

**TaylorsCollege**

PREPARATION FOR UNIVERSITY SUCCESS

# EDUCATIONAL AND FINANCIAL REPORT



2011

[taylorscollege.edu.au](http://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 2011 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 2012. You can visit the website at [taylorscollege.edu.au](http://taylorscollege.edu.au)

**Chris Norton**  
Principal  
June 2012

### A MESSAGE FROM TAYLORS ACTION GROUP

Taylors Action Group (T.A.G.). T.A.G is a voluntary student organisation currently made up of students from various nationalities and programs within Taylors College.

T.A.G. performs a number of roles at Taylors 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 Taylors 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.

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 Basketball Gala Day.

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



In 2011 82 students completed the HSC and obtained an offer for further study, with 9.8% in the top 10% of the state and 20.7% in the top 20% of the state.

In 2011, 30 places were gained on the Distinguished Achievers List by Taylor's students. 15 places were gained by Mathematics students with 18.18% of the Extension 2 students gaining a place and 13.2% 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, 53.7% were eligible to receive a bachelor degree offer and 46.3% were eligible to receive a diploma or certificate offer.

The University of New South Wales was the preferred university. These students show interest in studying a variety of degrees across different faculties. Approximately 65% of the top 20 students are studying Commerce or Engineering courses.

### TERTIARY OFFER STATISTICS (ELIGIBLE OFFERS)

#### Bachelor Degree Offers

Tertiary Institution	% Offers
University of Sydney	3.7%
University of New South Wales	8.3%
Macquarie University	3.7%
University of Technology, Sydney	3.7%
University of Wollongong	1.2%
University of Western Sydney	3.7%
GO8 Universities	12%
Total Known University Offers	24.3%
Eligible for Entry Offers	29.4%
<b>TOTAL OFFERS</b>	<b>53.7%</b>

#### Known University Faculty Offers

Business/Management/ Commerce	45%
Engineering	20%
Arts and Social Sciences	15%
Sciences and IT	15%
Music	5%
Diploma & Certificate Offers (INSEARCH, SIBT, RMIT, Holmesglen, TAFE)	46.3%

## Individual Performances

*There were some outstanding performances in the HSC in 2011.*



**DO, Ngoc Diep**, from Vietnam finished as Dux of 2011 with an ATAR of 98.20 and has accepted an offer to the University of Sydney to study a Bachelor of Engineering (Aeronautical). He was a Distinguished Achiever in 3 of his subjects.

**NGUYEN, Thuy Linh**, from Vietnam was a Distinguished Achiever in 3 units of study and attained an ATAR of 98.15 and has accepted an offer to the University of New South Wales to study a Bachelor of Commerce. She has been awarded an International High Achiever Scholarship in the Australian School of Business for 2012.

**TAN, Haoran** achieved an ATAR of 94.6 and gained 9th Place in the state for Chinese Background Speakers and has accepted an offer to study a combined Bachelor of Economics/Bachelor of Arts at the University of New South Wales.

**CHENG, Shirley Shu-Ya** achieved a Band 6 in Music and has accepted an offer to study Music at the Conservatorium at the University of Sydney.

## TOP PERFORMING STUDENTS

Surname	First Name	Nationality	ATAR	University	Course
DO	Ngoc Diep	Vietnam	98.2	USYD	B Engineering (Aeronautical)
NGUYEN	Thuy Linh	Vietnam	98.15	UNSW	B Commerce
HOANG	Ba Nam	Vietnam	95.15	UNSW	B Computer Science
TAN	Haoran	China	94.6	UNSW	B Economics/B Arts
PIAO	Linji	China	93.05	Macquarie	B Commerce
CHENG	Shirley Shu-Ya	Australia	91.3	USYD	B Music (Conservatorium)
RISMAN	Alina	Russia	90.55	UTS	B Arts in Communication (Public Communication)
LI	Ying En	China	90.45	UNSW	B Psychology
LI	Qin	China	89	USYD	B Engineering (Civil)
HUANG	Liangna	China	86.4	Macquarie	B Commerce

NB: Top ATAR possible is 99.95

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

## SENIOR SECONDARY OUTCOMES

### Vocational Training 2011

10% of the Year 12 cohort undertook Vocational training this year. All 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.

