

TaylorsCollege

PREPARATION FOR UNIVERSITY SUCCESS

EDUCATIONAL AND FINANCIAL REPORT



2012

taylorscollege.edu.au

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Purpose of the Report

This Annual Report is produced in order to comply with the requirements of the New South Wales Board of Studies for Independent Schools as outlined in Section 3.10 of the Registered and Accredited Individual Non-Government Schools (NSW) Manual 2012. 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 AUSTRALIA'S LEADING UNIVERSITY PREPARATION ESTABLISHMENT.

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

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

SUCCESS TRUST CARE
COMMUNITY PREPARATION

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

Our Mission

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

Taylors is committed to:

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

A Message from Key School Bodies



Chris Norton, Principal

A MESSAGE FROM THE PRINCIPAL

In presenting the 2012 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 welfare of each student and so both physical and human resources are directed to providing the appropriate support.

The College enjoys a close partnership with the University of Sydney and it is important that relevant information and procedures are communicated to the university and indeed to all interested parties. The Report provides a reliable and objective commentary on a whole range of performance measures, as well as outlining plans related to future College developments.

It should be noted that the College is regularly accredited by the State Government, through the Board of Studies (NSW). This process monitors the extent to which the College promotes and increases its standards of educational delivery.

The College produces newsletters, yearbooks, brochures and pamphlets and this Report is supplementary to these publications. The Report will be available on the College website by 30 June 2013. You can visit the website at www.taylorcollege.edu.au

Chris Norton
Principal
June 2013

A MESSAGE FROM TAYLORS ACTION GROUP

Taylor's Action Group (T.A.G.). T.A.G is a voluntary student organisation currently made up of students from various nationalities and programs within Taylor's College.

T.A.G. performs a number of roles at Taylor's College Waterloo. Firstly it gives students the opportunity of making a positive contribution to their College through raising concerns and offering suggestions on how College life at Taylor's may be improved and through involvement in the organisation of student-centred events and activities.

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

Students are also able to gain invaluable life skills such as teamwork, communication and leadership as members of this organisation.

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

As another fund raising activity, this year there was an initiative for T.A.G. members to run a second hand textbook store at the beginning of each intake of cohorts. This proved most successful both with old students selling their textbooks as well as new students buying second hand textbooks.

This year T.A.G. has 30 members.

There are a number of events for the year including: Chinese New Year and Welcome dance in February, College Picnics and barbeques, Yum Cha sale on Harmony day, Snack Attack Hour to educate students about healthy eating where T.A.G members have coordinated and contributed their efforts and skills in organising such events.

The funds raised for these events go towards other events and charities decided by the T.A.G members like Building Futures.

Upcoming events which T.A.G will be a part of this term are another College Dance and in Term 3 the Soccer Gala Day.

Taylors College Performance in the NSW Higher School Certificate



In 2012 58 students completed the HSC and obtained an offer for further study. With 5.2% in the top 10% of the state having gained an ATAR of 90 and above. 25.9% achieved an ATAR of 80 and above, placing them in the top 20% of the state.

In 2012, 18 places were gained on the Distinguished Achievers List* by Taylors students. 9 places were gained by Mathematics students with 20.83% of the Extension 1 students gaining a place. 17.7% of the Chinese Background Speakers students were Distinguished Achievers. The Distinguished Achievers List, published in the press, lists those candidates who have achieved Board of Studies marks between 90 and 100 in the course they attempted. These are high level academic skills and are certainly worthy of celebration.

Of the total cohort, 65.5% were eligible to receive a bachelor degree offer and 34.5% were eligible to receive a diploma or certificate offer.

The University of Sydney was the preferred university. These students show interest in studying a variety of degrees across different faculties. Approximately 54% of the top 20 students are studying Commerce or Engineering courses.

*The Distinguished Achievers Lists, published in the press, list those candidates who have achieved Board of Studies 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. These are high-level academic skills and are certainly worthy of celebration.

