



PLC  
PRESBYTERIAN  
LADIES' COLLEGE  
SYDNEY  
— 1888 —

# PLC SYDNEY ANNUAL REPORT

## 2018

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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 2018)

I warmly welcome our guest speaker Dr Jenny Brown, Rev John Seaton, Chairman of the Property Trust of the Presbyterian Church, the moderator's representative the Rev David Balzer, the mayor of Ashfield, Cr Lucille McKenna, member of Burwood Council, Councillor Heather Crichton, members of college council, Mr Marty Perry President of the PLC Foundation, Mr Tony Nejasmic, President of the P and F, Mrs Marina Clark, President of the Ex Students Union, members of the Foundation, P and F, ESU, distinguished guests, students, staff, ladies and gentlemen,

I thank our distinguished guests for taking time off their busy schedule to be here with us today.

I stand before you as the immediate past Chairman of College Council and our new Chairperson will deliver her maiden address shortly. It has been an amazing seven years in the position of Chairman of college Council.

How will I remember the past seven years?

It could be the explosion of capital works. The Macindoe Research Centre was commenced when I was a member of College Council. Its completion was a highlight but since then we have had the new Hamilton junior school built, the verandah of the MRC sealed in and new classrooms created, the AKT foyer has been extended and a new home for our PLC Symphony Orchestra created. There is the extension to the gym in the aquatic centre, the new second hand uniform store. Right now we have our new Year 2 classrooms being built in Evandale and four new science labs are being constructed. It has been a busy period. The best of all this is that we managed to increase the open spaces and make our garden even more beautiful. PLC Sydney will never be a concrete jungle.

I can look at the growing enrolment numbers. Dr McKeith had retired after 25 years as Principal. He was a strong, highly capable principal and ensured PLC provided an excellent education. After his departure, we had a new principal, Dr Paul Burgis, an unknown and unproven entity. This was already a new and big risk our school had taken on. Then Reverend Peter Hastie, Chairman of College Council left to become the Principal of the Presbyterian Bible College in Melbourne. I was elected as the Chairman. Now PLC had two huge risks and it was the post GFC malaise dragging everything in our economy down. Like the rest of Australia, PLC suffered our share of economic distress.

Understanding what it meant to be Chairman and how to work with a new principal is without doubt the greatest challenge I have undertaken and I can rightly say has been the steepest learning curve in my life.

Fast forward and we are in a different place altogether. We have record enrolments, Everything seems to work effortlessly, like a very well-oiled machine. Everyone seem to know exactly what to do and do it with passion, earnestness and pride. There is a quickening of the pulse, an electric vitality in the air, a sense that the huge achievements of yesteryears serve not as daunting barriers but as wonderful encouragement to go forth and try one's best, to just give it one's best shot. Each year I run out of superlatives to describe what our students and staff have accomplished and achieved at the highest levels. How can you improve on excellence? Well, you can, the formidable coming together of students, teachers and the PLC community has given our school a strength, a belief in itself, an inspiration and the means to continue at this extremely high standard in all areas of college life.

And there is an air of humility amongst you all, students and staff, without a hint of cocky arrogance.

You students have a mature air of success that adds depth to each of you, one that deepens your individual worth as a person, knowing full well that your greatest contribution is yet to come ... when you, the precious students of PLC get out into the world to make it a better place and life a worthier thing. When you will use your all to serve others, to give back, contribute to our beautiful nation and to the world.

So that is how I have seen you, my beloved PLC family over the past seven years. And I am deeply in awe of you all. I am extremely proud of each and everyone of you, students, staff and parents.

But I know deep in my heart that none of these wonderful changes and achievements had anything to do with me. I am acutely aware all these have happened more often around and about me rather than because of me.

I give all my thanks to Our Loving Heavenly Father for all praise belongs to Him.

For Our Loving God has given to us a passionate, visionary educator in Dr Paul Burgis. Dr Burgis, please be upstanding. Dr Burgis is a man whose integrity shines before you and a man who would rather walk in humility rather than in an aura of power and authority. Dr Burgis is able to work seamlessly and openly with much trust and transparency with me and all of College Council dispelling the notion that School Councils are in constant tension with the principal. I love working with you Paul, seeing how you truly care for each and every person in the college, wanting the best for all and ensuring justice and fairness is always adhered to and giving all a chance at redemption should they stumble. Your love for our Lord Jesus and your deep care and affection for all who work under you and for every student is genuine and deeply appreciated by me. Ladies and gentlemen please join with me in showing our appreciation

I give thanks to God Our Father for every member of College Council. We were brought together one at a time by the wonderful working of God's hands and in His own timing. And He has assembled a body filled with like-minded brothers and sisters whose greatest desire is to serve Our Lord and God and to make fragrant His beautiful Name. I can openly disclose that when we meet, we come together as servants, we do not take our egos into meetings, it had never been about us. It had always been to serve Our Lord Jesus and to serve each and everyone of you. We care deeply about every member of staff and every student, we do what we do because we value everyone one of you deeply.

Ladies and gentlemen, please show your appreciation for this great group of people who give to PLC excellent financial and governance oversight. Rev David TSAI. Please be upstanding. Ladies and Gentlemen, Rev. TSAI has served us with great loyalty and a love of our college for 25 years. He will step down from his position on college council. Please show him your appreciation for his long service to our school.

I would like all members of our executive staff to be upstanding. Ladies and gentlemen, these people form the crucial link between great ideas and new projects and its implementation. They are the cogs in the wheel that makes it all happen. I am in awe of what each of you are capable of, I know that your contribution and hard work and your outstanding loyalty and love of the school, the students and staff are deep and genuine. I thank Our Heavenly Father for each and every one of you. Ladies and Gentlemen, join with me in showing your appreciation of these wonderful people.

I know this is logistically challenging but can all staff, academic, administrative and support staff please stand up.

Look at these fabulous people. They call PLC home, they give so very much of themselves to all they do for our school. They care for your daughters, teach them, support and encourage them and grow them to be confident, competent, women of integrity and purpose. You give your all and your students go and achieve great things, becoming more than whom they were, fulfilling their God-given potential and flourish as individuals. Victories are celebrated each day, in every small way. And victories are celebrated as a community, each being proud of the other's achievements. Some of you keep us ticking over as a smoothly functioning organisation in the background, ensuring everyone knows where to go, supply what is needed, ensure the teachers can just go and teach. Others keep our school looking absolutely beautiful, a refreshing and joyful place to work in and to walk through. Others keep us safe in maintenance and in security. Yet others care for our boarders so personally and we also feed them well. Ladies and gentlemen these are the hard-working individuals at the coal face. They are the ones who roll up their sleeves, who inspire, teach and grow your daughters, they are the assets of our college, the gems that make us sparkle. I thank Our Lord God for each and everyone of you, Please join with me in showing our appreciation.

Please stand up all parents who are members of the Foundation, the P and F, the JSA and the ESU. Taking time out of their busy lives, these wonderful parents come in and give of their time, energy, passion to raise funds for our school. Each body is an important part of our PLC family and together they are a formidable bunch of PLC-loving parents whose great desire is to see our school offer as many students as possible a great place to learn, to have the best possible equipment and facilities. You have funded exchanges, tours and trips that have changed lives and fuelled and inspired many more students to participate in competition and study camps in all manner of fields, nationally and internationally. I too thank Our Loving Father for each of you and for all you do for PLC. Please join with me in thanking this precious group of parents whose support for PLC is strong, constant and a source of inspiration.

