



New England Girls' School

2012 Annual Report

Educational and Financial Reporting

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SECTION 1: MESSAGES FROM KEY SCHOOL BODIES

Board of Directors

The Board of Directors are elected at the Annual General Meeting of NEGS Limited, a company limited by guarantee, which owns the assets and liabilities of the School.

The objects of NEGS Limited are:

- ▲ To accept the transfer and undertake all or any part of the property, assets, liabilities and undertakings of New England Girls' School conducted at Armidale and for such purposes make all such arrangements financial and otherwise as may be necessary or expedient.
- ▲ To carry on the School as a non-government school pursuant to the *Education Act 1990*.
- ▲ To provide the necessary resources and facilities to meet the aims and objectives of the school from time to time.
- ▲ To provide religious instruction in the School in accordance with the Fundamental Declarations in the *Anglican Church of Australia Constitution Act 1961*.
- ▲ To conduct such educational courses and programmes as the Board from time to time determines.
- ▲ To act as trustee and to perform and discharge the duties and functions incidental thereto where this is incidental or conducive to the attainment of these objects.
- ▲ To do such other things as are incidental or conducive to the attainment of these objects.
- ▲ To do all or any of the things authorised by the Corporations Act.

Directors meet twice during term time with the Principal and Company Secretary in attendance. Meetings are highly structured with the typical agenda formatted as follows:

- ▲ Confirmation of Minutes of previous meeting;
- ▲ Business arising from the previous meeting;
- ▲ Principal's Report
- ▲ Financial Report
- ▲ Applications for Membership
- ▲ Enrolment Report
- ▲ Development and Publications Report
- ▲ Marketing Report
- ▲ Functions and Events Report
- ▲ Other Business.

The Executive

During the year the Executive Team looked at such issues as marketing, enrolments, signage for the School and various policies and procedures to consolidate the requirements of the Strategic Plan. A whole school and best practice approach was taken.

The Executive Team meets weekly and aims to provide strong leadership, definitive decision-making and holistic planning. It also reviews and refines school events and looks at ways to continually improve both NEGS' traditions and new directions.

Parents and Friends' Association

During 2013 the NEGS P&F raised funds and encouraged school community interaction through the following events:

- ⤴ Spring Fair
- ⤴ Catering for school functions, such as sporting carnivals
- ⤴ Catering for the Armidale Outdoor Expo
- ⤴ Catering for various livestock sales

P&F meetings were held every term of the school year, with the AGM in Term 2 2013. The P&F donated to the Armidale Oncology Unit and continued our commitment to the St John's Junior School Scholarship Program. The P&F also donated various awards to the Yr 12 Valedictory Speech Day and to both Senior School and Junior School Speech Day Prizes.

Student Representative Council

The Student Representative Council (SRC) is a democratically elected body that gives a voice to student concerns within the school community. Three members are elected from each year group to listen to and voice the concerns of students and where necessary to promote positive change.

The SRC provides members with the opportunity to:

- ⤴ Develop leadership skills by participating in school decision-making
- ⤴ Practise active citizenship within their school community
- ⤴ Develop teamwork skills and learn how to use meetings as an appropriate forum for decision-making
- ⤴ Promote tolerance and cooperation across all year groups.

The SRC provides students with the opportunity to take initiative in the area of community service. Students recognise areas of need and develop achievable strategies to contribute to solutions. Recent community service initiatives that the SRC has supported recognise that citizenship starts at home, within their own school and the local community.

The SRC conducted the following fundraising activities in 2012:

- ⤴ Daffodil Day to support the Cancer Council
- ⤴ Organising music for school socials
- ⤴ National Bandana Day to support Canteen
- ⤴ Scarf and Beanie Day

During 2012 the SRC will continue its work in raising money for a range of charities and promoting tolerance and cooperation in the school community.

Prefect Body

2012 was another successful year for our Prefect Body. The prefects were led by the Head Prefect and the two Senior Prefects,. All the other prefects were looking after their areas as follows: Round Square, Chapel, Music, Boarding, Day Girl, Sport and Equestrian.

This group of Prefects, as always, commenced their tenure with a Leadership Conference in Tamworth. This is always important for the cohesion of the group and gets them off to a good start in their various leadership positions. The conference was rich in ideas on how to be effective in their roles, both individually and as a team of leaders of the school.