## 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 just 25 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 schools. This specialist team provides training and support to colleagues across the curriculum. Our teachers also offer free personalised tutorials timetables across all subject area each week of the school year.

The proportion of teaching staff retained from 2010 to 2011 was 96% and the average daily staff attendance during 2011 was 97%.

### STAFF COMPOSITION 2011

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 2011 was \$1,400.

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 2011 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:

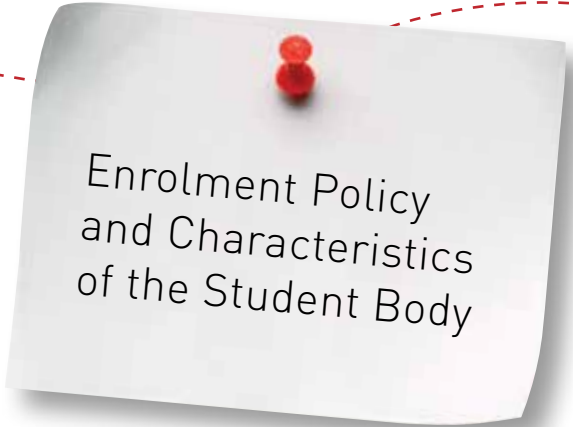
- each faculty running its own Professional Development Day
- staff presenting best practice workshops to colleagues.

In 2011 following changes to the Child Protection Act, all College staff attended onsite training sessions run by the AIS. 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 two day St John's Ambulance First Aid course.

Examples of department based professional learning topics are:

Faculty	Description of Learning Activity
<b>Languages &amp; Creative Arts</b>	
Chinese	<ul style="list-style-type: none"> <li>• Teachers attended the National Conference and provided information on the teaching of Chinese, the national curriculum and updated initiatives in classroom teaching</li> <li>• 2010 HSC paper was analysed and student performance in the examination was discussed</li> <li>• 2012 New Chief Examiners Briefing – responsibilities and schedules for 2012 Exam development process</li> <li>• Reviewing units of work and resources</li> <li>• Developing and producing the HSC examinations and marking guidelines</li> </ul>
Japanese	<ul style="list-style-type: none"> <li>• Incorporating music, culture and technology in the teaching of Japanese</li> <li>• Reviewing teaching and learning strategies and assessment.</li> </ul>
Art	<p>Teachers attended:</p> <ul style="list-style-type: none"> <li>• AIS Art Conference at the Art Gallery of NSW</li> <li>• "The World According to Dada" lecture at AGNSW</li> <li>• "Apocalyptic Visions" Four case studies lecture at AGNSW</li> <li>• Teaching Drawing workshop</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Workshops on creating quality Teaching and Learning Programs and Assessment tasks</li> </ul>
<b>Sciences</b>	<p>Teachers attended:</p> <ul style="list-style-type: none"> <li>• Teaching and learning workshops at the AIS</li> <li>• National Curriculum and interactive teaching</li> <li>• Literacy strategies for teaching ESL students</li> <li>• Marking of HSC Biology and Chemistry papers</li> </ul>
<b>Mathematics</b>	<p>Teachers attended:</p> <ul style="list-style-type: none"> <li>• HSC Markets Feedback Meetings</li> <li>• Workshops Getting the best 2 Unit Maths HSC Results &amp; Getting the best Extension 1 Maths HSC Results</li> <li>• Engaging with the Australian Curriculum</li> <li>• IWB Solutions National Conference</li> <li>• Head of Department Leadership. Managing Staff and Staff Evaluation</li> </ul>
<b>Social Science</b>	<p>Teachers attended:</p> <ul style="list-style-type: none"> <li>• AIS – HSIE Conference</li> <li>• Workshops on Engaging and Transformative Teaching and Learning</li> <li>• Using IWB in Business Studies and Economics</li> <li>• The new Business Studies Syllabus</li> <li>• Strategies to improve the quality of student extended responses</li> <li>• History Teachers Conference</li> <li>• Strengthen Your Strategies for Teaching ESL Students across the Curriculum: Designing Tasks</li> <li>• Assessment for Learning and Feedback</li> <li>• Building Teacher-Student Relationships</li> </ul>
<b>English</b>	<p>Teachers attended:</p> <ul style="list-style-type: none"> <li>• 31st Annual TESOL Conference</li> <li>• IEU Women's Conference</li> <li>• AIS ICT Integration Conference 2011: Cultivating Learning</li> <li>• Workshops: <ul style="list-style-type: none"> <li>– Highly Effective Feedback and Assessment Strategies</li> <li>– Improving Grammar and Writing</li> <li>– Digital Education Revolution: 'One Note'</li> </ul> </li> </ul>





