



PLC  
PRESBYTERIAN  
LADIES' COLLEGE  
SYDNEY  
— 1888 —

# EDUCATIONAL AND FINANCIAL REPORT

2015

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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 2015)

PLC Sydney is a source of joy and pride. I have been rendered speechless with joy throughout the year by students' performances on stage, on the track and field, in the pool, on the rostrum, on the floor, the diving board and the snow board. I have delighted in your works of art and design, listened to beautifully crafted speeches, and to splendid music you have created. You have developed a strong interest in the Sciences and Mathematics and excelled in these fields. And throughout all these achievements, what really shone out is your confidence, competence, humility and a heart of compassion and service.

To the departing Year 12 cohort, I congratulate all of you. You have been a sterling group of leaders, leading from the front and always mindful to care for every student. You have discharged your duty as seniors with aplomb and distinction. We thank you for all you have done and given back to the school. You have been great role models and ambassadors for the College.

To the staff of PLC Sydney – thank you for your wonderful contribution. College Council extend our heartfelt appreciation to every single member of staff, teaching and non-teaching – what an outstanding team you are.

I thank our Chaplaincy team for all you do in the service of Our Lord Jesus – College Council upholds you and your work in prayer.

I want to thank the parents of the school community: Ms Lisa Alonso-Tomlinson and Ms Rosario Cusamano and their team at the Foundation; Mr Tony Nejasmic, Mr Daniel Bosco and the hardworking and dedicated team from the P & F Association; and Mrs Gwen Bosler, Ms Elizabeth Gregory and Mrs Catherine Marvel from our Ex-Students' Union. Thank you for getting behind and supporting this fine College and Dr Burgis. The increased level of participation and enthusiasm is testament to the fact PLC Sydney is flourishing on many levels. I know parents appreciate belonging to the PLC Sydney Community as much as we value their participation. You have given us wonderful support and encouragement and your enthusiasm is infectious!

Dr Burgis – College Council thank you for being a Principal who is able to bring out the best in each member of your staff. I thank you for being a gracious and caring Principal and a visionary educator.

I wish to thank all of the members of College Council for the diligence and wisdom you display in carrying out your work. PLC Sydney has an exceptional College Council – so faithful in their service, so united in their purpose and Spirit, so caring of every member of staff, each student and of the whole school community. They are a blessing to the school. I also wish to welcome our newest member of College Council, Mrs Leah Russell.

The new Gateway Project building will rise throughout 2016 and is a powerful symbol of the flourishing of our entire school. I thank the Gateway Committee with Mr Owen Wormald as the convenor, Dr Burgis, Mr Greg Anderson Mr Keith Smith, the team from EPM, Mr Geoff Deane and his team of architects.

Mr Luke Hall will take over the baton as Convenor of the Gateway Project Committee from June 2016.

As for the future, you can expect layers of improvement across many domains. The Cambridge Course will be extended. I understand Dr Burgis will put business studies high up on his list of priorities having embedded excellence in English, Music, Visual and Performing Arts, Design, and the STEM subjects. There will be something excellent to cater for students who have a wide range of gifts, talent and capabilities.

We are on a trajectory of flourishing and growth – for the students, staff and the physical environment of PLC Sydney.

Dr Burgis has a special gift in both articulating and implementing the strategic mission and goals set by College Council.

I highly value my fortnightly discussions with Dr Burgis for there is a meeting of minds, united and fully committed to advancing and the flourishing of every member of our PLC Sydney community. There is no resting on laurels for we know that parents seek a fabulous all-round education for their daughter and we certainly want to deliver on that and yet more than that. I hope to see greater richness and a genuinely profound transformation of our students. This ought to be characterised by a deepening and growing integrity with consistency of character filled with love, mercy, compassion, courage, kindness, joy and self-control.

Most of you will know these to be the fruit of the Holy Spirit. And indeed my greatest joy will be for each student and member of staff to have encountered in PLC Sydney a profound, rich and rewarding engagement with the love of God that is in Christ Jesus and in His Word.

Most importantly, I give thanks to The Lord Our God, the good, loving and provident Heavenly Father for all the great and wonderful blessings He has lavished on us all as a community.

Dr David Lim  
Chairman  
PLC Sydney College Council

## 1.2. From the Parents and Friends Association

(from *Aurora 2015* the College magazine)

This year has seen the continued growth in the Parents and Friends' Association (P & F) within the PLC Sydney Community. We have seen increased attendance at our monthly meetings that take place on the top floor of the Macindoe Research Centre on the first Monday of every month during school term starting at 7.00 pm. The P&F Association held three major events during 2015, starting with the Welcome Cocktail Party held in February where we had over 120 parents welcoming in the new school year over a few drinks and canapes. The Open Day and Fair, held in May on the Saturday before Mothers' Day, was a roaring success again where we were blessed with perfect weather. The Fair raised well over \$100,000 for the P & F to continue to fund projects for the School.

The final event of the 2015 year was the inaugural Annual PLC Sydney Golf Day. This was held in October at Moore Park Golf course where 34 players participated under glorious sunny skies. Everyone had an excellent time and the morning was capped off with a great lunch. A special thanks go to Mr Steve Blinkhorn for organising an excellent event that will continue to grow over the next few years. The P & F Association, together with all of the volunteers, works hard every year to make the Open Day and Fair one of the most successful events of all schools in Sydney. I would like to acknowledge the excellent work of the Fair Convenor, Mr Daniel Bosco, who once again tirelessly coordinated the Organising Committee to deliver an exceptional Fair. This annual event is a fantastic opportunity to build school community spirit, showcase the school to new parents, and to raise much needed funds for our daughters. In 2015 the P & F Association provided over \$170,000 in additional funding to the school for the benefit of students.

