



# Educational and Financial Report 2008

# 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. 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 PREPARATION CARE COMMUNITY**

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

## A Message from the Principal



In presenting the 2008 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 2009. You can visit the website at [www.taylorscollege.edu.au](http://www.taylorscollege.edu.au)

**Chris Norton**  
Principal  
June 2009

## A Message from The Student Representative Council

The Student Representative Council (SRC) is a voluntary student organisation currently made up of students from various nationalities and programs within Taylors College (High School, Extended USFP and USFP).

The SRC 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 also able to return something to the community by undertaking fund raising for various charities such as Red Cross, Jeans for Genes, and the Cancer Council of Australia.

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

Students completing the Higher School Certificate performed exceptionally well with 9% in the top 5% of the state which is above the state average. 15% were in the top 10% of the state. 42% of students from the 2008 cohort were offered a place at the University of Sydney and the University of New South Wales, two of the Group of Eight universities.

## Highlights

The Dux of 2008, HU Zhen Lu from China gained a UAI of 98.95 and has accepted an offer to study B Engineering/B Commerce at the University of Sydney. She was also a distinguished achiever in 4 of her 5 subjects.

Other outstanding individual performances included MENG Hai Xin who was awarded 6th in the state in Chinese Background Speakers and was a Distinguished Achiever in 3 of her 5 subjects and ZHAO Jieyu who was placed 8th in Chinese Background Speakers. These were exceptional performances by these students.

The total number of mentions Taylor's students have received on the Distinguished Achievers List in 2008 is 74. This 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.

- The number of Taylor's mentions in the Mathematics courses Distinguished Achievers List is 42 (62.5%).
- 26.31% of Chemistry students were Distinguished Achievers
- 24.9% of Physics students were Distinguished Achievers
- 16.32% were Distinguished Achievers in Chinese (Background Speakers)
- 13.33% were Distinguished Achievers in Japanese Beginners
- Mathematics results were again exceptional and above the state average with 31.25% of the students in Extension 2 and 38.59% in Extension 1 in the Distinguished Achievers Lists.

APPENDIX A shows Higher School Certificate Band Distributions by course.

## Student Post College Destinations

### University Destinations

67% of HSC students were eligible for a university place

100% of HSC students were eligible for an offer from a tertiary institution

#### University of Sydney

21%

#### University of NSW

21%

#### Macquarie University

19%

#### University of Technology Sydney

14%

#### University of Western Sydney

11%

#### Australian National University

6%

#### University of Wollongong

2%

#### University of Newcastle

1%

#### Charles Sturt University

1%

#### Other Universities

1%

#### Diploma and Certificate Offers

35%

# Teacher Standards and Professional Learning

## Teacher Standards

| CATEGORY   | NUMBER OF TEACHERS |
|--|--------------------|
| 1. Those having formal qualifications from a recognised higher education institution or equivalent   | 75                 |
| 2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent       | 1                  |
| 3. Those not having qualifications described in 1 or 2 above, but having relevant successful teaching experience or appropriate relevant knowledge | 0                  |

## Teacher Attendance and Retention Rates

The proportion of teaching staff retained from 2007 to 2008 is 96% and the average daily staff attendance during 2008 was 98%.

## Professional Learning

Teaching staff at Taylors College are paid a 1.25% annual bonus for participation in professional learning activities and subsequent presentation of their learnings to colleagues. Each faculty runs its own Professional Development Day.

Three Practicum teachers were at Taylors during the year in the fields of English as a Second Language, Business Studies and Economics and Chemistry. We wish them all the best for their futures.

Teachers at Taylors took part in the following professional development seminars/workshops during 2008:

| ENGLISH AND LANGUAGES   | SCIENCE   | INFORMATION TECHNOLOGY                 | SOCIAL SCIENCES                                   |
|---|---|--|---|
| Training as IELTS examiner (speaking module) provided by Language and Testing Consultants Pty Ltd | Philip Crisp for EcoSolve Pty Ltd                           | Word 2003                              | Academic Attainment                               |
| Careers Adviser and Teachers' Day   | Exploring Further Frontiers in Senior Biology at UNSW       | Access database                        | Social Sciences - Law. Developmental thinking AIS |
| ATESOL - Stage 6 ESL course   | Research Digest 2008/1:                                     | Windows MovieMaker2 Video              | Plagiarism "No Way". AIS                          |
| English Teachers Assoc. New HSC Texts   | Leadership, STANSW  | Home and Small Office Networking Video |   |
| IEAA Arabic students  | TurnItIn survey analysis                                    | Blogger essential training             |   |
| Edna Workshop 2008 - (Education Network Australia) AIS  | University of Sydney Science Teachers workshop New Horizons |  |   |
| Interactive Whiteboard Training - IWBNet  | AIS Using Interactive Whiteboards in Science                |  |   |
| University of Western Sydney  |   |  |   |
| ETA Annual English Conference   |   |  |   |
| MLTA Conference   |   |  |   |
| ISANA English conference  |   |  |   |

# Student Attendance and Retention Rates

## Student Attendance

| YEARS COMPARED | YEAR 10-11 PROGRESSION | YEAR 11-12 PROGRESSION |
|----------------|------------------------|------------------------|
| 2003           | 91%                    | 89%                    |
| 2004           | 97%                    | 94%                    |
| 2005           | 92%                    | 89%                    |
| 2006           | 96%<br>Actual: 73/70   | 88%<br>Actual: 247/217 |
| 2007           | 94%<br>Actual: 80/75   | 87%<br>Actual: 200/174 |
| 2008           | 91%<br>Actual: 88/80   | 91%<br>Actual: 139/126 |

## Student population 2008

Taylors College specialises in education for overseas students. In 2008 our student population was made up from the following nationalities:

|             |     |
|-------------|-----|
| Australia   | 13  |
| China       | 332 |
| Hong Kong   | 5   |
| India       | 1   |
| Indonesia   | 8   |
| Iran        | 3   |
| Korea       | 6   |
| Macau       | 2   |
| Malaysia    | 3   |
| New Zealand | 1   |
| Russia      | 2   |
| Taiwan      | 3   |
| Vietnam     | 41  |

# Parent, student and teacher satisfaction

## Parents

The College communicates regularly with parents. Formal academic reports are written every 10 weeks and sent to parents. The Principal travels regularly to be available for parent interviews e.g. to China (1 x 10 day trip per year), to Vietnam (2 x 5 day trips per year). Key staff regularly travel to Hong Kong to provide feedback to parents.

