

TaylorCollege

# Taylor's High School

[taylorshighschool.nsw.edu.au](http://taylorshighschool.nsw.edu.au)

Educational and Financial Report

2016



# Purpose of the Report

This Annual Report is produced in order to comply with the requirements of the New South Wales Education Standards Authority for Independent Schools as outlined in Section 3.10 of the Registered and Accredited Individual Non-Government Schools (NSW) Manual 2017 and the Australian Education Regulations 2013.

The Report uses the headings provided in the Manual.

## 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



# Purpose of the Report continued



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

Study Group prepares students for a life in a global society and success in a global economy. We educate students from every corner of the globe enabling them to realise their potential through a transformational learning experience.

Taylors College is a leading senior co-educational College committed to putting students first. We have the interests of our students at the very heart of everything we do, inspiring them to achieve great things. Equally we are inspired by what they achieve.

## 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
- › 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

We have the interests of our students  
at the very heart of everything we do.  
inspiring them to achieve great things.

# A Message from Key School Bodies



## A Message from the Principal

Study Group prepares students for life in a global society and success in a global economy.

We educate students from every corner of the globe enabling them to realise their potential by encouraging active participation in a broad range of learning experiences.

In presenting the 2016 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 NSW Education Standards Authority (NESA). This process monitors the extent to which the College promotes and improves 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 2017. You can visit the website at [www.taylorscollege.edu.au](http://www.taylorscollege.edu.au)

### **Chris Norton**

Principal  
June 2017.

"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



## Taylors Action Group LEADERSHIP IN ACTION

Taylors Action Group (T.A.G.) as a Leadership Group was formed in 2012. It is a voluntary student organisation currently made up of students from various nationalities and programs within Taylors College. TAG gives students the opportunity of making a positive contribution to their College through the organisation of student centred social activities and raising concerns and offering suggestions on how College life at Taylors may be improved.

The structure of TAG is formal with an Executive team elected by members each semester. The Executive team is comprised of a President, Vice-President, Secretary, Treasurer, Reporter and Coordinators of Events. The Executive and the members of TAG meet fortnightly in a formal setting to discuss their Agenda. Prior to the meetings TAG members indulge in a healthy breakfast prepared by the Executive team. Following breakfast members participate in small group activities aimed at enhancing problem solving, communication and leadership skills.

The Leadership Program provides the members with a one day workshop plus a three day Adventure and Leadership Camp. The workshop is led by a guest Leadership expert and the students receive a certificate of participation. The purpose of the camp is to offer an opportunity for the group to connect socially and develop friendships. The camp activities reinforce leadership skills in areas of self-confidence, communication, teamwork, problem solving and decision making.

Some of the activities that TAG organised in 2016 were The Chinese New Year Party, Soccer Gala Day Barbeque and The Halloween Dance Party. TAG members are also involved in supporting the wider community by undertaking fundraising activities. In 2016 TAG supported Jeans for Genes Day, The Leukaemia Foundation Great Shave, AusCam Freedom Project, The Fiji Cyclones Relief Fund, and The Ecuadorian earthquake Relief Fund.

Student interest in TAG is continually increasing with student membership reaching over 75 in 2016.

IN 2016:

# 75

STUDENT INTEREST IN TAYLORS ACTION GROUP IS CONTINUALLY INCREASING WITH STUDENT MEMBERSHIP REACHING OVER 75



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

In 2016, 26 students completed the HSC and obtained an offer for further study with 4% in the top 10% of the state having gained an ATAR of 90 and above while 8% achieved an ATAR of 80 and above, placing them in the top 20% of the state.

In 2016, 4 students gained places on the Distinguished Achievers List with one student being a Distinguished Achiever in 2 subjects. These are high level academic skills and are certainly worthy of celebration.

Two students achieved an exceptional result with a Band 6 in Japanese Beginners and one each in Chinese Continuers and Chinese Background Speakers. 19% of the students studying Mathematics achieved Bands 5 or 6 and 27% of Chinese Background Speakers students gained a Band 5 and 6.

Of the total cohort, 50% were eligible to receive a bachelor degree offer and 50% were eligible to receive a diploma or certificate offer.

The University of Sydney, Macquarie University and the University of Technology, Sydney were the preferred universities for the 2016 students. These students showed interest in studying a variety of degrees across different faculties.

## Tertiary Offer Statistics (Eligible Offers)

### Bachelor Degree Offers

| Tertiary Institution                 | % Offers  |
|--------------------------------------|-----------|
| <b>GO8 Universities</b>              | <b>15</b> |
| University of Sydney                 | 15        |
| University of Wollongong             | 4         |
| University of Technology Sydney      | 15        |
| Macquarie University                 | 15        |
| <b>Overseas Universities</b>         | <b>11</b> |
| <b>Total Known University Offers</b> | <b>60</b> |
| <b>Eligible for Entry Offers</b>     | <b>60</b> |
| <b>TOTAL OFFERS</b>                  | <b>60</b> |

|   |           |
|---|-----------|
| <b>Diploma &amp; Certificate Offers<br/>(TAFE, William Blue, TOP Education)</b> | <b>15</b> |
|---|-----------|

### Known University Faculty Offers

|                                     |           |
|-------------------------------------|-----------|
| <b>Business/Management/Commerce</b> | <b>15</b> |
| <b>Engineering</b>                  | <b>8</b>  |
| <b>Arts and Social Sciences</b>     | <b>31</b> |
| <b>Education</b>                    | <b>15</b> |
| <b>Other</b>                        | <b>23</b> |



IN 2016:

# 50%

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

| Student Name                   | Course Long Name                          |
|--------------------------------|---|
| <b>Distinguished Achievers</b> |   |
| ADITYA, Argawal                | Mathematics Extension 1                   |
| PHALLIN, Chan                  | Chinese Continuers and Japanese Beginners |
| VIVIAN, Kourch                 | Japanese Beginners                        |
| YANHONG, Xu                    | Chinese Background                        |

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

## Individual performances

There were some outstanding performances in the HSC in 2016.