The following is a small sample of what the funds were used for: • New sculling oars for the PLC Sydney Rowing team • Substantial extension to the Gym area next to the Aquatic Centre, which will also include the Second-hand Uniform Shop • A new air mat and speakers for the Gymnastics department • The Adelaide Perry Prize for Drawing • Native Speaker program • A number of overseas language tours.

I would like to sincerely thank the Junior School Auxiliary (JSA) for the excellent work they undertake to build community spirit in the Junior School. The JSA team runs the very successful Mothers' Day and Fathers' Day breakfasts and other events during the year. To the JSA President, Mrs Lara McPhee, and the team I extend heartfelt thanks from all of us in the school community for the great work that you do throughout the year.

Finally, I would like to thank the P & F Executive, Mrs Jenny Wheatley, Mr Bruce Ferguson, Mr Jaimie Sach, Mr Phillip Argy, Mr Steve Blinkhorn and Mr Cameron Townshend, for volunteering their time to help run the P & F Association throughout the year.

Mr Tony Nejasmic President,  
2015 Parents and Friends' Association

### 1.3. Principal's Comments

(delivered at Speech Day 2015)

I add a warm welcome to our PLC Sydney community as noted by Dr Lim. In particular I welcome Ms Primrose Oteng, our guest speaker. I had the honour of teaching Primrose 'A' level History when we lived in Zimbabwe and remember her a young woman with a strong faith and moral compass, and as one of the most able and hard-working students I have ever taught.

She is our guest speaker today because she has combined her academic excellence with a strong commitment to make the world 'a better place and life a worthier thing'. We live in a world that does not have peace. Ms Oteng works in the heart of violence, in a war zone in South Sudan for the United Nations, reliant on God, using her professional expertise to seek to bring a country racked by war and poverty to a place where everyone flourishes. Mrs Chiba will introduce you to her soon.

Before we listen to her story I wish to say a few words in answer to the question that set Ms Oteng on her course and many of the parents on their courses: *What is an education? What is it for?* I ask these questions because the answers we construct in reply create the school our students inhabit each day.

Increasingly in our society educators are asked to alter the future. Our task is imagined as everything from teaching reading, writing and arithmetic to limiting domestic violence, from equipping Australia with scientists and mathematicians to teaching financial literacy and how to drive safely. From how to enable young people to be fit and healthy to vocational education. And actually, PLC Sydney strongly believes that we have this role across the broad range of areas that exist in our community. We do seek to inspire students to become physicists and to dissuade them from substance abuse, we do hope they will become responsible parents and be compassionate towards the person who is culturally not like them.

And education has historically always been organised around central ideas. To illustrate this I turn to Sir Walter Moberly, who wrote a well-received book post-World War II called *The Crisis in the University*. He voiced the concern that the post-war West had lost its understanding of what universities were for, and therefore what schools might be seeking to achieve.

In brief he plotted the history of education in the West from its middle ages Christian-Hellenic roots where the goal was a search for Truth based around either The Bible or Greek philosophy or a blend of both. The student's task was to discover and enact God's will, or to imagine a version of 'the good life' lived out in the society. As a result of the questions that were being asked, our society developed structures of government based on rule by, for and of the people; beliefs about the value and inherent dignity of the individual and of human duties, rights and responsibilities; and institutions such as the hospital, the school and the university. In this pre-utilitarian world, the human being mattered.

Moberly then noted a period of liberalism where the focus was on the impact of learning on the creation of the good citizen. The great schools of Britain wanted to create gentlemen and ladies who were steeped in the canon of literature and the scientific method. The cry of the Victorian educator was the three Cs – Christianity, Civilisation and Commerce. Our imagination of the good school – from Harry Potter's *Hogwarts* to the great independent schools of the West – comes from the re-imagining of education by the famous fields of Rugby and Eton.

In the mid-twentieth century came a period that questioned 'Truth' as a goal, prioritising instead the practical, the utilitarian, the technological and the democratic, seeing applied science as the means to develop a prosperous society free from the entrenched claims to power of money or religion. Schools became institutions that provided people with the skills to get a good job and to build the economic base of the nation. This coincided with the drive towards the society free from sectarian disputes. Ironically secularism has become another faith-position.

After a second dreadful World War that saw the invention of atomic weaponry and a scepticism about the capacity of science to bring about a utopia on earth, emerged a strong desire for personal freedom. Human progress was doubted.

In the 1960s, in Paris, post-structuralist views of the world arose, where, perhaps paradoxically, the pursuit of individual visions of the universe and of collective economic outcomes for the society were prioritised.

Schools became places that both encouraged individuals to form their own ideas of what the world should be (i.e., Education is about fulfilling your dreams and creating your reality) at the same time as economic realities pressed them into roles that were created for them (Education is about getting a well-paid job). Yet, it must be noted that schools don't exist primarily for a future that we can't yet properly define. Schools exist to assist young people to learn, and to learn how to learn. We can't second guess all the changes they face, but we can equip them to cope with change. To be nimble. Yet they also need strong constitutions, 'stickability', and character. Yet we need to recognise that they also need depth of understanding in a variety of disciplines in order to be able to frame knowledge. At PLC Sydney the reason we are framing this learning around a vision that includes words like *integrity, purpose, excellence, reach* is because we believe that the whole history of educational endeavour has something to offer.

The challenge that educators face is that we tend to follow the French model of revolution rather than the English. Too often for educators its guillotines all round for any old model. Call something poor practice or ineffective and you won't blunt it at all, but call it outdated and you will lock it away, whatever its virtues.

A key point I wish to make today is that it is not only Google and Apple who own the future. They are effective because they stand on the shoulders of giants. We need to know those giants too. Hold that thought whilst I say a few words about Kelvin Ashton and of how we will achieve our goals.

