



Purpose of the Report

This Annual Report is produced in order to comply with the requirements of the New South Wales Board of Studies for Independent Schools as outlined in Section 3.10 of the Registered and Accredited Individual Non-Government Schools (NSW) Manual 2014.

About Taylors College

Taylors College was first established by Mr George Taylor in Melbourne in 1920. Since then we have continued to follow his vision: that education is the key to future success in life. Education delivers life-long returns. This philosophy, combined with our expertise has allowed us to evolve into one of Australia's leading university preparation establishments.

Our aim is simple: to enable our students to enter the degree program they choose, at the university of their choice, so that they can have the career they want. Practical, results-oriented programs are designed around the student, for the student in a unique, personalised approach to education. Your child will be carefully guided in achieving his or her own goals through a supportive environment of teaching excellence, individual mentoring and shared success.

Our people, our purpose and our goals are all driven by a set of values which underpin everything we do.

Success Trust
Care Community
Preparation

Over our many years of operation, Taylors has built a community of care and success - a community in which mutual respect, mutual support and mutual success are allowed to flourish. We invite your child to become part of this community.

Our Mission

Taylors College is a leading senior co-educational College committed to providing education that enables students to achieve their academic and personal goals.

Taylors is committed to:

- › Maintaining the highest quality of teaching and learning
- › Providing students with the best opportunity for university placement and preparing them well for university life
- › Providing comprehensive student support services
- › Mutual respect and tolerance
- › Working with families to realise the best possible outcome for all students
- › Providing detailed and frequent assessment advice to students and their parents
- › Maintaining an environment that fosters international understanding
- › Responding to the needs of all members of the Taylors community: students, parents and staff



A Message from Key School Bodies



A Message from the Principal

In presenting the 2014 Annual Report I acknowledge the degree of collaboration that exists amongst the members of our College community. We are focused on preparing students for entry to university and our well qualified and experienced staff members are committed to ensuring the academic success of students.

However staff are also very much concerned for the wellbeing of each student and so both physical and human resources are directed to providing the appropriate support.

The College enjoys a close partnership with the University of Sydney and it is important that relevant information and procedures are communicated to the university and indeed to all interested parties. The Report provides a reliable and objective commentary on a whole range of performance measures, as well as outlining plans related to future College developments. It should be noted that the College is regularly accredited by the State Government, through the Board of Studies, Teaching and Educational Standards (BOSTES). This process monitors the extent to which the College promotes and increases its standards of educational delivery.

The College produces newsletters, yearbooks, brochures and pamphlets and this Report is supplementary to these publications. The Report will be available on the College website by 30 June 2015. You can visit the website at www.taylorscollege.edu.au

Chris Norton
Principal
June 2015.

"The College enjoys a close partnership with the University of Sydney and it is important that relevant information and procedures are communicated to the university and indeed to all interested parties."



A Message from Key School Bodies



A Message from TAYLORS ACTION GROUP

Taylors Action Group (T.A.G.) is a voluntary student organisation currently made up of students from various nationalities and programs within Taylors College. The focus of this group is to enhance leadership skills through undertaking the organisation of student centred activities in the College. TAG is made up of an Executive which is comprised of a President, Vice-President, Secretary, Treasurer and Coordinators of Events.

TAG members are provided with an avenue for meeting other self-motivated students and are able to increase their circle of friends outside of their course or program.

In 2014, TAG members were involved in a Leadership Program which culminated in two 3 day Leadership Camps in May and October in Broken Bay with 25 students participating in each one. The purpose of this camp is aimed at practising and reinforcing confidence and leadership skills in areas of communication, teamwork and decision making.

TAG also performs a number of roles at Taylors College Waterloo. It gives students the opportunity of making a positive contribution to their College through the organisation of student centred social activities, raising concerns and offering suggestions on how College life at Taylors may be improved.

Some of the activities that TAG helped organise in 2014 were a Black and White School Dance, Chinese New Year Party, Valentine's Day Rose and Serenade sale, Jeans for Genes Day, Ramadan Celebration Dinner and Soccer Gala Day Barbeque. With such events, TAG members have had the opportunity to practise learnt leadership skills and gain confidence.

TAG students are also able to return something to the community by undertaking fund raising for various charities. Our major focus is Study Group's Charity "Building Futures" Fund which assists in the construction of schools in developing nations.

Student interest in TAG is continuously increasing with student membership reaching approximately 45 in 2014.

IN 2014:

25

STUDENTS PARTICIPATING IN BOTH 3 DAY LEADERSHIP PROGRAMS INVOLVING TAG MEMBERS



Taylor's College Performance in the NSW Higher School Certificate

In 2014 34 students completed the HSC and obtained an offer for further study with 17.6% in the top 10% of the state having gained an ATAR of 90 and above while 23.5% achieved an ATAR of 80 and above, placing them in the top 20% of the state.

In 2014, 10 places were gained on the Distinguished Achievers List by Taylor's students. 14.3% of the Mathematics students were on the list with 44.44% of the Extension 1 students also gaining a place. These are high level academic skills and are certainly worthy of celebration.

Music 1 students achieved exceptional results with both students achieving a Band 5 and 6. 62.5% of Chemistry students gained a Band 5 and 6 which is above the state average of 46.09%.

Of the total cohort, 64.7% were eligible to receive a bachelor degree offer and 35.3% were eligible to receive a diploma or certificate offer.

The University of Sydney was the preferred university. These students show interest in studying a variety of degrees across different faculties. Approximately 47.1% of the top students are studying Commerce or Engineering courses.

Tertiary Offer Statistics (Eligible Offers)

Bachelor Degree Offers

Tertiary Institution	% Offers
GO8 Universities	14.7
University of Sydney	8.8
University of New South Wales	5.9
University of Wollongong	11.8
Australian Catholic University (Sydney)	8.8
University of Western Sydney	5.9
Charles Sturt University	2.9
German University (Medicine)	2.9
Total Known University Offers	47.1%
Eligible for Entry Offers	17.6%
TOTAL OFFERS	64.7%

Diploma & Certificate Offers (INSEARCH, SIBT, UWS College)	35.3%
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Known University Faculty Offers

Business/Management/Commerce	18.8%
Engineering	31.3%
Arts and Social Sciences	31.3%
Medicine and Health Science	18.8%
Other	N/A

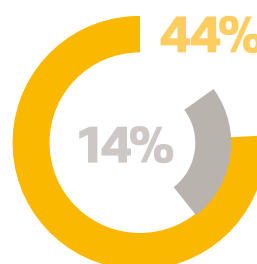


IN 2014:

64%

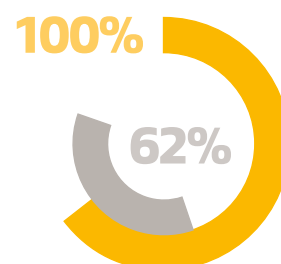
OF THE TOTAL COHORT WERE ELIGIBLE TO RECEIVE A BACHELOR DEGREE OFFER

In 2014, 10 places were gained on the Distinguished Achievers List by Taylor's students



MATHEMATICS STUDENTS
EXTENSION 1 STUDENTS

Students achieved exceptional results. Total percentage of students in Bands 5 and 6



MUSIC 1 STUDENTS
CHEMISTRY STUDENTS

Taylor's College Performance in the NSW Higher School Certificate continued

Individual performances

There were some outstanding performances in the HSC in 2014.