And may I have our chaplaincy team be upstanding. Thank you my brothers and sisters in the Lord for your eager service in His Name. It touches me deeply whenever I see you reveal the truths of Our Lord Jesus in ways that do befit the One who loves us ever so deeply. You make His Name fragrant, inviting and it encourages each student to engage with Him through His Word and to at least know what we are on about as a Christian school. For those students who share our faith, I pray you will be well fed and nourished in the Word and that your personal walk with Jesus Christ will deepen and become profoundly transformative. I thank each of you for your faithful service and ask all of the PLC community to acknowledge and appreciate all that you do in the Name of Jesus Christ.

And so my task is done, to thank each and everyone of you personally. I cannot leave you without you knowing how much and how deeply I care for you all. It has been the greatest privilege and honour to be your chairman. I hope I had been worthy of you all.

I take a final look around. . . I take in every face and I will treasure you. Nothing will diminish the deep-seated love I have for you all, my beloved PLC family.

I now wish you all well. May God bless you all.

Thank you.

Ladies and gentlemen, I have one last task. That is to call upon your new PLC chairwoman to address you. Mrs Leah Russell, the first chairwoman in the long history of PLC, please come forward.

Mrs Russell, I give to you your badge as Chairwoman of College Council and call upon you to address the school community.

Ladies and Gentlemen, Mrs Leah Russell.

## 1.2. From the Parents and Friends' Association

2018 has seen the continued growth in the PLC Sydney Parents and Friends' Association (P&F) within the PLC Community. We continue to see increased attendance at our monthly meetings.

The P&F Association held two major events during 2018, starting with the Welcome Cocktail Party held in early February where we had over 130 parents welcoming in the new school year over a few drinks. This is a great event to welcome in the new school term.

The Open Day and Fair held in May on the Saturday before Mother's Day was a success even though it was the first time it had rained in over 10 years. The Fair raised around \$85,000 after all expenses for the P&F to continue to fund projects within the School. This was about 10% less than the previous year but a great result considering the weather.

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 & 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 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 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 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 2018 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:

- Musical instruments and Foyer Displays to the value of \$18,000
- Subsidised a number of international tours to the value of \$24,000
- \$3,900 for rowing equipment
- The provision of student prizes for the annual speech day.

Finally, I would like to thank the 2018 P&F Executive, Daniel Bosco, Shona Gawel, Brad Martin, Stewart Cummins, Philip Argy and Drue Prentice for volunteering their time to help run the P&F Association throughout the year.

Mr Tony Nejasmic  
President  
2018 Parents and Friends Association



### 1.3. Principal's Comments

#### Speech Day Address 2018

This is PLC Sydney's 130th year. Good morning Dr David Lim on his final day as College Chairman, and Mrs Zhuping Lim, Mrs Leah Russell—Chairwoman Elect—and Mr Merrick Russell, our speaker Dr Jenny Brown (it is an honour to have you with us), Special guests, Parents, Staff and students.

Today I wish to do four things:

- Thank Dr Lim;
- To recognise our current and leaving staff;
- To make a few brief comments about 2018; and
- To note the vision PLC Sydney has to ensure we educate your daughters well in the future.

One. Dr Lim.

This year saw the passing of Freda Whitlam, the sixth principal of PLC Sydney, who served the College so well. Her legacy includes our emphasis on Speech and our leadership in Science. Every Speech Day, Miss Whitlam repeated the same line to her students. *"Diamonds aren't a girl's best friend—education is."*

Dr Lim, as you conclude your time as Chairman of College Council, I wish to affirm that you are a man who agreed with Miss Whitlam. You too love metaphors. You have recognised that education is like an orbiting solar system. The students are like planets that need to orbit widely—thinking, questioning, moving into areas that are dark and unknown—yet they need a sun, the light at the centre. An excellent education has both faith and doubt, even the capacity to doubt the doubt. You have loved PLC Sydney because it gave your two daughters and yourself a faith in the grace of God, and you have let God build your ethics and your person on the Christian gospel. You are compassionate, generous and forgiving, as Jesus is. And you want an education with this light at its centre.

Dr Lim joined College Council on 23 March 2009 and became Chair on 15 December 2011. He is the tenth Chair of Council. Dr Lim has overseen a collaborative Council. In his professional life, he is a leader in the field of combating diabetes, is a medical educator and has his own practice in Newtown. He is known for his astute comments, generosity, broad smile, talking about diet, enjoying a microphone, and leading by example.

On behalf of all of us at PLC Sydney, I want to thank you for governing wisely and well.

Ms Zhuping Lim, we also honour you and thank you for your support of our College, as translator and friend.

Dr Lim, please stand so that we can honour you.

Mrs Russell, Dr Lim has introduced you. I agree that you are an excellent choice. I warmly welcome you to the Chairwoman's role and look forward to working under your thoughtful and considered leadership.

Two. Recognising our Staff

In recognising the work that our teachers do, I would like to ask you all to recall the politics of family life. On occasion, we triangulate. Daughter asks Dad for 'x', and when she gets a 'no', she goes to Mum. Or daughter number one wants a particular outcome and daughter number two wants something different. I am reminded of Bruce Dawe's poem *Drifters*, which tells the story of a family moving house.

*One day soon he'll tell her it's time to start packing,  
And the kids will yell "Truly?" and get wildly excited for no reason,  
And the brown kelpie pup will start dashing about, tripping everyone up,  
And she'll go out to the vegetable-patch and pick all the green tomatoes from the vines,  
And notice how the oldest girl is close to tears because she was happy here,  
And how the youngest girl is beaming because she wasn't.*

Same action (moving house). Completely different responses. This is home life. This is school life.

Teachers have to balance over twenty voices. This is actually one of the joys of teaching, yet it is also often quite challenging. I want, on behalf of our whole community, to thank our staff (teachers and support staff) for the way that they relate with compassion, and a commitment to be fair. I commend our Heads of Faculty and Year in particular and our Executive Staff.

Thank you for your commitment to truth-telling and to caring for each student. And for your commitment to academic excellence.

I also wish to thank our parent body for the generous work you do behind the scenes, helping students to gain perspective, and to face new challenges. And to our Senior students for your wonderful leadership of the group. We are impressed by you each day.

There are particular staff to thank this year.

Early in 2018 our Premier, Mrs Berejiklian, opened the new Hamilton and Gateway buildings. And not long afterwards we farewelled Mrs Deryn Smyth. Well, sort of. Mrs Smyth is now helping us set up our preschools. She was duly honoured by the Parent Council this year for her excellent service as the 'Best School Leader'. Deryn, you deserved this accolade.