We experience the 'internet of things' every day in our shopping centres in the West. Shelves now monitor product sales and reorder what is needed without staff intervention. More of these electronic reading devices are sold each year than mobile phones. The inventor of 'The internet of things', Kelvin Ashton, has written an excellent book on the creative process that is required to prepare us all for the future. It is called *How to Fly a Horse*. As a person who has been labelled a genius, he takes time to firstly demonstrate that the process of creative genius is not a light bulb coming on, it is not a gifted child being set free. It is incremental. Dreadfully, horribly incremental. It is hard work. It is failure after failure before a small glimmer of success.

He takes time to debunk the myth of the creative genius. He tells the history of Mozart, that the letter that indicates that his symphonies were written complete, in one go in his head, on long coach journeys, is a fraud. They were revised and revised and revised.

He tells the story of the Russian writer Tolstoy, who said that to succeed as a writer you have to 'dip your pen in blood'.

He tells the story of the research of Rosaldo, the famous anthropologist, who said that the two keys in learning are passion and incrementally increasing knowledge.

He tells the story of the composer Igor Stravinsky, who played a Bach fugue every morning on the piano as a way of warming up to composing.

*To succeed, says Ashton, you must begin. The first beginning will feel wrong. We are not used to being with ourselves uninterrupted. We do not know the way things first look. We have imagined our creations finished but never begun. A thing at the start is less right than wrong, more flaw than finesse, all problems and no solution. Nothing begins good, but everything good begins. Everything can be revised, erased, or rearranged later. The courage of creation is making bad beginnings.*



Now come back to our main theme: that educators like revolutions.

I remember as a 13 year old that I was taught English by a strict method of analysing language. I was taught subject, verb, object; the past and present participle; and the use of the apostrophe. As a 14 year old the methodology changed. Nobody mentioned grammar again until I was in university and I was told to let my creative writing flow.

The truth is that we have always needed both analysts of writing and expressionists.

We need to value all three tenses: past, present and future. As C. S. Lewis noted: "We need intimate knowledge of the past. Not that the past has any magic about it, but because we cannot study the future, and yet need something to set against the present." For the present can become imperial, seducing us into imagining that the assumptions that reign today have always defined what it means to be reasonable, sensible, and mainstream. Against the tendency toward presentism, Lewis observed that "a man who has lived in many places is not likely to be deceived by the local errors of his native village: The scholar who has lived in many times can be in some degree immune from the great cataract of nonsense that pours from the press and the microphone of his own age."

And in education overall, we can learn from each era of educational thought. At PLC Sydney we have selected the phrase 'young women of integrity and purpose' and the terms 'excellence' and 'reach', we have drawn together the learning virtues that are in your booklet today, because the whole history of education has something to tell us.

What were those four categories? Christian-Hellenic; Liberal; Technological; Post-Structuralist.

We need them all. We need to search for truth with care, to read broadly, to be ready for work and to desire justice. Every age of education has something to teach us. We need to be at the forefront of technology but to remember to read and think and pray deeply.

On your seats today you have the update of our progress on our strategic plan. This is a snapshot of how we are seeking to achieve these things. You will read there of our beliefs and values, our strengthening of our well-being program under Mrs Chiba's and Mrs Smythe's leadership, and of our emphasis on teaching English and Languages and History well. In it you will discover that we are making inroads in the teaching of science, mathematics, engineering and technology. Not only are our academic results in these areas continuing to improve – for example, in Mathematics, from 2006 to 2010 we had between 5 and 24% of students achieving over 90%; over the past five years it has been from 25 to 48% AND in English we were the third highest non-selective school in NSW last year- but we are setting a path for the future. This includes:

- A specialist Technology teacher teaching coding and related areas will join our Junior School next year in a similar model to Ms Martin, our specialist Science teacher.
- We will set aside time for four teachers to map and create Cambridge programs that are taught in the same classroom at the same time at BOSTES classes in years 9-10. In 2016 they will be in Physics, Chemistry, Mathematics and Technology
- We will build a new Junior School with specialist Science and Technology rooms
- We are forming a partnership with Taronga Zoo to assist in the protection of at risk species
- We will launch our robotics club
- We have the new Hamilton to build and a new portal to create
- We will enact our Teaching and Learning charter as per the booklet
- We will turn our attention to the next steps we should take in English, the Arts and 'Women in Business'.

All of the details and much more about each subject are in the green booklet.

And each of these things relies critically on strong relationships between the teachers and the students. Our teachers and support staff are our lifeblood. They build the relationships that matter.

In closing I wish to thank a few people who are leaving us:

- The gentle and wise Mr Fyfe is retiring from teaching at the close of the year. He is a perspicacious gentleman with an enormous talent for teaching and for creating a positive learning environment. He will be sorely missed. His kindness and skill have helped to make The Croydon a wonderful place to be. We wish him well. Ms Knight will lead the Creative Arts.
- The creative and visionary Mr Friend is taking up a new challenge after thirteen years of wonderful service to PLC Sydney. All of us will remember the superb performances on the AKT stage, from Westside Story to Les Miserables. He has championed theatre with great vigour and a real talent. We wish him and his family well. Mrs Maxwell will lead the Drama faculty with verve and skill in the future and the very able Mrs Heather Clark will take over productions in 2016.
- Mr Chris Betcher has been our ICT integrator. He is the man behind the Evandale blogs and digital support across the College. He is taking up the position of Head of Edcom Communications Manager for Australasia. We congratulate him on this promotion and wish him every success. We have altered this area to allow for the introduction of technology in the Junior School.
- Ms Bev Yates is retiring after ... years of service to PLC Sydney. Bev has administered accounts and kept our office processes working well. We thank her for her good spirit and hard work. We honour her contribution to PLC Sydney.

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 Mrs Chiba and Mrs Smyth, to my Executive and staff who are absolutely wonderful, to my P.A., Mrs Mathews for her excellent work, 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 2016.

## 1.4. Student Representative Council

### Junior School

Leading the Student Representative Council has been a rewarding experience. We have learnt to listen more attentively to other students' ideas and thoughts, run meetings and prepare reports for the Junior School Assembly.