As a group, the Prefects led the School Assemblies, helping the Principal emphasise to the whole school the importance of correctly wearing the uniform and displaying the right attitude in different situations as students of NEGS. They also attended and led the other students in the Anzac Day and Autumn Festival parades and represented the school in front of potential students and parents during the Scholarship Day, where they participated in a highly valued Q&A session as a panel with prospective parents.

Our Prefects met the leaders of the other Armidale schools during the annual afternoon tea held by the PLC Prefects. This is the best opportunity for our leaders to mix and exchange ideas with those holding the same roles in other schools.

Every year, the prefect group has to maintain the funds for the Speech Day Prefects' Prize, which they sponsor. To do this, they ran all sorts of fundraising activities. The most popular ones were those that have become a tradition: cake stalls for Valentine's Day and Christmas. They also participated in Crispy Kreme Donut fundraising which the whole school enjoyed and found very special.

The Boarders' Prefects were very active in the running of boarders' weekend activities and regular meetings with every year in the boarding houses. They also liaised with the Principal and the House Mothers in solving some of the problems brought up in their meetings with the girls.

In Chapel, the Chapel Prefect was very active in communicating both with the girls and the Chaplain, bringing new ideas into the running of Chapel. This was successful and her involvement in the preparation of each Chapel was remarkable.

The Music Prefect made sure that all music activities were well organised and that the girls enjoyed being part of the different ensembles, choirs and orchestras.

The Round Square Prefect, with the help of all the other prefects, organised successful activities for the whole school, including 'Walk in Our Shoes', which raised awareness of poverty in the world and the 'Easter-Egg Hunt', which included the Junior School as well.

The Sport Prefect was a role model for all of her peers regarding her participation in national sporting competitions. Although often away for her competitions, she made a difference in the organisation of sporting activities in our school and came up with new ideas with the support of all the Sport Captains.

As a group, the 2012 Prefect Body successfully managed to lead the whole school in a positive and approachable manner. They successfully made a difference and left a legacy to their school.

Boarding

Year 12 are located in Saumarez House, with vertical boarding continuing in White and Kirkwood Houses for Years 7 to 11. A new concept this year was to bring all students together for dinner instead of the previous system of two sittings. This worked well with a Year 12 student seated at every table.

Through the Round Square Scheme we welcomed many overseas and interstate students during the year which enriched their lives as well as those of the NEGS students. They came from the United States, Canada, South Africa, United Kingdom, Japan and Victoria. In July we welcomed 24 students and 2 teachers from Kichijo Girls' School in Japan. Our boarders look forward to this visit every year, two weeks of much laughter and an exchange of cultures with new friendships forged.

During the year boarders marched in the Armidale ANZAC parade and took part in the Autumn Festival, preceded by the Campus to City Canter, concluding with breakfast in the Park. Soccer Sundays with The Armidale School, Square Dancing, interschool socials, visits to the Sunday Markets and the movies were all part of the weekend activities.

Boarders are often called upon to help with social functions within the School and 2012 was no exception. They waitressed at the Year 12 Formal and acted as hostesses over the Old Girls' Weekend in September. The Year 12 Formal is an annual ritual for all boarders who line the road outside the NEGS Centre, cheering as Year 12 and their guests arrive in their finery

In November we said a sad farewell to Year 12, 2012 and for the last 3 weeks of the school year Year 12 2013 moved into their new accommodation in Saumarez House. They were delighted with their new surroundings.

2012 was a progressive and fulfilling year for boarders and staff. Our House staff spent their time providing a safe and caring environment for students in and out of school hours, where the aim is to guide them into becoming caring, self sufficient young women and broadening their horizons as they look towards the future.

Chaplaincy

In 2011 the Chaplaincy programme continued to provide three chapel services a week to both the junior and senior schools. Christian Studies classes were taught from Transition through to Year 10. In addition to this formal programme, the Chaplain provided optional activities for the students such as Bible Studies, a regular pastoral care breakfast at the Chaplain's residence and a trip to the KYCK conference in Katoomba. The aim of all of these activities was to bring the Bible to bear on young people's lives in a relevant and engaging way and to nurture and support their spiritual growth.

There were a number of Special Services throughout the year such as Confirmations, Old Girls' Services and weddings.

The role of Year 9 Year Advisor was given to the Chaplain in 2010 which helped to give her additional standing in relation to pastoral care in the school and this carried through to 2011.