I will mention by name permanent staff who are leaving. I wish to thank all staff who have been on contracts or who are pausing due to maternity leave. Thank you for the wonderful job you have done. Permanent staff leaving:

- Mr Hetherington has been a superb Art teacher and Curator of the Adelaide Perry Gallery. He is to have a tree-change and move to Bowral. We thank him and wish him well.
- Mr Barnwell will conduct the final performance today. It is his last act before he retires after 14 years as a superb music PLC Sydney teacher. He is fun, professional and very able.
- Zoe Coyte is moving to Waverley College, close to her home. Zoe, you have been marvellous.
- I congratulate and thank Mrs Jo George for her excellent work as Interim Head of Drama and recognise her achievement in being selected as the Head of Performing Arts at Marist College, Woolwich.
- I thank Felicity Freckman for her teaching in English (she is moving to Ascham).
- And Sabrina Casu for her work in Languages. Sabrina Casu is taking on a permanent job at International Grammar School.
- We thank Carmella Garcia and Belinda Martins for their work in Technology. Ms Martins is moving to Newington.
- Congratulations Dr Anne Goeth on achieving a permanent role at Meriden.
- We hope Ms Rachel Thompson's adventure in moving to an international school in Malaysia is fulfilling.
- In our Junior School, we congratulate Mrs Catherine O'Doherty on her appointment as Head of Junior School at Calderwood Christian School.

- And Samantha Rogut as the librarian at Shore.

Please join me in thanking these staff.

### Three. Highlights of 2018.

There were many, as those of you who follow the news feed will recognise.

I can think of students who have really grown this year. I commend every student who has done her best. Let's imagine your daughter walking across the stage now, and let's applaud her efforts in 2018.

As a community we have had highlights—the prizes today recognise many, from the blazers to the special awards. Academically, I was excited that PLC Sydney won more Science Teacher Association awards than any other school this year and that we had a large number of our students at national and international events in Science and Mathematics. Our work in the Humanities is also very strong. We will honour later students in the Australian Public Speaking Team in Cape Town—including our own new world champion.

And our Sport results are super. From undefeated Water Polo and Touch Football teams to a 56% overall win rate. I was thrilled that PLC Sydney won the IGSSA Gymnastics this year. Our staff have worked so hard and the students have been superb. And we finished in the top five girls schools across all the major sports. HSC results have not yet been released, yet Year 12/2018 have received many accolades already for their major works. PLC Sydney Year 12/2017 had 51% of their grade in the top 10% of the state. We will publish the 2018 highlights where we recognise the many wonderful contributions of this year. Congratulations PLC Sydney girls. You are awesome!

### Four. The Future

Please look at the final page of your programs. There you will see the OECD list of expected future job requirements. It is a helpful list and we are setting up our Strategic Plan with these definitely in mind. I want to suggest to you though that if we did only these things, we would not be educating your daughters adequately. The list treats skill-building as our sole task. We work with students and families to grow people. I find Schaeffer's observation, that it takes a century for new ideas to flow fully into culture, a helpful one.

Just over a hundred years ago the Bloomsbury Group were recrafting our answer to the question: 'What is good?' Rather than agree with Kant that it is about fulfilling duties, or Hume that it is about controlling one's passions, or Jesus that it is about knowing and loving God and neighbour, The Bloomsbury Group said that there is nothing actually good, there are only preferences.

In his book *After Virtue*, Alasdair MacIntyre argues that this philosophy has been very problematic because it makes everything about power. Whilst we despise manipulation in others, without a sense of trust and kindness in our communities, we rely on management techniques to coerce. Whilst we want to be full and independently minded people, we use therapy techniques to control others.

Yet all of us want people in our families and workplaces who truly respect others, who value honesty, who actually commit to being fair and impartial and are hard working in doing their bit.

It is a big task to have a school where the goal is to develop oneself as a person. All your daughter can ever really be is the best version of herself. She can't be someone else.

Not all of our students 'get' this. Perhaps I still don't tell this story well enough. Many still think that school is about being popular, or pleasing parents or getting a rank. First and foremost, it is a place to grow oneself in understanding and action: spiritually, academically, artistically, physically...

I love the words of Jesus: *"Seek first the kingdom of God, and all these other things will be added to you."*

This is why I am pleased to have Dr Jenny Brown with us today. Her expertise is in assisting families as they handle the 'now' of parenting, and in how we help our own children to take a broader view. We look forward to hearing from you Dr Brown.

In this context, I note a few things about the future. When we return at the start of 2019 you will receive our Vision Statement and Strategic Intent: Towards 2030. What will be in this document?

It is our goal to send out excellent citizens into the world.

Firstly, we want to prepare them well by helping them think about life's big questions and by actually seeking to be young women who have integrity and who are purposeful.

Secondly, we seek to further develop our offering of a stimulating, academically strong and innovative curriculum. In the Vision statement, we will describe the 'Teaching and Learning' framework for the next decade. We will note our goal of introducing Cambridge 'A' level studies in 2023 alongside the HSC. We aim to review our assessment and reporting framework to see how we can use it to better encourage each student.

We will describe the new (commencing 2019) PLC Sydney Futures program that is set up to assist with the constant changes in tertiary entry requirements and to better support students who wish to study at home or at overseas universities. We now have an overseas university entry specialist connected to our College. Our longer-term goal is to work with our Ex-students Union to introduce a mentoring system with our alumni.

We want an innovative curriculum. An advantage of offering Cambridge is that we can offer two different courses together. Next year, for example, we will offer for the first time the NESAs Design and Technology course and the Cambridge Business/Entrepreneurship course as a joint subject to Year 9. Students can learn to design as they learn how to set up a business. This is one of the reasons Cambridge University identified us as one of the world's innovative schools—the link to this award is in the back of your program.

We have a large enrichment and co-curricular program so that we can grow young people. It works. More students are finding their place in our enrichment opportunities. They include numerous music groups, twenty-two sports, eight productions across K-12, many extension opportunities in all subjects, Fuel Christian group, Leonardo Science Club, College Crow magazine, Green Group, Socrates Club, Infomatics Club... Our Exchange Program touches over 70 students in Year 10.

Next year we are purposefully introducing clubs that have no achievement attached, such as 'The Bird Photography Club' and the 'Quizmaster' Club.

Thirdly, our Capital Works Program through to 2030 targets the creation of spaces that foster excellence in teaching and learning, collaboration and problem-solving and connection to the real world. We are planning: an 'Alpha and Omega Centre'—focusing on creating spaces for excellent discussion and

problem-solving in teaching Science and Philosophy and Theology; a Women in Enterprise Centre; and further sporting facilities. Developments are planned in the Arts ('The Croydon' and the AKT) connected to a Year 12 Art Studio, a Techpod, further Textiles and Design facilities, a Dance space, and a second Food Technology room. Our boarding school rooms will be upgraded.

Of course, we need to work thoughtfully with local authorities and plan things well over the period to 2030.

I thank our Parents and Friends' Association for their strong support, the Foundation—which has been restructured this year—for its generosity and hard work, the ESU for their renewed lease on life and the JSA who are so good at supporting the Junior School. Watch out for the Foundation in the future. It is open to you to come and support.

How can I summarise this?

In a moment we will see a remarkable performance by Year 12 student, Sophie Douglas. Sophie was Lumiere in this year's performance of *Beauty and the Beast*. Today you will see her OnStage selected HSC performance: *Rhinoceros*. In it, she plays Berenger. It is about the emergence of Fascism in France in World War II. Berenger must choose between being ostracised because he rejects the Nazis, or ignoring his moral values and being accepted and becoming a 'rhinoceros'—someone who accepts and embraces mob mentality.

Sophie is encapsulating much of what we hope for your daughters. That they might have the integrity to be true to what they know to be right. That they might be strong enough to resist the easy route. That they might be thoughtful and well-read enough to have considered the implications of their choices. That they might be purposeful in their actions.