TERTIARY OFFER STATISTICS (ELIGIBLE OFFERS)

Bachelor Degree Offers

Tertiary Institution	% Offers
GO8 Universities	29.3%
University of Sydney	19%
University of New South Wales	6.9%
Macquarie University	5.2%
University of Technology, Sydney	1.7%
University of Wollongong	1.7%
University of Western Sydney	3.5%
International College of Management	1.7
University of Melbourne	1.7
University of Queensland	1.7
Total Known University Offers	43.1%
Eligible for Entry Offers	22.4%
TOTAL OFFERS	65.5%
Diploma & Certificate Offers (INSEARCH, SIBT, UWS College)	34.5%

Known University Faculty Offers

Business/Management/Commerce	24%
Engineering	28%
Arts and Social Sciences	20%
Sciences and IT	12%
Other	12%

Individual Performances

There were some outstanding performances in the HSC in 2012.



ZHANG Xu, from China finished as Dux of 2012 with an ATAR of 98.25. He has accepted an offer to the University of Melbourne to study a Bachelor of Commerce. He was a Distinguished Achiever in 4 of his subjects.

VU, Hong Khanh, from Vietnam was a Distinguished Achiever in 3 units of study and attained an ATAR of 96.80. He has accepted an offer to the University of Wollongong to study a Bachelor of Engineering (Mining).

DOAN Phuong Thao, achieved an ATAR of 94.75. She has accepted an offer to study a combined Bachelor of Commerce/Bachelor of Laws at the University of Queensland.

TOP PERFORMING STUDENTS (KNOWN OFFERS)

Surname	First Name	ATAR	Country	Course offer Accepted	Institution
ZHANG	Xu	98.25	China	B Commerce	Melbourne
VU	Hong Khanh	96.80	Vietnam	B Engineering (Mining)	Wollongong
DOAN	Phuong Thao	94.75	Vietnam	B Commerce/B Laws	Queensland
HU	Weihao	88.85	China	B Engineering (Software)	UNSW
LI	Kexuan	87.85	China	B Arts/ B Education	UNSW
ZHU	Yancheng	87.15	China	B Engineering (Civil)	USYD
NGUYEN	Duc Duy	85.85	Vietnam	B Commerce	Macquarie
ZHANG	Miao	84.95	China	B Engineering	USYD
ZENG	Xiangzhang	84.50	China	B Project Management	USYD
ZHANG	Yuxuan	84.75	China	B Engineering	USYD

NB: Top ATAR possible is 99.95

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

SENIOR SECONDARY OUTCOMES

Vocational Training 2012

18% of the Year 12 cohort undertook Vocational training this year in Business Services. 82% of these students qualified for a certificate in the courses studied.



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.

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.

As members of the Taylors College Alumni Association (TCAA), ex students belong to this extensive international network, rich with opportunities to expand their personal and professional connections.

The objectives of the TCAA are:

- to facilitate reunions
- to organise networking activities and careers events
- to publish newsletters and magazines
- to track the achievements of alumni

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

Granting of Records of School Achievement

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

Workforce Composition

Taylor's 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.

Our teaching staff are experts in helping students adapt smoothly to their new academic and social environment. On average we have 22 students in each high school class which allows for meaningful interaction with teachers and good learning support.

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

The proportion of teaching staff retained from 2012 to 2013 was 100% and the average daily staff attendance during 2012 was 97%.

STAFF COMPOSITION 2012

Teaching staff	36*
Non teaching staff	5*
Indigenous staff members	0

Teacher Standards and Professional Learning

Category	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent	36*
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent	0
3. Those not having qualifications described in 1 or 2 above, but having relevant successful teaching experience or appropriate relevant knowledge	0

*This number of teachers/support staff refers to those members of teaching staff who teach High School only

(Taylor's College employs 75 teachers and 20 support staff across all its programs)



Professional Learning

Expenditure on Professional Learning

The average expenditure per teacher on professional learning in 2012 was \$1,000

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 2012 the College provided teaching staff with a wide range of professional learning opportunities to support their role as dedicated classroom practitioners.

