



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 2015.

About Taylors College

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

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

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

Success
Trust
Care
Community
Preparation

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

Our Mission

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

Taylors is committed to:

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



A Message from Key School Bodies



A Message from the Principal

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

We educate students from every corner of the globe enabling them to realise their potential through a transformational learning experience.

In presenting the 2015 Annual Report I acknowledge the degree of collaboration that exists amongst the members of our College community. We are focused on preparing students for entry to university and our well qualified and experienced staff members are committed to ensuring the academic success of students.

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

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

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

The College produces newsletters, yearbooks, brochures and pamphlets and this Report is supplementary to these publications. The Report will be available on the College website by 30 June 2016. You can visit the website at www.taylorscollege.edu.au

Chris Norton
Principal
June 2016.

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



A Message from Key School Bodies



A Message from TAYLORS ACTION GROUP

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

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

In 2015, TAG members were involved in a Leadership Program which culminated in two 3 day Leadership Camps in May and October in Broken Bay and Point Wollstonecraft with 30 students participating in each. The purpose of this camp is aimed at practising and reinforcing confidence and leadership skills in areas of communication, teamwork and decision making.

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

IN 2015:

25

STUDENTS PARTICIPATING IN BOTH 3 DAY LEADERSHIP PROGRAMS INVOLVING TAG MEMBERS

Some of the activities that TAG helped organise in 2015 were an Aussie Party, Chinese New Year Party, Valentine's Day Rose and Serenade sale, Soccer Gala Day Barbeque and The Halloween Dance Party. TAG members are also involved in supporting the wider community by undertaking fundraising activities. In 2015 TAG supported Jeans for Genes Day by raising a record amount and also raised much needed cash for victims of the Nepalese Earthquakes. TAG participated in fundraising activities run by Study Group in support of Building Futures which assists in the construction of schools in developing nations. With such events, TAG members have the opportunity to practise learnt leadership skills and gain confidence.

Student interest in TAG is continually increasing with student membership reaching over 65 in 2015.



Taylor's College Performance in the NSW Higher School Certificate

In 2015, 36 students completed the HSC and obtained an offer for further study with 3% in the top 10% of the state having gained an ATAR of 90 and above while 17% achieved an ATAR of 80 and above, placing them in the top 20% of the state.

In 2015, one student was deemed an All Rounder, having achieved above 90% in all her courses. Also noteworthy, 8 places were gained on the Distinguished Achievers List by Taylor's students. 50% of these were for outstanding achievement in Modern Languages - Japanese, Korean and French. These are high level academic skills and are certainly worthy of celebration.

One Music 1 student achieved an exceptional result with a Band 6.9% of the students studying ESL scored above 80%. 26% of the students studying Mathematics achieved Bands 5 or 6. In 2015, 25% of Chemistry students gained a Band 5 and 6.

Tertiary Offer Statistics (Eligible Offers)

Bachelor Degree Offers

Tertiary Institution	% Offers
GO8 Universities	22
University of Melbourne	2.7
University of Sydney	8.3
University of New South Wales	8.3
University of Wollongong	2.7
University of Technology Sydney	5.6
Australian Catholic University (Sydney)	2.7
University of Western Sydney	8.3
SAE Creative Media Institute	2.7
Conservatorium of Music University of Sydney	2.7
Bond University	2.7
Overseas Universities	2.7
Total Known University Offers	50
Eligible for Entry Offers	50
TOTAL OFFERS	50



Diploma & Certificate Offers (INSEARCH, SIBT, UWS College)	50
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Known University Faculty Offers

Business/Management/Commerce	0
Engineering	28
Arts and Social Sciences	17
Medicine and Health Science	22
Other	33

IN 2015:

64%

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

Student Number	Student Name	Course Number	Course Long Name
	All Rounders		
26348676	LEE, Seul-Bi (Amy)		
	Distinguished Achievers		
27549845	JAYARAMAN, Aishwarya	15240	Mathematics
27549853	KANJRAWI, Faisal	15670	French Beginners
27549888	LEE, Daeun	15890	Korean Background Speakers
26348676	LEE, Seul-Bi (Amy)	15050	Chemistry
26348676	LEE, Seul-Bi (Amy)	15260	Mathematics Extension 2
27550053	TRAN, Le Minh Chau	15820	Japanese Beginners
28560915	WANG, Zhiqi	15290	Music 1
27550118	WU, Jianan	15820	Japanese Beginners

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

Individual performances

There were some outstanding performances in the HSC in 2015.

Seul-Bi (Amy) Lee, a Pathways student, completed her HSC at Taylor's College as Dux of 2015 with an ATAR of 99.90. She has accepted a degree from the University of Melbourne for Chancellor's Scholars program for Doctor of Medicine (postgrad) initially studying Bachelor of Biomedicine. Amy was also recognized as an All Rounder.

Aishwarya Jayaraman, originally from Singapore, was also a Distinguished Achiever in the 2015 HSC. She has accepted an offer to study at UNSW Bachelor of Biotechnology (Honours)

Tariq Momtaj Uddin transferred from a local high school and gained entry into Bachelor of Engineering (Mechanical) (Honours)

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

IN 2015:

100%

OF STUDENTS ACCESSED STUDY SMART ONLINE FOR EXTRA RESOURCES



*The Distinguished Achievers Lists, published in the press, list

Top Performing Students (Known offers)

