

TaylorCollege

Taylor's High School

taylorshighschool.nsw.edu.au

Educational and Financial Report

2017



Purpose of the Report

This Annual Report is produced in order to comply with the requirements of the New South Wales Education Standards Authority for Independent Schools as outlined in Section 3.10 of the Registered and Accredited Individual Non-Government Schools (NSW) Manual 2017 and the Australian Education Regulations 2013.

The Report uses the headings provided in the Manual.

About Taylors College

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

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

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

Success
Trust
Care
Community
Preparation



Purpose of the Report continued



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

Our Mission

Study Group prepares students for a life in a global society and success in a global economy. We educate students from every corner of the globe enabling them to realise their potential through a transformational learning experience.

Taylors College is a leading senior co-educational College committed to putting students first. We have the interests of our students at the very heart of everything we do, inspiring them to achieve great things. Equally we are inspired by what they achieve.

Taylors is committed to:

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

We have the interests of our students
at the very heart of everything we do.
Inspiring them to achieve great things.

A Message from Key School Bodies



A Message from the Principal

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

We educate students from every corner of the globe enabling them to realise their potential by encouraging active participation in a broad range of learning experiences.

In presenting the 2017 Annual Report I acknowledge the degree of collaboration that exists amongst the members of our College community. We are focused on preparing students for entry to university and our well qualified and experienced staff members are committed to ensuring the academic success of students.

However staff are also very much concerned for the wellbeing of each student and so both physical and human resources are directed towards 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 NSW Education Standards Authority (NESA). This process monitors the extent to which the College promotes and improves 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 2018. You can visit the website at www.tylorscollege.edu.au

Chris Norton

Principal

June 2018.

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



A Message from Key School Bodies



Taylor's Action Group LEADERSHIP IN ACTION

Taylor's Action Group (T.A.G.) as a Leadership Group was formed in 2012. It is a voluntary student organisation currently made up of students from various nationalities and programs within Taylor's College. TAG gives students the opportunity of making a positive contribution to their College through the organisation of student centred social activities, raising concerns and offering suggestions on how College life at Taylor's may be improved.

The structure of TAG is formal with an Executive team elected by members each semester. The Executive team is comprised of a President, Vice-President, Secretary, Treasurer, Reporter and Coordinators of Events. The Executive and the members of TAG meet fortnightly in a formal setting to discuss their Agenda. Prior to the meetings TAG members indulge in a healthy breakfast prepared by the Executive team. Following breakfast members participate in small group activities aimed at enhancing problem solving, communication and leadership skills.

The Leadership Program provides the members with a one day workshop plus a three day Adventure and Leadership Camp. The workshop is led by a guest Leadership expert and the students receive a certificate of participation. The purpose of the camp is to offer an opportunity for the group to connect socially and develop friendships. The camp activities reinforce leadership skills in areas of self-confidence, communication, teamwork, problem solving and decision making.

Some of the activities that TAG organised in 2017 were The Chinese New Year Party, Soccer Gala Day Barbeque and The Halloween Dance Party. TAG members are also involved in supporting the wider community by undertaking fundraising activities. In 2017 TAG supported Jeans for Genes Day and donated to The Cancer Council.

Student interest in TAG is continually increasing with student membership reaching over 70 in 2017.

IN 2017:

70

STUDENT INTEREST IN TAYLOR'S ACTION GROUP IS CONTINUALLY INCREASING WITH STUDENT MEMBERSHIP REACHING OVER 70



Taylor's College Performance in the NSW Higher School Certificate

In 2017, 41 students completed the HSC and obtained an offer for further study with 4% in the top 10% of the state having gained an ATAR of 90 and above while 8% achieved an ATAR of 80 and above, placing them in the top 20% of the state.

In 2017, 14 students gained places on the Distinguished Achievers List with one student topping the State in Hungarian Continuers and another being a Distinguished Achiever in 4 subjects (Mathematics Extension 1 and 2, Chinese and Literature and Japanese Beginners). Four students were also on the list with 2 subjects each. These are high level academic skills and are certainly worthy of celebration.

Four students achieved an exceptional result with a Band 6 in Japanese Beginners, seven in Mathematics and two in Chinese and Literature and two in Biology. 61% of the students studying Mathematics achieved Bands 5 or 6 and 38% of Chinese and Literature students gained a Band 5 and 6.

OF THE TOTAL COHORT

51%

WERE ELIGIBLE TO RECEIVE A BACHELOR DEGREE OFFER AND 49% WERE ELIGIBLE TO RECEIVE A DIPLOMA OR CERTIFICATE OFFER

Macquarie University and the University of Technology, Sydney followed by the University of Sydney were the preferred universities for the 2017 students. These students showed interest in studying a variety of degrees across different faculties.

Tertiary Offer Statistics (Known Eligible Offers)

Bachelor Degree Offers

Tertiary Institution	% Offers
GO8 Universities	23
University of Sydney	19
University of Wollongong	15
University of Technology Sydney	24
Macquarie University	24
University of New South Wales	4
University of South Australia	4
University of Western Sydney	10
TOTAL OFFERS	51
Total Known University Offers	51
Eligible for Entry Offers	51
TOTAL OFFERS	49

Diploma & Certificate Offers (UTS Insearch)	49
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Known University Faculty Offers

Business/Management/Commerce	9
Engineering	1
Sciences	4
Architecture	2
Other	5

Student Name	Course
WAI I CHEANG	Korean Beginners
MINH CHAU CHENG	Biology
JIACHENG DING	Mathematics Extension 1 and 2 Chinese and Literature Japanese Beginners
Quang Nhat Duong	Mathematics
Jiahao Jiang	Japanese Beginners
Yunyang Jiang	Japanese Beginners
Bao Yen Nguyen	Mathematics General 2 Unit Vietnamese Continuers
Thi My Duyen Nguyen	Mathematics General 2 Unit Vietnamese Continuers
Hyun Sung	Biology Mathematics
Renata Szabolcsik	Hungarian Continuers Japanese Beginners
Chi Tao Tsui	Mathematics
Kangyi Xu	Chinese and Literature
Ziyi Yu	Chinese and Literature



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

Individual performances

There were some outstanding performances in the HSC in 2017.

Jiacheng Ding, completed his HSC at Taylor's College as a Distinguished Achiever in Mathematics Extension 1 and Mathematics Extension 2, Chinese and Literature and Japanese Beginners. He achieved an ATAR of 99.50 and has accepted an offer from the University of Sydney studying a combined degree of law and commerce.

Renata Szabolcsik, was also a Distinguished Achiever in the 2017 HSC. Topping the State in Hungarian Continuers she was also a Distinguished Achiever in Japanese Beginners. Renata has accepted an offer to study at Macquarie University for a Bachelor of Business Analytics

Thi My Duyen Nguyen, Distinguished Achiever in Mathematics General and Vietnamese Continuers accepted an offer for a Bachelor of Commerce from the University of Wollongong

Hyun Sung, Distinguished Achiever in Biology and Mathematics accepted an offer from the University of Sydney for Architecture

Minh Chau Cheng, Distinguished Achiever in Biology accepted an offer from the University of Sydney for Veterinary Science.

*The Distinguished Achievers Lists, published in the press, list those candidates who have achieved New South Wales Education Standards Authority (NESA) marks of between 90 and 100 (Band 6 or in the case of Extension courses E4) in the course they attempted. Unlike previous years, the list does not rank students according to their place in each of the subjects. It is simply a list of all of those students who have achieved the honourable feat of gaining 90 marks or more in Board-accredited subjects.

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

IN 2017:

100%

OF STUDENTS ACCESSED
STUDY SMART ONLINE FOR
EXTRA RESOURCES



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

Senior Secondary Outcomes

Vocational Training 2017

No Vocational subjects were delivered in 2017 at Taylor's College.

Taylor's College Alumni

Every past student of Taylor's College is a valued member of the Taylor's 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 Taylor's experience was instrumental in reaching their goals.