## 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 below)

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

Entry into the High School program is based on:

### ENGLISH LANGUAGE

Minimum English language entry requirements are set out below.

Please contact us if further information is required.

	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 2011

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 2011:

Australia	5
Cambodia	1
China	138
Hong Kong	13
Indonesia	2
Macau	1
Malaysia	1
Myanmar	1
Pakistan	1
Russian Fed	4
South Korea	3
Taiwan	3
Thailand	1
Vietnam	26

## Retention and Attendance Rates 2011

In 2011 the retention rate of students who completed Year 10 and continued into Year 11 was 92%. The percentage of students who completed Year 12 from Year 11 was 76%.

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 2011 this number was 10 with a further 20 students accepting offers to the Foundation Programs at the University of New South Wales, UTS and Macquarie University. 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 2011 was 93% which is consistent with the attendance rate of previous years. The average attendance rates for the individual years in 2011 were:

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

## 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.

## 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 2011	Access to full text
Child Protection Policy encompassing: <ul style="list-style-type: none"> <li>• Definitions and concepts</li> <li>• Legislative requirements</li> <li>• Preventative strategies</li> <li>• Reporting and investigating "reportable conduct"</li> <li>• Investigation processes</li> <li>• Documentation</li> </ul>	Updating 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"> <li>• Procedures for security of the building and surroundings</li> <li>• Use of the facilities</li> <li>• Emergency procedures</li> <li>• College excursions</li> </ul>	Nil	Full text available on the college intranet Emergency procedures in every room
Supervision Policy encompassing: <ul style="list-style-type: none"> <li>• Duty of care and risk management</li> <li>• Levels of supervision for onsite and offsite activities</li> </ul>	Nil	Full text available on the college intranet
Codes of Conduct Policy encompassing: <ul style="list-style-type: none"> <li>• Code of conduct for staff and students</li> <li>• Behaviour management</li> <li>• Role of the student leadership system</li> </ul>	Nil	Full text available on the college intranet Staff Handbook Student Handbook
Pastoral Care Policy encompassing: <ul style="list-style-type: none"> <li>• Pastoral care system</li> <li>• Availability of and access to special services such as counselling</li> <li>• Healthcare procedures</li> <li>• Critical incident policy</li> <li>• Homework policy</li> </ul>	To be revised in 2012 Homework policy revised 2011	Full text available on the college intranet Student Handbook
Communication Policy encompassing: <ul style="list-style-type: none"> <li>• Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the students' education and well being</li> </ul>	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.

## 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 that 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. The policy was revised during 2011 to include the NSW Ombudsman as the external appeals conduit.

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 2010 ANNUAL REPORT

Area	Priorities	Achievements
Teaching and Learning	An across the curriculum approach to incorporating aspects of English as a Second Language (ESL) into subject material. The implementation of e-learning and learning technologies in general.	These are ongoing projects. Significant development has been made and will be continued into 2012.
Staff Development	Child Protection Training.	All staff trained July 2011.
Facilities and Resources	The construction of facilities that maximise students' opportunities for learning, for example, a College English Learning Laboratory. The implementation of a new educational management system.	The construction of the English Learning Laboratory has been completed and is in use. The new Educational Management system has been introduced and is being fine-tuned.
Student Welfare	The enhancement of our extra-curricular program, developing strategies for improving student engagement.	This has been introduced and is an ongoing project which will be further developed in 2012.

