



PLC
PRESBYTERIAN
LADIES' COLLEGE
SYDNEY
— 1888 —

EDUCATIONAL AND FINANCIAL REPORT

2017

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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 2017)

2017 saw the completion of our new Hamilton Junior School and it has met our expectations, delivering a physical environment conducive to the teaching and learning pedagogy set by Dr Burgis and our Junior School Executives. The Premier of NSW, The Hon. Gladys Berejiklian officially opened our new Junior School on February 2018.

It is pleasing to report we have also met our 2020 Strategic Vision plans two years ahead of schedule. I congratulate and thank Dr Paul Burgis for the detailed implementation of the plans.

The stated characteristics of the 2020 Strategic Directions document were thus:

- An understanding of a modelled Christian worldview
- A deep academic understanding over a wide range of discipline areas
- The ability to listen to the ideas of others and articulate their own ideas clearly and persuasively
- A lifelong love of learning

With the goal that we would enable students to become leaders and global citizens. Individuals who are enterprising, resilient, aware (socially and politically), self-motivated, flexible and confident with change; young people who grasp and value grace, reverence, wisdom and service.

There is new and vital energy in the area of STEM, led and highly encouraged by Dr Burgis and driven wholeheartedly and with such passion by our fabulous staff, we have seen our students achieve absolutely remarkable and outstanding results in investigative projects, competitions and academic achievements at the state national and global levels.

Our 2017 year 12 cohort achieved brilliant results in the HSC.

As College Council sits with Dr Burgis to plan for the future formulating our next strategic plan, we seek to be informed of and to treasure the core of the PLC Sydney tradition and to keep firmly in mind the precious things we have today, tangible and intangible. Most of all we will plan prayerfully. Our human wisdom has its limits and to do anything without seeking wisdom and guidance from our loving God is not something College Council dares to contemplate for we do not even know what will happen today, not to mention the next 20 years.

In planning for the future, College Council is aware there will be some things we will not do and that is to expand and grow for the sake of growth. We will not change what we are for the sake of modernity. We will not trade off the personal care for each student, staff and parent and lose that special sense of community that holds us close. We will not move from our deep love for God the Father and His Son Christ Jesus.

In 2018 we celebrate the 130th anniversary of our school. Importantly, there will be events where we will reflect and remember, giving thanks for the vision of those who established PLC Sydney and all who laboured in the past laying the foundations of our great school.

We hope to open our first Early Learning Centre in the grounds of the Ashfield Presbyterian Church later in the year.

College Council announced the retirement of Prof Warwick Britton. He became a member of College Council in 2001 and served as the Convenor of the Future Planning and Education Committee. He has brought much wisdom and finely tuned discernment to our deliberations. We thank him for this faithful and loyal service to our school. Our newest member of College Council is Mr Adam Ladkins.

Finally and most importantly I give thanks with a grateful and joyful heart to the Lord Our God for His love. A love that saw His Son born into His own creation, both wholly man and fully God, to ultimately be the perfect offering reconciling man to God, giving us access to His mercy and love.

We thank Him for lavishing His numerous blessings upon our school and to all who work and study within our green gates. We thank Him for creating a community held together so tightly and one where each person is highly regarded and cared for. We thank Him for the wonderful progress in all areas of our school, for all the achievements and successes, for the fruitful hard work of the staff and students. And we thank Him for helping to grow, shape and develop our students to be more Christ-like. May He give College Council and Dr Burgis wisdom as we plan for the future.

Dr David Lim
Chairman
PLC Sydney College Council

1.2. FROM THE PARENTS AND FRIENDS' ASSOCIATION

(From *Aurora 2017* the College Year Book)

2017 has seen the continued growth in the PLC Sydney 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 7pm.

The P&F Association held two major events during 2017, starting with the Welcome Cocktail party held in February. We had over 130 parents welcoming in the new school year over a few drinks and nibbles.

The Open Day and Fair, held in May on the Saturday before Mothers' Day, was, once again, a roaring success. We were blessed with great weather and the Fair raised around \$100,000 for the P&F to continue funding projects within the school. We look forward to incorporating the new Junior School into the 2018 Fair festivities.

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 Mothers' Day and Fathers' Day Breakfasts, Grandparents' Day and other events during the year. To the President of the JSA, Rebecca Edwards and her 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.

The P&F Association together with all of the volunteers works hard every year to make the Open Day and Fair one of the most successful Open Days of all schools in Sydney. I would like to acknowledge the excellent work of the Open Day and Fair Convenors, Rebecca Edwards and Drue Prentice who once again tirelessly co-ordinated the Organising Committee to deliver an exceptional Fair. This annual events is a fantastic opportunity to build school community spirit, showcase the school to new parents and raise much needed funds for our daughters.

In 2017 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:

- \$5,000 for Gymnastic equipment
- Subsidised a number of international tours to the value of \$36,000
- \$10,000 for the Adelaide Perry Prize for Drawing
- Provision of student prizes for the annual speech day

Finally, I would like to thank the 2017 P&F Executive, Daniel Bosco, Bruce Ferguson (retired at end of 2017), Jamie Sach, Phillip Argy, Sophie Arkelidis (retired at end of 2017) and Drue Prentice for volunteering their time to help run the P&F Association throughout the year.

Mr Tony Nejasmic
President
2017 Parents and Friends Association

1.3. PRINCIPAL'S COMMENTS

Speech Day Address 2017

Good morning Dr and Mrs Lim, Right Reverend David Burke, our guest speakers and alumni, Ms Georgia Harley (Class of 2004) and Ms Lucy Humphrey (Class of 2000) members of College Council, Executive and members of the P & F, Foundation, JSA and ESU, staff, parents and family members and friends, and students of PLC Sydney, welcome. It is an honour to address the College at its 129th Speech Day.

