



PLC  
PRESBYTERIAN  
LADIES' COLLEGE  
SYDNEY  
— 1888 —

# EDUCATIONAL AND FINANCIAL REPORT

2014

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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. MESSAGES FROM KEY SCHOOL BODIES

### 1.1. From the Chairman of College Council

(reported in Aurora the Annual College Year Book)

2014 has been another exceptional year for students and staff at PLC.

The achievements of individuals and teams in the arts, spoken word, sports of all description, music and academically have been nothing short of exceptional.

College Council is deeply appreciative of the dedication, hard work and loyalty of all the staff.

The school spirit has been greatly enriched as many new parents joining the PLC Foundation and showing interest in the P and F Association. There is a real sense of belonging and I encourage more parents to participate and contribute to the whole school community.

The Ex Students Union has been highly supportive of the college and donated a substantial amount of money to see the Marden Heritage Centre restored and now serves as a fitting meeting place for College Council, the P and F Association and the Ex Students Union.

The emphasis on pastoral care and the great work of the Chaplaincy team has ensured each student at PLC is personally valued and cared for.

Dr Burgis has been highly effective and capable in implementing the strategic goals presented to him by College Council. College Council is highly appreciative of his hard work and diligence.

Dr Burgis will assume his new role as Principal of PLC Sydney in January 2015. He steps down as the Executive Principal of PLC Sydney and PLC Armidale as Mrs Nicola Taylor becomes the next and new principal of PLC Armidale from the beginning of 2015. He has served exceptionally well in the demanding position as principal of two colleges and College Council expresses our deep appreciation for his sterling effort.

I look forward to 2015 with unbridled excitement. I have seen how the Lord Our God has blessed PLC Sydney and I wait upon Him to fully use this wonderful school and those who work and attend and belong to the college to work out His will and purpose. And as the Almighty and Sovereign God is also Our Loving Heavenly Father I rest assured He has plans for us that will exceed our imagination.

Dr David Lim  
Chairman of College Council  
PLC Sydney and PLC Armidale

## 1.2. From the Parents and Friends Association

(from *Aurora* the College magazine)

2014 has seen the Parents and Friends (P&F) grow from strength to strength. We now have our monthly meetings in the Macindoe Research Centre. The meetings are held on the first Monday of every month during school term and start at 7pm.

The P&F has 2 major events in the year: starting with the P&F Welcome Cocktail Party held in early February and the P&F Fair which coincides with the Open Day and is held in May on the Saturday before Mother's day each year. (This leaves the rest of the year free so that parents can relax and help their daughters through the school year.)

The P&F's role is to help build community within the school and to provide an opportunity for the Principal and members of staff to provide regular updates to parents on various activities within the school.

The P&F also works hard on the Open Day and Fair to raise much needed funds to assist the school in funding various activities such as fitting out the library, junior school, AKT and Swimming Pool.

Special thanks go to Mr Daniel Bosco the PLC Fair Convenor and his organising committee for the fabulous job in organising the Fair once again. The fair is a fantastic opportunity to build community and raise funds for our daughters.

In fact in 2014 we provided \$170, 0000 in additional funding to the school. Below is a brief summary of items that we have funded

- Adaptive rowing equipment for girls in the transition class so that they can participate in rowing
- Mathematics tour to New York
- Adelaide Perry Prize for drawing
- Languages Italy Tour
- Languages Native Speakers
- Purchase of a data projector for the English Department

I would also like to thank the Junior School Auxiliary for the wonderful work they do to build community in the Junior school by way of Father's day and Mother's day breakfast and other events throughout the year. To the President Jenny Wheatley and her team I extend hearty thanks from all of us in the school community who benefit from the great work you do.

Finally I would like to thank the P&F Executive (Bruce Ferguson, Tony Nejasmic, Jaimie Sach & Philip Argy) for volunteering their time to help run the P&F and make the task manageable.

Cameron Townshend  
President, PLC P&F, 2014

### 1.3. Principal's Comments

(delivered at Speech Day 2014)

We have gathered in this wonderful venue today a significant percentage of the people who have invested time, money, emotional energy and prayer into our College. Schools are similar to businesses in that we have staff, and we commit to programs and services that aim at excellence. Yet we are also like homes or churches in that we nurture people and we don't exist for profit. We partner with families in the important task of raising their children. We help children and young people to define themselves. We partner with society in seeking to develop a curriculum and co-curricular program that will get them ready for the future. We are the child of the church in seeking to enable students to develop qualities like love and joy and honesty and to enable them to 'glorify God and enjoy him forever'.

I am very pleased to have Dr Kerry Howells with us today who will say some very interesting things about how we learn with all of our beings, and of the importance of gratitude for the learner. It is because of the work she has done that links a positive character trait with joy and success in learning that I think her work is so important. Our society doesn't just need clever people. And being clever alone is no guarantee of success. Our society needs people who wish to contribute to its long-term health and freedom. And who will use their talents and imagination to do so.

We gather here today to celebrate what PLC Sydney is about. We love the joy and subtlety of the music. We cheer with those who have achieved excellence. And we celebrate every girl who is sitting in the audience and say to you that you should be proud of yourselves today. To those who have done their best this year, you can measure this better than I can, we all say well done.

We want to congratulate the students who have made mistakes but have learned from them, who have had an awkwardness in her personal relationships and who has sought to skill herself to be a good friend, who has responded to others rather than reacted, who has consistently told the truth and has sought to do this in a considerate and loving fashion. I want to commend the young women who consistently look out for the best in others, who just get on with it, who know what it is to 'laugh with those who laugh and to cry with those who cry'. We are here today to commend you.