Throughout the year we have enjoyed getting to know the class representatives and hearing their interesting ideas for improvements and introducing new activities into the Junior School.

Much discussion centred on the topic of the rebuilding of Hamilton and the Gateway Project. Some equipment suggestions for the new Junior School included a trampoline and a rock climbing wall.

In other discussions, representatives suggested dress-up days for their year group charity or fun activities like special iPad days in the library. We have purchased plants to make our Junior School bright and colourful, and added compost bins to the playground.

We would like to thank Mrs Watters and Mrs Smyth for helping us lead the meetings throughout the year, and Ms Elder for taking the minutes during the meetings. We are grateful for the assistance provided by the maintenance staff who respond to the many requests made by the Student Representative Council.

Leading this committee has been such an honour and we have really enjoyed the experience. Thank you to all of the students and teachers in Years 1 to 6 for their support throughout the year and for bringing such creative ideas to the meetings

Captain: Rose Bouwman and Vice-Captain: Chanel Chamoun on behalf of the 2015 Junior School SRC

## Senior School

The Student Representative Council (SRC) is a student-run initiative that allows each homeroom to elect a representative for the year. The SRC meets fortnightly to discuss issues including the well-being of students, and in 2015 we implemented many changes and made some significant achievements across the school.

Our Annual General Meeting brought together all SRC representatives from Evandale, the Junior and Senior Schools. The Junior School SRC raised the idea of running a clothes drive to assist *Dressed For Success*, a Sydney-based registered charity that provides women in need with professional attire and skills to help them find employment and increase their confidence.

We were overwhelmed by the support from the PLC Sydney community, receiving a significant amount of clothing, shoes and accessories. Through this initiative the SRC affected the lives of countless women and we plan to make this an annual charity event.

In 2015, the SRC aimed to eliminate the divisions between the year groups. We also frequently receive requests to have more physical activities at lunch, so this year we decided to combine the two issues and play a soccer match on each mufti day on Drummond Field. Every girl in the Senior School was invited and each member from the SRC was asked to bring along one friend. The game was widely endorsed and the presence of so many Year 12s (along with some music) led to many fun lunchtimes.

In a further attempt to unite our school the SRC developed the idea to use a notice board to make our 'Snaps Board,' where random compliments and achievements could be posted. As Ms Mella always reminds us, the SRC representatives are the "eyes and ears of the school", so it is their responsibility to bring the achievements they think should be highlighted on the board to the SRC. This idea continues to grow and we hope in the future the board can be updated more regularly.

We would like to thank Ms Mella for her continual support and encouragement throughout the year. We are also grateful to Ms Chiba for helping implement many of the suggestions that were raised. And finally, we would like to thank all the wonderful representatives for their dedication and willingness to engage with the school community.

Edwina Hobson and Alexandra Kah Vice-Captains, on behalf of the 2015 Student Representative Council

## 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: 31

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

### 3.1 HSC 2015

Ying Yi Lim achieved PLC Sydney's highest ATAR at 99.9.

- 8.5% of PLC Sydney Year 12 students were ranked in the top 1% of the State
- 58.5% of all Year 12 students were ranked in the top 10% of the State.

#### FIRST PLACE IN THE STATE

Warm congratulations to three PLC Sydney students came First in the State in the following courses: Ancient History, Chinese Extension, Chinese for Heritage Speakers

#### TOP ACHIEVERS IN COURSE LIST

A further six students achieved places in the Top Achievers in Course List (placing in the top 20 students in the State in their different subjects). This means a total of nine PLC Sydney students were included on the Top Achievers in Course List.

The relevant courses were

- 7th in Ancient History
- 3rd in Chinese (Extension)
- 9th in Mathematics (Yr. 11 Accelerants)
- 5th in Chinese (Continuers) and 5th in Chinese (Extension)
- 9th in Mathematics (Y. 11 Accelerants)
- 9th in Mathematics (Yr. 11 Accelerants)

#### PREMIER'S ALL ROUND ACHIEVERS LIST

19 students were recognised on the Premier's All-Round Achievers List (achieving the highest band possible in at least 10 units)

#### PLC SYDNEY OUTSTANDING OVERALL RESULTS

Band 6 results (marks over 90) or equivalent in Extension courses were achieved in 45% of all examinations, in all subjects

Our school mean, per unit, was 44.45 out of 50 (an average HSC mark of 89% gained across all courses).

## ENGLISH

- 6 students (100%) of English Ext. 2 achieved E4 (the top level)
- 20 students (91%) of English Ext. 1 achieved E4 (the top level)
- All English students achieved a Band 4 or higher, with 93% achieving Band 5 and 6.

## MATHEMATICS

- 17 students (86%) of our Year 11 Mathematics accelerants achieved excellent Band 6 results in the 2-unit paper

In Mathematics, 97% of all Maths students achieved a Band 4 or higher.

## HSC SHOWCASES AND EXHIBITIONS

- **ARTEXPRESS:** 4 students were nominated of whom 1 was selected
- **OnSTAGE:** 3 students were nominated and 2 students were nominated and selected
- **SHAPE:** 1 student was selected
- **ENCORE:** 1 student was nominated for Music 2 and Extension and 1 student for Music 1

## BAND SUMMARIES IN 2015

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.