I ask you to open your Speech Day programs to the first page, to my welcome. There you will find the extraordinary accomplishments of a significant number of students this year, from record numbers of prizes and selections for significant enrichment programs in Science and Mathematics and Infomatics, in Speech and Debating and the theatre, in Art and Design and languages. You will read of trophies for many sports including athletics, hockey and gymnastics. When I read such a list I think three things – well done to so many girls, well done to so many teachers, and...importantly...this is only a glimpse of who we are. It is thrilling to be part of a school with so many enthusiastic and talented young women. The newspapers are calling for better role models – we have them. The Head of the Department of Education is crying for better results in STEM – we won more awards at STANSW and earned more places at NYSF than any other school. Ministers of Parliament want young people to be articulate – our students have four places in the Australian Public Speaking team. Educators say we should be teaching coding – we are.

And at this point I want to award the first prize of the afternoon. For the second year in a row a PLC Sydney student came first in the world in a Cambridge International examination. Eleanor Lawton Wade (year 11) finished first in the Cambridge Physical Sciences course. Let's congratulate her. Anyone at the recent award evenings for Science or Mathematics or Sport would be in no doubt that PLC Sydney students can achieve excellence.

Yet I want to say very clearly that all of these things are supports to our real role. The mark of a truly great school is that each girl's star rises. And it rises not just in terms of achievement, it rises in terms of understanding – and of character. We are not educating utilities, or coding artificial intelligences: we are educating human beings. We cannot allow our often utilitarian society to reduce our task to the equivalent of inputting data.

We read regularly in the newspapers of how we are faring as a nation on PISA tests – the worldwide comparison of educational systems. The calls always seem to be for more technical expertise or for more skills based learning. As if economics was all that matters. And don't hear me decrying economics. It is very important.

But consider this. There is a BBC investigative program called 'The Inquiry'. In an age of media shallowness and spin, it is a program of deep analysis. In November this year it described the inquiry into the credibility of published research in top flight academic journals. Now girls you may not be aware but how our society works is that professionals – doctors, engineers, psychologists etc. rely upon the latest studies that are published in journals to further improve their practice. These are very important documents. When you go to the doctor, you are relying on them to be up to date with the research. Or an architect. Or an engineer.

It was sparked by Amgen, a biotechnical company producing goods like insulin with we have connections for our Year 11 Biology classes. Their business relies on getting medical products and procedures right. Amgen conducted its own tests on an extensive range of top-level published research. 'To our horror' reports Glenn Bagley, 'we discovered that 90% of the time we were not able to reproduce the findings as

published in top-flight journals.’ They therefore took the trouble to go to the scientists themselves, and to their labs, to ask them to reproduce the same experiments. Bagley reports: ‘Even in that setting scientists were not able to reproduce the findings published in the journals. Some of the most famous laboratories in the world were not able to reproduce their own work.’

Now my purpose today is not to comment on journals or the practice of scientists. I am just like the majority of people here – wondering how such issues are addressed by universities and journal editors. I do want to say that we have this statement that we use as an aspirational comment about our school: ‘Young women of integrity and purpose’. It is rightly seen to be connected to the Christian focus of our college. Yet it is a terribly risky goal to set. One PLC Sydney student who pushes through a door or who tells a half-truth can make it sound shallow. A teacher could make it sound fraudulent. I could make it sound shallow in something I do.

We can all have integrity when the going is easy, but wouldn’t you be foolish to claim it when the going gets tough?

Well, let’s put it this way. Our health as individuals is reliant on the integrity of the research done in the name of medicine. Our safety in buildings is reliant upon the integrity of engineers and builders to do the right thing when they construct. Our health as families is reliant upon the integrity of our parents to be true to their word. Parker J Palmer, the well-regarded American educationalist, says that the most important thing in the classroom is the integrity of the teacher.

Integrity rightly sounds religious because it relies on truth being in some way discernible, and in people believing it is a worthwhile pursuit. When we claim to be a Presbyterian or a Christian school, we are not doing something that is anti-science. Science relies upon the assumption that some truth is knowable. You need a religious/philosophical understanding that the human being was in some way made to find what is true. One of the most amazing things about the universe is that it is discernible at all.

The first claim I wish to make today is that a strong faith-based education, a strong ethical education, is critical to the health of us all. We need to know why we should have integrity.

And I wish to make a second claim. It begins with a question.

But how does this impact learning?

Harold Bloom created the famous taxonomy of learning. It has knowledge on the bottom rung, understanding one rung above it, then, moving towards the peak, application, synthesis, analysis and evaluation. In some more recent versions creativity is at the apex.

And with all the talk of the importance of critical thinking skills and 21st century learning, one might be tempted to think that it is really, this peak that matters. What matters in education is evaluation, creativity and critical thinking. And they do. They are very important. We all know this. We spend hours as a group of educators developing strategies to improve critical thinking. Yet it is possible to create a student who is rhetorically and creatively clever, but shallow in their understanding; who is able to sound impressive, but is not considered. And who has no substance to their arguments or to their person. No moral compass. No conscience to make her pause. A snow flake child.

Another theorist, Rene Girard, claimed that the central human characteristic is not creativity, but mimicry, copying. Now mimicry doesn’t sound nearly so enamouring as creativity. We want at this time in the

secular west to be hyper-individualistic, and to hope that our creativity will save our nation economically and our world environmentally. But let's not fall into the trap of the Sydney Morning Herald where everything must be polarised to make sense. Only by damning one thing can you raise the stakes of another.