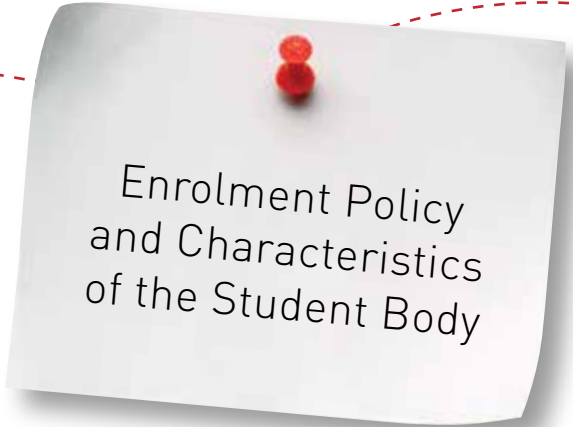
The College conducts extensive in-house professional development which includes:

- each faculty running its own Professional Development Day
- staff presenting best practice workshops to colleagues

In 2012, all College staff attended onsite training sessions run by the AIS on Child Protection. Our teachers were involved in the continuation of training in Moodle, and attended presentations on teaching using Interactive White Boards. Staff required to update their first aid certificates undertook a St John's Ambulance First Aid course on site.

Examples of department based professional learning topics are:

Faculty	Description of Learning Activity
Languages & Creative Arts	
Chinese	Teachers attended: <ul style="list-style-type: none"> • HSC Day for Background Speakers workshop • Social Media and Technology workshop • The Road Ahead with iPads – AIS Workshop • 2013 New Chief Examiners Briefing – responsibilities and schedules for 2013 Exam development process • Reflecting on and improving the quality of assessment practices • Workshop: Identity, Culture and Conflict
Japanese	Teacher attended: <ul style="list-style-type: none"> • Professional Learning Conference for NSW teachers of Japanese – pedagogy and giving constructive feedback, integrating iPads into the classroom
Art	Teacher attended: <ul style="list-style-type: none"> • Visual Relations - AIS Art Conference at the MCA – exploring the nature of hybrid forms of contemporary artist practice. • Space - National Visual Arts Education Conference, National Gallery Canberra with a focus on the national curriculum development process • 18th Biennale, Sydney – post modernism
Music	Teacher attended workshops: <ul style="list-style-type: none"> • TTA – Preparing students for HSC Music (pedagogy) • The Blues, Improvisation and Jazz Harmony: The theory behind the reality
Sciences	Teachers attended: <ul style="list-style-type: none"> • Higher Order Thinking in Science AIS • ICT Integration 2012 - AIS • Science Teachers Workshops – Biology, Chemistry and Physics – University of Sydney • Building Teacher - Student Relationships – AIS • iPad for Educators - TTA
Mathematics	Teachers attended the following workshops delivered by TTA: <ul style="list-style-type: none"> • Turning Your Maths Classroom in to an Engaged Learning Environment • Creating a Quality Assessment Task • The New HSC in Extension 1 Mathematics • The New HSC in 2 Unit Mathematics
Social Science	Teachers attended: <ul style="list-style-type: none"> • Conferences and Workshops on Economics and Business Studies • Workshops on Assessment for Learning and Feedback, Building Teacher/ Student Relationships at the AIS
English	Teachers attended: <ul style="list-style-type: none"> • English Teachers Association National Conference • English Testing Service TOEFL Examination - Item Writing Workshop for Writing Examinations • TTA Engaging Approaches to Text • AIS - A Tapestry of Whole School Learning (Leadership, Innovation, Technology, Engagement) • BOS Schools Online Info Day



Enrolment Policy and Characteristics of the Student Body

ENROLMENT POLICY

English Language & Academic Entry Requirements

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

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

Entry into the High School program is based on:

ENGLISH LANGUAGE

Minimum English language entry requirements are set out below.

