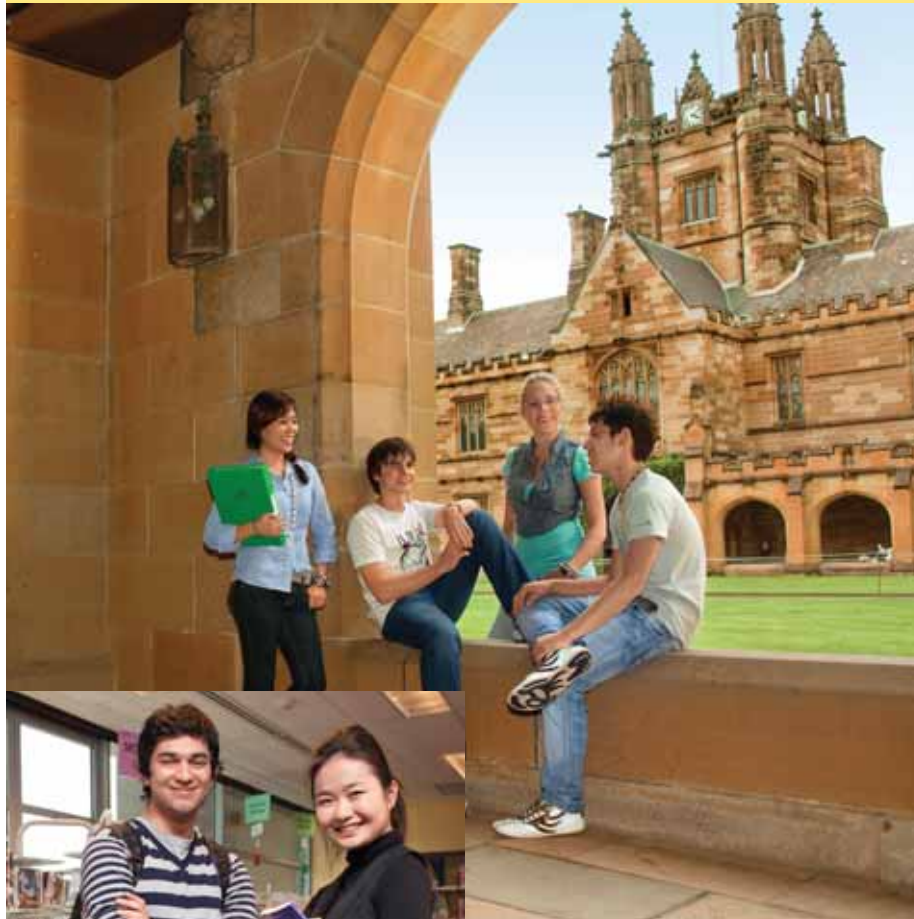


EDUCATIONAL AND FINANCIAL REPORT 2010

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 2010 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 2011. You can visit the website at taylorscollege.edu.au

Chris Norton
Principal
June 2011

A MESSAGE FROM TAYLORS ACTION GROUP – T.A.G 2010

The Student Representative Council (SRC) changed its name in 2010 to the Taylors Action Group (T.A.G.). T.A.G is a voluntary student organisation currently made up of students from various nationalities and programs within Taylors College.

T.A.G. performs a number of roles at Taylors College Waterloo. Firstly it gives students the opportunity of making a positive contribution to their College through raising concerns and offering suggestions on how College life at Taylors may be improved and through involvement in the organisation of student-centred events and activities.

Secondly students are also provided with an avenue for meeting other self motivated students and are able to increase their circle of friends outside of their course or program. Students are also able to gain invaluable life skills such as teamwork, communication and leadership as members of this organisation.

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

This year T.A.G. reached 25 members, our largest group yet. We have been busy creating a vegetable garden on Level 4 of the building, which has been growing lettuce, tomatoes and other herbs to sell to staff and students. The money raised from this has gone towards "Building Futures". The focus of Term 1 was to raise funds for the victims of the Haitian Earthquake. T.A.G. also held an Easter Egg Raffle which helped to raise funds for Building Futures.

There were a number of other events for the year including Bandana Day in October which is always a great success in assisting young people with Cancer and also BBQs, Cooking classes and a Halloween Dance to raise funds for "Building Futures".

TAYLORS COLLEGE PERFORMANCE IN THE NSW HIGHER SCHOOL CERTIFICATE

In 2010 114 students from Taylors College completed the Higher School Certificate and obtained an offer for further study with 8% in the top 5% of the state, 13.2% of students in the top 10% of the state and 29% in the top 20% of the state.

In 2010, 68 Taylors students gained places on the Distinguished Achievers list and 41 places were Mathematics 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.

Both the University of Sydney and the University of New South Wales were the preferred universities with approximately 45% of the top 20 students studying Commerce or Business courses and 4 of the top 20 students accepted offers to study combines Law degrees. Engineering is also becoming increasingly popular. 25.5% of the 2010 cohort gained entry to Group of Eight universities.

Noteworthy individual performances were CAO, Thi Phuong Nhung (Helen) from Vietnam who finished as Dux of 2010 with an ATAR of 99.85. She has accepted an offer to the University of Sydney to study a combined degree - Bachelor of Commerce/Bachelor of Law. She was also an All Rounder - a Distinguished Achiever in all of her subjects.

HUANG, Yuli (Joyce) from China was another All Rounder - a Distinguished Achiever in 10 units of study and attained an ATAR of 99.35.