We are here today to celebrate with all who have become more accomplished this year, because real learning is never a straight line trajectory. We celebrate those who will walk straight and tall across the stage – you deserve the praise you receive. We congratulate the student who has made mistakes, but has not let those mistakes define her. And those who did their best but just missed out, and those who have been celebrated at other events such as the Mathematics and Science excellence nights, or the Sports Awards evening. And I wish to make the point that the really satisfied learner embraces disappointment and surprises. They keep on keeping on. They never give up. And they see learning as service. I ask the audience to congratulate each student who has worked hard, who has improved her understanding, who has enjoyed her learning. Well done!

One of the world's most experienced, and trendy, astronauts is Canadian, Chris Hadfield. You can view his nifty version of 'Ground control to Major Tom' on Youtube. In his autobiography *An Astronaut's Guide to Life* two of the stories he tells are as follows. Canada has no space astronaut program, so his chances of getting to space were tiny from the start. He did, through sheer hard work, qualify for one of two places in the French program in 1987. He and his family rented a house on the Mediterranean, had goodbye parties and sold their belongings. Two weeks before the move a rift between the governments of Canada and France meant that his place was given to

a scientist from another country. Imagine the disappointment, after all of that work. He says of that moment: To say that this was a disappointment personally and a setback professionally is to understate the case. We were beside ourselves. The second story is about colleagues of his who were very successful in the program and were due to go to space when USA decided to not use the Space Shuttle any more. The only vehicle now flying to space is the Russian Soyuz, with its tiny cockpit. The American astronauts were all too tall for it. Years and years of preparation and they missed out because of their physical proportions! Hadfield tells these stories because he was a man with a strong goal to be an astronaut. Yes, he ultimately made it, but he realised that he needed to broaden his goal from the start: from the glorious one of flying rockets to the more humble one of serving the cause of the space program. He found this liberating because he learned to love the years of work on the ground doing engineering, the months of arduous training, the spin-off work in mini-submersibles going deep in the ocean. When he finally blasted off to space it was a bonus. He viewed success by the contribution he made to whatever work he did, and the relationships he formed, not by the relatively few days he had in space.

Young women and girls of PLC Sydney, we are so very proud of you all. I consistently receive great praise for your contribution to whatever you do – the Year 8 trip to Armidale or the Year 7 debating team that almost won the Cup; the cheering in the stands at the sporting final, or your assistance on the train. Have this attitude that was also in Christ Jesus, an attitude of service and contribution.

In your learning 'dig a deep well' and really enjoy discovering about the Universe, Time, History, the use of words and symbols.

As we move towards 2020 as a College we have produced a document which was on your seats today which outlines some of the major ways in which we will seek to fulfil the 'Preferred Futures' project of College Council. This document combines both the development of character and the growth of learning. Please look at it now.

It outlines the importance of depth of study and our attempts to strengthen the understanding of young women in Mathematics, Sciences and Languages; in the creativity of the Arts and the wonder of our own English language and literature. Families know the emphasis we have placed on these. I ask you to read this document carefully so that you can see where we are heading. We will revisit it together at our meetings in early 2015.

You also know the commitment we have to co-curricular breadth – a huge program – and to excellence and reach in everything from public speaking to music. And again this year we have had extremely high participation rates across our College. It has a significant section on our international connections and plans for the future. One area I really want to see us develop is the alternate pathways at HSC level. Next year, for example, we will assess an offer from a school connected to Gucci in Italy for up to five of our students to undergo post-school training in design. We want to extend the number of excellent post-school pathways for all students. We are very proud of our academic results but seek to provide opportunities for the broad spectrum of students.

I could list a thousand achievements of our students today: first in year 7 in UNSW Science, or 1st in Chemistry in Year 10 in the Science Teachers' Association Awards, places for many others in Physics, Biology and Chemistry, seven students selected for the National Science Forum, a swathe of awards in Mathematics Competitions, a Winner of the Primary School Writing Prize, or, for the second year in a row, two of our students selected to be on the Australian Public Speaking Team,

first in the Junior School Orchestra and Choir eisteddfods in Music, first in IGSSA Swimming, premiers in 1A Hockey. Added to this we also had a student finishing first in the Higher School Certificate in Chemistry and Legal Studies in 2013. These and many other achievements are marvellous, and I want us to celebrate them. Let's celebrate every student who works hard and achieves her best.

You will read in this document of the future physical development of our College. We look forward to receiving the approval to rebuild Hamilton and to College Council meeting in February to decide on a starting date for the complete renewal of Hamilton. The plans are on display in the foyer today. I look forward to communicating with you about this exciting development early in 2015.

And we look forward to our growth as a Christian community. We love because God first loved us. There is much to celebrate in the grace and hospitality, the commitment to honesty, and the joy in our inheritance. It informs us that every child is significant. It saves us from perfectionism. Our school is based on a belief in God's grace. And, in the words of one of our leaders of our Parents and Friends, it informs our belief in redemption. We have a growth mindset. No one should set a ceiling on another person's character.

You will read in this document about our plans for our Well-being programs – the Heart, Head and Hands program of the Junior School – and the emphasis on service and skills in the senior school.

And we need to consider ourselves as both a local and a global school. PLC Sydney students have committed to local projects like the Guide Dogs Association for over fifty years. We are building a strong connection with our indigenous community in Australia. And we are internationally aware. We already run perhaps the most extensive exchange and service learning program of any NSW school, with seventy year ten students learning overseas this term. We are assisting young women on the verge of adulthood to develop their values, to have to make choices, to build empathy and compassion whilst living overseas. With the historic free trade agreement with China and our strong connections to Vietnam we will ask how we strengthen our relationships in order to benefit our students and to build an Asian-literate community. Further in our Strategic Plan we will look at ways to strongly develop our students understanding of local and global current affairs. Learning must connect to the real world.

I take this opportunity now to recognise the teachers who have made this possible.