## Students

Students are regularly surveyed for their feedback on various aspects of college life and take part in an exit survey on completion of their course. 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 recently 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.

# Initiatives promoting respect and responsibility

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 2008 Taylors students supported the Cancer Council, Red Cross and Jeans for Genes through their various fundraising activities. 2008 was the year of the earthquake in China and our students gave most generously to the various appeals devised by their peers.

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 eg by conducting High School social activities or fund raising events. They are given any opportunity to promote ideas and offer suggestions that may initiate change at the College.

# Priority areas for improvement

- The development and implementation of an improved reporting process. Student academic reports will be computer generated, which will eventually allow for online reporting. This will provide for better and more immediate communication with the families of our students.
- We will provide for enhanced learning experiences for our students with the introduction of a new Learning Management System, namely Moodle. Staff will undergo the necessary Professional Development in order to acquire proficiency with Moodle.
- A specialized IT support person recently appointed from our teaching staff will support teachers in becoming more proficient in the use of IT within the context of the classroom. We believe this initiative will promote a more interactive teaching and learning environment for our students.

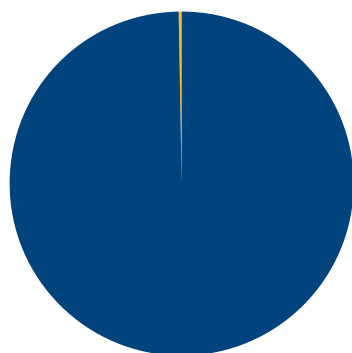
# Financial Information

Taylors Institute of Advanced Studies Ltd (Taylors College) is part of Study Group and has campuses in Melbourne, Perth and Auckland as well as Sydney.

The financial summary below is for all campuses.

## Income

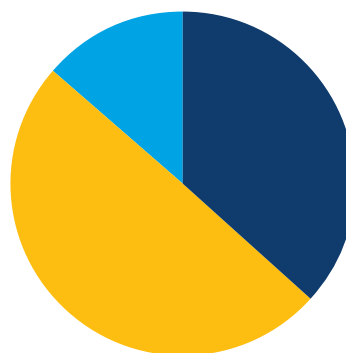
**Total: \$72,577,047**



|                                |              |
|--------------------------------|--------------|
| ■ Fees and Private Income..... | \$72,535,356 |
| ■ Other Income .....           | \$41,691     |

## Expenditure

**Total: \$67,196,937**



|                    |              |
|--------------------|--------------|
| ■ Salaries .....   | \$24,642,695 |
| ■ Non salary ..... | \$33,488,087 |
| ■ Other.....       | \$9,066,155  |

# Taylor's College

## Policies and Procedures

### Enrolment

#### English Language & Academic Entry Requirements

To be admitted to Taylor's 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. Taylor's 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    |

\* IELTS 5.5 (No band less than 5.0) August and October intakes

#### 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.

|                        | 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 <sup>#</sup>  | 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 <sup>#</sup> | 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                                       |

<sup>#</sup> Forecast results accepted where appropriate.



# Student Welfare

Personal counselling services are available for all Taylors College students.

We are fully committed to ensuring that students receive the best possible care while away from home.

## Purpose and Scope

- Taylors College Sydney aims to provide an initial contact and an on-going supportive environment for students who have demonstrated a need or requested assistance. This describes the processes and procedures in place to provide that support.

## Responsibilities

- All staff are responsible for identifying and responding to the welfare needs of students
- The Student Counsellor, the Accommodation Coordinator, the Pastoral Care Officers, Year Advisers and the Deans are specifically responsible for ensuring students' welfare.

## Policy and Procedures

- Students' initial introduction to Welfare Services is delivered by the Welfare Team's active participation in the orientation program. The role of the pastoral care officers and counsellor are highlighted at this time. Students in need of immediate assistance with cultural adaptation are monitored for early signs of stress and are followed up appropriately

- Teachers and all other staff may refer students whom they consider to be 'at risk' to the Pastoral Care Officers and/or the Counsellor
- General referrals may be made by: teachers, pastoral care, senior administrators, school support staff or outside agencies in a verbal or written form. Students may also self-refer
- Where a student is seriously distressed and requiring more specialist care, the Pastoral Care Officers arrange referral to the Counsellor who assess the student and may make a further referral to an appropriate health professional
- Routine monitoring and follow up of students who are under 18 years old is carried out by the Pastoral Care Officers
- Liaison with parents/guardians or home-stay hosts is an important role of the Pastoral Care Officers, as is the establishment of contacts and on-going liaison with members of community agencies, popular tourism and leisure centres.

# Discipline

## Purpose and Scope

- This describes the discipline policy at Taylors College Sydney, for all programs.
- Our policy is that no student may disrupt the learning environment of other students and those who do so are dealt with promptly.

## Responsibilities

- Classroom teachers are expected to deal with day-to-day discipline, which is a normal part of classroom management
- Heads of Department, in conjunction with the Year/Group Advisers and Deans, or the Director of Studies (DOS) (TELP) deal with more intractable students
- Deans and the Deputy Principal, or DOS (TELP) formally warn, interview or recommend for expulsion students who breach discipline in a serious manner
- The Principal is responsible for expelling students
- The Manager, Business Services notifies the Department of Immigration and Citizenship that a student has been expelled.

## Procedure

- If teachers feel that they cannot improve the conduct of a student, they refer to their Head of Department or DOS in the first instance. In High School or USFP, the Head of Department will take up the matter with the Year/Group Adviser
- Should problems persist, the Year/Group Adviser will refer the student to the Dean who issues a formal letter of warning and may decide that the student's continuing enrolment is conditional upon his/her meeting the requirements of a student contract which is devised together with, and co-signed by, the student. The DOS (TELP) issues warning letters and contracts (where decided) for TELP students
- If the matter is serious the matter is referred to the Deputy Principal
- If the student proves unable to meet the conditions set out in the contract, he/she is asked to withdraw from the course and the parents are notified
- The Department of Immigration and Citizenship is also notified of the withdrawal.

# Student Complaints and Appeals Procedures

## 1. General Information

There are many different ways of handling complaints.