**Phallin Chan**, completed her HSC at Taylor's College as a Distinguished Achiever in both Chinese Continuers and Japanese Beginners. She has accepted a degree from the University of Sydney studying Bachelor of Project Management and Arts.

**Vivian Kourch**, was also a Distinguished Achiever in the 2016 HSC. She has accepted an offer to study at the University of Sydney for a Bachelor of Arts and Business

\*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.

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

IN 2016:

# 100%

OF STUDENTS ACCESSED STUDY SMART ONLINE FOR EXTRA RESOURCES



## Top Performing Students

| Last Name | First Name        | ATAR | Institution                     | Course  |
|-----------|-------------------|------|---------------------------------|---|
| CHAN      | Phallin (Pauline) | 83.1 | University of Sydney            | Bachelor of Project Management and Arts Degree  |
| ZHU       | Sixian (Diane)    | 81.6 | University of Sydney            | Education University of Sydney                  |
| LEE       | Yer               | 80.0 | University of Sydney            | B. Arts (Economics)                             |
| KOURCH    | Vivian Sariah     | 75.8 | University of Sydney            | B. Arts and Business University of Sydney       |
| FU        | Kanghua (Kayla)   | 75.4 | Macquarie University            | Bachelor of Early Childhood Education           |
| JABBARLI  | Ali               | 74.9 | Macquarie University            | B. Arts International Law and Global Governance |
| PHAM      | Quoc Tuan (James) | 73.0 | University of Technology Sydney | IT  |

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 2016

No Vocational subjects were delivered in 2016 at Taylors College.

### 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.

Reunions are held in March/April 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.

For Years 11 and 12 the formal Record of School Achievement credential was awarded by NESA to 9 students.





# Professional Learning

## 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.

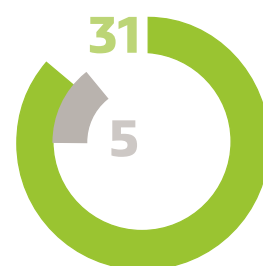
To ensure our staff members maintain the expertise they need to use the latest learning technologies effectively, we have appointed a team of advanced practitioners specialising in new technology in our school. This specialist team provides training and support to colleagues across the curriculum. Our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

## Teacher Standards and Professional Learning

### Teacher Standards

| Category   | Number of Teachers |
|--|--------------------|
| 1. Those having teacher education 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 2016



TEACHING STAFF

NON TEACHING STAFF

INDIGENOUS STAFF MEMBERS 0

IN 2016:

# 100%

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



# Professional Learning continued

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 2016 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 March 2016, all College staff completed the online AIS online module: Child Protection Legislation: Reportable Conduct and Allegations against Employees and attended a presentation on Exploring Professional Boundaries conducted by an AIS consultant.

IN 2016:

# 100%

OF TEACHERS ATTENDED THE TEACHING AND LEARNING CONFERENCE

In September 2016, Study Group Australia conducted a teaching and learning conference at its ACPE premises. The conference aims were to facilitate the building of a vibrant academic community, sharing best practice, and equipping our front-line teaching and academic support staff with the tools and strategies to ultimately enhance the student experience.

## The expected outcomes from the conference were:

- › Increased staff engagement within and across campuses/brands;
- › Increased ability of staff to engage effectively with students;
- › The seeding of the concept of sharing of academic resource and cooperative development of new resources;
- › Generating best practice in Student Support and in strategies to improve students' outcomes.

All teaching staff from Taylors College attended for at least one of the two days with most teachers attending both days. The conference was a resounding success. The quality and relevance of the deliveries by the external experts, Professor Marnie Hughes – Warrington, Deputy Vice Chancellor (Academic) ANU, Professor Adam Bridgeman - Director of Educational Innovation, University of Sydney, Dr Tony Loughland Senior Lecturer, School of Education, UNSW were outstanding.

Our teachers were also involved in the continuation of training in Moodle, Language Across the Curriculum. Staff required to update their first aid certificates undertook a First Aid course on site and those staff members who are fire wardens took part in emergency procedures training.