The following table shows details of our top performing students in 2010 with known offers:

| NAME | ATAR | COURSE |
|---------------------------|-------------|---|
| CAO, Thi Phuong Nhung | 99.85 | USYD B Commerce/Law |
| HUANG, Yuli (Joyce) | 99.35 | USYD B Science/Master of Nutrition and Dietetics |
| HUANG, Tianyin (Doris) | 98.25 | UNSW B Arts/Law |
| SONG, Yilin (Shirley) | 97.95 | USYD B Commerce |
| XU, Chen (Ellen) | 97.45 | UNSW Engineering (Photovoltaics & Solar) |
| ZHOU, Xiaowen (Jacky) | 97.4 | UNSW B Engineering (Photovoltaics & Solar Energy or Renewable Energy) |
| ZHENG, Xue Bin (Johnson) | 97.2 | UNSW B Commerce/Science (Advanced Maths) |
| WANG, Shaolong (Allen) | 96.85 | USYD B International and Global Studies/Law |
| CHO, Hong Je | 96.25 | USYD B Commerce/Law |
| XU, Yanjun (Kim) | 94.1 | UNSW B Commerce |
| HONG, Bing Ling (Stella) | 92.05 | UNSW Hydraulic Engineering |
| HUANG, Liang (Kathy) | 91.6 | USYD B Engineering (Flexible First Year) |
| FANG, Lishan (Lance) | 90.9 | USYD B Engineering/Science |
| WANG, Shanshan (Cady) | 90.5 | UNSW Economics |
| LATYSHEVA, Victoria | 90.05 | USYD Design Computing |
| LIN, Shuxian | 89.7 | Macquarie B Commerce - Professional Accounting |
| CHEN, Xing Xing (Star) | 88.55 | USYD Engineering Management |
| ATIKHOMKAMALASAI, Pratana | 88.45 | University of Toronto Computer Science Co-op (TBA) |
| FANG, Siyi (Lisa) | 88.05 | UNSW B Economics |
| CHEN, Qirong (Cyril) | 88.6 (est.) | Macquarie B Applied Finance with B Commerce - Professional Accounting (TBA) |

NB In 2009 the UAI changed to the ATAR. Top ATAR possible is 99.95 - equivalent to UAI 100.
APPENDIX A shows Higher School Certificate Band Distributions by course since 2006.

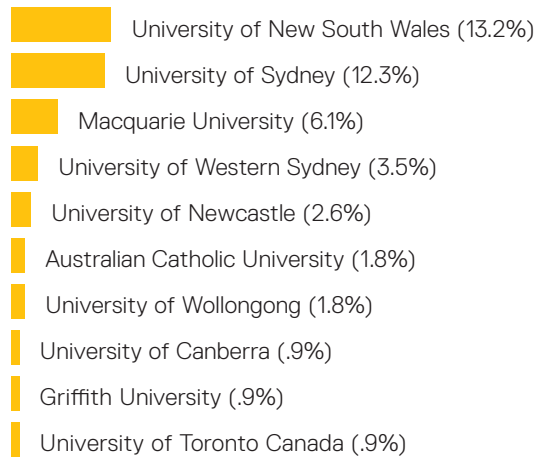
24.5% of the Year 12 cohort undertook Vocational training this year with 32% qualifying for a Certificate II in Business Services BSB20107 in 2010. 67% incorporated Accounting into their HSC studies entitling them to a Certificate of Attainment which gives advanced standing in TAFE NSW course FNS60204 should they wish to further their studies.

STUDENT POST COLLEGE DESTINATIONS

58.8% of 2010 HSC graduates were eligible to receive a Bachelor Degree Offer

UNIVERSITY DESTINATIONS (KNOWN OFFERS)

44% received an offer for a place at university broken down as follow:



TERTIARY OFFERS OTHER THAN UNIVERSITY

Of the 2010 cohort of students 56% received a diploma or certificate offer from institutions such as InSearch, SIBT, RMIT, TAFE.

TAYLORS COLLEGE ALUMNI

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

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

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

The objectives of the TCAA are:

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

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

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.

WORKFORCE COMPOSITION

Taylors College staff come from a variety of backgrounds and cultures and understand and respect that our students have differing needs. The principles of acceptance and diversity are embraced in every aspect of day to day teaching.

Our teaching staff are experts in helping students adapt smoothly to their new academic and social environment. On average we have just 25 students in each high school class which allows for meaningful interaction with teachers and good learning support.

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

The proportion of teaching staff retained from 2009 to 2010 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 |

*Total number of teaching staff

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 2010 all teaching staff were involved in the continuation of training in Moodle, and attended presentations on teaching using Interactive White Boards. Staff required to update their first aid certificates also undertook a two day St John's Ambulance First Aid course and where applicable, were trained to use a Defibrillator.

Year Advisers, Heads of Department, Welfare and Administration staff members did a course in Youth Mental Health First Aid.

Sylvia Saab National Copyright Officer, National Copyright Unit Ministerial Council on Education delivered a presentation to all teaching staff on Copyright.

Examples of department based professional learning topics are:

