance relative to the state was lower in Band 5 please note that it may be because the bulk of students achieved Band 6.
- The 23 students who sat the *Maths Extension 2* course do not sit the 2 unit Mathematics paper. This means that our 2 unit results do not include results for our most capable mathematicians. The 2 unit results do however include Yr.11 accelerants who sat the HSC 2unit and Ext 1 a year early.
- Subjects marked with an asterisk (\*) have very small PLC candidatures and therefore may appear anomalous.

Subject	PLC Candidates	% PLC Band 5	% STATE Band 5	% PLC Band 6	% STATE Band 6	PLC % Ave. above State Ave.	STATE candidates
English (Adv.)	120	51	41	34	12	+6.1	27,039
English ESL*	10	60	20	0	3	+11.0	2,437
English (Stan.)	14	14	6	0	0.6	+5.9	31,692
Ancient History	38	50	26	26	8	+12.4	11,828
Modern History	21	48	36	43	11	+9.7	10,507
Mathematics	55	44	31	29	18	+5.7	16,536
Mathematics Gen.	49	33	15	16	6	+11.0	32,883
Biology	40	55	26	7	7	+5.6	16,950
Chemistry	36	47	30	19	12	+7.5	11,084
Physics	13	61	24	0	9	+5.9	9,589
Sen. Science	5	80	29	9	0	+9.6	5,514
Business Studies	42	50	27	21	8	+9.4	15,888
Economics	24	21	31	21	12	+1.4	5,302
Geography	16	62	31	0	8	+7.1	4,133
Legal Studies	32	34	31	60	12	+12.7	9,938
Chinese BckSp*	3	67	52	33	16	+6.1	676
Chinese Cont*	1	0	27	100	53	+11.2	66
Chinese Her.*	4	50	39	0	39		94
French (Cont)*	10	50	36	50	30	+6.5	823
Italian (Cont)	5	40	37	49	24	+6.5	283
Japanese*(Cont)	7	57	42	14	13	+3.6	679
Japanese *(Beg)	10	50	22	0	16	+6.1	630
Latin*	2	0	41	50	41		166
Music 1	8	50	44	25	15	+5.0	5,032
Music 2*	6	83	49	17	36		851
Tex & Design	7	43	25	57	9	+11.7	2,138

Food Technology	16	56	21	6	6	+9.8	3,694
Des. And Tech.	8	50	29	25	8	+6.7	3,179
Visual Arts	26	31	39	54	12	+8.9	9,277
Drama	27	56	30	4	14	+9.2	4,426
PDHPE	33	67	23	21	5	+13.2	13,971
Studies of Rel. 1	14	57	37	43	12	+6.4	9,402
Studies of Rel. 2*	5	80	37	0	9	+8.3	5,128
<b>EXTENSION COURSES</b>							
English Ext1	26	50	64	50	25	+3.4	5,013
English Ext2	10	50	55	40	23	+1.4	1,090
Mathematics Ext1	42	62	51	28	33	+1.2	8,856
Mathematics Ext2	12	58	53	42	34	+4.6	3,198
History Ext	9	33	52	56	22	+5.2	1,992
French Ext*	4	25	42	75	53	+0.2	174
Italian Ext*	3	33	57	67	39	+2.2	51
Japanese Ext*	3	33	58	66	33	+4.4	203
Latin Ext*	2	50	33	50	64	+0.0	106
Music Ext*	4	25	28	75	70	+0.1	505

### **3.2 Record of School achievement**

The School did not have any students that required the issuance of a Record of School Achievement

### **3.3 Literacy and Numeracy Assessments**

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

## **4.0 Senior Secondary Outcomes**

In 2013 100% of the Yr. 12 cohort achieved the HSC  
 (see the My School website: <http://www.myschool.edu.au> )

## 5.0 Professional Learning and Teacher Standards

### 5.1 Professional Learning

The College Executive participated in a range of seminars conducted by the AIS in areas such as Leadership and Compliance, Child Protection, Legal Responsibilities, Australian Curriculum Updates, Using and Interpreting Naplan data, Work Health and Safety.

K-12 teaching staff participated in whole school professional development on:

- Assessment and Reporting using an on-line Portal
- Child Protection, Risk Assessment and OHS issues
- The AITSL Performance and development Framework implementation
- Peer teaching Observations
- Implementation of the Australian Curriculum in NSW

In addition the following professional development areas were addressed by staff throughout 2013

#### Junior school

Course Details	Participants
Australian Curriculum in NSW English	
AIS English Syllabus Familiarisation: K-6	2
Thinking skills in relation to BOS curriculum – Len Nixon	26
AIS Learning Grammar for the NSW K-6 English Curriculum	2
English outcomes and scope and sequence	26
Planning and programming for English	26
TTA New Literacies, English National Curriculum	2
AIS presentation – Kelly Borg New English Curriculum Syllabus, Planning	26
AIS Planning and Programming for the New English Syllabus K-6	3
AIS Curriculum English Presentation	26
Implementing new English Curriculum	26
Stage discussions of English outcomes and scope and sequence	29
Executive	
PROPSYCH Legal Duty of Care Obligations	1
HSIE	
AIS Beyond Dreaming Stories	2
Literacy	
THRASS 2 Day Workshop	2
PETAA Literature and Poetry Developing Students Engagement	1
Mini-Lit – Professional Development Workshop	1
DYNAMIC But do they understand? Teaching reading comprehension	1
Numeracy	
AIS Maths – Kristen Tripet Consultant Day	26
AIS How Big is a Million?	1
AIS Planning and Programming for the Mathematics Syllabus	2
Occupational Health and Safety	
Anaphylaxis Pulmonary and Asthma Training	2
Senior First Aid Course	2
MEDIXCARE Senior First Aid	12
Science	
IPSHA Meeting re Science	1
CONASTA 62 – Science PD	1
AIS Scientific Inquiry	1
Teaching and Learning	
COGMED training for teachers	9