	Year 10	Year 11	Year 12
IELTS	4.5 (no band less than 4.5)	5.0 (no band less than 5)	5.5 (no band less than 5)
TOEFL (Paper)	450 TWE 3.0	500 TWE 3.0	525 TWE 3.5
TOEFL iBT	iBT 45	iBT 61	iBT 71
TOEFL (Computer)	133 TWE 3.0	173 TWE 3.0	197 TWE 3.5
			GCE O Level C6
			HKCEE Syllabus B D
			HKALE Use of English E

ACADEMIC PERFORMANCE

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

Country	Year 10	Year 11	Year 12
Australia	Year 9	Year 10	Year 11
Bahrain	Secondary School Leaving Certificate Year 1	Secondary School Leaving Certificate Year 2	Secondary School Leaving Certificate Year 3
Brunei	Form 3	Form 4	GCE O level
China	Chu San	Gao Yi	N/A
Hong Kong	Form 3	HKCEE or Form 4	HKCEE
India	Year 9	Year 10	Year 11
Indonesia	SMP 3	SMU 1 or SMU 2	SMU 2 or SMU 3
Japan	Junior High School Certificate Year 3	Junior High School Certificate Year 1	Junior High School Certificate Year 2
Korea	Junior High School Certificate Grade 9	Senior High School Certificate Grade 10	Senior High School Certificate Grade 11
Kuwait	General Secondary School Certificate Year 2	General Secondary School Certificate Year 3	General Secondary School Certificate
Macau	Form 3	Form 4	GCE O Level or Form 5
Malaysia#	PMR	Form 4	SPM
Oman	Year 1 Academic Secondary Cycle	Year 2 Academic Secondary Cycle	Secondary School Leaving Certificate
Russia	Year 9	Year 10	Certificate of Secondary Education
Singapore#	Secondary 2 (Express) or Secondary 3 (Normal)	Secondary 3 (Express) or Secondary 4 (Normal)	Secondary 4 (Express) or Secondary 5 (Normal)
Taiwan	Junior High School	Senior High School Year 1	Senior High School Year 2
Thailand	Matayom 3	Matayom 4	Matayom 5
UAE	Year 10	Year 11	General Secondary School Certificate
Vietnam	Year 9	Year 10	Year 11

Forecast results accepted where appropriate.

Characteristics of the Student Body in 2012

Taylor's College specialises in education for overseas students. Offering Senior High School programs and located in Waterloo our High School student population comprised the following nationalities in 2012:

Australia	5
China	104
Hong Kong	8
Indonesia	2
Iran	1
Macau	1
Mongolia	2
Portugal	1
Russian Fed	2
South Korea	1
Taiwan	2
Thailand	1
Unites States of America	1
Vietnam	18

Retention and Attendance Rates 2012

In 2012 the retention rate of students who completed Year 10 and continued into Year 11 was 86%. The percentage of students who completed Year 12 from Year 11 was 88%.

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

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 Foundation Program after Year 11 instead of continuing on to Year 12. In 2012 this number was 8. 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 2012 was 92% which is consistent with the attendance rate of previous years. The average attendance rates for the individual years in 2012 were:

- Year 10 93%
- Year 11 92%
- Year 12 90%

Managing Non Attendance

Taylor's College implements policies and procedures for the management of student non-attendance.

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

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

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

Taylor's College Policies



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

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

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

Policy	Changes in 2012	Access to full text
Child Protection Policy encompassing: <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating "reportable conduct" • Investigation processes • Documentation 	Updated the policy in line with legislative changes	Issued to all staff Full text available on the college intranet
Security Policy encompassing: <ul style="list-style-type: none"> • Procedures for security of the building and surroundings • Use of the facilities • Emergency procedures • College excursions 	Nil	Full text available on the college intranet Emergency procedures in every room
Supervision Policy encompassing: <ul style="list-style-type: none"> • Duty of care and risk management • Levels of supervision for onsite and offsite activities 	Nil	Full text available on the college intranet
Codes of Conduct Policy encompassing: <ul style="list-style-type: none"> • Code of conduct for staff and students • Behaviour management • Role of the student leadership system 	Nil	Full text available on the college intranet Staff Handbook Student Handbook
Pastoral Care Policy encompassing: <ul style="list-style-type: none"> • Pastoral care system • Availability of and access to special services such as counselling • Healthcare procedures • Critical incident policy • Homework policy 	Revised April 2012	Full text available on the college intranet Student Handbook
Communication Policy encompassing: <ul style="list-style-type: none"> • Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the students' education and well being 	Nil	Full text available on the college intranet

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

Discipline Policy

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.