Alisar KANJRAWI, originally from Syria and now a Permanent Resident finished as Dux of 2014 with an ATAR of 95.80. She has accepted an offer to the University of Sydney to study a Bachelor of Science/ Masters of Nutrition and Dietetics. She was a Distinguished Achiever in 2 of her subjects.

DO Linh Nhi, from Vietnam was a Distinguished Achiever in 2 units of study and attained an ATAR of 95.60. She has accepted an offer to the University of Wollongong to study the B Engineering (Honours, Scholar).

*The Distinguished Achievers Lists, published in the press, list those candidates who have achieved Board of Studies, Teaching and Educational Standards (BOSTES) marks of between 90 and 100 (Band 6 or in the case of Extension courses E4) in the course they attempted. Unlike previous years, the list does not rank students according to their place in each of the subjects. It is simply a list of all of those students who have achieved the honourable feat of gaining 90 marks or more in Board-accredited subjects.



IN 2014:

100%

OF STUDENTS ACCESSED STUDY SMART ONLINE FOR EXTRA RESOURCES

Top Performing Students (Known offers)

Last Name	First Name	ATAR	Institution	Course Offered
KANJRAWI	Alisar	95.8	B. Science /Nutrition and Dietetics	University of Sydney
DO	Linh Nhi	95.6	B Engineering (Honours, Scholar)	University of Wollongong
WIJAYA	Bernard	95.2	Medicine Degree	University in Germany
LIAO	Yulin	94.8	B Engineering (Honours, Scholar)	University of Wollongong
DINH	Le Ngoc Minh	94.6	B Engineering (Chemical)	University of New South Wales
ZHANG	Nan	90.25	Engineering	University of Sydney
THOMSON	Emily Anne	89.15	B Arts	University of Sydney
HU	Xiaochen	84.9	B Engineering (Honours)	University of Wollongong
LEONG	Rachael	79.75	Bachelor of Media (Screen & Sound Production)	University of New South Wales

Top ATAR possible is 99.95

APPENDIX A shows Higher School Certificate Band Distributions by course since 2006.

Taylors College Performance in the NSW Higher School Certificate continued

Senior Secondary Outcomes

Vocational Training 2014

10% of the Year 12 cohort undertook Vocational training this year in Business Services. 100% of these students qualified for a certificate in the courses studied.

Taylors College Alumni

Every past student of Taylors College is a valued member of the Taylors College community. Since its inauguration in 1920, the College has grown to become an internationally recognised institution, delivering quality education services to local and international students.

Our past students have achieved success all over the world, and many contact us to say that their Taylors' experience was instrumental in reaching their goals.

Ex-students belong to an extensive international network, rich with opportunities to expand their personal and professional connections and they continue to contribute to College life by mentoring and advising the current students on a regular basis.

Reunions are held at the College in early March each year and are always well attended with students eager to renew acquaintances with their peers and college staff.

National literacy and numeracy testing

As national literacy and numeracy testing takes place in Years 3, 5, 7 and 9 Taylors College does not take part in conducting these tests.

Granting of Records of School Achievement

Taylors College is not accredited to enter candidates for a Record of School Achievement on the completion of Year 10. Parents are notified of this in writing before and on enrolment.

Workforce composition

Taylors College staff members come from a variety of backgrounds and cultures and understand and respect that our students have differing needs. The principles of acceptance and diversity are embraced in every aspect of day to day teaching.

Members of our teaching staff are experts in helping students adapt smoothly to their new academic and social environment. On average we have 20 students in each high school class which allows for meaningful interaction with teachers and excellent learning support.

To ensure our staff members maintain the expertise they need to use the latest learning technologies effectively, we have appointed a team of advanced practitioners specialising in new technology in our school. This specialist team provides training and support to colleagues across the curriculum. Our teachers also offer free personalised tutorials timetabled across all subject areas each week of the school year.

The average daily staff attendance during 2014 was 97%. As Taylors College also delivers the University of Sydney Foundation Program most of our teaching staff cover both curriculums. The proportion of all teaching staff retained from 2013 to 2014 was 99%

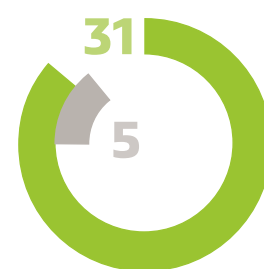
Teacher Standards and Professional Learning

Teacher Standards

Category	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent	30
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent	1



Staff Composition 2014



TEACHING STAFF
NON TEACHING STAFF
INDIGENOUS STAFF MEMBERS 0

Professional Learning

Taylors College is committed to providing high quality professional learning opportunities for all teachers to support their ongoing growth and development and to build a vibrant learning community. In 2014 the College provided teaching staff with a wide range of professional learning opportunities to support their role as dedicated classroom practitioners.

The College conducts extensive in-house professional development which includes:

- › each faculty attended its own Professional Development Day on Language across the Curriculum which resulted in the evaluation and editing of the student study guides
- › staff presenting best practice workshops to colleagues
- › staff feedback from external professional development days

In 2014, all College staff attended onsite training sessions run by the AIS on Child Protection. Our teachers were involved in the continuation of training in Moodle, Language Across the Curriculum and attended presentations on teaching using Interactive White Boards and iPads as teaching aids. Staff required to update their first aid certificates undertook a St John's Ambulance First Aid course on site. Staff members involved in supporting students took part in a Refresher course in Mental Health First Aid Awareness.

IN 2014:

100%

OF STUDENTS USED THE HIGH SCHOOL STUDY ROOM TO STUDY WITH THEIR PEERS IN THEIR FREE TIME



Professional Learning continued

Examples of department based professional learning topics are:

Faculty /Subject Area	Description Of Learning Activity
Chinese	Teacher attended workshops/courses on: <ul style="list-style-type: none"> › 2014 HSC Study Skills Day for Chinese Background Speakers held by CLTA NSW › Briefings on 2014 HSC run by the Board of Studies, Teaching and Educational Standards (BOSTES) › Role of the Chief Examiner at HSC Marking run by BOSTES
Visual Arts	Teacher attended: <ul style="list-style-type: none"> › Visits to Regional art galleries researching landscape and the environment › Serephina Martin exhibition - Sculptures and solar plate etchings at the Hazelhurst Gallery › Biennale on Cockatoo Island › Lectures on The Sublime at the Art Gallery of NSW › Workshop with Vernon Ah Kee at the MCA
Music	Teacher attended workshops on: <ul style="list-style-type: none"> › Writing teaching programs at the AIS › Harmonise your Choir hosted by TTA
Sciences	Teachers attended workshops/courses on: <ul style="list-style-type: none"> › The Mental Health & Wellbeing of Young People › Relativity Brilliant UNSW › Workshops run by AIS and TTA: <ul style="list-style-type: none"> Building Teacher-Student Relationship Developing a Growth Mindset classroom 12 steps to making a real difference in your students' lives Maximising Student Engagement for Learning Making IT Relevant Better Assessment: Improving Feedback, Reducing Correction Chemistry Teachers Conference, Critical Literacy in Science –Online held by STANSW
Mathematics	Teachers attended: <ul style="list-style-type: none"> › workshops delivered by AIS and TTA: <ul style="list-style-type: none"> proposed directions for the new NSW Stage 6 HSC Feedback Day Master Microsoft Word and MathType › HSC Markers Meeting held by BOSTES › The MANSW Conference › Mathematics Teachers' Day held at the University of Wollongong