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

National literacy and numeracy testing

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

Granting of Records of School Achievement

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

For Years 11 and 12 the formal Record of School Achievement credential was awarded by NESA to 37 students.



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

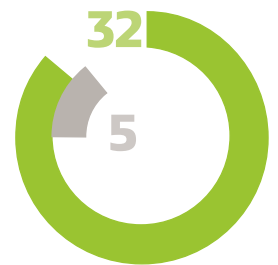
Workforce composition

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

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

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

Staff Composition 2017



TEACHING STAFF

NON TEACHING STAFF

INDIGENOUS STAFF MEMBERS 0

IN 2017:

100%

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



Teacher Standards and Professional Learning

Taylors College is committed to providing high quality professional learning opportunities for all teachers to support their ongoing growth and development and to build a vibrant learning community. In 2017 the College provided teaching staff with a wide range of professional learning opportunities to support their role as dedicated classroom practitioners.

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

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

In March 2017, all College staff completed an online Child Protection Awareness Training Certificate Course and in November, key staff participated in Youth Mental Health First Aid training and teaching staff updated their Copyright training conducted by the Copyright Agency.

Our teachers were also involved in the continuation of training in Moodle, Language Across the Curriculum. Staff required to update their first aid certificates undertook a First Aid course on site and those staff members who are fire wardens took part in emergency procedures training.

Teacher Standards

Category	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent	31
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent	1

IN 2017:
100%
 COMPLETED AN ONLINE CHILD PROTECTION AWARENESS COURSE



Professional Learning continued

Examples of department based professional learning topics are:

Faculty /Subject Area	Description Of Learning Activity
Languages	Teachers attended the following conferences and workshops: <ul style="list-style-type: none"> › Collaborative Programming for K - 12 › 2017 CLTANSW Conference › How to teach Chinese and Literature course effectively
Visual Arts	Teacher attended : <ul style="list-style-type: none"> › National Visual Arts Educators Conference › Exhibitions: Archibald, Wynne and Sulman Prizes and O'Keefe, Preston, Cossington-Smith: making modernism Teacher salon, Art Express
Music	Teacher attended workshops <ul style="list-style-type: none"> › Enhancing the Musical Mindset › Music for Special Education Teachers
Social Sciences	Teachers attended the following workshops/courses: <ul style="list-style-type: none"> › Flipped Learning Conference 2017 › Positive schools › Leadership in an Academic Context
English	Teachers attended the following conferences and workshops: <ul style="list-style-type: none"> › Annual English Teachers' Association Conference › Examination Development Making Words Work › The Tools for Superb Essays › Familiarisation: Revised Stage 6 English Syllabuses › Technology in Education › Practical Classroom Management › Re-imagining English › Leadership in an Academic Context › Building motivated, engaged, and high performing classrooms › Backward mapping the curriculum › Teaching Cohesion for Writing and Reading › English Teaching Tools › Reconceptualising Assessment

Faculty /Subject Area	Description Of Learning Activity
Mathematics	Teachers attended the following conferences and workshops: <ul style="list-style-type: none"> › MANSW AGM and Annual Conference › UNSW Mathematics Teachers Professional Development Day › Workshops: <ul style="list-style-type: none"> › Introduction to Microsoft Excel for Educators › Mathematics Extension 1 long course › Feedback on marking of the 2016 HSC exams › Familiarisation of Revised Stage 6 Mathematics Syllabuses
Support Services	Staff attended: <ul style="list-style-type: none"> › AIS Counsellors Conference › AIS School Nurses Conference › 2017 Allianz National Summit - Insights to the Digital Experience: › Coaching & mentoring for teachers › Generation Next Conference
Science	Staff attended: <ul style="list-style-type: none"> › Physics Teachers Conference › Annual Conference of Science Teachers › Familiarisation: Revised Stage 6 Science Syllabuses › Backward Mapping and Forward Looking – Improved Student Outcomes › Challenging the Brightest Students across the Curriculum › Code/17 Conference Sydney › The Principles of Purposeful Programming Online Module › Nelson Science in Focus Workshops

Expenditure on Professional Learning

The average expenditure per teacher on professional learning in 2017 was \$500

Enrolment Policy and Characteristics of the Student Body

Characteristics of the Student Body in 2017

Taylors College specialises in education for overseas students. Offering Year 10, 11 and 12 programs, the college is located in Waterloo. Our High School student population has approximately equal numbers of males and females and in 2017 comprised the following nationalities:

Australia	3	Mongolia	1
China PRC	67	Philippines	1
Hong Kong SAR	8	Russian Federation	1
Hungary	1	Singapore	3
India	2	South Korea	1
Indonesia	2	Taiwan	2
Iran	1	Vietnam	34
Malaysia	1		

Retention and Attendance Rates 2017

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

In 2017 the retention rate of students who completed Year 10 and continued into Year 11 was 82%. The percentage of students who completed Year 12 from Year 11 was 64%.

Taylors College delivers programs other than Senior High School namely The University of Sydney Foundation Program. The minimum entry for this program is Year 11. A number of the Taylors College High School students choose to enter the University of Sydney Foundation Program and, indeed, other foundation programs after Year 11 rather than continuing on to Year 12.

Students who left school at the end of Year 12 following the completion of their school education continued on to University or other tertiary studies.

The average student attendance rate for 2017 was 91%. The average attendance rates for the individual years in 2017 were:

Year 10	90%
Year 11	94%
Year 12	89%



IN 2017:

82%

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

Taylor's College Policies

Enrolment Policy

1. Purpose

To ensure that the Study Group Australia Pty Limited ("SGA") has open, fair and transparent procedures for making decisions about the selection of students into a program offered by SGA (the "Program"), that those procedures are based on the published and clearly-defined entry requirements, and that students are selected on merit, based on those entry requirements, on an individual case by case basis.

2. Policy Content

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

Throughout the process of selection and admission, all applicants are treated courteously and expeditiously.

Entry criteria and application procedures are published in the promotional brochures and on the SGA websites and do not present unreasonable barriers to access.

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

Offers for admission apply to a specific intake and may be made on a conditional basis. If an applicant does not fulfil the condition(s), he/she may not enter the Program. These conditions may include English ability and/or achievement of an academic requirement where evidence of attainment was not available at the time of application.

In cases where an applicant is assessed as not being eligible to enter the course of choice, a review of alternative courses of study occurs from within other divisions of Study Group and, where possible, the applicant is advised of any he/she is eligible to enter.

Records are retained of the admission process, and students may access their individual records in accordance with the *SGA Privacy and Personal Information Policy and Procedures*.

2.1 Procedures

2.2 Pre-admission Procedures

2.2.1 Start Dates

There are varying start dates for each program across each calendar year. Start dates are published within the relevant brochures and on the SGA websites. Applications for each start date are processed in the order in which they are received.

2.2.2 Entry Criteria

Entry criteria and application procedures are published in SGA's brochures and on SGA's website for the information of those seeking admission. Each application is reviewed against the relevant entry criteria.

2.2.3 Method of contact

During the application process, an international applicant may:

- › be assisted by an Education Agent, either onshore or offshore; and/or
- › make independent contact with the SGA Admissions Centre; and/or
- › apply online; and/or
- › visit an SGA campus to enrol

2.2.4 Information to be provided to applicants

Irrespective of the contact method, the applicant must be provided with information which includes:

- a. the requirements for acceptance into a program, including:
 - › the minimum level of English language proficiency; and
 - › educational qualifications or work experience required
- b. whether course credit may be applicable;
- c. information about the course, including:
 - › content and duration;
 - › qualification offered;
 - › modes of study; and
 - › assessment methods
- d. information about the campus, including:
 - › campus locations;
 - › a general description of facilities and equipment;
 - › learning and library resources available to students;
- e. details of any arrangements with another registered provider, person or business to provide the course or part of the course;

Taylors College Policies continued

f. indicative course-related fees including advice on the potential for fees to change during the student's course and applicable cancellation and refund policies;

g. information about the grounds on which the student's enrolment may be deferred, suspended or cancelled;

h. a description of the ESOS framework;

i. relevant information on living in Australia, including:

- › indicative costs of living
- › accommodation options; and
- › where relevant, schooling obligations and options for school-aged dependants of intending students, including that school fees may be incurred.