Can we have mimicry and creativity? In fact I believe we must have mimicry to have creativity. What do I mean?

Well let's go back to Bloom's taxonomy. Here is the triangle: Knowledge on the bottom. Understanding is next. Application. Synthesis. Analysis. Evaluation. I wish to argue that understanding is absolutely critical. The well-educated student understands not only the predominant view in a society but the alternate positions. They understand where views came from. They are not afraid of scientific or religious or literary views, and they think about their overlap. They get that words have histories. Very little is truly new. The student with understanding can articulate not only her own perspective but the perspectives of others. She can also develop respectful convictions. She can learn to believe things. And yet to recognise why others believe differently to her.

Much as I love critical thinking and analysis and evaluation (I am using those skills right now), I can see that it is so easy for a person with a particular analysis of a subject to impose that reading on the knowledge that is presented and the understanding that is created. An education can very quickly degenerate into a party-line. The evidence can neatly all line up like little ducks in a row. With other evidence being set aside.

I believe we have had this framework in HSC English for 17 years. You might not be familiar with different approaches to the teaching of our national language, but bear with me. The form of analysis and evaluation that has been favoured, that has been rewarded with marks, since 2000, has been post-structuralism. A recent paper by professors at Wollongong University demonstrated clearly that teachers in NSW have consistently spent more time teaching post-structural perspectives in English since the change in the curriculum. Of course they do – they get the message that this is how to get marks. Thus, other reasonable approaches to teaching English, like language-based approaches or a canonical understanding or a genre-based approach to the subject have been lacking. Thus, whilst students still achieve good marks in English, their actual understanding of how language works can be very narrow. Our teachers at PLC Sydney have fought hard to give our students a full education in English – and are doing a sterling job. They are preparing them for the exam and for life beyond it. One of the problems we face with HSC tutors in English is that they are paid to work the system, not to really educate the students. The system has been flawed and tutors have sometimes offered advice that appears to help to get a mark but not to actually educate the child. The long game is the better game because you can achieve both ends.

It is our responsibility to teach the next generation well. If we are committed to teaching the range of perspectives on a subject, we will give them a fuller understanding. And to this end we should not be afraid of faith, and of Christian understandings. The best type of secular society is one that has freedom of religion, not freedom from religion. Regarded historian, Carlos Eire identified what can happen whenever someone tries to impose a view on a population. 'It is an ancient conundrum, as old as the human race: those who cast doubt on belief often deepen faith among those who believe, and those who stridently promote their faith often strengthen unbelief'. In other words, like Hamlet, we are acutely aware of people who 'protesteth too much'. And this is not just true in religious matters. It is true of all subjects. We learn very quickly to think in the opposite direction of our instructors.

Now back to mimicry momentarily. It still works. We decide which person we will echo. Sometimes as teenagers we are looking for other voices. At school and at home we need to live our beliefs and values with integrity if we are to influence others. This is why a commitment to developing understanding is so important. It builds respect. I wish our daily newspapers would learn the lesson. And understanding is not just academic. It is about empathy. It is about building what we are calling 'learning virtues'. Based on our values of Reverence, wisdom and service underpinned by grace, we are looking to teach students respect and integrity, courage and purpose, inquiry and discipline.

This is actually how we develop creativity. It comes out of discipline. Look at the awards given to our students in Design and Technology and Textiles and in Visual Arts. Every student poured over their work. They were thoughtful. They viewed numerous other works and sought to emulate and develop their own images. Each was a melding of others. We all stand on the shoulders of those who have gone before.

So when you look at these tremendous results, they have not been achieved by telling students that they are hyper-autonomous. Rather they come because of the deep sense of humility that is built into learning at PLC Sydney. My second point is therefore that PLC Sydney builds an excellent education via a commitment to understanding. And today we recognise some staff who have led in this field over many years.

I wish to pay tribute today to staff who are leaving:

- To Jan Van der Welde. I have an image in my mind of Jan, looking somewhat like the Cat in the Hat, cheering wildly on the sidelines of Tildesley Tennis. Thank you Jan for your great contribution to PLC Sydney after many years of service. Jan retires this year.
- To Lynne Knapmann. Lynne will continue as a Mathematics teacher in 2018 but is stepping down from other duties. Lynne has served as Dean and more recently has led the co-curricular and TIP programs. We wish her all the best as she slows down her commitments at school in order to be a grandmother.
- Cath George. PDHPE teacher and one time Head of PDHPE. Cath is taking up a development role in Catholic education. We admire her fine teaching and calm strength. We wish her every success in the future.
- Melanie Roberts. Retiring after a wonderful contribution to our Junior School.
- Susanne Lambert. Moving to part-time work to enable her to care for a family member after excellent work in our Foundation Office.
- To Ms Dale Anthony. We will feel your loss strongly Dale. Dale is the most accomplished educator I have ever met. She has the temperament and the astute judgment required to do a very complex role with dignity and generosity. She is a real woman of integrity and purpose. Dale has led teaching and learning alongside Ms Pollett and her predecessors for more than two decades, and has taught for more than a decade beyond that. When Dale speaks, people listen. So girls, think about her values. She is all I am describing today – a person of integrity and a person who really wants every learner to develop a deep understanding. On behalf of everyone here, and all who have gone before we want to honour you Dale.

We know that Mrs Smyth will retire half way through next year. We will recognise her at that point but we want to also recognise you now, on your final Speech Day at PLC Sydney.