Faculty /Subject Area	Description Of Learning Activity
Social Science	Teachers attended workshops/courses on: <ul style="list-style-type: none"> › Society and Culture Association HSC Lecture › Teaching the revised syllabus – HSC course › Collaborative Pedagogy and Embedding Cross-Cultural Understandings › Maximising Student Engagement for Learning › The 10 Most Effective Classroom Practices › Better Assessment: Improving Feedback, Reducing Correction
English	Teachers attended the following workshops held by AIS and TTA: <ul style="list-style-type: none"> › Discovery: New HSC Area of Study › Flip your Classroom › ESL Area of Study Discovery › Discovery AOS and 'The Tempest' › Cohesion in English Writing › Teaching English Grammar & Vocabulary for Writing and Reading
Careers	› USYD Careers Day

Expenditure on Professional Learning

The average expenditure per teacher on professional learning in 2014 was \$600



Enrolment Policy and Characteristics of the Student Body

Entry Requirements

English Language & Academic Entry Requirements

To be admitted to Taylors College, students must meet certain English Language and academic requirements (Please refer to the Tables below)

Fluency in the English language is vital to academic success in Australia. Taylors English Language Preparation, our dedicated 12 week course, ensures students use English confidently and correctly – both academically and in their lives away from College.

Entry into the High School program is based on:

English Language

Minimum English language entry requirements are set out below.



	Year 10	Year 11	Year 12
IELTS	4.5 (no band less than 4.5)	5.0 (no band less than 5)	5.5 (no band less than 5)
TOEFL (Paper)	450 TWE 3.0	500 TWE 3.0	525 TWE 3.5
TOEFL iBT	iBT 45	iBT 61	iBT 71
TOEFL (Computer)	133 TWE 3.0	173 TWE 3.0	197 TWE 3.5
PTE	34 (section minimum 35)	42 (section minimum 42)	46 (section minimum 42)
CAE	36	41	47
TELP	4.5 (no score less than 4.5)	5 (no score less than 5)	5.5 (no score less than 5)



Enrolment Policy and Characteristics of the Student Body continued

Academic performance

Students wishing to find out whether they would be accepted into the Program should submit copies of their reports and/or official exam certificates for assessment.

Country	Year 10	Year 11	Year 12
Country	Year 10	Year 11	Year 12
Australia	Year 9	Year 10	Year 11
Bahrain	Secondary School Leaving Certificate Year 1	Secondary School Leaving Certificate Year 2	Secondary School Leaving Certificate Year 3
Brunei	Form 3	Form 4	GCE O level
China	Junior Year 3 (60%)	Senior Year 1 (60%)	Senior Year 2 (60%)
Hong Kong	Form 3 with 5 Academic passes in relevant subjects	Form 4 with 5 Academic passes in relevant subjects	Form 5 with satisfactory results in 4 academic subjects
India	SSC/ Standard 9 -1st class pass	SSC/Standard 10 - 1st class pass	HSC/Standard 11 - 1st class pass
Indonesia	SMP3 with pass in 6 academic subjects	SMU1 with pass in 6 academic subjects	SMU2 with 75% in 4 academic subjects
Iran	Year 9	Year 10	Year 11
Korea	Year 3 Middle School Rank	Year 1 Middle School Rank	Year 2 Middle School Rank
Kuwait	General Secondary School Certificate Year 2	General Secondary School Certificate Year 3	General Secondary School Certificate
Macau	Form 3/Junior 3 with 6 academic passes in relevant subjects	Form 4/Senior 1 with 6 academic passes in relevant subjects	Form 5/Senior 2 with 75% in relevant subjects
Malaysia	Form 3/Junior 3 with 6 academic passes in relevant subjects	Form 4/Senior 1 with 6 academic passes in relevant subjects	SPM with a grade of 4 or higher in 5 relevant subjects
Russia	Year 9	Year 10	Year 11
Singapore#	Secondary 2 (Express) or Secondary 3 (Normal)	Secondary 3 (Express) or Secondary 4 (Normal)	Secondary 4 (Express) or Secondary 5 (Normal)
Taiwan	Junior High School (Year 3) 60%	Senior High School Year 1 60%	Senior High School Year 2 60%
Thailand	Matayom 3 with grade 2 or higher in relevant subjects	Matayom 4 with grade 2 or higher in relevant subjects	Matayom 5 with grade 2.6 in relevant subjects
Vietnam	Year 9 with a pass in 6 academic subjects	Year 10 with a pass in 6 academic subjects	Year 11 GPA 7.5

Forecast results accepted where appropriate.

Continued Enrolment

Each Year 10 student is assessed as to their suitability for Year 11 based on Year 10 academic reports, attendance, ability to follow advice of any intervention strategies and teacher evaluation. The Dean makes recommendations to the Principal. These recommendations will be that the student either

- › progresses to Year 11 or
- › continues to Year 11 on probation or
- › extends the duration of the course by repeating Year 10 or
- › withdraws

Entering Year 11 'on Probation'

- › Students of concern will be permitted to enter Year 11 'on Probation'. These students will be closely monitored throughout Term 1 of Year 11 and their class teachers will report on their Effort and Performance. These students and their parents will be given a progress report in Week 6 Term 1 and students are interviewed about the results.
- › If a student on probation is deemed unsatisfactory, he/she will be advised to discontinue their studies or choose an alternative pathway. They will not be eligible to continue in Year 11.

Characteristics of the Student Body in 2014

Taylors College specialises in education for overseas students.

Offering Senior High School programs and located in Waterloo our High School student population comprised the following nationalities in 2014:

Australia	8	Japan	1
Azerbaijan	1	Mongolia	1
Cambodia	3	Russian Federation	1
China PRC	57	Singapore	1
Hong Kong SAR	3	South Korea	3
Indonesia	2	Syria	2
Italy	1	Vietnam	19

Retention and Attendance Rates 2014

In 2014 the retention rate of students who completed Year 10 and continued into Year 11 was 84%. The percentage of students who completed Year 12 from Year 11 was 74%.

These percentages are listed separately due to overseas students requiring one Confirmation and Enrolment for Junior Secondary studies and another for Senior Secondary.

Taylors College delivers programs other than Senior High School namely The University of Sydney Foundation Program. The minimum entry for this program is Year 11. A number of the Taylors College High School students choose to enter the Foundation Program after Year 11 rather than continuing on to Year 12. In 2014 this number was 10.

IN 2014:

84%

RETENTION RATE OF STUDENTS WHO COMPLETED YEAR 10 AND CONTINUED INTO YEAR 11

Students who left school at the end of Year 12 following the completion of their school education continued on to University or other tertiary studies.