Last Name	First Name	ATAR	Institution	Course Offered
LEE	Seul-Bi (Amy)	99.90	University of Melbourne	Bachelor of Biomedicine
JAYARAMAN	Aishwarya	89.95	University of NSW	Bachelor of Biotechnology (Honours)
KANJRAWI	Faisal	86.90	University of Sydney	Bachelor of Engineering
UDDIN	Tariq Momtaj	85.10	University of Wollongong	Bachelor of Engineering (Mechanical) (Honours)
TRAN	Le Minh Chau Eri	82.15	University of NSW	Bachelor of Fine Arts/Arts
NGUYEN	Thi Thu Uyen Catherine	81.60	University of NSW	Bachelor of Arts
HE	Wenchao Betty	79.25	University of Sydney	Bachelor of Science
LIANG	Huadong Derick	78.80	SAE Creative Media Institute, Sydney campus	Bachelor of Audio (Studio Production)
LEE	Daeun Irene	78.50	University of Sydney	Bachelor of Arts
WU	Jianan Jim	72.05	UTS	Bachelor of Mathematics and Computing
KANG	Kwonwoo	70.30	University of Canberra or UWS	Bachelor of Medical Science
MIAO	Shiting Tina	70.00	Bond University Queensland	Bachelor of Construction Management

Top ATAR possible is 99.95

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

Taylors College Performance in the NSW Higher School Certificate continued

Senior Secondary Outcomes

Vocational Training 2015

No Vocational subjects were delivered in 2015

Taylors College Alumni

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

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

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

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

National literacy and numeracy testing

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

Granting of Records of School Achievement

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



Professional Learning

Taylor's 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 2015 the College provided teaching staff with a wide range of professional learning opportunities to support their role as dedicated classroom practitioners.

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

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

In 2015, all College staff attended onsite training sessions run by the AIS on Child Protection. Our teachers were involved in the continuation of training in Moodle, Language Across the Curriculum. Staff required to update their first aid certificates undertook a St John's Ambulance First Aid course on site and those staff members who are fire wardens took part in emergency procedures training.

IN 2015:

100%

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

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.

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

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

The average daily staff attendance during 2015 was 97%. As Taylor's College also delivers the University of Sydney Foundation Program most of our teaching staff cover both curriculums. The proportion of all teaching staff retained from 2014 to 2015 was 100%

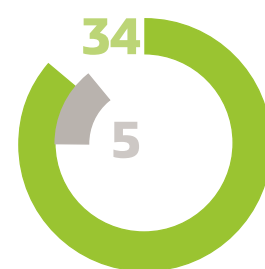
Teacher Standards and Professional Learning

Teacher Standards

Category	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent	33
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent	1



Staff Composition 2015



TEACHING STAFF
NON TEACHING STAFF
INDIGENOUS STAFF MEMBERS 0

Professional Learning continued

Examples of department based professional learning topics are:

Faculty /Subject Area	Description Of Learning Activity
Languages	<ul style="list-style-type: none"> › Teachers attended the following conferences: › 2015 Asian Languages Teachers' Conference › 2015 CLTANSW Conference › 2015 Japanese Teachers' Conference
Visual Arts	Teacher attended: <ul style="list-style-type: none"> › Chuck Close Exhibition › 1950's Fashion Lecture at AGNSW › Convict Footprints' at Bella Vista Farm › Lecture at AGNSW by Annabelle Crabb › Chinese Lanterns Exhibition at MCA › Dark Mofo' Festival in Hobart › Exhibitions, Bathurst Regional Gallery › The Archibald Exhibition › Julia Margaret Cameron from the Victoria and Albert Museum › iPad Learning Conference
Music	Teacher attended workshops hosted by TTA: <ul style="list-style-type: none"> › Adapting your Arts program to include iPads › Better Assessment: Improving Feedback, Reducing Correction
Sciences	Teachers attended workshops/courses on: <ul style="list-style-type: none"> › Improving student performance in HSC exams › Stage 6 Chemistry Ideas › Biology to engage in their future › Improving Physics assessment and modelling › ANSTO Chemistry, Physics and Stage 5 Science Teacher Professional Development Day › The current lifestyle of humans must change
Support Services	› Staff attended: <ul style="list-style-type: none"> › Webinar on Managing Stress in Y12 Exams › Student Wellbeing Webinar Series Part C: Young People in Schools and Sleep › Good, Better, Best Practice for International Student Support › AIS Counsellors Conference › AIS School Nurses Conference › Mental Health First Aid Refresher

Faculty /Subject Area	Description Of Learning Activity
Mathematics	Teachers attended workshops delivered by AIS, TTA and MANSW: <ul style="list-style-type: none"> › Alternative assessments › Teaching and Learning strategies for deep understanding in the topics of: Complex numbers and Polynomials, Graph, Integration, Volume, Mechanics and Circular Motion and Harder Extension 1. › Feedback on marking of the 2014 HSC exams › Moving students from band 5 to band 6 – › BOSTES update › Taking the lead: Promoting Mathematics › Multiplicative thinking and mathematical reasoning - the keys to a STEM future › Developing interactive web content › Components of an HSC assessment › Challenges and Solutions for Blending Digital Learning into your Teaching › MANSW Maths Conference
Social Science	Teachers attended workshops/courses on: <ul style="list-style-type: none"> › Social Change across time. 2 HSC Depth studies plus teaching strategies and ideas › S&C - why it matters › BOSTES update › Standards setting for HSC legal studies › Cultural Competence › How to overcome teacher stress/challenges everyday
English	Teachers attended the following workshops held by AIS and TTA: <ul style="list-style-type: none"> › Classroom observation and feedback › Module A Intertextual Perspectives › Maximising HSC results paper 1 › Growth Mindsets › Using the ESL Scales with EAL Learners › Better Assessment: Improving Feedback, Reducing Correction › Creative People-Creative Spaces (University English Centres Australia) › Teaching Cultural Competence, Sydney Teaching Colloquium › Cultural competence is everyone's business
Careers	<ul style="list-style-type: none"> › USYD Careers Day

Expenditure on Professional Learning

The average expenditure per teacher on professional learning in 2015 was \$500

Enrolment Policy and Characteristics of the Student Body

Enrolment Policy

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

Entry criteria and application procedures are published in the promotional brochures and on the Taylors College website.

