



PLC
PRESBYTERIAN
LADIES' COLLEGE
SYDNEY
— 1888 —

EDUCATIONAL AND FINANCIAL REPORT

2016

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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

(Speech Day Report 2016)

I warmly welcome Moderator - The Right Rev Paul Harris, College Council Members; Dr Paul and Mrs Susan Burgis, Burwood Mayor, Councillor John Faker.

Our Guest speakers, Prof Katherine Belov, Prof Robyn Grote and Miss Nell Hardy Members of the Foundation, the P and F, the Ex-Student Union and the Shubra Towers society, Mrs Linda Chiba, Mrs Deryn Smyth, staff, distinguished guests, family and friends, and of course, PLC students.

The college cannot be in a safer pair of hands. Under Dr Burgis' excellent principal-ship we are growing in every sphere of our college life and I have no doubt your daughters are benefitting from this. And I wish to thank Dr Burgis for his visionary leadership and for the very personal and caring manner in the discharge of his duty. College Council wishes to publicly show Dr Burgis our deep appreciation for a job extremely well done.

I thank the executive team members for your detailed, thoughtful leadership and the splendid discharge of your duties. I thank the wonderful staff of PLC without them, we would have nothing. Your loyalty, hard work, dedication and service to the college is deeply appreciated and cause for great thanksgiving.

To the PLC community. Thank you for making 2016 another special year. You have truly made the PLC community special and we value each of you and thank you for your contribution to the college. Some of you have tirelessly given of your time, energy and money to very important causes within our community and all of you have added to the growing sense of belonging that so clearly characterises our school community.

I thank the fabulous parents who have served with distinction in the PLC Foundation the P and F and the Ex-Students' Union. I personally thank Mrs Lisa Tomlinson-Alonso, Mr Tony Nejasmic and Mrs Catherine Marvell for their excellent leadership and dedicated and enthusiastic support.

I especially want to thank these wonderful people seated here today. The members of College Council who have given their all to serve the College with distinction. Your diligence and wisdom are great asset to the College. All of you have been instrumental in getting PLC to where it is today. Ladies and gentlemen please show your appreciation for these members of college council who have served you so well.

I wish to give thanks to Mr Michael Kah, Mr Owen Wormald and Miss Fiona Perry who have retired from College council after many years of distinguished service. May I ask you all to put your hands together, as our public show of appreciation for their diligent and loyal service to the College.

Let me introduce you to the new members of our council. Mrs Kylie Alcorn. Kylie has a long and distinguished career in the financial sector and is from Armidale, Rev Brett Graham is a Presbyterian minister. He has a strong background in IT and Mrs Jo-Ann Gamble is an engineer with special interest in sustainability currently overseeing the Darling Harbour precinct project. They bring new energy, skill sets and fresh minds to our council. College Council is being rejuvenated and strengthened. Please make them welcome.

Year 12, I want to thank all of you for your contribution toward the life and spirit of the school community over the years. I join with you all as you eagerly wait for your HSC results, your ATAR and university offers. My message to you is short. It concerns two matters.

The first is the 2016 word of the year selected by Oxford Dictionaries. It is "post-truth": relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief. Just last Friday it was reported that Mrs Hillary Clinton called for broad support to stand up for democracy - put at risk by the "epidemic of malicious fake news and false propaganda that flooded social media over the past year".

Post truth, fake news, false propaganda ... frightening words that seem to hark from a dark time not that long ago. Appeals to emotion and personal belief together with its bias and prejudice triumphing over objective facts in forming my own opinion? Surely not! We all need to examine ourselves and ask how much scrutiny do we give to things we want to hear or want to believe is true? Yes, post truth is a thing. Fake news exists. We truly need to stop and examine ourselves and how we shape our opinion.

At PLC you are being taught and given a dose of anti-post truth vaccine. You are being trained to critically analyse, understand and respond to any issue. You are being trained to articulate clearly the conclusions you have reached and you are given the safety and support to develop your courage and resilience to speak up even if you are in the minority. You are being taught to value truth and to safeguard it.

The other matter is how one speaks of one's opposition in public especially by leaders on the world stage. It has become increasingly personal, disrespectful and hurtful. I wondered if there ever will be a time when we say STOP! We must remember to play the ball and not the man. The website phrase finder defines this well -

We can be bold enough to make a stand and do battle for our views and beliefs. But we must strive to be mature enough not to resort to unnecessary personal attacks upon people with opposing views.

The "ball" is our personal view and the "man" is someone with the opposing view. It is with great difficulty and discomfort that I watch time and again the person being played indeed being abused and the ball is dropped. When will the pendulum swing back to sensible discourse about the issues and matters at stake and take the personal sledging out. When will we say ENOUGH.

Young women of PLC, you are our future. You are our future leaders. You have been taught that every person is made in the image of God and everyone is to be respected and loved. Your advantage must never be used to subjugate those with any disadvantage, but rather to be their advocate, their voice. The Golden Rule the world so loves comes from the Gospel of Luke 6:31. It says Do to others as you would have them do to you. It is actually is a different way of seeing the second commandment Our Lord Jesus gave to us. We find in the Gospel of Matthew Chap 22.

Teacher, which is the greatest commandment in the Law?"

Jesus replied: 'Love the Lord your God with all your heart and with all your soul and with all your mind.

'This is the first and greatest commandment. And the second is like it: 'Love your neighbour as yourself.'

Young women of PLC, before you know it, you will be out in the workforce. You will assume positions of responsibility. You will be leaders. Some of you will take this leadership role to very high levels of industry and of politics.

I leave you with this messages, never sacrifice truth on any altar. Safeguard truth. But before you do, you need to seek it and fully understand it. Commit yourself to a rigorous pursuit of truth. Use all your intelligence and wisdom and powers of discernment. And in all your dealings with people especially with those who have opposing views, play the ball and respect the player. Bring insightful, intelligent respectful and truthful discourse back into the public arena. Lead our country well. I charge and challenge you to be great leaders of our community, our nation and of the world we live in.

Be the light at home and at work - let your goodness shine before you. We read in the Gospel of Matthew Chapter 5 "..., let your light shine before men, that they may see your good deeds and praise your Father in heaven.

In a world of ever changing truths let me direct you to the never changing truth found only in Christ Jesus who had said of Himself: "I am the way and the truth and the life. No one comes to the Father except through me."

Should you make Him the foundation of your lives, then the fruit of the Spirit love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control will grow in your lives and no firmer and surer foundation can you have to build your lives upon. And no greater blessing can a nation have than to be led by those who love the truth and are full of respect and love for others.

Dr David Lim
Chairman
PLC Sydney College Council

1.2. From the Parents and Friends' Association

(From *Aurora 2016* the College Year Book)

2016 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 7.00pm.

The P&F Association held three major events during 2016, 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 nibbles. The Fair and Open Day held in May on the Saturday before Mother's 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 within the School especially the new Junior School due for completion in 2017. The final event of the 2016 year was the Annual PLC Sydney Golf Day. This was held on the second Friday of October at Moore Park Golf course where 44 players including 2 ladies played under glorious sunny skies. Everyone had an excellent time and the morning was capped off with a great lunch. A special thanks 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 Fair and Open Day one of the most successful Open Days of all schools in Sydney. I would like to acknowledge the excellent work of the Fair and Open Day Convenor, Mr Daniel Bosco who once again tirelessly co-ordinated 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 2016 the P&F Association provided over \$100,000 in additional funding to the school for the benefit of students. Below is a small sample of what the funds were used for:

- Substantial extension to the Gym area above the Aquatic Centre which includes the Second Hand Uniform shop
- Provision of Robotics and other technology to both the Senior and Junior School
- The Adelaide Perry prize for Drawing
- The provision of prizes for the annual speech day.