As we welcome Sophie I want to also thank: Mrs Mathews, my PA, for her excellent work; and my best friend, my closest companion, my partner and my wife Susan. You represent all of these things to me. I pray God blesses you and your families richly.

Dr Paul Burgis  
Principal  
PLC Sydney

## 1.4. Student Representative Council

### Junior School

The Student Representative Council (SRC) meets twice a term to discuss new items from each class and show appreciation for people and events at PLC Sydney.

We loved every part of leading the meetings and getting to know the SRC Representatives from Years 1 to 6. The SRC students from each class were fantastic and put forward many creative ideas to improve our school and raise money for charities. There were many items discussed towards supporting the War on Waste, further banning plastic items in the canteen and creating a healthier school environment.

We experienced many highlights including watching all of the charity days taking place and the excitement of everyone having fun for a worthy cause. These charity days included Doughnut, Pyjama and Mufti Days. Another joy has been to watch the additions to the school, based on the SRC's ideas and plans. Evandale enjoyed new equipment and Hamilton welcomed new features in the playground.

We developed our techniques in running meetings and had the pleasure of writing and presenting reports for the Junior School Assembly. The experience of being SRC Captains was amazing and we enjoyed every moment.

We would like to thank Mrs Watters and Mrs Shannon-Duhigg for all their support in meetings, Mrs Shearer for mentoring us throughout the year and Ms Phipps for taking the minutes at our meetings. We would also like to acknowledge the PLC Sydney maintenance crew who have efficiently completed all of the requests made by the SRC.

Leading the Junior School SRC has been a huge honour and we have enjoyed serving the PLC Sydney community. We thank all of the girls who were selected as SRC Representatives in 2018 for their enthusiastic ideas and commitment towards the goal of the SRC.

SRC Captain: Alyssa Buda

SRC Vice-Captain: Sarah McPhail

### Senior School

Serving PLC Sydney as its two Vice Captains and running SRC in 2018 was a great honour.

The Student Representative Council (SRC) is a body of students that aims to reflect the pinions, values and concerns of the entire school body. The group attracts both outspoken advocates for the school community as well as those who quietly notice problems throughout the school. Consequently, SRC seeks to empower all to have their own opinion and voice, actively care for the school and negotiate and compromise amidst a diversity of opinions. The SRC truly is an integral part of the school community, leading in actions as well as words, and we are grateful for Miss Michelle Mella's passionate leadership.

The SRC discusses and addresses a vast array of issues that emerge within the school community. Minor concerns included cleanliness of bathrooms and school uniform. At the same time, the SRC also sought to address more significant, long term goals. In 2018, the focus was on improving the school's ecological sustainability and modifying individual behaviour in order to reduce waste and achieve a cleaner, greener planet.

The ABC's groundbreaking series War on Waste coupled with UN announcements on World Environment Day about the increasing problem non-recyclables are posing to our planet provided the impetus to rethink our environmental footprint. The SRC began considering initiatives such as replacing all canteen plastic cutlery with biodegradable wooden cutlery, introducing price reductions for providing re-usable keep cups, introducing compost bins into the Junior School and the successful introduction of battery and foil wrapper recycling bins in the front office.

In addition, SRC has been an integral part of the school's removal of plastic bottles from the canteen and cafe and the introduction of more bubblers throughout the school. It is hoped that this work starts a legacy of environmental awareness and care within the school community. The school and the world still need to address issues such as fast fashion and microfibre waste, but we are confident in the passionate, charismatic and capable students that we leave this challenge to.

All SRC's suggestions and concerns are discussed with Mrs Chiba on a fortnightly basis and then directed to the appropriate teachers and members of staff. We would like to thank Mrs Chiba for her endless patience, creative responses to repeated concerns, selflessness and genuine concern for the school community and the issues it raises.

Thank you to all the staff and students who have made SRC an inclusive and productive body. It was a true honour and blessing to serve the school and has given us both so much and to learn to listen deeply and thoughtfully.

Vice Captains: Sophie Douglass and Eleanor Lawton-Wade

## 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\*

\*Note that this number includes students with all definitions of disability, including all the new categories now required by the government.



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

### 3.1 HSC 2018

Our HSC results for 2018 were outstanding, with more students achieving a Band 6 than in years prior, even given our strong results in 2017. Again we noted strong performances from the students in English and Mathematics; in English 48% of our students received a mark in the top 10% of the State, and in Mathematics, 41% of our students received a mark in the top 10% of the State. This cohort has been a strong cohort from the outset, and outstripped our already high expectations of them given their trajectory through their school years.

Of note, three of our students achieved the highest ATAR possible, on 99.95:

- Salina Ai
- Rebekah Kang
- Eleanor Lawton-Wade

Forty-five students across NSW (seventeen of whom were girls), achieved the top ATAR of 99.95. Three of these students attended PLC Sydney. Furthermore, the following students achieved ATARs over 99.0 (top 1% of the State): Sabena Bhadri, Jasmine Chen, Lina Cho, Shirley Hong, Siying (Sarah) Huang, Lauren McGrath-Wild, Katarina Kiew, Rhiannon Kumar, Hingis Li, Laurel Lu, Sherie Pan, Jessica Romiti, Belinda Thomas and Jennifer Xu.

### OVERALL RESULTS

- 56% of PLC Sydney students were in the top 10% of the State
- 14% of PLC Sydney students (17 students) were in the top 1% of the State
- 10% of PLC Sydney students were in the top 0.5% of the State
- PLC Sydney ranked 17th in the State (SMH rankings - up from 21st in 2017)
- 11 student were named in the Top Achievers List (i.e. they earned top 20 places in individual subjects)
- 17 students were named in the Premier's All Rounder Achievers List (i.e. scored over 90% in every subject)

### 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):

- Salina Ai: Chemistry - 13<sup>th</sup>
- Angeni Bai: Mathematics - 11<sup>th</sup>\*
- Sophie Douglas: Drama - 7<sup>th</sup>
- Siying (Sarah) Huang: Chinese and Literature - 3<sup>rd</sup>
- Katarina Kiew: Business Studies - 20<sup>th</sup>
- Katarina Kiew: Chinese Extension - 2<sup>nd</sup>
- Elena Koskinas: Visual Arts - 8<sup>th</sup>
- Eleanor Lawton-Wade: Chemistry - 7<sup>th</sup>
- Eleanor Lawton-Wade: Geography - 3<sup>rd</sup>
- Claire Shi: Mathematics - 14<sup>th</sup>\*
- Belinda Thomas: Music 2 - 3<sup>rd</sup>

#### \*Year 11 Mathematics accelerants

NB: Another two PLC Sydney student who studied languages at other institutions also achieved excellent results, They are

- Weronika Golos: Polish - 2<sup>nd</sup>
- Mariana Ioannou: Modern Greek Beginners - 5th

#### PREMIER'S ALL-ROUND ACHIEVERS LIST

- Seventeen (17) students were recognised on the Premier's All-round Achievers List (achieving more than 90% in all their courses ie the highest band possible in at least 10 units)
- Congratulations go to: Salina Ai, Sabena Bhadri, Jasmine Chen, Hye Rin Cho, Shirley Hong, Rebekah Kang, Katarina Kiew, Rhiannon Kumar, Eleanor Lawton-Wade, Hingis Li, Yunjia Lu, Lauren McGrath-Wild, Sherie Pan, Jessica Romiti, Tze Lam Tang, Belinda Thomas and Jessica Wang.