ISTAA Peer Observation Estelle Lewis	26
ICEBERG EVENTS – Slide to Learn	4
DYNAMIC Powering up inquiry based on learning in the classroom	2
AIS Registration and Accreditation Briefing	2
IPSHA Curriculum Coordinators Umbrella Group	1
AIS Strategic Assessment for Student Improvement	1
AIS Developing Independent Learners	1
Reggio Emilia Study Tour	2
Technology Integration	
IPSHA ICT Umbrella Group	1
SPECTRONICS Integrating iPads into your classroom	2
Spectronics – Using Ipads to support students with Autism	1
IPSHA Umbrella Meeting Ipads	2
TTA iPads for Educators	2
Wellbeing	
AIS Enhancing skills for Wellbeing Roles K-6	2

## Secondary School

COURSE Description	Participants
<b>Boarding</b>	
Legal and Duty of Care Obligations	1
National Boarding Conference	3
<b>English</b>	
Smooth Sailing	1
Ext 2 English	2
Practical Approaches to Teaching the Aust. Curriculum	2
ETA Conference: Aust. Curriculum	3
Oxford Press Conference Aust. Curriculum	1
IWBs for the English classroom	2
Inspirational English: new approaches to writing	1
<b>Enrolment</b>	
School Marketing	2
<b>Executive</b>	
Child Protection Professional Development	9
Advanced return to work coordination	1
Briefing for Registration and Accreditation	2
What school leaders need to know about managing Mental health issues in students	2
New Working With Children Check Information Session	2
<b>History</b>	
HSC History Day USYD	1
2013 Big History Conference	1
Oxford Press Conference Australian Curriculum	1
<b>Languages</b>	
Ext Japanese	1
<b>ESS</b>	
Achieving affective outcomes Language Learning and Literacy	1
Teaching Struggling Students in Maths	1
Spectronics: Technology support for Students with disabilities	2
<b>Mathematics</b>	
MANSW Annual Conference	3
Stage 6 Mathematics	1
7 plus 9 in 2014: Australian Curriculum	2

Beyond the Text book	1
The student who is not progressing in the mainstream in Yr. 7-9	1
Meet the markers HSC marking	3
<b>PDHPE</b>	
Exercise physiology and Biomechanics	1
D o E training	1
PDHPE HSC marking simulation workshop	1
<b>Science</b>	
STANSW Conference	3
K-10 Science Syllabus familiarisation: Australian Curriculum	2
Science teachers Forum USYD	1
<b>Social Science</b>	
Annual Conference Economics, Business Studies , Legal Studies	6
<b>Teaching and learning</b>	
Towards Implementation Prioritising Thinking and Learning	2
How the Brain works	1
3 <sup>rd</sup> National Coaching Conference for educators	1
Teacher Accreditation	2
<b>Technology</b>	
Adobe In –Design	2
Adobe In –Design	1
Thinking Outside the screen	1
We teach Kids not Technology	1
Digital Citizenship seminar	2
Integrating Ipads	4
<b>Well-being</b>	
Understanding well-being in an educational setting	2
Strategies for leading Well-being Teams	2
Educating Aboriginal and Torres strait Islander students in Independent School	1
Peer Support	2

## 5.2 PLC Staff Standards

Category	Number of Teachers
<b>A</b> Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, <b>or</b>	<b>129 Staff</b> <b>119.3 FTE</b>
<b>B</b> 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, <b>or</b>	<b>2</b>
<b>C</b> 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	<b>0</b>

## 6.0 Workforce composition, including Indigenous

PLC Sydney has a male Non-teaching Executive Principal, who is also responsible for the PLC Armidale

Category	Number	FTE
Principal (Male)	1	1
<b>Teaching Staff delivering BOS Curriculum</b>		
Fulltime Female	84	84
Part-Time Female	24	14.7
Full-Time Male	20	20
Part-Time Male	1	0.6
Total (Teaching only)	129	119.3

## 7.0 Student attendance and management of non-attendance, secondary retention

### 7.1 Student attendance 2013

Year Level	Attendance Rate	Year Level	Attendance Rate
K	94.5		
1	97	7	97.4
2	96.5	8	97
3	97.3	9	95
4	97.3	10	93.4
5	96.2	11	94.3
6	96.1	12	94
<b>Av. Attendance Rate</b>			<b>95.1</b>

95.1% of students attended school on average each school day in 2013 This was marginally lower than the figure in 2012

#### 7.1.1 Management of Non-Attendance

##### Junior School

*School day: 8.20am – 3.05pm*

1. Electronic rolls are taken by staff during Period 1.
2. The Hamilton/Evandale secretary monitors the marking of rolls. Rolls that have not been marked are notified to individual teachers for immediate completion.
3. By 10.00 am an Absence report is generated in hard copy and the Hamilton/Evandale secretary goes to classrooms to check with class teacher teachers for any inaccuracies, as a result of students arriving late for school without going through the Late Arrival Procedure.
4. By 11.00 am the Hamilton/Evandale secretary phones parents/guardians of students who are not at school and for whom there has been no parent/guardian contact. The secretary enters responses into the data base.
5. If initial parent contact is not successful, the other parent listed in the database is phoned.

##### Notification of student absence

1. Parents/guardians notify the Junior School of student absence by telephone call on the morning of the absence, by email before, on the day of or after the student absence, by completion of the tear-out section in the Student Handbook for student absence, a note in the Student Handbook or by letter or by the College App.
2. Parents/guardians who notify by phone call are required to verify the absence in writing.
3. Emails from parents, App forms, letters or copy of note in Student Handbook relating to attendance are printed and filed.
4. All records of parent communications re attendance are filed and subsequently archived.