### Informal Complaints

If you feel dissatisfied with some aspect of our service, this can often be easily resolved at an early stage by talking informally with the person directly responsible. For example if your complaint concerns a classroom or assessment matter, you should talk honestly to your teacher about your concerns. Alternatively, a homestay problem is best resolved with the Homestay Coordinator, and issues about fees should be discussed in the first instance with the Bursar. You can also get advice from the Student Welfare office. Often, once an issue is raised, those involved are very willing to resolve it through discussion and negotiation.

All grievances will be treated confidentially, impartially and with sensitivity. You will not be victimised in any way because you have made a complaint.

If you have attempted to resolve matters informally but are not satisfied with the outcome, then you might wish to make a formal complaint.

### Formal Complaints

Talors College Sydney believes that students are entitled to have access to effective systems for handling any complaints that might arise during the course of their studies, as one way of ensuring the highest possible academic and service standards. Students should feel able to make a complaint, secure in the knowledge that it will be fairly investigated.

The formal complaints procedure comprises a number of stages and can be used for complaints about the delivery and quality of services or any other matters relating to your experience here as a student.

## 2. How to make a formal complaint

2.1 If you have attempted to resolve matters informally, but are not satisfied with the outcome, you might wish to make a formal complaint. At this point, you can seek advice from the College's Grievance Counsellor. You should complete a Complaint Form (available from the Grievance Counsellor) or write a letter. You need to provide the following information:

- details of the complaint;
- supporting information you wish to be considered as part of your complaint;
- an explanation of the steps you have already taken to try to resolve the complaint informally and why the responses you have received are not considered satisfactory;
- what you think needs to be done to address your concerns.

- 2.2 The Grievance Counsellor will commence the process of considering your complaint within 10 working days of receipt of your written Appeal Form. In considering your complaint, the Grievance Counsellor may arrange a meeting with you to enable you to formally present your case. You may be accompanied by a support person at any meeting.
- 2.3 The Grievance Counsellor will then consider your complaint and will provide you with a written statement of the outcome, including details of the reasons for the outcome. If the outcome results in a recommendation that supports your complaint, we will immediately implement the decision or establish a case review and/or any corrective and preventative action required.
- 2.4 The Grievance Counsellor will take all reasonable measures to finalise the complaints process as soon as practicable.
- 2.5 The Grievance Counsellor will retain a written record of the complaint and its outcome.

## 3. Case Review

If you are not satisfied with the decision taken in respect of your complaint to the Grievance Counsellor, you have 5 working days to request a case review through the Grievance Counsellor.

### 3.1 Case Review Panel

The Case Review Panel will comprise the Principal or their nominee (in the Chair), a Dean of Students/Director of Studies (other than that in which you are enrolled,) or their nominee, and the Tertiary Counsellor.

The Review Panel will meet within 10 working days of the Case Review Request.

The review will be conducted in private and all relevant facts will be taken into consideration. You may attend and formally present your case. You may be accompanied by a friend or representative who may speak and act on your behalf. You may bring along any person prepared to give evidence on your behalf. If your complaint involves a member of staff, they will also be invited to respond to your complaint to the panel. A secretary will be appointed to take a written record of the review.

You will be notified of the decision of the Case Review Panel in writing which contains the outcome and the reasons for the outcome. If the complaint is upheld you will be informed of the action to be taken to resolve the matter.

### 3.1 Monitoring

Without breaching confidentiality, all formal complaints and their associated responses and outcomes will be monitored by the Managing Director of Study Group Australia (or nominee).

## 4. External Review

If you are not satisfied with the result or conduct of the College's internal procedures for handling your complaint or appeal, you have the right to access one external appeal at minimal cost to you. We have chosen The Institute of Arbitrators and Mediators (IAMA) as the external body to which you may refer your complaint.

The external review will be conducted in accordance with IAMA's policies and procedures.

The contact details of the IAMA are:

Level 9, 52 Phillip St, Sydney NSW 2000, Australia

Telephone: (02) 9241 1188

Facsimile: (02) 9252 2911

Email: nsw.chapter@iama.org.au

If the external review process supports your complaint, we will immediately implement any decision and/or corrective and preventative action required and advise you of the outcome.

## NOTE:

### COMPLAINTS AND APPEALS AGAINST CANCELLATION OF YOUR ENROLMENT

The National Code requires that for High School and Foundation courses, "Where the registered provider has assessed the student as not achieving satisfactory attendance, the registered provider must notify the student in writing of its intention to report the student for not achieving satisfactory attendance. The written notice must inform the student that he or she is able to access the registered provider's complaints and appeals process as per Standard 8 (Complaints and appeals) and that the student has 20 working days in which to do so".

*If this Complaints and Appeals process results in a decision that your attendance and or academic progress have been unsatisfactory, the College is required by law to report this to the relevant Government authorities "as soon as possible". (Standard 11.7)*

*If the College determines that there are "extenuating circumstances relating to the welfare of the student" the College may suspend or cancel the student's enrolment prior to the completion of the internal review. (Standard 13.4)*

# Policies – General

## Damage to School Property

### Purpose and Scope

This describes the procedure for dealing with students who damage the building or school property.

### Responsibilities

Teacher or staff member involved

### Procedure

- The student should be escorted to the Principal
- The student and the member of staff should fill in an incident report located in the office of the Manager, Business Services
- Depending on the seriousness of the offence, the student may be expelled on the spot
- The Manager, Building Services should be informed if repair work is required.

## Supervision

### Purpose and Scope

This describes the procedure for dealing with students who endanger the physical safety of other students or teachers.

### Responsibilities

Teacher or staff member involved.

### Procedure

- The student should be escorted to the Dean, the Deputy Principal or Director of Studies TELP.

- The student and the member of staff should fill in an incident report located in the office of the Manager, Business Services
- Depending on the seriousness of the offence, the Deputy Principal should be involved
- Serious breaches of safety may result in the student being expelled.

## Communication

Formal and informal mechanisms are in place for facilitating communication between the school and those with an interest in the student's education and well-being.

### Formal

- Reports to parents every 10 weeks rather than semester.
- Principal's annual visit to China
- BOS Warning Letters in use.

