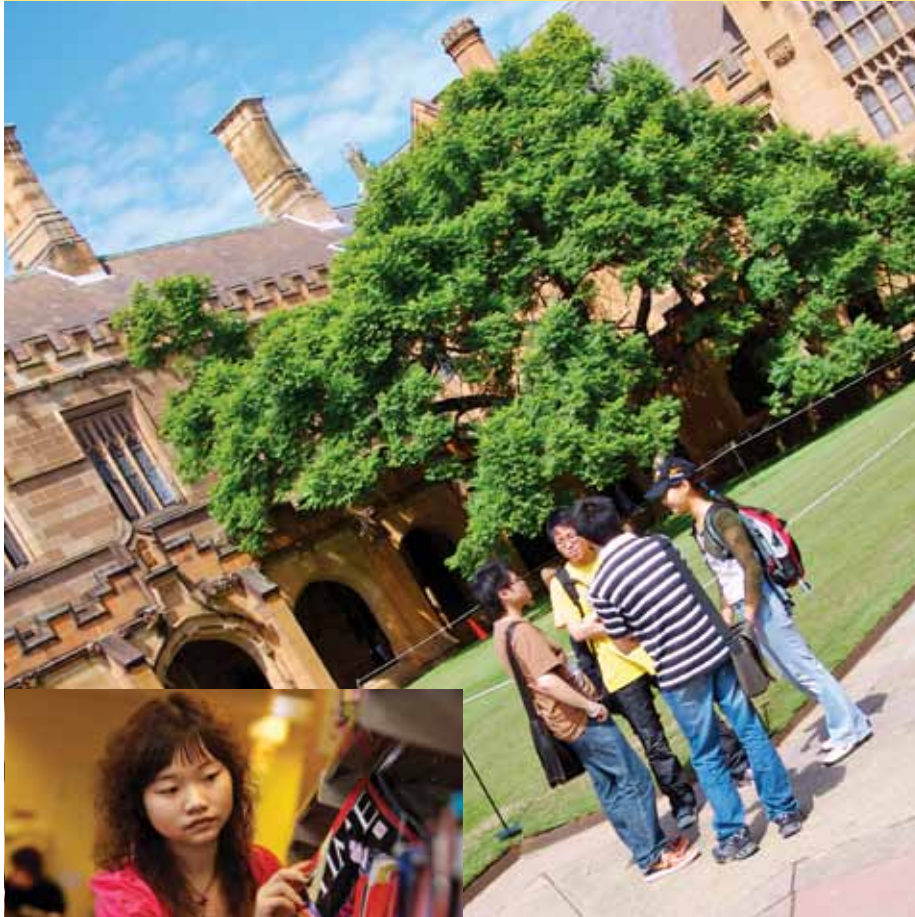


# EDUCATIONAL AND FINANCIAL REPORT 2009

[taylorscollege.edu.au](http://taylorscollege.edu.au)



**StudyGroup**  
EDUCATION SPECIALISTS WORLDWIDE

## 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

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

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

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

### SUCCESS TRUST CARE COMMUNITY PREPARATION

Over our many years of operation, Taylor's 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

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

Taylor's 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 Taylor's community: students, parents and staff.

## A MESSAGE FROM KEY SCHOOL BODIES



*Chris Norton  
Principal*

### A MESSAGE FROM THE PRINCIPAL

In presenting the 2009 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 2010. You can visit the website at [taylorscollege.edu.au](http://taylorscollege.edu.au)

**Chris Norton** Principal  
June 2010

### 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.

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.

The money raised from various Fund Raising events during 2009 has gone towards Study Group's charity "Building Futures".

There are a number of other charity events planned for the year including Jeans for Genes Day, Bandanna Day and also BBQs and school dances to raise funds for "Building Futures".

## TAYLORS COLLEGE PERFORMANCE IN THE NSW HIGHER SCHOOL CERTIFICATE

In 2009 123 students from Taylors sat for the Higher School Certificate examinations with 8% of students in the top 5% of the state and 18% in the top 10% of the state which is above the state average.

65 places were gained on the Distinguished Achievers list by Taylors College students. 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 University of Sydney and the University of New South Wales were the preferred universities with 45% of graduates offered places at these Group of Eight universities.

The DUX of 2009, YING, JunYang (Nicholas) from China achieved an ATAR of 99.70 and has accepted an offer to the University of Sydney to study a Bachelor of Commerce (Liberal Studies). He was an All Rounder – a Distinguished Achiever in all of his subjects.