# Professional Learning continued

## Examples of department based professional learning topics are:

| Faculty /Subject Area  | Description Of Learning Activity  |
|------------------------|---|
| <b>Languages</b>       | Teachers attended the following conferences:<br>› 2016 CLTANSW Workshop of Programming for CBS<br>› 2016 CLTANSW Conference   |
| <b>Visual Arts</b>     | Teacher attended :<br>› National Visual Arts Educators Conference<br>› 'Global Shifts in Contemporary Art Practice' – BOSTES<br>› Night Bronze Pour<br>Exhibitions:<br>› The Greats' Art Exhibition<br>› 'My Pretty Little Art Career' Grayson Perry Exhibition<br>› El Anatsui' Exhibition<br>› Art Express  |
| <b>Music</b>           | Teacher attended workshops hosted by AIS:<br>› Motivating the Senior Music Student<br>› Unlocking Creativity- The Music Classroom and Beyond  |
| <b>Social Sciences</b> | Teachers attended the following workshops/courses:<br>› Backward Mapping and Forward Looking - Improved Student Outcomes<br>› Exploring the flipped classroom<br>› Historical Seminar on the Mint and the Rum Hospital<br>› Exploring Films as Historical Sources and Alternative History<br>› Intercultural Understanding Masterclass<br>› Microsoft Office 365 in Education<br>› Compass Points - Creating New Connections in Geography<br>› New Geography Curriculum |
| <b>English</b>         | Teachers attended the following workshops:<br>› Maximising Higher Order Thinking in the 21st Century<br>› A critical study of T S Eliot<br>› The importance of understanding how we learn best / brain functions<br>› Teaching strategies and apps on the iPad<br>› effective teaching,<br>› adaptive practice,<br>› flipped learning   |

| Faculty /Subject Area   | Description Of Learning Activity   |
|-------------------------|--|
| <b>Mathematics</b>      | › MANSW AGM and Annual Conference<br>› Presentations on new syllabus and workshops on new content areas at UNSW School of Mathematics & Statistics Vectors, Matrices, Proofs<br>› Unpacking the new HSC Mathematics General courses<br>› the new HSC Mathematics Advanced and Extension courses<br>› Feedback on marking of the 2015 HSC exams<br>› Feedback on draft syllabus for NSW Stage 6 Mathematics |
| <b>Support Services</b> | Staff attended:<br>› AIS Counsellors Conference<br>› AIS School Nurses Conference<br>› Wellbeing of teachers & students<br>› Problematic internet usage (PIU)<br>› Generation Next Conference  |

## Expenditure on Professional Learning

The average expenditure per teacher on professional learning in 2016 was \$500

# Enrolment Policy and Characteristics of the Student Body

## Characteristics of the Student Body in 2016

Taylor's College specialises in education for overseas students. Offering Year 10, 11 and 12 programs, the college is located in Waterloo. Our High School student population has approximately equal numbers of males and females and in 2016 comprised the following nationalities.

|               |    |                    |    |
|---------------|----|--------------------|----|
| Australia     | 4  | Iran               | 3  |
| Azerbaijan    | 1  | Malaysia           | 1  |
| Cambodia      | 1  | Macau              | 1  |
| China PRC     | 67 | Russian Federation | 1  |
| France        | 1  | Singapore          | 3  |
| Hong Kong SAR | 6  | South Korea        | 4  |
| Hungary       | 1  | Syria              | 1  |
| India         | 3  | Vietnam            | 17 |
| Indonesia     | 3  |                    |    |

## Retention and Attendance Rates 2016

The following percentages are listed separately due to overseas students requiring one

### Confirmation of Enrolment for Junior Secondary studies and another for Senior Secondary.

- › In 2016 the retention rate of students who completed Year 10 and continued into Year 11 was 74%. The percentage of students who completed Year 12 from Year 11 was 51%.
- › Taylor's 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 Taylor's College High School students choose to enter the University of Sydney Foundation Program and, indeed, other foundation programs after Year 11 rather than continuing on to Year 12.
- › In 2015 this number was 18. 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 2016 was 89%. The average attendance rates for the individual years in 2016 were:
  - Year 10 91%
  - Year 11 93%
  - Year 12 83%



IN 2016:

# 74%

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



# Taylor's College Policies

## Enrolment Policy

### 1. Purpose

To ensure that the Study Group Australia Pty Limited ("SGA") has open, fair and transparent procedures for making decisions about the selection of students into a program offered by SGA (the "Program"), that those procedures are based on the published and clearly-defined entry requirements, and that students are selected on merit, based on those entry requirements, on an individual case by case basis.

### 2. Policy Content

SGA will ensure that all applicants seeking admission are treated fairly and equitably. Admission procedures will be open, fair and transparent. Admission procedures will be based on clearly defined entry criteria used for making decisions about the selection of students. Students will be selected on merit, based on the published criteria, and on an individual case by case basis.

Throughout the process of selection and admission, all applicants are treated courteously and expeditiously.

Entry criteria and application procedures are published in the promotional brochures and on the SGA websites and do not present unreasonable barriers to access.

SGA consistently applies procedures for verifying applicants' credentials. This ensures that students entering a Program have an adequate basis of knowledge and skills to successfully undertake the studies proposed.

Offers for admission apply to a specific intake and may be made on a conditional basis. If an applicant does not fulfil the condition(s), he/she may not enter the Program. These conditions may include English ability and/or achievement of an academic requirement where evidence of attainment was not available at the time of application.

In cases where an applicant is assessed as not being eligible to enter the course of choice, a review of alternative courses of study occurs from within other divisions of Study Group and, where possible, the applicant is advised of any he/she is eligible to enter.

Records are retained of the admission process, and students may access their individual records in accordance with the SGA Privacy and Personal Information Policy and Procedures.