| FACULTY | PROFESSIONAL DEVELOPMENT |
|------------------------|--|
| Languages | <ul style="list-style-type: none"> – Lecture on the New Rich in China |
| Art | <ul style="list-style-type: none"> – Lectures on "Human Traces" by a variety of artists, curators & educators at the Art Gallery of NSW – Adelaide Festival – "Before and After Science" Biennale Art Gallery of South Australia |
| Music | <ul style="list-style-type: none"> – The use of Interactive Whiteboards in Music K – 12 – Beginner ICT Computers in the Music Class Room |
| Science | <ul style="list-style-type: none"> – Motivating Students to think Scientifically – Learning to Learn – National Curriculum Consultation – Workshops for Word and PowerPoint – Excel workshops – Biology Workshop for HSC) – STANSW - Experienced Career Teachers – STANSW - Meet the Markers of the 2010 HSC – And attendance at the following conferences/conventions: <ul style="list-style-type: none"> – AIS Executive Conference 2011 Leaders Shaping Learning – AIS Executive Conference – National Convention of Amateur Astronomers |
| English | <ul style="list-style-type: none"> – Teaching English with Laptops, Notebooks and Computers – ATAR – Belonging lectures and attendance at the following conferences and/or meetings: <ul style="list-style-type: none"> – Registration and Accreditation 2011 Workshop – National English Conference – ETA 50 English Conference – ACARA BOS Draft feedback Meeting |
| Mathematics | <ul style="list-style-type: none"> – Heads of Department Maths Day – MANSW Conference – HSC Markets Meeting – ACER Conference |
| Social Sciences | <ul style="list-style-type: none"> – Academic Achievement – Society and Culture teachers Association – Teaching Course Concepts – IWB training |
| Information Technology | <ul style="list-style-type: none"> – Animation and Web Publishing – Using IWBs to support and extend 21st Century pedagogy – Using IWB Notebook software to develop interactive teaching resources |

STUDENT POPULATION 2010

Taylors College specialises in education for overseas students. In 2010 our High School student population was made up from the following nationalities:

| COUNTRY | STUDENT POPULATION |
|-----------|--------------------|
| Australia | 10 |
| Cambodia | 1 |
| China | 238 |
| Hong Kong | 14 |
| Indonesia | 11 |
| Iran | 1 |
| Korea | 4 |
| Macau | 1 |
| Malaysia | 1 |
| Mongolia | 1 |
| Pakistan | 1 |
| Russia | 3 |
| Singapore | 8 |
| Taiwan | 2 |
| Thailand | 3 |
| Vietnam | 31 |
| Venezuela | 1 |

STUDENT ATTENDANCE AND RETENTION RATES 2010

The average student attendance rate for 2010 was 94% which is consistent with the attendance rate of previous years. The average attendance rates for the individual years in 2010 were:

- Year 10 95%
- Year 11 94%
- Year 12 94%

Taylors College Attendance policy is included in the School Policies section of this Report.

| 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 |
| 2009/2010 | 84%* Actual: 63/75 | 92% Actual: 116/126 |

*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. There was a drop in Year 10 to Year 11 retention because of this.

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 to talk to parents e.g China where they hold interviews in Guangzhou, Beijing, Shanghai, Shenyang over a 10 day period each year and also in Vietnam. Key staff also travel regularly to Hong Kong to provide feedback to parents.

STUDENTS

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

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 2010 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, under the guidance of the Dean of High School meet once a term or as the need arises in order to discuss how they may enrich school life e.g. by conducting High School social activities or fund raising events. They are given every opportunity to promote ideas and offer suggestions that may initiate change at the College.

PRIORITY AREAS FOR IMPROVEMENT

- An across the curriculum approach to incorporating aspects of English as a Second Language (ESL) into subject material
- The enhancement of our extra-curricular program, developing strategies for improving student engagement
- The implementation of e-learning and learning technologies in general
- The construction of facilities that maximise students' opportunities for learning, for example, a College English Learning Laboratory
- Involvement in further activities with our partner and local universities and professional groups
- The implementation of a new educational management system

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 [#] | PMR | Form 4 | SPM |
| Oman | Year 1 Academic Secondary Cycle | Year 2 Academic Secondary Cycle | Secondary School Leaving Certificate |
| Russia | Year 9 | Year 10 | Certificate of Secondary Education |
| Singapore [#] | Secondary 2 (Express) or Secondary 3 (Normal) | Secondary 3 (Express) or Secondary 4 (Normal) | Secondary 4 (Express) or Secondary 5 (Normal) |
| Taiwan | Junior High School | Senior High School Year 1 | Senior High School Year 2 |
| Thailand | Matayom 3 | Matayom 4 | Matayom 5 |
| UAE | Year 10 | Year 11 | General Secondary School Certificate |
| Vietnam | Year 9 | Year 10 | Year 11 |

[#] Forecast results accepted where appropriate.

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

- As Taylors College is a mature learning environment composed of a majority of international students living away from home, the discipline policy is shaped by respect and understanding of the cultural background of its students and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007
- Our policy is that no student may disrupt the learning environment of other students and those who do so are dealt with promptly
- The College expressly prohibits corporal punishment and does not sanction the administering of corporal punishment by non-school personnel

- Detention and student suspension for misdemeanours are not common practice

Responsibilities

- Classroom teachers are expected to deal with day-to-day discipline, which is a normal part of classroom management
- One or more of the Head of Department, Year Adviser, Dean, Deputy Principal and /or the Principal interviews any student who is accused of disregarding College rules, disobeying teacher s' instructions or engaging in conduct that causes, or may cause, harm to staff or other students
- A Student Welfare Officer is responsible for informing parents, caregivers and in some situations, the student's agent, of any serious misbehaviour
- The Principal is responsible for expelling students as per the guidelines set out in Standard 13 of the National Code 2007
- The student has access to the College Grievance procedure at all times
- The Manager, Business Services notifies the Department of Immigration and Citizenship if a student is expelled

Procedure

- The code of conduct for students is outlined in the School Diary and the Student Orientation handbook. Every high school student receives a hard copy of both
- If an individual teacher feels that they cannot improve the classroom conduct of a student, they refer to their Head of Department in the first instance. The Head of Department interviews the student. The Head of Department may take up the matter with the Year Adviser who counsels the student
- Should problems persist, the Year Adviser will refer the student to the Dean or the College Counsellor
- For allegations of non- academic misbehaviours such as bullying, racial intolerance, disputes between students, property damage the matter is taken to the Deputy Principal who will make a decision in relation to the allegation and the penalty to be imposed after discussing the allegation with the parties concerned
- All interviews with students accused of misbehaviour are in the context of promoting student – student respect and student- teacher respect and the principles of procedural fairness
- Caregivers (parents and guardians) are informed of any serious allegations and any subsequent decision. They are encouraged to counsel their child about any inappropriate behaviour
- A student may access the College's Grievance procedure i.e. internal complaints and appeals process, as per Standard 8 of the National Code 2007 if they wish to have a decision or penalty reviewed

Other References

- High School Warning Letters
- Attendance Policy

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

Taylor's 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 as soon as practicable. If the decision is not to support your complaint you may request a case review.