The average student attendance rate for 2014 was 92% which is consistent with the attendance rate of previous years. The average attendance rates for the individual years in 2014 were:

Year 10 93%

Year 11 90%

Year 12 92%

Managing Non Attendance

Taylors College implements policies and procedures for the management of student non-attendance.

The College follows up all unexplained absences on a daily basis. Notes detailing the cause and details for the absence must be submitted on the morning the student returns to College. Students absent due to illness are required to present a Medical Certificate upon return.

Attendance patterns are monitored by academic and student support staff and issues are addressed on a case by case basis. Mandatory reporting procedures apply where absences are extended or where the student may be at risk.

The full text of Attendance Policy and Procedures is available on the College intranet.



Characteristics of the Student Body in 2014 continued

TAYLORS COLLEGE POLICIES

Taylor's College seeks to provide a safe and supportive environment for its students with student wellbeing policies which:

- › minimise risk of harm and ensure students feel secure
- › support the physical, social, academic and emotional development of students
- › develop a sense of self-worth and foster personal development and mutual respect

To ensure that all aspects of the college's mission for providing for students' welfare are implemented the following policies and procedures are in place:

Policy	Changes in 2014	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> › Definitions and concepts › Legislative requirements › Preventative strategies › Reporting and investigating "reportable conduct" › Investigation processes › documentation 	Updated the policy in line with legislative changes	Issued to all staff
Full text available on the college intranet Security Policy encompassing <ul style="list-style-type: none"> › Procedures for security of the building and surroundings › Use of the facilities › Emergency procedures › College excursions 	Nil	Full text available on the college intranet Emergency procedures in every room
Supervision Policy encompassing: <ul style="list-style-type: none"> › Duty of care and risk management › Levels of supervision for onsite and offsite activities 	Nil	Full text available on the college intranet
Codes of Conduct Policy encompassing: <ul style="list-style-type: none"> › Code of conduct for staff and students › Behaviour management › Role of the student leadership system 	Nil	Full text available on the college intranet Staff Handbook Student Handbook
Pastoral Care Policy encompassing: <ul style="list-style-type: none"> › Pastoral care system › Availability of and access to special services such as counselling › Healthcare procedures › Critical incident policy › Homework policy 	Nil	Full text available on the college intranet Student Handbook
Communication Policy encompassing: Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the students' education and well being	Nil	Full text available on the college intranet

All major College policies are contained in the Taylor's College Orientation Handbook which the students receive on their first day on campus. Any updates made to student policies are published in the Orientation Handbook on Study Smart.

Student Welfare Policy Summary

Taylor's College seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:

- Meet the personal, social and learning needs of students
- Provide early intervention programs for students at risk
- Develop students' sense of self-worth and foster personal development through clubs

In 2013 the policy was revised to include the provision for follow up on student attendance issues as an integral part of student welfare. The full text can be accessed by request from the Principal and the Student Orientation Handbook.

Anti-Bullying Policy Summary

Taylor's College does not condone bullying or harassment in any form. The policy includes processes based on procedural fairness for responding to and managing allegations of bullying. The contact information for the local police School Liaison Officer, Youth Liaison Officer and other support services available to the community are provided in the full text of the policy and can be accessed by request from the Principal and is contained in the Student Orientation Handbook.

Discipline Policy Summary

As Taylor's College is a mature learning environment composed of a majority of international students living away from home, the discipline policy is shaped by respect and understanding of the cultural background of its students and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007.

Our policy is that no student may disrupt the learning environment of other students and those who do so are dealt with promptly.

The College expressly prohibits corporal punishment and does not sanction the administering of corporal punishment by non-school personnel, including parents, to enforce discipline at the College.

Detention and student suspension for misdemeanours are not common practice and all disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion are based on procedural fairness.

The full text of the college's discipline policy and associated procedures is provided on the staff intranet, and within the Student Handbooks.

Complaints and Grievances Resolution

Taylor's College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents, education agents and/or students. These processes incorporate principles of procedural fairness.

The full text of the College's policy and processes for complaints and grievances resolution is provided on the Staff Intranet and the Student Handbooks. Any external appeal is conducted through the Overseas Students Ombudsman or the NSW Ombudsman as applicable.

As the majority of the students at the College are from overseas and hold Student Visas, the College must comply also with the ESOS Act and the National Code 2007.

Priority areas for improvement

Achievement of priorities identified in the College's 2013 Annual Report

Area	Priorities	Achievements
Curriculum	Review related programs and courses in preparation for the new Australian curriculum.	Programs have been developed across the range of subject departments for Year 10. These programs are based on the new Australian curriculum.
Student Welfare	Strengthen the support services for teaching and learning by further developing the whole College welfare system.	Regular activities were scheduled that address the particular needs of our Year 11 and 12 cohorts. An emphasis was placed on careers advice, actions related to BOSTES requirements, study skills and health related issues.
Measure and Review English Learning Competencies	Review our programs to ensure subject integration of ESL/LAC.	Extensive work was completed by subject departments in regard to integrating Language Across the Curriculum into our entire curriculum. Teachers will ensure that language development is a priority for all curriculum offerings. As well there was a focus on aligning teaching strategies in our English language school with the learning needs of our High School students.
Incorporate eLearning and learning technologies	Study Smart sites (Moodle) to show consistency across the range of curriculum offerings.	We have commenced the process of developing consistency on StudySmart with respect to our various subjects. During the year work commenced on the development of a new platform to be continued in 2015.
Curriculum Review	Internal evaluation of programs to ensure compatibility of material in Study Guides vis-a-vis Study Smart content	During the year work commenced on the development of a new platform to be continued in 2015. This project will be ongoing into 2015. The Curriculum Coordinator has it on his agenda to complete. Study Guides will be reformatted and made congruent with the respective program; and there will be an upgrade of the StudySmart site.
Activities Program	Extend our extra-curricular program by enriching and adding to our present Activities program.	Two more activities commenced this year. As well there was a greater emphasis on clubs, careers advice and the development of students' study skills.

Top ATAR possible is 99.95

APPENDIX A shows Higher School Certificate Band Distributions by course since 2006.

Priority areas for improvement continued

2015 Priority Areas for Improvement

Area	Priorities
Curriculum	The upgrade of Study Guides. These will be reformatted for all subjects, ensuring there is congruence between them and respective subject programs.
ICT	A new Moodle platform, Equella, is being introduced to the College. All subject offerings, together with a range of other co-curricular material, will be placed on this site.
Professional Development	(i) To use the Australian Teacher Performance & Development Framework, in particular the Australian Professional Standards for Teachers, to develop a whole school policy and set of protocols to improve the classroom practice of teachers through collaboration with their peers. (ii) To improve the sharing of ideas from teachers who have attended professional development days delivered by endorsed providers.
Teaching/Learning	To continue to develop strategies that are going to support the learning environment of our High School students.

Initiatives promoting Respect and Responsibility

Study Group Australia Pty. Limited, the parent company of Taylors College recognises the global disparity of educational opportunities in communities around the world and seeks to make a difference by funding the construction of schools for disadvantaged communities through its Building Futures initiative.

In the aftermath of the Asian Tsunami of 2004, Study Group staff wanted to make a contribution to the reconstruction of affected communities; in particular the re-building of affected children's lives.