2.2.5 Application for admission

The applicant will be required to complete and submit an *Application for Admission*, stating details of the preferred programme, and providing evidence of eligibility for enrolment. The completed application for admission and the supporting evidence (see below) are then reviewed against the relevant entry criteria by one of SGA's Admissions Officers (International Admissions Centre) or Registrar (campus-based).

2.2.6 Supporting Evidence to be provided by applicants

The following documents must be provided by the applicant with the application form:

- › verified copy of passport
- › verified copies of English test result documents (IELTS, TOEFL or other internationally recognised exam consistent with the Department of Immigration and Border Protection (DIBP) regulations).
- › original or verified copies of academic certificates and transcripts
- › any other supporting information

Important note: All documents supplied in support of an application for enrolment at SGA must be verified copies of originals or certified copies of English translations of the originals.

(Please refer to 2.3.4 below for information about verification procedures)

2.3 Admission Procedure

2.3.1 Completion and submission of application for admission

The applicant completes the Application for Admission either online or in hard copy, and submits it along with the supporting evidence related to eligibility for enrolment. Certified copies of an applicant's credentials are required.

2.3.2 Assessment of application

The Admissions Officer (in the case of an application being processed by the International Admissions Centre) or Registrar (in the case of an application being processed at an SGA campus) assesses the application based on the published entry requirements for the Program.

This assessment of eligibility for entry must be thorough and consistent in approach, especially in relation to the English language skills of the applicant.

2.3.3 Methods for determining equivalency of academic qualifications

An applicant may present overseas academic qualifications at the time of application. These are assessed for equivalency using AEI-NOOSR Country Education Profiles.

2.3.4 Methods for determining authenticity of academic qualifications

International academic qualifications submitted can be authenticated by:

- › original documents (i.e. award and transcript of results) being provided to the authorised representative; or
- › copies of the original documents (i.e. award and transcript of results) being provided which have been either:
 - notarised by a Justice of the Peace or equivalent authority; or
 - verified as a true and correct copy of the original documents by an authorised representative of SGA.

The authorised representative must sign and print his/her name clearly, include the date, and record that the original has been sighted. If external to SGA, an official stamp or seal of the authorised officer's organisation must be added.

Taylor's College Policies continued

Should the Admissions Officer suspect that the academic document presented has been altered or fraudulently created, contact is made with the conferring institution to validate the claims of the applicant.

If the application makes reference to studies currently being undertaken and is unable therefore to present evidence of the academic entry requirements having been met, then the offer of enrolment will be conditional upon the achievement of the required academic outcome.

2.3.5 Applicants with a special needs

SGA adopts the Disability Standards for Education 2005, underpinned by the Disability Discrimination Act, 1992 which states that it is unlawful for an educational authority to discriminate against a person on the grounds of their disability.

SGA will treat all students, including those with disabilities, equally and with dignity. Students who have a disability will be able to enjoy the benefits of the educational experience in the same way as those without a disability.

Wherever feasible and practicable and in consultation with the Campus Director/State Academic Director, SGA staff will take into consideration the special needs of students who have a disability and make appropriate adjustments to the teaching and/or assessment environments.

Reasonable adjustment for students with a disability will be individualised, and granted with integrity according to negotiations with stakeholders. Reasonable adjustment will be implemented in such a way as to ensure that the interests of all parties are met, applied with care and fairness, and applied across the scope of a student's interaction with SGA.

2.3.6 Offer of enrolment

If, upon completion of the verification of credentials, the applicant is assessed as being eligible for entry to the Program then an Enrolment Offer Pack is issued to the applicant either electronically or by standard mail.

This Enrolment Offer Pack comprises:

- › Letter of Offer, showing:
 - Campus location,
 - start date,
 - end date,
 - itemised fees,
 - information of any enrolment conditions that may apply, and orientation;
- › Terms and Conditions, including the Cancellation policy and procedures and the refund policy and procedures;
- › a plain English explanation of what happens in the event of the Program not being delivered;
- › information relating to the ESOS Framework;
- › an Acceptance of Offer document,
- › other documents applicable to the enrolment.

2.3.7 Contract of enrolment

The Letter of Offer, signed by SGA, with the Acceptance of Offer, signed by the Applicant (and his/her parent or guardian if the applicant is under 18 years of age) become the Contract of Enrolment ("the Contract").

The Acceptance of Offer must include:

- › SGA's refund policy
- › The circumstances in which personal information about the student may be shared with others
- › The obligation of students to notify SGA of any change of address while enrolled in the course.

2.3.8 Advising an unsuccessful applicant of alternative options

If, once the credential verification is completed, the applicant is identified as not being eligible for entry to the Program, a review of alternative courses of study occurs from within other divisions of Study Group. Where possible, the applicant is advised of any he/she is eligible to enter. Should the applicant accept the alternative course of study, an appropriate Enrolment Offer Pack is issued.

2.3.9 Record of enrolment

Once the Acceptance of Offer has been signed by the applicant (and his/her parent or guardian if the applicant is under 18 years of age), and received by SGA the enrolment will be noted within the student database.

Taylor's College Policies continued

2.3.10 Filing of enrolment documents

All documentation, including the Application for Admission and supportive evidence, and signed Acceptance of Offer will be collated and a file created for the applicant.

2.3.11 Confirmation of Enrolment

Once the signed Acceptance of Offer has been received by SGA, the fees have been processed and a receipt issued, then the enrolment is confirmed within the student database and a Confirmation of Enrolment is generated and provided to the applicant.

If the applicant chooses to delay the commencement date before the issuing of a visa, the Admissions Officer (International Admissions Centre) or Registrar (campus-based) ascertains the next most suitable date for the commencement, and adjusts SGA records accordingly. A new Confirmation of Enrolment is then provided to the applicant.

2.3.12 Delaying commencement

If the applicant requests to delay the commencement date after the issuing of a visa, the Admissions Officer (International Admissions Centre) or Registrar (campus-based) determines the impact such a deferment will have on the finishing date of the course and will proceed in accordance with SGA-13-1 Deferring, Suspending or Cancelling a Student's Enrolment.

SGA must not actively recruit a student where this clearly conflicts with its obligations under the National Code Standard 7 Transfer between registered providers. Refer to SGA-07-1 Transfer Policy and Procedures.

2.4 Commencement Procedure

The following procedures apply during Orientation:

- › Student Services confirms that a signed Acceptance of Offer has been received by SGA and confirms that the student has brought other required documentation, such as:
 - details of home and term addresses;
 - personal email address, and phone number(s);
 - name, address and phone number of the caregiver/guardian if under 18;
 - a photocopy of the personal details and visa pages from his/her passport;

- › the Bursar checks to ensure that relevant fees have been paid. If the appropriate fees have not been paid the student will be advised of the payment options, and alternative arrangements made with the Bursar.
- › each student has an identification photograph taken and is issued with the appropriate identification card;
- › the student is issued with the Timetable and an explanation is given; and
- › students are provided with the Handbook, and guided through key policies and procedures, including academic progress, attendance, assessment, and grievances.

3. Younger Students

If the applicant is less than eighteen years of age, a parent or legal guardian must also sign the Application for Admission and Acceptance of Offer. This documentation is retained within the student's file.

Education providers approving care arrangements for international applicants less than 18 years old who are seeking to enter Australia under a Student visa must:

- › provide DIBP with a signed statement (Confirmation of Appropriate Accommodation and Welfare) confirming that appropriate arrangements have been made for the student's accommodation, support and general welfare during the entire time of their stay in Australia until they turn 18, and
- › notify DIBP in writing of any changes to the care arrangements.