Firstly I wish to recognise those teachers who are concluding their time with us this year: We thank Lucy Foxton, Lisa Hales, Vicki Kent, Alison Lloyd, Catherine Dignam, Kate Bell and Mark Thackray. Each has completed a maternity or short-term contract position. We thank them for their commitment to the students, their teaching and their engagement with our community. We wish you well for the future.

Of our permanent staff, to Jessie Gardner, who is moving to Newcastle, we thank her for her wonderful teaching in Evandale and wish her God's blessing for the future. To Helen Love, who is moving to Pymble Ladies', we thank you for your joyous teaching of Year 5. To Bonnie Morgan, who is looking for a change of career in the health sciences, we thank you for your professional and caring approach. To Mirela Sernogoratz, we thank you for your gracious work in the library. We celebrate pending parenthood for some of our staff who will be having a baby: Maria Halkidis and Kate Scerri.



I would also like to pay particular tribute to Ms Jae Croshaw. Ms Croshaw was, at different times in her career at PLC Sydney: Head of Senior School and Head Teacher: Pastoral Care. She committed fully to looking after the details for students and staff and to helping us to see the big picture in student well-being. I know that the members of our P & F came to know her particularly well in her hard work for the Fair and Open Day. She has been generous, considered and purposeful in her leadership at PLC Sydney. We wish her well.

Secondly, I wish to welcome Mrs Trish Pollett to her role as Head Teacher: Curriculum in 2015. She has been a superb Head of Mathematics and has the aptitude and skills to lead us in our directions in Board of Studies and Cambridge courses, supported by Ms Anthony, Mr Hastie and the Heads of Faculty. As part of our commitment to build senior student understanding of current global affairs, and to link learning to life, we will be introducing the 'A' level Cambridge General Studies paper as a compulsory exercise for a section of our Year 11 students in 2015. As young women going out into the world, we expect you to be aware of the news, and ethical conundrums. We expect that you should be able to have a go at an unseen test not on the basis of a set study routine, but by drawing on the resources of all of your learning and reading. So much of what we do is built on tight scaffolding of learning: this is great. But we also need the opposite – to give you a challenge 'off the cuff'. We want to build in our students both the capacity to use a structure and the capacity to think on their feet.

Thirdly, I wish to note how grateful I am to Mrs Jo Matherson, who has done a sterling job as Head of School at PLC Armidale this year. Our Strategic Alliance is strong. As we welcome our full-time Principal at Armidale in 2015, Mrs Nicola Taylor, I can indicate to you that my role in 2015 at PLC Sydney. Mrs Taylor and I will work together as leaders of sister schools, but I will be the full-time Principal of PLC Sydney only from 2015. I will no longer be the Executive Principals of Armidale. I am very pleased about this because it indicates our success in Armidale. We can plan together, but I will be 'hands on' in Sydney.

Fourthly, I congratulate the entire PLC Sydney teaching staff on enabling young women to achieve excellence, and to really engage fully with their studies. I am constantly revitalized as I see the accomplishments that you assist the students of this College to have. Let's congratulate our teaching staff.

And I thank the support and maintenance staff for their wonderful work. In particular I thank my PA, Mrs Disbery, who keeps me on time and in good order.

I wish to express my thanks to the Foundation, who do such a wonderful job supporting the College. We would not have the Macindoe Research Centre, the Audrey Keown Theatre, the JD Oates Aquatic Centre or the Croydon without their support. They underpin our exchange program and our service learning work – programs that are much larger than similar schools. We will all need to support the Foundation as we renew Hamilton. Secondly, I commend the P & F and Junior School Auxiliary on donating over \$200 000 this year to support everything from Native Speakers in our senior language program, to playground equipment for Evandale to the purchase of instruments for a new Baroque Chamber Orchestra. Finally I commend to you the wonderful support of the Ex-Students' Union, who provided \$60 000 to the renewal of Marden. Once the original library of the College, it is now a heritage centre and meeting room. Thank you to all who support our endeavours. In 2015 you are invited to come along to our activities: the Ball, the parent seminars, perhaps an inaugural Golf Day. We welcome excellent relationships with our partners.

And I thank my own wonderful wife, Susan, and my family. I love you dearly. You enable me to undertake this role.

On behalf of my wife, Susan, and my family, I wish you a blessed Christmas. We remember at this time both the incarnation of God in Christ and we think of Easter. Enjoy the break with your families and I look forward to 2015

## 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.
- Additional sports equipment was purchased for the sporty shed in Evandale.
- A bike rack was purchased by the P&F for the Junior School to use.

#### Health and Safety:

- Cushioning was placed on the edges of the slide as a number of girls had injured themselves on it.
- The soft fall had come away near the slide, this has been replaced.
- Under the swings the soft fall had worn away, this has now been replaced.

#### Miscellaneous:

- Flower pots and flowers were brought to brighten up the verandah outside 3C classroom.
- Flower pots were suggested to place around the cubby house in Evandale playground, to make it look pretty.
- Flower pots and flowers were brought to brighten up the verandah outside the Year 5 classrooms.
- The Years 5 and 6 requested an iPad day, one day a week in the library.
- Chess Board outside the Year 4 classrooms was repainted and the chess pieces are accessible at lunchtime.
- The Junior School would like the Senior School to take part in Book Week, Mrs McMullan will advise in 2015 of how they will be able to participate.

## Senior School

### Uniform

- That the PE shirt would be better if a different fabric was used as the current shirt is immodest when worn in the rain.
- A warmer winter shirt and long sleeve shirt for senior students. Some students reported that collars of the winter shirt are very tight which makes it hard to do up top button when tie is worn.

Response: All concerns could be addressed by elements of the uniform being used appropriately or adjusted in sizing.

### Transport

- Drummoyne Bus is often late and overcrowded.
- Year 12 would like allocated parking on school grounds.
- Can senior students use the bike racks located in the Junior School?