#### PLC SYDNEY OUTSTANDING OVERALL RESULTS

- Our school mean, per unit, was 42.5 out of 50 (which means that the average mark received by PLC Sydney students in the HSC was 85 out of 100, gained across all courses).
- Band 6 results (marks over 90) or equivalents in Extension courses were achieved in 41% of all examinations sat by PLC Sydney students, in all subjects.

#### ENGLISH

- PLC Sydney Year 12/2018 collectively finished 5th in NSW in regard to their English results (Advanced, Extension 1 and 2)
- 48% of our students achieved a mark over 90 in English (Advanced)
- 91% of our students achieved a mark over 80
- In Extension 1 English 90% of students achieved over 90 and 100% achieved a mark over 80
- In Extension 2 English 29% achieved over 90.

#### MATHEMATICS

- 41% of our students achieved a mark over 90 in Mathematics and 78% over 80
- In Extension 1 Mathematics 52% of students achieved over 90
- In Extension 2 Mathematics 31% of students achieved over 90
- Eighteen students (90%) of our Year 11 Mathematics accelerants achieved excellent Band 6 results in the 2 unit paper
- Fourteen students (70%) achieved E4 (the top band) in the Extension 1 paper.

#### HSC SHOWCASES AND EXHIBITIONS

- OnSTAGE: 4 students were nominated, and 1 student was selected
- OnSTAGE: 4 students were nominated
- ENCORE: (Music): 3 students were nominated
- ARTEXPRESS: 4 students were nominated, 2 were selected

- SHAPE (Formerly DesignTech): 6 students were nominated, and 1 student was selected
- TEXSTYLE: Textiles and Design Exhibition: 1 student was nominated and selected

## BAND SUMMARIES IN 2018

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	No. of Candidates	PLC Band 5	% STATE Band 5	PLC Band 6	% STATE Band 6	PLC % average above State Av	STATE number of candidates
English (Adv)	91	43	49	48	14	6.93	26,172
English (Std)	13	31	14	8	1	8.66	30,745
English ESL	16	69	22	13	3	10.88	2,327
Ancient History	6	50	27	33	10	11.84	8,262
Modern History	20	60	31	20	10	10.3	11,197
Mathematics	59	37	29	41	22	7.59	17,859
Mathematics General 2	25	24	20	28	7	9.42	31,104
Biology	27	41	28	19	9	5.97	18,198
Chemistry	33	52	33	30	9	10.76	11,175
Physics	24	29	24	33	10	8.42	9,485
Business Studies	33	42	29	18	8	7.13	17,819

Economics	17	47	33	29	13	9.67	5,209
Geography	8	50	35	38	8	13.14	4,480
Legal Studies	22	36	32	41	12	9.1	10,433
Chinese and Literature	12	50	58	42	13	5.69	628
Chinese Cont*	3	67	42	33	45	3.1	174
Chinese in Context	6	33	49	67	45	4.02	123
French (Cont)	8	50	35	50	29	7.25	636
Italian (Beg)	6	33	22	17	19	4.94	319
Italian (Cont)	8	50	35	0	21	1.08-	242
Japanese (Beg)	5	20	31	60	14	9.35	722
Japanese (Cont)	6	0	32	83	29	10.37	680
Latin **(Cont.)							
Music 1	6	50	44	50	21	6.9	4,486
Music 2*	2	0	50	100	42	9.65	735
Tex & Design	7	43	32	57	14	11.48	1,457
Food Technology	10	30	22	30	10	8.53	3,219
Des. And Tech.	11	36	35	55	12	9.29	3,315
Visual Arts	27	37	41	41	12	7.07	8,772
Drama	12	33	29	67	14	14.09	4,226

PDHPE	21	38	26	19	7	7.93	16,152
Community and Family Studies	9	56	25	0	4	5.08	8,171
Studies of Rel II	4	50	34	0	7	6.87	6,225
EXTENSION COURSES							
English Ext1	20	10	58	90	38	4.26	4,076
English Ext2	7	71	55	29	17	4.54	1,531
Mathematics Ext1	40	37.5	47	53	33	6.16	9,049
Mathematics Ext2	16	44	52	31	33	3.70-	3,169
History Ext	5	0	55	100	24	6.13	1,793
Chinese Ext**							
French Ext*	7	57	44	43	38	1.95	151
Japanese Ext	4	50	48	50	42	3.28	154
Italian Ext*	2	100	52	0	41	0.50-	61
Music Ext*	2	0	29	100	67	2.72	451

\*\*One student only - no results are published due to privacy reasons

### 3.2 Record of School achievement

The School had 1 student who was 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 2018 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: 0

## 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, 21<sup>st</sup> century learners.

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

- Formative Assessment
- Student Engagement
- Learning Virtues
- Peer Teaching Observations
- Whole school strategic planning
- Changes to teacher Accreditation
- Child Protection
- Building resilience in students
- Maintaining their own physical and mental health

#### 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
AIS: A Look at TOM and STEM curriculum	1
AIS: Assessment for, as and of Learning in Mathematics K-6	1
AIS: Becoming Accredited at Experienced Teacher	4
AIS: Becoming Accredited at Highly Accomplished and Lead Teacher	1
AIS: Creating Your Experienced Teacher Digital Portfolio	1
AIS: Designing an Effective Scope and Sequence K-6	2
AIS: Differentiation in the Classroom: A Proactive Approach	1
AIS: Digital Technologies in the NSW Science and Technology K-6 Syllabus	2
AIS Familiarisation: NSW Syllabus for the Australian Curriculum STEM K-6	2
AIS K-6 Curriculum Registration Requirements	2
AIS Making Magic Happen with Texts	1
AIS Middle Leaders Program	1
AIS: NESA registration Briefing/Workshop	1
AIS: Registration Requirements for All Schools	2
AIS: Teaching Mathematics Through Inquiry K-6	1
Art Every Day: National Primary Visual Arts Conference 2018	1
Carolyn Lain: Comprehension and Introduction to Formative Assessment	36
Contemporary Perspectives on Spelling	1
Dr Peter Guy: Understanding the International Student	36
First Aid Training	9
First Aid Practices	1
Future Learning Conference	1
Helping your Child to Bounce Back: Skills for a Resilient Life	2

Innovating Technologies and Learning Conference	1
IPSHA Deputies Umbrella Meeting	2
IPSHA Early Childhood Umbrella Group Meeting	2
IPSHA Executive Assistants Umbrella Group Meeting	1
IPSHA How to Teach Debating	1
Learning Difference Convention 2018	1
Literacy: What works and Why	1
Managing Anxiety Disorders at Primary School	6
Positive Education	38
Planning for Inquiry Learning	1
Powering up Inquiry Learning in your Classroom	1
Reggio Emilia Learning Modules	2
Scholastic Reading Leaders Event	1
Seven Steps to Reading Success	1
Spell It	1
AIS Conference: Learning for Tomorrow, Educating for the Future	2
The Educator Leader's Summit	1
What is Wellbeing?	1