Library and Queensland Old Girls' Textbook Centre

This intensely busy reporting period has seen elements of consolidation of existing services which have proven to be relevant to student and staff needs, adjustment for changes in the digital provision of information and assessing of the entire collection with a view to compliance with the forthcoming National Curriculum projected to begin the operational stage in 2014.

Staff professional needs and student curriculum/personal needs are the primary focus for decision making, process implementation and service. Day-to-day organisation and management dominate the workplace with constant evaluation of effectiveness and efficiency in processes and practices. An essential and perpetual role is the supervision of private study periods in the Library for Years 11 and 12: this not only entails behaviour control but also student motivation, reference searches, finding recording/viewing facilities and space, taking Distance Education phone calls and other miscellaneous needs.

Challenges in sourcing some materials, processing items in a timely manner, forwarding new materials to staff or students who initiated requests, answering individual and specific needs for senior research projects which are now part of almost every subject and doing individual tutorials for students who ask for help in navigating the library's resources, are all part of every day and require professional application. The additional challenges of an online environment for the purchase of resources has increased rather than decreased the amount of time involved in the acquisition of resources. Many resources are only available for purchase online.

The size of the whole collection is 38,717 items – this includes library based items (as listed below) plus textbooks (books and discs) housed in the Queensland Old Girls' Textbook Centre.

Library Sub-Collections are as follows:

- ▲ Junior Collections – Picture Books, Junior Fiction, Junior Graphic Novels, Junior Non-Fiction
- ▲ Senior Fiction – Fiction, Graphic Novels, Senior Picture Books
- ▲ Non-Fiction – standard non-fiction categories 000-999, Biography, Reference
- ▲ Audio Visual –DVDs (teaching resources + for students with permission for media analysis).
- ▲ Periodicals – Double Helix, Cosmos, Australian Geographic, Horse Magazine, Ragtrader
- ▲ Newspapers – daily SMH + local papers + The Land
- ▲ Teachers Collection – professional development publications, curriculum support, activity exercises

The facilities in the Library are working well to suit the needs of the NEGS community. There is a need for additional shelving to house CD covers and to relieve the overcrowded academic literature studies (800s) section. This section will grow even larger with implementation of the new National Curriculum which requires very wide reading and analysis. Allocation of P&F funding in 2013 will facilitate this. It is also hoped to revamp the appearance of the Library with a covering of the brick pillar on the ground floor and blue covers on the end panels of the large double-sided bookshelves. In the near future, there will be a need for replacement of our current facility for recording free to air television programs: depending on funds we will either replace the existing very basic and labour intensive operation or if possible we will progress to an online service which allows direct teacher access to a large library of free TV and pay TV programs with capability of copying programs if required. The latter is obviously the way to go but more expensive. Deliberation on cost efficiency of the product and funding availability will continue.

Some of the add-on services conducted by the NEGS Library include:

All My Own Work: This series of tutorials addresses plagiarism, copyright and personal academic responsibility and is conducted annually for every Year 10 student and any newcomers in Year 11. It is a BoS requirement that every Year 11 student complete these tutorials.

Tutorials for classes: Year 7 has a 1 period per fortnight tutorial time for Information and Library Skills lessons. From time to time, on a needs basis, tutorials are conducted for Year 9 -12 students on research matters which are relevant to them. These include general tutorials on correct referencing and database provision while others are more specific in their focus and relate to curriculum topics.

2012 Book Week: The theme for Book Week was “Champions Read” and there were a variety of activities for both Junior School and Secondary School students to highlight the enjoyment and scope of children's literature.

2012 Old Girls' Weekend, Grandparents Day and the Book Fair: This very busy time saw the Library Staff heavily involved in all aspects of the program but there was intense effort involved in the preparation and conduct of the Book Fair. This is not a hugely profitable exercise but it does serve as a valuable public relations exercise as many Grandparents are closely associated with the school.

Staff PD Day: At one of the Professional Development days a teacher tutorial was presented with a number of challenging enquiry questions which necessitated the entry into the range of the school's databases. Navigating these was a new skill for some teachers.