Course	PLC Sydney Candidates	% PLC Sydney Band 5	% STATE Band 5	% PLC Sydney Band 6	% STATE Band 6	PLC Sydney % Ave. above State Ave.	State candidates numbers
English (Adv.)	101	55	42	38	15	7	26,031
English ESL*	13	53	22	23	4	11	2,401
English (Stan.)	16	37	8	0	0.37	8	31,695
Ancient History	33	45	25	30	8	13	10,838
Modern History	17	35	32	53	11	13	11,155
Mathematics	59	27	33	47	20	8	16,499
Mathematics Gen.	41	36	20	34	6	15	31,817
Biology	31	55	22	6	6	10	17,374
Chemistry	37	49	30	30	11	9	10,947

Physics	20	40	20	10	8	4	9,563
Business Studies	41	32	27	34	8	9	16,763
Economics	20	65	35	15	11	7	5,111
Geography	7	42	32	43	8	13	4,308
Legal Studies	44	34	29	39	10	10	10,417
Chinese BckSp*	8	62	55	25	13	2	666
Chinese Cont*	7	28	15	57	54	3	102
Chinese Her.*	5	40	55	40	27	3	127
French (Cont)*	8	25	36	75	31	9	727
Italian ( Cont)	6	16	33	83	20	13	272
Japanese*(Cont)	7	28	35	57	19	11	661
Latin*	3	0	30	66	51	0	195
Music 1	9	22	45	77	17	11	4,737
Music 2*	3	0	51	100	36	6	694
Textiles & Design	13	46	32	31	15	4	1,643
Food Technology	7	71	21	14	8	14	3,439
Design & Technology	13	38	24	31	11	7	3,167
Visual Arts	21	38	41	52	13	9	9,031
Drama	16	44	28	50	14	11	4,602
PDHPE	20	30	21	10	8	6	15,185
Studies of Rel 2	11	72	33	27	6	12	5,949
<b>EXTENSION COURSES</b>				1,197			
English Ext 1	22	9	60	91	34	5	4,520
English Ext 2	6	0	56	100	26	7	1,634
Mathematics Ext 1	51	47	50	41	34	1	8,975
Mathematics Ext 2	15	66	50	27	36	0	3,338
History Ext	5	80	56	20	22	4	1,881
Chinese Ext	3	0	8	100	92	2	24
French Ext*	3	100	54	0	36	1	166
Japanese Ext*	4	50	54	50	33	3	208
Latin Ext*	3	0	20	67	77	0	130
Music Ext*	2	0	37	100	56	6	424

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

## 4.0 SENIOR SECONDARY OUTCOMES

In 2015 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: 7



## 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, STEM initiatives

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

- Assessment and Reporting using an on-line Portal
- Peer Teaching Observations
- Whole school strategic planning
- Changes to teacher Accreditation
- Child Protection

Junior School

REAIE Reggio Emilia Study Tour	2
MEDIXCARE Senior First Aid Course	6
IPSHA Umbrella Group: How to make evidence-based decisions about literacy interventions	1
3P Athletics training workshop	21
SEVEN STEPS Seven Steps to Writing Success	1
AIS Resilient Kids: a curriculum based approach	1
IPSHA Umbrella Group: The Arrow-smith Program	1
SPELD Language, Learning and Literacy	1
AIS Teaching Reading: from research to practice	1
AIS K-6 Science & Technology Writing Project	1
AIS Making the Most of Reading Groups	1
AIS Familiarisation: NSW History Syllabus for the Australian Curriculum K-6 Webinar	1
IPSHA Debating Workshop	1
GET READING RIGHT Synthetic Phonics demonstration	9
AIS Growth Mindset with Kristen Tripet	23
PAVE Cool Kids Training	3
AIS Managing Challenging Conversations	1
AIS K-6 Science & Technology Writing Project	1
REAIE Introduction to Reggio Emilia	2
AIS Spelling K-6: More than 'i' before 'e'	1
AIS Primary Conference 2015: Igniting learning, illuminating minds	1
THRASS Foundation Level 2 Day Workshop	2
IPSHA Early Childhood Umbrella Group Meeting	2
AIS Teaching Inference in Stage 2 and 3: implementing English K-6	1
MULTI-LIT Spell-It	1
MINDS & HEARTS Girls and Women with Asperger's Syndrome	2
AIS The Past in our Present; exploring historical inquiry and concepts	2
ECA Music and Learning for the Young Child (Webinar)	1
AIS K-6 Science & Technology Writing Project	1
GOWRIE Including and Valuing Aboriginal and Torres Strait Islander Perspectives	1
SPELD The Dyslexia Debate: Implications for educational policy and practice	1
DYNAMIC LEARNING Powering Up Inquiry Based Learning in your Classroom	1

ACER Differentiating for Assessment and Reporting (Webinar)	6
3P LEARNING Love Learning Conference	1
DANIELLA FALECKI Staff and student wellbeing – link to growth mindset	23
SPELD What is Explicit Instruction? A Practical Guide	2
AIS Walking the Talk about Wellbeing	2
AIS Teaching Struggling Students in Mathematics (Online Course)	1
AIS Design rubrics reflecting a growth mindset with Tiffany Roos	21
IPSHA K-2 Umbrella Group Meeting	1
AIS Visual Literacy in K-6 English	1
DYNAMIC LEARNING Personalising Inquiry in your Classroom	1
AIS Transforming Learning in Literacy Through Drama	1
ADA Learning Difference Convention	1
AIS Grammar: Levels of Delicacy (Online Course)	1
AIS Wellbeing with Nicky Sloss	21
AIS Beyond Behaviour Management	1
AIS Assessing Students Writing: Here to Next?	1
AIS Teaching with Quality Literature: enhance, engage, enjoy!	1
AEC The Flagship – Complementary Seminar	1
ANDREW FULLER Wellbeing and Resilience	30
AIS Educators Research Symposium	1
ECA Live Wires Forum – Big Ideas, best practices and 21 <sup>st</sup> Century Directions for Early Childhood.	2
UTS Primary Science and Technology Case Study Project	1
AIS Scientific Inquiry and the Design Process	1
AIS Geography Syllabus with Helen Nielsen	23
GERRIC Mini COGE	1

## Secondary School

COURSE Description	Participants
Boarding	
Promoting Well-being	1
National Boarding Conference	2
Drama	
Implementing the ICT General capability into Drama	1
Developing Play building skill	2
English	
Teaching Stage 6 ESL	2
Flipped Classroom applied to the English classroom	1
Developing Creative writing in stage 6	2
Enrolment	
School Marketing Conference	2
Cricos Updates	2
Executive	
Work Place Mental Health	2
PAVE Cool Kids	2
Schools and the Law	1