It is also with great joy now that I announce that Mrs Melissa Watters will take over from Mrs Smyth as our new Head of Junior School in mid-2018. Over the past few weeks we have interviewed five experienced deputies from large schools, and Mrs Watters is clearly the best. We are very grateful for Mrs Smyth's wonderful legacy, and very excited to have Mrs Watters take over the reins. Join me in congratulating her.

I wish to note in closing how joyous it has been this year to enter the new Hamilton. I hope you can all join us on February 11th next year for the official opening. I wish to pay tribute to the PLC Sydney Foundation and to thank them and our community for the two million dollars raised towards the project. What a wonderful organisation the Foundation is. I hope more of you will join it. It really leaves a legacy. My thanks to Lisa Tomlinson-Alonso, our Chair, and her team.

And I pay tribute to the P & F, under the leadership of Mr Tony Nejasmic, and to the JSA, who contributed \$500 000 towards equipment, technology and furnishings. What a fantastic help. When you enter this part of the school, think of the Fair and Open Day!

And thanks to the Ex-students Union on their wonderful gift of a Coronelli Globe, the replica of the gift of this globe-maker to Louis XIV in 1683.

We have also undertaken quite a lot of work elsewhere in the College this year, including creation of new Mathematics rooms, extending the foyer and orchestra rooms in the McKeith Arts Centre and relocating numerous staff to operate in hubs. We have done this with very little disruption at all. Next year, in order to enable us to cope with the incredible interest in STEM at PLC Sydney we will be adding some science laboratories.

I wish to thank all organisations that assist the College. I am indebted to our very generous and able College Council under the fine leadership of Dr Lim, to the superb work of our Head of Junior School, Mrs Deryn Smyth and to our very capable Deputy Principal, Mrs Linda Chiba, our excellent executive and multi-talented, hard-working and kind staff.

Thanks to all performers today. You are super.

I wish to thank and recognise my PA, Mrs Sabita Mathews, for her superb work. And I wish to pay tribute to my beautiful and very able wife, Susan, and our family, for their patience and love as I undertake the best job in the world.

I thank you, our families, for a fine year and congratulate every student in our College. We are proud of you all.

God bless you today and I wish you a blessed Christmas.

Dr Paul Burgis
Principal
PLC Sydney

1.4. STUDENT REPRESENTATIVE COUNCIL

Junior School

The Student Representative Council (SRC) meets twice a term to discuss ideas and give votes of thanks from classes.

The SRC Representatives for this year were phenomenal and contributed interesting thoughts to our discussions. Many of these ideas were implemented and helped to improve our school classrooms, playgrounds and community.

Some initiatives reflected on responding to the issues raised in the 2017 Science Week recycling and upcycling challenge. New bins and soft plastics recycling bags were introduced into the Junior School and the Nude Food Day was held to support the war on waste. In addition, there were many suggestions for resources and fixtures in the new Junior School buildings and play spaces.

Thanks to the SRC, ibis proof bins and playground equipment were incorporated into the new Hamilton.

The Evandale Representatives contributed ideas to make their playground a more interactive space and all the Junior School classes enjoyed special dress up and activity days to raise funds for their class charities.

We would like to thank Mrs Watters, Mrs Smyth and Ms Phipps for their assistance in facilitating the meetings.

Thank you to all the girls who were elected as SRC Representatives for their outstanding commitment and fulfilling their duties so well.

Captain: Raehana Taoube

Vice-Captain: Euginy Cho

Senior School

On Tuesday lunchtimes, possibly with cookies in hand, a group of thirty girls could be found on the top level of the Macindoe Library. Passionately led by Miss Michelle Mella, these girls were discussing PLC Sydney's pressing issues. The extraordinary group is known as the Student Representative Council (SRC).

As the two Vice-Captains for 2017, it has been an absolute privilege to help lead the SRC. Each SRC member is a representative of her Homeroom group, allowing the opinions and values of the whole student body to be heard. The forum ensures students' concerns are recognised and addressed, providing a broad and more informed perspective of life at PLC Sydney.

Throughout the year, the Council raised and discussed a number of issues: from smaller matters – fixing broken hand dryers or clocks – to larger, more contentious ones, such as changing the lyrics in our School Song. In each of these discussions we sought to focus on the solution – committing to active improvement and development throughout the school.

After hearing the concerns and suggestions of the Council, we then took the matters to the appropriate teachers or members of staff. Most often, this was the Deputy Principal, Mrs Linda Chiba. Mrs Chiba would hear about a range of issues, including our uniform and the use of technology and Homeroom time.

The SRC provides a platform for students to represent the interests of the whole student body. It encourages the girls to become more actively involved in life at PLC Sydney; empowering them to have an opinion and a voice. This awareness and activism is an essential attribute for both now and later in life. Most importantly, the Council gives value to the girls' concerns and opinions, showing they are an asset in refining and improving the school.

We've had the most amazing time with the SRC this year. It's been inspiring to hear each member's passion and commitment to the school. The Council is an integral aspect of the school community and we would like to thank Miss Mella and the girls themselves, for allowing us to be a part of it. Thank you for the many laughs, but most importantly, thank you for showing us that the future of the student body is in passionate, charismatic and very capable hands.

Vice Captains: Laura Sweeting and Sophia Bechara

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: 30

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

3.1 HSC 2017

The 2017 HSC cohort achieved superb results across the board, and we noted a lift in results from the year prior. Students excelled in a range of subjects, from STEM to creative arts to the humanities. The results were some of the strongest in the College's history, with particularly strong results in English and Mathematics; in English 41% of students achieved over 90% and in Mathematics 50% of students achieved over 90%. This cohort has been a strong cohort from the outset, and so this result was in line with our expectations.