## Secondary School

Course Description	Participants Attended
<b>Boarding</b>	
Vicarious Trauma and Self Care	1
Promoting wellbeing	1
National Boarding Conference	2
<b>English</b>	
AIS Worlds of Upheaval	2
AIS Conference in a Day	2
The Craft of Writing	1
Texts and Human Experiences	2
ETA The Common Elements	1
Planning for EAL/D	2
Wellbeing at WorkP	1
ETA Annual Conference	3
Literary Worlds	2
Bell Shakespeare	1
<b>Enrolment/ Marketing</b>	
Education Plus Strategy	1
Marketing Fundamentals	2
<b>Learning Enrichment</b>	
TPS Levy – Provider Information	1
NCCD Network Meeting	1
NCCD AIS Day	1
Disability Summit	1



Sydney Leadership Summit	1
Edutech Conference	1
Beyond Working Memory	1
Autism: Differentiation	2
Making Sense of Autism	1
<b>Executive</b>	
AIS Supervising ETAS	1
ACEL Visible Learning	1
ACSA Curriculum Symposium	2
CSE Conference	2
Positive Schools and Wellbeing	1
Hawker and Brownlow Formative Assessment	2
Disability Provisions	1
AIS IT Management Conference	1
Women's Leadership	1
<b>History</b>	
ISRA Studies of Religion Conference	1
ISRA Teacher in-Service	1
Cambridge Training: History	2
Becoming Accredited at Experienced Teacher	1
Extension History Symposium	1
AIS Holocaust Stage 6	2
<b>Languages</b>	
Neuroscience of Language Learning	3
Viewing Experienced Teacher Portfolios	2
HSC Chinese and Literature	1
Stage 6 Marking and Assessment	1
Chinese Language Teachers Association Conference	2
Lead and Highly Accomplished Teacher - AIS	1
HSC Chinese on Context	1
French Teachers' Association Conference	1
Preparation for K-12 Programming 2019	1
NSW Cross Sectorial Italian Conference	1
CLTA Classical Wisdom K-12 and Beyond	1
Becoming Accredited at Experienced Teacher	1
<b>Mathematics</b>	
MANSW Conference	3
Preparing for the 11-12 National Curriculum	3
Year 11 Maths Orientation to the New Syllabuses	4
How the Brain Learns Maths	2
HSC Feedback Session	1
HSC Familiarisation with the New Syllabuses	2
Problem Solving and Reasoning	1
AIS Heads of Faculty Day	1
Familiarisation Stage 6 Maths	1
Future Problem Solving	2

Preparing to Teach Extension 1 Maths	1
Preparing to Teach 2 Unit Preliminary	1
Year 11 Standard Preparation	2
Mathscraft and the Everyday Classroom	1
AIS Stage 6 Syllabus Standard and Advanced	1
New Stage 6 Syllabus Extension 1 and 2	1
Online makes Maths Meaningful	1
<b>Music</b>	
Kodaly Musicianship, Conducting and Choral	1
Women in Leadership	1
<b>PDHPE</b>	
Creativity in Education INTASE	1
CAFS Quality Assessment	1
AIS PDHPE Conference	3
Accreditation at Proficient Teacher	1
Enriching CAFS	1
Coaching Development	1
Effective Assessment Practices for K-10	1
Paul Dillon Seminar	1
<b>Science</b>	
Biotech Experience	2
Earth and Environmental Science Conference	1
Stage 6 Programming and Depth Study	1
Statistics and Data for Stage 6	1
Planning and Programming Stage 6	1
AIS Science Conference	2
STANSW Chemistry Conference	3
Year 12 Revised Syllabus	1
Mindfulness and Compassion	1
Assessment for Learning in Science	1
Teacher Wellbeing	1
Meet the Markers	1
STA Physics Day	1
Year 12 Programming Earth and Environmental Science	1
Delivering Aboriginal Education	1
AIS Science Extension	4
Exploring New Content	1
<b>Social Science</b>	
Annual Conference Economics, Business and Legal Studies	2
EBE Annual Conference	1
RBA Teachers' Immersion	1
AIS Geography Conference	1
Legal Studies Information Night	2
EBE Law Day Out	1
WESSTA Business Studies Day	1

HSC Business Studies Day	1
UNE HSC Booster Day	1
Geography: Tell Your Story with Maps	1
<b>TAS/Vis Art</b>	
Teaching HSC Food Tech	1
Teaching Preliminary Food Tech Successfully	1
Introduction to Parquetry	1
Food Technologies Conference	2
<b>IT</b>	
Coding and Computational Thinking	1
Digital Citizenship	1
STEM IT Workshop	1
Digital Technologies Workshop	1
ICTE NSW Meeting	1
Stage 6 Technologies Consultation Meeting	1
<b>Wellbeing</b>	
What is Working with Wellbeing	2
Making Sense of Autism	2
Vicarious Trauma and Self Care	4
AIS Wellbeing Conference	2
AIS School Counsellor's Conference	2
Working with Families	1
Boarder's Wellbeing Seminar	2
Emotional Health in Schools	2

## 5.2 PLC Staff Standards

Category	Number of Teachers
<b>A</b> Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines, <b>or</b>	145
<b>B</b> Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, <b>or</b>	0
<b>C</b> Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

## 6.0 WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

PLC Sydney has a male non-teaching Executive Principal.

Category	Number	FTE
Principal (Male)	1	1
Teaching Staff delivering NESAs Curriculum		
Full-time Female	95	95
Part-Time Female	38	21.9
Full-Time Male	11	11
Part-Time Male	0	0
<b>Total (Teaching only)</b>	<b>145</b>	<b>27.9</b>

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

### 7.1 Student attendance 2018

Year Level	Attendance Rate	Year Level	Attendance Rate
K	95.8	7	97.6
1	95.2	8	96.5
2	95.7	9	95.5
3	95.6	10	95.5
4	96.3	11	96.6
5	96.5	12	96
6	96.4		
<b>Av. Attendance Rate: 95.9</b>			

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/Evandale secretary monitors the marking of rolls. Rolls that have not been marked are notified to individual teachers for immediate completion.
3. By 10.00 am an Absence report is generated in hard copy and the Hamilton/Evandale secretary 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/Evandale secretary phones parents/guardians of students who are not at school and for whom there has been no parent/guardian contact. The secretary enters responses into the data base.
5. If initial parent contact is not successful, the other parent listed in the database is phoned.

##### Notification of student absence

1. Parents/guardians notify the Junior School of student absence, by telephone call on the morning of the absence, by email before, on the day of or after the student absence, by completion of the tear-out section in the Student Handbook for student absence, a note in the Student Handbook or by letter or 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
2016/2018	123	127	114	100%	93%
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 the 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. The mobility of families – including to overseas postings – have contributed to student movement in the senior years.



## 8.0 POST SCHOOL DESTINATIONS

90% of students who left school at the end of Year 12 were offered entry into university. 10% went on to TAFE, other post compulsory education, "Gap" years, returned home overseas or pursued full-time employment.

## 9.0 ENROLMENT POLICIES AND CHARACTERISTICS OF STUDENT BODY

### 9.1 Enrolment Policies

#### 1. INTRODUCTION

The Presbyterian Ladies College, Sydney is a school for 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.