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

Records are retained of the admission process, and students may access their individual records in accordance with the SGA/Taylors College Student Privacy Policy.

Entry Requirements

English Language & Academic Entry Requirements

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

Fluency in the English language is vital to academic success in Australia. Taylors English Language Preparation, our dedicated 10 week course, ensures students use English confidently and correctly – both academically and in their lives away from College.

Entry into the High School program is based on:

English Language

Minimum English language entry requirements are set out below.



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

Enrolment Policy and Characteristics of the Student Body continued

Academic performance

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

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

Forecast results accepted where appropriate.

Continued Enrolment

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

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

Entering Year 11 'on Probation'

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

Characteristics of the Student Body in 2015

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 2015:

Australia	8	Iran	2
Azerbaijan	1	Macau	1
Cambodia	2	Russian Federation	1
China PRC	47	Singapore	1
Hong Kong SAR	3	South Korea	1
Hungary	1	Syria	1
India	1	Thailand	1
Indonesia	1	Vietnam	18

Retention and Attendance Rates 2015

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

In 2015 the retention rate of students who completed Year 10 and continued into Year 11 was 83%. The percentage of students who completed Year 12 from Year 11 was 72%.

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.

IN 2015:

84%

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

A number of the Taylor's College High School students choose to enter the University of Sydney Foundation Program and, indeed, other foundation programs after Year 11 rather than continuing on to Year 12. In 2015 this number was 10.

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 2015 was 89%. The average attendance rates for the individual years in 2015 were:
Year 10 92%
Year 11 87%
Year 12 89%

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

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



Taylor's College Policies

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

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

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

Policy	Changes in 2015	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> › Definitions and concepts › Legislative requirements › Preventative strategies › Reporting and investigating "reportable conduct" › Investigation processes › documentation 	Updated the policy in line with legislative changes	Issued to all staff Full text available on the college intranet
Security Policy encompassing <ul style="list-style-type: none"> › Procedures for security of the building and surroundings › Use of the facilities › Emergency procedures › College excursions 	Nil	Full text available on the college intranet Emergency procedures in every room
Supervision Policy encompassing: <ul style="list-style-type: none"> › Duty of care and risk management › Levels of supervision for onsite and offsite activities 	Nil	Full text available on the college intranet
Codes of Conduct Policy encompassing: <ul style="list-style-type: none"> › Code of conduct for staff and students › Behaviour management › Role of the student leadership system 	Nil	Full text available on the college intranet Staff Handbook Student Handbook
Pastoral Care Policy encompassing: <ul style="list-style-type: none"> › Pastoral care system › Availability of and access to special services such as counselling › Healthcare procedures › Critical incident policy › Homework policy 	Nil	Full text available on the college intranet Student Handbook
Communication Policy encompassing: Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the students' education and well being	Nil	Full text available on the college intranet

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

Student Welfare Policy Summary

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

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

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

Anti-Bullying Policy Summary

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

Discipline Policy Summary

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

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

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

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

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

Complaints and Grievances Resolution

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

The full text of the College's policy and processes for complaints and grievances resolution is provided on the Taylor's College website (www.taylorcollege.edu.au), Staff Intranet and students can also access it on Study Smart. A summary appears in the Student Orientation Handbook. Any external appeal is conducted through the Overseas Students Ombudsman or the NSW Ombudsman as applicable.

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

Priority areas for improvement

Achievement of priorities identified in the College's 2014 Annual Report

Area	Priorities	Achievements
Curriculum	The upgrade of Study Guides. These will be reformatted for all subjects, ensuring there is congruence between them and respective subject programs.	A number of Study Guides have been upgraded during 2015. They have a new fresh look. An internal audit will be completed in 2016 to ensure currency, with assistance being provided for departments or subject areas where required.
ICT	A new Moodle platform, Equella, is being introduced to the College. All subject offerings, together with a range of other co-curricular material, will be placed on this site.	Equella was not made available to the College until October 2015 and so little was done during the remainder of the year. It is a priority for 2016, alongside the upgrade of our Moodle site.
Professional Development	To use the Australian Teacher Performance and Development Framework in order to develop a policy and set of procedures for ensuring the maintenance and indeed improvement of teachers' ongoing professional development. In particular to promote the notion of Staff Peer Evaluation	A significant amount of work was completed in 2015 in order to: Identify the type of feedback a member of the teaching staff could ask for. Development of a feedback form. Trial of this with volunteer staff Evaluation of the process. The process met with approval from those involved.
Teaching/Learning	To continue to develop strategies that are going to support the learning environment of our High School students.	Promotion of a separate Study Centre for High School students. And improved student intervention processes for those students at risk of failing any subjects. Teachers required to schedule and note meetings or conversations with such students. For students at risk, the issuing of Student Intervention Forms at particular times.