School Improvement processes	2
Leading Learning: Mentoring	1
Implementing STEM initiatives	2
History	
HTA State Conference	1
Sen. Sec. History Review	1
Languages	
Italian Teachers Conference	1
HSC Marking Training	2
COURSE Description	Participants
Great ideas for the language classroom	1
Chinese Teachers Conference	2
Implementing I-pads for languages	2
Mindsets: Developing growth mindsets in the language classroom	1
ESS	
NCCS Collection and Funding	2
Deconstruction an IEP for better Outcomes	1
AIS Special Education Conference	2
Dance and Theatre for students with disabilities	2
Education and the Law	1
Health needs of students with disabilities	1
Mathematics	
MANSWA Conference	3
Transforming Assessment 7-12	1
Getting the best results in EXT 2	1
Hods Maths day	1
HSC Feed back	3
Ipads in action	2
Improving mental computation	1
HSC 4 unit Maths	1
Music	
Summer School on techniques of Conducting	1
PDHPE	
Curriculum Leadership in PDHPE	1
Rowing official conference	3
PDHPE Teacher's Association Conference	3
Physical Activity Sport and Nutrition	1
Maximising engagement in the PDHPE classroom	1
Mental Health and Well-being of Young People	2
Teaching CAFS for the first time	1
Successful Processes in HSC PDHPE	1
Authentic Assessment	2
Science	
Writing effective objective tests	
Beyond Thinking Routines	2
Biology and Earth and Environmental sciences	1
What does neuroscience have to say about learning	2
Introducing Robotics	1

Meet the Markers	2
Senior Science Writing Brief consultation	1
Social Science	
Annual Conference Economics, Business Studies , Legal Studies	6
New Geography syllabus familiarisation	
Using google docs for T and L	1
Business Studies Focus Day	2
Revamping and resourcing Stage 6 Economics	1
Technology	
AIS Integration Conference	4
Digital Citizenship	2
Coach training for Future Problem Solving	1
AIS Integrators conference	1
Well-being	
Mind Matters training	6
Peer support training	2
Positive Schools 2015 Mental health and Well-being	4
AIS Well-being Conference	3
School Counsellors meeting Privacy issues	2
Vision International Seminar for International students	2
Supporting Students with mental health	4

## 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>	133
<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>	0
<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

Category	Number	FTE
Principal (Male)	1	1
Teaching Staff delivering BOS Curriculum		
Fulltime Female	84	84
Part-Time Female	31	18.8
Full-Time Male	16	16
Part-Time Male	2	1.4
Total (Teaching only)	133	120.2

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

### 7.1 Student attendance 2015

Year Level	Attendance Rate	Year Level	Attendance Rate
K	95.0	7	95.1
1	92.6	8	94.2
2	94.2	9	93.4
3	96.2	10	95.5
4	94.7	11	96.6
5	95.5	12	96.6
6	95.5		
<b>Av. Attendance Rate: 96</b>			

95% of students attended school on average each school day in 2015. This is consistent with our normal range of attendance

#### 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/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 10.00 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 through the College Website
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 signed out and collected from the Hamilton/Evandale 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, Webforms 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. Assistant Wellbeing checks 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 after 2 days, the Assistant, Well-being 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 students 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. 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
2013/2015	130	134	125	100%	96%
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.

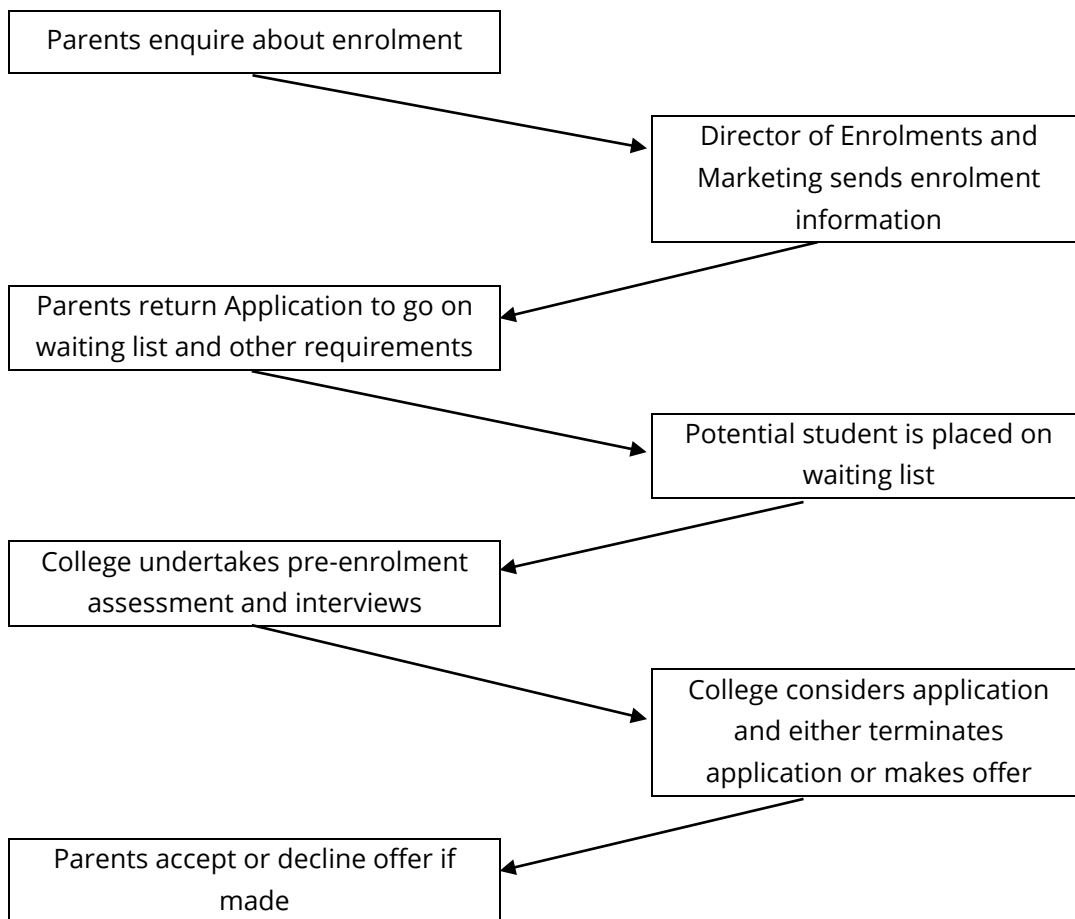
## Relevant Legislation

*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 2015.