2012 Valedictory Day and 2012 Speech Day Awards: The successful outcome list for Library staff included accurate voucher preparation for all student prizewinners with correct values for each prize, all students spending their vouchers by the due date, all invoices correctly tallied, trophies and medals all correctly listed and engraved, liaison with teachers to correctly compile names of awardees and their awards for preparation of bookplates and certificates, all prizes accompanied by their correct bookplates and certificates, and a seamless presentation on each of the days. Both events entail detailed organisation and are very time-intensive. All donors of prizes were contacted in early 3rd term and thanked for their previous support of the school's award program and asked if they would continue this for the current year.

Hosting debating competitions, parent-teacher interviews, banking and business guest speakers, Scholarship Days, and the like. The Library is a warm, welcoming venue for NEGS community events.

At the end of 2012 there was a reduction in staff with the loss of our one day per week staff member. This was a blow as she was a very experienced cataloguer which is a specialised function of Librarianship. However, the full-time Library Assistant, Mrs Jan O'Connell, had already started on a Diploma in Library/Information Services course and has been able to acquire some of the skills of cataloguing through this means. She has also undertaken, already, a sectional stocktake (half of the Literature Analysis collection – the 800s) and will gradually find the time and acquire the skills to work through the rest of the Library over the longer term. Fortunately the stocktaking module allows small sections of the Library to be handled independently and this avoids the necessity of closing the Library down for the stocktake period.

We have have had the services of exceptionally intelligent and willing Gappies for approximately 8 hours per week, for shelving and shelf checking, daily deliveries, checking items in and out, signage and display. For the rest of their week they assist in other parts of the school, such as Akaroa, Uniform Shop, Music Department, PDHPE Department, Junior School and Equestrian Centre on a regular timetable. Two Gappies left in May to return home for enrolment in University and two new ones arrived at the end of July.

Round Square @ NEGS

The involvement of NEGS in the Round Square movement continues to pay dividends particularly in terms of widening the base of global knowledge amongst students, participation in exchanges to and from the school for Year 8 students and Year 10 students, attendances in annual conferences and the interest of students from NEGS/overseas students as they arrange a Gap year. While adherence to all six ideals of Round Square is essential for continued participation globally, the most obvious involvement is in international friendship, adventure and service. The 2012 Junior Round Square Conference was held in Armidale, jointly hosted by TAS and NEGS and 3 NEGS student delegates attended. The

Senior Regional Conference wasn't held in 2012 and the International Conference was held in Kenya, Africa with 3 students and a staff member attending.

All members of the staff team and the student leaders actively support all the ideals of the movement in a variety of ways though the emphasis is on student leadership at all levels. The staff team consists of Heather Fisher – Round Square Rep., Stephanie Thomas – Senior Exchange Coordinator, Samantha Morley – Young Round Square Coordinator, Magenta Southgate – Duke of Edinburgh Coordinator and Kay Hiscox. Elected from the student body, in September 2011, the Round Square Prefect into 2012 was Annabel Stoddart and after elections in September 2012, the new prefect for 2013 was Nichola Elliott.

An outline of NEGS activities within the Round Square Movement framework is as follows:

Senior Exchanges (Year 10) – one term overseas at a Round Square school – 4 students from NEGS, 3 students from overseas hosted at NEGS.

Junior Exchanges (Year 8) – usually 2 weeks in an Australasian and East Asian Round Square School – 6 students from NEGS, 2 students hosted by NEGS

Senior International Conference – 3 students + 1 teacher - Kenya

Australasian and East Asian Regional Conference – not held in 2012

Junior Australasian and East Asian Regional Conference – NEGS/TAS hosted - see below

Walk in Our Shoes Day – a global education day completely planned and run by students for the secondary students – October – Round Square staff members do the cooking and other food preparation for the secondary students, with a menu appropriate to the theme of the day.

Easter Egg Hunt – fund raising event conducted by students before Easter – March 2012

Establishment of a Round Square Information Room – a room was allocated at the end of 2012. Will be operational for 2013

Service – the school has supported a long list of charities and causes, with both fund-raising and physical effort. Support has included 4 girls participating in the Mountain to Coast Bike Ride for Cancer, breast cancer and other cancer appeals and activities, collecting for Red Shield Appeal and Red Cross, assisting at the annual Eisteddfod and donations to the Blood Bank, Careflight Helicopter Appeal and many others.