### 2011 PRIORITY AREAS FOR IMPROVEMENT

Area	Priorities
Teaching and Learning	The implementation of e-learning and learning technologies in general.
Staff Development	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.
Student Welfare	Involvement in further activities with our partner and local universities and professional groups.




## 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.

Five years on, Building Futures is as active as ever. With five completed projects in Indonesia, Benin, Brazil and China and one being planned for Niger in West Africa, 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 2011 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. They play a major role in College functions for example the Year 11 Graduation Ceremony and the Annual Alumni Reunion

Year 12 Leaders meet once a term or as the need arises in order to 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.

**Parents:** The College communicates regularly with parents. Formal academic reports are written every 10 weeks and sent to parents. The Principal travels to China regularly 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 and also take part in an exit survey before they leave. Feedback indicates that students have a positive view of the College and the opportunities it offers them.

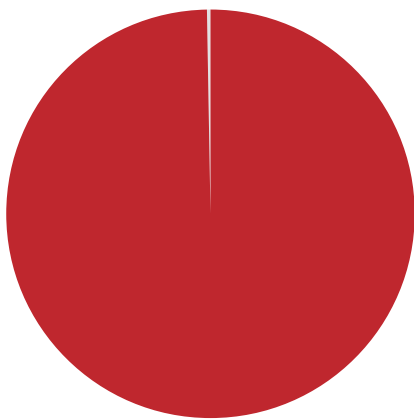
## Parent, student and teacher satisfaction

**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.



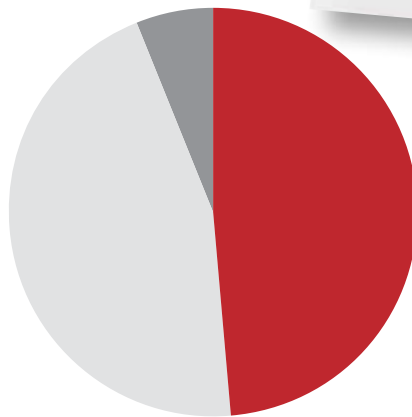


**Financial Information**  
 Taylors College is part of Study Group Australia and has campuses in Melbourne, Perth and Auckland as well as Sydney.  
 The financial summary below is for all campuses.



**INCOME**

● Fees and Private Income	80,278,821
● Other Income	167,330
<b>Total</b>	<b>80,446,151</b>



**EXPENDITURE**

● Salaries	38,076,389
● Non-Salary	35,412,630
● Other	4,586,253
<b>Total</b>	<b>78,075,272</b>



## TAYLORS COLLEGE – 2011 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	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
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
English Standard	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
	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														
MIS/ General Maths	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
	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
Maths 2unit	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
	116/2006	70.58	72.61												
	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
Maths 3unit/ Maths Extension 1	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
	72/2006	78.09	75.64												
				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				
Maths 4unit/ Maths Extension 2	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				
	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				
Biology	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				
	18/2006	71.01	71.92												
Biology	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

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
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
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
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
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
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
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
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

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 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
	Oct-11	48.2	71.18	0	10.04	10	21.59	0	26.3	40	23.4	0	11.07	50	6.14
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	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	Saturday School of Community Languages		100	52.17	0	26.08	0	8.69	0	13.04	0	0	0	0	
Accounting	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	
			0	14.77	16.67	26.87	33.33	23.41	29.17	18.61	7.14	9.40	12.50	6.33	
			10.53	14.12	10.53	32.20	42.11	21.46	10.53	13.55	10.53	9.41	15.78	9.03	
			0	14.31	33.33	37.95	33.33	24.54	0	13.18	33.33	5.22	0	4.31	
Vietnamese continuers	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	
			0	2.17	0.00	26.08	100.00	44.56	0.00	19.02	0.00	3.80	0.00	2.71	
			0	1.63	100	20.21	0	50.27	0	20.76	0	3.27	0	3.27	
Business Services			0	1.07	4.54	15.58	0.00	26.99	9.09	27.06	36.36	11.34	45.45	3.49	
			0	1.77	0.00	12.97	7.69	38.37	7.69	27.35	38.46	4.22	30.76	0.55	
	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	
	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	
	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	