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 wildly successful Mother's Day and Father's Day breakfasts and other events during the year. To the outgoing President of the JSA, Lara McPhee and the team I extend the heartfelt thanks from all of us in the school community for the great work that this team does throughout the year.

Finally, I would like to thank the P&F Executive, Daniel Bosco, Bruce Ferguson, Jamie Sach, Phillip Argy, Steve Blinkhorn and Drue Prentice for volunteering their time to help run the P&F Association throughout the year.

Mr Tony Nejasmic
President
2016 Parents and Friends Association

1.3. Principal's Comments

(Delivered at Speech Day 2016)

Good morning Dr and Mrs Lim, members of College Council, our guests Professors Grote and Belov and Miss Hardy – all proudly ex-students of PLC Sydney – our special guests, staff, parents and students. Welcome to the 2016 Speech Day.

Today our guests will be addressing the very important issue of STEM education – Science, Technology, Engineering and Mathematics – and it is very exciting what is happening at PLC Sydney in this regard. And it is very exciting to listen to ex-PLC Sydney students who are now leaders in Science and Engineering.

Yet I would like to focus on our broader vision, on how we are educating your daughters in a very deliberate way to seek to make the statement 'Young women of integrity and purpose' a real and tangible goal. As in our school song we talk regularly about 'making the world a better place and life a worthier thing'. STEM is one important part of this. The Arts are another. Theology and our underlying thinking is another. How we see the environment is another. How language works and the learning of languages. Business. Sport matters. International relations – they all matter.

Consider two visions of education. The first might be called '21st Century'. It focuses on skills identified by the OECD as necessary for the future of employment:

- Creativity and innovation
- Confidence, resilience, agency
- Critical-thinking and problem-solving
- Financial and digital literacy
- Project management, collaboration and communication
- Global citizenship
- Enthusiasm for ongoing learning.

This is critical and we deliberately create curricula to encourage these skills. This area encourages STEM and finance and making the world a better place. It emphasises the pragmatic.

Yet we must also be what might be called 11th Century – the time when Cambridge and Oxford were built. They valued:

- The search for truth and complimentary truths
- Mentoring
- Faith and practice
- The dignity of the human person
- Personal and face to face relationships
- Community and the arts
- Surveys of knowledge
- Taxonomies of knowledge and depth of learning
- Epistemology – or – how we know we know

This area is about understanding life a worthier thing. It affects our identity, our beliefs, our values, our approaches to curriculum.

One of the questions we ask ourselves is: What is the best possible way to teach this subject?

Now we teach Board of Studies courses at PLC Sydney and we teach Cambridge courses. But not just these. We also offer a UNSW technology course and a GAP experience through MITA in Florence and a significant range of other educational opportunities. We have an enormous exchange and service learning program and a significant co-curricular offering. The HSC is a great end of school course. It takes your daughter to any local or overseas university. Each year students from PLC Sydney enter the courses that require the highest ATARs. We don't need to expend lots of money outsourcing our education. We create a rich program to build young women – to help them to have integrity and purpose.

What we are really doing is being very deliberate in thinking about the whole academic program at PLC Sydney. Allow me to exemplify this briefly.

Let's begin by thinking about the arts. I am thrilled with the decisions taken this year by Mrs Maxwell and the Drama faculty. We have always had four productions each year. To provide an excellent education that reaches more students we will still have the whole school musical (High School Musical next year), but we will expand the senior production to be a play open to all girls. In this way younger students can be in this serious piece of theatre. And we will form the PLC Sydney Drama Company. It represents a studio approach to learning – of deep engagement and collaboration. For education is about developing an identity, a purpose, a sense of self. And the arts do this brilliantly.

And think about Visual Arts where we have an artist in residence program and a different type of studio learning. Consider the use of the Adelaide Perry Gallery where students are immersed in art and meet professional artists. The decision all those years ago to have a drawing prize was inspirational. And think about the Design faculty with its superb mix of technology and creativity. There is a lot of talk about maker-spaces – about having a strong connection between the academic and the creative. PLC Sydney has this in spade loads. What a great job our staff led by Mrs Knight and Mrs Herrmann do each day. Our girls are learning by thinking as they do.

Another example of our vision is music. We build upon a strong Board of Studies curriculum with a huge range of ensembles – the baroque ensemble and the bells, our bands, choirs and strings. The largest girls' pipes band in NSW. You heard them today. And next year a full symphony orchestra and a full tattoo. We are ambitious in the scope of our College. This is why we have expanded the size of the McKeith Arts Centre foyer and the band room above it – to be able to rehearse all of the girls in one space.

I hope you can share in our vision. The Board of Studies provide a great program – and we add to it to create a strong sense of agency and connection in our students. We build relationships. Education is not just a utility – it is a spiritual and cognitive and creative exercise.

And this is how Cambridge fits in. In Years 9 and 10 there is a great opportunity – to really extend and enrich young women. Consider a course in the Social Sciences like Cambridge History or Global Perspectives. Both are fabulous adjuncts to the Board of Studies work. Cambridge history is better at teaching the development of ideas over time. In the Cambridge course Global Perspectives girls engage in real research work in connection with a wide range of resources. This course offers a chance to build skills not offered by similar BOSTES courses. And we do it well. Sherie Pan from Mrs Waller's class finished equal first in the world with 199/200 – there are 11000 Cambridge schools – in this course. Well done to our History and Social Sciences staff.

Tonight we are focussing on STEM education. We offer high level HSC courses in the sciences. The Cambridge Physical Sciences course, and the Cambridge Physics and Chemistry courses provide students with really deep knowledge. Our students can take 15 lessons per fortnight in Science in their middle years, compared with only 9 lessons in other schools. Recently we heard that Australia is slipping further down the education list in sciences and mathematics. The opposite is true at PLC Sydney. We are blossoming here. Mrs McGrouther, Mrs Balkizas and their teams should be proud that PLC Sydney received 20 awards in the Science Teacher Awards of NSW – more than any other school. Or that we had seven students reach the National Youth Science Forum – again well above other similar schools. Or that more students from PLC Sydney enter Mathematics high level competitions than other schools. The enrichment program touches many students. Our students have now commenced their own student led science conference. Our vision is to build agency in our students: to enable them to lead in these areas.

In English we use the Board of Studies program supplementing it with the largest speech program in Australia. Mrs Trainor is well placed to lead a very strong academic program and when Dr Guy returns she will have a special role in the creative program. The fact that so many PLC Sydney girls are such phenomenal public speakers indicates the great value provided by English staff and Lyons House. This year three of our students were named in the Australian Public Speaking team and every girl delivered a speech at some point.

In the area of Christian Studies and Theology and Philosophy we are deliberate. This subject is central because it informs how we view each girl, and our universe. We don't see Science and Faith as in conflict. There are wonderful questions to ask in the areas of theology and philosophy. Next year I have a sabbatical in Regent College in Vancouver Canada and will be seeking to build a strong relationship with their fine 'theology and life' courses. Well done to Mrs Morphew and her team.

In the area of languages we add native speakers to our regular program, really seeking to develop the nuance of voice and expression. Our students engage in programs like the Chinese spectacular or the Latin Camp. Our languages students consistently are among the top performers in the state. Our dedicated teachers under Mrs Nichol are at the centre of our international program.

I could add that we have an excellent PDHPE and Sport program, to be led by Mr Strevenski and Ms Harden in 2017. Our Sport program is about getting girls to be fit and active for life and to achieve excellence and have unbridled fun in our games. You know we have recently added a fitness program.

And there are many other subjects that deserve a mention: including Library and Educational Special Services.

We are deliberate in our whole development of our new Junior School – building the new Hamilton on the twin design principles of intimacy and openness – giving opportunity for close direct teaching AND for flexible learning spaces, group work and collaboration. We will connect learning to the real world with our invertebrate house, tortoise pond, food gardens and native bee hotel. This signals a theme for the future as we really need to develop our understanding of how we create a more environmentally sustainable world. The Junior School project has been held up by the railway work but is picking up pace now and should be complete by term three next year.