Other outstanding performances include VU, Phuong Anh ,an All Rounder and Distinguished Achiever in 10 units of study, achieving an ATAR of 99.20, LIN, Fan (Linda) who achieved Fourth place in the state in Chinese Background Speakers and HU, Shiun Fong Andy who came fourth in Chinese Extension through the Saturday School of Community Languages.

The following table shows details of our top 20 HSC Candidates in 2009:

NAME	NATIONALITY	ATAR	COURSE
YING, Jun Yang	China	99.70	B. Commerce (Liberal Studies) USyd
VU, Phuong Anh	Vietnam	99.20	B. Commerce (Actuarial Studies) UNSW
PENG, Yubo	China	98.10	B. Engineering (Mech.) (Biomedical) UNSW
WU, Wenhong	China	97.45	B. Physiotherapy USyd
JIANG, Lu Wei	China	96.75	B. Arts (Media and Com.) USyd
WANG, Ni	China	96.75	B. Commerce (Liberal Studies) USyd
CAO, Yun	China	95.70	B. Engineering UNSW
XU, Yasheng	China	95.65	B. Commerce USyd
LIN, Fan	China	95.55	B. Commerce USyd
JIANG, Jian Hao	China	95.10	B. Commerce USyd
LI, Wen	China	94.95	B. Commerce USyd
HU, Andy Shiun Fong	Australia	94.00	B. Medicine Monash University (KL)
WANG, Yi Wei	China	93.00	B. Commerce USyd
HU, Xiao Ming	China	92.55	B. Engineering/B. Commerce USyd
DO, Thuc Nghi	Vietnam	92.50	B. Commerce UNSW
YAO, Lan Qing	China	91.75	B. Commerce ANU
YANG, Keng Peng	China	91.70	B. Commerce UNSW
GE, Yuxin	China	91.70	B. Commerce UNSW
FENG, Ying Chao	China	91.50	B. Commerce UNSW
ZHANG, Qian Ni	China	90.65	B. Commerce UNSW

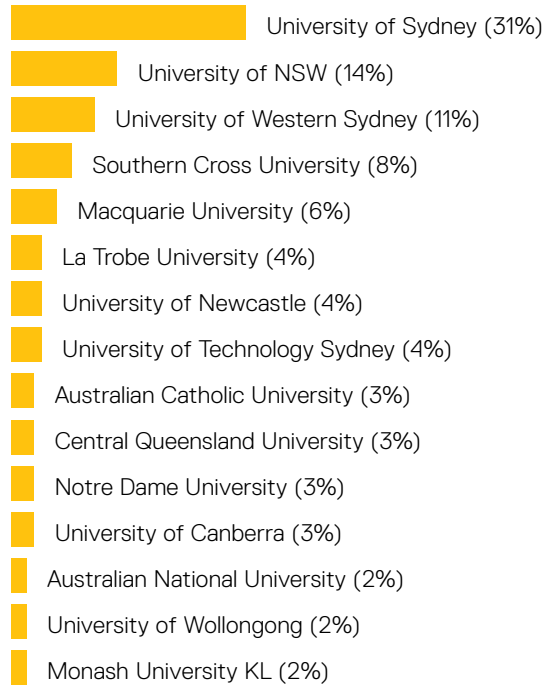
APPENDIX A shows Higher School Certificate Band Distributions by course since 2006.

## STUDENT POST COLLEGE DESTINATIONS

51% of HSC graduates  
were eligible for a  
university place

49% received  
a diploma or  
certificate offer

100% of HSC students  
were eligible for a  
university place



## TAYLORS COLLEGE ALUMNI

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

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

As a member of the Taylors College Alumni Association (TCAA), you will belong to this extensive international network, rich with opportunities to expand your personal and professional connections.

The objectives of the TCAA are:

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

## 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.

## TEACHER ATTENDANCE AND RETENTION RATES

The proportion of teaching staff retained from 2008 to 2009 was 96% and the average daily staff attendance during 2009 was 96%.

## TEACHER STANDARDS AND PROFESSIONAL LEARNING

### TEACHER STANDARDS

CATEGORY	NUMBER OF TEACHERS
1. Those having formal qualifications from a recognised higher education institution or equivalent	73
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

## PROFESSIONAL LEARNING

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

In 2009 all teaching staff were involved in an eight week training module for Moodle, three one day workshops on using Interactive White Boards and a two day St John's Ambulance First Aid course.