A central fund was established and all staff were invited to contribute toward the project, with Study Group pledging to match every donation. From the outset, the project looked beyond the immediate disaster. The vision for Building Futures is for Study Group to provide a long-term, sustainable commitment to educational projects in developing regions. Specifically, the ambition is to support communities through the building of schools and the provision of education materials and resources – including scholarships, volunteer teachers, books, computers etc.

Marking its 10th year in 2015, Building Futures is as active as ever, with completed projects in Indonesia, Benin, Brazil, China, Cambodia and Pakistan. Our 9th project is in Sri Lanka. Our commitment has been strengthened by the knowledge we can make a difference. Staff and students in all of our centres worldwide regularly organise and participate in fundraising events.

Taylors is a truly multicultural community where students benefit by taking with them a wealth of experience and cultural understanding to university and beyond. Students at Taylors College are actively encouraged to be respectful, responsible and polite to each other on a daily basis. Social conscience and responsibility is evidenced in the College through the various projects and activities in which the students become involved.

Clubs are conducted for 1 hour to 1½ hours every second Wednesday. Attendance is compulsory for Year 10 students and optional for other years. Clubs include cooking, table tennis, chess, knitting, gardening and Christian Fellowship. The knitting club has donated their completed blankets to Wrap with Love.

Throughout 2014 Taylors students supported the Cancer Council, Red Cross and Jeans for Genes through their various fundraising activities. Harmony Day is celebrated at Taylors when students and staff are encouraged to wear the Harmony Day colour – orange and the College holds an annual International Day when students are encouraged to wear their national dress and bring their national food.

Year 12 Leaders Program

The Year 12 Leaders are elected by their peers to be role models for other students and receive training in leadership at the beginning of their tenure.

Year 12 Leaders are an invaluable support to the Dean of the High School. They should be good communicators since they are required to make announcements to their group about student meetings, whole school activities and help their fellow students with the process of applying for university using the UAC website. They can also be called upon by the Dean to represent the College at events requiring School Captains off campus. The Year 12 Leaders play an important role on Orientation Days for new students assisting them in small groups, to complete enrolment forms and explain the College rules. More recently, the Year 12 Leaders have mentored the student groups in the form of peer support especially for younger students in High School. They play a major role and assist the Dean at College functions for example the Year 11 and Year 12 Graduation Ceremonies and the Annual Alumni Reunion.

The Year 12 Leaders meet regularly in the High School Study Room where they conduct meetings to organize events, assist staff, discuss issues that affect the daily running of the High School program and discuss how they may enrich school life e.g. by conducting High School social activities or fund raising events. They are given every opportunity to promote ideas and offer suggestions that may initiate change at the College. The Year 12 Leaders are instrumental in working with the Dean to plan, design and order the Year 12 school jerseys.

Year 12 Leaders also assist the Sports and Activities Coordinator with Sporting Events and Clubs when necessary. They often prepare a BBQ lunch on Sports Gala Days and High School Picnics.

Public Speaking Competition and Debates are organized and hosted by the Year 12 Leaders. As part of further developing their excellent oral communication skills, the

Leaders play an active role in preparing and presenting interesting and engaging talks to their fellow students.

Parent, student and teacher satisfaction:

Parents: The College communicates regularly with parents. Formal academic reports are written every 10 weeks and sent to parents. The Principal travels to China annually to be available to talk to parents with interviews being held in Guangzhou, Beijing, Shanghai and Shenyang over a 10 day period. Key staff members also travel regularly to Hong Kong to provide feedback to parents.

Students: Students are surveyed for their feedback on various aspects of College life during their courses. Feedback indicates that students have a positive view of the College and the opportunities it offers them.

Teachers: Staff turnover is very low. An agreement has been negotiated with teaching staff which incorporates bonus pay for completion of a certain level of professional development annually. A substantial number of staff participate in this scheme and enjoy the new ideas & freshness that such participation gives them.

Financial Information

Taylor's College is part of Study Group Australia which has campuses in most Australian states. The financial summary below is for all campuses.

INCOME

Fees and Private Income	147,455,897
Other Income	409,640
Total	147,865,537

EXPENDITURE

Salaries	59,529,664
Non-Salary	63,313,902
Total	127,954,149



Appendix

Taylor's College Annual Report Academic Results Band Analysis 2014

Taylor's college - 2013 Higher School Certificate band distributions by course

Subject	N/Year	Subject Mean	State Mean	%B 6	%B6 State	%B5	%B5 State	%B4	%B4 State	%B3	%B3 State	%B2	%B2 State	%B1	%B1 State
Contemporary English/ESL	178/2006	70.75	70.21												
	173/2007	72.14	71.40	2.89	2.00	20.80	25.34	42.19	35.75	27.74	23.82	3.46	7.15	2.89	4.62
	142/2008	73.87	71.11	0.00	3.25	34.96	24.72	32.86	31.43	24.47	25.76	6.29	9.86	0.69	4.16
	116/2009	71.27	70.32	3.44	2.68	16.37	18.90	31.03	34.16	40.51	29.12	7.75	11.38	0.00	2.93
	112/2010	72.75	72.06	2.67	3.68	14.28	21.67	52.67	38.68	28.57	24.27	1.78	7.71	0.00	2.56
	79/2011	70.56	73.93	5.06	5.67	10.12	26.54	41.77	36.28	32.91	22.44	8.86	6.54	1.26	1.30
	60/2012	70.48	71.76	1.66	3.18	8.33	21.72	55.00	40.11	26.66	24.35	5.00	7.12	3.33	3.50
	37/2013	68.43	70.34	0.00	2.58	10.81	20.51	43.24	35.98	32.43	24.29	10.81	11.40	2.70	4.10
	31/2014	69.10	72.67	0.00	4.49	15.62	23.79	34.37	37.17	31.25	23.18	12.50	8.16	3.12	2.11
English Advanced	0/2006														
	5/2007	83.72	78.60	20.00	9.18	60.00	37.67	20.00	42.54	0.00	9.55	0.00	0.87	0.00	0.06
	0/2008														
	2/2009			0.00	10.83	0.00	38.56	100.00	39.76	0.00	9.82	0.00	0.81	0.00	0.12
	1/2010	71.60	80.57	0.00	13.98	0.00	43.87	100.00	34.72	0.00	6.38	0.00	0.84	0.00	0.05
	3/2011	71.87	79.93	0.00	13.30	0.00	44.85	66.66	30.02	33.33	9.96	0.00	1.53	0.00	0.19
	3/2014	74.53	80.53	0.00	14.67	0.00	44.63	66.66	32.24	33.33	7.52	0.00	0.68	0.00	0.15
English Standard	10/2006	68.66	65.15												
	5/2007	83.70	78.60	0.00	0.07	0.00	3.23	100.00	35.19	0.00	39.08	0.00	16.18	0.00	5.69
	2/2008	77.00		0.00	0.23	0.00	5.72	100.00	31.94	0.00	41.14	0.00	14.76	0.00	5.74
	5/2009														
	1/2010	74.20	63.83	0.00	0.18	0.00	4.13	100.00	30.58	0.00	36.88	0.00	19.45	0.00	8.21
MIS/General Maths	37/2006	60.12	67.72												
	28/2007	64.04	70.64	0.00	4.09	7.14	18.42	17.85	36.60	35.71	24.60	35.71	12.21	0.00	3.63
	16/2008	61.43	70.13	0.00	4.81	0.00	20.86	18.75	30.27	37.50	26.26	43.75	11.02	0.00	6.09
	20/2009	64.67	69.80	5.00	5.86	5.00	18.80	30.00	29.48	25.00	26.80	20.00	11.69	10.00	6.87
	15/2010	69.20	71.33	6.66	6.55	0.00	19.55	46.66	30.56	40.00	28.81	6.66	11.03	0.00	2.83
	14/2011	60.50	69.41	0.00	7.03	0.00	17.23	21.42	25.72	35.71	29.72	28.57	13.24	14.28	6.24
	17/2012	59.09	69.20	0.00	5.61	0.00	16.64	17.64	29.13	52.94	28.90	11.76	14.22	17.64	5.47
	7/2013	63.60	67.46	0.00	5.94	14.28	14.89	0.00	21.12	42.85	33.16	42.85	15.50	0.00	7.82
	14/2014	64.94	68.89	0.00	5.47	0.00	19.53	33.33	25.66	20.00	24.29	40.00	17.36	0.00	6.36
Maths 2unit	116/2006	70.58	72.61												
	100/2007	75.03	74.67	8.00	15.40	33.00	24.07	33.00	30.32	17.00	18.15	8.00	8.03	1.00	3.64
	96/2008	73.15	75.65	10.30	16.77	25.77	28.04	25.77	27.12	21.64	15.69	11.36	8.84	4.12	3.16
	75/2009	69.24	74.97	9.33	15.76	22.66	26.69	22.66	28.36	21.33	18.26	9.33	5.32	13.33	5.18
	73/2010	75.65	76.10	9.58	19.00	36.98	28.98	27.39	27.03	17.80	13.94	5.47	5.52	2.73	5.12
	53/2011	69.49	77.02	0.00	7.03	0.00	17.23	21.42	25.72	35.71	29.72	28.57	13.24	14.28	6.24
	35/2012	77.25	77.64	11.42	18.21	40.00	34.41	25.71	26.63	20.00	11.52	0.00	5.95	2.85	3.25
	26/2013	76.89	77.39	15.38	18.40	30.76	30.84	30.76	27.29	15.38	15.73	7.69	5.35	0.00	1.92
	14/2014	77.57	78.37	14.28	21.71	21.42	32.03	42.85	27.70	7.14	9.86	14.28	4.94	0.00	3.49