I wish to say what a fantastic executive staff and middle leadership we are blessed with at PLC Sydney. Mrs Chiba, Mrs Smyth, Ms Anthony, Mrs Pollett, Mrs Vitlin, Mr Anderson, Ms Emmanuel, Mrs Marvell, Ms Turner and Mr Savill are all superb leaders and organisers.

We have made great headway in developing better tracking of students this year and the well-being program is being refined each year exceptionally well by Mrs Chiba and Mrs Smyth. My congratulations to our Heads of Year and Heads of Faculty and to our wonderful executive staff from the Junior School. I wish to recognise the work of our teachers, support staff and maintenance staff for the fabulous work they do each day. They deliberately keep the tone that we each value so much.

And the future. Well the first thing to note is that we are thinking very carefully about how any future building programs should occur. We moved everyone into portables this year and that was necessary. We hope to avoid this in any future development. In our school we have four Commerce classes in years 9-10. A significant number of our students – largely girls who score in the middle range of marks - go into business or commerce. It is in the area of entrepreneurship, innovation and business that our next big announcements will be. We have a committee that is examining this area, reviewing curriculum and developing plans for facilities. We want to be deliberate in our consideration of the future in this area.

We have struggled to get an effective portal – like Newington’s – but under Mr Savill’s leadership we have made great headway and will launch model 1 in the New Year. And under the library we will have a new set of areas in 2017 – an IT support desk, our PLC Sydney Futures (careers area) and of course the entry to the library.

So we are not outsourcing.

We carefully craft the curriculum ourselves, drawing on Board of Studies, Cambridge, other external and home grown frameworks. It creates us as a living school. Working under God to serve your daughters well.

In closing, I wish to recognise staff who will be leaving us this year. We have two long term staff who will be retiring:

1. Ms Jenny Coles has been a superb Coordinator of Overseas students. She is such a compassionate and caring person. This is a complex role and she has undertaken it with great skill. Her role will be undertaken by ... in 2017
2. Mrs Leonie Brewer has also worked in the international area – looking after our unique international exchange program. Leonie has really created an iconic and envied program. Each year now seventy students go overseas to study when in year 10. She has been an accomplished organiser, negotiator, up-keeper of standards and diplomat. We will miss her greatly. Her role will be undertaken by Mrs Suellen White in 2017

We also have four permanent staff leaving us:

1. Mr Mark Fletcher – 2IC Maths, to live in Forster and to work in a school there. Thank you for your superb teaching. We will miss you. Enjoy your sea change.
2. Mrs Belinda Bradstreet – PDHPE. Thank you for your care and professionalism and all the best in your future work
3. Sophie Clague – Art assistant. Enjoy your adventures in Europe and thank you for your superb support
4. Mandy Tolliday – Hamilton. I hope your sea change to the Gold Coast goes well. You have cared for every child so very well.

We wish Penelope Russell, Jane Edgecombe, Marnie Rozea and Katrina Avery God’s blessing as they go on maternity leave. Dr Guy is on leave and will re-join us in late 2016. Jacklyn Casella will not return to teaching after maternity leave.

We congratulate the following staff on their promotions:

1. Casey Allen – Head of Music (Senior School)
2. Mark Hetherington – Curator Adelaide Perry Gallery
3. Lynette Hawkey – Head of Speech (Lyons House)
4. Tara Sheerin – Head of Junior School Sport
5. Veronica Trainor – Head of English
6. Suellen White – Head of International Studies

And I note the following changes to other staff:

1. Mrs Therese Bennetts will now coordinate internal public speaking
2. Mrs Fiona Clouston will lead Junior School Music
3. Mr Michael O'Dea will Head External Performances
4. Ms Amy Parish is the new 2IC English
5. Mr Gavin Sinclair is the new 2IC Mathematics

And thank all who have supported us this year:

- The P&F
- Foundation
- Ex-Students

I recognise the work of the teaching and support staff – what a superb job you do.

I would like to thank Lucy Rowse and Year 12 on their leadership, and Sabita Mathews on her great work as my PA.

I recognise the work of College Council under Dr Lim and thank all in my family, in particular my magnificent wife Susan, who are such a support.

I wish all College families a wonderful Christmas and look forward to seeing you in 2017.

Dr Paul Burgis
Principal
PLC Sydney

1.4. Student Representative Council

Junior School

Captain: Georgia Maccessi

Vice-Captain: Amelie Dynan

The Junior School Student Representative Council (SRC) is made up of girls from each of the classes from Year 1 to Year 6. Leading the SRC meetings was one of the main highlights of our role as Junior School Captains.

We have learnt to run a meeting, listen attentively to students' ideas, and organise voting. Throughout the year we have debated topics and discussed new ideas and organised special activities for the Junior School. Much discussion centred on the Gateway Building Project and the new facilities and equipment. Designs for ibis proof bins and suggestions for the new Hamilton playground were tabled.

In other discussions, representatives suggested dress-up days for their year group charity and activities for the classes to enjoy. New handball courts were painted in 'Camp Hamilton' and fabulous play equipment was purchased for the Evandale and Hamilton girls to enjoy. Another highlight was the gratitude shown by each class representative. At each meeting the girls always had votes of thanks for the Junior School Auxiliary, the P&F, their teachers and families for the fun activities and resources they enjoyed.

List of SRC items raised on which action was taken.

Equipment:

- Sports equipment was purchased for Drummond Field.
- New sand toys were purchased for the Evandale sand pit.
- Card games and board games were purchased for the Macindoe Library.
- New tongs and buckets were purchased for Hamilton rubbish pick up.
- New sports equipment was purchased for the Evandale Sporty Shed.
- A new television was purchased for the Evandale library.
- Soccer goals were purchased for the Evandale playground.
- Further handball courts were created in the lower Hamilton playground.

Health and Safety:

- A complete clean out of the Evandale sports shed was undertaken, as spiders had been spotted in the shed. The shed was also sprayed for spiders.
- The Evandale cubby house also had a complete clean out.

Miscellaneous:

- Year 5 students put in a request to Catercare for a greater selection of vegetarian lunch options. This has been taken up by Catercare.
- A Sign In/Sign Out sheet was created for handballs at the Hamilton Office.
- 'Bring A Toy to School' Day was implemented by Year 2 students as a charity fundraiser.
- A Cancer Council Morning Tea was implemented by Year 3 students as a charity fundraiser.
- A re-organisation and re-labelling of the Junior School Music Room was completed by students.
- A suggestion for ibis-proof bins at the new Gateway building was submitted to the architects and designers.

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

Leading the committee has been a privilege and honour. Thank you to all the students and teachers in Years 1 to 6 for their support and for bringing creative and thoughtful ideas to the meetings

Senior School

Vice Captains: Mia Evans and Lauren Shouldice

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 2016 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.

During the year the following changes and improvements resulted from the suggestions and discussion advocated at the SRC meetings:

Resources/facilities

- An increased availability of well-located bubbler.
- Greater awareness and supervision of OHS issues regarding the use of food preparation equipment, large numbers of strangers on campus because of the building program and toilet and shower locks.
- More supervision of queues and use of tables in the café.
- Regular updates on the progress and impacts of the building program.
- Redesign and implementation of a new school Mascot (Foxy).

Uniform

- Significant student voice and consultation with regard to the new School uniform including some changes to on-going aspects of the part of the uniform not changing.

Activities:

- Review of the Year 8 venue and activities.
- Introduction of new procedures to embed accountability measures for team members in competitive sport.
- Revival of House gym competition by introducing a theme to focus activity.
- Introduction of more house based social activity such as "dodgeball".
- Review of Year 10 Formal. Decision to discuss the attendees with each new cohort.