Jade Lin achieved PLC Sydney's highest ATAR at 99.9.

- 6% of PLC Sydney Year 12 students were ranked in the top 1% of the State
- 51% of Year 12 students were ranked in the top 10% of the State

FIRST PLACE IN THE STATE

Sabrina Tam - First in Chinese Extension

TOP ACHIEVERS IN COURSE LIST

The following students gained places in the Top Achievers in Course List (placing in the top 20 students in the State in their different subjects):

Phoebe Arraj: PDHPE – 11th
Katherine Chen: Design and Technology – 9th
Angela Gao: Chinese in Context – 5th
Jessica Jeong: Chinese Extension – 5th
Vanessa Li: Visual Arts – 6th
Jade Lin: Advanced English – 3rd

PREMIER'S ALL ROUND ACHIEVERS LIST

17 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 37% of all examinations, in all subjects. Our school mean, per unit, was 43 out of 50 (an average HSC mark of 86% gained across all courses).

Twenty students (91%) of our Year 11 Mathematics accelerants achieved excellent Band 6 results in the 2-unit paper. Sixteen students (73%) achieved E4 (the top level) in the Ext. 1 paper.

HSC SHOWCASES AND EXHIBITIONS

ARTEXPRESS:	5 students were nominated
OnSTAGE:	4 students were nominated
SHAPE:	7 students were nominated and 1 student was included
TexStyle:	1 student was nominated and included

BAND SUMMARIES IN 2017

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 Advanced	111	46	48	41	15	5.36	26,818
English ESL	19	68	20	5	5	12	2,356
Ancient History	14	21	27	36	9	9.67	8,959
Modern History	10	30	30	30	9	6	11,252
Mathematics	60	21	39	50	23	8.31	17,118
Mathematics General	41	39	19	22	7	12	31,865
Biology	27	30	27	26	12	7.43	18,277
Chemistry	35	57	33	20	9	8	11,020
Earth and Environmental Science	8	25	29	75	6	16.75	1,736
Physics	24	37	23	12	11	6	9,624
Business Studies	44	59	28	18	8	10	17,733
Economics	20	40	34	35	14	7.56	5,389
Geography	9	55	34	22	8	7	4,636
Legal Studies	25	32	31	44	13	9.29	10,948
Chinese and Literature	16	44	51	56	15	7	725
Chinese Continuers	4	0	35	75	45	5	128
Chinese in Context	3	33	48	33	40	-1.84	98
French Continuers	7	43	40	28	25	2.36	698
Italian Continuers	2	50	35	50	22	3.8	282

Subject	PLC Candidates	% PLC Band 5	% STATE Band 5	% PLC Band 6	% STATE Band 6	PLC % Ave. above State Ave.	State Candidates
Japanese Beginners	8	50	23	25	16	9.5	714
Japanese Continuers	4	0	33	100	28	15	680
Latin Continuers	2	0	29	0	52	-16	159
Music 1	5	40	45	60	20	7	4,791
Music 2	9	44	52	44	37	1	748
Textiles and Design	9	67	37	22	14	8	1,476
Food Technology	6	0	21	67	8	14.51	3,365
Design And Technology	13	46	32	46	11	11	3,175
Visual Arts	12	16	42	75	13	11	9,096
Drama	16	44	29	37	13	8	4,697
PDHPE	19	47	22	26	9	13	15,836
Community and Family Studies	12	83	25	8	4	11	8,533
Studies of Religion II	20	80	40	5	7	7	5,988
EXTENSION COURSES							
English Extension 1	18	28	63	72	30	4	4,344
English Extension 2	6	17	57	83	21	7	1,676
Mathematics Extension 1	52	33	43	52	38	3.61	8,801
Mathematics Extension 2	19	53	50	32	33	1.2	3,227
History Extension	3	67	58	0	21	-1.87	2,008
Chinese Extension	3	33	27	66	72	0.45	29
French Extension	4	50	53	50	40	0.82	164
Japanese Extension	2	0	52	100	37	6	163
Latin Extension	2	50	25	0	71	-9	90
Music Extension	6	0	31	67	63	-3	409

3.2 Record of School achievement

The School had 2 students who were issued with 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 2017 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: 1

5.0 PROFESSIONAL LEARNING AND TEACHER STANDARDS

5.1 Professional Learning

The College Executive participated in a range of seminars in areas such as Leadership and Compliance and Governance, Stage 6 Syllabus reviews and consultation, School Improvement Frameworks, Student Wellbeing, formative assessment, 21st century learners.

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

- Formative assessment
- Teacher accreditation
- Building a well-being reporting program
- Whole school strategic planning
- Maintaining their own physical and mental health
- Conflict resolution

Junior School

In addition, the following professional development areas were addressed by staff throughout 2017. Some of these courses satisfied Institute accredited hours for staff completing accreditation.