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

Policies for 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 Staff Intranet and the Student Handbooks. Any external appeal is conducted through the Overseas Students Ombudsman or the NSW Ombudsman as applicable.

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





Priority areas
for improvement

ACHIEVEMENT OF PRIORITIES IDENTIFIED IN THE COLLEGE'S 2012 ANNUAL REPORT

Area	Priorities	Achievements
Teaching and Learning	The implementation of e-learning and learning technologies in general.	Teaching staff made very good progress with respect to developing their individual skill level in the application of learning technologies in the classroom.
Student Welfare	To provide more feedback to students between reporting periods in regard to monitoring course progress The enhancement of our extra-curricular program, developing strategies for improving student engagement The development of pre-arrival materials for prospective students.	The relevant managers ensured more student interviews were held and letters sent out, in respect of monitoring student progress and the provision of appropriate feedback. Further activities, mainly in the form of clubs, were introduced into the extra-curricular program. Progress on pre-arrival material yet to be made.
Interaction with other Providers	Involvement in further activities with our partner and local universities and professional groups.	There was initial planning with University of Sydney staff for a proposed professional development project to be conducted for teaching staff at the College in 2013. This will focus on Language Across the Curriculum

2013 PRIORITY AREAS FOR IMPROVEMENT

Area	Priorities
Teaching and Learning	The implementation of our Language Across the Curriculum Project, involving staff of the University of Sydney.
ICT	A continued focus on e-learning and a trial run of iPad usage within the classroom/ library environment.
Student Reports	To focus on the upgrade of the technical component of our reporting system, with greater accessibility for both students and families.



Initiatives promoting Respect and Responsibility

**STUDY GROUP AUSTRALIA
PTY. LIMITED, THE PARENT
COMPANY OF TAYLORS
COLLEGE RECOGNISES
THE GLOBAL DISPARITY OF
EDUCATIONAL OPPORTUNITIES
IN COMMUNITIES AROUND THE
WORLD AND SEEKS TO MAKE
A DIFFERENCE BY FUNDING
THE CONSTRUCTION OF
SCHOOLS FOR DISADVANTAGED
COMMUNITIES THROUGH ITS
BUILDING FUTURES INITIATIVE.**

In the aftermath of the Asian Tsunami of 2008, Study Group staff wanted to make a contribution to the reconstruction of affected communities; in particular the re-building of affected children's lives.

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

Six years on, Building Futures is as active as ever. With five completed projects in Indonesia, Benin, Brazil, China and two Early Childhood Schools in Cambodia and two under way in Benin, West Africa, and China our commitment has been strengthened by the knowledge we can make a difference. Staff and students in all of our centres worldwide regularly organise and participate in fundraising events.

With students from many countries, 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.

Throughout 2012 Taylors students supported the Cancer Council, Red Cross and Jeans for Genes through their various fundraising activities. Harmony Day is also celebrated at Taylors when students and staff are encouraged to wear the Harmony Day colour - orange.



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 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 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 at College functions for example the Year 11 Graduation Ceremony and the Annual Alumni Reunion.

The Year 12 Leaders meet regularly in the High School Home 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.

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.

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

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

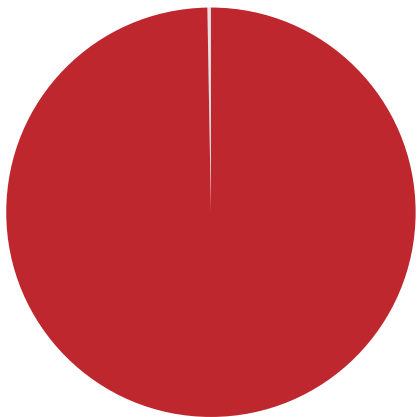
Teachers: Staff turnover is very low. An agreement has been negotiated with teaching staff which incorporates bonus pay for completion of a certain level of professional development annually. A substantial number of staff participate in this scheme and appear to enjoy the new ideas & freshness that such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



Financial Information

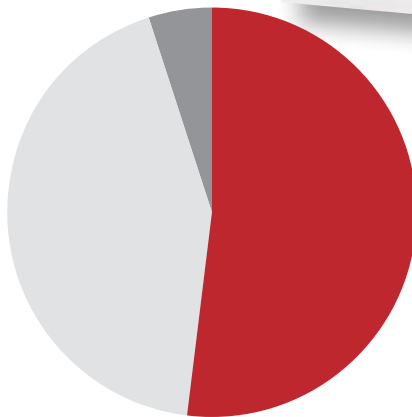
Taylor's College is part of Study Group Australia and has campuses in Melbourne, Perth and Auckland as well as Sydney.