### Informal

- As many High School students are from China, Mandarin speakers are employed in both Student Welfare and Finance areas to facilitate communication with parents. The Student Services staff members also speak Vietnamese, Cantonese, Indonesian, Portugese and Japanese
- Regular contact with Guardians for U18 students.

# Codes of Conduct

## Student Code of Conduct

Our students are committed to their studies and they are well motivated. Consequently, a more mature environment is provided.

However, we expect students to:

- attend all classes on time;
- complete the work requirements;
- dress and behave in a reasonable manner.

More specifically we expect students to:

- show courtesy and be considerate and co-operative with staff and other students;
- respect the property of others;
- behave in a quiet and orderly way;
- dress in a neat and tidy way (singlets, beach and running shorts, torn garments and thongs are not acceptable);
- respect the authority of staff and follow their directions;
- not smoke in the school building or in the vicinity of the building;
- not bring alcohol or any illegal substance into the College;
- carry Student-ID at all times in the building;
- report any strangers without ID to the School Marshall;
- turn off mobile phones during classes and in the library;
- not eat chewing gum in the building;
- clean up after themselves in the Student Common Room.

NOTE: If you breach any of the College's rules or your behaviour is deemed unacceptable, your enrolment may be cancelled and you will not be entitled to any refund of the annual tuition fee or other charges paid to the school under the contract of enrolment.

## The role of the Student Leadership System

The College provides opportunities for students to explore their leadership potential through the Student Representative Committee (SRC) and the Year 12 Leadership Committee which is responsible for coordinating a variety of student activities.

## Professional Conduct - Staff

Study Group, as one of Australia's leading private education providers is committed to providing an environment for our students that fosters learning and respect. An important part of this is the standard of professionalism our teaching and administrative staff demonstrate in their day-to-day conduct, both at work and away from the colleges. It is critical that all staff set and maintain high personal and professional standards in order to maintain our good reputation. Our students are our clients and generally not to be considered a group from which we choose our friends. Once a student's enrolment has finished social contact is at the discretion of the staff member concerned. We do not wish to say "never" with respect to staff/student contact, but the need for staff to accept personal responsibility and show due care is necessary for everyone's benefit. Therefore, the following protocol has been created in order to clarify and communicate the standards which Study Group believes should be maintained between staff and students.

## Standards of Professionalism

### Customer Service

An important aim of our organization is to provide quality customer service. Part of this is that we should aim to have students regard staff members as friendly and approachable. We would also aim to have students realise that staff are interested in their personal progress, including their success in achieving the personal and career goals they have set for themselves by attending our colleges.

### Dress Code

At Study Group campuses, staff is in contact with their customers every day. It is therefore important that staff consider their role as a representative of the Company and some discretion is required over dress and general grooming. While dress requirements are not rigid, management do require staff to maintain a clean and generally professional approach to their clothing. Business attire is expected for staff in the campuses. For men, this includes the wearing of ties. For female staff, shorts are not acceptable attire, nor are tops with low fronts and backs. Skirt lengths should be kept at a reasonable length. Jewellery is to be kept to a minimum. Exceptions to this dress code are on those days where the Principal has approved a casual dress day.

### Professional Competence

We aim to have staff employed who are competent to undertake the duties assigned to them. On a day to day basis, it is important that all staff conduct their classes or other duties in a manner which will show students their commitment to high standards of teaching or administration (good preparation for classes, punctuality, grooming/presentation, assessment, etc).

### Professional Courtesy

Most students will deal with a number of staff, admin and teaching, during the period of their enrolment. From time to time, matters will arise in which it is clear that some error/ omission has occurred, and it is essential that if a staff member identifies a problem in a colleague's work, that matter is dealt with sensitively in front of the student(s) concerned. To whatever extent is possible, the problem should be resolved without involving the student in any way, as the problem is usually ours and not theirs, and we achieve nothing by informing students of our errors if there is no need to do so. Similarly, it is disrespectful and insensitive to colleagues to discuss any aspect of the personal life of staff colleagues in the presence of students, whether in a classroom, elsewhere, or away from the college. Staff should also avoid discussing their own personal lives with student (other than very basic, 'conversational' items).

### Student Contact out of Class/College Hours

As most of our students are adults, who may have many leisure hours to occupy, it is not uncommon for students to invite staff to spend 'social' time with them, outside of class contact. This can happen especially with students who are away from home and are feeling lonely, or to those who see it as 'prestigious' to be seen mixing with staff members. Providing guidance on this situation is not straightforward, however the view of Study Group is that social contact between staff and students should be minimal. Generally, staff will have their own personal friendships, and students will have theirs. To become involved too regularly or too closely in social contact with students may lead to a number of negative consequences for the staff member(s) concerned, the student(s) concerned, and the college itself. This may include:

Loss of professional integrity: Study Group staff are responsible for the assessment of student work, the collection of fees, etc. Other students are very likely to be suspicious of the objectivity of staff treatment of students if they witness close or regular contact between students and staff. It may be difficult for the college to defend staff behaviour or objectivity in this situation.

Compromising of personal integrity: One to one relationships allow no accurate outside scrutiny, and other students (and probably staff), will therefore speculate on what they think is happening in a relationship. There have been cases in virtually every college of such gossip and rumours spreading, to the detriment of the student, staff member, and college.

Risk of harassment allegations: In the situation described above, staff members leave themselves vulnerable to allegations of personal or sexual harassment from the student(s) concerned. Study Group's stand on this matter is described in detail in the Anti Harassment Policy which considers any form of harassment as unlawful.

### Protocols for Staff

Be mindful of the amount of social contact you have with students. If you are invited to lunch, for a drink, to a party, to dinner etc., it would be far better to be part of a group of students, rather than going out with one student. Having lunch with students more than about once per week may raise a response from other students, to your detriment. It should not be difficult to explain to students the need to maintain a 'professional distance', and to convey that this is for the benefit of both staff and students. Other social contact should also be in groups, eg. attending parties, going for a drink etc.

Be alert to any behaviour which might allow students to conclude that there is a 'romantic' relationship developing between yourself and a particular student. The need for impartiality in our business is most important, as is the need to maintain our good standing in the community. Nothing will damage our reputation faster than the perception among students or the public that relationships between staff and students are condoned by the college.