## 2.1 Procedures

### 2.2 Pre-admission Procedures

#### 2.2.1 Start Dates

There are varying start dates for each program across each calendar year. Start dates are published within the relevant brochures and on the SGA websites. Applications for each start date are processed in the order in which they are received.

#### 2.2.2 Entry Criteria

Entry criteria and application procedures are published in SGA's brochures and on SGA's website for the information of those seeking admission. Each application is reviewed against the relevant entry criteria.

#### 2.2.3 Method of contact

During the application process, an international applicant may:

- › be assisted by an Education Agent, either onshore or offshore; and/or
- › make independent contact with the SGA Admissions Centre; and/or
- › apply online; and/or
- › visit an SGA campus to enrol

#### 2.2.4 Information to be provided to applicants

Irrespective of the contact method, the applicant must be provided with information which includes:

- a. the requirements for acceptance into a program, including:
  - › the minimum level of English language proficiency; and
  - › educational qualifications or work experience required
- b. whether course credit may be applicable;
- c. information about the course, including:
  - › content and duration;
  - › qualification offered;
  - › modes of study; and
  - › assessment methods
- d. information about the campus, including:
  - › campus locations;
  - › a general description of facilities and equipment;
  - › learning and library resources available to students;
- e. details of any arrangements with another registered provider, person or business to provide the course or part of the course;

# Taylors College Policies continued

f. indicative course-related fees including advice on the potential for fees to change during the student's course and applicable cancellation and refund policies;

g. information about the grounds on which the student's enrolment may be deferred, suspended or cancelled;

h. a description of the ESOS framework;

i. relevant information on living in Australia, including:

- › indicative costs of living
- › accommodation options; and
- › where relevant, schooling obligations and options for school-aged dependants of intending students, including that school fees may be incurred.

## **2.2.5 Application for admission**

The applicant will be required to complete and submit an Application for Admission, stating details of the preferred programme, and providing evidence of eligibility for enrolment.

The completed application for admission and the supporting evidence (see below) are then reviewed against the relevant entry criteria by one of SGA's Admissions Officers (International Admissions Centre) or Registrar (campus-based).

## **2.2.6 Supporting Evidence to be provided by applicants**

The following documents must be provided by the applicant with the application form:

- › verified copy of passport
- › verified copies of English test result documents (IELTS, TOEFL or other internationally recognised exam consistent with the Department of Immigration and Border Protection (DIBP) regulations).
- › original or verified copies of academic certificates and transcripts
- › any other supporting information

Important note: All documents supplied in support of an application for enrolment at SGA must be verified copies of originals or certified copies of English translations of the originals.

(Please refer to 2.3.4 below for information about verification procedures)

## **2.3 Admission Procedure**

### **2.3.1 Completion and submission of application for admission**

The applicant completes the Application for Admission either online or in hard copy, and submits it along with the supporting evidence related to eligibility for enrolment. Certified copies of an applicant's credentials are required.

### **2.3.2 Assessment of application**

The Admissions Officer (in the case of an application being processed by the International Admissions Centre) or Registrar (in the case of an application being processed at an SGA campus) assesses the application based on the published entry requirements for the Program.

This assessment of eligibility for entry must be thorough and consistent in approach, especially in relation to the English language skills of the applicant.

### **2.3.3 Methods for determining equivalency of academic qualifications**

An applicant may present overseas academic qualifications at the time of application. These are assessed for equivalency using AEI-NOOSR Country Education Profiles.

### **2.3.4 Methods for determining authenticity of academic qualifications**

International academic qualifications submitted can be authenticated by:

- › original documents (i.e. award and transcript of results) being provided to the authorised representative; or
- › copies of the original documents (i.e. award and transcript of results) being provided which have been either:
  - notarised by a Justice of the Peace or equivalent authority; or
  - verified as a true and correct copy of the original documents by an authorised representative of SGA.

The authorised representative must sign and print his/her name clearly, include the date, and record that the original has been sighted. If external to SGA, an official stamp or seal of the authorised officer's organisation must be added.

# Taylor's College Policies continued

Should the Admissions Officer suspect that the academic document presented has been altered or fraudulently created, contact is made with the conferring institution to validate the claims of the applicant.

If the application makes reference to studies currently being undertaken and is unable therefore to present evidence of the academic entry requirements having been met, then the offer of enrolment will be conditional upon the achievement of the required academic outcome.

### **2.3.5 Applicants with a special needs**

SGA adopts the Disability Standards for Education 2005, underpinned by the Disability Discrimination Act, 1992 which states that it is unlawful for an educational authority to discriminate against a person on the grounds of their disability.

SGA will treat all students, including those with disabilities, equally and with dignity. Students who have a disability will be able to enjoy the benefits of the educational experience in the same way as those without a disability.

Wherever feasible and practicable and in consultation with the Campus Director/State Academic Director, SGA staff will take into consideration the special needs of students who have a disability and make appropriate adjustments to the teaching and/or assessment environments.

Reasonable adjustment for students with a disability will be individualised, and granted with integrity according to negotiations with stakeholders. Reasonable adjustment will be implemented in such a way as to ensure that the interests of all parties are met, applied with care and fairness, and applied across the scope of a student's interaction with SGA.

### **2.3.6 Offer of enrolment**

If, upon completion of the verification of credentials, the applicant is assessed as being eligible for entry to the Program then an Enrolment Offer Pack is issued to the applicant either electronically or by standard mail.