Priority areas for improvement continued

2016 Priority Areas for Improvement

Area	Priorities
Curriculum Review	A thorough review of our curriculum offerings ensuring that our practices reflect the standards provided by BOSTES. Associated with this will be a review and refinement where necessary of all the College's policies and procedures as they relate to all aspects of our operations, thereby ensuring we are not only compliant but offering high levels of support and excellent educational experiences for the students in our care.
ICT	Attending to Equella, our Moodle platform, will occur this year. Subject offerings together with a range of other co-curricular materials will be placed on this site. Introduction of Flipped Classroom across all faculty areas.
Professional Development	Staff Peer Support to continue. The introduction of a teacher reflection program that aims to enhance teaching practices at the College. Teachers will be attending each other's lessons in order to experience a variety of teaching and learning styles. We will continue to promote the Student Course Evaluation process.
Student Welfare	Extend our extra-curricular program by enriching and adding to our present Activities program with a focus on careers

Initiatives promoting Respect and Responsibility

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

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

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

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

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

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

Throughout 2015 Taylors students supported the Cancer Council, Red Cross and Jeans for Genes through their various fundraising activities. Harmony Day is celebrated at Taylors when students and staff are encouraged to wear the Harmony Day colour – orange and the College holds an annual International Day when students are encouraged to wear their national dress and bring their national food.

Year 12 Leaders Program

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

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

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

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

Public Speaking Competition and Debates are organized and hosted by the Year 12 Leaders. As part of further developing their excellent oral communication skills, the Leaders play an active role in preparing and presenting interesting and engaging talks to their fellow students.

Parent, student and teacher satisfaction:

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

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

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



Financial Information

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

INCOME

Fees and Private Income	190,642,631
Other Income	261,626
Total	190,904,257

EXPENDITURE

Salaries	76,844,905
Non-Salary	87,139,676
Other	5,932,243
Total	169,916,824

Appendix

Taylor's College Annual Report Academic Results Band Analysis 2015

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

Subject	N/Year	Subject Mean	State Mean	%B 6	%B6 State	%B5	%B5 State	%B4	%B4 State	%B3	%B3 State	%B2	%B2 State	%B1	%B1 State
Contemporary English/ESL	178/2006	70.75	70.21												