Be considerate of your fellow colleagues. Everyone makes mistakes which need to be handled discretely in front of students; and everyone has a personal life which should include a right to privacy. Staff should NEVER discuss fellow staff with students. Students have NO right to seek private information about staff, which is one of the reasons personal phone numbers and addresses are never given to students (except for homestay emergencies).

Be aware that although you will always get on better with some students than others, you are compelled to remain objective in your teaching and assessment of students. Many staff are affronted at the suggestion that this might not be so, but other students will not be convinced of staff objectivity if there is considerable social contact or undue friendliness occurring.

### Breach of Protocol

Study Group takes any breach of the above mentioned protocols seriously and asks all Managers to intervene immediately if such a breach has occurred. Initially this action will involve some initial one-on-one counselling with the staff member.

If the behaviour continues, a written formal warning can be issued to the staff member. Continued breaches of the above mentioned protocols can lead to further disciplinary action.

If the staff member is accused of harassment, actions outlined in the Anti Harassment Policy must be followed.

# Managing Critical Incidents

Taylor's College recognizes the impact that critical incidents can have on staff, students, families and visitors and is committed to providing a timely and appropriate response after a critical incident. This document outlines the procedures that should be followed by staff in the event of a critical incident at the Sydney-Waterloo Campus.

## Definition

A critical incident is defined as a tragic or traumatic event or situation affecting a student/s and or staff member/s that has the potential to cause unusually strong emotional reactions in the school/campus community.

A critical incident can take place either at or away from college premises. This policy therefore is not limited to the handling of those critical incidents that occur only inside the school, and includes any incident that may affect our staff and/or students.

A critical incident can include:

- Missing students
- Criminal activity of staff or student
- Death (staff or student)
- Major accidents (staff or student)
- Suicide/attempted suicide (staff or student)
- Critical illness of staff or student
- Murder of staff or student
- International disaster/incident (eg. SARS, 9/11)
- Natural disaster (international, national or local)
- Fires
- Major break ins
- Fights involving assault weapons which include staff or student
- Accusation of illegal drug usage, trading on campus
- Suspected sexual or physical abuse by staff
- Physical or sexual assault on or off the premises (of staff or student)
- Vandalism of premises
- Unfavourable community or media attention focusing on staff or students
- Injury resulting from excursion/conference/home visits, etc
- Serious threat to staff, students or facility
- Allegations or assault against staff
- Hold up or attempted robbery.

People who could be affected by critical incidents

- People directly exposed to the incident (staff, students)
- Relatives and friends
- People with previous trauma or grief – grief is retriggered by the incident
- Helpers or personal recovery, staff, counselors, emergency service personnel
- Community & other people directly involved eg. Other parents, staff and students from neighbouring schools.

## Procedures

In the event of a critical incident, the Campus Principal must be notified immediately and will assume responsibility for the coordinating role of managing the situation. The Principal can delegate this responsibility after the initial assessment of the incident.

At the time of the incident

- Assess the situation
- Ensure the safety of all concerned
- Contact appropriate emergency services if required
- Contact the Campus Principal
- Record all staff, students and visitors present
- Before leaving the site check for safety and security of people and premises.

### Immediately after the incident

The Principal will make decisions on how to proceed, including the coordination of a response team which should include delegated individuals at each campus as per each individual campus' critical incident team.

The **initial task** of the response team is to:

- Organise a meeting with all relevant persons for the purpose of updating them on the incident
- Document the incident, or at least make notes to assist in completing the Critical Incident Report

### Within 48 hours

- Complete a full report of the incident using the guidelines for the Critical Incident Report provided in Appendix 1.
- Offer professional debriefing/post traumatic counselling for all affected staff, students and visitors. Please refer to professional counsellors list below. Should this offer of debriefing be rejected please note in Critical Incident Report.
- Lodge statement with police if necessary.

## Making contact with relevant parties

Before any relevant party is contacted, the response team will ensure that it establishes the facts so that it has accurate and up to date information about the situation. This may involve seeking information from the hospital, friends of the student, and police but needs to occur as quickly as possible so that the family is notified early.

### Management

The relevant Senior Manager and the Managing Director needs to be notified of any critical incidents. As well, a copy of the Critical Incident Report should be forwarded once complete.

### Next of Kin

The response team will establish whose responsibility it will be to notify next of kin of the incident, as well as who will support the next of kin, if required. In the case of families who are not fluent in English, appropriate arrangements should be made for using interpreter services or staff, or relatives or friends of the family who can act as an interpreter.

In the case of a student or staff member who is in hospital, the response team will ensure that the relatives of the student are provided with information about the accommodation available at the hospital with the names of the social workers at the relevant facility who can provide some support.

If the individual is critically ill, the staff member in contact with the family will ensure that the parents or guardians have control over issues such as life support and resuscitation. If there is a death, the staff member in contact with the family will make enquiries about their wishes in relation to burial and services.

### Staff Notification

- Information presented
- Discussion

### Students Informed

- Present facts of the incident
- Outline the College actions
- Offer counseling services
- Allow for student discussion/response

### Parents informed by letter

- An outline of the facts associated with the incident
- The College's response plans
- The reactions of students
- Levels of assistance in place
- Encourage communication between parents and the College.

## Consulate

In the case of serious accident or death, the response team will contact the relevant consulate to inform them of the incident and provide them with details about the student. The response team will discuss the respective roles and responsibilities in terms of contacting the student's family in regard to arranging a service, arranging travel to Australia, temporary accommodation for relatives and repatriation of the body if necessary.

## DIAC

There are important obligations under the ESOS Act to report to DIAC any incidents involving international students. Particular incidents must be reported in PRISMS as per the following:

| INCIDENT   | REASON/CODE TO USE IN PRISMS   |
|--|--|
| Student is missing                                   | When a student will not be able to meet the 80% attendance requirement "Student Non-Attendance at Classes"   |
| Student is detained or arrested and not granted bail | If absence affects the duration of their course use "Student Deferring or Postponing Studies"  |
| Student is seriously injured or ill                  | If absence affects the duration of their course use "Student Deferring or Postponing Studies"  |
| Death of a Student                                   | If student ceases study use "Student Notified Cessation of Studies" If the student has not been allowed to defer their studies on medical grounds, and the student falls below the 80% attendance requirement use "Student Non-Attendance at Classes". |
|  | "Student Notified Cessation of Studies"  |

As soon as practicable after an incident resulting in the absence of a student, the circumstances should be brought to the attending of DIAC by phoning the State Office.