2.4. 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 Deputy Principal.

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, or later if by mutual agreement with the student and the Chair.

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 2.4 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 on a student visa, may lodge a complaint with the Overseas Students Ombudsman and will be required to complete the Online Complaint Form. The form is available from the website: www.oso.gov.au

Students not on a student visa, may lodge a complaint with ACPET.

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 lodges a complaint with the Ombudsman.

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

The OSO will examine and review the submissions and documentation.

The OSO will outline the determination and forward written notification of the decision to the College and the student.

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.

4.3. ACPET process

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

This completed form and relevant documentation is to be emailed by the student to: 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.

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.

Appeals will not be processed until funds have been cleared.

If the external review process supports your complaint, the College 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.

HIGH SCHOOL ATTENDANCE POLICY

| STEP | PROCEDURE | PERSON RESPONSIBLE |
|------|---|---|
| 1 | Term attendance reports are calculated every Monday and emailed to Year Advisors and Deans. Students can go to the Welfare office to check during the afternoon. | – Welfare Officer |
| 2 | Interview Year Advisor interviews students whose current term attendance falls below 87%. | – Year Advisor – Dean – Subject Teacher |
| 3 | Red Card and Warning Letter Year Advisor/Dean issue Red Card if attendance falls below 85%. The red card monitors class progress and attendance for a minimum of 2 weeks. It requires the teachers' signatures and feedback every lesson. Parents are advised in writing. | – Year Advisor – Dean – Subject Teacher |
| 4 | Mid-Term Warning Letter If current term attendance falls on or below 85% by the end of Week 5 of the term a Warning Letter, signed by the Dean, will be issued to the student and parent by the Welfare Officer. | – Welfare Officer – Dean |
| 5 | Green Card and Warning Letter If attendance continues to fall after the Red Card, the Year Advisor/ Dean will organise the student to see the Deputy who will issue a Green Card. Parents are advised in writing. | – Dean – Year Advisor – Deputy Principal |
| 6 | Letter advising visa non-compliance Should the predicted attendance drop below 80% the Dean will issue the student with the "Intention to Report" letter either in person or by post to the local address and to the student's Studygroup email address. A written appeal, using the Appeal Form or letter, may be lodged within 20 working days with the Grievance Counsellor. Supporting documentation such as Medical Certificates should be attached to the Complaint Form. | – Dean – Grievance Counsellor (Vicki Calthorpe Rm 4.04) |
| 7 | Grievance Counsellor Within 10 working days of receipt of the completed Appeal Form, the Grievance Counsellor interviews the student, who may also bring a support person. Grievance Counsellor gives student written notification of recommendation with reasons for decision. If the Grievance Counsellor does not support the student's appeal then the student may request a Case Review. | – Grievance Counsellor – Dean |
| 8 | Case Review Panel The student has up to 5 working days in which to request a Case Review from the Principal or Deputy Principal. The Panel review the case within 10 working days of the request or later if by agreement with the student. The student and a support person may attend the review. Student receives written notification of the outcome of the Case Review. | – Principal or Deputy Principal And – Two other members of the academic staff |
| 9 | Unsuccessful Appeal The student will be issued with the "Intention to Report" letter from the Manager of Business Services. The student may apply to the Overseas Students Ombudsman for one external review. | – Principal or Deputy Principal – Manager of Business Services, Trish Benson |

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, Portuguese 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.

Taylor's College Sydney Waterloo Campus

MANAGING CRITICAL INCIDENTS

MANAGING A CRITICAL INCIDENT

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

Definition

A critical incident is defined as a tragic or traumatic event or situation affecting a student/s and or staff member/s that has the potential to cause unusually strong emotional reactions in the school/campus community. A critical incident can take place either at or away from College premises. This policy therefore is not limited to the handling of those critical incidents that occur only inside the school, and includes any incident that may affect our staff and/or students.

A critical incident can include:

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

People who could be affected by critical incidents:

- People directly exposed to the incident (staff, students)
- Relatives and friends
- People with previous trauma or grief – grief is retriggered by the incident
- Helpers or personal recovery, staff, counsellors, emergency service personnel
- Community & other people directly involved

ACTIONS TO BE TAKEN

Procedures

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

At the time of the incident

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

Immediately after the incident

The Principal will make decisions as to how to proceed including the coordination of a response team; in particular he will convene a meeting of the members of the Critical Incident Management Team.