Course Description	Participants Attended
2017 Mathematics Symposium - The Great Divide Connecting Stages 3 & 4	1
AIS Assessing Student Progress and Achievement in English	1
AIS Circle Solutions	4
AIS Creating your Experienced Teacher Digital Portfolio	1
AIS Formative Assessment	35
AIS Literacy Block: So Little Time, So Much To Do	2
AIS Primary Conference: A More Beautiful Question	4
AIS Wellbeing Conference 2017: Spring Into Wellbeing	1
AIS Writing K-6: Teaching Beyond Text Types	1
Becoming Accredited at Experienced Teacher through the Standards Based Pathway 2018	2
Comprehension Professional Development	1
Educational Dynamics Consultancy - Justin Caban	35
Future Learning Conference - Presenting	1
Inquiry Based Learning in Mixed Ability Classrooms	1
IPSHA Executive Assistants Umbrella Group Meeting	1
IPSHA Kindergarten Umbrella Group Meeting	1
IPSHA Teacher Librarian Umbrella Group	2
Learning Difference Convention	1
Middle Leaders Program	1
Minds Wide Open Workshop	1
Mini COGE Certificate	1
NAPLAN Online Trial	1
Number Sense: Foundational to Success in Mathematics and Numeracy	34
PS30: Strategies for Teaching Problem Solving in Mathematics - Years 5 and 6	1
STEM and MakerSpace F-12 Conference 2017	1

Course Description	Participants Attended
Supporting students with Autism in Mainstream Schools	35
Synthetic Phonics Demonstration	11
TLP Certificate Course	1
Viewing of Experienced Teacher Digital Portfolios	2
WeDo 2.0 Robotics	2

Secondary School

Course Description	Participants Attended
English	
Teaching Grammar and Vocabulary	1
Programming the New Syllabus	2
Continuity and Change	2
New Syllabus: Making Year 11 Modules Meaningful	1
Programming and Planning Revised year 11	1
ETA Conference	2
Analysing Literary Texts	1
Tall Tales Art Gallery NSW	1
The craft of Writing	1
Discovering Discovery	1
Developing and Assessment Culture in Stage 6	1
New Syllabus Under Spotlight	3
Drama	
Drama NSW Conference	2
Enrolment/ Marketing	
Waiting List management	1
Educate conference	2
Facebook and Instagram advertising	2
School Marketing Conference	1
Cricos Updates	
Learning Enrichment	
Working Memory	1
Every Student Every Lesson	1
Seven Steps to Writing	2
Understanding Autism Disorder	1

Course Description	Participants Attended
Executive	
The Business of Social Media	1
Reconceptualising Assessment	1
History	
Capabilities: The New Currency	1
Exploring New Horizons in Extension History	1
HTA Conference	1
Familiarisation with the Revised Stage 6 Syllabus	1
AIS History Conference	1
Languages	
HSC Chinese and Literature	1
Engaging Latin Students in the early years	1
Chinese teacher's conference	1
Languages Conference AIS	2
Effective programming	1
Cross Sectoral Conference: Italian	1
Emotional Intelligence and classroom participation	1
Teacher resilience and wellbeing	1
HSC marking preparation	2
Mathematics	
Assessment of Learning	1
Growth Mindset Blended Learning	1
Teaching in Practice	1
AAMT Conference	1
Conditional Probability	2
How the Brain Learns Maths	1
Designing STEM Cross Curricular Units	1
UNSW Maths Teachers Day	2
New Courses Preparation UNSW	1
Authentic Assessment	1
MANSW HSC Feedback Day	1
Music	
Kodaly Primary 1	2
PDHPE	
Improving Student Performance in Stage 6	1
ACHPER Annual Conference	2
HSC Marking	1
Spring into September	1
Connecting with CAFS	1
Sexuality and Respectful Relationships	1
Respectful Relationships	1

Course Description	Participants Attended
Science	
Biotech Experience	2
Science Extension Briefing	1
IGSCE Physics	2
Meet the Markers	1
BEEST Conference	3
Chemistry Conference	2
STANSW Conference	3
Social Science	
Legal Studies Conference	2
EBE Annual Conference	1
Raising the Bar in Legal Studies	1
Geography Conference	2
Economics Conference	1
Interviews	1
Teaching Legal Studies for the first time	1
Flipped Classroom	1
IT	
AIS ICT Managers Conference	1
Digital Citizenship	
Wellbeing	
Positive Education Conference	1
Embedding Character Strengths	1
AIS Counsellor's Conference	1
Youth Mental Health First Aid	1
Overseas Students	1
The heart of peacemaking	2
Accreditation	
Viewing Experienced Teacher Portfolios	3
Becoming Accredited at Experienced Teacher	3
Highly Accomplished and Lead Teacher	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, or	129
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, or	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 NES Curriculum		
Full-time Female	86	86
Part-Time Female	32	18.88
Full-Time Male	9	9
Part-Time Male	1	0.5
Total (Teaching only)	129	114.38

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	95	7	97.2
1	95.6	8	95.8
2	95	9	96.4
3	95.6	10	94.1
4	96.6	11	96.3
5	96.7	12	97
6	96.5		
Av. Attendance Rate: 95.9			

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
2015/2017	135	139	126	100%	93%
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 were offered entry into 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.