Procedures

- Adjustments to assemblies to ensure that they don't overrun the time allotted.
- Awareness of respectful etiquette in addressing and welcoming staff to class. Seniors very happy to lead the way.
- Adjustment to entries in Student handbook to make it easier to read.
- Eligibility for School Bronze Medallion to be extended to students who participate highly in co-curricular but not in Sport. This is to be done on the merit of each case determined by the Principal
- Adjustments to the voting procedures for school leaders to develop more transparency.

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.

2.0 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Presbyterian Ladies' College, Sydney is a day and boarding school for girls from 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: 32

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

3.1 HSC 2016

Our HSC results for 2016 were most satisfactory however with fewer students achieving Band 6 results across the range of subjects than in the last two years. This result was entirely expected and consistent with longitudinal achievement and growth data on this cohort. However, results in English, Mathematics and Sciences remained very strong with a sustained improvement in Physics and Chemistry. Although there was a dip in overall performance this year, the figures are in line with our average fluctuating trend.

Esther Kang achieved PLC Sydney's highest ATAR at 99.95.

- 7% of PLC Sydney Year 12 students were ranked in the top 1% of the State
- 43 Year 12 students were ranked in the top 10% of the State

FIRST PLACE IN THE STATE

Natalie Teh: Chinese Extension

Stephanie Kritikos: First in Greek Beginners (delivered by the Open High School)

PREMIER'S ALL ROUND ACHIEVERS LIST

11 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 equivalents in Ext courses were achieved in 34% of all examinations, in all subjects.

Our school mean, per unit, was 42 out of 50 (an average HSC mark of 84% gained across all courses).

Twenty three students (82%) of our Year 11 Mathematics accelerants achieved excellent Band 6 results in the 2-unit paper. Seventeen students (68%) achieved E4 (the top level) in the Ext. 1 paper.

HSC SHOWCASES AND EXHIBITIONS

ARTEXPRESS: 4 students were nominated

OnSTAGE: 2 students were nominated

SHAPE (Formerly Designtech): 2 students were nominated

TexStyle: 1 student was nominated and included

BAND SUMMARIES IN 2016

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.

Courses where there is only one student are not listed in the table for reasons of privacy.

Subject	PLC Candidates	% PLC Band 5	% STATE Band 5	% PLC Band 6	% STATE Band 6	PLC % Ave. above State Ave.	State candidates
English (Adv.)	102	62	46	24	15	4	26,113
English ESL*	7	71	22	0	5	11	2,349
English (Stan.)	7	28	12	0	1	6	31,490
Ancient History	16	37	22	19	8	10	10,016
Modern History	20	60	31	10	9	7	10,862
Mathematics	65	31	29	41	23	7	16,189
Mathematics Gen.	40	32	20	10	5	9	32,070
Biology	33	48	26	18	9	7	17,823
Chemistry	35	43	31	23	10	7	10,603
Physics	17	23	21	23	8	6	9,208
Business Studies	25	20	25	28	9	5	17,343
Economics	14	50	31	28	14	9	5,217
Geography	7	43	32	28	8	10	4,321
Legal Studies	35	54	30	22	12	8	10,421
Chinese BckSp*	6	83	51	16	14	4	680
Chinese Cont*	3	0	37	100	45	8	98
Chinese Her.*	4	25	44	75	43	4	84
French (Cont)*	7	43	35	43	30	6	779
Italian (Beg)	6	67	20	0	14	10	448
Japanese (Beg)	4	25	26	0	17	0	668
Japanese*(Cont)	5	0	33	40	23	1	641
Music 1	5	40	44	60	18	10	4698

Music 2*	8	75	55	25	34	0	717
Tex & Design	7	14	31	57	15	9	1,520
Food Technology	11	64	22	9	7	10	3,597
Des. And Tech.	7	57	28	14	12	5	3,215
Visual Arts	22	41	40	50	14	8	8,949
Drama	15	47	29	47	14	9	4736
PDHPE	26	15	23	42	11	10	15,664
Studies of Rel 2	11	73	39	9	9	7	6,313
EXTENSION COURSES							
English Ext1	16	81	59	12	35	-1	4363
English Ext2	7	57	61	43	18	4	1,623
Mathematics Ext1	48	42	46	39	33	1	8,693
Mathematics Ext2	10	40	53	30	32	-2	3,256
History Ext	4	75	59	25	21	0	1,866
Chinese Ext	2	0	16	100	84	3	25
French Ext*	4	0	50	75	39	0	187
Japanese Ext*	2	50	54	50	36	1	180
Music Ext*	3	66	42	33	52	1	453

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 2016 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 for 2 of their program units: 2

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, Stage 6 Syllabus reviews and consultation, School Improvement Frameworks, Student Wellbeing, STEM initiatives, Positive Psychology.

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

- Assessment and Reporting using an online Portal
- Peer Teaching Observations
- Whole school strategic planning
- Changes to teacher Accreditation
- Child Protection
- Using the GAFE suite to enhance learning
- Building resilience in students
- Maintaining their own physical and mental health

Junior School

Course Description	Participants
12 Tactics of Effective Numeracy Instructions	1
Adobe InDesign Course - Level 1	1
AIS - Aboriginal and Torres Strait Islander Conference 2016	1
AIS - Assessment that Leads to Learning	1
AIS - Computational Thinking for K - 6 Online Module	1
AIS - Connecting the dots: integrated units of work for the new	1
AIS - Creative Bend 'n' Stretch	1
AIS - Consultant Kelly Borg working with HSIE Coordinators	2
AIS - Digital Technologies Conference 2016	4
AIS - Geographical Inquiry K - 6	2
AIS - Maker Spaces Online Module	1
AIS - Number Sense: Foundational to Success in Mathematics and	1
AIS - Objectives C, D and E: How do they look in the K -6 Classroom	1

Course Description	Participants
AIS - Our Past and Our Place: NSW Syllabus for the Australian Curriculum	1
AIS - What's Working Well in Wellbeing? Online module	1
AIS - Working Mathematically Unpacked for K - 2	1
AIS - Writing K-6: Teaching Beyond Text Types	2
AIS: 3D Design and Printing in the Primary School Classroom	1
AIS: Assessing Students Writing - Where to Next	1
AIS: Geographical Inquiry in K-6	2
Alliance of Girls Schools Conference	1
Bounce Back! Wellbeing and Resilience Workshop	3
Building Learning Character Conference	2
Children Working With new Technologies	2
Circle Solutions for Student Wellbeing - Train the Trainer	4
Contemporary Aboriginal and Torres Strait Islander Art Practices	1
Dinner Meeting with Dr Pete Goss	2
Dyscalculia: Making a difference for your students	2
First Aid Training	12
Future Schools Expo 2016	1
IPSHA Curriculum Coordinators Umbrella Group Meeting	2
Nicky Sloss - Student Wellbeing	12
Junior School Introduction to Circle Solutions with Sue Roffey	25
Junior School Staff Meeting - Circle Solutions 1	25
Junior School Staff Meeting - Circle Solutions 2	25
Junior School Staff Meeting - Digital Technology and Innovation (Seesaw)	25
Junior School Staff Meeting - Digital Technology and Innovation (Seesaw)	25
Junior School Staff Meeting - Reading & Responding to elements of a	25
Junior School Staff Meeting - STEM PD	25
Phonics Training - Get Reading Right	25
Powering Up Inquiry Learning in your classroom	2
PK - Year 12 Staff Meeting Term 1	25
PK - Year 12 Staff Meeting Term 2	25
PK - Year 12 Professional Development Day Sem 2 2016	25
PK - Year 12 Staff Meeting Term 3	25
Reggio Emilia Australia - Conference	1
Social Issues Teachers' Forum	1
Teaching Mathematics in the Primary Classroom	1
Teaching the Language of Maths & Problem Solving Skills	2
THRASS Foundation Level Course	1
TTA - Creative and Critical Capability Workshop	1
TTA - National Leadership Conference Day 1 only	2