Examples of department based professional learning activities are:

### LANGUAGES

- Japanese Teachers Association of NSW: Wikis, Peer group activities
- Incorporating ICT into your Japanese
- IWB for resource writing
- Workshops on the new HSC prescribed texts – Chinese; new text book and syllabus for the Japanese New Beginners Syllabus
- Engaging our students in a globalised world
- Analysing the 2008 Chinese examination paper and discussing students' performance
- Developing the HSC examinations and marking guidelines
- Heritage Course
- National Curriculum
- Test and Measurement as a Chief Examiner.

### ART

- Seminar and workshop Teaching Visual Literacy
- Using the Interactive Whiteboard in Visual Arts
- Dali Exhibition NAGV.

### MUSIC

- Preparing the HSC Music 2009 TTA
- Teaching the Concepts of Music through Performance.

### SCIENCE

- Leadership Coaching
- A Practical Approach to Teaching Scientific Literacy
- Peer Instruction
- Astronomy from the Ground Up
- Home Country Teaching and Learning Strategies and the Transition to Successful Study in the Australian Context
- Exploring Further Frontiers in Senior Biology
- Developing Students' Critical Thinking Skills
- Engaging Gen Y in Science through ICT
- Cultural Understandings

- Cyber Bullying: Research, Effects and Resilience
- Leading the Way in Times of Change
- Examining Chemistry Learning from Two Perspectives: Biochemistry Students' Use and Interpretation of Analogies & Undergraduate Chemistry Students' Perceptions of Buffers and Buffer Problems
- Engage Students of Diverse Learning Styles in the Classroom.

### ENGLISH

- Using Blogs and Wikis in the Classroom
- Accomplishing Leadership
- Online Learning Management
- Leading successful Teams
- Using Interactive Whiteboards in English
- Managing Conflict and Difficult Conversations
- Leading the Way
- National English Conference
- Educating for a sustainable future
- ETA Conference "Hit Refresh"
- Teaching the Stage 6 ESL Course.

### IT

- Introduction to Moodle: TTA
- Advanced Moodle TTA
- IWB Net Conference
- SQL
- Designing and Delivering Training Courses.

### MATHEMATICS

- Heads of Department Maths Day
- MANSW Conference
- HSC Markets Feedback Meeting
- 6th National IWB Conference.

### SOCIAL SCIENCES

- Academic Attainment
- ELC
- International Human Rights Law
- Human Rights and Global Economy.

## STUDENT POPULATION 2009

Taylor's College specialises in education for overseas students. In 2009 our High School student population was made up from the following nationalities:

Australia	13	Macau	2
China	287	Malaysia	3
Hong Kong	5	Mongolia	1
India	2	Russia	3
Indonesia	13	Singapore	1
Iran	3	Taiwan	3
Japan	1	Thailand	3
Korea	6	Vietnam	37

## STUDENT ATTENDANCE AND RETENTION RATES 2009

YEARS COMPARED	YEAR 10 – 11 PROGRESSION	YEAR 11 - 12 PROGRESSION
2003/2004	91%	89%
2004/2005	97%	94%
2005/2006	92%	89%
2006/2007	96% Actual: 73/70	88% Actual: 247/217
2007/2008	94% Actual: 80/75	87% Actual: 200/174
2008/2009	90%* Actual: 81/90	93% Actual: 126/136

\* Prior to 2009 CoE's spanned Years 10 to 12. They are now separated into Junior Secondary Year 10 and Senior Secondary Years 11 and 12. The average student attendance rate for 2009 was 96% which is consistent with the attendance rate of previous years.



## 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 travel regularly to Hong Kong to provide feedback to parents.

### STUDENTS

Students are surveyed for their feedback on various aspects of college life during their courses and also take part in an exit survey before they leave. Feedback indicates that students have a positive view of the College and the opportunities it offers them.

### 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

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

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

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

Five years on, Building Futures is as active as ever. With three completed projects in Indonesia, Benin and Brazil and one well on its way in China, our commitment has been strengthened by the knowledge we can make a difference. Staff and students in all of our centres worldwide regularly organise and participate in fundraising events.

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

Throughout 2009 Taylors students supported the Cancer Council, Red Cross and Jeans for Genes through their various fundraising activities.

Harmony Day is also celebrated at Taylors when students and staff are encouraged to wear the Harmony Day colour - orange.

## YEAR 12 LEADERS PROGRAM

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

Year 12 Leaders should be good communicators since they are required to make announcements to their group about student meetings, whole school activities and help their fellow students with the process of applying for university using the UAC website. They can also be called upon to represent the College at events requiring School Captains off campus. They play a major role in College functions for example the Year 11 Graduation Ceremony and the Annual Alumni Reunion.

Year 12 Leaders meet once a term or as the need arises in order to discuss how they may enrich school life eg 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.