	173/2007	72.14	71.40	2.89	2.00	20.80	25.34	42.19	35.75	27.74	23.82	3.46	7.15	2.89	4.62
	142/2008	73.87	71.11	0.00	3.25	34.96	24.72	32.86	31.43	24.47	25.76	6.29	9.86	0.69	4.16
	116/2009	71.27	70.32	3.44	2.68	16.37	18.90	31.03	34.16	40.51	29.12	7.75	11.38	0.00	2.93
	112/2010	72.75	72.06	2.67	3.68	14.28	21.67	52.67	38.68	28.57	24.27	1.78	7.71	0.00	2.56
	79/2011	70.56	73.93	5.06	5.67	10.12	26.54	41.77	36.28	32.91	22.44	8.86	6.54	1.26	1.30
	60/2012	70.48	71.76	1.66	3.18	8.33	21.72	55.00	40.11	26.66	24.35	5.00	7.12	3.33	3.50
	37/2013	68.43	70.34	0.00	2.58	10.81	20.51	43.24	35.98	32.43	24.29	10.81	11.40	2.70	4.10
	31/2014	69.10	72.67	0.00	4.49	15.62	23.79	34.37	37.17	31.25	23.18	12.50	8.16	3.12	2.11
33/2015	65.47	70.86	0.00	3.91	9.09	21.99	33.33	34.44	33.33	21.99	12.12	12.24	12.12	4.03	
English Advanced	0/2006														
	5/2007	83.72	78.60	20.00	9.18	60.00	37.67	20.00	42.54	0.00	9.55	0.00	0.87	0.00	0.06
	0/2008														
	2/2009			0.00	10.83	0.00	38.56	100.00	39.76	0.00	9.82	0.00	0.81	0.00	0.12
	1/2010	71.60	80.57	0.00	13.98	0.00	43.87	100.00	34.72	0.00	6.38	0.00	0.84	0.00	0.05
	3/2011	71.87	79.93	0.00	13.30	0.00	44.85	66.66	30.02	33.33	9.96	0.00	1.53	0.00	0.19
	3/2014	74.53	80.53	0.00	14.67	0.00	44.63	66.66	32.24	33.33	7.52	0.00	0.68	0.00	0.15
	2/2015	69.80	80.43	0.00	15.40	0.00	42.42	50.00	33.27	50.00	7.94	0.00	0.72	0.00	0.15
English Standard	10/2006	68.66	65.15												
	5/2007	83.70	78.60	0.00	0.07	0.00	3.23	100.00	35.19	0.00	39.08	0.00	16.18	0.00	5.69
	2/2008	77.00		0.00	0.23	0.00	5.72	100.00	31.94	0.00	41.14	0.00	14.76	0.00	5.74
	5/2009														
	1/2010	74.20	63.83	0.00	0.18	0.00	4.13	100.00	30.58	0.00	36.88	0.00	19.45	0.00	8.21
MIS/General Maths	37/2006	60.12	67.72												
	28/2007	64.04	70.64	0.00	4.09	7.14	18.42	17.85	36.60	35.71	24.60	35.71	12.21	0.00	3.63
	16/2008	61.43	70.13	0.00	4.81	0.00	20.86	18.75	30.27	37.50	26.26	43.75	11.02	0.00	6.09
	20/2009	64.67	69.80	5.00	5.86	5.00	18.80	30.00	29.48	25.00	26.80	20.00	11.69	10.00	6.87
	15/2010	69.20	71.33	6.66	6.55	0.00	19.55	46.66	30.56	40.00	28.81	6.66	11.03	0.00	2.83
	14/2011	60.50	69.41	0.00	7.03	0.00	17.23	21.42	25.72	35.71	29.72	28.57	13.24	14.28	6.24
	17/2012	59.09	69.20	0.00	5.61	0.00	16.64	17.64	29.13	52.94	28.90	11.76	14.22	17.64	5.47
	7/2013	63.60	67.46	0.00	5.94	14.28	14.89	0.00	21.12	42.85	33.16	42.85	15.50	0.00	7.82
	14/2014	64.94	68.89	0.00	5.47	0.00	19.53	33.33	25.66	20.00	24.29	40.00	17.36	0.00	6.36
15/2015	69.09	68.64	0.00	5.60	26.66	20.04	26.66	24.42	20.00	24.13	20.00	17.40	6.66	7.44	
Maths 2unit	116/2006	70.58	72.61												
	100/2007	75.03	74.67	8.00	15.40	33.00	24.07	33.00	30.32	17.00	18.15	8.00	8.03	1.00	3.64
	96/2008	73.15	75.65	10.30	16.77	25.77	28.04	25.77	27.12	21.64	15.69	11.36	8.84	4.12	3.16
	75/2009	69.24	74.97	9.33	15.76	22.66	26.69	22.66	28.36	21.33	18.26	9.33	5.32	13.33	5.18
	73/2010	75.65	76.10	9.58	19.00	36.98	28.98	27.39	27.03	17.80	13.94	5.47	5.52	2.73	5.12
	53/2011	69.49	77.02	0.00	7.03	0.00	17.23	21.42	25.72	35.71	29.72	28.57	13.24	14.28	6.24
	35/2012	77.25	77.64	11.42	18.21	40.00	34.41	25.71	26.63	20.00	11.52	0.00	5.95	2.85	3.25
	26/2013	76.89	77.39	15.38	18.40	30.76	30.84	30.76	27.29	15.38	15.73	7.69	5.35	0.00	1.92
	14/2014	77.57	78.37	14.28	21.71	21.42	32.03	42.85	27.70	7.14	9.86	14.28	4.94	0.00	3.49
13/2015	72.88	77.89	7.69	19.64	15.38	32.68	30.76	28.39	38.46	9.79	7.69	6.12	0.00	3.09	