### **Follow up for unexplained absences**

1. Daily: See 4. Above.
2. A letter is automatically generated fortnightly for the families of all students for whom there are unexplained absences notifying them of the dates of these absences and requesting written validation of the absence(s).
3. Mid-term and at the end of the term, class teachers are emailed a list of the number of partial and full day absences for the students in their class, from the beginning of the school year.
4. See 2. above. Two weeks before the end of the term, class teachers receive from the Hamilton/Evandale secretary the names of students absent without explanation and they then contact the parents to request written verification.

### **Variations to attendance**

#### **Late start**

1. Students who arrive late to school sign in at the attendance kiosk in the Hamilton/Evandale office. Two copies of the Late to School notes are generated. At Evandale, one copy is for the parent or guardian present to sign and then to take with the student to the class-teacher, the second is for the office files. At Hamilton, if the student does not have a note from a parent/guardian explaining the lateness, the Hamilton secretary provides her with a copy of the Late to School note which must be completed by a parent/guardian, who may be present with the student, or sent home for signature, and returned. The second copy is given to the student at the time to pass on to the class teacher on arrival at the classroom. This notifies the teacher that the student has been to the Hamilton office.
2. All signed Late to School notes and letters are filed and subsequently archived.

#### **Early Leave**

1. All early leave must be notified in advance to the class teacher or Hamilton/Evandale secretary. Students leaving early must be collected from the Hamilton/Evandale office by the parent/guardian.

### **Secondary School**

*School day: 8.20am – 3.05pm*

1. Electronic rolls are taken by staff in all lessons.
2. The Student Attendance Secretary monitors the marking of rolls. Rolls that have not been marked are notified to individual teachers for immediate completion.
3. By 10.00am (Home Room ) the daily roll for the Senior School has been collated by the Student Attendance Secretary and an email sent to all Senior School entitled 'Initial List'. Staff are requested to check this list and to alert the Student Attendance Secretary to any inaccuracies. (Inaccuracies may occur as a result of students arriving late for school without going through the Late Arrival Procedure, or events/holidays not submitted to the Attendance Secretary (see below).
4. By 11.00am (Lesson 3) the Student Attendance Secretary sends an SMS message to the designated contact for students who are not at school and for whom there has been no parent/guardian contact. The Student Attendance Secretary enters responses to this SMS message into the data base.
5. By 11.45am (Lesson 4) a second email is sent by the Student Attendance Secretary to all Senior School entitled 'Final List'. This list identifies absences in all Senior School year groups, noting them as 'with reason' or 'without reason'.

### **Notification of student absence**

1. Parents/guardians notify the Senior School of student absence by telephone call on the morning of the absence, by email before, on the day of or after the student absence, by completion of the tear-out section in the Student Handbook for student absence or by letter or by the College App or direct SMS.
2. Parents/guardians who notify by phone call are required to verify the absence in writing.
3. Emails from parents, SMS, App forms and SMS replies relating to attendance are printed and filed.
4. All records of parent communications re attendance are filed and subsequently archived.

### **Follow up for unexplained absences**

1. Daily: see 4 above.
2. Fortnightly: unexplained absences reported to Heads of Year for follow up.
3. At the end of each term the Student Attendance Secretary collates unexplained absences for all students. A letter is prepared for the families of all students of their unexplained absences, notifying them of the dates of these absences and requesting written validation of the absence(s).
4. Heads of Year check the *Final List* of student absences daily and note the names of students absent for a period of time or absent without explanation. If a check of the database (or conversation with the Student Attendance Secretary) indicates that there has been no information about the student over a period of time, the Head of Year contacts the parents/guardian.

### **Variations to attendance**

#### **Late start**

1. Students who arrive late to school before 8.45am sign in at the attendance kiosk in the staffroom office. After 8.45am, if the student does not have a note from a parent/guardian explaining the lateness, the Receptionist at the desk provides her with a Late to School note (distinctively coloured) which must be completed by a parent/guardian and returned. The student's Handbook is stamped with The Late to School. This must be shown to the teacher of the class the late student enters.
2. At 9.15am the staffroom kiosk is turned off. Students arriving late to school after 9.15am must go straight to the Receptionist for addition to the database and receipt of a Late to School note.
3. All Late to School notes and letters are filed and subsequently archived.

#### **Early Leave**

1. All early leave must be notified in advance to the Student Attendance Secretary. Students leaving early must be collected from the Senior School staffroom office by the parent/guardian.
2. In the case of students who wish to leave early without having submitted an early leave notification, the parent/guardian is contacted and requested to collect the student from the Senior School staffroom office. Before the student leaves the school, the parent/guardian must complete and sign an Early Leave note or email, fax, SMS a note to leave early.
3. All Early Leave notes are filed and subsequently archived.

### **Year 11 and Year 12 students**

1. All Year 11 must be on campus for Period 1.
2. Year 11 students who have no lessons Period 5 and/or Period 6 may go home early. Sign out is done at the Kiosk in the Senior Staffroom.

3. Year 11 students may go to Croydon during the official College lunch time.  
Students must sign the Strand Book that is located in the Senior Staffroom before going to Croydon
4. Year 11 parents/guardians are informed of these arrangements by letter.
5. Year 12 students may arrive late at school if they do not have a class in Period 1.  
Year 12 students taking advantage of the Late Morning privilege must be at school by 9.15am.
6. If taking advantage of the Late Morning privilege, students must sign in at the Kiosk in the Senior Staffroom
7. Year 12 students who have no lessons in Period 5 and/or Period 6 may go home early early leaving for Period 5 and 6. If taking early leave. Sign out is done at the Kiosk in the Senior Staffroom.
8. Year 12 students may go to Croydon during the official College lunch time.  
Students must sign the Strand Book that is located in the Senior Staffroom before going to Croydon
9. Year 12 parents/guardians are informed of these arrangements by letter.