## PRIORITY AREAS FOR IMPROVEMENT

- Enhanced communication with students and their families. A new portal system, due for implementation in mid 2010 will significantly improve our systems
- The implementation of a whole of staff Professional Development focus, with a particular emphasis on Student Mental Health
- The appointment of a Learning Technology Coordinator to assist with ICT within the College
- The ongoing introduction of Interactive White Boards
- Improvement in facilities with the construction of a new Computer laboratory, along with a new Science laboratory.

# TAYLORS COLLEGE POLICIES AND PROCEDURES

## ENROLMENT POLICY

### English Language & Academic Entry Requirements

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

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

Entry into the High School program is based on:

### English Language

*Minimum English language entry requirements are set out below.*

*Please contact us if further information is required.*

	YEAR 10	YEAR 11*	YEAR 12	
IELTS	4.5 (no band less than 4.5)	5.0 (no band less than 5)	5.5 (no band less than 5)	
TOEFL (Paper)	450 TWE 3.0	500 TWE 3.0	525 TWE 3.5	
TOEFL iBT	iBT 45	iBT 61	iBT 71	
TOEFL (Computer)	133 TWE 3.0	173 TWE 3.0	GCE O Level	
			HKCEE Syllabus B	C6
				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.

COUNTRY	YEAR 10	YEAR 11*	YEAR 12
Australia	Year 9	Year 10	Year 11
Bahrain	Secondary School Leaving Certificate Year 1	Secondary School Leaving Certificate Year 2	Secondary School Leaving Certificate Year 3
Brunei	Form 3	Form 4	GCE O level
China	Chu San	Gao Yi	N/A
Hong Kong	Form 3	HKCEE or Form 4	HKCEE
India	Year 9	Year 10	Year 11
Indonesia	SMP 3	SMU 1 or SMU 2	SMU 2 or SMU 3
Japan	Junior High School Certificate Year 3	Junior High School Certificate Year 1	Junior High School Certificate Year 2
Korea	Junior High School Certificate Grade 9	Senior High School Certificate Grade 10	Senior High School Certificate Grade 11
Kuwait	General Secondary School Certificate Year 2	General Secondary School Certificate Year 3	General Secondary School Certificate
Macau	Form 3	Form 4	GCE O Level or Form 5
Malaysia <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 POLICY**

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 Student Welfare Officers, Year Advisers and the Dean 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 Student Welfare Officers and/or the Counsellor
- General referrals may be made by: teachers, 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 Student Welfare Officers arrange referral to the Counsellor who assess the student and may make a further referral to an appropriate health professional
- Liaison with parents/guardians or home-stay hosts is an important role of the Student Welfare Officers, as is the establishment of contacts and on-going liaison with members of community agencies, popular tourism and leisure centres.

**DISCIPLINE POLICY****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

#### 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 your Dean or Year Adviser. 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

Taylors 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

#### Informal Complaints

- 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. 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
  - You are expected to attend all classes during the appeal process.

- 2.2. The Grievance Counsellor will commence the process of considering your complaint within 10 working days of receipt of your written complaint. In considering your complaint, the Grievance Counsellor will 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, the decision and/or any corrective and preventative action required will be implemented immediately or a case review may be established. For example, the Grievance Counsellor may issue a student contract listing student responsibilities and expected behaviour.
- 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 an internal case review through the Grievance Counsellor.

#### 3.1. Case Review Panel

The Case Review Panel will consist of 3 staff members... the Principal or their nominee (in the Chair), a Dean of Students/Director of Studies (other than that in which you are enrolled,) and one other member of the Academic Committee or a Careers Adviser.

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 are advised to attend the case review to formally present your case. You may be accompanied by a support person. 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 from the case review panel to take a written record of the review.

If you do not attend the case review at the appointed time, the panel will consider your case using the Grievance Counsellor's written record of the complaint as per 2.5 above as evidence.

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.

#### 4. External Review

If you are not satisfied with the conduct of the College's internal procedures for handling of your complaint or appeal, you have the right to access one external appeal. The purpose of the external appeals process is to consider whether the College has followed its policies and procedures – it is not to make a decision in place of the decision arising from your appeal.

##### 4.1. How a Student Applies for an External Case Review

Students must lodge an External Case Review Appeal via email and will be required to complete the External Appeals Form which includes payment details. The form is available from the website:

[http://www.acpet.edu.au/index.php?option=com\\_content&task=view&id=4947&Itemid=348](http://www.acpet.edu.au/index.php?option=com_content&task=view&id=4947&Itemid=348)

or can be supplied to the applicant by the Student Administration Services.