Course Description	Participants
Twilight Centre Visits - Highfields Prep and Kindergarten School	2
Understanding Autism Spectrum Disorders: Teaching Strategies and Us and Us Day - Term 1	1
Understanding Dyslexia: Assessment and Intervention	38
Winhanga-rra: Storytelling with Bangarra	1
Writing K- 6: Teaching Beyond Text Types	1

Secondary School

Course Description	Participants
Boarding	
Promoting Well-being	1
National Boarding Conference	2
Drama	
Devising Theatre Complicite	2
Developing Digital Portfolio in Drama	1
Create , Innovate Connect (Conference)	2
English	
Imaginative Writing in Ext 1	1
Romanticism: the prescribed text	3
Create, asses and differentiate with technology	1
Principles of Purposeful programming	1
Planning and programming the new HSC syllabuses	2
Developing Creative writing in Prelim	2
English Ext 2 Forum	2
ETA Annual Conference	1
Enrolment/ Marketing	
Waiting List management	1
Educate conference	2
Facebook and Instagram advertising	2
School Marketing Conference	1
Cricos Updates	2
ESS	
Educational Neuroscience and its application to the classroom	2
Teaching for Effective learning	1
Supporting primary and Secondary students with Disabilities	1
Understanding Dyslexia	

Course Description	Participants
Executive	
Schools and the Law	2
Leading learning: Mentoring	1
Implementing STEM initiatives	2
Innovations in Learning Spaces	2
The New Work Order: 21 st century skills	2
Data Informed practice	1
Cyber Safety	1
School Improvement processes	1
Child protection Updates	2
History	
Embedding Historiographical understanding in practice	1
History Conference AIS	2
Office 365 in the classroom	1
HTA State Conference	1
Languages	
Japanese Teachers Conference	2
Chinese teacher's conference	4
Ext Chinese resources	1
Effective programming	1
Cross Sectoral Conference: Italian	1
Emotional Intelligence and classroom participation	1
Teacher resilience and wellbeing	1
HSC marking preparation	2
Mathematics	
MANSW Conference	3
HODs Maths Conference	1
Open ended questions in Sec Maths	1
Syd Uni Alumni Maths day	1
AAMT Teachers Conference	2
New approaches to Maths Practice	1
AAMT Summer school for teachers	1
Coaching Conversation	1
Music	
Kodaly Primary 1	1
Meet the Music	2
Unlocking Creativity	1
K-7 Music Conference	2
Kodaly Certification	1

Course Description	Participants
PDHPE	
On the move (primary PDHPE	1
Primary PDHPE Toolkit	1
Your classroom in the cloud	1
Leadership development	2
Teaching CAFS for the first time	1
Improving performance in CAFS	1
Leading Teams	2
Risk management on-line	1
K-6 Activity Conference	2
Respectful relationships	2
Starting the Stage 6 journey	2
Enhancing Literacy skills in Stage 6	1
Science	
Meet the Markers	2
Climate Rollercoaster	1
Earth and Environmental science Conference	2
Plate Tectonics	1
Scientists and Mathematicians working together	2
Mind Brain Education	2
Teacher Resilience and Wellbeing	1
Autism awareness in the classroom	1
STEM focus for Tournament of Minds	1
Social Science	
Annual Conference Economics, Business Studies , Legal Studies	4
Compass points (geography focus)	2
Familiarisation with new Geography syllabus	3
TAS/VisArt	
AIS TAS conference	1
TAS Innovation Conference	1
HSC VA marking	1
Manipulating Sound and Image	1
Technology	
AIS Integration Conference	2
Digital Citizenship	
Wellbeing	
AIS Well-being Conference	3
Vision International Seminar for International students	1
Mind Brain education	1
Positive Psychology Conference	1
AIS School Counsellor's Conference	2
Peer Support training	2
Cool Kids Training	2
The accidental Counsellor	1
Making Tomorrow Forum (Indigenous health)	1

5.2 PLC Staff Standards

Category	Number of Teachers
A 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, <i>or</i>	144
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, <i>or</i>	0
C 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	91	91
Part-Time Female	38	23.9
Full-Time Male	13	13
Part-Time Male	2	1.6
Total (Teaching only)	144	129.5

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

7.1 Student attendance 2016

Year Level	Attendance Rate	Year Level	Attendance Rate
K	96.3	7	97
1	95.8	8	96.3
2	95.7	9	95.1
3	97.3	10	94.5
4	97.6	11	96.1
5	97.1	12	97.2
6			
Av. Attendance Rate: 96.2			

96% of students attended school on average each school day in 2016. This is consistent with our normal range of attendance.

7.1.1 Management of Non-Attendance

Junior School

School day: 8.20 am – 3.00 pm

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

Notification of student absence

1. Parents/guardians notify the Junior School of student absence, by telephone call on the morning of the absence, by email before, on the day of or after the student absence, by completion of the tear-out section in the Student Handbook for student absence, a note in the Student Handbook or by letter or notification through the College Website.
2. Parents/guardians who notify by phone call are required to verify the absence in writing.
3. Emails from parents, letters or copy of the 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 at the end of each month 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.

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 is not accompanied by a parent/guardian explaining the lateness, the Hamilton secretary sends an email to the parent for verification/notification of student's late arrival. A late to school note is generated and 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, Web forms and SMS replies relating to attendance are printed and filed.
4. All records of parent communications re attendance are filed and subsequently archived.

Follow up for unexplained absences

1. Daily: see 4 above.
2. Fortnightly: unexplained absences reported to Heads of Year for follow up.
3. At the end of each term the Student Attendance Secretary collates unexplained absences for all students. A letter is prepared for the families of all students of their unexplained absences, notifying them of the dates of these absences and requesting written validation of the absence(s).
4. 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
2014/2016	116	119	112	100%	96%
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

92% of students who left school at the end of Year 12 following the completion of their school education continued directly on to University. 8% 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 students from Pre-Kindergarten (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 student entered on the waiting list or enrolled at the College and, where the student has only one parent, means that parent.
- b. **'disability'**, in relation to a student, 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 from 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.

Three different types of enrolment are possible:

- a. as a student in the mainstream, or
- b. as a student from overseas, or
- c. as a student in the Transition Program

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 ENROLMENT ELIGIBILITY

5.1.1 Mainstream Students

Mainstream students are those who are not eligible to enrol as overseas students or transition program students. Students applying for enrolment into the mainstream who have a language background other than English and whose English language skills may not be sufficient as a medium for learning may be required to be assessed by the ESS department of the College and required to enrol in an Intensive English College prior to entry to the College.

5.1.2 Overseas Students

Overseas students are students who are not Australian residents. If an overseas student is studying overseas in non-English speaking countries in a school where English is not the language of learning, to be eligible to apply for enrolment at PLC Sydney, the student must demonstrate competency on the Australian Education Assessment Services (AEAS) test including the written section. The College will determine the student's English level suitability for enrolment to the College.

Students may have their enrolment made conditional on achieving a satisfactory English level in a given time period.

Once enrolled, overseas students undertake the mainstream program of study. Some overseas students may be required to undertake an ESL course in Years 9 and 10, or to undertake the Fundamentals of English course in Year 11 in order to continue the development of their English language skills.

5.1.3 Transition Program Students

The purpose of the Transition Program is to afford girls who have a mild or moderate intellectual disability with a program to meet their special needs in relation to their education.

The Transition Program is designed to develop academic skills, independent living skills and social skills for students whose primary presenting disability is mild or moderate intellectual disability such that they can make a successful transition to work from school. As such, it is not suited to girls presenting with other disabilities, including severe intellectual disabilities.