Response: College executive have made enquiries to the bus company to ascertain reasons and are satisfied with the reply. No student parking is available. Students are permitted to use the bike racks.

### Academic

- Students prefer hard copy notifications for exams.
- Request review of homework in some Year groups- especially Yr 7 and Yr 8.
- Wider range of prizes for Speech Day.
- General agreement that the box and whisker graph was more helpful than ranks.
- The portal has not always been reliable/up to date.
- Yearly exams to be moved from Term 3 to Term 4

Response: Hard copy of reports available on request. Students were referred to the Homework policy which addresses actions to be taken if unable to finish in the time allocated. A rescheduling of exams to Term 4 is being considered.

### Co-Curricular

- Could students run sports games in Thompson Hall during lunch – Resolved this year the SRC has run whole school matches on the field to coincide with Mufti days (free and inclusive events)
- Explanation review of Pocket system as the view is that it is confusing and misunderstood by many – Resolution – Mrs Knapman has visited year assemblies in term 1 to explain the changes.

### Initiatives

- Some Year 10 students would like work experience opportunity or an alternate program for students who miss out on International Exchange. The suggestion is being considered in the context of the whole exchange program.
- Return the recycling boxes to the classrooms.
- Could we have more bubblers around the school/chilled water on tap to save on the constant use of plastic disposable bottles? This is being considered by the Bursar.
- Could the library stay open longer in the evenings to allow students greater flexibility? This issue has been resolved with a pilot program in 2015.

## Health and Safety

- Hand sanitiser to be placed in strategic locations around the school during the winter months.
- Lockers be allocated according to height (new lockers have installed 7-10 for 2015).
- The need for better lighting near the Science labs (addressed early 2015).
- Some places in the library seem to be poorly ventilated – (this has since been addressed through an independent audit).

## Maintenance

- Paper towels preferred to hand driers.
- Carpet cleaning required in some areas especially Room 17.
- Pressure-clean the Year 7/8 areas after prolonged rain.
- Requests for new desks in rooms 27-28 because desks are old and have sharp edges.
- Dungeon toilets in need of repair/refurbishment.

Response: All matters dealt with as part of the regular maintenance program over December break.

## Events

- More time for House Choir Rehearsals (request declined as it is considered that sufficient time is allocated).
- Could Athletics Carnival have a sign up on the day like the Swimming Carnival does (implemented for 2015).

## Charity

- Dressed for Success initiative was completed as a joint project of the Junior and Senior SRC groups. Many charity areas are focused on fundraising – students prefer the opportunity to have contact with those they are helping (e.g. Wunanbiri preschool).

Response: a review of the Charity /Service Learning program has been scheduled for 2015.

## Miscellaneous

- Address the high cost of printing (printing is now available without charge).
- The SRC suggested a small satchel type bag to carry books between classes (this has been resolved with Mrs Chiba designing and testing a prototype with Year 7. This should be available for purchase later in the year).
- Combination locks are difficult to use and malfunction often (this has been resolved with new locks being purchased for the Year 7 group in 2015).
- Can we encourage a palm oil free canteen (discussion to be raised with Cater-care)?

## 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: 34

## 3.0 STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS AND EXAMINATIONS

### 3.1 HSC 2014

2014 has been another wonderful year of achievement for PLC Sydney. These results are amongst our best over a 10 year period.

We celebrate the graduating class of 2014 for their achievements and excellence in academic, artistic, cultural and sporting endeavours, which showcases the spirit of our students and staff and highlights the reach and depth of our programs. We congratulate all our students and wish them the very best in their future endeavours." - Dr Paul Burgis Principal PLC Sydney

#### **ATARs**

51.5% of our students achieved an ATAR over 90 (more than half of our students placed in the top 10% of the state).

Congratulations to Anna-Louise Bayfield who achieved the highest ATAR of 99.85.

Nine students received ATAR scores over 99 (i.e. 7% in the top 1% of the State)

#### **Top Achievers' List**

Four students achieved places in the Top Achievers' List (placing in the top 20 students in the state in five different subjects).

#### **Premier's All Round Achievers' List**

Fourteen students were recognised on the Premier's All-Round Achievers' List (achieving more than 90% in all their courses)

#### **PLC Sydney Outstanding Overall Results**

Band 6 results (marks over 90) were achieved in 36% of all examinations, in all subjects.

Our school mean, per unit, was 41.5 out of 50 (an average HSC mark of 83% gained across all courses).

Fifteen students (72%) of our Year 11 Mathematics accelerants achieved excellent Band 6 results in the 2-unit paper. Seven students (38%) achieved E4 (the top level) in the Ext. 1 paper.

#### **HSC Showcases and Exhibitions**

ARTEXPRESS: Six PLC Sydney students were acknowledged for their superb HSC Visual Art work by being nominated to have their major works exhibited.

OnSTAGE: Ten PLC Sydney HSC Drama students were nominated for their outstanding individual and group performances.

#### **BAND SUMMARIES 2014**

The following table, is an analysis of the PLC Sydney HSC results according to the Performance Bands achieved as compared with the State averages. 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 (Band 6 is the highest Band and represents marks between 90-100 etc) Extension Courses are marked out of 50. Band 4 (E4) is the highest.