## 7.2 Retention Rates

Years compared	Year 10 total enrolment at census	Year 12 total enrolment on census date	Year 10 enrolment at census remaining in year 12 at census	Apparent retention rate	Actual retention rate
20011/2013	153	149	142	97%	93%
2010/2012	152	152	146	100%	97%
2009/2011	143	140	131	98%	94%
2008/2010	142	141	130	100%	92%
2007/2009	147	151	135	100%	92%
2006/2008	149	151	140	100%	93 %
2005/2007	146	148	149	100%	92%
2004/2006	152	144	140	92%	94%
2003/2005	124	127	117	100%	94%
2002/2004	118	119	109	100%	92%
2001/2003	110	113	102	100%	92%
2000/2002	118	127	109	100%	92%

Based on the information provided to the school when students leave, it would appear that only a minority of the students, who leave the school 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. The increasing availability of co-education in the senior years in comparable schools has played a significant role in this trend.

## 8.0 Post school destinations

90% of students who left school at the end of Yr 12 following the completion of their school education continued directly on to University. 10% went on to TAFE, other post compulsory education, “ Gap” years, returned home overseas or pursued full-time employment.

## **9.0 Enrolment policies and characteristics of student body**

### **1. Introduction**

The Presbyterian Ladies College, Sydney is a school for girls from Reception (four years old) to Year 12, with boarding for students in Years 7-12. The College offers a broad curriculum to students from a diverse range of backgrounds. PLC Sydney aims to educate young women from the basis of a Christian world view to make a difference in a rapidly changing global society.

### **2. Key Definitions**

Throughout this policy, unless the context requires otherwise:

- a) **'parents'** includes legal guardians or any other person who has applied to have a girl entered on the waiting list or enrolled at the College and, where the girl has only one parent, means that parent.
- b) **'disability'**, in relation to a girl, is that as defined in the *Disability Discrimination Act (Cth) 1992*

### **3. Outcomes**

The policy will provide guidance to all staff involved in the College's enrolment process to ensure that their practice leads to compliance with all relevant College policies and government legislation.

### **4. Policy Assessment**

This policy and its procedures will be assessed at regular review to determine its effectiveness. This will be determined in part by solicited feedback for random parents on a periodic basis and from any unsolicited feedback from parents.

### **5. The Policy**

This policy gives guidance to those within the College community and to those who would join it concerning enrolment criteria and procedures. 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.

#### **Relevant Legislation**

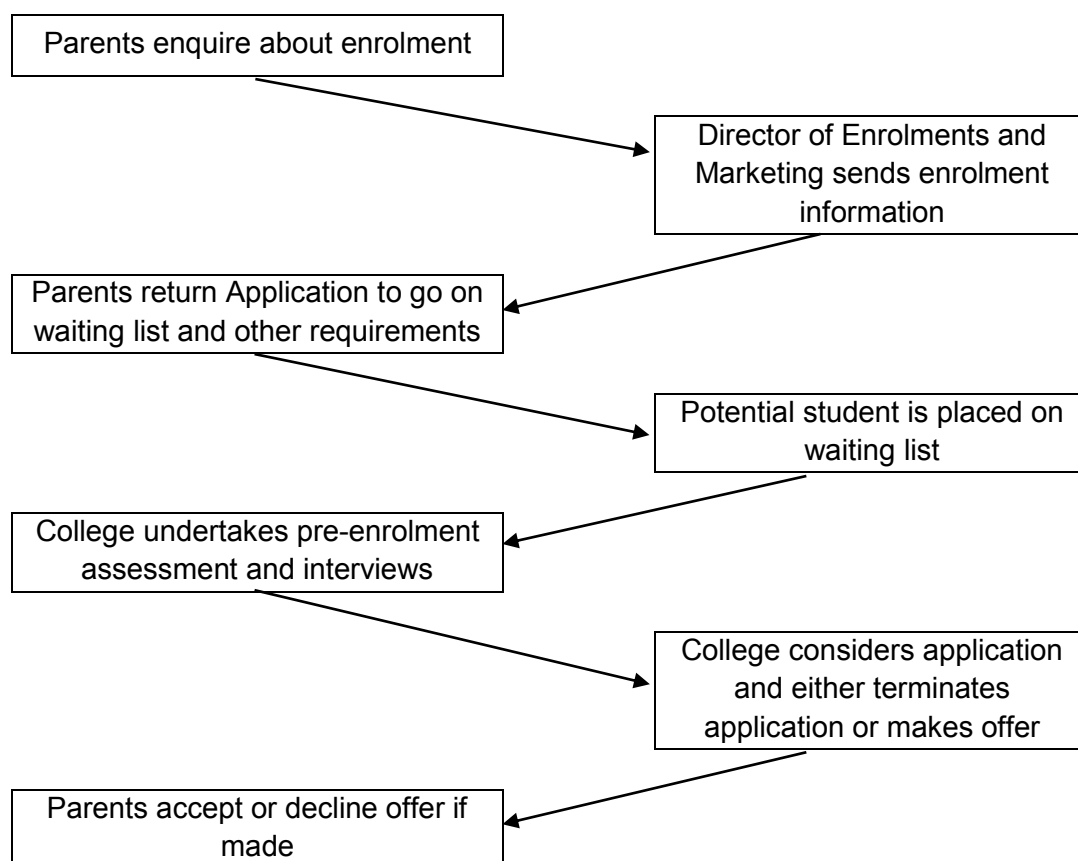
*Disability Discrimination Act 1992 (Cth)*  
*Disability Standards for Education (Cth) 2005*  
*Race Discrimination Act 1975 (Cth)*  
*Anti-Discrimination Act 1997 (NSW)*



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

## 5.1 General

Enrolment procedures will be as follows:



## 5.2 Enquiries

The Director of Enrolments and Marketing will send everyone enquiring about enrolment the details of the procedure including:

- a Prospectus
- the most recent Fee Schedule
- an Application Form for registration on the waiting list

The Director of Enrolments and Marketing will direct everyone enquiring about enrolment to this Enrolment Policy located on the College's website.