This Enrolment Offer Pack comprises:

- › Letter of Offer, showing:
  - Campus location,
  - start date,
  - end date,
  - itemised fees,
  - information of any enrolment conditions that may apply, and orientation;
- › Terms and Conditions, including the Cancellation policy and procedures and the refund policy and procedures;
- › a plain English explanation of what happens in the event of the Program not being delivered;
- › information relating to the ESOS Framework;
- › an Acceptance of Offer document,
- › other documents applicable to the enrolment.

### **2.3.7 Contract of enrolment**

The Letter of Offer, signed by SGA, with the Acceptance of Offer, signed by the Applicant (and his/her parent or guardian if the applicant is under 18 years of age) become the Contract of Enrolment ("the Contract").

The Acceptance of Offer must include:

- › SGA's refund policy
- › The circumstances in which personal information about the student may be shared with others
- › The obligation of students to notify SGA of any change of address while enrolled in the course.

### **2.3.8 Advising an unsuccessful applicant of alternative options**

If, once the credential verification is completed, the applicant is identified as not being eligible for entry to the Program, a review of alternative courses of study occurs from within other divisions of Study Group. Where possible, the applicant is advised of any he/she is eligible to enter. Should the applicant accept the alternative course of study, an appropriate Enrolment Offer Pack is issued.

### **2.3.9 Record of enrolment**

Once the Acceptance of Offer has been signed by the applicant (and his/her parent or guardian if the applicant is under 18 years of age), and received by SGA the enrolment will be noted within the student database.

# Taylor's College Policies continued

## 2.3.10 Filing of enrolment documents

All documentation, including the Application for Admission and supportive evidence, and signed Acceptance of Offer will be collated and a file created for the applicant.

## 2.3.11 Confirmation of Enrolment

Once the signed Acceptance of Offer has been received by SGA, the fees have been processed and a receipt issued, then the enrolment is confirmed within the student database and a Confirmation of Enrolment is generated and provided to the applicant.

If the applicant chooses to delay the commencement date before the issuing of a visa, the Admissions Officer (International Admissions Centre) or Registrar (campus-based) ascertains the next most suitable date for the commencement, and adjusts SGA records accordingly. A new Confirmation of Enrolment is then provided to the applicant.

## 2.3.12 Delaying commencement

If the applicant requests to delay the commencement date after the issuing of a visa, the Admissions Officer (International Admissions Centre) or Registrar (campus-based) determines the impact such a deferment will have on the finishing date of the course and will proceed in accordance with SGA-13-1 Deferring, Suspending or Cancelling a Student's Enrolment.

SGA must not actively recruit a student where this clearly conflicts with its obligations under the National Code Standard 7 Transfer between registered providers. Refer to SGA-07-1 Transfer Policy and Procedures.

## 2.4 Commencement Procedure

The following procedures apply during Orientation:

- › Student Services confirms that a signed Acceptance of Offer has been received by SGA and confirms that the student has brought other required documentation, such as:
  - details of home and term addresses;
  - personal email address, and phone number(s);
  - name, address and phone number of the caregiver/guardian if under 18;
  - a photocopy of the personal details and visa pages from his/her passport;

- › the Bursar checks to ensure that relevant fees have been paid. If the appropriate fees have not been paid the student will be advised of the payment options, and alternative arrangements made with the Bursar.
- › each student has an identification photograph taken and is issued with the appropriate identification card;
- › the student is issued with the Timetable and an explanation is given; and
- › students are provided with the Handbook, and guided through key policies and procedures, including academic progress, attendance, assessment, and grievances.

## 3. Younger Students

If the applicant is less than eighteen years of age, a parent or legal guardian must also sign the Application for Admission and Acceptance of Offer. This documentation is retained within the student's file.

Education providers approving care arrangements for international applicants less than 18 years old who are seeking to enter Australia under a Student visa must:

- › provide DIBP with a signed statement (Confirmation of Appropriate Accommodation and Welfare) confirming that appropriate arrangements have been made for the student's accommodation, support and general welfare during the entire time of their stay in Australia until they turn 18, and
- › notify DIBP in writing of any changes to the care arrangements.
- › Additionally, students are required to obtain their education provider's approval to change these arrangements if they wish to do so after their arrival in Australia.

Refer to SGA-05-1 Managing the welfare of Under-18 Students.



# Taylors College Policies continued

## 5. Student Records

Each student is required to complete an Application for Admission and Acceptance of Offer prior to commencing studies. This provides the essential information for the identification process and must be retained in the student's file.

The Student Admissions Officer (SEO) (International Admissions Centre) or Registrar (campus-based) follows the controlled steps to enter the student details into the student database. This creates a dedicated student file with:

- › student name;
- › gender;
- › details of the Program with subjects to be studied;
- › date of birth;
- › a unique identification number for the student;
- › local or overseas student classification;
- › starting date and nominal completion date;
- › fees applicable;
- › name of SEA or Registrar concerned or overseas agent; and
- › details of support services required, such as OSHC and Homestay.

The student attends Orientation to commence the Program. At this time, student details are individually checked. A digital photograph of the student is then placed within the front screen of the student's electronic file for identification purposes.