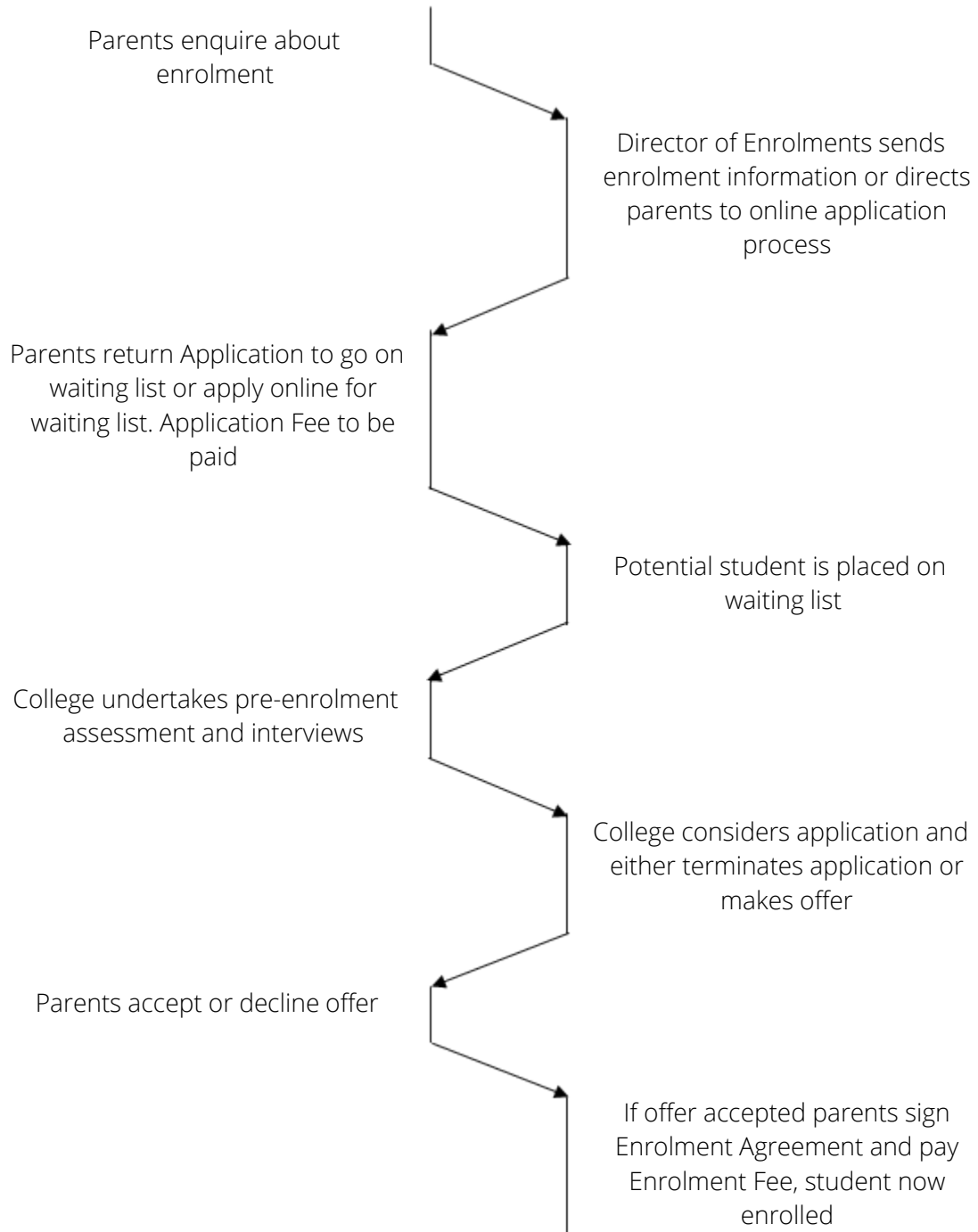
The number of students in the Transition Program is capped at 30. The number of students in the program presenting with a moderate intellectual disability is capped at 10 at any one time. An offer of enrolment in the Transition program will only be made if a place is available.

- 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 2018.

Policy	2018	Access to full text
<b>Child Protection Policy</b>		
definitions and concepts, legislative requirements, preventative strategies, reporting procedures and investigating 'Reportable Conduct', investigation processes, documentation	Revised and updated Policy in Feb 2018	Parents may obtain a copy of these by contacting the Head Teacher Compliance and Human Resources  Available to parents on the school website;  provided to staff and on the staff intranet.
<b>Security Policy</b>		
procedures for security of grounds and buildings	Standard security measures remain in place; additional CCTV cameras installed; 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	2018	Access to full text Parents may obtain a copy of these by contacting the Head of Compliance and Human Resources
<b>Supervision</b>		
Duty of care and risk management  Levels of care for on-site and off-site activities  Duty of Care for Excursions including bush-walking	On-going Review of procedures and documentation as well as staff development on all aspects of this area; new protocols to follow to ensure safety via risk assessments for all exchange activities	Staff intranet
ESOS student protocols	Revised protocols for ESOS students following changes to the Standards and to RANGS documentation	Staff intranet and provided to parents, carers and students in modified form
<b>Codes of Conduct Policy</b>		
Codes of conduct for staff and students 'Respect for Others' document	Policies remain in place	Student Handbook Staff intranet and Staff Manual
Behaviour management		Staff Intranet
Appropriate use of mobile phones by students	Implementation of the Family Zone App for Years 7-9	Student Handbook
<b>Pastoral care</b>		
Pastoral care program	Revised Home Room program implemented	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 and Medications 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
<b>Communication Policy</b>		
Formal and informal mechanisms for facilitating communication between		Staff intranet Weekly Newsletters (copies available on request)

the school and those with an interest in the student's education and wellbeing		
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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 Dispute Resolution 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 2018

Our goals from 2018 have largely been met, but some are carried over into our goals for 2019. Both these sets of goals are determined by our strategic plan. The goals from 2018 which have been met are:

- 1) Maintain the quality of education that has given PLC Sydney its standing
- 2) Ensure the needs of 2018 students are met in regard to enabling excellence and reaching each student
- 3) Continue work to confirm the Strategic Plan 2030
- 4) Designate an architect to oversee the Master Building Plan
- 5) Decide on all desired property purchases
- 6) Begin Science Laboratories
- 7) Begin building pre-schools
- 8) Completed planning for Cambridge English
- 9) Working towards A level courses commencing in 2023
  - a. Met with Vice Chancellors
  - b. Met with AISNSW and NESA
  - c. Planning Senior Staff visit to Cambridge Schools
- 10) Embedded Learning Virtues in the School's reporting program
- 11) Moved faculties to new facilities, including Languages, Wellbeing, Mathematics rooms and Learning Enrichment.
- 12) Established the Invertebrate House and the Turtle Pond, overseen by a zoologist program.
- 13) Reframe Foundation to support the school's goals

Our goals for 2019 are also in line with our Strategic plan, and specifically are:

- 1) Maintain the quality of education that has given PLC Sydney its standing
- 2) Ensure the needs of 2018 students are met in regard to enabling excellence and reaching each student
- 3) Confirm the Strategic Plan 2030
- 4) Work with the architect to confirm the Master Building Plan
- 5) Make property purchases
- 6) Finish Science Laboratories
- 7) Open Pre-Schools
- 8) Begin planning for A level Cambridge
  - a. Senior Staff to visit Cambridge Schools
  - b. Decide which subjects to run
  - c. Decide which examination providers work to support A levels at PLC
- 9) Ensure the Professional Development of Staff works towards the Learning Virtues of the School
- 10) Build systems for understanding Student Wellbeing and responding to health and illness
- 11) Reduce fees for parents – identify a second income stream
- 12) Service learning: increase connection with International Justice Mission, and ensure Tours do not overshadow Service Learning
- 13) Ensure we serve healthy food
- 14) Reframe Foundation to support the school's goals
- 15) Consider and manage the school's size – increase the enrolments without losing intimacy

## 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. Our Learning Virtues framework has now been embedded into our reporting process, requiring students to reflect upon the ways in which respect and responsibility play into their learning habits. Both students and teachers respond to student selected goals for respect and responsibility in these semesterly reports.