Adventure – every year group at the school participates in an adventure camp (Yr 7 Lake Keepit, Yr 8 Aussie Bush Camp, Yr 9 Myall Lakes National Park, Yr 10 Newcastle, Yr 11-12 Coffs Harbour) and there have been several other opportunities for extending interests in the outdoors, biology, science, maths, cattle club, agriculture, equestrian activities, etc.. which keeps the adventure platform wide in its definition and application.

One major highlight of the year was our joint hosting with TAS of the Junior Australasian Round Square Conference in April. This involved months of planning for an innovative program with excitement and adventure with a large component of student experience in sustainability in the local community and participation in a variety of service projects. Accommodation was at TAS but most of the projects were off campus. The final night was a very successful bush dance at NEGS complete with a professional band, hay bales and a variety of Country and Western dress. Round Square Staff members were involved in the planning and implementation of the conference program but other NEGS staff supported in the role of night-time supervisors and this was appreciated.

The momentum of Round Square familiarity within the school is slowly growing and students in Years 7 and 8 are already asking about the processes for going on exchange in Year 10. There is a slow but steady increase in understanding that this is not a club within the school but it is part of the fabric of the whole school. Every aspect of the Round Square philosophy

is in tune with the philosophy of the school and the programs such as Conferences and exchange simply offer additional opportunities for our students. The global friendship and knowledge embedded in the Round Square movement enriches the school, whether it involves NEGS students going overseas and reporting back to the student body or overseas students hosted by NEGS, demonstrating their school and culture to the student body.

We look forward to the continuing development of Round Square ideals within NEGS in 2013.

SECTION 2: CONTEXTUAL INFORMATION ABOUT THE SCHOOL

New England Girls' School is situated in the city of Armidale, NSW and was established in 1895 by Miss Green who wrote:

"...the school has built a tradition of academic excellence, where every student is encouraged to reach their full potential, both intellectually and spiritually, in an atmosphere that fosters creativity, personal and physical development and values individuality, as well as teamwork."

The passage of 117 years has not lessened our founder's value base.

The School Motto "What ever you do, do it heartily" encourages the students to do their best and develop all their potential.

NEGS is a day and boarding school that is co-educational from Transition to Year 6 and all girls from Year 7 to Year 12. It is a non-selective school and Boarding is seen as a core contributor to the ethos and diversity of the School. There is a varied and comprehensive co-curricular program, that encourages students to try new skills, learn and develop leadership, social and organisational skills and to provide service to the School and community.

NEGS is a Round Square School being one of four such schools in NSW.

SECTION 3: STUDENT OUTCOMES IN NATIONAL AND STATEWIDE TESTS AND EXAMINATIONS

In May 2012, Year 3, 5, 7 and 9 students in all government and non-government schools across Australia completed the National Assessment Program – Literacy and Numeracy (NAPLAN) tests. The results were released in early September and the individual results were forwarded to parents later that month.

Year 3 Results

Of the students in Year 3, performance in bands 5 and 6 was as follows: 60% in Reading, 70% in Writing, 60% in Spelling and 60% in Grammar and Punctuation. 40% of students were in bands 5 and 6 for Numeracy.

The following table shows the percentage of Year 3 students in each band with band 6 being the highest.

BAND		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space & Geometry
Band 6	State	26.4	15.9	30.1	33.7	17.7	12.6
	Region	35.0	23.6	38.9	45.4	25.3	18.1
	SEG	35.4	23.2	38.7	45.4	25.4	18.3
	School	30.0	20.0	40.0	50.0	10.0	0.0
Band 5	State	23.8	41.3	20.2	22.0	21.2	28.5
	Region	26.9	44.4	22.1	23.8	25.7	34.2
	SEG	26.8	44.5	22.0	23.8	25.7	34.2
	School	30.0	50.0	20.0	10.0	30.0	50.0
Band 4	State	20.6	22.3	25.4	19.0	27.8	22.1
	Region	19.5	19.2	24.1	16.0	27.3	21.9
	SEG	19.4	19.4	24.3	16.0	27.4	21.8
	School	10.0	10.0	30.0	30.0	30.0	30.0
Band 3	State	15.6	13.8	13.4	12.7	20.2	23.8
	Region	11.5	9.6	9.6	9.0	15.4	19.4
	SEG	11.3	9.8	9.7	9.0	15.2	19.3
	School	20.0	10.0	0.0	0.0	30.0	10.0
Band 2	State	10.1	5.0	7.5	7.4	9.3	8.1
	Region	5.5	2.4	4.1	3.9	5.2	4.5
	SEG	5.4	2.4	4.0	3.9	5.1	4.5
	School	10.0	10.0	10.0	10.0	0.0	10.0
Band 1	State	3.5	1.7	3.4	5.1	3.8	4.8
	Region	1.6	0.7	1.3	1.9	1.2	1.9

In Year 3 all students performed above the national minimum standard.