The initial task of the response team is to:

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

Within 24-48 hours

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

Making contact with relevant parties

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

Management

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

Next of Kin

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

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

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

Staff Notification

- Information presented
- Discussion

Students Informed

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

Parents informed by letter

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

Consulate

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

DIAC

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

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

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

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

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

The Media

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

Other groups the response team may need to contact include:

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

Within the 1st month

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

In the longer term

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

Completion of a Critical Incident Report

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

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

KEY CONTACTS

CRITICAL INCIDENT MANAGEMENT TEAM

| | |
|---------------------------------|--------------------------|
| Campus Director | 8303 9701 / 0407 200 453 |
| Deputy Principal..... | 8303 9748 / 0418 680 312 |
| College Marshall..... | 8303 9710 / 0402 404 319 |
| Welfare Staff | 8303 9720 |
| Student Welfare Officers..... | 8303 9750 |
| Counsellor | 8303 9721 |
| Business Services Manager | 8303 9702 |
| <i>Deans, as required</i> | |
| Dean of USFP..... | 8303 9734 |
| Dean of High School..... | 8303 9735 |
| Director of Studies TELP..... | 8303 9752 |
| Year Advisers, as required | |

USEFUL TELEPHONE NUMBERS

Emergency assistance

| | |
|---|--------------|
| Critical emergency | |
| Ambulance, Fire & Police..... | 000 |
| Redfern Police Station | |
| 1 Lawson Street Redfern NSW 2016..... | 8303 5199 |
| Mascot Police Station | |
| 965 Botany Road Mascot NSW 2020 | 8388 7399 |
| Sydney Central Police Station | |
| 192 Day Street Sydney NSW 2000 | 9265 6499 |
| College Emergency Phone (24 hrs) | 0407 663 989 |
| Unilodge Supervisor on duty..... | 0450 553 220 |
| Department of Immigration and Citizenship | |
| (DIAC)..... | 131 881 |
| CBD office | |
| Ground Floor, 26 Lee Street Sydney NSW 2000 | |
| Parramatta office | |
| 9 Wentworth Street Parramatta NSW 2150 | |
| Interpreting | |
| Translating and Interpreting Service | |
| (TIS) National..... | 131 450 |
| <i>Interpreters on Campus</i> | |
| Chinese (Mandarin) – Tong Wen..... | 8303 9720 |
| Chinese (Cantonese) – Carmen Law..... | 8303 9750 |

| | |
|------------------------------------|-----------|
| Greek – Freda Pappas | 8303 9735 |
| Indonesian – Esther Dharmanto..... | 8303 9728 |
| Japanese – Louisa Wan..... | 8303 9728 |
| Korean – Kaiping Wu..... | 8303 9758 |
| Russian – Louisa Wan..... | 8303 9728 |
| Turkish – Ajda Mandacioglu | 8303 9729 |
| Vietnamese – Vivian Nguyen..... | 8303 9714 |

Hospitals, Health & Support Services

| | |
|---|---------------------|
| Prince of Wales Hospital | |
| Barker St, Randwick NSW 2031 | 9382 2222 |
| Royal Prince Alfred Hospital | |
| Missenden Road, Camperdown NSW 2050 | 9515 6111 |
| Sydney Hospital and Sydney Eye Hospital | |
| 8 Macquarie St, Sydney NSW 2000 | 9382 7111 |
| St Vincent's Hospital (Private) | |
| 390 Victoria Street, Darlinghurst NSW 2010 ... | 8382 1111 |
| Lifeline | 131 114 |
| Mental Health Access Line (24 hr)..... | 1800 636 825 |
| Poisons Information Centre..... | 131 126 |
| Alcohol and Drug Information Service | 9361 8000 |
| Mental Health Services | |
| at Prince of Wales Hospital | 9382 4347 |
| NSW Rape Crisis Centre (24 hr)..... | 1800 424 017 |
| Sexual Assault Service, Royal Prince Alfred Hospital | |
| L5 Gnd Floor, King George V Hospital, Missenden Road, | |
| Camperdown NSW 2050 (24 hr).... | 9515 9040/9515 6111 |

Clinics

| | |
|--|-----------|
| Waterloo: Life Medical Clinic | |
| Shop 162/822 Bourke Street | |
| Waterloo NSW 2017 | 8399 0611 |
| Surry Hills: Surry Hills Medical Centre | |
| 573 Crown Street, Surry Hills NSW 2010..... | 9699 3311 |
| Green Square: Green Square Medical Practice | |
| Unit 2/3 Defries Ave, Zetland NSW 2017 | 9662 2979 |
| Central: Dr Liza Ying (Mandarin Speaker) | |
| Suite 505, 401 Sussex Sreet | |
| Haymarket NSW 2000..... | 9281 4660 |

BANKS (LOST OR STOLEN CARDS)

| | |
|------------------------|--|
| ANZ..... | 1800 033 844 |
| HSBC..... | 1300 308 008 (Eng) / 1300 309 388 (Chin) |
| Commonwealth Bank..... | 132 221 |
| Westpac..... | 1300 651 089 |
| St George..... | 1800 028 208 |

TAXI CALL SERVICE

| | |
|------------------|---------|
| Silver Cabs..... | 133 100 |
| Legion Cabs..... | 131 451 |

CONSULATES**Cambodia**

Royal Embassy of Cambodia
5 Canterbury Crescent
Deakin ACT 2600..... 6273 1259 / 6273 1154

Canada

Consulate General of Canada
Level 5, Quay West, 111 Harrington Street
Sydney NSW 2000..... 9364 3000

China

Consulate General of China
39 Dunblane Street
Camperdown NSW 2050..... 8595 8002

Indonesia

Consulate of Indonesia
236 Maroubra Road
Maroubra NSW 2035..... 9344 9933

Iran

Embassy of the Islamic Republic of Iran
25 Culgoa Circuit, O'Malley ACT 2606..... 6290 2427

Japan

Consulate General of Japan
Level 34, Colonial Centre, 52 Martin Place
Sydney NSW 2000..... 9231 3455

Korea

Consulate General of the Republic of Korea
Level 13, St James Centre, 111 Elizabeth Street
Sydney NSW 2000..... 9210 0200

Kuwait

Embassy of the State of Kuwait
5 Callemonda Rise, O'Malley ACT 2606..... 6286 7777

Malaysia

Consulate of Malaysia
67 Victoria Road
Bellevue Hill NSW 2023..... 9327 7596 / 9327 7565