Additionally, students are required to obtain their education provider's approval to change these arrangements if they wish to do so after their arrival in Australia.

Refer to SGA-05-1 Managing the welfare of Under-18 Students.

Taylors College Policies continued

5. Student Records

Each student is required to complete an *Application for Admission and Acceptance of Offer* prior to commencing studies.

This provides the essential information for the identification process and must be retained in the student's file.

The Student Admissions Officer (SEO) (International Admissions Centre) or Registrar (campus-based) follows the controlled steps to enter the student details into the student database.

This creates a dedicated student file with:

- › student name;
- › gender;
- › details of the Program with subjects to be studied;
- › date of birth;
- › a unique identification number for the student;
- › local or overseas student classification;
- › starting date and nominal completion date;
- › fees applicable;
- › name of SEA or Registrar concerned or overseas agent; and
- › details of support services required, such as OSHC and Homestay.

The student attends Orientation to commence the Program. At this time, student details are individually checked. A digital photograph of the student is then placed within the front screen of the student's electronic file for identification purposes.

Continued Enrolment

Each Year 10 student is assessed as to their suitability for Year 11 based on Year 10 academic reports, attendance, ability to follow advice of any intervention strategies and teacher evaluation.

The Dean makes recommendations to the Principal.

These recommendations will be that the student either

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

Entering Year 11 'on Probation'

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



General Policies

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

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

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

Child Protection Policy, Codes of Conduct, Security Policy and Supervision Policy

All major College policies are contained in the Student Orientation Handbook which the students receive on their first day on campus. Any updates made to student policies are published in the Orientation Handbook or in Student Support Services on Study Smart.

Student Welfare Policy Summary

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

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

The full text can be accessed by request from the Principal and the Student Orientation Handbook.

Anti-Bullying Policy Summary

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



General Policies continued

Discipline Policy Summary

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

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

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

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

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

Complaints and Grievances Resolution

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

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

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

Managing Non Attendance

Taylors College implements policies and procedures for the management of student non-attendance.

The College follows up all unexplained absences on a daily basis. Notes detailing the reason and details for the absence must be submitted on the morning the student returns to College. Students absent due to illness are required to present a Medical Certificate upon return.

Attendance patterns are monitored by academic and student support staff and issues are addressed on a case by case basis. Mandatory reporting procedures apply where absences are extended or where the student may be at risk. Detentions are common practice for lack of punctuality to roll call and fractional truancy.

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



Priority areas for improvement

Achievement of priorities identified in the College's 2017 Annual Report

Area	Priorities	Achievements
Re-registration and accreditation	A review of curriculum and teaching/learning matters to be completed and documents associated with this year's audit submitted online. Associated aspects of the NESAs audit requires us to ensure all policies/procedures and processes related to cricos, compliance and TAA requirements are up to date.	An audit by NESAs inspectors occurred in June 2017. All aspects of the audit were passed and so registration and accreditation was granted for a further 5 years.
Language across the curriculum	The development of language activities in all subjects as part of our LAC project. LAC activities to be visible in all subjects on Study Smart and in study guides. There will be scheduled times whereby faculties will share best practice in their respective curriculum areas. Embedding English language skills in all subjects.	This aspect of the curriculum was addressed. We engaged external consultants to work with staff. And individual faculty departments provided practical, useful examples of how language based activities could be incorporated within the classroom. As well, teachers from the English faculty led the staff in small group work, advising on practical steps that could be taken in order to attempt to embed language throughout the curriculum.
Professional Development	Continued emphasis on Moodle training for teachers. We are aiming for a standardised format for subjects on Study Smart. We have created an "IT for Academics" Team as a resource for teachers. Members of this team will conduct group sessions and work one-on-one with staff. We will ensure teachers are accruing the requisite number of hours for maintenance of their accreditation with NESAs. Attendance at inservices related to 2018 curriculum changes in stages 5 and 6	The "IT for Academics" team was a useful resource for teachers. Group sessions were held, together with one on one work. The curriculum coordinator and deputy principal are monitoring the PD needs of teachers, ensuring they maintain the requisite number of NESAs approved hours that are necessary for continued accreditation.
E-learning	Our Study Smart sites have been converted to a standard template and teachers are developing a range of activities that can be placed on the various subject sites. This is an example of our goal of embracing e-learning in supporting the student learning experience. Upskill academic staff on the use of software in order to develop flipped classroom opportunities and student feedback.	Populating our StudySmart site has continued . Our curriculum coordinator leads this process, encouraging all departments to place their material on the site. We have IT support staff who assist teachers with this and other e-learning activities.

Priority areas for improvement continued

2018 Priority Areas for Improvement

Area	Priorities
Review of curriculum subjects	Ensure our curriculum reflects the requirements of both the new Australian Curriculum and those of the University of Sydney. An on-going cycle of review of subjects to commence this year with people external to the College conducting such reviews.
Teaching and Learning	The continued implementation of our Language across the Curriculum Project, involving staff of the University of Sydney.
Professional Development	With the commencement of the Teacher Accreditation process in 2018, to ensure teachers are fulfilling their mandatory requirements and in particular to monitor closely the needs of our provisionally classified teachers, i.e. those 'on their way' towards proficiency.
Incorporate e-learning into the curriculum	StudySmart sites (Moodle) to display consistency across the range of curriculum offerings. All subject areas to be placing their resource material including study guides on their respective sites.

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.

Conceived as a direct response to the devastation and loss caused by the Asian Tsunami in 2004, Building Futures has gone on to support projects all over the world, including Aceh (Indonesia), Zounzounkanme School, Benin, West Africa, Rozalina Zaidan School, Codó Nova, Brazil, Xiao Feng Primary School, Liu Shu, China, Van Han Commune School, Dong Hy, Vietnam, Dosso and Tillaberi Districts, Niger, Cambodia and, most recently, Anuradhapura a district in northern Sri Lanka, to improve primary school enrolment, retention and completion. By constructing a new primary school with two new buildings, improving access to water and sanitation, and delivering a range of teacher training and school management initiatives, this project aims to improve the education opportunities for an estimated 413 boys and girls.

Staff and students regularly organise and participate in fundraising events to raise money for our projects, in all of our campuses and offices worldwide, which are carried out by development organisation, Plan International. All funds raised by staff and students for Building Futures events are matched dollar for dollar by Study Group. Groundwork began in mid-2017 for our tenth project in Nepal. The Kunchok Village School Management Committee is overseeing construction of the new school, with support from Plan.

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

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

Whole school Sports Gala Days are run once a term in futsal, soccer, basketball, badminton and volleyball. Year 10 participate in a fortnightly sports and activities program.

Throughout 2017 Taylors students supported the Cancer Council, Red Cross and Jeans for Genes through their various fundraising activities. Harmony Day is celebrated at Taylors when students and staff are encouraged to wear the Harmony Day colour – orange and the College holds an annual International Day when students are encouraged to wear their national dress and bring their national food.

Year 12 Leaders Program

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

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

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

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

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

As part of further developing their excellent oral communication skills, the Leaders play an active role in preparing and presenting interesting and engaging talks to their fellow students.

Parent, student and teacher satisfaction

Parents: The College communicates regularly with parents. Formal academic reports are prepared at the end of each term and emailed to parents. The Principal has travelled to China to be available to talk to parents with interviews being held in key cities. Staff members also travel regularly to Hong Kong to provide feedback to parents.

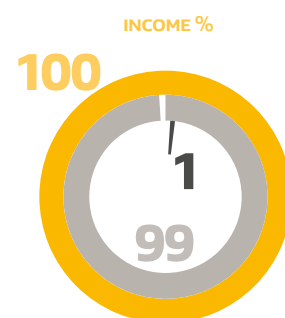
Students: Students are surveyed for their feedback on various aspects of College life both during and after their courses. Feedback indicates that students have a positive view of the College and the opportunities it offers them.