Appendix

Subject	N/Year	Subject Mean	State Mean	%B 6	%B6 State	%B5	%B5 State	%B4	%B4 State	%B3	%B3 State	%B2	%B2 State	%B1	%B1 State	
Maths 3unit/Maths Extension 1				E4	E4	E3	E3	E2	E2	E1	E1					
	72/2006	78.09	75.64													
	80/2007	84.55	77.91	51.25	32.24	35.00	42.33	13.75	21.25	0.00	3.88					
	57/2008	81.51	79.59	38.59	33.32	47.36	48.29	12.28	14.18	1.75	3.93					
	52/2009	84.60	80.07	50.00	34.37	40.38	47.18	9.61	15.14	0.00	2.94					
	54/2010	82.33	80.65	40.74	36.93	44.44	45.62	14.81	14.48	0.00	2.69					
	26/2011	79.02	81.09	34.61	35.93	42.30	48.54	19.23	13.13	3.84	2.22					
	24/2012	77.90	81.42													
	11/2013	80.36	80.46	45.45	32.75	27.27	50.79	27.27	14.26	0.00	1.99					
9/2014	85.42	80.58	44.44	30.35	44.44	54.05	11.11	13.43	0.00	1.91						
Maths 4unit/Maths Extension 2				E4	E4	E3	E3	E2	E2	E1	E1					
	34/2006	84.86	79.12													
	48/2007	83.33	80.99	35.41	32.89	54.16	49.96	10.41	15.68	0.00	1.25					
	32/2008	81.53	83.16	31.25	37.05	59.37	53.34	6.25	7.88	3.12	1.61					
	26/2009	85.82	83.06	34.61	39.87	65.38	49.41	0.00	6.00	0.00	0.22					
	24/2010	86.42	83.38	45.83	37.44	54.16	52.57	0.00	8.80	0.00	0.97					
	11/2011	78.73	83.53	18.18	39.23	63.63	52.42	18.18	6.88	0.00	1.39					
	7/2012	80.83	82.78													
	4/2013	77.30	82.07	0.00	33.95	75.00	53.22	25.00	11.22	0.00	1.59					
5/2014	85.52	81.58	20.00	31.46	80.00	54.93	0.00	12.17	0.00	1.30						
Biology	18/2006	71.01	71.92													
	12/2007	78.97	73.26	25.00	1.14	25.00	24.89	33.33	34.03	0.00	22.41	16.66	7.65	0.00	3.00	
	9/2008	73.53	73.22	0.00	7.49	33.33	24.03	44.44	33.49	11.11	24.05	11.11	8.29	0.00	2.24	
	11/2009	68.68	73.20	0.00	6.81	18.18	24.87	27.27	32.24	27.27	26.12	18.18	8.21	0.00	1.15	
	6/2010	75.53	73.41	16.66	7.38	33.33	25.96	0.00	31.36	50.00	25.05	0.00	8.22	0.00	1.58	
	4/2011	73.50	72.65	0.00	7.89	25.00	23.07	50.00	29.79	25.00	26.47	0.00	10.76	0.00	1.57	
	6/2012	72.17	72.46	0.00	6.28	0.00	20.57	100.00	36.27	0.00	26.75	0.00	8.02	0.00	2.08	
	6/2013	67.93	73.99	16.66	6.63	0.00	26.30	0.00	34.85	66.66	23.56	16.66	6.89	0.00	1.16	
	6/2014	67.13	71.65	0.00	5.75	33.33	22.48	16.66	33.50	16.66	23.82	0.00	9.46	33.33	4.26	
Chemistry	47/2006	67.63	73.52													
	50/2007	75.87	74.81	5.71	10.76	40.00	28.39	34.28	29.70	8.57	22.21	11.42	6.15	0.00	2.44	
	19/2008	75.47	74.72	26.31	12.79	21.05	25.50	21.05	31.75	5.26	18.59	26.31	8.37	0.00	2.59	
	25/2009	67.17	74.71	0.00	10.86	16.00	27.78	44.00	32.41	16.00	19.07	12.00	6.10	12.00	3.45	
	9/2010	82.07	74.49	22.22	10.17	44.44	29.22	11.11	31.82	22.22	17.91	0.00	6.40	0.00	3.89	
	12/2011	67.22	74.99	0.00	11.04	8.33	28.94	33.33	31.82	41.66	18.61	8.33	5.65	8.33	3.35	
	5/2012	70.04	75.51	0.00	13.11	40.00	29.68	20.00	28.28	20.00	18.99	20.00	7.99	1.92	1.92	
	7/2013	74.09	75.85	14.28	12.08	14.28	29.55	28.57	31.78	42.85	18.34	0.00	5.97	0.00	1.79	
	8/2014	75.23	76.13	0.00	11.67	62.50	34.42	12.50	29.31	12.50	16.11	0.00	5.26	12.50	2.85	
Physics	72/2006	62.01	74.53													
	50/2007	66.65	73.31	2.00	8.09	24.00	25.92	26.00	33.30	26.00	21.85	10.00	6.56	12.00	3.86	
	34/2008	66.71	73.10	2.94	7.90	11.76	24.88	35.29	32.98	26.47	22.94	14.70	7.09	8.82	3.48	
	25/2009	66.85	74.66	4.00	11.44	16.00	30.12	20.00	26.77	20.00	19.53	40.00	8.87	0.00	2.86	
	29/2010	69.68	74.87	3.44	8.35	17.24	30.77	31.03	31.96	37.93	21.34	3.44	5.02	6.89	2.11	
	14/2011	65.84	74.85	0.00	8.92	14.28	27.30	35.71	34.74	0.00	20.77	50.00	6.81	0.00	1.16	
	6/2012	96.37	73.82	0.00	7.97	0.00	26.24	66.66	33.17	16.66	23.48	16.66	6.97	0.00	2.15	
	10/2013	64.06	73.68	0.00	9.22	10.00	24.14	10.00	32.38	50.00	23.06	30.00	9.21	0.00	1.67	
	14/2014	66.43	73.49	0.00	8.54	35.71	22.55	14.28	35.21	28.57	24.30	0.00	6.58	21.42	2.19	
Business Studies 2unit	118/2006	61.71	71.15													
	101/2007	61.00	69.78	0.99	6.25	8.91	18.66	24.75	26.64	18.81	28.49	24.75	14.49	20.79	4.94	
	95/2008	66.01	72.21	2.08	6.13	19.79	25.59	28.12	28.99	21.87	25.03	10.41	10.57	16.66	3.26	
	81/2009	65.57	74.08	2.46	8.02	19.75	29.66	19.75	30.18	22.22	21.25	19.75	8.17	14.81	2.38	
	77/2010	69.82	74.35	2.59	9.58	15.58	27.45	42.85	30.53	22.07	22.62	12.98	7.35	3.89	2.03	
	57/2011	59.91	72.93	0.00	7.06	12.28	24.91	19.29	33.23	24.56	21.61	19.29	9.69	22.80	2.76	
	44/2012	65.82	73.98	4.54	8.48	18.18	29.96	22.72	29.49	20.45	20.89	15.90	8.04	18.18	3.11	
	22/2013	68.72	73.63	4.54	7.95	18.18	26.90	27.27	30.73	27.27	22.16	18.18	9.47	4.54	1.83	
	18/2014	60.94	74.00	5.26	8.84	5.26	28.11	21.05	30.13	26.31	20.50	15.78	9.12	21.05	2.36	