Mongolia

Mongolian Consulate
Level 3, 44 Miller Street
North Sydney NSW 2060..... 9966 1922

Philippines

Philippine Consulate General
Level 1, Philippine Center, 27-33 Wentworth Avenue
Sydney NSW 2000..... 9262 7377

Russia

Consulate General of Russia
7-9 Fullerton Street
Woollahra NSW 2025..... 9326 1702 / 9326 1866

Singapore

High Commission for the Republic of Singapore
17 Forster Crescent, Yarralumla ACT 2600..... 6273 3944

Taiwan

Taiwanese Consulate
Suite 1902, Level 19, M. L. C. Centre, King St.
Sydney NSW 2000..... 9223 3233

Thailand

Royal Thai Consulate-General
Level 8, 131 Macquarie Street
Sydney NSW 2000..... 9241 2542

United Kingdom

British Consulate General
The Gateway, Level 16, 1 Macquarie Place
Sydney NSW 2000..... 9247 7521

United States of America

Consulate General of the United States of America
Level 5, 19 - 29 Martin Place, MLC Centre
Sydney NSW 2000..... 9373 9200

United Arab Emirates

Embassy of the United Arab Emirates
12 Bulwarra Close, O'Malley ACT 2606..... 6286 8802

Vietnam

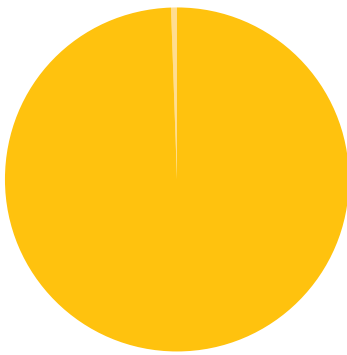
Consulate General of the Socialist Republic of Vietnam
Suite 205, level 2, Edgecliff Centre, 203-233 New South Head
Road, Edgecliff NSW 2027..... 9327 1912 / 9327 2539

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

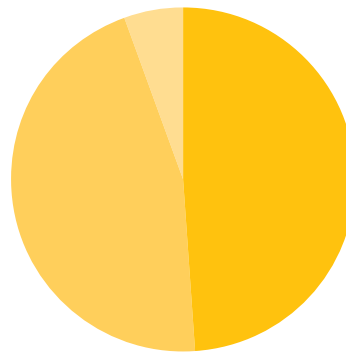
Total: \$87,151,971



| | |
|---------------------------------|--------------|
| ■ Fees and Private Income | \$86,858,410 |
| ■ Other Income | \$293,561 |

EXPENDITURE

Total: \$84,012,517



| | |
|--------------------|--------------|
| ■ Salaries | \$41,186,736 |
| ■ Non-Salary | \$38,213,927 |
| ■ Other | \$4,611,854 |