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

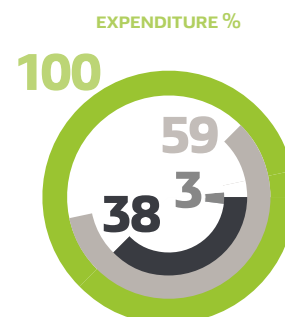
Financial Information

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

Financial information



TOTAL INCOME \$232,796,333
FEES AND PRIVATE INCOME \$232,585,448
OTHER INCOME \$210,885



TOTAL EXPENDITURE \$218,202,976
SALARIES \$82,380,799
NON-SALARY \$129,154,783
OTHER \$6,667,394



Appendix

Taylor's College Annual Report Academic Results Band Analysis 2017

Taylor's college - 2006 – Present Higher School Certificate band distributions by course

Subject	N/ Year	Subject Mean	State Mean	%B 6	%B6 State	%B5	%B5 State	%B4	%B4 State	%B3	%B3 State	%B2	%B2 State	%B1	%B1 State
Contemporary English/ESL	178/2006	70.75	70.21												
	173/2007	72.14	71.40	2.89	2.00	20.80	25.34	42.19	35.75	27.74	23.82	3.46	7.15	2.89	4.62
	142/2008	73.87	71.11	0.00	3.25	34.96	24.72	32.86	31.43	24.47	25.76	6.29	9.86	0.69	4.16
	116/2009	71.27	70.32	3.44	2.68	16.37	18.90	31.03	34.16	40.51	29.12	7.75	11.38	0.00	2.93
	112/2010	72.75	72.06	2.67	3.68	14.28	21.67	52.67	38.68	28.57	24.27	1.78	7.71	0.00	2.56
	79/2011	70.56	73.93	5.06	5.67	10.12	26.54	41.77	36.28	32.91	22.44	8.86	6.54	1.26	1.30
	60/2012	70.48	71.76	1.66	3.18	8.33	21.72	55.00	40.11	26.66	24.35	5.00	7.12	3.33	3.50
	37/2013	68.43	70.34	0.00	2.58	10.81	20.51	43.24	35.98	32.43	24.29	10.81	11.40	2.70	4.10
	31/2014	69.10	72.67	0.00	4.49	15.62	23.79	34.37	37.17	31.25	23.18	12.50	8.16	3.12	2.11
	33/2015	65.47	70.86	0.00	3.91	9.09	21.99	33.33	34.44	33.33	21.99	12.12	12.24	12.12	4.03
	20/2016	58.31	70.31	0.00	4.68	0.00	22.60	35.00	32.06	25.00	24.97	20.00	9.50	20.00	6.19
	32/2017	67.20	69.72	0.00	6.93	12.50	20.21	28.13	30.57	37.50	26.46	21.88	10.57	0.00	6.93
English Advanced	0/2006														
	5/2007	83.72	78.60	20.00	9.18	60.00	37.67	20.00	42.54	0.00	9.55	0.00	0.87	0.00	0.06
	0/2008														
	2/2009			0.00	10.83	0.00	38.56	100.00	39.76	0.00	9.82	0.00	0.81	0.00	0.12
	1/2010	71.60	80.57	0.00	13.98	0.00	43.87	100.00	34.72	0.00	6.38	0.00	0.84	0.00	0.05
	3/2011	71.87	79.93	0.00	13.30	0.00	44.85	66.66	30.02	33.33	9.96	0.00	1.53	0.00	0.19
	3/2014	74.53	80.53	0.00	14.67	0.00	44.63	66.66	32.24	33.33	7.52	0.00	0.68	0.00	0.15
	2/2015	69.80	80.43	0.00	15.40	0.00	42.42	50.00	33.27	50.00	7.94	0.00	0.72	0.00	0.15
	6/2016	70.37	80.72	0.00	15.41	16.67	46.59	16.67	28.50	66.67	8.44	0.00	0.81	0.00	0.25
	9/2017	73.51	80.96	0.00	15.24	44.44	48.51	22.22	28.09	22.22	6.79	11.11	0.97	0.00	0.4
English Standard	10/2006	68.66	65.15												
	5/2007	83.70	78.60	0.00	0.07	0.00	3.23	100.00	35.19	0.00	39.08	0.00	16.18	0.00	5.69
	2/2008	77.00		0.00	0.23	0.00	5.72	100.00	31.94	0.00	41.14	0.00	14.76	0.00	5.74
	5/2009														
	1/2010	74.20	63.83	0.00	0.18	0.00	4.13	100.00	30.58	0.00	36.88	0.00	19.45	0.00	8.21
MIS/General Maths	37/2006	60.12	67.72												
	28/2007	64.04	70.64	0.00	4.09	7.14	18.42	17.85	36.60	35.71	24.60	35.71	12.21	0.00	3.63
	16/2008	61.43	70.13	0.00	4.81	0.00	20.86	18.75	30.27	37.50	26.26	43.75	11.02	0.00	6.09
	20/2009	64.67	69.80	5.00	5.86	5.00	18.80	30.00	29.48	25.00	26.80	20.00	11.69	10.00	6.87
	15/2010	69.20	71.33	6.66	6.55	0.00	19.55	46.66	30.56	40.00	28.81	6.66	11.03	0.00	2.83
	14/2011	60.50	69.41	0.00	7.03	0.00	17.23	21.42	25.72	35.71	29.72	28.57	13.24	14.28	6.24
	17/2012	59.09	69.20	0.00	5.61	0.00	16.64	17.64	29.13	52.94	28.90	11.76	14.22	17.64	5.47
	7/2013	63.60	67.46	0.00	5.94	14.28	14.89	0.00	21.12	42.85	33.16	42.85	15.50	0.00	7.82
	14/2014	64.94	68.89	0.00	5.47	0.00	19.53	33.33	25.66	20.00	24.29	40.00	17.36	0.00	6.36
	15/2015	69.09	68.64	0.00	5.60	26.66	20.04	26.66	24.42	20.00	24.13	20.00	17.40	6.66	7.44
	9/2016	61.53	68.51	0.00	5.37	11.11	20.53	33.33	26.19	22.22	23.58	11.11	16.03	22.22	8.30
	18/2017	68.89	68.51	11.11	9.86	11.11	18.89	22.22	24.96	27.78	23.88	27.78	17.02	0.00	8.39