### **5.2.1 Waiting Lists**

The Principal, through Director of Enrolments and Marketing, is responsible for the maintenance of waiting lists for entry to the College.

Entrance may be accommodated at anytime throughout the school year depending on circumstances.

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

- (a) the Application Form for registration
- (b) a non-refundable Application Fee
- (c) a copy of the girl's birth certificate
- (d) two recent passport sized photographs if girl is already of school age
- (e) copies of the girl's latest school report and NAPLAN test results
- (f) two written family references from referees who are not close relatives of the parents and who have known and interacted with the parents for at least five years. The references should focus on the parents themselves. It is preferred that one reference be from a minister of religion who is familiar with the family
- (g) copies of current Family Court or other court orders or parenting plans relating to the parents or the girl
- (h) all medical, psychological or other reports about the girl in their possession or control
- (i) other information about the girl relevant to her education at PLC Sydney

In addition, overseas students must also provide:

- (a) copies of Passport and Visa;
- (b) an English translation (if applicable) and a validation of the translation of the latest school report and any other documents that are not in English
- (c) copy of English language test results including AEAS
- (d) copies of ESL Reports from Intensive Language Schools
- (e) details of the girl's Guardian in Australia who must be over 25 years, reside in Sydney all of the time and speak English.

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

A request for the non-refundable Registration Fee will be sent in order to hold the position on the Waiting List.

### **5.3 Assessment**

The College will undertake an assessment process at some time decided by the College after a girl's name has been entered on the waiting lists. As part of the assessment process, the College may ask the parents to provide more information about the girl.

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

In considering all prospective enrolments, the College may ask parents to authorise the Principal or his delegate to contact:

- (a) the Principal of the girl's previous school to obtain or confirm information pertaining to the girl or the girl's enrolment
- (b) any medical or other personnel considered significant for providing information pertaining to the needs of the girl.

Where information obtained by the College suggests:

- a) a profile of misconduct, illegal activities or anti-social behaviours that indicate that the girl's enrolment at the College is likely to be detrimental to other students, the staff or the College, or
- b) the parents may not be able to meet the financial commitment required by having a girl at the College, or
- c) the level of English language is not adequate to undertake the rigours expected by the College notwithstanding that the girl be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

### **5.3.1 Disability**

Where a girl 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 girl to participate 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 girl's needs. This will include consultation with the girl or the girl's parents as part of the collaborative planning process. The Principal may:

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

Where information obtained by the College indicates that the girl has a disability, the Principal will seek to identify the exact nature of the girl's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the girl, if enrolled, would require some measures or actions to assist the girl 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 girl's disability. Where the Principal determines that the girl 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 girl is reasonable, the Principal will comply with the standards outlined in the *Disability Standards for Education (Cth) 2005*

Where the Principal determines that the enrolment of the girl would require the College to take unreasonable measures or actions to ensure that the girl 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 the offer of a position or defer the offer or invite the parents to consider the Transition Program for their daughter.

### **5.3.2 Entry to the Transition Program**

The Transition Program is available for entry from Year 7 to those girls whose primary presenting disability is mild or moderate intellectual disability. These students will be entered into the Transition Program's individually structured classes from Year 7 to Year 12. They may also participate in mainstream classes as deemed appropriate for their individual abilities and needs.

To meet criteria for mild intellectual disability girls must have a full-scale IQ score of approximately two to three standard deviations below the mean on an approved individual test of intelligence. There must be information on the assessment of adaptive skills and school performance consistent with, or below this range of scores.

To meet criteria for moderate intellectual disability, students must have a full-scale IQ score of approximately three to four standard deviations below the mean on an approved individual test of intelligence. There must be information on the assessment of adaptive skills and school performance (where applicable) consistent with, or below this range of scores.

The number of students in the Transition Program is capped at 30. An offer of placement in the Transition Program will only be made if a place is available.

For Transition students the Enrolment Fee will be required after an assessment has taken place and an offer is made.

### **5.4 Interview**

When a position becomes available, the College may in its discretion invite the girl and the parents of the girl to attend an interview at the College with the Principal or a 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
- (c) advise the parents of primary school students of the provision of Out of School Hours Care Service at PLC Sydney, its schedule and its proposed fees

### **5.5 Determination**

The College reserves the right not to offer any girl a place at the College or to defer the offer of a place to any girl in its discretion but particularly when the parents, having been

aware of their girl's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their girl.

The College also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their girl's needs.

When determining the offer of a place at the College, the College gives preference to:

- a) scholarship winners
- b) sisters of students already at the College
- c) daughters or granddaughters of former students of the College
- d) boarders
- e) daughters of ministers of recognised protestant churches

The College also considers:

- a) a student's willingness and ability to contribute to the wider life of the College
- b) evidence of good leadership and good character
- c) evidence of a place at a similar independent school elsewhere in Australia if a family relocates from interstate
- d) the date of lodgement of the Application Form for registration on the waiting list

## **5.6 Offer**

At the satisfactory conclusion of the assessment process, the College may make an offer to the parents to enrol the girl via a Letter of Offer. Parents will also receive the College's Conditions of Enrolment. To accept the offer, the parents must, within 14 days of receiving it, deliver to the College:

- a) the Acceptance Form which includes acceptance by the parents of the then current Conditions of Enrolment
- b) the non-refundable Enrolment Fee

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

The Enrolment Fee is additional to tuition and other fees.