## 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



# General 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: Child Protection Policy, Codes of Conduct, Security Policy and Supervision Policy

All major College policies are contained in the Student Orientation Handbook which the students receive on their first day on campus. Any updates made to student policies are published in the Orientation Handbook or in Student Support Services 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

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.



# General Policies continued

## Discipline Policy Summary

As Taylors 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.

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

Taylors 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 Taylors College website ([www.taylorscollege.edu.au](http://www.taylorscollege.edu.au)), Staff Intranet and students can also access it on Study Smart. A summary appears in the Student Orientation Handbook. 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.

## 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 reason 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. Detentions are common practice for lack of punctuality to roll call and fractional truancy.

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



# Priority areas for improvement

## Achievement of priorities identified in the College's 2016 Annual Report

| Area                     | Priorities   | Achievements  |
|--------------------------|--|---|
| Curriculum Review        | A thorough review of our curriculum offerings ensuring that our practices reflect the standards provided by NESAs. Associated with this will be a review and refinement where necessary of all the College's policies and procedures as they relate to all aspects of our operations, thereby ensuring we are not only compliant but offering high levels of support and excellent educational experiences for the students in our care. | All policies and procedures related to our curriculum review are in place, reflecting the requirements for the re-Registration and Accreditation of non-government schools. As well we have addressed all matters associated with CRICOS, compliance and TAA requirements.  |
| ICT                      | Attending to Equella, our Moodle platform, will occur this year. Subject offerings together with a range of other co-curricular materials will be placed on this site. Introduction of Flipped Classroom across all faculty areas.   | Many of our sites have been upgraded to StudySmart and this will continue throughout 2017. Equella has been recognised as another level of difficulty and so in the first instance matters associated with StudySmart will take priority.<br>A room with a projector and associated resources has been set up in order to facilitate the Flipped Classroom concept. This resource has been used and is something we will continue to promote. |
| Professional Development | Staff Peer Support to continue. The introduction of a teacher reflection program that aims to enhance teaching practices at the College. Teachers will be attending each other's lessons in order to experience a variety of teaching and learning styles.<br>We will continue to promote the Student Course Evaluation process.   | Most teachers were involved in peer observation. For teacher accreditation purposes such action is a NESAs requirement. A PD program is in place that reflects the hours teachers must complete in order to satisfy ongoing accreditation.  |
| Student Welfare          | Extend our extra-curricular program by enriching and adding to our present activities program with a focus on careers  | Two more activities were added to the College's extra-curricular program and our careers team introduced a supplement to our overall, well-established program. The new resource is of assistance to those seeking guidance in developing future career strategies.   |



# Priority areas for improvement continued

## 2017 Priority Areas for Improvement

| Area                              | Priorities   |
|-----------------------------------|--|
| Re-registration and accreditation | A review of curriculum and teaching/learning matters to be completed and documents associated with this year's audit submitted online. Associated aspects of the NESA audit requires us to ensure all policies/procedures and processes related to cricos, compliance and TAA requirements are up to date.   |
| Language across the curriculum    | The development of language activities in all subjects as part of our LAC project. LAC activities to be visible in all subjects on Study Smart and in study guides. There will be scheduled times whereby faculties will share best practice in their respective curriculum areas.<br>Embedding English language skills in all subjects.   |
| Professional Development          | Continued emphasis on Moodle training for teachers. We are aiming for a standardised format for subjects on Study Smart. We have created an "IT for Academics" Team as a resource for teachers. Members of this team will conduct group sessions and work one-on-one with staff<br>We will ensure teachers are accruing the requisite number of hours for maintenance of their accreditation with NESA.<br>Attendance at inservices related to 2018 curriculum changes in stages 5 and 6 |
| E-learning                        | Our Study Smart sites have been converted to a standard template and teachers are developing a range of activities that can be placed on the various subject sites. This is an example of our goal of embracing e-learning in supporting the student learning experience. Upskill academic staff on the use of software in order to develop flipped classroom opportunities and student feedback.  |

## 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.

Conceived as a direct response to the devastation and loss caused by the Asian Tsunami in 2004, Building Futures has gone on to support projects all over the world, including Aceh (Indonesia), Zounzounkanme School, Benin, West Africa, Rozalina Zaidan School, Codó Nova, Brazil, Xiao Feng Primary School, Liu Shu, China, Van Han Commune School, Dong Hy, Vietnam, Dosso and Tillaberi Districts, Niger, Cambodia and, most recently, Anuradhapura a district in northern Sri Lanka, to improve primary school enrolment, retention and completion. By constructing a new primary school with two new buildings, improving access to water and sanitation, and delivering a range of teacher training and school management initiatives, this project aims to improve the education opportunities for an estimated 413 boys and girls.

Staff and students regularly organise and participate in fundraising events to raise money for our projects, in all of our campuses and offices worldwide, which are carried out by development organisation, Plan International. All funds raised by staff and students for Building Futures events are matched dollar for dollar, pound for pound etc. by Study Group. Our 10th project will be in Nepal.

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, Christian Fellowship, drama and music. The knitting club has donated their completed blankets to Wrap with Love.

Whole school Sports Gala Days are run once a term in futsal, soccer, basketball, badminton and volleyball. Year 10 participate in a fortnightly sports and activities program.

Throughout 2016 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.