Appendix

Subject	N/Year	Subject Mean	State Mean	%B 6	%B6 State	%B5	%B5 State	%B4	%B4 State	%B3	%B3 State	%B2	%B2 State	%B1	%B1 State
Maths 2 unit	116/2006	70.58	72.61												
	100/2007	75.03	74.67	8.00	15.40	33.00	24.07	33.00	30.32	17.00	18.15	8.00	8.03	1.00	3.64
	96/2008	73.15	75.65	10.30	16.77	25.77	28.04	25.77	27.12	21.64	15.69	11.36	8.84	4.12	3.16
	75/2009	69.24	74.97	9.33	15.76	22.66	26.69	22.66	28.36	21.33	18.26	9.33	5.32	13.33	5.18
	73/2010	75.65	76.10	9.58	19.00	36.98	28.98	27.39	27.03	17.80	13.94	5.47	5.52	2.73	5.12
	53/2011	69.49	77.02	0.00	7.03	0.00	17.23	21.42	25.72	35.71	29.72	28.57	13.24	14.28	6.24
	35/2012	77.25	77.64	11.42	18.21	40.00	34.41	25.71	26.63	20.00	11.52	0.00	5.95	2.85	3.25
	26/2013	76.89	77.39	15.38	18.40	30.76	30.84	30.76	27.29	15.38	15.73	7.69	5.35	0.00	1.92
	14/2014	77.57	78.37	14.28	21.71	21.42	32.03	42.85	27.70	7.14	9.86	14.28	4.94	0.00	3.49
	13/2015	72.88	77.89	7.69	19.64	15.38	32.68	30.76	28.39	38.46	9.79	7.69	6.12	0.00	3.09
	10/2016	68.04	77.84	0.00	23.20	40.00	29.48	10.00	23.96	20.00	15.56	20.00	4.34	10.00	3.46
18/2017	77.90	77.96	16.67	23.56	22.22	30.12	38.89	21.54	22.22	15.67	0.00	6.17	0.00	2.94	
Maths 3unit/Maths Extension 1				E4	E4	E3	E3	E2	E2	E1	E1				
	72/2006	78.09	75.64												
	80/2007	84.55	77.91	51.25	32.24	35.00	42.33	13.75	21.25	0.00	3.88				
	57/2008	81.51	79.59	38.59	33.32	47.36	48.29	12.28	14.18	1.75	3.93				
	52/2009	84.60	80.07	50.00	34.37	40.38	47.18	9.61	15.14	0.00	2.94				
	54/2010	82.33	80.65	40.74	36.93	44.44	45.62	14.81	14.48	0.00	2.69				
	26/2011	79.02	81.09	34.61	35.93	42.30	48.54	19.23	13.13	3.84	2.22				
	24/2012	77.90	81.42												
	11/2013	80.36	80.46	45.45	32.75	27.27	50.79	27.27	14.26	0.00	1.99				
	9/2014	85.42	80.58	44.44	30.35	44.44	54.05	11.11	13.43	0.00	1.91				
	10/2015	78.72	81.20	0.00	34.30	100.00	49.82	0.00	13.91	0.00	1.76				
6/2016	72.27	79.68	16.67	33.12	33.33	46.47	50.00	17.66	0.00	2.76					
8/2017	78.08	81.09	12.50	38.22	62.50	43.68	25.00	15.51	0.00	2.59					
Maths 4unit/Maths Extension 2				E4	E4	E3	E3	E2	E2	E1	E1				
	34/2006	84.86	79.12												
	48/2007	83.33	80.99	35.41	32.89	54.16	49.96	10.41	15.68	0.00	1.25				
	32/2008	81.53	83.16	31.25	37.05	59.37	53.34	6.25	7.88	3.12	1.61				
	26/2009	85.82	83.06	34.61	39.87	65.38	49.41	0.00	6.00	0.00	0.22				
	24/2010	86.42	83.38	45.83	37.44	54.16	52.57	0.00	8.80	0.00	0.97				
	11/2011	78.73	83.53	18.18	39.23	63.63	52.42	18.18	6.88	0.00	1.39				
	7/2012	80.83	82.78												
	4/2013	77.30	82.07	0.00	33.95	75.00	53.22	25.00	11.22	0.00	1.59				
	5/2014	85.52	81.58	20.00	31.46	80.00	54.93	0.00	12.17	0.00	1.30				
	8/2015	67.48	82.28	12.50	36.00	0.00	50.14	87.50	12.19	0.00	1.52				
4/2016	67.30	81.03	0.00	32.05	25.00	53.43	75.00	12.55	0.00	1.97					
5/2017	63.96	81.17	20.00	33.57	20.00	5.05	40.00	13.50	20.00	2.39					
Biology	18/2006	71.01	71.92												
	12/2007	78.97	73.26	25.00	1.14	25.00	24.89	33.33	34.03	0.00	22.41	16.66	7.65	0.00	3.00
	9/2008	73.53	73.22	0.00	7.49	33.33	24.03	44.44	33.49	11.11	24.05	11.11	8.29	0.00	2.24
	11/2009	68.68	73.20	0.00	6.81	18.18	24.87	27.27	32.24	27.27	26.12	18.18	8.21	0.00	1.15
	6/2010	75.53	73.41	16.66	7.38	33.33	25.96	0.00	31.36	50.00	25.05	0.00	8.22	0.00	1.58
	4/2011	73.50	72.65	0.00	7.89	25.00	23.07	50.00	29.79	25.00	26.47	0.00	10.76	0.00	1.57
	6/2012	72.17	72.46	0.00	6.28	0.00	20.57	100.00	36.27	0.00	26.75	0.00	8.02	0.00	2.08
	6/2013	67.93	73.99	16.66	6.63	0.00	26.30	0.00	34.85	66.66	23.56	16.66	6.89	0.00	1.16
	6/2014	67.13	71.65	0.00	5.75	33.33	22.48	16.66	33.50	16.66	23.82	0.00	9.46	33.33	4.26
	9/2015	69.33	71.13	0.00	5.77	22.22	22.19	11.11	31.65	44.44	24.16	22.22	11.20	0.00	4.43
	12/2017	70.13	74.30	16.67	12.01	16.67	27.54	33.33	29.16	8.33	19.34	16.67	8.33	8.33	3.62