While ever the strategic alliance exists between PLC Sydney and PLC Armidale, enrolments are able to be transferred from one school to the other without payment of the Registration and Enrolment Fees which would normally apply. Such transfer is subject to a place being available both in the year group and in appropriate courses.

### **5.6.1 Available rebates**

The following rebates apply:

- a) in cases where two or more sisters of the same family are attending at the same time then the oldest student will attract full fees; second and subsequent students will attract 10% rebate on Tuition fees for each child

- b) daughters of full time College staff are eligible for a 25% rebate on Tuition fees; daughters of part time College staff are eligible for a 25% rebate on a pro rate basis dependent on their part time allocation
- c) daughters of full time Presbyterian ministers are eligible for a 75% rebate on Tuition fees; the church of the Presbyterian minister must be one recognised by the Presbyterian Church (New South Wales) Property Trust
- d) daughters of full time ministers of other recognised Protestant churches are eligible for a 50% rebate on Tuition fees; recognition of the church is at the discretion of the Principal

### **5.6.2 Offers for Provisional Enrolment**

Where circumstances give rise to uncertainty on the part of the Principal, a provisional enrolment may be offered for a girl 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 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 girls with a disability.

### **5.6.3 Entry at the Start of Reception and Kindergarten**

#### **a. Reception**

Girls whose 4th birthday falls on or before 31 March of the proposed year of entry, are eligible to commence Reception.

All girls must undertake a 'readiness for school' assessment. If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

In respect of any prospective enrolment, the College reserves the right to have members of its staff visit the girl's preschool, early intervention centre or (with the parents' agreement) the home, to more accurately assess the learning needs of the girl.

For Reception students the Enrolment Fee will be required after the successful assessment has taken place.

#### **b. Early entry**

Girls whose 5th birthday falls on or before 31 May of the proposed year of entry, are eligible to commence Kindergarten.

All Kindergarten applicants are assessed for class placement in the year prior to entry.

#### **5.6.4 Holding of Class Places**

Places at the College will not be held for students who are withdrawn from the College except in specific circumstances and at the discretion of the Principal. Places may be subject to College fees being maintained for the period of absence and the enrolment continuing to be eligible to attract Government subsidies.

### **6. Confidentiality**

Confidentiality and privacy require that all staff must ensure that information regarding girls and their parents and/or legal guardians is restricted to those who genuinely need to know. Furthermore, those people should only be told as much as they need to know and no more.

### **7. Record Keeping**

Information concerning all applications will be kept on file. Unsuccessful application information will be kept for five years. Successful application information will be kept for the duration of the students enrolment at the College plus seven years after leaving the College.

### **8. Communicating the Policy**

This Policy will be available on the PLC College website and on the College's intranet and in printed form with the Director of Enrolments and Marketing.

### **9. Training and Development**

Relevant staff will undergo professional development to ensure they have read and understood this policy.

Relevant staff are encouraged to review and supply feedback regarding this Policy so that amendments can be implemented as necessary. Staff are encouraged to attend training courses and in-service opportunities that enhance their contributions to the enrolment experience.

### **9.2 Characteristics of student body**

(see My School website: <http://www.myschool.edu.au> )

## 10.0 College Policies

### 10.1 Policies for Student Welfare

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

- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development minimizes risk of harm and ensures students feel secure

To ensure that all aspects of the mission of the College for providing for the welfare of our students, the following policies and procedures were in place during 2013

<b>Policy</b>	<b>Changes in 2013</b>	<b>Access to full text Parents may obtain a copy of these by contacting the Head Teacher Compliance and Human Resources</b>
<b>Child Protection Policy</b> definitions and concepts, legislative requirements, preventative strategies, reporting procedures and investigating 'Reportable Conduct', investigation processes, documentation	Revised and updated in response to legislative requirements regarding Working With Children Checks	Available to parents on the school website;  Staff intranet.
<b>Security Policy</b>		
procedures for security of grounds and buildings	Additional security measures include additional automatic gate closures and coded locking mechanisms on school gates	Student Hand-book Staff Intranet
use of grounds and facilities		Student Hand-book
emergency procedures	Annual review of the Evacuation procedures following whole school drills twice each year Annual review of Lockdown policy following whole school drill twice each year	Staff Intranet Student Handbook School website
<b>Supervision</b>		



Duty of care and risk management Levels of care for on-site and off-site activities	On-going Review of procedures and documentation as well as staff development on all aspects of this area; new protocols to follow to ensure safety via risk assessments for all exchange activities	Staff intranet
ESOS student protocols	<i>Reviewed and revised</i>	Staff intranet and provided to parents, carers and students in modified form
<b>Codes of Conduct Policy</b>		
Codes of conduct for staff and students 'Respect for Others' document	Behaviour standards reviewed	Student Handbook Staff intranet and Staff Manual
Behaviour management	Reviewed	Staff Intranet
Appropriate use of mobile phones by students	revised	Student Handbook
<b>Pastoral care</b>		
Pastoral care program	Revised, new Home Room program implemented	School website
Availability of and access to special services such as counselling		School website Brochure in Counsellor's Reception area
Health Centre procedures	reviewed	School website
Critical incident policy	revised	Staff intranet
Homework policy	After school homework club reviewed	Procedures provided to students and parents on enrolment through website
<b>Communication Policy</b>		
Formal and informal mechanisms for facilitating communication between the school and those with an interest in the student's education and wellbeing		Staff intranet Weekly Newsletters (copies available on request)

## 10.2 Policies for Student Discipline

At the heart of all policies in the College lies the **Respect for Others** statement, which affirms and encourages a respectful attitude, behaviour and interrelationship within members of the College community, i.e. staff, students and parents.