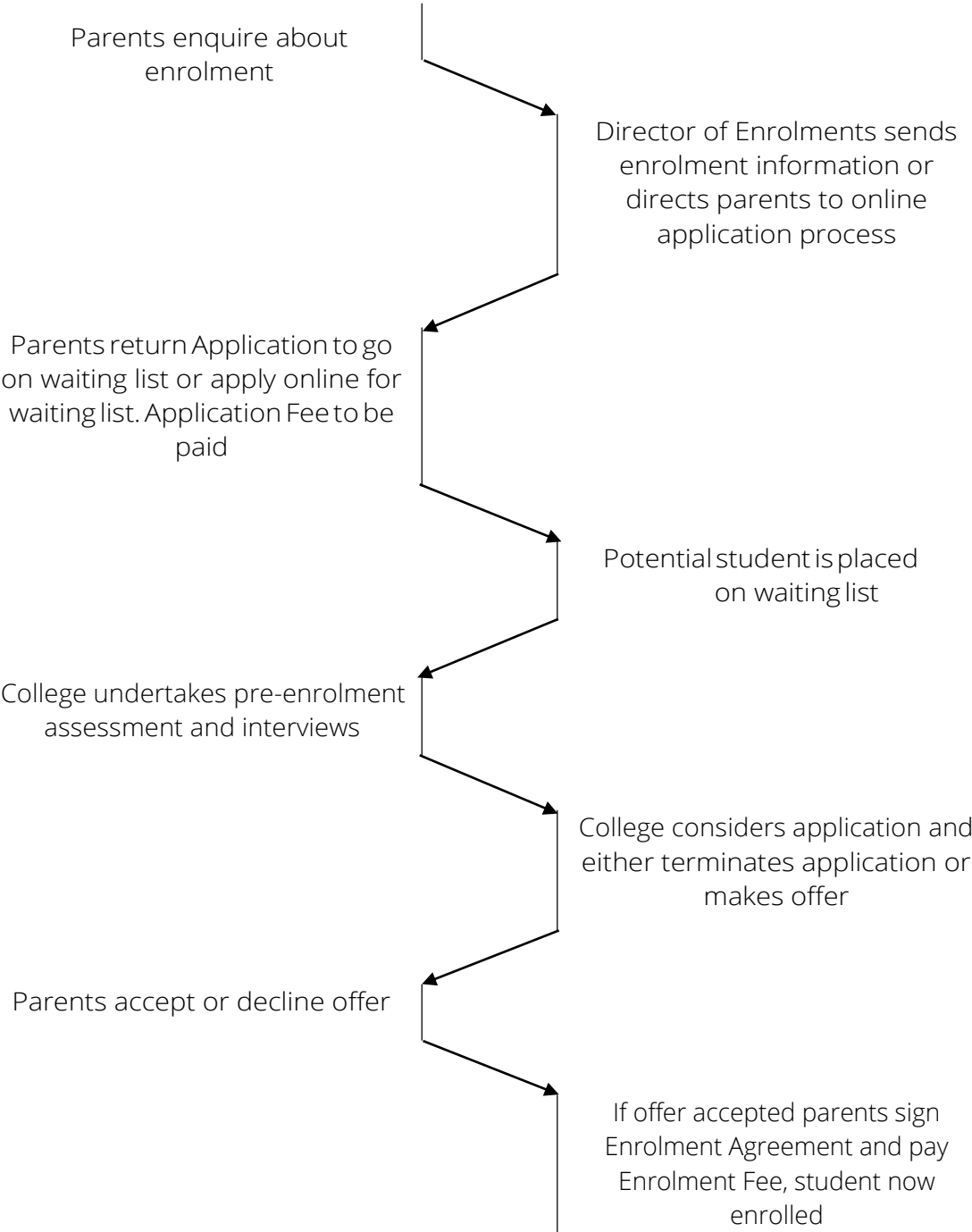
The number of students in the Transition Program is capped at 30. The number of students in the program presenting with a moderate intellectual disability is capped at 10 at any one time. An offer of enrolment in the Transition program will only be made if a place is available.

- 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
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.	Parents may obtain a copy of these by contacting the Head Teacher Compliance and Human Resources 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

Policy	2016	Access to full text Parents may obtain a copy of these by contacting the Head Teacher Compliance and Human Resources
Supervision		
Duty of care and risk management Levels of care for on-site and off-site activities Duty of Care for Excursions including bush-walking	On-going Review of procedures and documentation as well as staff development on all aspects of this area; new protocols to follow to ensure safety via risk assessments for all exchange activities	Staff intranet
ESOS student protocols	Revised protocols for ESOS 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)

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 2017

Our goals this year have been primarily focused around setting up the College for the next decade. In our 130th year as a College we are planning for the College through to 2030.

Therefore our plans are:

- a. Maintain the quality of education that has given PLC Sydney its standing
- b. Ensure the needs of 2018 students are met in regard to enabling excellence and reaching each student
- c. Confirm or renew the College's vision and mission statement
- d. Create a Strategic Plan through to 2030
- e. Publish the plan
- f. Create a Master Plan through to 2030
- g. Designate an architect to oversee the Master Plan
- h. Decide on all desired property purchases
- i. Complete necessary building, maintenance and educational goals
 - i. Build Science laboratories
 - ii. Build pre-schools
 - iii. Complete planning for NESAs Design and Cambridge Entrepreneurship course
 - iv. Complete planning for Cambridge English course
- j. Develop the Cambridge program of the College
 - i. We are now working towards 'A' level courses commencing in 2023. In order to achieve this we have organised:
 1. Meetings with Vice-Chancellors of major universities
 2. Meeting with Geoff Newcombe (AISNSW) and Michael Cavahlo (Head of NESAs) Meeting the Minister of Education to ensure our Cambridge program is understood and has support
 - ii. Currently have not taken on Cambridge 'A' level. We need to see some changes before we commit, but there are movements that make me confident we will be able to proceed
 - iii. Organise for senior staff to visit Cambridge schools
 - iv. Ensure the 'Learning Virtues' program is embedded
 - v. Renew the reporting program of the College in line with 'Learning Virtues'
 - vi. Move various faculties to new facilities:
 1. Languages
 2. Well-being team
 3. Renewed Mathematics rooms
 4. ESS
 - vii. Establishment of the invertebrate house and turtle pond, with zoologist programs
- k. Reframe Foundation
 - i. Our Foundation has expressed support for all changes
 - ii. They will elect a new board in June
 - iii. We will work with the new board to renew the deeds of trust
 - iv. We need to relate closely to Trustees

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 School

- Fundraising and service learning activities are carried out by all year groups. In 2017 these included: The International Justice Mission (IJM); Ba Vi Orphanage and Centre for people with Intellectual and Physical Disabilities in Vietnam; Comoro and Becora Kindergartens in East Timor; Guide Dogs Australia; Allowah Children’s Hospital; Wunanbiri Preschool; Tathra Bushfire crisis; Red Cross and Salvation Army.
- 59 of our Year 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.10 and 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.
- 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.
- Participation of our Pipe Band in the ANZAC Day March as well as school assemblies run by our senior students 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.
- Social Inc - a club run by Year 12 Prefects that facilitates the integration of students from our Special Education unit with the mainstream students.
- RU OK Day - special assembly highlighting the message of building connections and opening dialogue with others. Linked to lunchtime activities that facilitated connections.
- 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 2017.
- Participation the 40 hour famine together with a leadership program for Year 11 students to give leadership to the program.