Areas of strength in Year 3

Literacy

An area of strength in Reading was making a simple inference from imaginative text. Spelling strengths included spelling a two-syllable adjective with the ending –y which required no change to the base word. A strength in Grammar and Punctuation was identifying the correct punctuation of a question in direct speech in a simple sentence.

Numeracy

Areas of strength in Numeracy include converting analog to digital time and solving money problems.

Areas of weakness in Year 3

Literacy

In Reading a weakness was interpreting the reason for a character's actions in a simple narrative. Correctly spelling a one-syllable word ending with the affricative ending –ge was a weakness.

Numeracy

A weakness in Numeracy was using multiplication strategies to solve a multi-step problem involving lengths of objects.

Year 5 Results

Of the students in Year 5, performance in bands 7 and 8 was as follows: 52.4% in Reading, 61.9% in Writing, 33.3% in Spelling and 52.3% in Grammar and Punctuation. 23.8% of students were in bands 7 and 8 for Numeracy.

The following table shows the percentage of Year 5 students in each band with band 6 being the highest.

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BAND		<i>Reading</i>	<i>Writing</i>	<i>Spelling</i>	<i>Grammar & Punctuation</i>	<i>Numeracy</i>	<i>Data, Measurement Space & Geometry</i>	<i>Numbers, Patterns & Algebra</i>
Band 8	State	13.6	8.7	16.5	20.7	15.8	13.9	16.9
	Region	21.2	13.5	21.9	30.3	23.7	20.9	24.8
	SEG	21.3	13.4	21.6	30.4	23.4	20.8	24.5
	School	9.5	23.8	19.0	33.3	9.5	9.5	9.5
Band 7	State	21.5	14.5	24.5	14.5	15.4	15.4	14.0
	Region	26.1	18.8	29.5	17.5	20.0	19.9	18.1
	SEG	25.9	18.5	29.2	17.4	20.1	19.9	18.2
	School	42.9	38.1	14.3	19.0	14.3	23.8	0.0
Band 6	State	24.5	28.8	26.1	23.5	28.0	26.8	26.3
	Region	24.0	30.7	25.9	24.3	29.7	29.1	27.7
	SEG	23.8	30.4	25.5	24.0	29.6	29.2	27.5
	School	23.8	19.0	19.0	23.8	38.1	23.8	52.4
Band 5	State	22.8	34.1	17.9	20.8	23.9	28.2	25.1
	Region	22.8	34.1	17.9	20.8	23.9	28.2	25.1
	SEG	18.8	29.6	14.9	16.8	18.8	22.5	20.5
	School	23.8	19.0	33.3	19.0	33.3	42.9	28.6
Band 4	State	10.0	8.4	11.3	12.8	11.8	11.2	10.8
	Region	6.7	5.2	6.9	7.9	6.1	5.9	6.5
	SEG	6.8	5.4	7.3	8.1	6.3	6.0	6.8
	School	0.0	0.0	14.3	4.8	4.8	0.0	4.8
Band 3	State	7.7	5.5	3.8	7.8	5.2	4.4	6.9
	Region	3.3	2.5	1.4	3.2	1.8	1.7	2.5
	SEG	3.4	2.7	1.5	3.4	1.9	1.7	2.6
	School	0.0	0.0	0.0	0.0	0.0	0.0	4.8

These numbers above represent "Percentages in Bands"

In Year 5 all students performed above the national minimum standard.

Areas of strength in Year 5

Literacy

Reading strengths include interpreting the sequence of events in an information text and recognising the purpose of an exclamation mark in an argument text. A strength in Spelling was being able to correctly spell a two-syllable adjective with the ending –y. A Grammar and Punctuation strength was the ability to identify the correct word to complete a complex sentence.

Numeracy

Numeracy strengths were comparing lengths of two objects to determine a third length and identifying shapes to match a given description.