Appendix

Subject	N/Year	Subject Mean	State Mean	%B 6	%B6 State	%B5	%B5 State	%B4	%B4 State	%B3	%B3 State	%B2	%B2 State	%B1	%B1 State	
Maths 3unit/Maths Extension 1				E4	E4	E3	E3	E2	E2	E1	E1					
	72/2006	78.09	75.64													
	80/2007	84.55	77.91	51.25	32.24	35.00	42.33	13.75	21.25	0.00	3.88					
	57/2008	81.51	79.59	38.59	33.32	47.36	48.29	12.28	14.18	1.75	3.93					
	52/2009	84.60	80.07	50.00	34.37	40.38	47.18	9.61	15.14	0.00	2.94					
	54/2010	82.33	80.65	40.74	36.93	44.44	45.62	14.81	14.48	0.00	2.69					
	26/2011	79.02	81.09	34.61	35.93	42.30	48.54	19.23	13.13	3.84	2.22					
	24/2012	77.90	81.42													
	11/2013	80.36	80.46	45.45	32.75	27.27	50.79	27.27	14.26	0.00	1.99					
	9/2014	85.42	80.58	44.44	30.35	44.44	54.05	11.11	13.43	0.00	1.91					
10/2015	78.72	81.20	0.00	34.30	100.00	49.82	0.00	13.91	0.00	1.76						
Maths 4unit/Maths Extension 2				E4	E4	E3	E3	E2	E2	E1	E1					
	72/2006	78.09	75.64													
	80/2007	84.55	77.91	51.25	32.24	35.00	42.33	13.75	21.25	0.00	3.88					
	57/2008	81.51	79.59	38.59	33.32	47.36	48.29	12.28	14.18	1.75	3.93					
	52/2009	84.60	80.07	50.00	34.37	40.38	47.18	9.61	15.14	0.00	2.94					
	54/2010	82.33	80.65	40.74	36.93	44.44	45.62	14.81	14.48	0.00	2.69					
	26/2011	79.02	81.09	34.61	35.93	42.30	48.54	19.23	13.13	3.84	2.22					
	24/2012	77.90	81.42													
	11/2013	80.36	80.46	45.45	32.75	27.27	50.79	27.27	14.26	0.00	1.99					
	9/2014	85.42	80.58	44.44	30.35	44.44	54.05	11.11	13.43	0.00	1.91					
10/2015	78.72	81.20	0.00	34.30	100.00	49.82	0.00	13.91	0.00	1.76						
Biology	18/2006	71.01	71.92													
	12/2007	78.97	73.26	25.00	1.14	25.00	24.89	33.33	34.03	0.00	22.41	16.66	7.65	0.00	3.00	
	9/2008	73.53	73.22	0.00	7.49	33.33	24.03	44.44	33.49	11.11	24.05	11.11	8.29	0.00	2.24	
	11/2009	68.68	73.20	0.00	6.81	18.18	24.87	27.27	32.24	27.27	26.12	18.18	8.21	0.00	1.15	
	6/2010	75.53	73.41	16.66	7.38	33.33	25.96	0.00	31.36	50.00	25.05	0.00	8.22	0.00	1.58	
	4/2011	73.50	72.65	0.00	7.89	25.00	23.07	50.00	29.79	25.00	26.47	0.00	10.76	0.00	1.57	
	6/2012	72.17	72.46	0.00	6.28	0.00	20.57	100.00	36.27	0.00	26.75	0.00	8.02	0.00	2.08	
	6/2013	67.93	73.99	16.66	6.63	0.00	26.30	0.00	34.85	66.66	23.56	16.66	6.89	0.00	1.16	
	6/2014	67.13	71.65	0.00	5.75	33.33	22.48	16.66	33.50	16.66	23.82	0.00	9.46	33.33	4.26	
	9/2015	69.33	71.13	0.00	5.77	22.22	22.19	11.11	31.65	44.44	24.16	22.22	11.20	0.00	4.43	
Chemistry	47/2006	67.63	73.52													
	50/2007	75.87	74.81	5.71	10.76	40.00	28.39	34.28	29.70	8.57	22.21	11.42	6.15	0.00	2.44	
	19/2008	75.47	74.72	26.31	12.79	21.05	25.50	21.05	31.75	5.26	18.59	26.31	8.37	0.00	2.59	
	25/2009	67.17	74.71	0.00	10.86	16.00	27.78	44.00	32.41	16.00	19.07	12.00	6.10	12.00	3.45	
	9/2010	82.07	74.49	22.22	10.17	44.44	29.22	11.11	31.82	22.22	17.91	0.00	6.40	0.00	3.89	
	12/2011	67.22	74.99	0.00	11.04	8.33	28.94	33.33	31.82	41.66	18.61	8.33	5.65	8.33	3.35	
	5/2012	70.04	75.51	0.00	13.11	40.00	29.68	20.00	28.28	20.00	18.99	20.00	7.99	1.92	1.92	
	7/2013	74.09	75.85	14.28	12.08	14.28	29.55	28.57	31.78	42.85	18.34	0.00	5.97	0.00	1.79	
	8/2014	75.23	76.13	0.00	11.67	62.50	34.42	12.50	29.31	12.50	16.11	0.00	5.26	12.50	2.85	
	12/2015	67.55	75.81	8.33	10.72	16.66	30.34	0.00	32.25	58.33	19.85	8.33	4.76	8.33	1.71	
Physics	72/2006	62.01	74.53													
	50/2007	66.65	73.31	2.00	8.09	24.00	25.92	26.00	33.30	26.00	21.85	10.00	6.56	12.00	3.86	
	34/2008	66.71	73.10	2.94	7.90	11.76	24.88	35.29	32.98	26.47	22.94	14.70	7.09	8.82	3.48	
	25/2009	66.85	74.66	4.00	11.44	16.00	30.12	20.00	26.77	20.00	19.53	40.00	8.87	0.00	2.86	
	29/2010	69.68	74.87	3.44	8.35	17.24	30.77	31.03	31.96	37.93	21.34	3.44	5.02	6.89	2.11	
	14/2011	65.84	74.85	0.00	8.92	14.28	27.30	35.71	34.74	0.00	20.77	50.00	6.81	0.00	1.16	
	6/2012	96.37	73.82	0.00	7.97	0.00	26.24	66.66	33.17	16.66	23.48	16.66	6.97	0.00	2.15	
	10/2013	64.06	73.68	0.00	9.22	10.00	24.14	10.00	32.38	50.00	23.06	30.00	9.21	0.00	1.67	
	14/2014	66.43	73.49	0.00	8.54	35.71	22.55	14.28	35.21	28.57	24.30	0.00	6.58	21.42	2.19	
	13/2015	58.08	72.66	0.00	8.39	15.38	20.37	15.38	37.31	15.38	23.27	30.76	5.84	23.07	4.28	