In the case of a student's death it is especially important to contact the State DIAC office, prior to reporting on PRISMS, so the DIAC Liaison Officer may prevent a letter being sent to the student's most recent recorded address thus minimizing the possibility for further distress for the student's family.

When recoding an incident the 'comments' field should be updated with as much additional information as possible, such as 'student has provided a medical certificate indicating illness...' to assist DIAC officers to assess the matter. Please email [esosmailbox@dest.gov.au](mailto:esosmailbox@dest.gov.au) or phone 02 131 881

## The Media

The response team should refer all media enquiries to the Principal. The campus receptionist needs to be instructed on how to best handle any calls from the media. Receptionists should be professional and promptly take messages from any journalist indicating the appropriate representative will return their call shortly. Importantly, all staff must be instructed to refer media enquiries to the Principal or Managing Director's office. A press release may be issued from the Managing Director's office if deemed necessary.

Other groups the response team may need to contact include:

- Accommodation Provider
- Other students/staff
- Hospital (in relation to health cover arrangements)

### Within the 1st month

- Where possible, to encourage relevant parents to participate in meetings to discuss students' welfare.
- Identify ongoing behavioural change which may indicate the need for counselling by College Counsellor, or referral to outside services.
- Continue to monitor the progress of hospitalised students or staff.
- Provide where appropriate, classroom activities that aim to assist students in reaching an understanding of an 'incident'
- Awareness of the possibility that the physical and mental health of 'helpers' may be affected, and hence the need to provide support.
- Arrange a memorial service, if appropriate.

### In the longer term

- Identify ongoing behavioural change and the possible provision of appropriate support.
- Keep the parent body informed of proceedings.
- Plan for and be sensitive to the influences of anniversaries, inquests and legal proceedings.

## Completion of a Critical Incident Report

The response team is to complete this report within 48 hours of the incident and send signed copies to the Campus Director and Managing Director. The following information should be included in the report.

- Critical Incident description.....date/location/details etc.
- Those who have been notified of the incident. List individuals, emergency services etc.
- Debriefing/Counselling.....all individuals affected by the incident to be offered counselling and it needs to be noted whether the offer is accepted or rejected.
- The names of persons for which follow up is required
- Any additional comments

## Key Contacts

| CRITICAL INCIDENT MANAGEMENT TEAM |                          |
|-----------------------------------|--------------------------|
| Campus Director                   | 8303 9701 / 0407 200 453 |
| Deputy Principal                  | 8303 9748 / 0418 680 312 |
| College Marshall                  | 8303 9710 / 0402 404 319 |
| Student Welfare Officers          | 8303 9720 / 8303 9750    |
| Counsellor                        | 8303 9721                |
| Business Services Manager         | 8303 9702                |
| Dean of USFP                      | 8303 9734                |
| Dean of High School               | 8303 9735                |
| Director of Studies TELP          | 8303 9752                |



## Useful Telephone Numbers

| <b>EMERGENCY ASSISTANCE</b>   |                                |
|---|--------------------------------|
| Critical emergency: Ambulance, Fire & Police  | 000                            |
| Redfern Police Station<br>1 Lawson Street Redfern NSW 2016  | 8303 5199                      |
| Mascot Police Station<br>965 Botany Road Mascot NSW 2020  | 8388 7399                      |
| Sydney Central Police Station<br>192 Day Street Sydney NSW 2000   | 9265 6499                      |
| College Emergency Phone (24 hrs)  | 0407 663 989                   |
| Unilodge Supervisor on duty   | 0450 553 220                   |
| Department of Immigration and Citizenship (DIAC)<br>CBD office- Ground Floor, 26 Lee Street, Sydney NSW 2000<br>Parramatta office- 9 Wentworth Street Parramatta NSW 2150 | 131 881                        |
| <b>INTERPRETING</b>   |                                |
| Translating and Interpreting Service (TIS) National   | 131 450                        |
| <b>INTERPRETERS ON CAMPUS</b>   |                                |
| Chinese (Mandarin) – Tong Wen   | 8303 9720                      |
| Chinese (Cantonese) – Carmen Law  | 8303 9750                      |
| Greek – Freda Pappas  | 8303 9735                      |
| Indonesian – Esther Dharmanto   | 8303 9728                      |
| Japanese – Louisa Wan   | 8303 9728                      |
| Korean – Kaipin Wu  | 8303 9758                      |
| Portuguese – Amanda Barbosa   | 8303 9700                      |
| Russian – Louisa Wan  | 8303 9728                      |
| Turkish – Ajda Mandacioglu  | 8303 9729                      |
| Vietnamese – Vivian Nguyen  | 8303 9714                      |
| <b>HOSPITALS, HEALTH &amp; SUPPORT SERVICES</b>   |                                |
| Prince of Wales Hospital<br>Barker St, Randwick NSW 2031  | 9382 2222                      |
| Royal Prince Alfred Hospital<br>Missenden Road, Camperdown NSW 2050   | 9515 6111                      |
| Sydney Hospital and Sydney Eye Hospital<br>8 Macquarie St, Sydney NSW 2000  | 9382 7111                      |
| St Vincent's Hospital (Private)<br>390 Victoria Street, Darlinghurst NSW 2010   | 8382 1111                      |
| Lifeline  | 131 114                        |
| Mental Health Access Line (24 hr)   | 1800 636 825                   |
| Poisons Information Centre  | 131 126                        |
| Alcohol and Drug Information Service  | 9361 8000                      |
| Mental Health Services at Prince of Wales Hospital  | 9382 4347                      |
| NSW Rape Crisis Centre  | 1800 424 017 (24 hrs)          |
| Sexual Assault Service, Royal Prince Alfred Hospital<br>L5 Gnd Floor, King George V Hospital, Missenden Rd, Camperdown NSW 2050   | 9515 9040 / 9515 6111 (24 hrs) |
| <b>CLINICS</b>  |                                |
| Waterloo<br>Life Medical Clinic<br>Shop 162/822 Bourke Street, Waterloo NSW 2017  | 8399 0611                      |
| Surry Hills<br>Surry Hills Medical Centre<br>573 Crown Street, Surry Hills NSW 2010   | 9699 3311                      |
| Green Square<br>Green Square Medical Practice<br>Unit 2/3 Defries Ave, Zetland NSW 2017   | 9662 2979                      |
| Central<br>Dr Liza Ying (Mandarin Speaker)<br>Suite 505, 401 Sussex St, Haymarket NSW 2000  | 9281 4660                      |