Areas of weakness in Year 5

Literacy

Interpreting information implicit in an information text and correctly spelling a two-syllable word with the digraph –ea were the two main weaknesses in literacy.

Numeracy

Weaknesses in numeracy included locating the position of a two digit number on a number line from 0 to 1000 and interpreting a word problem and working backwards to find the unknown.

NAPLAN

Student performance on NAPLAN has been uploaded to the My School website:
<http://www.myschool.edu.au>

Year 7 Results

Strengths and weaknesses

In Year 7, 31 out of 32 students completed the literacy tests while 2 students were absent for the numeracy tests. The school report indicates that there were no students in Year 7 below the minimum standard in writing, spelling, and numeracy and just one student below the national standard in reading, and grammar and punctuation.

The greatest areas of strength in Year 7 were in reading and grammar and punctuation. Some of the strengths were identifying the main purpose of an argument, interpreting information implicit in an information text, locating directly stated information in a text, identifying the effect of a style of writing in an argument text, correctly spelling the words sustain, measure, patients, and eclipsed. Other strengths in grammar and punctuation were identifying the incorrect closing punctuation for a simple sentence, identifying the correct temporal adverb in a simple sentence, and identifying an apostrophe of possession in a simple sentence. In numeracy some of the strengths were adding two numbers to one decimal place, comparing two rates using a graph and rule, and calculating the sum of two decimal numbers divided by a third decimal number.

There were no areas of weakness where students were 10 or more points below the state population in the writing test. In reading, an area of weakness was identifying the implications of a metaphor in an argument text and identifying an argument that effectively opposes another in an argument text. In spelling the words proceed and outrageous were areas of weakness and in grammar and punctuation the addition of a suffix to a noun was an area of weakness. In numeracy the question on determining the range in which a set of three decimals belong was an area where the Year 7 group performed at 10 or more points below the state average.

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BAND		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space & Geometry	Numbers, Patterns, Algebra
Band 9	State	11.5	7.5	11.9	14.8	14.5	12.3	15.6
	Region	18.7	12.1	16.0	23.0	21.4	17.8	23.1
	SEG	19.6	12.6	16.9	24.4	23.2	19.4	24.7
	School	16.1	9.7	12.9	22.6	10.0	6.7	10.0
Band 8	State	22.1	15.4	25.2	18.9	15.1	15.6	14.1
	Region	29.8	21.9	30.9	25.1	21.7	21.7	20.4
	SEG	28.9	21.7	30.7	25.1	21.7	22.1	20.3
	School	48.4	19.4	29.0	32.3	33.3	23.3	30.0
Band 7	State	26.5	20.7	30.1	26.4	23.1	28.6	22.9
	Region	27.6	24.7	30.5	27.9	26.5	32.2	26.1
	SEG	27.3	24.3	29.7	26.9	25.7	30.8	25.5
	School	25.8	29.0	41.9	25.8	16.7	33.3	26.7
Band 6	State	21.8	26.4	19.0	25.1	25.7	25.2	23.7
	Region	15.5	24.9	15.2	18.0	20.6	19.9	19.1
	SEG	15.6	24.4	15.2	17.6	19.8	19.4	18.3
	School	6.5	35.5	16.1	16.1	26.7	23.3	23.3
Band 5	State	13.0	22.2	8.3	11.4	17.1	12.1	19.6
	Region	6.5	13.7	5.1	5.0	8.4	6.2	10.1
	SEG	6.6	14.0	5.2	5.0	8.3	6.0	9.9
	School	0.0	6.5	0.0	0.0	13.3	10.0	10.0
Band 4	State	5.2	7.8	5.5	3.4	4.5	6.3	4.0
	Region	1.9	2.8	2.3	1.0	1.3	2.2	1.2
	SEG	2.0	2.9	2.4	1.0	1.3	2.2	1.2
	School	3.2	0.0	0.0	3.2	0.0	3.3	0.0

These numbers above represent "Percentages in Bands"

In comparing the student's performance in 2012 with their performance in 2010, there were significant areas of growth for those who attempted both examinations. In spelling 92% of students achieved growth, 89% of students achieved growth in reading, and 84% displayed improvement in numeracy.

Year 9 Results

Strengths and weaknesses

In Year 9, four of the 34 students were absent for the literacy tests, six were absent for the numeracy (calculator) test and 5 absent for the numeracy (non-calculator) test. The school summary report indicates that all students were above the national minimum standard in numeracy. In literacy, one student fell below the national minimum standard.