Appendix

Subject	N/ Year	Subject Mean	State Mean	%B 6	%B6 State	%B5	%B5 State	%B4	%B4 State	%B3	%B3 State	%B2	%B2 State	%B1	%B1 State
Economics	53/2006	58.39	76.42												
	47/2007	59.83	75.64	0.00	14.55	8.33	31.96	25.00	25.94	16.66	15.62	27.08	7.59	20.83	4.14
	51/2008	62.98	75.45	0.00	16.32	15.68	30.90	17.64	24.44	33.33	15.31	17.64	7.52	15.68	5.06
	44/2009	64.71	75.21	2.27	13.98	15.90	33.01	2.72	25.47	20.45	15.05	22.72	6.84	13.63	5.28
	60/2010	57.69	73.46	3.33	13.22	3.33	27.92	21.66	26.41	18.33	16.91	20.00	7.94	33.33	7.03
	38/2011	52.79	74.20	0.00	10.73	13.15	32.73	15.78	26.95	13.15	16.44	21.05	7.19	36.84	5.56
	35/2012	57.65	75.23	0.00	12.55	5.71	34.78	31.42	24.69	14.28	15.09	22.85	8.53	25.71	4.32
	11/2013	69.27	74.31	0.00	12.37	27.27	30.74	27.27	25.04	27.27	18.23	18.18	9.10	0.00	4.18
12/2014	57.68	75.73	0.00	10.88	0.00	33.65	16.66	28.18	41.66	18.34	25.00	6.56	16.66	1.96	
Chinese BS 2unit	130/2006	81.44	79.71												
	114/2007	79.99	79.12	14.03	9.97	39.47	43.34	36.84	35.19	8.77	7.83	0.87	2.03	0.00	0.53
	97/2008	81.30	80.12	16.32	10.39	42.85	45.58	33.67	35.93	5.10	5.84	1.02	0.92	0.00	0.09
	86/2009	81.55	79.98	0.00	10.86	16.00	27.78	44.00	32.41	16.00	19.07	12.00	6.10	12.00	3.45
	88/2010	80.83	80.76	7.95	11.41	59.09	50.76	21.59	28.93	11.36	6.91	0.00	0.80	0.00	0.17
	53/2011	79.25	80.16	13.20	12.18	43.39	46.11	33.96	31.09	3.77	8.61	5.66	0.63	0.00	0.21
	45/2012	82.11	81.39	17.77	14.11	46.66	51.74	31.11	28.89	4.44	4.43	0.00	0.67	0.00	0.13
	28/2013	84.25	81.98	35.71	16.27	39.28	52.51	21.42	24.55	3.57	4.88	0.00	0.29	0.00	0.14
18/2014	78.30	82.45	0.00	12.71	52.63	55.03	36.84	29.45	0.00	0.62	5.26	0.46	0.00	0.15	
Japanese Z/ Beginners	40/2006	79.19	75.46												
	41/2007	79.67	73.70	24.39	16.99	36.58	23.26	24.39	24.58	4.87	15.67	2.43	11.71	7.31	6.27
	45/2008	72.31	73.65	13.33	15.50	22.22	22.48	33.33	26.87	13.33	19.63	11.11	10.85	6.66	4.13
	38/2009	76.11	73.08	15.78	15.09	23.68	23.09	39.47	24.01	10.52	20.73	10.52	11.94	0.00	4.85
	20/2010	79.80	74.43	20.00	17.33	35.00	26.15	30.00	23.91	15.00	17.33	0.00	9.26	0.00	5.08
	33/2011	71.10	72.53	6.06	17.97	15.15	21.34	42.42	20.78	27.27	17.41	6.06	17.04	3.03	5.05
	9/2012	74.80	73.16	11.11	16.31	33.33	23.58	11.11	25.36	33.33	15.34	11.11	14.53	0.00	4.84
	14/2013	76.89	72.22	21.42	16.03	21.42	22.53	35.71	20.31	7.14	19.52	14.28	15.07	0.00	5.71
18/2014	71.40	74.37	22.22	13.31	22.22	27.78	11.11	25.90	16.66	18.52	22.22	10.13	5.55	3.76	
Music 1	2/2006	85.80	77.77												
	1/2007	65.20	78.94	0.00	15.13	0.00	36.83	0.00	33.30	100.00	11.66	0.00	2.09	0.00	0.68
	0/2008			0.00	14.76	100.00	39.18	0.00	31.16	0.00	11.91	0.00	1.97	0.00	0.65
	4/2009	73.20	79.94	0.00	14.86	50.00	42.97	25.00	29.30	25.00	10.55	0.00	1.69	0.00	0.24
	1/2010	80.20	80.24	0.00	16.06	100.00	44.16	0.00	27.28	0.00	10.16	0.00	1.41	0.00	0.45
	1/2011	94.00	79.87	100.00	15.17	0.00	43.74	0.00	28.55	0.00	9.45	0.00	2.07	0.00	0.49
	1/2013	80.00	80.26	0.00	15.06	100.00	43.83	0.00	30.08	0.00	8.50	0.00	1.78	0.00	0.29
	2/2014	84.50	80.29	50.00	18.23	50.00	41.35	0.00	28.97	0.00	8.40	0.00	1.52	0.00	0.85
Visual Arts 2unit	12/2006	70.70	80.19												
	9/2007	76.53	79.51	0.00	11.42	33.33	40.54	66.66	38.34	0.00	0.44	0.00	0.06	0.00	0.22
	10/2008	74.58	80.72	0.00	14.45	20.00	46.58	70.00	30.49	10.00	7.25	0.00	0.85	0.00	0.21
	4/2009	71.05	79.67	0.00	12.29	0.00	41.70	75.00	36.15	25.00	8.40	0.00	1.11	0.00	0.18
	4/2010	75.35	78.87	0.00	11.66	75.00	38.92	0.00	36.54	0.00	10.99	25.00	1.48	0.00	0.16
	2/2011	77.30	78.16	0.00	10.04	0.00	37.88	100.00	37.84	0.00	11.70	0.00	2.01	0.00	0.27
	2/2012	75.10	79.39	0.00	11.19	0.00	42.99	100.00	35.13	0.00	9.27	0.00	1.26	0.00	0.13
	1/2013	75.00	79.29	0.00	12.24	0.00	39.20	100.00	36.97	0.00	9.77	0.00	1.21	0.00	0.44
3/2014	73.93	78.30	0.00	10.63	0.00	37.97	100.00	36.55	0.00	11.92	0.00	2.29	0.00	0.24	
Computing Studies 2unit/IPT	34/2006	60.24	72.14												
	17/2007	66.48	73.29	0.00	7.77	22.85	26.04	5.71	28.31	25.71	21.45	8.57	10.05	34.28	5.23
	18/2008	66.54	71.13	0.00	6.40	27.77	24.59	33.33	30.82	16.66	20.94	11.11	8.58	11.11	7.17
	12/2009	57.10	72.75	0.00	8.19	0.00	23.37	33.33	33.00	16.66	23.18	16.66	6.69	33.33	4.71
	7/2010	61.66	73.15	14.28	9.65	0.00	24.42	30.80	33.00	57.14	22.30	14.28	7.78	14.28	3.84
	2011	48.20	71.18	0.00	10.04	10.00	21.59	0.00	26.30	40.00	23.40	0.00	11.07	50.00	6.14
8/2012	46.60	71.05	0.00	8.73	25.00	22.87	0.00	29.79	0.00	19.57	25.00	11.82	50.00	7.19	
Computing Studies 3unit/SDD	6/2006	72.67	73.51												
	8/2007	68.83	73.98	0.00	9.26	25.00	30.47	25.00	26.92	25.00	20.03	25.00	8.72	0.00	4.14
	4/2008	73.25	75.30	0.00	10.05	0.00	29.55	75.00	29.94	25.00	21.88	0.00	7.50	0.00	0.66
	3/2009	59.33	72.62	0.00	6.62	0.00	22.07	0.00	33.31	33.33	27.14	66.66	8.76	0.00	1.55