These students will undertake individually structured classes from Year 7 to Year 12. They may also participate in mainstream classes as deemed appropriate by the school, in consultation with the parents, for their individual abilities and needs.

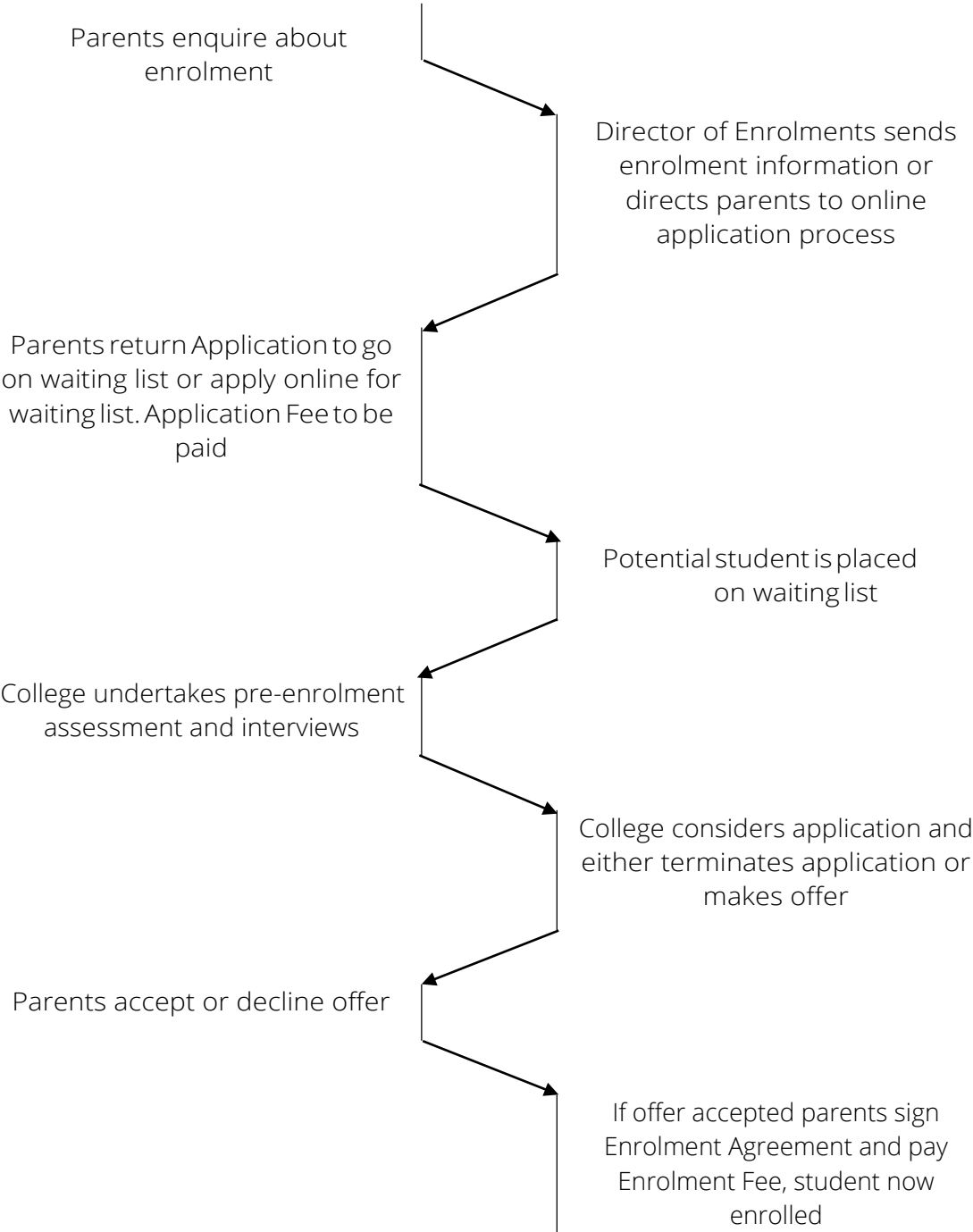
The number of students in the Transition Program is capped at 30. The number of students in the program presenting with a moderate intellectual disability is capped at 10 at any one time. An offer of enrolment in the Transition program will only be made if a place is available.

- To meet criteria for mild intellectual disability students 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.
- In addition, to fully access the program students must:
 - be able to follow a verbal instruction
 - be able to work independently in the classroom
 - have basic reading and writing skills
 - be able to communicate verbally
 - be able to manage personal hygiene
- It is also expected that students be able to participate in co-curricular activities on offer without requiring one on one support

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

5.2 ENROLMENT PROCEDURES

Enrolment procedures for all students is as follows:



5.3 ENQUIRIES

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

- a. a Prospectus which is the Conditions of Enrolment
- b. the most recent Fee Schedule
- c. an Application Form for inclusion on the waiting list
- d. an Application Fee Payment Form

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

5.3.1 Waiting Lists

The Principal, through the Director of Enrolments, is responsible for the maintenance of waiting lists for entry to the College. Placement on the waiting list does not guarantee an offer of enrolment.

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

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

- a. return or complete on-line the Application Form for inclusion on the waiting list
- b. pay a non-refundable Application Fee
- c. provide a copy of the student's birth certificate

In addition, an application for an overseas student must also include:

- a. a copy of the biographical page of their passport
- b. the AEAS Test Report of English competency
- c. a copy of their Visa documentation if the student is currently in Australia on a Visa

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

5.4 ASSESSMENT INTERVIEW

The College will undertake an assessment process at some time decided by the College after a student'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 their daughter.

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 their daughter's previous school to obtain or confirm information pertaining to their daughter or her enrolment
- b. any medical or other personnel considered significant for providing information pertaining to the needs of their daughter.
- c. Where information obtained by the College suggests:

- d. a profile of misconduct, illegal activities or anti-social behaviours that indicate that the student's enrolment at the College is likely to be detrimental to other students, the staff or the College, or
- e. the parents may not be able to meet the financial commitment required by having a student at the College, or
- f. the level of English language is not adequate to undertake the rigours expected by the College

Notwithstanding that the student be the sibling of a current student, the Principal may, decline to proceed any further with the enrolment process.

5.4.1 Disability

Where a student 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 student 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 student's needs. This will include consultation with the student or her parents as part of the collaborative planning process.

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

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 student

Where information obtained by the College indicates that the student has a disability, the Principal will seek to identify the exact nature of the student's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the student, if enrolled, would require some measures or actions to assist the student 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 student's disability. Where the Principal determines that the student 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 student 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 student would require the College to take unreasonable measures or actions to ensure that the student 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.

5.5 INTERVIEW

All students registered for enrolment are invited with their parents to attend an interview at the College with the Principal or a member of staff appointed by the Principal within two years of their expected start date. The principal, at his discretion, may forego the interview component of the enrolment process.

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. 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 an Out of School Hours Care Service on the premises at PLC Sydney, its schedule and its proposed fees

5.6 DETERMINATION

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

The College also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their daughter'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 inclusion on the waiting list

5.7 OFFER

At the satisfactory conclusion of the interview process, the College may make an offer to the parents to enrol the student via a Letter of Offer. Parents will also receive the College's current 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 students 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.

5.7.1 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 rata 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

5.7.2 Offers for Provisional Enrolment

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

5.7.3 Entry at the Start of Pre-Kindergarten and Kindergarten

a. Pre-Kindergarten

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

All potential students 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 student's preschool, early intervention centre or (with the parents' agreement) the home, to more accurately assess the learning needs of the student.

For Pre-Kindergarten students the Enrolment Fee will be required after the successful assessment has taken place.

b. Kindergarten

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.

5.7.4 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.