In accordance with that statement students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour and in accord with the **Student Discipline Policy**.

**Corporal punishment is not permitted under any circumstances.**

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

The full text of the school's **Student Discipline Policy** and the **Anti-Bullying Guidelines** are provided on the school website, staff intranet, the Student Handbook and by request in hard copy from Year Directors, the Head of Junior School and the Head Teacher Compliance and Human Resources

## 10.3 Policies for Complaints and Grievances Resolution

The College 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.

This policy was revised and amended in 2012. The full text of the **Complaints Handling Policy**, which includes grievance resolution, is available for downloading on the staff intranet. An appropriate outline of the policy and processes is also provided in the Student Diary and school website.

## 11.0 School-determined improvement targets 2013

Area	Priorities	Achievements
<b>Teaching and Learning</b>	Using ICTs to enhance learning	Introduction of E-texts for Years 7 and 8 which allows annotations and links to personalise learning
	Procedures and techniques for giving effective Feedback to students	Introduction of the PLC Portal which summarises formal task feedback for all students on each task 7-12. This included a shift in our assessment structure 7-11 that incorporated all formal assessment into an aggregated total along the lines of HSC assessment
	Effective Pedagogy	Introduction of the AITSL Performance and Development Framework. Staff worked in learning teams to determine a goal for improvement linked to the National Standards for Teaching and the PLC Effective Teaching framework Pre K-12
	Understanding Science in the Primary school	Incorporation of a dedicated science lesson for all students K-6
	Meeting literacy needs of ESL students in Primary	Staff received on-going support and monitoring in their implementation of the ESL scales
	Australian Curriculum	Key staff attended briefings and PD time to complete their preparation for the introduction of the AC K-6 English; 7 and 9 English, Maths, Science and History
<b>Student achievement</b>	Students ( K_10) identified by Naplan as having Literacy and /or Numeracy deficits	A programme for building improved intervention strategies was implemented by our ESS department. Students were classified as to their level of need using a 3 tiered system 7-10
	Homework support	A Homework Club was introduced to support students in the areas of Literacy and Numeracy. Specialist staff were assigned for 2 afternoon a week 7-10
		A homework contract introduced K-6 which includes social ,emotional and academic goals K-6
		The invitation to students whose HSC subject options needed broadening to enrol in TAFE was extended to a pilot group of girls. If satisfactory the offer will be extended in 2014
<b>Student Welfare</b>	Student Wellbeing	Implementation of the Grow ,Care, Know program to create more opportunities for Home room teacher to get to know students in their home room 7-12
		The development of a program that implements the PLC values program that is accessible to students K-6
<b>Staff Development</b>	ICT integration	On-going training of Junior/Senior School staff in the use and application of Interactive technologies

	Indigenous Perspectives	Training and awareness raising of issues to do with Indigenous Education
	Australian Curriculum	Representatives from all subjects and Stages attended seminars or briefings regarding the Australian Curriculum
	Enriching the Teaching of Maths	Throughout 2013 a Mathematician in Residence (Dr Lloyd Dawe) helped to enrich and extend the mathematical thinking and practice of both staff and students
	AITSL Performance and Development Framework	The introduction of the PLC Professional Practice Reflection process.(as mentioned above) using the professional standards to inform practice

## 12.0 Respect and Responsibility

The college has had a formal policy entitled “Respect for Others” for several years.

This policy is widely printed and referred to in the daily life of the college and related where possible throughout the curriculum. As part of the 2020 Strategic Plan process we also undertook the writing of a College Values Framework in order to better articulate the values we see as fundamental to all teaching and learning relationships and activities in the College. Respect and Responsibility are key elements in that framework.

Our college has a long tradition of student involvement in community service and service learning and 2013 saw an extensive participation in fundraising and volunteer work for a range of charities and community services and exchange programs with students from a range of cultural backgrounds. At the heart of these activities is a College aim to develop in our students a Christian world view which respects the values, needs and dignity of all and encourages in our students an exploration of personal integrity, civic and Christian responsibility for those in need.

Some of the annual activities undertaken to support these values were:

- Fundraising and service learning activities are carried out by all year groups. In 2013 these included: World Vision; Compassion; Assistance Dogs Australia; Vision Australia; Starlight Foundation; RSPCA; Surf Life Saving Australia; Wanabiri Preschool; Guide Dogs Australia; Comoro and Becora Kindergartens in East Timor; Birla Children’s Village and Le Quy Don Primary school in Vietnam; Allowah Children’s Hospital; .Red Cross and Salvation Army
- 52 of our Yr.10 students were involved in cultural and language exchanges for up to 8 weeks during the year. These students also hosted students from their sister schools and worked to provide an environment where their guests were welcomed and integrated into their year group.
- To promote respect and understanding of the culture of Indigenous Students Home Room time was devoted to the development of a PLC Reconciliation Action Plan. The plan will be presented during NAIDOC week
- The Junior School celebrated NAIDOC Week with an Assembly dedicated to the 50th anniversary of the presentation of the Yirrkala Bark Petitions to the Federal Parliament. These petitions were significant in that they were the first ones submitted by Indigenous Australians to be officially recognised by the Federal Government, which initiated some significant changes to our laws.
- Students from a number of age groups assisted with the organisation of a Multi Sports Day for students with disabilities. The carnival is run at our College and students from a number of Sydney schools participate.
- A mentor program is run each year using Yr.11 students to support the integration of students in our Special Education unit into the social and pastoral life of the College. This programme has done much to foster and encourage greater understanding for the needs of these students.
- All Yr. 10 students are trained in the “Peer Support programme” and are “buddied” with a Yr. 7 student at the beginning of the year. This programme encourages confidence and trust in our young secondary school students
- Operation Christmas Child appeal – all students had an opportunity to listen to representatives of this charity outlining the needs of children in developing countries as well as working towards contributing themselves to this appeal
- Students from our Drama ensembles spent an afternoon with residents from a local Aged Care unit. This programme encourages good listening skills in our youth and helps build resilience by sharing the stories between the generations
- Participation of our Pipe Band in the ANZAC Day March as well as school assemblies run by our senior student to commemorate those who sacrificed their lives in conflict. A student from our College was this year asked to be the MC of the Schools event