Policy	2015	Access to full text Parents may obtain a copy of these by contacting the Head Teacher Compliance and Human Resources
Child Protection Policy 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 2015 there changes to implementation time-lines	Available to parents on the school website;  Staff intranet.
Security Policy		
procedures for security of grounds and buildings	Additional security measures include swipe conditions to the access gate for Boarders	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; Process commenced for installing voice system into all classrooms in the Senior School to improve lockdown procedures	Staff Intranet Student Handbook School website
Supervision		

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	Staff intranet
ESOS student protocols	Revised protocols for ESOS student welfare produced	Staff intranet and provided to parents, carers and students in modified form
Codes of Conduct Policy		
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
Pastoral care		
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 protocols implemented	School website
Critical incident policy	Updated to reflect staff changes	Staff intranet
Homework policy	After school homework club reviewed	Procedures provided to students and parents on enrolment through website
Communication Policy		
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.

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 2015

Area	Priorities	Achievements
Teaching and Learning	Developing a Growth Mindset	Using the work of Carol Dweck, staff in the Junior school explored strategies for building resilient learners. Tiffany Roos from the AIS and Daniela Falecki from the University of Western Sydney were engaged for staff professional development sessions on what a growth mindset looks like in action in the classroom. The results of the training have been the development of a common language between staff, parent and students. It has also developed a further link to the school's priorities of excellence and reach.
	Integrating Technology in a Blended learning environment	ICT: iPads were successfully integrated into the teaching and learning programs. In 2015 all Year 5 and 6 students brought their own iPad to school. A parent meeting facilitated the collaboration between staff and parents regarding the implementation parameters. Key cyber safety issues were addressed and ongoing support was given to students to encourage cyber-safe behaviours.
	Effective Pedagogy	Mathematics (Junior school): 2015 saw the successful implementation and evaluation of a problem solving approach to Mathematics teaching and learning, based on the Cathy Fosnot contexts for learning Mathematics series. Carefully crafted Mathematics situations are presented to students to foster a deep conceptual understanding of essential mathematical ideas, strategies and models. The Pre-Kindergarten teachers attended a study tour of Reggio Emilia to engage with this approach to early childhood education. To support this philosophy, the Evandale staff undertook training in developing inquiry-based learning in the classroom and have been successfully implementing this model
	PLC Learning Virtues	The PLC Learning Virtues framework was implemented in 2015. The Well-being Committee looked at the school values of reverence, wisdom and service and practical ways these could be incorporated into the daily experiences of the students in the College. A Scope and Sequence document under the Head (Wisdom), Heart (Reverence) and Hands (Service) was developed. Posters with specially designed graphics were prepared to support staff in introducing the virtues to their students. The values and virtues were addressed in Chapel Services, Assemblies and classroom teaching and learning activities.

	ICT integration	<p>A review of the Junior School ICT Integrator role was conducted during 2015. With new initiatives in information and communication technology capabilities and computational thinking, a new role will be established. In 2016, a Pre-K- 6 STEM Specialist teacher will be appointed to work alongside the classroom teachers. In addition to subject-specific learning, STEM classes will foster inquiring minds, logical reasoning and collaboration skills.</p> <p>To ensure that Technology Service improvements were driven by pedagogical drivers, a Committee was established with representatives from each faculty. The outcome for 2015 was a decision to rationalise some of the software supported by the college and to explore the use of GAFE technology during 2016 ahead of a possible move to BYOD pedagogy in 2017</p>
	STEM Focus	<p>A range of initiatives were undertaken in 2015 to build capacity for both staff and students in the STEM subject domains.</p> <p>Senior students were given the opportunity of studying the UNSW Computer Science Course in addition to their HSC course</p> <p>Students were offered the opportunity of being supported through training to participate in the Computational and algorithmic thinking competition</p> <p>A robotics club was established where students could learn the science and apply their creativity in this field. This will become a permanent activity</p>
Student achievement	Students (K_10) identified by Naplan as having Literacy and /or Numeracy deficits	The RTI framework was successfully imbedded into our learning support programs. This process of diagnosing, designing and delivering interventions now forms the framework for our NCCD data
	Homework Grid (Junior School)	The development of a Homework Grid has proven to be a very useful tool in building the partnership between the school and parents. Parents have indicated that they have appreciated the balance, flexibility and recognition of co-curricular activities and family life and this has led to more productive homework activity
	Assessment	In the secondary school a review was undertaken as to the scope and timing of assessments with a view to improving both "on task time" and student management. The first phase of improvements have been successful on both counts. Further improvements will be made in 2016
	Subject Selections	A review was undertaken into the process in which students select their subjects. Changes