APPENDIX

TAYLORS COLLEGE – 2010 HIGHER SCHOOL CERTIFICATE BAND DISTRIBUTIONS BY COURSE

| SUBJECT | N/ YEAR | SUBJECT MEAN | STATE MEAN | %B 6 | %B6 | %B5 | %B5 STATE | %B4 | %B4 STATE | %B3 | %B3 STATE | %B2 | %B2 STATE | %B1 | %B1 STATE |
|--------------------------------|----------|--------------|------------|-------|-------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|-------|-----------|
| Contemporary English/ESL | 178/2006 | 70.75 | 70.21 | | | | | | | | | | | | |
| | 173/2007 | 72.14 | 71.4 | 2.89 | 2 | 20.8 | 25.34 | 42.19 | 35.75 | 27.74 | 23.82 | 3.46 | 7.15 | 2.89 | 4.62 |
| | 142/2008 | 73.87 | 71.11 | 0 | 3.25 | 34.96 | 24.72 | 32.86 | 31.43 | 24.47 | 25.76 | 6.29 | 9.86 | 0.69 | 4.16 |
| | 116/2009 | 71.27 | 70.32 | 3.44 | 2.68 | 16.37 | 18.9 | 31.03 | 34.16 | 40.51 | 29.12 | 7.75 | 11.38 | 0 | 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 | 2.56 |
| English Advanced | 0/2006 | | | | | | | | | | | | | | |
| | 5/2007 | 83.72 | 78.6 | 20 | 9.18 | 60 | 37.67 | 20 | 42.54 | 0 | 9.55 | 0 | 0.87 | 0 | 0.06 |
| | 0/2008 | | | | | | | | | | | | | | |
| | 2/2009 | | | | | | | | | | | | | | |
| English Standard | 1/2010 | 71.6 | 80.57 | 0 | 10.83 | 0 | 38.56 | 100 | 39.76 | 0 | 9.82 | 0 | 0.81 | 0 | 0.12 |
| | 10/2006 | 68.66 | 65.15 | 0 | 13.98 | 0 | 43.87 | 100 | 34.72 | 0 | 6.38 | 0 | 0.84 | 0 | 0.05 |
| | 5/2007 | 83.7 | 78.6 | 0 | 0.07 | 0 | 3.23 | 100 | 35.19 | 0 | 39.08 | 0 | 16.18 | 0 | 5.69 |
| | 2/2008 | 77 | | 0 | 0.23 | 0 | 5.72 | 100 | 31.94 | 0 | 41.14 | 0 | 14.76 | 0 | 5.74 |
| | 5/2009 | | | | | | | | | | | | | | |
| MIS/ General Maths | 1/2010 | 74.2 | 63.83 | 0 | 0.18 | 0 | 4.13 | 100 | 30.58 | 0 | 36.88 | 0 | 19.45 | 0 | 8.21 |
| | 3/2006 | 60.12 | 67.72 | | | | | | | | | | | | |
| | 28/2007 | 64.04 | 70.64 | 0 | 4.09 | 7.14 | 18.42 | 17.85 | 36.6 | 35.71 | 24.6 | 35.71 | 12.21 | 0 | 3.63 |
| | 16/2008 | 61.43 | 70.13 | 0 | 4.81 | 0 | 20.86 | 18.75 | 30.27 | 37.5 | 26.26 | 43.75 | 11.02 | 0 | 6.09 |
| | 20/2009 | 64.67 | 69.8 | 5 | 5.86 | 5 | 18.8 | 30 | 29.48 | 25 | 28.8 | 20 | 11.69 | 10 | 6.87 |
| Maths 2unit | 15/2010 | 69.2 | 71.33 | 6.66 | 6.55 | 0 | 19.55 | 46.66 | 30.56 | 40 | 28.81 | 6.66 | 11.03 | 0 | 2.83 |
| | 116/2006 | 70.58 | 72.61 | | | | | | | | | | | | |
| | 100/2007 | 75.03 | 74.67 | 8 | 15.4 | 33 | 24.07 | 33 | 30.32 | 17 | 18.15 | 8 | 8.03 | 1 | 3.64 |
| | 96/2008 | 73.15 | 75.65 | 10.3 | 16.77 | 25.77 | 28.04 | 25.77 | 27.12 | 21.64 | 15.69 | 11.36 | 8.84 | 4.12 | 3.16 |
| | 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 |
| Maths 3unit /Maths Extension 1 | 73/2010 | 75.65 | 76.1 | 9.58 | 19 | 36.98 | 28.98 | 27.39 | 27.03 | 17.8 | 13.94 | 5.47 | 5.52 | 2.73 | 5.12 |
| | 72/2006 | 78.09 | 75.64 | | | | | | | | | | | | |
| | 80/2007 | 84.55 | 77.91 | E4 | E4 | E3 | E3 | E2 | E2 | E1 | E1 | | | | |
| | 57/2008 | 81.51 | 79.59 | 51.25 | 32.24 | 35 | 42.33 | 13.75 | 21.25 | 0 | 3.88 | | | | |
| | 52/2009 | 84.6 | 80.07 | 38.59 | 33.32 | 47.36 | 48.29 | 12.28 | 14.18 | 1.75 | 3.93 | | | | |
| Maths 4unit /Maths Extension 2 | 54/2010 | 82.33 | 80.65 | 50 | 34.37 | 40.58 | 47.18 | 9.61 | 15.14 | 0 | 2.94 | | | | |
| | 34/2006 | 84.86 | 79.12 | | | | | | | | | | | | |
| | 48/2007 | 83.33 | 80.99 | E4 | E4 | E3 | E3 | E2 | E2 | E1 | E1 | | | | |
| | 32/2008 | 81.53 | 83.16 | 35.41 | 32.89 | 54.16 | 49.96 | 10.41 | 15.68 | 0 | 1.25 | | | | |
| | 26/2009 | 85.82 | 83.06 | 31.25 | 37.05 | 59.37 | 53.34 | 6.25 | 7.88 | 3.12 | 1.61 | | | | |
| Biology | 24/2010 | 86.42 | 83.38 | 34.61 | 39.87 | 65.38 | 49.41 | 0 | 6 | 0 | 0.22 | | | | |
| | 18/2006 | 71.01 | 71.92 | | | | | | | | | | | | |
| | 12/2007 | 78.97 | 73.26 | 25 | 1.14 | 25 | 24.89 | 33.33 | 34.03 | 0 | 22.41 | 16.66 | 7.65 | 0 | 3 |
| | 9/2008 | 73.53 | 73.22 | 0 | 7.49 | 33.33 | 24.03 | 44.44 | 33.49 | 11.11 | 24.05 | 11.11 | 8.29 | 0 | 2.24 |
| | 11/2009 | 68.68 | 73.2 | 0 | 6.81 | 18.18 | 24.87 | 27.27 | 32.24 | 27.27 | 26.12 | 18.18 | 8.21 | 0 | 1.15 |
| Chemistry | 6/2010 | 75.53 | 73.41 | 16.66 | 7.38 | 33.33 | 25.96 | 0 | 31.36 | 50 | 25.05 | 0 | 8.22 | 0 | 1.58 |