Appendix

Subject	N/Year	Subject Mean	State Mean	%B 6	%B6 State	%B5	%B5 State	%B4	%B4 State	%B3	%B3 State	%B2	%B2 State	%B1	%B1 State
Chemistry	47/2006	67.63	73.52												
	50/2007	75.87	74.81	5.71	10.76	40.00	28.39	34.28	29.70	8.57	22.21	11.42	6.15	0.00	2.44
	19/2008	75.47	74.72	26.31	12.79	21.05	25.50	21.05	31.75	5.26	18.59	26.31	8.37	0.00	2.59
	25/2009	67.17	74.71	0.00	10.86	16.00	27.78	44.00	32.41	16.00	19.07	12.00	6.10	12.00	3.45
	9/2010	82.07	74.49	22.22	10.17	44.44	29.22	11.11	31.82	22.22	17.91	0.00	6.40	0.00	3.89
	12/2011	67.22	74.99	0.00	11.04	8.33	28.94	33.33	31.82	41.66	18.61	8.33	5.65	8.33	3.35
	5/2012	70.04	75.51	0.00	13.11	40.00	29.68	20.00	28.28	20.00	18.99	20.00	7.99	1.92	1.92
	7/2013	74.09	75.85	14.28	12.08	14.28	29.55	28.57	31.78	42.85	18.34	0.00	5.97	0.00	1.79
	8/2014	75.23	76.13	0.00	11.67	62.50	34.42	12.50	29.31	12.50	16.11	0.00	5.26	12.50	2.85
	12/2015	67.55	75.81	8.33	10.72	16.66	30.34	0.00	32.25	58.33	19.85	8.33	4.76	8.33	1.71
	5/2016	58.32	75.59	0.00	9.70	20.00	31.44	20.00	32.42	20.00	20.78	0.00	3.68	40.00	1.98
16/2017	70.33	75.28	0.00	9.52	25.00	33.37	31.25	28.48	37.50	19.38	6.25	7.91	0.00	1.34	
Physics	72/2006	62.01	74.53												
	50/2007	66.65	73.31	2.00	8.09	24.00	25.92	26.00	33.30	26.00	21.85	10.00	6.56	12.00	3.86
	34/2008	66.71	73.10	2.94	7.90	11.76	24.88	35.29	32.98	26.47	22.94	14.70	7.09	8.82	3.48
	25/2009	66.85	74.66	4.00	11.44	16.00	30.12	20.00	26.77	20.00	19.53	40.00	8.87	0.00	2.86
	29/2010	69.68	74.87	3.44	8.35	17.24	30.77	31.03	31.96	37.93	21.34	3.44	5.02	6.89	2.11
	14/2011	65.84	74.85	0.00	8.92	14.28	27.30	35.71	34.74	0.00	20.77	50.00	6.81	0.00	1.16
	6/2012	96.37	73.82	0.00	7.97	0.00	26.24	66.66	33.17	16.66	23.48	16.66	6.97	0.00	2.15
	10/2013	64.06	73.68	0.00	9.22	10.00	24.14	10.00	32.38	50.00	23.06	30.00	9.21	0.00	1.67
	14/2014	66.43	73.49	0.00	8.54	35.71	22.55	14.28	35.21	28.57	24.30	0.00	6.58	21.42	2.19
	13/2015	58.08	72.66	0.00	8.39	15.38	20.37	15.38	37.31	15.38	23.27	30.76	5.84	23.07	4.28
	2/2016	74.40	72.65	0.00	8.38	50.00	21.75	0.00	35.88	50.00	22.41	0.00	7.73	0.00	3.86
10/2017	66.74	73.45	0.00	10.75	20.00	23.24	30.00	33.54	20.00	20.97	20.00	7.36	10.00	4.14	
Business Studies Unit	118/2006	61.71	71.15												
	101/2007	61.00	69.78	0.99	6.25	8.91	18.66	24.75	26.64	18.81	28.49	24.75	14.49	20.79	4.94
	95/2008	66.01	72.21	2.08	6.13	19.79	25.59	28.12	28.99	21.87	25.03	10.41	10.57	16.66	3.26
	81/2009	65.57	74.08	2.46	8.02	19.75	29.66	19.75	30.18	22.22	21.25	19.75	8.17	14.81	2.38
	77/2010	69.82	74.35	2.59	9.58	15.58	27.45	42.85	30.53	22.07	22.62	12.98	7.35	3.89	2.03
	57/2011	59.91	72.93	0.00	7.06	12.28	24.91	19.29	33.23	24.56	21.61	19.29	9.69	22.80	2.76
	44/2012	65.82	73.98	4.54	8.48	18.18	29.96	22.72	29.49	20.45	20.89	15.90	8.04	18.18	3.11
	22/2013	68.72	73.63	4.54	7.95	18.18	26.90	27.27	30.73	27.27	22.16	18.18	9.47	4.54	1.83
	18/2014	60.94	74.00	5.26	8.84	5.26	28.11	21.05	30.13	26.31	20.50	15.78	9.12	21.05	2.36
	20/2015	59.06	73.65	0.00	8.39	1.00	27.50	15.00	30.00	50.00	21.59	10.00	8.46	20.00	2.85
	24/2016	60.90	73.21	0.00	8.92	8.33	25.84	25.00	29.44	25.00	22.95	20.83	10.24	20.83	2.61
23/2017	64.26	73.17	0.00	8.28	4.35	28.41	30.43	28.91	39.13	21.68	13.04	8.17	13.04	4.54	
Economics	53/2006	58.39	76.42												
	47/2007	59.83	75.64	0.00	14.55	8.33	31.96	25.00	25.94	16.66	15.62	27.08	7.59	20.83	4.14
	51/2008	62.98	75.45	0.00	16.32	15.68	30.90	17.64	24.44	33.33	15.31	17.64	7.52	15.68	5.06
	44/2009	64.71	75.21	2.27	13.98	15.90	33.01	2.72	25.47	20.45	15.05	22.72	6.84	13.63	5.28
	60/2010	57.69	73.46	3.33	13.22	3.33	27.92	21.66	26.41	18.33	16.91	20.00	7.94	33.33	7.03
	38/2011	52.79	74.20	0.00	10.73	13.15	32.73	15.78	26.95	13.15	16.44	21.05	7.19	36.84	5.56
	35/2012	57.65	75.23	0.00	12.55	5.71	34.78	31.42	24.69	14.28	15.09	22.85	8.53	25.71	4.32
	11/2013	69.27	74.31	0.00	12.37	27.27	30.74	27.27	25.04	27.27	18.23	18.18	9.10	0.00	4.18
	12/2014	57.68	75.73	0.00	10.88	0.00	33.65	16.66	28.18	41.66	18.34	25.00	6.56	16.66	1.96
	7/2015	58.29	76.12	0.00	11.40	0.00	34.47	28.57	28.74	14.28	17.43	28.57	5.18	28.57	2.36
	9/2016	67.89	76.55	0.00	13.91	11.11	31.49	55.56	28.77	22.22	20.21	11.11	3.79	0.00	1.83
17/2017	62.80	76.60	0.00	14.54	17.65	34.71	5.88	24.84	35.29	18.34	35.29	4.69	5.88	2.87	

Appendix

Subject	N/Year	Subject Mean	State Mean	%B 6	%B6 State	%B5	%B5 State	%B4	%B4 State	%B3	%B3 State	%B2	%B2 State	%B1	%B1 State
Chinese BS 2 Unit	130/2006	81.44	79.71												
	114/2007	79.99	79.12	14.03	9.97	39.47	43.34	36.84	35.19	8.77	7.83	0.87	2.03	0.00	0.53
	97/2008	81.30	80.12	16.32	10.39	42.85	45.58	33.67	35.93	5.10	5.84	1.02	0.92	0.00	0.09
	86/2009	81.55	79.98	0.00	10.86	16.00	27.78	44.00	32.41	16.00	19.07	12.00	6.10	12.00	3.45
	88/2010	80.83	80.76	7.95	11.41	59.09	50.76	21.59	28.93	11.36	6.91	0.00	0.80	0.00	0.17
	53/2011	79.25	80.16	13.20	12.18	43.39	46.11	33.96	31.09	3.77	8.61	5.66	0.63	0.00	0.21
	45/2012	82.11	81.39	17.77	14.11	46.66	51.74	31.11	28.89	4.44	4.43	0.00	0.67	0.00	0.13
	28/2013	84.25	81.98	35.71	16.27	39.28	52.51	21.42	24.55	3.57	4.88	0.00	0.29	0.00	0.14
	18/2014	78.30	82.45	0.00	12.71	52.63	55.03	36.84	29.45	0.00	0.62	5.26	0.46	0.00	0.15
	17/2015	76.79	81.72	0.00	12.91	41.17	55.25	41.17	26.87	11.76	2.85	5.88	0.90	0.00	0.30
	13/2016	80.14	81.44	7.69	14.29	46.15	52.23	46.15	30.06	0.00	2.68	0.00	0.15	0.00	0.60
16/2017	79.58	81.84	18.75	15.53	25.00	51.6	56.25	28.71	0.00	3.61	0.00	0.42	0.00	0.14	
Japanese Z/ Beginners	40/2006	79.19	75.46												
	41/2007	79.67	73.70	24.39	16.99	36.58	23.26	24.39	24.58	4.87	15.67	2.43	11.71	7.31	6.27
	45/2008	72.31	73.65	13.33	15.50	22.22	22.48	33.33	26.87	13.33	19.63	11.11	10.85	6.66	4.13
	38/2009	76.11	73.08	15.78	15.09	23.68	23.09	39.47	24.01	10.52	20.73	10.52	11.94	0.00	4.85
	20/2010	79.80	74.43	20.00	17.33	35.00	26.15	30.00	23.91	15.00	17.33	0.00	9.26	0.00	5.08
	33/2011	71.10	72.53	6.06	17.97	15.15	21.34	42.42	20.78	27.27	17.41	6.06	17.04	3.03	5.05
	9/2012	74.80	73.16	11.11	16.31	33.33	23.58	11.11	25.36	33.33	15.34	11.11	14.53	0.00	4.84
	14/2013	76.89	72.22	21.42	16.03	21.42	22.53	35.71	20.31	7.14	19.52	14.28	15.07	0.00	5.71
	18/2014	71.40	74.37	22.22	13.31	22.22	27.78	11.11	25.90	16.66	18.52	22.22	10.13	5.55	3.76
	19/2015	69.45	72.07	10.52	12.94	31.57	24.96	10.52	22.34	15.78	20.64	15.78	10.78	15.78	7.24
	18/2016	58.94	73.49	11.11	17.59	16.67	25.86	21.5	21.50	16.67	15.64	22.22	14.29	22.22	5.11
17/2017	74.35	73.48	23.53	16.57	11.76	23.88	17.65	25.28	41.18	17.84	5.88	10.96	0.00	5.48	
Music 1	2/2006	85.80	77.77												
	1/2007	65.20	78.94	0.00	15.13	0.00	36.83	0.00	33.30	100.00	11.66	0.00	2.09	0.00	0.68
	0/2008			0.00	14.76	100.00	39.18	0.00	31.16	0.00	11.91	0.00	1.97	0.00	0.65
	4/2009	73.20	79.94	0.00	14.86	50.00	42.97	25.00	29.30	25.00	10.55	0.00	1.69	0.00	0.24
	1/2010	80.20	80.24	0.00	16.06	100.00	44.16	0.00	27.28	0.00	10.16	0.00	1.41	0.00	0.45
	1/2011	94.00	79.87	100.00	15.17	0.00	43.74	0.00	28.55	0.00	9.45	0.00	2.07	0.00	0.49
	1/2013	80.00	80.26	0.00	15.06	100.00	43.83	0.00	30.08	0.00	8.50	0.00	1.78	0.00	0.29
	2/2014	84.50	80.29	50.00	18.23	50.00	41.35	0.00	28.97	0.00	8.40	0.00	1.52	0.00	0.85
	3/2015	83.87	80.60	33.33	16.71	33.33	45.13	33.33	26.64	0.00	8.99	0.00	1.70	0.00	0.23
Visual Arts 2unit	12/2006	70.70	80.19												
	9/2007	76.53	79.51	0.00	11.42	33.33	40.54	66.66	38.34	0.00	0.44	0.00	0.06	0.00	0.22
	10/2008	74.58	80.72	0.00	14.45	20.00	46.58	70.00	30.49	10.00	7.25	0.00	0.85	0.00	0.21
	4/2009	71.05	79.67	0.00	12.29	0.00	41.70	75.00	36.15	25.00	8.40	0.00	1.11	0.00	0.18
	4/2010	75.35	78.87	0.00	11.66	75.00	38.92	0.00	36.54	0.00	10.99	25.00	1.48	0.00	0.16
	2/2011	77.30	78.16	0.00	10.04	0.00	37.88	100.00	37.84	0.00	11.70	0.00	2.01	0.00	0.27
	2/2012	75.10	79.39	0.00	11.19	0.00	42.99	100.00	35.13	0.00	9.27	0.00	1.26	0.00	0.13
	1/2013	75.00	79.29	0.00	12.24	0.00	39.20	100.00	36.97	0.00	9.77	0.00	1.21	0.00	0.44
	3/2014	73.93	78.30	0.00	10.63	0.00	37.97	100.00	36.55	0.00	11.92	0.00	2.29	0.00	0.24
	6/2016	63.27	79.55	0.00	14.15	0.00	40.46	33.33	33.09	33.33	10.41	16.67	1.74	16.67	0.16
	6/2017	73.50	79.74	0.00	12.74	0.00	41.99	100.00	35.54	0.00	8.66	0.00	0.94	0.00	0.12
Computing Studies 2unit/IPT	34/2006	60.24	72.14												
	17/2007	66.48	73.29	0.00	7.77	22.85	26.04	5.71	28.31	25.71	21.45	8.57	10.05	34.28	5.23
	18/2008	66.54	71.13	0.00	6.40	27.77	24.59	33.33	30.82	16.66	20.94	11.11	8.58	11.11	7.17
	12/2009	57.10	72.75	0.00	8.19	0.00	23.37	33.33	33.00	16.66	23.18	16.66	6.69	33.33	4.71
	7/2010	61.66	73.15	14.28	9.65	0.00	24.42	30.80	33.00	57.14	22.30	14.28	7.78	14.28	3.84
	2011	48.20	71.18	0.00	10.04	10.00	21.59	0.00	26.30	40.00	23.40	0.00	11.07	50.00	6.14
	8/2012	46.60	71.05	0.00	8.73	25.00	22.87	0.00	29.79	0.00	19.57	25.00	11.82	50.00	7.19