Appendix

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
Business Studies 2unit	118/2006	61.71	71.15												
	101/2007	61.00	69.78	0.99	6.25	8.91	18.66	24.75	26.64	18.81	28.49	24.75	14.49	20.79	4.94
	95/2008	66.01	72.21	2.08	6.13	19.79	25.59	28.12	28.99	21.87	25.03	10.41	10.57	16.66	3.26
	81/2009	65.57	74.08	2.46	8.02	19.75	29.66	19.75	30.18	22.22	21.25	19.75	8.17	14.81	2.38
	77/2010	69.82	74.35	2.59	9.58	15.58	27.45	42.85	30.53	22.07	22.62	12.98	7.35	3.89	2.03
	57/2011	59.91	72.93	0.00	7.06	12.28	24.91	19.29	33.23	24.56	21.61	19.29	9.69	22.80	2.76
	44/2012	65.82	73.98	4.54	8.48	18.18	29.96	22.72	29.49	20.45	20.89	15.90	8.04	18.18	3.11
	22/2013	68.72	73.63	4.54	7.95	18.18	26.90	27.27	30.73	27.27	22.16	18.18	9.47	4.54	1.83
	18/2014	60.94	74.00	5.26	8.84	5.26	28.11	21.05	30.13	26.31	20.50	15.78	9.12	21.05	2.36
20/2016	59.06	73.65	0.00	8.39	1.00	27.50	15.00	30.00	50.00	21.59	10.00	8.46	20.00	2.85	
Economics	53/2006	58.39	76.42												
	47/2007	59.83	75.64	0.00	14.55	8.33	31.96	25.00	25.94	16.66	15.62	27.08	7.59	20.83	4.14
	51/2008	62.98	75.45	0.00	16.32	15.68	30.90	17.64	24.44	33.33	15.31	17.64	7.52	15.68	5.06
	44/2009	64.71	75.21	2.27	13.98	15.90	33.01	2.72	25.47	20.45	15.05	22.72	6.84	13.63	5.28
	60/2010	57.69	73.46	3.33	13.22	3.33	27.92	21.66	26.41	18.33	16.91	20.00	7.94	33.33	7.03
	38/2011	52.79	74.20	0.00	10.73	13.15	32.73	15.78	26.95	13.15	16.44	21.05	7.19	36.84	5.56
	35/2012	57.65	75.23	0.00	12.55	5.71	34.78	31.42	24.69	14.28	15.09	22.85	8.53	25.71	4.32
	11/2013	69.27	74.31	0.00	12.37	27.27	30.74	27.27	25.04	27.27	18.23	18.18	9.10	0.00	4.18
	12/2014	57.68	75.73	0.00	10.88	0.00	33.65	16.66	28.18	41.66	18.34	25.00	6.56	16.66	1.96
7/2015	58.29	76.12	0.00	11.40	0.00	34.47	28.57	28.74	14.28	17.43	28.57	5.18	28.57	2.36	
Chinese BS 2unit	130/2006	81.44	79.71												
	114/2007	79.99	79.12	14.03	9.97	39.47	43.34	36.84	35.19	8.77	7.83	0.87	2.03	0.00	0.53
	97/2008	81.30	80.12	16.32	10.39	42.85	45.58	33.67	35.93	5.10	5.84	1.02	0.92	0.00	0.09
	86/2009	81.55	79.98	0.00	10.86	16.00	27.78	44.00	32.41	16.00	19.07	12.00	6.10	12.00	3.45
	88/2010	80.83	80.76	7.95	11.41	59.09	50.76	21.59	28.93	11.36	6.91	0.00	0.80	0.00	0.17
	53/2011	79.25	80.16	13.20	12.18	43.39	46.11	33.96	31.09	3.77	8.61	5.66	0.63	0.00	0.21
	45/2012	82.11	81.39	17.77	14.11	46.66	51.74	31.11	28.89	4.44	4.43	0.00	0.67	0.00	0.13
	28/2013	84.25	81.98	35.71	16.27	39.28	52.51	21.42	24.55	3.57	4.88	0.00	0.29	0.00	0.14
	18/2014	78.30	82.45	0.00	12.71	52.63	55.03	36.84	29.45	0.00	0.62	5.26	0.46	0.00	0.15
17/2015	76.79	81.72	0.00	12.91	41.17	55.25	41.17	26.87	11.76	2.85	5.88	0.90	0.00	0.30	
Japanese Z/ Beginners	40/2006	79.19	75.46												
	41/2007	79.67	73.70	24.39	16.99	36.58	23.26	24.39	24.58	4.87	15.67	2.43	11.71	7.31	6.27
	45/2008	72.31	73.65	13.33	15.50	22.22	22.48	33.33	26.87	13.33	19.63	11.11	10.85	6.66	4.13
	38/2009	76.11	73.08	15.78	15.09	23.68	23.09	39.47	24.01	10.52	20.73	10.52	11.94	0.00	4.85
	20/2010	79.80	74.43	20.00	17.33	35.00	26.15	30.00	23.91	15.00	17.33	0.00	9.26	0.00	5.08
	33/2011	71.10	72.53	6.06	17.97	15.15	21.34	42.42	20.78	27.27	17.41	6.06	17.04	3.03	5.05
	9/2012	74.80	73.16	11.11	16.31	33.33	23.58	11.11	25.36	33.33	15.34	11.11	14.53	0.00	4.84
	14/2013	76.89	72.22	21.42	16.03	21.42	22.53	35.71	20.31	7.14	19.52	14.28	15.07	0.00	5.71
	18/2014	71.40	74.37	22.22	13.31	22.22	27.78	11.11	25.90	16.66	18.52	22.22	10.13	5.55	3.76
19/2015	69.45	72.07	10.52	12.94	31.57	24.96	10.52	22.34	15.78	20.64	15.78	10.78	15.78	7.24	
Music 1	2/2006	85.80	77.77												
	1/2007	65.20	78.94	0.00	15.13	0.00	36.83	0.00	33.30	100.00	11.66	0.00	2.09	0.00	0.68
	0/2008			0.00	14.76	100.00	39.18	0.00	31.16	0.00	11.91	0.00	1.97	0.00	0.65
	4/2009	73.20	79.94	0.00	14.86	50.00	42.97	25.00	29.30	25.00	10.55	0.00	1.69	0.00	0.24
	1/2010	80.20	80.24	0.00	16.06	100.00	44.16	0.00	27.28	0.00	10.16	0.00	1.41	0.00	0.45
	1/2011	94.00	79.87	100.00	15.17	0.00	43.74	0.00	28.55	0.00	9.45	0.00	2.07	0.00	0.49
	1/2013	80.00	80.26	0.00	15.06	100.00	43.83	0.00	30.08	0.00	8.50	0.00	1.78	0.00	0.29
	2/2014	84.50	80.29	50.00	18.23	50.00	41.35	0.00	28.97	0.00	8.40	0.00	1.52	0.00	0.85
	3/2015	83.87	80.60	33.33	16.71	33.33	45.13	33.33	26.64	0.00	8.99	0.00	1.70	0.00	0.23