The Year 12 Leaders meet regularly in the 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 prepared at the end of each term and emailed to parents. The Principal has travelled to China to be available to talk to parents with interviews being held in key cities. Staff members also travel regularly to Hong Kong to provide feedback to parents.

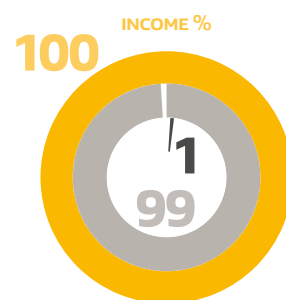
**Students:** Students are surveyed for their feedback on various aspects of College life both during and after their courses. Feedback indicates that students have a positive view of the College and the opportunities it offers them.

**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. All Study Group staff complete "Temperature Check" surveys regularly

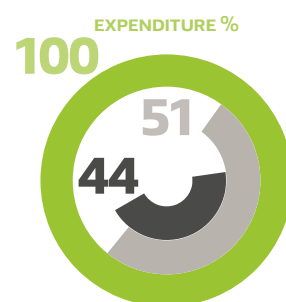
## Financial Information

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

### Financial information



TOTAL INCOME \$190,904,257  
FEES AND PRIVATE INCOME \$190,642,631  
OTHER INCOME \$261,626



TOTAL EXPENDITURE \$169,916,824  
SALARIES \$76,844,905  
NON-SALARY \$87,139,676



# Appendix

## Taylor's College Annual Report Academic Results Band Analysis 2016

### Taylor's college - 2016 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 | 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      |
|                          | 33/2015          | 65.47        | 70.86      | 0.00  | 3.91      | 9.09  | 21.99     | 33.33  | 34.44     | 33.33 | 21.99     | 12.12 | 12.24     | 12.12 | 4.03      |
|                          | 20/2016          | 58.31        | 70.31      | 0.00  | 4.68      | 0.00  | 22.60     | 35.00  | 32.06     | 25.00 | 24.97     | 20.00 | 9.50      | 20.00 | 6.19      |
| 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      |
|                          | 2/2015           | 69.80        | 80.43      | 0.00  | 15.40     | 0.00  | 42.42     | 50.00  | 33.27     | 50.00 | 7.94      | 0.00  | 0.72      | 0.00  | 0.15      |
|                          | 6/2016           | 70.37        | 80.72      | 0.00  | 15.41     | 16.67 | 46.59     | 16.67  | 28.5      | 66.67 | 8.44      | 0.00  | 0.81      | 0.00  | 0.25      |
|                          | 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      |
|                          | 15/2015          | 69.09        | 68.64      | 0.00  | 5.60      | 26.66 | 20.04     | 26.66  | 24.42     | 20.00 | 24.13     | 20.00 | 17.40     | 6.66  | 7.44      |
|                          | 9/2016           | 61.53        | 68.51      | 0.00  | 5.37      | 11.11 | 20.53     | 33.33  | 26.19     | 22.22 | 23.58     | 11.11 | 16.03     | 22.22 | 8.30      |

# 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 2 unit                  | 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      |
|                               | 13/2015  | 72.88        | 77.89      | 7.69  | 19.64     | 15.38 | 32.68     | 30.76  | 28.39     | 38.46 | 9.79      | 7.69  | 6.12      | 0.00  | 3.09      |
| 10/2016                       | 68.04    | 77.84        | 0.00       | 23.20 | 40.00     | 29.48 | 10.00     | 23.96  | 20.00     | 15.56 | 20.00     | 4.34  | 10.00     | 3.46  |           |
| 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      |       |           |       |           |
| 10/2015                       | 78.72    | 81.20        | 0.00       | 34.30 | 100.00    | 49.82 | 0.00      | 13.91  | 0.00      | 1.76  |           |       |           |       |           |
| 6/2016                        | 72.27    | 79.68        | 16.67      | 33.12 | 33.33     | 46.47 | 50.00     | 17.66  | 0.00      | 2.76  |           |       |           |       |           |
| 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      |       |           |       |           |
| 8/2015                        | 67.48    | 82.28        | 12.50      | 36.00 | 0.00      | 50.14 | 87.50     | 12.19  | 0.00      | 1.52  |           |       |           |       |           |
| 4/2016                        | 67.30    | 81.03        | 0.00       | 32.05 | 25.00     | 53.43 | 75.00     | 12.55  | 0.00      | 1.97  |           |       |           |       |           |
| 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      |
|                               | 9/2015   | 69.33        | 71.13      | 0.00  | 5.77      | 22.22 | 22.19     | 11.11  | 31.65     | 44.44 | 24.16     | 22.22 | 11.20     | 0.00  | 4.43      |