Our College has a long tradition of student involvement in community service and service learning and 2018 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.

### 12.1 School Wide Indigenous Heritage Report

2018 has been an exciting and significant year for the Aboriginal and Torres Strait Islander students at PLC Sydney.

In May the school celebrated National Reconciliation Week. The theme this year was Don't Keep History a Mystery: Learn, Share, Grow. All homeroom classes joined in with a scavenger hunt around the senior campus to discover the school's connection with the traditional owners of this land and with Aboriginal and Torres Strait Islander culture.

Throughout the year, the Djurumin-Gal students have taken part in activities run by the Australian Indigenous Mentoring Experience (AIME). These activities include a weekly tutor squad and outreach days. For the outreach days the students travelled to Sydney University to spend the day with Indigenous students from all over Sydney as well as AIME mentors.

Two of our Year 10 students, Stephanie Pholi and Allira Hammond-Purcell, have this year taken part in the Australian Indigenous Education Foundation (AIEF) Mentor Program. As part of the program they have each been paired up with an external mentor and have spent time with their mentors taking part on various activities including a movie night at the Commonwealth Bank and a tour of QANTAS Head Office.

NAIDOC Week was a significant celebration this year with the theme: Because of Her, We Can. The Djurumin-Gal group produced a beautiful video highlighting the achievements and contributions of some amazing Indigenous women including Dr Evelyn Scott and Mum Shirl.

At the NAIDOC assembly we were lucky enough to be joined by local Indigenous elder Ann Weldon who did the Acknowledgement of Country. Juanita Lake (Year 9) spoke movingly about the inspiring women in her family including her grandmother Mary Jane Cain who was a pioneer of Aboriginal Land Rights and was instrumental in the establishment of the Burra Bee Dee Aboriginal Reserve in Coonabarabran. We also had Bianca Hunt join us who is currently to Co-CEO of AIME.

Allira Hammond-Purcell (Year 10) interviewed Bianca about her experiences as a young Indigenous woman working in the corporate world.

The Blake Prize was this year awarded to two students: Stephanie Pholi (Year 10) and Jasmine Slade (Year 7). Stephanie was recognised for the personal growth she has shown throughout her time at PLC Sydney and her commitment to social justice issues. She will use her prize money to travel to Vietnam on the Service Learning Tour in 2019. Jasmine was recognised for being a dedicated and valued member of the PLC Sydney Gymnastics Team.

In September Layla Lake (Yr 12) and Treiahna Lake (Yr 12) attended their AIEF Graduation at Luna Park. They joined 40 students from all over Australia to celebrate this significant milestone. The students also represented the school at the AIEF 10 Year Anniversary Celebrations.

We congratulate Layla and Treiahna as well as Sophia Thompson Keppel-Richards (Yr 12) on their graduation. They have been wonderful representatives of the Djurumin-Gal Group and of PLC Sydney. We thank them for sharing their culture with us and wish them all the best for the future.

Natalie Gore – Indigenous Heritage Coordinator 2018

## 12.2 Initiatives on Respect and Responsibility:

### Secondary School

- Fundraising and service learning activities are carried out by all year groups. In 2018 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. In addition, students responded overwhelmingly to support the Drought Relief Effort, led by students from rural backgrounds.
- 58 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.



- Students in 2018 responded to a call to reduce waste; the school held a special assembly and invited two external speakers to address them on how students could responsibly support the environment in their local area. This then prompted a re-boot of our Green Team – now re-named “Seed” – which works on ways that students can reduce their carbon footprint. From this, our students now bring in water-bottles, and there is no single use plastic available from the canteen.
- Participation of Year 11 in the BSTREETSMART Road safety program
- 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

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 seventh 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 2018 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.

## School Wide Initiatives in 2018

- The school ran a Gender Equity Forum, inviting several boys’ schools. Special speakers were invited to address these senior students from PLC and from these boys’ schools, not only on the social landscape as it currently is, but also on the ways in which these landscapes can be constructed other than they are.
- We introduced formative assessment as a way of intersecting with student wellbeing, so that students could monitor their own progress.
- Staff wellbeing meetings continuing, where we addressed the specific needs of staff.
- Introduction of Peacewise program to manage conflict resolution with teachers

- Implemented the Learning Virtues as way of reporting on student engagement with their studies, instead of the generic “effort” grades on reports.
- We continued to hold parent seminars
- Our Wellbeing staff settled into their new offices, and became a hub for our students to seek support
- Conducting a school-side Waste Audit
- Banning single use plastic from the canteen
- Continuing to hold United Days, to build relationships within Year Groups
- Dr Jenny Brown addressed the whole school – parents included – on confident parenting, and managing anxiety in the home.

## 13.0 PARENT, STUDENT AND TEACHER SATISFACTION

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

Highlights of the findings for 2018 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 and practical landscape of their private lives
- The type of feedback offered to students on their work as they move through Year 12.

As a result, we are planning workshops to address life skills for life after school, addressing such points as budgeting, servicing a car, mortgages and so on. We have addressed particular areas of feedback for our students, speaking with particular Faculties who have adjusted their habits of feedback accordingly.

In 2018 we focused our parent review in two areas:

### *Qualitative*

Breakfasts with the Principal, conversations with Executive staff, and personal correspondence. These revealed a very positive story about the College. Critical comments were acted upon. They were in the following areas:

- Movement from Year 6 to Year 7, and ensuring the process is smooth
- The need for push notifications in our online framework

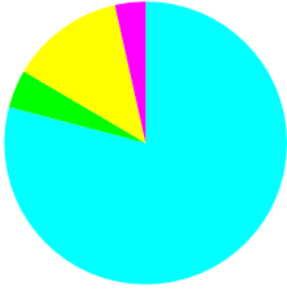
We are addressing these in 2019.

*Quantitative*

This data is drawn from parent surveys at the end of the year. Parents are impressed by Newington's system of push notifications and are looking for something similar. Parents are generally impressed by the quality of education at PLC Sydney, and in particular on the well-rounded girls this College produces, showing excellence in a range of pursuits.

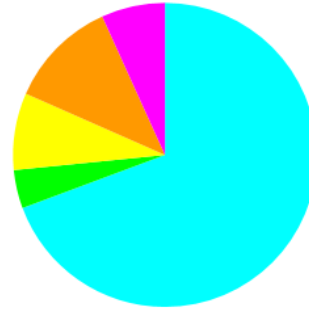
We will address the issue of push notifications in 2019.

## 14.0 SUMMARY OF FINANCIAL INFORMATION 2018



**Income for PLC Sydney**

■ Fees	36,156,000
■ Govt. Grants: State	1,994,859
■ Govt. Grants: C'wealth	5,965,720
■ Other Income	1,600,332



**Expenditures for PLC Sydney**

■ Salaries and Related	31,356,195
■ Tuition & Curriculum	1,846,990
■ Depreciation	3,705,000
■ Property incl Interest	5,262,000
■ Administrative	3,063,000



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