The financial summary below is for all campuses.



INCOME

● Fees and Private Income	96,468,656
● Other Income	196,475
Total	96,665,131



EXPENDITURE

● Salaries	39,789,883
● Non-Salary	32,799,656
● Other	3,722,585
Total	76,312,124

TAYLORS COLLEGE – 2012 HIGHER SCHOOL CERTIFICATE BAND DISTRIBUTIONS BY COURSE

Subject	N/ Year	Subject Mean	State Mean	%B 6	%B6 State	%B5	%B5 State	%B4	%B4 State	%B3	%B3 State	%B2	%B2 State	%B1	%B1 State
Contemporary English/ESL	178/2006	70.75	70.21												
	173/2007	72.14	71.40	2.89	2.00	20.80	25.34	42.19	35.75	27.74	23.82	3.46	7.15	2.89	4.62
	142/2008	73.87	71.11	0	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
English Advanced	0/2006														
	5/2007	83.72	78.60	20	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	10.83	0.00	38.56	100.00	39.76	0.00	9.82	0.00	0.81	0.00	0.12
	1/2010	71.6	80.57	0	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	13.3	0	44.85	66.66	30.02	33.33	9.96	0	1.53	0	0.19
English Standard	10/2006	68.66	65.15												
	5/2007	83.7	78.60	0	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		0	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	74.2	63.83	0	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	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	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	5.86	5.00	18.80	30.00	29.48	25.00	26.80	20.00	11.69	10.00	6.87
	15/2010	69.2	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	60.5	69.41	0	7.03	0	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	5.61	0.00	16.64	17.64	29.13	52.94	28.9	11.76	14.22	17.64	5.47
	116/2006	70.58	72.61												
Maths 2unit	100/2007	75.03	74.67	8	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	10.3	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	7.03	0	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	34.41	25.71	26.63	20	11.52	0	5.95	2.85	3.25
	72/2006	78.09	75.64												
Maths 3unit/ Maths Extension 1				E4	E4	E3	E3	E2	E2	E1	E1				
	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	84.6	80.07	50	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	77.9	81.42													
Maths 4unit/ Maths Extension 2	34/2006	84.86	79.12												
				E4	E4	E3	E3	E2	E2	E1	E1				
	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													
Biology	18/2006	71.01	71.92												
	12/2007	78.97	73.26	25	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	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	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	73.5	72.65	0	7.89	25	23.07	50	29.79	25	26.47	0	10.76	0	1.57
6/2012	72.17	72.46	0	6.28	0	20.57	100.00	36.27	0	26.75	0	8.02	0	2.08	

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	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	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	13.11	40	29.68	20	28.28	20	18.99	20	7.99	1.92	1.92
Physics	72/2006	62.01	74.53												
	50/2007	66.65	73.31	2	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	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	8.92	14.28	27.3	35.71	34.74	0	20.77	50	6.81	0	1.16
	6/2012	96.37	73.82	0	7.97	0	26.24	66.66	33.17	16.66	23.48	16.66	6.97	0	2.15
Business Studies 2unit	118/2006	61.71	71.15												
	101/2007	61	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	7.06	12.28	24.91	19.29	33.23	24.56	21.61	19.29	9.69	22.8	2.76
	44/2012	65.82	73.98	4.54	8.48	18.18	29.96	22.72	29.49	20.45	20.89	15.9	8.04	18.18	3.11
Economics	53/2006	58.39	76.42												
	47/2007	59.83	75.64	0	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	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	74.2	0	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	12.55	5.71	34.78	31.42	24.69	14.28	15.09	22.85	8.53	25.71	4.32
Chinese BS 2unit	130/2006	81.44	79.71												
	114/2007	79.99	79.12	14.03	9.97	39.47	43.34	36.84	35.19	8.77	7.83	0.87	2.03	0.00	0.53
	97/2008	81.3	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	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	13.2	12.18	43.39	46.11	33.96	31.09	3.77	8.61	5.66	0.63	0	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	0.67	0	0.13
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	79.8	74.43	20	17.33	35.00	26.15	30.00	23.91	15.00	17.33	0.00	9.26	0.00	5.08
	33/2011	71.1	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	74.8	73.16	11.11	16.31	33.33	23.58	11.11	25.36	33.33	15.34	11.11	14.53	0	4.84
Music 1	2/2006	85.8	77.77												
	1/2007	65.2	78.94	0	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	14.76	100.00	39.18	0.00	31.16	0.00	11.91	0.00	1.97	0.00	0.65
	4/2009	73.2	79.94	0	14.86	50.00	42.97	25.00	29.30	25.00	10.55	0.00	1.69	0.00	0.24
	1/2010	80.2	80.24	0	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	79.87	100	15.17	0	43.74	0	28.55	0	9.45	0	2.07	0	0.49