		were made to facilitate more information for students regarding course content and suitability of their choice in considering their skill set
	Effort Acknowledgement	A review was undertaken to refine the way students were acknowledged for their learning attitude. The new process was introduced in 2015 and gave greater clarity to students
Student Welfare	Student Wellbeing	Girl Power: Dana Kerford returned to the Junior School to run the GirlPower program with Years 1-6. This skills based program empowers girls with the strategies, language, and self-confidence to be better friends and develop healthier friendships. The <i>Language of Friendship</i> Parent/Daughter workshop was held after school, equipping parents with a language to support their daughter in her relationships.
	Student Wellbeing	The Years 1 – 6 Friendship Committee continued to meet. Class representatives organised activities and encouraged others with strategies to contribute to a happy playground. Class groups were recognised at weekly assemblies for outstanding work in this area.
	Student Wellbeing	Positive Education K-12: The Wellbeing Committee developed the Positive Education program and promoted both mindfulness and gratitude with staff and students. The Wellbeing Committee investigated the Peer Support program for the JS. New Well-being programs were developed and tested for the Home Room program in the secondary school using insight gained from the Mind Matters surveys conducted with students and parents. This program will be implemented in 2016.
Staff Development	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 2015.
	Developing “expert” knowledge	The highly successful “in expert in residence” scheme was extended to both Music and Drama in 2015 resulting in powerful learning outcomes for staff and improvements in the T and L programs

## 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 2015 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; Wanambiri Preschool; Guide Dogs Australia; Comoro and Becora Kindergartens in East Timor; Ba Vi school in Vietnam; Allowah Children's Hospital; Red Cross and Salvation Army
- 60 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. The National NAIDOC theme for 2015 was, *We all Stand on Sacred Ground: Learn, Respect and Celebrate*. The theme highlighted Aboriginal and Torres Strait Islander peoples' strong spiritual and cultural connection to the land and sea. In the Junior School, Pre-K – Year 6 classes enjoyed a visit from the Koomurri Management team and each class was involved in an art work shop to contribute to and create a special painted canvas for display.
- 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.
- 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 of Yr. 11 in the BSTREETSMART Road safety initiative of the
- Participation in MUNA: Students learn to appreciate the perspectives practices of other cultures.
- Parenting seminars were 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 2015
- 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.
- PLC is committed to a safe and caring environment. We want to ensure our students are set up for success and that our school culture is one of respect and kindness. In 2014, this day was for Years 3-7. After feedback from staff, students and parents, the focus of this day was adjusted to cater for Years 1- 6 who attended workshops throughout the day. In the afternoon from 4.00 – 6.00pm parents and daughters from Year 3 were invited to attend a session, the Language of Friendship. Further feedback indicated that parents of Years 1 and 2 would like a session with their daughters and a breakfast followed by a workshop will be organised for 2016.
- Participation the 40 hour famine together with a leadership program for Yr 11 students to give leadership to the program
- Annually the Junior School holds a Grandparents' Day. The format for this event was reviewed by staff for 2015 to ensure the morning is both interactive and enjoyable. Throughout the morning, grandparents were acknowledged for the wonderful contribution they make to their granddaughters' lives. They were entertained by various Junior School music and after spending time in classrooms engaging with the girls, they attend a Chapel Service in their honour. The staff, students and grandparents enjoyed this special day.

#### Initiatives for 2015

- Participation in the NSW Parliament's Student leadership forum
- Promotion of Organ Donation through the Gift of Life Remembrance Service run by Royal Prince Alfred Hospital.
- Participation in the RUOK Day, Bite Back and Black Dog resilience training to raise awareness of mental health issues
- Staff developed the Scope and Sequence to represent the core values of reverence, wisdom and service and at practical ways of incorporating these into the daily experiences of our students. The scope and sequence includes activities conducted in class and in the playground. These correlate to the learning virtues such as, resilience, respect, empathy, gratitude, mindfulness, determination, and aim to create an Wellbeing model.

## 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 2015 were outstanding 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. As usual very positive sentiments were also evident in the exit surveys conducted annually involving both Year 6 and Year 12 students.

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.

As part of the continuing review of our Wellbeing program staff, parents and students were surveyed regarding the efficacy of our policies for support and nurturing both student and staff well-being. The results of the survey indicated areas for improvement which were then added to the curriculum planning for 2016. Immediate outcomes of the survey was the inclusion in the calendar of a dedicated PD day for staff on the topic of "Maintaining Wellbeing" as well as the formation of a Well-being Committee chaired by the Deputy Principal

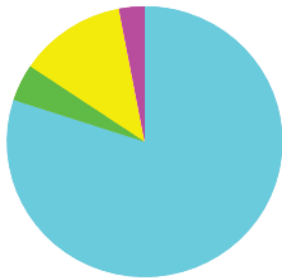
In the Junior School a number of initiatives were the subject of consultation with the parent body. Parents expressed their appreciation for the follow-up discussions regarding the new Report format. Again changes to the leadership process were refined and parents were informed by letter and given an opportunity to contribute ideas and feedback.

In addition we held our annual forum for involve parents in planning for the introduction of the BYOD program in Years 5 and the continuation of the program in Year 6. Informal feedback was received regarding the changes to the structure and design of the parent/teacher evenings.

Consultation regarding the building of the new Junior School continued into 2015. Parents were invited and attended information sessions and briefings by the Principal to contribute ideas and suggestions for the new build. Parents were informed of the movement of classes from their permanent classrooms to demountable classrooms. The process involved close and regular contact with families and invitations to give feedback regarding the process. Parents expressed their satisfaction with the movement and safety of the students in the moving of classrooms.

Meetings were held during the 2015 year by the Head and Deputy Head with all stage groups who expressed the environment was positive, supportive and professional.

## 14.0 SUMMARY OF FINANCIAL INFORMATION 2015



**Income for PLC Sydney**

■ Fees	29,858,000
■ Govt. Grants: State	1,640,000
■ Govt. Grants: C'Vealth	4,700,000
■ Other Income	1,122,180



**Expenditures for PLC Sydney**

■ Salaries and Related	26,659,616
■ Tuition & Curriculum	1,428,222
■ Depreciation	2,587,000
■ Property incl Interest	3,758,000
■ Administrative	2,302,550



**PLC**  
PRESBYTERIAN  
LADIES' COLLEGE  
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