| | 47/2006 | 67.63 | 73.52 | | | | | | | | | | | | |
| | 50/2007 | 75.87 | 74.81 | 5.71 | 10.76 | 40 | 28.39 | 34.28 | 29.7 | 8.57 | 22.21 | 11.42 | 6.15 | 0 | 2.44 |
| | 19/2008 | 75.47 | 74.72 | 26.31 | 12.79 | 21.05 | 25.5 | 21.05 | 31.75 | 5.26 | 18.59 | 26.31 | 8.37 | 0 | 2.59 |
| | 25/2009 | 67.17 | 74.71 | 0 | 10.86 | 16 | 27.78 | 44 | 32.41 | 16 | 19.07 | 12 | 6.1 | 12 | 3.45 |
| Physics | 9/2010 | 82.07 | 74.49 | 22.22 | 10.17 | 44.44 | 29.22 | 11.11 | 31.82 | 22.22 | 17.91 | 0 | 6.4 | 0 | 3.89 |
| | 72/2006 | 62.01 | 74.53 | | | | | | | | | | | | |
| | 50/2007 | 66.65 | 73.31 | 2 | 8.09 | 24 | 25.92 | 26 | 33.3 | 26 | 21.85 | 10 | 6.56 | 12 | 3.86 |
| | 34/2008 | 66.71 | 73.1 | 2.94 | 7.9 | 11.76 | 24.88 | 35.29 | 32.98 | 26.47 | 22.94 | 14.7 | 7.09 | 8.82 | 3.48 |
| | 25/2009 | 66.85 | 74.66 | 4 | 11.44 | 16 | 30.12 | 20 | 26.77 | 20 | 19.53 | 40 | 8.87 | 0 | 2.86 |
| Business Studies 2unit | 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 |
| | 118/2006 | 61.71 | 71.15 | | | | | | | | | | | | |
| | 101/2007 | 61 | 69.78 | 0.99 | 6.25 | 8.91 | 18.66 | 24.75 | 26.64 | 18.81 | 28.49 | 24.75 | 14.49 | 20.79 | 4.94 |
| | 95/2008 | 66.01 | 72.21 | 2.08 | 6.13 | 19.79 | 25.59 | 28.12 | 28.99 | 21.87 | 25.03 | 10.41 | 10.57 | 16.66 | 3.26 |
| | 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 |
| Economics | 53/2006 | 58.39 | 76.42 | | | | | | | | | | | | |
| | 47/2007 | 59.83 | 75.64 | 0 | 14.55 | 8.33 | 31.96 | 25 | 25.94 | 16.66 | 15.62 | 27.08 | 7.59 | 20.83 | 4.14 |
| | 51/2008 | 62.98 | 75.45 | 0 | 16.32 | 15.68 | 30.9 | 17.64 | 24.44 | 33.33 | 15.31 | 17.64 | 7.52 | 15.68 | 5.06 |
| | 44/2009 | 64.71 | 75.21 | 2.27 | 13.98 | 15.9 | 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 | 7.94 | 33.33 | 7.03 |
| Chinese BS 2unit | 130/2006 | 81.44 | 79.71 | | | | | | | | | | | | |
| | 114/2007 | 79.99 | 79.12 | 14.03 | 9.97 | 39.47 | 43.34 | 36.84 | 35.19 | 8.77 | 7.83 | 0.87 | 2.03 | 0 | 0.53 |
| | 97/2008 | 81.3 | 80.12 | 16.32 | 10.39 | 42.85 | 45.58 | 33.67 | 35.93 | 5.1 | 5.84 | 1.02 | 0.92 | 0 | 0.09 |
| | 86/2009 | 81.55 | 79.98 | 0 | 10.86 | 16 | 27.78 | 44 | 32.41 | 16 | 19.07 | 12 | 6.1 | 12 | 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 | 0.8 | 0 | 0.17 |
| Japanese Z /Beginners | 40/2006 | 79.19 | 75.45 | | | | | | | | | | | | |
| | 41/2007 | 79.67 | 73.7 | 24.39 | 16.99 | 36.58 | 23.26 | 24.39 | 24.58 | 4.87 | 15.67 | 2.43 | 11.71 | 7.31 | 6.27 |
| | 45/2008 | 72.31 | 73.65 | 13.33 | 15.5 | 22.22 | 22.48 | 33.33 | 26.87 | 13.33 | 19.63 | 11.11 | 10.85 | 6.66 | 4.13 |
| | 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 | 4.85 |
| | 20/2010 | 79.8 | 74.43 | 20 | 17.33 | 35 | 26.15 | 30 | 23.91 | 15 | 17.33 | 0 | 9.26 | 0 | 5.08 |
| Music 1 | 2/2006 | 85.8 | 77.77 | | | | | | | | | | | | |
| | 1/2007 | 65.2 | 78.94 | 0 | 15.13 | 0 | 36.83 | 0 | 33.3 | 100 | 11.66 | 0 | 2.09 | 0 | 0.68 |
| | 0/2008 | | | 0 | 14.76 | 100 | 39.18 | 0 | 31.16 | 0 | 11.91 | 0 | 1.97 | 0 | 0.65 |
| | 4/2009 | 73.2 | 79.94 | 0 | 14.86 | 50 | 42.97 | 25 | 29.3 | 25 | 10.55 | 0 | 1.69 | 0 | 0.24 |
| | 1/2010 | 80.2 | 80.24 | 0 | 16.06 | 100 | 44.16 | 0 | 27.28 | 0 | 10.16 | 0 | 1.41 | 0 | 0.45 |
| Visual Arts 2unit | 12/2006 | 70.7 | 80.19 | | | | | | | | | | | | |
| | 9/2007 | 76.53 | 79.51 | 0 | 11.42 | 33.33 | 40.54 | 66.66 | 38.34 | 0 | 0.44 | 0 | 0.06 | 0 | 0.22 |
| | 10/2008 | 74.58 | 80.72 | 0 | 14.45 | 20 | 46.58 | 70 | 30.49 | 10 | 7.25 | 0 | 0.85 | 0 | 0.21 |
| | 4/2009 | 71.05 | 79.67 | 0 | 12.29 | 0 | 41.7 | 75 | 36.15 | 25 | 8.4 | 0 | 1.11 | 0 | 0.18 |
| | 4/2010 | 75.35 | 78.87 | 0 | 11.66 | 75 | 38.92 | 0 | 36.54 | 0 | 10.99 | 25 | 1.48 | 0 | 0.16 |
| Computing Studies 2unit/IPT | 34/2006 | 60.24 | 72.14 | | | | | | | | | | | | |
| | 17/2007 | 66.48 | 73.29 | 0 | 7.77 | 22.85 | 26.04 | 5.71 | 28.31 | 25.71 | 21.45 | 8.57 | 10.05 | 34.28 | 5.23 |
| | 18/2008 | 66.54 | 71.13 | 0 | 6.4 | 27.77 | 24.59 | 33.33 | 30.82 | 16.66 | 20.94 | 11.11 | 8.58 | 11.11 | 7.17 |
| | 12/2009 | 57.1 | 72.75 | 0 | 8.19 | 0 | 23.37 | 33.33 | 33 | 16. | | | | | |