Subject	% PLC SYDNEY Band 6	% STATE Band 6	% PLC SYDNEY Band 5 & 6	% STATE Band 5 & 6	PLC SYDNEY Candidates
English (Adv.)	43	14	91	58	113
English ESL*	62	4	99	27	8
English (Stan.)	0	0.3	22	7	9
Mathematics	46	21	84	53	60
Mathematics Gen.	23	5	63	24	42
Biology	16	6	58	28	31
Chemistry	39	11	73	45	38
Physics	17	8	46	30	17
Ancient History	4	8	80	33	25
Modern History	22	8	48	33	23
Business Studies	26	9	87	37	23
Economics	25	10	69	43	16
Geography	10	7	80	43	20
Legal Studies	39	12	82	39	41
Chinese BckSp*	66	12	99	67	6
Chinese Her.*	40	30	80	80	5
French (Cont)*	54	34	90	64	11
Italian (Cont)	0	22	60	57	5
Italian Beginners	0	11	22	33	9
Japanese (Cont)*	37	17	87	57	8
Latin*	0	43	0	74	1
Music 1	50	18	100	59	4
Music 2*	16	33	99	86	6
Tex & Design	42	13	56	41	7
Food Technology	14	7	85	78	7
Des. And Tech.	100	10	100	36	2
Visual Arts	43	10	89	47	30
Drama	54	13	92	41	26
PDHPE	35	8	65	30	20
Studies of Rel 2*	0	8	44	43	9
<b>EXTENSION COURSES</b>					
English Ext. 1	57	30	100	92	28
English Ext. 2	75	23	100	77	4
Mathematics Ext. 1	36	30	96	84	55
Subject	% PLC SYDNEY	% STATE	% PLC	% STATE	PLC

	Band 6	Band 6	SYDNEY Band 5 & 6	Band 5 & 6	SYDNEY Candidates
Mathematics Ext. 2	16	31	89	86	19
History Ext	0	22	87	77	8
French Ext*	100	39	100	94	3
Italian Ext*	0	22	100	78	2
Japanese Ext*	75	29	100	96	4
Latin Ext*	0	58	0	97	1
Music Ext*	83	74	99	98	6

### 3.2 Record of School achievement

The School did not have any students who 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 2014 100% of the Year 12 cohort achieved the HSC (see the My School website: <http://www.myschool.edu.au>).

Students studying and attaining a VET qualification: 1



## 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 and Governance, Occupational Work and Safety, Australian Curriculum Review Consultation, School Improvement Frameworks, Mentoring and Coaching.

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

- Assessment and Reporting using an on-line Portal
- Peer Teaching Observations
- Implementation of the Australian Curriculum in NSW
- Whole school strategic planning

In addition the following professional development areas were addressed by staff throughout 2014. Some of these courses satisfied Institute accredited hours for staff completing accreditation.

#### Junior school

AIS Big Ideas in Mathematics	1
AIS Big is a million? Mathematical inquiry	1
AIS Chemical Safety in Primary Schools	1
AIS Connect, Collaborate, Conquer	1
AIS Early Stage 1 Science Under the Microscope	1
AIS Grammar On-line: Levels of Delicacy – On-line	1
AIS iPads in Action: English 3-6	1
AIS iPads in Action: Mathematics 3-6	2
AIS iPads in Action: Mathematics K-2	1
AIS iPads in Action: Visual Arts K-6	1
AIS Literacy Block Time: So Little Time, So Much To Do	1
AIS Mathematics Conference 2014	1
AIS Maths with Kelly Borg session 1	26
AIS Maths with Kelly Borg session 2	26
AIS Maths with Kelly Borg session 3	26
AIS Middle Leaders' Foundation	2
AIS Planning and Programming/ New Science and Technology Syllabus	1
AIS Poetry: What's the Big Idea?	1
AIS Stage 1 Science Under the Microscope	1
AIS Stage 2 Science Under the Microscope	2
AIS Stage 3 Science Under the Microscope	1
AIS Teacher Support: Using Video	1
AIS Teaching Struggling Students in Mathematics	1
AIS Teaching Imaginative Writing in Stage 2 & 3	1
AIS Teaching Struggling Students Mathematics –On-line	1
AIS Years K-6 Mathematics Writing Project	3
AIS Years K-6 Mathematics Writing Project	3
AIS-Primary Conference – Carnival of Curiosity	2
Aspire-Writing social stories, practical workshop	1
CHURCH RESOURCES Teaching with iPads	1
Dynamic Learning: Powering Up Inquiry Based Learning in Your Classroom (2 Day Workshop)	1

Giant Steps Workshop 1: Strategies to support communication in children with Autism	1
IPSHA Biennial Conference: Leading, Learning and Living	2
IPSHA K-2 Umbrella Group Meeting	2
IPSHA Learning Support Group: Using iPads with students struggling with literacy	1
MULTILIT MiniLit 2 Day Workshop	1
Multilit Spell It	1
Positive Schools 2014: Mental Health & Wellbeing Conference	3
REAIE – Carla Rinaldi Ways of thinking, ways of knowing, ways of being	2
SAXTON SPEAKERS Michael Carr-Gregg	26
Senior First Aid Course (Medixcare)	7
SPELD – Reading Recovery	1
St John First Aid Recertification	2
Steve Spangler 'Science in the Rockies' Workshop	1
TTA K-6 Maths Units of Work: Creating Sequenced Units for Primary Mathematics	1

## Secondary School

COURSE Description	Participants
<b>Boarding</b>	
Promoting Well-being	1
National Boarding Conference	3
<b>English</b>	
Early career teachers Big Day Out	1
Implementing new English Prescriptions session 1	10
Implementing new English Prescriptions session 2	10
Implementing new English Prescriptions session 3	10
<b>Enrolment</b>	
School Marketing Conference	2
Cricos Updates	2
<b>Executive</b>	
Work Place Mental Health	2
What school leaders need to know about managing Mental health issues in students	2
Schools and the Law	1
School Improvement processes	2
Leading Learning: Mentoring	1
Growing Teachers: Transforming Learning	2
<b>History</b>	
Archeological thinking for teachers of Anc Hist	2
Oxford Uni Press Conference Australian Curriculum	1
Sen. Sec. History Review	2
<b>Languages</b>	
Italian Teachers Conference	1
HSC Marking Training	3
COURSE Description	Participants
Story Visualiser (ICT integration)	1
12 steps to making a real difference in your children's lives	1