5.7.5 Accommodation in the Boarding House

A student may apply for a place in the Boarding House. Boarding accommodation is available for students in Years 7-12. An offer of accommodation in the Boarding House will only be made if a place is available. A student may be placed on a waiting list for accommodation in the Boarding House. Placement on this waiting list does not guarantee an offer of accommodation will be made. It is an expectation that once a place is accepted the student remains in the Boarding House to the conclusion of her Year 12 studies.

For overseas students, if a place is offered in the Boarding House then one term's boarding fees in advance is required to confirm this place.

5.8 EX-STUDENTS' UNION MEMBERSHIP

Every enrolled student who exits the College is automatically a member of the Ex-Students Union and is entitled to receive newsletters, notice of events and special invitations over the course of her lifetime. A single membership at the time of enrolment is charged to cover this cost.

6. CONFIDENTIALITY

The College will abide by the provisions of the Privacy Act 1988. Confidentiality and privacy require that all staff must ensure that information regarding students 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 student's 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.

9. TRAINING AND DEVELOPMENT

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

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

9.2 Characteristics of student body

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

10.0 COLLEGE POLICIES

10.1 Policies for Student Welfare

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

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

To ensure that all aspects of the mission of the College for providing for the welfare of our students, the following policies and procedures were in place during 2016.

Policy	2016	Access to full text
<hr/> Parents may obtain a copy of these by contacting the Head Teacher Compliance and Human Resources <hr/>		
Child Protection Policy		
definitions and concepts, legislative requirements, preventative strategies, reporting procedures and investigating 'Reportable Conduct', investigation processes, documentation	Revised and updated Policy from 2015 in place and Working With Children Check phase in requirements for 2016 commenced.	Available to parents on the school website; Staff intranet.
Security Policy		
procedures for security of grounds and buildings	Standard security measures remain in place; additional security staff hired for events on campus.	Student Handbook Staff Intranet
use of grounds and facilities	Risk assessments used for events on campus	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; Off-campus evacuation policy and drills implemented	Staff Intranet Student Handbook School website

Supervision

Duty of care and risk management	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
Levels of care for on-site and off-site activities		
Duty of Care for Excursions including bush-walking ESOS student protocols	Revised protocols for ESOS students following changes to RANGS documentation	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	Policies remain in place	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	Home Room program being reviewed	School website
Availability of and access to special services such as counselling	Procedures and staffing remain place	School website Brochure in Counsellor's Reception area
Health Centre procedures	Revised First Aid Policy implemented	School website
Critical incident policy	Updated to reflect staff changes	Staff intranet
Homework policy	After school homework club continues	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)
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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 2016

Key achievements for 2016

The following information is a summary of the achievements against key targets for the year as published in the Strategic Plan 2015-2020.

Modelling a Christian World View

- Introduction of the staff 'Us and Us' days to seek to develop our school culture and to provide a forum for ideas to support staff well-being
- Introduction of support programs for staff well-being such as physical fitness, spiritual reflection and dietary information programs
- Review of staffing needs to support sustainable programs

With our students some of our initiatives have been:

- Year 12 'Wisdom Sharing' service: allowing senior students to speak directly to younger girls about life and study.
- Post-Year 12 'Academic' assembly: allowing the previous Year 12, after the examination results have been published, to reflect upon what helped them to succeed in their school years.
- Review of the Pamela Nutt Address (address from a visiting Christian academic) to refresh the program.
- Increased the connection with our brother school, The Scots College. We now join them for a range of activities including the 'Fuel' (Christian group) camp, their leadership conference and their Ethos Conference. We invite them to the Pamela Nutt Address.
- Introduced the 'Peacemakers' framework to our chaplaincy and leadership. 'Peacemakers' is a Christian framework for learning how to live effectively in peace with others (peace-making), rather than to develop habits of 'peace-breaking' (e.g. fostering a culture of passive or active reaction or anger) or 'peace-faking' (fostering a culture of not addressing issues or smoothing over matters).

Ensuring effective Learning and Teaching

Junior School

- We welcomed a full-time Technology teacher who has established a Pre-K to 6 curriculum in coding and robotics this year and works with classroom teachers to assist in integrating technology skills and thinking across the curriculum. To support the understanding of robotics we have introduced a fully operational robot and commenced a Robotics club.
- Using the work of Carol Dweck and John Hattie we have trained all staff and implemented teaching "Visible Learning" strategies to support a "Growth Mindset" in students giving them the strategies to set and monitor their progress. We have also communicated these strategies to parents to support them in understanding our classroom practice and reporting language.
- HSIE programs have been rewritten to enhance and support an "inquiry method" of learning, integrating both the Reggio Emilia philosophy and the thinking underpinning the new NESA syllabuses.
- The synthetic phonics program "Getting Reading Right" and "Seven steps to effective writing" were trialled and following the success of the program will be introduced across all Year levels in 2017.
- Extended the implementation of the PLC Learning Virtues project to incorporate the actions into the daily experiences of students.

Senior School

- Introduction of the HSC course in Environmental Science to satisfy interest and career aspirations of students.
- Review of our provision for EALD support 7-12 which resulted in changes to enrolment practice, provision of support to targeted students and classes were based on improved data regarding student levels of functional English.
- A major review of the structure and organisation of the Performing Arts faculties and programs. This review resulted in significant changes to organisational structures and an updated vision for co-curricular programs to better meet the needs of students and allow more students access at different entry points. It also resulted in a structure and programs that will implement the vision of integrating learning whilst maintain a studio approach that builds expertise within subjects. Many of the outcomes of the review were implemented in 2016 and others will continue in 2017.
- Phase 1 of annualising Stage 4 mandatory courses in Visual Arts and Music and Geography. This curriculum structure enabled students to learn in a deeper way by having more allocated time and frequency of lessons. Phase 2 will be implemented in 2017.

Building staff and student capacity

Junior School

- Chess for Years 2 and 4 students was introduced to build the critical and creative thinking skills of younger students in fun ways. Courses were run by tutors from the Sydney Chess Academy and both Evandale and Hamilton students have a lunchtime Chess Club.
- A Homework Club was introduced to support Stage 3 students. This was a successful venture and will be a permanent part of the calendar.
- The Homework Grid introduced this year 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.
- Staff completed training with Peer Support Australia and we implemented their program in Terms 2 and 3. This will be continued in the future.
- Staff attended an AIS PD on Number Sense which presented some great strategies for developing a child's deep understanding of numbers and the ways they relate to each other and the real world. This will be a staff focus for 2017.
- The professional learning of staff in their PPR (Professional Practice Reflection) focused this year on: Stage 3 – Circle Solution, Stage 2 – Differentiated assessment practices, Stage 1 – Understanding by Design – curriculum instruction and assessment, Early Stage 1 – Differentiated Classroom instruction.
- 2 staff members completed voluntary professional accreditation at a higher level with College support.

Senior School

- Our tennis program was reviewed to assess our capacity to offer clear pathways for playing, performance goals or social goals, and to enrich the experience through the addition of specialist coaches for particular occasions.
- A specialist health and fitness coach was employed to compliment services in building and maintaining the health and wellbeing of our students. Each senior girl had her fitness assessed and was offered either a fitness or a performance program. The new facility above the J D Oates Aquatic Centre is available to students and staff every day at lunch and after-school.
- The Service Learning Program was reviewed and altered. Year 7 now attend Wunanbiri pre-school. Previously Year 7 had no identified project. Year 8 now attend Allowah Presbyterian

Children's Home to visit long-term children in care. Year 12 now support the International Justice Mission – assisting people who are seeking to free children, young women and men from trafficking and workers in virtual slavery. These changes have been made to better match the demands of and skills required in the projects.