## Useful Telephone Numbers

| <b>BANKS (LOST OR STOLEN CARDS)</b>   |                                       |
|---|---------------------------------------|
| ANZ   | 1800 033 844                          |
| HSBC  | 1300 308 008 Eng<br>1300 309 388 Chin |
| Commonwealth Bank   | 132 221                               |
| Westpac   | 1300 651 089                          |
| St George   | 1800 028 208                          |
| <b>TAXI CALL SERVICE</b>  |                                       |
| Silver Cabs   | 133 100                               |
| Legion Cabs   | 131 451                               |
| <b>CONSULATES</b>   |                                       |
| <b>Cambodia</b><br>Royal Embassy of Cambodia<br>5 Canterbury Crescent, Deakin ACT 2600  | 6273 1259 / 6273 1154                 |
| <b>Canada</b><br>Consulate General of Canada<br>Level 5, Quay West, 111 Harrington Street, Sydney NSW 2000  | 9364 3000                             |
| <b>China</b><br>Consulate General of China<br>39 Dunblane Street, Camperdown NSW 2050   | 8595 8002                             |
| <b>Indonesia</b><br>Consulate of Indonesia<br>236 Maroubra Rd, Maroubra NSW 2035  | 9344 9933                             |
| <b>Iran</b><br>Embassy of the Islamic Republic of Iran<br>25 Culgoa Circuit, O'Malley ACT 2606  | 6290 2427                             |
| <b>Japan</b><br>Consulate General of Japan<br>Level 34, Colonial Centre, 52 Martin Place, Sydney NSW 2000   | 9231 3455                             |
| <b>Korea</b><br>Consulate General of the Republic of Korea<br>Level 13, St James Centre, 111 Elizabeth Street, Sydney NSW 2000                                    | 9210 0200                             |
| <b>Kuwait</b><br>Embassy of the State of Kuwait<br>5 Callemonda Rise, O'Malley ACT 2606   | 6286 7777                             |
| <b>Malaysia</b><br>Consulate of Malaysia<br>67 Victoria Road, Bellevue Hill NSW 2023  | 9327 7596 / 9327 7565                 |
| <b>Mongolia</b><br>Mongolian Consulate<br>Level 3, 44 Miller St, North Sydney NSW 2060  | 9966 1922                             |
| <b>Philippines</b><br>Philippine Consulate General<br>Level 1, Philippine Center, 27-33 Wentworth Avenue, Sydney NSW 2000   | 9262 7377                             |
| <b>Russia</b><br>Consulate General of Russia<br>7-9 Fullerton Street, Woollahra NSW 2025  | 9326 1702 / 9326 1866                 |
| <b>Singapore</b><br>High Commission for the Republic of Singapore<br>17 Forster Crescent, Yarralumla ACT 2600   | 6273 3944                             |
| <b>Taiwan</b><br>Taiwanese Consulate<br>Suite 1902, Level 19, M. L. C. Centre, King St., Sydney NSW 2000  | 9223 3233                             |
| <b>Thailand</b><br>Royal Thai Consulate-General<br>Level 8, 131 Macquarie Street, Sydney NSW 2000   | 9241 2542                             |
| <b>United States of America</b><br>Consulate General of the United States of America<br>Level 5, 19 - 29 Martin Place, MLC Centre, Sydney NSW 2000                | 9373 9200                             |
| <b>United Arab Emirates</b><br>Embassy of the United Arab Emirates<br>12 Bulwarra Close, O'Malley ACT 2606  | 6286 8802                             |
| <b>Vietnam</b><br>Consulate General of the Socialist Republic of Vietnam<br>Suite 205, level 2, Edgecliff Centre, 203-233 New South Head Road, Edgecliff NSW 2027 | 9327 1912 / 9327 2539                 |