<b>ESS</b>	
NCCS Collection and Funding	2
Spectronics: Technology support for Students with disabilities	2
<b>Mathematics</b>	
MANSWA Conference	3
Experienced Teacher workshop	1
Focus on Focus for Prelim General maths	2
Getting the best results in EXT 2	1
Hods Maths day	1
HSC Feed back	3
Ipads in action	2
Love Learning Conference	1
The big questions in 4 unit Maths	1
<b>PDHPE</b>	
Creating Cultures of thinking in PDHPE classrooms	2
Cross country Officials	1
Differentiation	2
Exercise Physiology and Biomechanics	1
Grammar r and Punctuation Course	1
Mental Health and Well-being of Young People	2
Sleep- the Third pillar of health	1
Successful Processes in HSC PDHPE	1
Authentic Assessment	2
<b>Science</b>	
Aust Curriculum Review	2
Beyond Thinking Routines	2
Biology and Earth and Environmental sciences	1
Fred Watson Lecture	4
Judging Young Scientist awards	2
Meet the Markers	2
<b>Social Science</b>	
Annual Conference Economics, Business Studies , Legal Studies	6
Experienced Teacher workshop	1
Using google docs for T and L	1
Business Studies Focus Day	2
<b>Technology</b>	
AIS Integration Conference	2
Digital Citizenship	2
Effective web writing for Business	2
<b>Well-being</b>	
Faith, Intellect and Vocation Conference	2
Eating Disorders	2
Next practice for PC and WB in Schools	1
Peer support training	2
Positive Schools2014 Mental health and Well-being	4
COURSE Description	Participants
Promoting resiliency: preventative universal intervention	2
School Counsellors meeting Privacy issues	2
Vision International Seminar for International students	2
Supporting Students with mental health	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>	137 Staff 123.4 FTE
<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>	1
<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	0

## 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	85	85
Part-Time Female	31	17.86
Full-Time Male	20	20
Part-Time Male	1	0.6
<b>Total (Teaching only)</b>	<b>137</b>	<b>123.46</b>

## 7.0 STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE, SECONDARY RETENTION

### 7.1 Student attendance 2014

Year Level	Attendance Rate	Year Level	Attendance Rate
<b>K</b>	96.2	<b>7</b>	96.7
<b>1</b>	96.4	<b>8</b>	96.0
<b>2</b>	97.2	<b>9</b>	97.1
<b>3</b>	97.1	<b>10</b>	96.5
<b>4</b>	97.1	<b>11</b>	96.6
<b>5</b>	97.2	<b>12</b>	96.2
<b>6</b>	96.6		
<b>Av. Attendance Rate: 96.6</b>			

96.6% of students attended school on average each school day in 2014. This was higher than the figure in 2013. This higher figure can be attributed to a policy and practice to improve attendance at designated sports days and carnivals.

#### 7.1.1 Management of Non-Attendance

##### Junior School

*School day: 8.20 am – 3.05 pm*

1. Electronic rolls are taken by staff during Period 1.
2. The Hamilton/Evendale 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/Evendale 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 10.00 am the Hamilton/Evendale 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/Evendale 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/Evendale office. Two copies of the Late to School notes are generated. At Evendale, 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/Evendale secretary. Students leaving early must be signed out and collected from the Hamilton/Evendale office by the parent/guardian.

## **Secondary School**

*School day: 8.20 am – 3.05 pm*

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 members 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 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
2012/2014	133	133	125	100%	94%
2011/2013	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 Year 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