- A committee was formed to develop our 'Women in Business' Strategy. Key elements include: addition of the 'Design in Business' course, partnerships with businesses and an examination of effective work experience. The first project from this committee will be in 2017.
- A student well-being tracking framework for students in years 7-12 was developed and trialed. Its goals are to better identify students at risk. The framework is showing good results and will be further developed in the future.
- A student committee has been formed to plan a student-lead Science Conference for 2017. Both students and staff have been supported in developing the expertise to design a conference master-class that will meet international practice standards.
- To prepare for the introduction of further Cambridge courses (IGCSE Physics and Chemistry and Computer Science) to meet the needs and interests of our Stage 5 students, relevant staff have undertaken professional development and credentialing in these Cambridge courses
- House Debating was introduced to provide greater access and opportunity for students to develop their public speaking skills.
- The PPR focus of secondary staff was in developing their skills in Technology and its application to enhancing learning through engagement with the GAFE suite.
- 2 staff members completed voluntary professional accreditation at a higher level with college support.

Developing outstanding resources and facilities

- The Gymnasium above the J D Oates Aquatic Centre was extended and made available to all staff and to students from Years 6-12, each of whom was given a personal fitness test and offer of a personal training program.
- Much planning and discussion was undertaken to review the future use of rooms in the senior school to accommodate changing populations and needs. This included the building of two new rooms, the division of one room into two learning spaces and the commitment to extend the foyer at the front of the McKeith Arts Centre in 2017.
- Renewal of the Food Technology room was completed to allow for larger classes and improved OHS conditions.
- The largest project of renewal in 2016 was the commencement of the Gateway project. This project will include wonderful learning spaces and specialist areas with an emphasis on STEM. The design brief is to achieve both intimacy and openness for learning. The new designs will allow our wonderful teachers to provide a strong direct form of teaching that is clear and effective *and* we want to give them spaces for collaboration and innovation. The building will be completed during 2017.

Developing strong partnerships

- The College Foundation sponsored STEM students to the National Youth Science Forum (seven), to the World Championships in Science Research (1) and to various other events.
- We continued discussions with local churches in order to discuss the feasibility of setting up early learning programs on their premises.
- We welcomed four teachers from Le Quy Don and the Vietnam Australia School. The College has had a long association with both schools and we were delighted that they joined us in classrooms to observe best teaching practice. Their focus was on our approach to integrated and guided inquiry learning. Feedback was received and they were very appreciative to have this opportunity to work alongside our Junior School staff.

- An effective partnership was formed this year with experts in zoology, informing us of how to effectively develop a breeding and feeding program for our insects, reptiles and amphibians in the new Junior School. The new Junior School will feature a pond and arthropod enclosure.
- We created our first extensive list of alumni, noting their current roles and look forward to sharing their expertise and experience in a number of ways.
- Links were made with the University of NSW to deliver a Computer Science course to those student who had interest and capacity in the area. The course attracts accreditation for a tertiary qualification in the field.
- The GAP year program to Florence Italy was introduced this year. Its purpose is to enable students to learn Fashion Design and Manufacture through MITA (affiliated with Gucci and others) in Florence Italy for six months after the HSC.

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 2016 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:

Secondary

- 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; Wananbiri 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.
- 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 Year 10 students are trained in the “Peer Support programme” and are “buddied” with a Year 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 Year 11 in the BSTREETSMART Road safety program
- Participation in MUNA: Students learn to appreciate the perspectives practices of other cultures.
- Parenting seminars continue to be very well received. Parent suggestions of topics were also incorporated into the program for 2016.
- Participation the 40 hour famine together with a leadership program for Year 11 students to give leadership to the program.

Primary

- NAIDOC Week. The National NAIDOC theme for 2016 was, Song lines: The living narrative of our nation. For Aboriginal and Torres Strait Islander people, ‘Song lines’ record the travels of ancestral spirits who ‘sung’ the land into life. The students shared a Song line in assembly and gave an explanation of the significance of Song lines in the Aboriginal and Torres Strait Islander culture.
- Junior School 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 in integrated Junior School Wellbeing model.
- Annually the Junior School holds a Grandparents’ Day. The format for this event was reviewed by staff for 2016 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 groups and after spending time in classrooms engaging with the girls, attended a Chapel Service in their honour. The staff, students and grandparents enjoyed this special day.
- 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. Girl Power: Dana Kerford returned to the Junior School to run the Girl-Power program with Years 1-6 and their parents. This skills based program empowers girls with the strategies, language, and self-confidence to be better friends and develop healthier friendships. The parent/daughter workshops were a great way to equip parents with a language to support their daughters in their relationships. This program is just one of the ways the Junior School addressed student well-being and resilience in students.

Initiatives in 2016

- Establishment of Student Resilience Team by Deputy Principal. The aim of the group is to increase the awareness of student resilience issues in the College and to provide a forum to discuss whole-school, well-being issues.
- Fundraising for the Leukemia Foundation.
- Establishing a wellbeing tracking system for attendance. A dedicated staff member followed up on regular absences with a view to working in partnership with families to offer quick and effective support.
- A survey was conducted with students to identify and track student energy levels to ascertain things that may adversely affect student well-being.
- The Insights Program was introduced for Year 9. This program was run as a joint research project with Macquarie University looking at helping students manage uncertainty. This program was integrated into the Year 9 PDHPE curriculum.
- The College ran a “Mindmatters” Parent seminar to inform parents and support the work of the College in helping students manage their wellbeing.
- Promotion of Mindful Mondays through College Social media and staff emails.
- We introduced a focus on gratitude moments in staff meetings and invited a Guest Speaker (Danielle Miller) to share that focus with parents as well at a parent seminars.
- We established a monthly Staff Wellbeing Team Meeting. This involves meeting together at lunchtime so staff can learn to manage their own wellbeing. With greater awareness of their own well-being needs we hope to build the capacity of staff to support students in maintaining their own.

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 2016 were an excellent reflection of the growth the students had made. 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.

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 Report format and our move from paper Portfolios to Seesaw (a digital portfolio). Again changes to the leadership process and election of School Captains 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 parents in planning for the introduction of the BYOD program in Years 5 and the continuation of the program in Year 6.

Some comprehensive changes to the current uniform were planned and were the subject of considerable consultation with both students and parents. The traditional uniform was reviewed early in the year to address the suggestions made by both the student and parent body. The review included consultation with parents, staff, students (SRC) and the College Council. As a result of the review, a number of changes were made and will be phased in over 2017-2018.

Consultation regarding the building of the new Junior School continued into 2016. Parents were invited and attended information sessions and briefings by the Principal to contribute ideas and suggestions for the new build and internal fixtures and fittings. Parents were informed of the building process and this 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 all the students affected during the build which has affected a large area of the campus.

A number of parent seminars were arranged during the year to address topics of interest that were nominated by staff and parents across the age groups of students. Parents have expressed the enjoyment of the presentations particularly the opportunities to ask questions of the experts and to share ideas with other parents.

As part of our ongoing review of our communications in the College parents were surveyed about the efficacy and nature of our formats and processes. The survey resulted in both affirmation of current forms and very constructive suggestions that will be implemented in 2017.

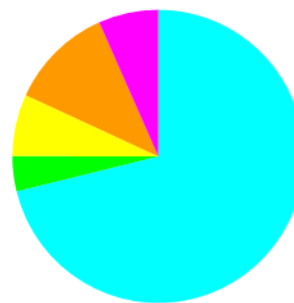
Once again in 2016, the election of school leaders was a very transparent process with communication with parents and students, and feedback requested prior to holding the elections. This proved to be a successful model.

14.0 SUMMARY OF FINANCIAL INFORMATION 2016



Income for PLC Sydney

■ Fees	31,760,000
■ Govt. Grants: State	1,715,000
■ Govt. Grants: C'wealth	4,944,000
■ Other Income	1,060,332



Expenditures for PLC Sydney

■ Salaries and Related	27,649,331
■ Tuition & Curriculum	1,504,140
■ Depreciation	2,650,000
■ Property incl Interest	4,468,500
■ Administrative	2,577,000



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