- Speakers program for the Secondary school featuring people who are role models because of their contribution in making a difference to the lives of others
- Participation in the *Keys2drive* Road safety initiative of the NRMA
- Chaplaincy Visit to Mizoram province in India
- Participation in MUNA: Students learn to appreciate the perspectives practices of other cultures

Some initiatives in 2013 were:

- The introduction of Parenting seminars to build a community understanding of good practices to build character education
- The introduction of free classes for parents to learn Chinese. The classes are run by our language staff
- A group of Yr. 11 students participated in the Global Leadership Convention run by Word Vision to discuss the issue of world poverty and famine. Those students shared their learning at a senior school assembly

### **13.0 Parent, student and teacher satisfaction**

The College encourages parents to involve themselves in the life of the PLC community through both formal and informal mechanisms. The P and F is the major formal mechanism and this is a very active and representative group of people who have a very positive and robust relationship with the Principal, staff and College Council. Members of staff are frequently invited to address meetings and the range and nature of the discussions indicate that parent satisfaction is very high. The very successful Open Day and Country Fair held each year is a wonderful example of the close cooperation and good working relationship that exists between the parent body and staff.

2013 was our 125<sup>th</sup> Anniversary as a College and the event was marked by a week of celebrations including four wonderful concerts highlighting, Drama, Sport, International and Music. The beautiful College buildings were highlighted by a vivid light show featuring aspects of the school's history and educational priorities. The celebrations were capped off by an evening fair featuring an extraordinary array of quality stalls and a spectacular Fireworks display. On show during the week was not only the extraordinary talents of our students and staff but also the incredible generosity and commitment of our parent body. Such a successful and joyous event can only be produced when there is cohesion and satisfaction in the College community around its vision and purpose.

On the core issue of quality education both our students and parents expressed their support, particularly with regard to our HSC results. Our results for 2013 were excellent! Our staff were very appreciative of the positive comments made by both parents and students at the celebration morning tea after the publication of the results. Very positive sentiments were also evident in the exit surveys conducted annually involving both Yr 6 and Yr 12 students.

As part of the implementation of the strategic plan in 2013 changes were made to the College assessment and reporting procedures. The College developed a Parent Portal where parents were able to view student results progressively and were provided with rich data on their children's progress. As this was quite a shift in procedures parent feedback was invited via a survey in order to incorporate parent voice in on-going development of the portal. The responses were extremely valuable and very supportive of the direction of the innovation

One of the innovations for 2013 was the introduction of e-texts through Read Cloud for years 7 and 8. This introduction was flagged last year for 2 reasons, the increasing weight in student back packs and the capacity for students to integrate texts and notes and resources. As the technology was new we evaluated the technology via a student, parent and staff survey. The results indicated that the technology was not sufficiently well developed at this stage to serve as an adequate replacement for hard hardcopy or online text

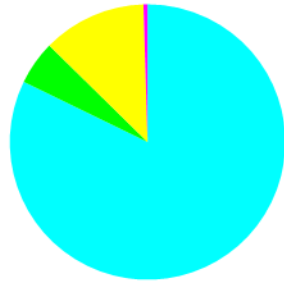
Stage One of changes to our Pastoral Care program were introduced this year, with the aim of improving the student /teacher ratios for Home Room. Before implementing Stage 2 in 2014, staff and students were involved in feedback about the direction and content of Stage One. This consultation provided both affirmation of the program and some very useful suggestions.

Staff members have expressed their satisfaction with working in the College through the very low staff turnover experienced at the end of the year. Exit interviews conducted, confirmed the College as a supportive and professional environment in which to work. Academic Departmental focus groups consulted by the Principal during the year as part of

the consultation towards the new Strategic Plan, confirmed extensive professional satisfaction amongst the teaching staff but also identified several areas to explore for innovation.



## 14. Summary of financial information 2013



### Income

- Fees 28352000
- Govt. Grants: State 1600000
- Govt. Grants: C'Vealth 4131750
- Other Income 866500



### Expenditures

- Salaries and Related 25341384
- Tuition & Curriculum 1319480
- Depreciation 2334537
- Property incl Interest 3371334
- Administrative 2408560



**PLC**  
PRESBYTERIAN  
LADIES' COLLEGE  
**SYDNEY**

— 1 8 8 8 —

Boundary Street  
Croydon NSW 2132

[enquiries@plc.nsw.edu.au](mailto:enquiries@plc.nsw.edu.au)  
[www.plc.nsw.edu.au](http://www.plc.nsw.edu.au)

Phone: (+612) 9704 5695  
Fax: (+612) 9744 0519

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Principal: Dr Paul Burgis PhD (UNSW) MEd DipTeach DipDivMiss