# 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 |
|---------------------------|----------|--------------|------------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|
| 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      |
|                           | 12/2015  | 67.55        | 75.81      | 8.33  | 10.72     | 16.66 | 30.34     | 0.00  | 32.25     | 58.33 | 19.85     | 8.33  | 4.76      | 8.33  | 1.71      |
| 5/2016                    | 58.32    | 75.59        | 0.00       | 9.70  | 20.00     | 31.44 | 20.00     | 32.42 | 20.00     | 20.78 | 0.00      | 3.68  | 40.00     | 1.98  |           |
| 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      |
|                           | 13/2015  | 58.08        | 72.66      | 0.00  | 8.39      | 15.38 | 20.37     | 15.38 | 37.31     | 15.38 | 23.27     | 30.76 | 5.84      | 23.07 | 4.28      |
| 2/2016                    | 74.40    | 72.65        | 0.00       | 8.38  | 50.00     | 21.75 | 0.00      | 35.88 | 50.00     | 22.41 | 0.00      | 7.73  | 0.00      | 3.86  |           |
| Business Studies<br>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      |
|                           | 20/2015  | 59.06        | 73.65      | 0.00  | 8.39      | 1.00  | 27.50     | 15.00 | 30.00     | 50.00 | 21.59     | 10.00 | 8.46      | 20.00 | 2.85      |
| 24/2016                   | 60.90    | 73.21        | 0.00       | 8.92  | 8.33      | 25.84 | 25.00     | 29.44 | 25.00     | 22.95 | 20.83     | 10.24 | 20.83     | 2.61  |           |
| 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      |
|                           | 7/2015   | 58.29        | 76.12      | 0.00  | 11.40     | 0.00  | 34.47     | 28.57 | 28.74     | 14.28 | 17.43     | 28.57 | 5.18      | 28.57 | 2.36      |
| 9/2016                    | 67.89    | 76.55        | 0.00       | 13.91 | 11.11     | 31.49 | 55.56     | 28.77 | 22.22     | 20.21 | 11.11     | 3.79  | 0.00      | 1.83  |           |



# 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 |
|-----------------------------|----------|--------------|------------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|-------|-----------|-------|-----------|
| Chinese BS 2 Unit           | 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      |
|                             | 17/2015  | 76.79        | 81.72      | 0.00   | 12.91     | 41.17  | 55.25     | 41.17  | 26.87     | 11.76  | 2.85      | 5.88  | 0.90      | 0.00  | 0.30      |
| 13/2016                     | 80.14    | 81.44        | 7.69       | 14.29  | 46.15     | 52.23  | 46.15     | 30.06  | 0.00      | 2.68   | 0.00      | 0.15  | 0.00      | 0.60  |           |
| 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      |
|                             | 19/2015  | 69.45        | 72.07      | 10.52  | 12.94     | 31.57  | 24.96     | 10.52  | 22.34     | 15.78  | 20.64     | 15.78 | 10.78     | 15.78 | 7.24      |
| 18/2016                     | 58.94    | 73.49        | 11.11      | 17.59  | 16.67     | 25.86  | 21.5      | 21.5   | 16.67     | 15.64  | 22.22     | 14.29 | 22.22     | 5.11  |           |
| 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      |
| 3/2015                      | 83.87    | 80.60        | 33.33      | 16.71  | 33.33     | 45.13  | 33.33     | 26.64  | 0.00      | 8.99   | 0.00      | 1.70  | 0.00      | 0.23  |           |
| 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  |           |
| 6/2016                      | 63.27    | 79.55        | 0.00       | 14.15  | 0.00      | 40.46  | 33.33     | 33.09  | 33.33     | 10.41  | 16.67     | 1.74  | 16.67     | 0.16  |           |
| 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  |           |

# 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 |
|--------------------------------|----------|---|------------|--------|-----------|--------|-----------|--------|-----------|-------|-----------|-------|-----------|-------|-----------|
| 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      |
| 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   | Saturday School of Community Languages    |            | 0.00   | 28.15     | 100.00 | 41.74     | 0.00   | 23.30     | 0.00  | 5.82      | 0.00  | 0.00      | 0.00  | 0.00      |
|                                | 1/2015   | Saturday School of Community Languages    |            | 100.00 | 17.85     | 0.00   | 42.85     | 0.00   | 28.57     | 0.00  | 3.57      | 0.00  | 3.57      | 0.00  | 3.57      |
| 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      |
|                                |          | Saturday School of Community Languages    |            |        |           |        |           |        |           |       |           |       |           |       |           |
|                                |          | Saturday School of Community Languages    |            |        |           |        |           |        |           |       |           |       |           |       |           |
| 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   | Open High School/ NSW School of 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      |
|                                | 1/2015   | Open High School/ NSW School of Languages |            | 100.00 | 21.53     | 0.00   | 22.61     | 0.00   | 26.61     | 0.00  | 16.15     | 0.00  | 7.84      | 0.00  | 4.76      |
|                                |          | Open High School/ NSW School of Languages |            |        |           |        |           |        |           |       |           |       |           |       |           |
| 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      |
|                                |          | Saturday School of Community Languages    |            |        |           |        |           |        |           |       |           |       |           |       |           |
|                                |          | Saturday School of Community Languages    |            |        |           |        |           |        |           |       |           |       |           |       |           |
| 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  | TAFE NSW                                  |            | 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  | TAFE NSW                                  |            |        |           |        |           |        |           |       |           |       |           |       |           |
|                                | 19/2010  | TAFE NSW                                  |            | 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   | TAFE NSW                                  |            | 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   | Saturday School of Community Languages    |            |        |           |        |           |        |           |       |           |       |           |       |           |
|                                | 3/2009   | Saturday School of Community Languages    |            |        |           |        |           |        |           |       |           |       |           |       |           |
|                                | 2/2010   | Saturday School of Community Languages    |            | 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   | Saturday School of Community Languages    |            | 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   | Saturday School of Community Languages    |            | 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      |

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