### 9.1 Enrolment Policies

#### 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.

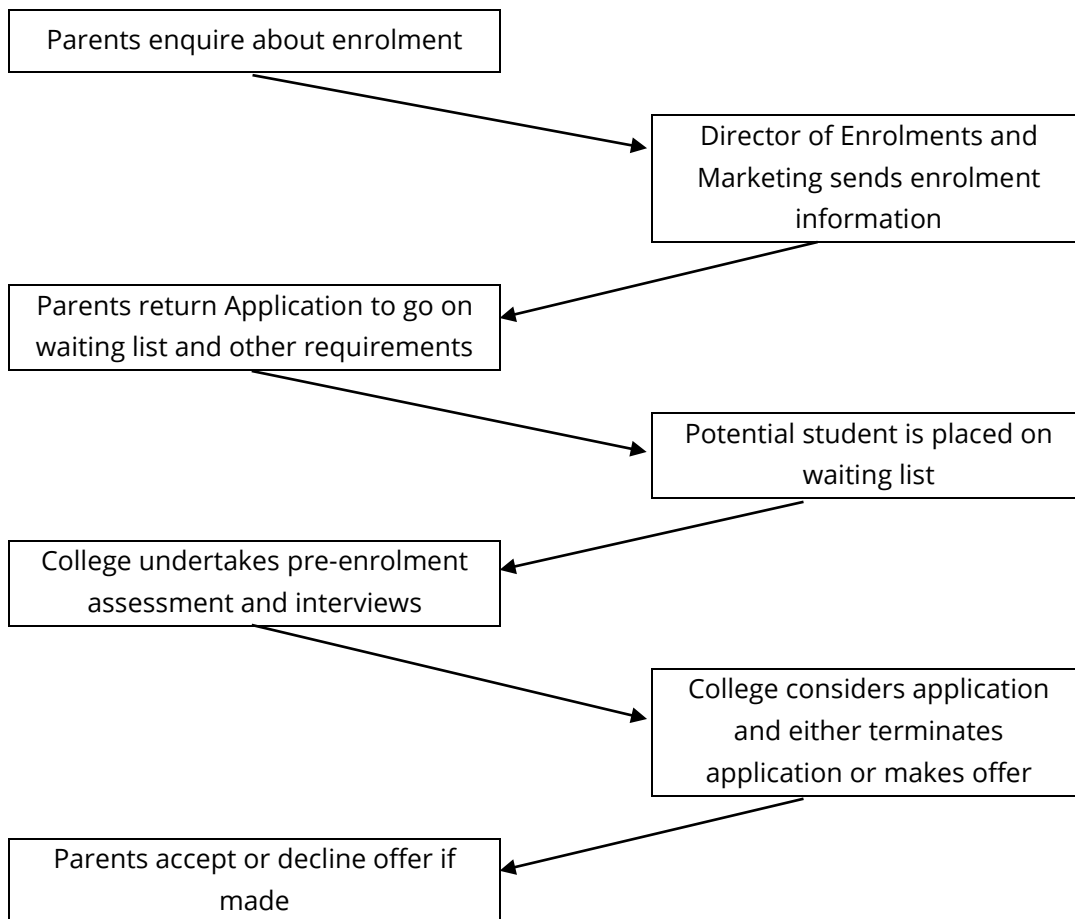
## Relevant Legislation

*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) a Prospectus
- (b) the most recent Fee Schedule
- (c) 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 any time 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
- (a) 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
- (b) copies of current Family Court or other court orders or parenting plans relating to the parents or the girl
- (c) all medical, psychological or other reports about the girl in their possession or control
- (d) 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
- (a) 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 members 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 2014.

Policy	2014	Access to full text Parents may obtain a copy of these by contacting the Head Teacher Compliance and Human Resources
<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. During 2014 there changes to implementation time-lines	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 in 2014	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  Duty of Care for Excursions including bush-walking	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 <i>All homestay adults were included in the Working with Children Checks 2014</i> <i>New protocols were designated for bush walking excursions 2014</i>	Staff intranet
ESOS student protocols		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		Student Handbook Staff intranet and Staff Manual
Behaviour management		Staff Intranet
Appropriate use of mobile phones by students		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	revised	School website
Critical incident policy		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.

Additional policies for Boarding students are supplied to student, parents and guardians and are available on the College Websites.

## 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.

Additional policies for Boarding students are supplied to student, parents and guardians and are available on the College Websites.

## 11.0 SCHOOL-DETERMINED IMPROVEMENT TARGETS 2014

Area	Priorities	Achievements
Teaching and Learning	Using ICTs to enhance learning	E-texts introduced in 2013 for Years 7 and 8 to allow annotations and links to personalise learning were not continued into 2014. The technology was clumsy and not reliable on all devices. The College decided to review this decision again in 12 months. In the Junior school after consultation with parents a BYOD ipad trial was initiated to test whether to introduce ipads to Yr. 5 and 6. The result of trial was very positive and the program is to be implemented in 2015.
	Procedures and techniques for giving effective Feedback to students	Introduction of the PLC Portal (2013) 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. This was further developed in 2014 with the inclusion of regular feedback available on all tasks. A new report format was researched and designed for the Junior School for implementation in 2015. The new format is intended to support the learning culture of building a growth mindset.
	Effective Pedagogy	Introduction (2013) of the AITSL Performance and Development Framework In 2014 staff worked in learning teams ( not necessarily in departments) to determine a goal for improvement linked to the National Standards for Teaching and the PLC Effective Teaching framework Pre K-12. Although successful it was decided to (2015) resume setting a learning goal in each department because it was felt this had built better collegial learning conversations. The Junior school staff undertook intensive training with an AIS consultant to review their pedagogy regarding the teaching of Mathematics with a particular lens of problem solving. The PL has resulted in some changes to teaching strategies to be implemented and evaluated 2015.
	Understanding Science in the Primary school	Introduction of a dedicated science lesson for all students K-6 in 2013 was further consolidated in 2014 with developing more links to the secondary campus. To develop inquiry and science in action skills. Students collaborated on the " Smart Tree Project" investigating how one of the college trees is

		responding to weather events and other changes. The results of the project were successfully presented at an international science competition.
	Australian Curriculum	2013 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. The roll out in 2014 was achieved successfully.
	PLC Learning Virtues	During 2014 the Principal initiated the development a "Learning Virtues" framework aimed at fostering ethical and resilient learning approaches K-12. The framework will be completed and implemented during 2015.
Student achievement	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 in 2013 as to their level of need using a 3 tiered system 7-10. During 2014 this definition was refined and staffing resources allocated using this definition. The process of referral for ESS support 7-10 was also reviewed and a more comprehensive system implemented 7-10.
	Homework support	A Homework Club was introduced in 2013 to support students in the areas of Literacy and Numeracy. Specialist staff were assigned for 2 afternoon a week 7-10. This was a successful venture and therefore was continued throughout 2014.
		A homework contract introduced in 2013 K-6 included social emotional and academic goals K-6. Parents reported that this was a useful tool in building a partnership between the school and parents and it was further refined in 2014.
		The invitation to students whose HSC subject options needed broadening (for Yr11 2014) for entry in TAFE TVET was extended to a pilot group of girls. 8 girls completed their TVET course successfully and intend to continue into 2015.
Student Welfare	Student Wellbeing	The Grow, Care, Know program was developed in 2013 to create more opportunities for Home room teacher to get to know students 7-12. This proved to be very successful and therefore the HR time was extended in 2014 to enable more extensive well-being programs to be delivered.
		The review of a PLC values program to students K-6 was begun in 2013. Trial programs were tested in 2014 with the aim of building continuity through to the senior

		school in 2015.
<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 on-going in 2014.
	Australian Curriculum	Representatives from all subjects and Stages attended seminars or briefings regarding the Australian Curriculum in 2013 ready for implementation in 2014. During this year school leaders responsible for implementation attended seminars to monitor the implementation in 2014.
	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. The partnership has proved so successful this continued into 2014 with an emphasis on developing staff capacity to teach higher levels of mathematics.
	AITSL Performance and Development Framework	The PLC Professional Practice Reflection process introduced in 2013 was extended in 2014 and will be maintained.