# Appendix A

## 2007 Higher School Certificate Band Distributions By Course

| SUBJECT                           | N/ YEAR  | SUBJECT MEAN | STATE MEAN | %B6   | %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        | 71.4       | 2.89  | 2         | 20.8  | 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      |
| English Advanced                  | 0/2006   |              |            |       |           |       |           |       |           |       |           |       |           |       |           |
|                                   | 5/2007   | 83.72        | 78.6       | 20    | 9.18      | 60    | 37.67     | 20    | 42.54     | 0     | 9.55      | 0     | 0.87      | 0     | 0.06      |
| English Standard                  | 10/2006  | 68.66        | 65.15      |       |           |       |           |       |           |       |           |       |           |       |           |
|                                   | 5/2007   | 83.72        | 78.6       | 0     | 0.07      | 0     | 3.23      | 100   | 35.19     | 0     | 39.08     | 0     | 16.18     | 0     | 5.69      |
|                                   | 2/2008   | 73.87        | 71.11      | 0     | 0.23      | 0     | 5.72      | 100   | 31.94     | 0     | 41.14     | 0     | 14.76     | 0     | 5.74      |
| MIS/General Maths                 | 37/2006  | 60.12        | 67.72      |       |           |       |           |       |           |       |           |       |           |       |           |
|                                   | 28/2007  | 64.04        | 70.64      | 0     | 4.09      | 7.14  | 18.42     | 17.85 | 36.6      | 35.71 | 24.6      | 35.71 | 12.21     | 0     | 3.63      |
|                                   | 16/2008  | 61.43        | 70.13      | 0     | 4.81      | 0     | 20.86     | 18.75 | 30.27     | 37.5  | 26.26     | 43.75 | 11.02     | 0     | 6.09      |
| Maths 2unit                       | 116/2006 | 70.58        | 72.61      |       |           |       |           |       |           |       |           |       |           |       |           |
|                                   | 100/2007 | 75.03        | 74.67      | 8     | 15.4      | 33    | 24.07     | 33    | 30.32     | 17    | 18.15     | 8     | 8.03      | 1     | 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      |
| Maths 3unit/<br>Maths Extension 1 | 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    | 42.33     | 13.75 | 21.25     | 0     | 3.88      |       |           |       |           |
|                                   | 57/2008  | 81.51        | 79.59      | 38.59 | 33.32     | 47.36 | 48.29     | 12.28 | 14.18     | 1.75  | 3.93      |       |           |       |           |
| Maths 4unit/<br>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     | 1.25      |       |           |       |           |
|                                   | 32/2008  | 81.53        | 83.16      | 31.25 | 37.05     | 59.37 | 53.34     | 6.25  | 7.88      | 3.12  | 1.61      |       |           |       |           |
| Biology                           | 18/2006  | 71.01        | 71.92      |       |           |       |           |       |           |       |           |       |           |       |           |
|                                   | 12/2007  | 78.97        | 73.26      | 25    | 1.14      | 25    | 24.89     | 33.33 | 34.03     | 0     | 22.41     | 16.66 | 7.65      | 0     | 3         |
|                                   | 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     | 2.24      |
| Chemistry                         | 47/2006  | 67.63        | 73.52      |       |           |       |           |       |           |       |           |       |           |       |           |
|                                   | 50/2007  | 75.87        | 74.81      | 5.71  | 10.76     | 40    | 28.39     | 34.28 | 29.7      | 8.57  | 22.21     | 11.42 | 6.15      | 0     | 2.44      |
|                                   | 19/2008  | 75.47        | 74.72      | 26.31 | 12.79     | 21.05 | 25.5      | 21.05 | 31.75     | 5.26  | 18.59     | 26.31 | 8.37      | 0     | 2.59      |
| Physics                           | 72/2006  | 62.01        | 74.53      |       |           |       |           |       |           |       |           |       |           |       |           |
|                                   | 50/2007  | 66.65        | 73.31      | 2     | 8.09      | 24    | 25.92     | 26    | 33.3      | 26    | 21.85     | 10    | 6.56      | 12    | 3.86      |
|                                   | 34/2008  | 66.71        | 73.1       | 2.94  | 7.9       | 11.76 | 24.88     | 35.29 | 32.98     | 26.47 | 22.94     | 14.7  | 7.09      | 8.82  | 3.48      |
| 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      |
| Economics                         | 53/2006  | 58.39        | 76.42      |       |           |       |           |       |           |       |           |       |           |       |           |
|                                   | 47/2007  | 59.83        | 75.64      | 0     | 14.55     | 8.33  | 31.96     | 25    | 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 | 30.9      | 17.64 | 24.44     | 33.33 | 15.31     | 17.64 | 7.52      | 15.68 | 5.06      |
| 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     | 0.53      |
|                                   | 97/2008  | 81.3         | 80.12      | 16.32 | 10.39     | 42.85 | 45.58     | 33.67 | 35.93     | 5.1   | 5.84      | 1.02  | 0.92      | 0     | 0.09      |
| Japanese Z/Beginners              | 40/2006  | 79.19        | 75.46      |       |           |       |           |       |           |       |           |       |           |       |           |
|                                   | 41/2007  | 79.67        | 73.7       | 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 | 15.5      | 22.22 | 22.48     | 33.33 | 26.87     | 13.33 | 19.63     | 11.11 | 10.85     | 6.66  | 4.13      |
| Music 1                           | 2/2006   | 85.8         | 77.77      |       |           |       |           |       |           |       |           |       |           |       |           |
|                                   | 1/2007   | 65.2         | 78.94      | 0     | 15.13     | 0     | 36.83     | 0     | 33.3      | 100   | 11.66     | 0     | 2.09      | 0     | 0.68      |

# Appendix A

## 2007 Higher School Certificate Band Distributions By Course

| SUBJECT                     | N/ YEAR | SUBJECT MEAN | STATE MEAN | %B6  | %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     | 0.44      | 0     | 0.06      | 0     | 0.22      |
|                             | 10/2008 | 74.58        | 80.72      | 0    | 14.45     | 20    | 46.58     | 70    | 30.49     | 10    | 7.25      | 0     | 0.85      | 0     | 0.21      |
| 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    | 6.4       | 27.77 | 24.59     | 33.33 | 30.82     | 16.66 | 20.94     | 11.11 | 8.58      | 11.11 | 7.17      |
| Computing Studies 3unit/SDD | 6/2006  | 72.67        | 73.51      |      |           |       |           |       |           |       |           |       |           |       |           |
|                             | 8/2007  | 68.83        | 73.98      | 0    | 9.26      | 25    | 30.47     | 25    | 26.92     | 25    | 20.03     | 25    | 8.72      | 0     | 4.14      |
|                             | 4/2008  | 73.25        | 75.3       | 0    | 10.05     | 0     | 29.55     | 75    | 29.94     | 25    | 21.88     | 0     | 7.05      | 0     | 0.66      |
| Korean Background Speakers  | 1 2007  |              |            | 100  | 14.78     |       | 41.73     |       | 28.69     |       | 11.3      |       | 0.86      |       | 2.6       |
| Persian                     | 1 2007  |              |            | 100  | 30.95     |       | 30.95     |       | 28.57     |       |           |       | 7.14      |       | 2.38      |
|                             | 2/2008  |              |            | 50   | 25.53     | 50    | 36.17     |       | 19.14     |       | 8.51      |       | 6.38      |       | 2.12      |
| Russian                     | 1/2008  |              |            | 100  | 72.72     |       | 27.27     |       |           |       |           |       |           |       |           |
| Accounting                  | 36 2007 |              |            | 5.55 | 13.76     | 22.22 | 25.8      | 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  | 9.4       | 12.5  | 6.33      |
| Vietnamese continuers       | 8 2007  |              |            | 0    | 2.38      | 37.5  | 30.95     | 25    | 33.33     | 37.5  | 26.98     | 0     | 5.55      | 0     | 0.79      |
|                             | 8/2008  |              |            | 0    | 2.02      | 37.5  | 38.51     | 62.50 | 51.35     | 0     | 5.40      | 0     | 0.67      | 0     | 2.02      |
| Business Services           | 22 2007 |              |            | 0    | 1.07      | 4.54  | 15.58     | 0     | 26.99     | 9.09  | 27.06     | 36.36 | 11.34     | 45.45 | 3.49      |
|                             | 11/2008 | 50.67        | 71.99      | 0    | 1.77      | 0     | 12.97     | 7.69  | 38.37     | 7.69  | 27.35     | 38.46 | 4.22      | 30.76 | 0.55      |