This completed form and relevant documentation is to be emailed by the student to: [Student.appeals@acpet.edu.au](mailto:Student.appeals@acpet.edu.au).

Students should not phone or go into an ACPET office under any circumstance. ACPET is only the administrative centre; the case review will be conducted elsewhere by an independent panel of appropriately qualified legal practitioners.

The College must maintain the student's enrolment in the course while the External Case Review process is occurring.

##### 4.2. ACPET Process

The College will be informed when a student applies for an external review.

Both the student and the College will receive an acknowledgment letter from ACPET advising of the deadline to provide supporting information for the mediation process.

An independent External Reviewer will be assigned to the application and contracted for the review. All documentation from the student and the College will be forwarded to that allocated External Reviewer.

The External Reviewer will examine and review the submissions and documentation.

The External Reviewer will outline the determination and forward written notification of the decision to ACPET.

ACPET will forward the written notification of the decision to both parties.

##### 4.3. No Mediation, Paper-Based Appeals Only

As part of streamlining the process whilst still adhering to the National Code, ACPET has decided that face-to-face mediation was not an additional requirement and could potentially make the cost of appeals prohibitive for students. As such only paper-based appeals will be considered.

##### 4.4. Fees and Charges Applicable (as at 01 April 2009)

External Reviewer/s	\$330 (including GST)
Administration Costs	\$70 (including GST)
<i>Total Cost</i>	<i>\$400 (including GST)</i>

*Of which the:*

College pays 50%	\$200 (including GST)
Student pays 50%	\$200 (including GST) which must be paid with the lodgement of the appeal.

Appeals will not be processed until funds have been cleared.

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.

#### 5. Appeals against Cancellation of Enrolment

##### 5.1. Local Students

The College will maintain the student's enrolment while the internal complaints processes and the External Case Review process are ongoing.

##### 5.2. International Students

The reporting of an international student has serious consequences for the student's visa as it may result in its automatic cancellation. Please refer to the Attendance Policy found in the Student Orientation Handbook.

5.2(a) If the appeal is against the College's decision to report the student for:

- Unsatisfactory academic progress, or
- Unsatisfactory attendance,

the College will not report the student until the external case review process is complete, and findings have supported the College's decision.

5.2(b) If the appeal is against the College's decision to:

- Defer or suspend a student's enrolment due to misbehaviour, or
- To cancel the student's enrolment (as per Standard 13),

the College will only wait for the outcome of the internal appeals process to ensure it supports the College, before notifying the Department of Education, Employment and Workplace Relations (DEEWR) via PRISMS of the change to the student's enrolment status.

5.2(c) Once DEEWR has been notified of a deferment, suspension or cancellation of a student's enrolment, the student has 28 days in which to:

- Leave Australia, or
- Show the Department of Immigration and Citizenship (DIAC) a new Confirmation of Enrolment, or
- Provide DIAC with evidence that he or she has accessed an external appeals process.

## 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 Campus Manager
- Depending on the seriousness of the offence, the student may be expelled on the spot
- The Campus Manager 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, TELP (DOS) or the Deputy Principal
- The student and the member of staff should fill in an incident report located in the office of the Campus Manager
- Depending on the seriousness of the offence, the Principal may also 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 demonstrates in their day-to-day conduct, both at work and away from the college. 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.

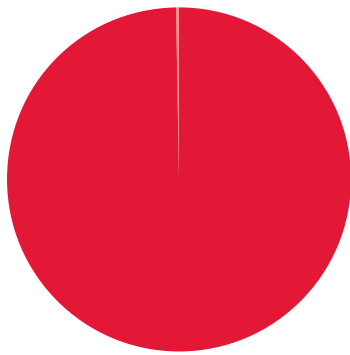
If the staff member is accused of harassment, actions outlined in the Anti Harassment Policy must be followed.

## FINANCIAL INFORMATION

Taylor's College is part of Study Group Australia and has campuses in Melbourne, Perth and Auckland as well as Sydney. The financial summary below is for all campuses.

### INCOME

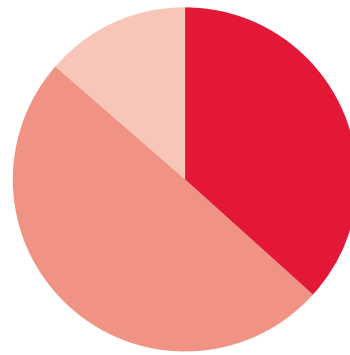
Total: \$72,577,047



■ 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