Appendix

Subject	N/Year	Subject Mean	State Mean	%B 6	%B6 State	%B5	%B5 State	%B4	%B4 State	%B3	%B3 State	%B2	%B2 State	%B1	%B1 State
Visual Arts 2unit	12/2006	70.70	80.19												
	9/2007	76.53	79.51	0.00	11.42	33.33	40.54	66.66	38.34	0.00	0.44	0.00	0.06	0.00	0.22
	10/2008	74.58	80.72	0.00	14.45	20.00	46.58	70.00	30.49	10.00	7.25	0.00	0.85	0.00	0.21
	4/2009	71.05	79.67	0.00	12.29	0.00	41.70	75.00	36.15	25.00	8.40	0.00	1.11	0.00	0.18
	4/2010	75.35	78.87	0.00	11.66	75.00	38.92	0.00	36.54	0.00	10.99	25.00	1.48	0.00	0.16
	2/2011	77.30	78.16	0.00	10.04	0.00	37.88	100.00	37.84	0.00	11.70	0.00	2.01	0.00	0.27
	2/2012	75.10	79.39	0.00	11.19	0.00	42.99	100.00	35.13	0.00	9.27	0.00	1.26	0.00	0.13
	1/2013	75.00	79.29	0.00	12.24	0.00	39.20	100.00	36.97	0.00	9.77	0.00	1.21	0.00	0.44
	3/2014	73.93	78.30	0.00	10.63	0.00	37.97	100.00	36.55	0.00	11.92	0.00	2.29	0.00	0.24
Computing Studies 2unit/IPT	34/2006	60.24	72.14												
	17/2007	66.48	73.29	0.00	7.77	22.85	26.04	5.71	28.31	25.71	21.45	8.57	10.05	34.28	5.23
	18/2008	66.54	71.13	0.00	6.40	27.77	24.59	33.33	30.82	16.66	20.94	11.11	8.58	11.11	7.17
	12/2009	57.10	72.75	0.00	8.19	0.00	23.37	33.33	33.00	16.66	23.18	16.66	6.69	33.33	4.71
	7/2010	61.66	73.15	14.28	9.65	0.00	24.42	30.80	33.00	57.14	22.30	14.28	7.78	14.28	3.84
	2011	48.20	71.18	0.00	10.04	10.00	21.59	0.00	26.30	40.00	23.40	0.00	11.07	50.00	6.14
Computing Studies 3unit/SDD	8/2012	46.60	71.05	0.00	8.73	25.00	22.87	0.00	29.79	0.00	19.57	25.00	11.82	50.00	7.19
	6/2006	72.67	73.51												
	8/2007	68.83	73.98	0.00	9.26	25.00	30.47	25.00	26.92	25.00	20.03	25.00	8.72	0.00	4.14
	4/2008	73.25	75.30	0.00	10.05	0.00	29.55	75.00	29.94	25.00	21.88	0.00	7.50	0.00	0.66
Korean Background Speakers	3/2009	59.33	72.62	0.00	6.62	0.00	22.07	0.00	33.31	33.33	27.14	66.66	8.76	0.00	1.55
	1/2006	Saturday School of Community Languages		100.00	14.78		41.73		28.69		11.30		0.86		2.60
	1/2011	Saturday School of Community Languages		0.00	28.15	100.00	41.74	0.00	23.30	0.00	5.82	0.00	0.00	0.00	0.00
Persian	1/2015	Saturday School of Community Languages		100.00	17.85	0.00	42.85	0.00	28.57	0.00	3.57	0.00	3.57	0.00	3.57
	1/2014	Saturday School of Community Languages		0.00	1.47	100.00	17.64	0.00	66.17	0.00	11.76	0.00	2.94	0.00	0.00
Indonesian Background Speakers	1/2014	Saturday School of Community Languages		0.00	1.47	100.00	17.64	0.00	66.17	0.00	11.76	0.00	2.94	0.00	0.00
French Beginners	1/2014	Saturday School of Community Languages		100.00	18.83	0.00	27.59	0.00	26.71	0.00	15.62	0.00	4.52	0.00	5.54
	1/2015	Saturday School of Community Languages		100.00	21.53	0.00	22.61	0.00	26.61	0.00	16.15	0.00	7.84	0.00	4.76
Russian	1/2011	Saturday School of Community Languages		100.00	52.17	0.00	26.08	0.00	8.69	0.00	13.04	0.00	0.00	0.00	0.00
Accounting	36/2007			5.55	13.76	22.22	25.80	27.78	24.94	16.67	16.98	11.11	11.61	16.67	6.66
	24/2008			0.00	14.77	16.67	26.87	33.33	23.41	29.17	18.61	7.14	9.40	12.50	6.33
	10/2009	TAFE NSW													
	19/2010	TAFE NSW		10.53	14.12	10.53	32.20	42.11	21.46	10.53	13.55	10.53	9.41	15.78	9.03
	3/2011	TAFE NSW		0.00	14.31	33.33	37.95	33.33	24.54	0.00	13.18	33.33	5.22	0.00	4.31
Vietnamese continuers	8/2007	Saturday School of Community Languages		0.00	2.38	37.50	30.95	25.00	33.33	37.50	26.98	0.00	5.55	0.00	0.79
	8/2008	Saturday School of Community Languages													
	3/2009	Saturday School of Community Languages													
	2/2010	Saturday School of Community Languages		0.00	2.17	0.00	26.08	100.00	44.56	0.00	19.02	0.00	3.80	0.00	2.71
	1/2011	Saturday School of Community Languages		0.00	1.63	100.00	20.21	0.00	50.27	0.00	20.76	0.00	3.27	0.00	3.27
	1/2012	Saturday School of Community Languages		0.00	0.64	100.00	27.74	0.00	50.32	0.00	17.41	0.00	2.58	0.00	1.29
Business Services	22/2007			0.00	1.07	4.54	15.58	0.00	26.99	9.09	27.06	36.36	11.34	45.45	3.49
	11/2008			0.00	1.77	0.00	12.97	7.69	38.37	7.69	27.35	38.46	4.22	30.76	0.55
	8/2009	24.83	71.39	0.00	1.28	0.00	14.40	0.00	38.19	0.00	23.91	12.50	6.31	62.50	1.90
	9/2010	50.51	72.39	0.00	3.51	0.00	15.63	0.00	35.59	33.33	23.41	33.33	5.79	33.33	1.63
	8/2011	43.13	70.82	0.00	1.86	0.00	17.95	0.00	31.50	11.11	22.83	11.11	8.37	66.66	2.83
	10/2012	49.58	7.49	10.00	3.54	0.00	21.12	10.00	34.49	10.00	23.85	30.00	12.03	40.00	4.94
	7/2013	54.66	69.68	0.00	1.02	0.00	13.34	0.00	29.28	28.57	22.82	57.14	10.99	14.28	2.41
	3/2014	58.20	71.37	0.00	1.81	0.00	17.54	25.00	28.48	0.00	21.03	25.00	7.79	25.00	2.78