Junior School

The National **NAIDOC** theme for 2017 was, Our Languages Matter. This theme emphasised and celebrated the unique and essential role that Indigenous languages play in cultural identity, linking people to their land and water and in the transmission of Aboriginal and Torres Strait Islander history, spirituality and rites, through story and song. The girls presented information in a special assembly about famous Aboriginal and Torres Strait Islander peoples, shared their stories and culture, and taught some songs.

Annually the Junior School holds a **Grandparents' Day**. On this special 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 always look forward to this 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. Dana Kerford presented the annual **GirlPower** workshops for the fifth year 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 are a great way to equip parents with a shared language to support their daughters in their relationships. Students were also involved in **Peer Support** sessions. Peer Support Australia provides school communities with an evidence based, peer-led approach to enhance the mental, social and emotional wellbeing of young people. In 2017 the girls focused on Optimism to develop the skills and knowledge to approach life with a positive attitude, use their strengths, engage in enjoyable activities and show gratitude to others. Optimism is one of PLC Sydney's core learning virtues. Our Year 6 students lead the Junior School, and preparing and running the sessions is part of their leadership role.

The Community Service Captains, along with some Year 6 leaders attended the IPSHA Social Action Expo to showcase the work that PLC Sydney has done for DORCAS over many years. Each year the girls knit squares to create class rugs and bring in items of clothing to contribute to this Presbyterian Church Christian service outreach.

These programs contribute to the proactive approach the Junior School has to address service and student well-being.

Initiatives in 2017

- Speaker Nic Newling came to talk to Year 7 and Year 12 about mental health, in order to give them language and awareness of mental health, its impacts, and its proximity to us in our communities.
- The school ran a sleep workshop for all students Year 7-12, and this was accompanied by a parent seminar on sleep, to begin a conversation in our community on the importance of sleep to the adolescent's growing needs.
- We introduced Positive Psychological Capital Theory to students and as a way of improving student buoyancy and academic performance
- Staff wellbeing meetings continuing, where we addressed the specific needs of staff.
- Introduction of Peacewise program to manage conflict resolution to teachers
- Introduction of Peacewise program to parents at parent seminar
- Developed the Learning Virtues as a way of evaluating student engagement with their studies, instead of the generic "effort".

13.0 PARENT, STUDENT AND TEACHER SATISFACTION

PLC Sydney runs exit interviews and surveys for all leaving students.

Highlights of the findings for 2017 are:

- Almost all students were very satisfied with the quality of teaching and learning
- Almost all students were very satisfied with the level of opportunity afforded them
- Almost all students were very satisfied with the well-being and care of the College
- Almost all students were very satisfied with the quality of resources

Initiatives which were highly valued were:

- The 'Women in Entrepreneurship' program
- Introduction of Cambridge courses
- Service Learning opportunities
- Exchange programs

The primary areas for development, as identified by students were:

- The Home Room program
- Assisting young women to navigate the social landscape of their private lives

As a result we are reviewing our Home Room Program and have invested further in assisting students with well-being issues through speakers, chaplaincy, counselling.

In 2017 we focused our parent review in two areas:

Qualitative

Breakfasts with the Principal. These revealed a very positive story about the College. Critical comments were acted upon. They were in the following areas:

- Quality of some food for sale in Café and Canteen
- The need for push notifications in our online framework

We are addressing these in 2018.

Quantitative

We focussed on the quality of our communication. Parents are impressed by Newington's system of push notifications and are looking for something similar. We will address this in 2018.

Respect and Responsibility

Major initiatives were:

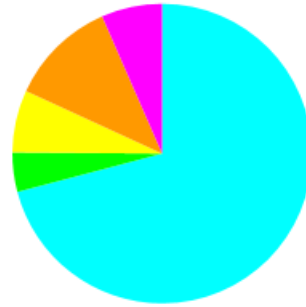
- Employment of a Head Teacher: Positive Student Care and Engagement
- Pro-active teaching in the areas of PaTh (Philosophy and Theology), Chaplaincy, enabling friendships, relational and sexual well-being, alcohol and substance education, online health.
- We introduced 'Family Zone' onto year 5-9 student devices
- We gathered the well-being team into one area
- We strengthened the Chaplaincy framework through addition of resources
- We continued to hold parent seminars

14.0 SUMMARY OF FINANCIAL INFORMATION 2016



Income for PLC Sydney

■ Fees	34,238,000
■ Govt. Grants: State	1,848,652
■ Govt. Grants: C'Vealth	5,628,084
■ Other Income	1,060,332



Expenditures for PLC Sydney

■ Salaries and Related	29,758,289
■ Tuition & Curriculum	1,782,701
■ Depreciation	2,827,000
■ Property incl Interest	4,857,900
■ Administrative	2,756,000

Surplus for the Year = 793178



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