Appendix

Subject	N/Year	Subject Mean	State Mean	%B 6	%B6 State	%B5	%B5 State	%B4	%B4 State	%B3	%B3 State	%B2	%B2 State	%B1	%B1 State
Korean Background Speakers	1/2006	Saturday School of Community Languages		100.00	14.78		41.73		28.69		11.30		0.86		2.60
	1/2011			0.00	28.15	100.00	41.74	0.00	23.30	0.00	5.82	0.00	0.00	0.00	0.00
Persian	2/2008	Saturday School of Community Languages		50.00	25.53	50.00	36.17	0.00	19.14	0.00	8.51	0.00	6.38	0.00	2.12
Indonesian Background Speakers	1/2014	Saturday School of Community Languages		0.00	1.47	100.00	17.64	0.00	66.17	0.00	11.76	0.00	2.94	0.00	0.00
French Beginners	1/2014	Saturday School of Community Languages		100.00	18.83	0.00	27.59	0.00	26.71	0.00	15.62	0.00	4.52	0.00	5.54
Russian	1/2011	Saturday School of Community Languages		100.00	52.17	0.00	26.08	0.00	8.69	0.00	13.04	0.00	0.00	0.00	0.00
Accounting	36/ 2007	TAFE NSW		5.55	13.76	22.22	25.80	27.78	24.94	16.67	16.98	11.11	11.61	16.67	6.66
	24/2008			0.00	14.77	16.67	26.87	33.33	23.41	29.17	18.61	7.14	9.40	12.50	6.33
	10/2009														
	19/2010			10.53	14.12	10.53	32.20	42.11	21.46	10.53	13.55	10.53	9.41	15.78	9.03
	3/2011			0.00	14.31	33.33	37.95	33.33	24.54	0.00	13.18	33.33	5.22	0.00	4.31
Vietnamese continuers	8/2007	Saturday School of Community Languages		0.00	2.38	37.50	30.95	25.00	33.33	37.50	26.98	0.00	5.55	0.00	0.79
	8/2008														
	3/2009														
	2/2010			0.00	2.17	0.00	26.08	100.00	44.56	0.00	19.02	0.00	3.80	0.00	2.71
	1/2011			0.00	1.63	100.00	20.21	0.00	50.27	0.00	20.76	0.00	3.27	0.00	3.27
	1/2012			0.00	0.64	100.00	27.74	0.00	50.32	0.00	17.41	0.00	2.58	0.00	1.29
Business Services	22/ 2007			0.00	1.07	4.54	15.58	0.00	26.99	9.09	27.06	36.36	11.34	45.45	3.49
	11/2008			0.00	1.77	0.00	12.97	7.69	38.37	7.69	27.35	38.46	4.22	30.76	0.55
	8/2009	24.83	71.39	0.00	1.28	0.00	14.40	0.00	38.19	0.00	23.91	12.50	6.31	62.50	1.90
	9/2010	50.51	72.39	0.00	3.51	0.00	15.63	0.00	35.59	33.33	23.41	33.33	5.79	33.33	1.63
	8/2011	43.13	70.82	0.00	1.86	0.00	17.95	0.00	31.50	11.11	22.83	11.11	8.37	66.66	2.83
	10/2012	49.58	7.49	10.00	3.54	0.00	21.12	10.00	34.49	10.00	23.85	30.00	12.03	40.00	4.94
	7/2013	54.66	69.68	0.00	1.02	0.00	13.34	0.00	29.28	28.57	22.82	57.14	10.99	14.28	2.41
	3/2014	58.20	71.37	0.00	1.81	0.00	17.54	25.00	28.48	0.00	21.03	25.00	7.79	25.00	2.78