Appendix

Subject	N/Year	Subject Mean	State Mean	%B 6	%B6 State	%B5	%B5 State	%B4	%B4 State	%B3	%B3 State	%B2	%B2 State	%B1	%B1 State
Computing Studies 3unit/SDD	6/2006	72.67	73.51												
	8/2007	68.83	73.98	0.00	9.26	25.00	30.47	25.00	26.92	25.00	20.03	25.00	8.72	0.00	4.14
	4/2008	73.25	75.30	0.00	10.05	0.00	29.55	75.00	29.94	25.00	21.88	0.00	7.50	0.00	0.66
	3/2009	59.33	72.62	0.00	6.62	0.00	22.07	0.00	33.31	33.33	27.14	66.66	8.76	0.00	1.55
Korean Background Speakers	1/2006	Saturday School of Community Languages		100.00	14.78		41.73		28.69		11.30		0.86		2.60
	1/2011			0.00	28.15	100.00	41.74	0.00	23.30	0.00	5.82	0.00	0.00	0.00	0.00
	1/2015			100.00	17.85	0.00	42.85	0.00	28.57	0.00	3.57	0.00	3.57	0.00	3.57
Persian	2/2008	Saturday School of Community Languages		50.00	25.53	50.00	36.17	0.00	19.14	0.00	8.51	0.00	6.38	0.00	2.12
Indonesian Background Speakers	1/2014	Saturday School of Community Languages		0.00	1.47	100.00	17.64	0.00	66.17	0.00	11.76	0.00	2.94	0.00	0.00
French Beginners	1/2014	Open High School/ NSW School of Languages		100.00	18.83	0.00	27.59	0.00	26.71	0.00	15.62	0.00	4.52	0.00	5.54
	1/2015			100.00	21.53	0.00	22.61	0.00	26.61	0.00	16.15	0.00	7.84	0.00	4.76
Russian	1/2011	Saturday School of Community Languages		100.00	52.17	0.00	26.08	0.00	8.69	0.00	13.04	0.00	0.00	0.00	0.00
Accounting	36/2007	TAFE NSW		5.55	13.76	22.22	25.80	27.78	24.94	16.67	16.98	11.11	11.61	16.67	6.66
	24/2008			0.00	14.77	16.67	26.87	33.33	23.41	29.17	18.61	7.14	9.40	12.50	6.33
	10/2009														
	19/2010			10.53	14.12	10.53	32.20	42.11	21.46	10.53	13.55	10.53	9.41	15.78	9.03
	3/2011			0.00	14.31	33.33	37.95	33.33	24.54	0.00	13.18	33.33	5.22	0.00	4.31
Vietnamese continuers	8/2007	Saturday School of Community Languages		0.00	2.38	37.50	30.95	25.00	33.33	37.50	26.98	0.00	5.55	0.00	0.79
	8/2008														
	3/2009														
	2/2010			0.00	2.17	0.00	26.08	100.00	44.56	0.00	19.02	0.00	3.80	0.00	2.71
	1/2011			0.00	1.63	100.00	20.21	0.00	50.27	0.00	20.76	0.00	3.27	0.00	3.27
	1/2012			0.00	0.64	100.00	27.74	0.00	50.32	0.00	17.41	0.00	2.58	0.00	1.29
Business Services	22/2007			0.00	1.07	4.54	15.58	0.00	26.99	9.09	27.06	36.36	11.34	45.45	3.49
	11/2008			0.00	1.77	0.00	12.97	7.69	38.37	7.69	27.35	38.46	4.22	30.76	0.55
	8/2009	24.83	71.39	0.00	1.28	0.00	14.40	0.00	38.19	0.00	23.91	12.50	6.31	62.50	1.90
	9/2010	50.51	72.39	0.00	3.51	0.00	15.63	0.00	35.59	33.33	23.41	33.33	5.79	33.33	1.63
	8/2011	43.13	70.82	0.00	1.86	0.00	17.95	0.00	31.50	11.11	22.83	11.11	8.37	66.66	2.83
	10/2012	49.58	7.49	10.00	3.54	0.00	21.12	10.00	34.49	10.00	23.85	30.00	12.03	40.00	4.94
	7/2013	54.66	69.68	0.00	1.02	0.00	13.34	0.00	29.28	28.57	22.82	57.14	10.99	14.28	2.41
	3/2014	58.20	71.37	0.00	1.81	0.00	17.54	25.00	28.48	0.00	21.03	25.00	7.79	25.00	2.78

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