## 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 2014 again 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 2014 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
- 56 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.
- 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 program has done much to foster and encourage greater understanding of difference.
- 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.

- 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.
- Participation in MUNA: Students learn to appreciate the perspectives practices of other cultures.

Some initiatives in 2013-2014 were:

- The introduction of Parenting seminars in 2013 was very well received and therefore it was decided to make this a permanent feature of our calendar. Parent suggestions of topics were also incorporated into the program for 2014. Dr Michael Carr-Gregg supported the work the Junior School undertook on well-being and values-based education. He spoke on parenting, resilience and self-respect.
- A group of Yr. 11 students participated in the Global Leadership Convention run by Word Vision in 2013 to discuss the issue of world poverty and famine. This initiative has also been implemented as a permanent feature of the calendar.
- The four core values of Reverence, Wisdom, Service and Grace (the first three from our PLC School Prayer), were a focus this year across the school. Staff and students have defined and clarified what these look like in action, and how they are reflected in our daily practices. In a community of Grace we are brought together in Reverence (Heart), Wisdom (Head) and Service (Hands).
- The PLC Junior School Friendship Committee was established. This committee (staff and students) meet regularly to share ideas to ensure PLC is a safe and happy place for everyone. Their aim is to have 'the happiest playground in the universe' and they encourage others to help create this friendly environment. The committee members give feedback and share ideas at the Junior School Assembly.
- In 2014 the process of electing school leaders was evaluated and restructured across the college following parent and staff feedback. In Yr. 5 the focus was leadership in our community, nation and globally. Greater emphasis was placed on the well-known leaders and discussions of their roles and responsibilities and the qualities they display. It was a very transparent process with greater communication with parents and students and feedback requested prior to the elections. In the secondary school changes were made make the election process more inclusive and transparent.
- We hosted a "Girl Power Day" for Years 3 to 7. This skills-based program empowers girls with the skills, language and self-confidence to be better friends and develop healthier friendships. During the day, the girls learnt language to express their feelings and how to stand up for themselves. Parents were invited with their daughters to attend the 'Language of Friendship Workshop'.



## 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.

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 2014 were excellent in both depth and breadth. Our staff members were very appreciative of the positive comments made by both parents and students at the celebration morning tea after the publication of the results. This was particularly satisfying in the light of some staffing difficulties we had at the beginning of the year which affected Year 12 students. In order to clarify the College position on some of the decisions made by the College, a meeting was called with parents so that all parties understood the circumstances. While not all parents agreed with the course of action there was appreciation for the openness of the communication. As usual very positive sentiments were also evident in the exit surveys conducted annually involving both Year 6 and Year 12 students.

Stage 2 of the implementation of improvements to the secondary Home Room arrangements occurred in 2014. Feedback from both the SRC and the Senior Student Leadership group who meet regularly with the Principal confirmed that the new arrangements have helped facilitate greater engagement in the Well-being program

Following on from the introduction of a Parent Portal in 2013 (for the secondary school) more information was made available in 2014 for parents related to assessment and student progress. This was well received by parents who commented that it was important to have information throughout the year rather than just a report times. Communication with parents about the Portal also revealed that a proportion of parents still wanted to be sent a hard-copy of the School Report, hence a protocol was developed for requesting and issuing these.

In the Junior School a number of initiatives were the subject of consultation with the parent body. Parents expressed their appreciation for the consultation and opportunity to contribute ideas. A review of report formats was conducted. Parents were given an opportunity to attend meetings at which options for changes were presented and discussed. Changes to the leadership process were also researched and parents were informed by letter and given an opportunity to contribute ideas. In addition a parent forum was arranged to involve parents in planning for the introduction of a BYOD ipad program.

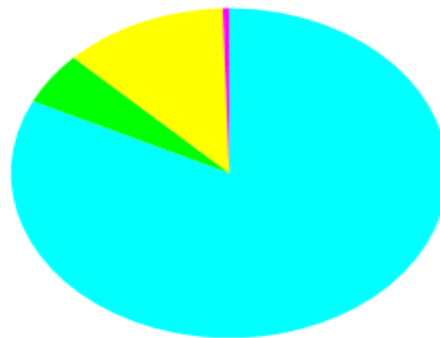
During 2014 plans for the building of a new Junior School were finalised. Parents were invited on several occasions to attend information sessions and briefings by the Principal to contribute ideas and suggestions for both the final design and arrangements for the commencement of the build in 2015. While the building process will be disruptive parents expressed their satisfaction with the implementation plan.

During 2014 the Principal undertook an extensive review of staff allocations across the College in order to respond to changing needs and opportunities for innovation. As part of the review the Principal invited members of staff, who were likely to be affected by proposed changes, to attend

a series of meetings. The review produced several recommendations to be implemented in 2015. The majority of staff expressed satisfaction with both the spirit and detail of changes to staffing.

Staff members have expressed their satisfaction with working in the College through the usual 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.

## 14.0 SUMMARY OF FINANCIAL INFORMATION 2014



### Income

- Fees 29065000
- Govt. Grants: State 1600000
- Govt. Grants: C'Vealth 4317000
- Other Income 876500



## Expenditures

- Salaries and Related 26159234
- Tuition & Curriculum 1380808
- Depreciation 2303000
- Property incl Interest 3331500
- Administrative 2419615



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

— 1 8 8 8 —

Boundary St Croydon NSW 2132

T (+612) 9704 5666

E [enquiries@plc.nsw.edu.au](mailto:enquiries@plc.nsw.edu.au)

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

Principal: Dr Paul Burgis

PhD (UNSW) MEd DipTeach DipDivMiss

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