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
Visual Arts 2unit	12/2006	70.7	80.19												
	9/2007	76.53	79.51	0	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	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	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	11.66	75.00	38.92	0.00	36.54	0.00	10.99	25.00	1.48	0.00	0.16
	2/2011	77.3	78.16	0	10.04	0	37.88	100	37.84	0	11.7	0	2.01	0	0.27
	2/2012	75.1	79.39	0	11.19	0	42.99	100	35.13	0	9.27	0	1.26	0	0.13
Computing Studies 2unit/IPT	34/2006	60.24	72.14												
	17/2007	66.48	73.29	0	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	6.40	27.77	24.59	33.33	30.82	16.66	20.94	11.11	8.58	11.11	7.17
	12/2009	57.1	72.75	0	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	24.42	30.8	33.00	57.14	22.30	14.28	7.78	14.28	3.84
	2011	48.2	71.18	0	10.04	10	21.59	0	26.3	40	23.4	0	11.07	50	6.14
	8/2012	46.6	71.05	0	8.73	25	22.87	0	29.79	0	19.57	25	11.82	50	7.19
Computing Studies 3unit/SDD	6/2006	72.67	73.51												
	8/2007	68.83	73.98	0	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	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	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	14.78		41.73		28.69		11.30		0.86		2.60
	1/2011	Saturday School of Community Languages		0	28.15	100	41.74	0	23.30	0	5.82	0	0.00	0	0.00
Spanish Continuers	1/2009	Saturday School of Community Languages													
Persian	2/2008	Saturday School of Community Languages		50	25.53	50.00	36.17	0.00	19.14	0.00	8.51	0.00	6.38	0.00	2.12
Russian	1/2011	Saturday School of Community Languages		100	52.17	0	26.08	0	8.69	0	13.04	0	0	0	0
Accounting	36/ 2007	TAFE NSW		5.55	13.76	22.22	25.80	27.78	24.94	16.67	16.98	11.11	11.61	16.67	6.66
	24/2008			0	14.77	16.67	26.87	33.33	23.41	29.17	18.61	7.14	9.40	12.50	6.33
	10/2009														
	19/2010			10.53	14.12	10.53	32.20	42.11	21.46	10.53	13.55	10.53	9.41	15.78	9.03
	3/2011			0	14.31	33.33	37.95	33.33	24.54	0	13.18	33.33	5.22	0	4.31
Vietnamese continuers	8/2007	Saturday School of Community Languages		0	2.38	37.50	30.95	25.00	33.33	37.50	26.98	0.00	5.55	0.00	0.79
	8/2008														
	3/2009														
	2/2010			0	2.17	0.00	26.08	100.00	44.56	0.00	19.02	0.00	3.80	0.00	2.71
	1/2011			0	1.63	100	20.21	0	50.27	0	20.76	0	3.27	0	3.27
	1/2012			0	0.64	100	27.74	0	50.32	0	17.41	0	2.58	0	1.29
Business Services	22/ 2007			0	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	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	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	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	1.86	0	17.95	0	31.5	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