The greatest areas of strength in Year 9 were in writing and grammar and punctuation. In particular, the areas in literacy where the school percentage choosing the correct response was 10 or more above the state percentage included identifying the use of a dramatic device, drawing a conclusion by comparing information, interpreting the effect of a phrase in a poem, identifying

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the writer's opinion, spelling "exhibition" and "complimentary", identifying the correct use of pronouns, adverbs, clause commas, semi colons and brackets. In numeracy, the areas of strength included algebra techniques, reading sector graphs, converting a fraction to a decimal, estimating the square root of a number, and counting the edges of a prism.

An area of weakness in reading (where the school percentage choosing the correct response was 10 or more below the State population percentages) was recognising relationships between two quotations in an imaginative text. The words interpreter and inseparable were the only weaknesses in the spelling test and in grammar and punctuation weaknesses included identifying a noun formed by the addition of a suffix. In numeracy, conversion of a fraction to a decimal and the solving of a quadratic equation of the form $kx(x-1)$ were weaknesses.

BAND		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement Space & Geometry	Numbers, Patterns Algebra
Band 10	State	7.5	9.0	7.6	7.5	13.1	12.2	16.4
	Region	12.4	14.9	9.6	11.7	18.7	17.6	23.5
	SEG	13.5	15.2	9.9	12.9	20.6	19.4	25.5
	School	10.0	30.0	6.7	6.7	0.0	0.0	0.0
Band 9	State	16.5	11.2	21.8	15.2	14.7	15.6	13.8
	Region	23.7	16.2	28.1	21.4	21.8	22.4	19.9
	SEG	24.4	15.7	28.2	21.8	22.0	22.7	20.1
	School	30.0	10.0	36.7	33.3	25.0	21.4	28.6
Band 8	State	25.3	21.9	26.9	25.3	22.2	22.4	21.7
	Region	29.8	27.5	30.4	30.4	27.4	25.8	26.2
	SEG	28.7	27.2	30.1	29.8	26.4	25.1	25.2
	School	30.0	26.7	30.0	40.0	21.4	28.6	25.0
Band 7	State	26.6	19.6	23.6	23.6	25.9	25.3	21.3
	Region	22.5	19.3	20.9	22.0	21.7	21.2	18.4
	SEG	22.0	19.1	20.7	21.0	20.8	20.0	17.7
	School	23.3	20.0	16.7	10.0	42.9	25.0	32.1
Band 6	State	17.0	19.1	11.9	20.6	20.3	17.4	18.6
	Region	9.2	13.9	7.8	12.0	9.2	10.3	9.3
	SEG	8.9	14.2	7.8	11.9	8.9	10.1	8.9
	School	6.7	13.3	6.7	10.0	10.7	25.0	14.3
Band 5	State	7.1	19.3	8.2	7.8	3.9	7.2	8.3
	Region	2.4	8.2	3.2	2.5	1.1	2.7	2.6
	SEG	2.5	8.6	3.3	2.5	1.2	2.8	2.6
	School	0.0	0.0	3.3	0.0	0.0	0.0	0.0

These numbers above represent "Percentages in Bands"

In terms of growth, a highlight of the results was that all 30 students who completed both the 2010 and 2012 tests have improved by 23 scale scores in the aspect of spelling. Significant growth was also achieved in numeracy with 83% of students displaying improvement and 72% of students improving their reading result.

SECTION 4: SENIOR SECONDARY OUTCOMES

Higher School Certificate

In 2012 41 Year 12 students and 3 Year 11 accelerated Mathematics students sat for the NSW Higher School Certificate in 25 courses. In total 99% of results were in Band 2 or higher (gaining over 50 marks) with 45% or results in Band 5 or above (80 –100 marks). Of the 36 candidates who sat for a one unit extension course, 28 achieved 25 marks or more out of 50 with 4 of these achieving in the highest band (E4) with 40 marks or more.

Subject	No of students	Performance band achievement by number and %								
		Bands 1-2			Bands 3-4			Bands 5-6		
		No.	%	State	No.	%	State	No.	%	State
Agriculture **	4	0	Studied elsewhere		4	Studied elsewhere		0	Studied elsewhere	
Ancient History **	1	0	Studied elsewhere		1	Studied elsewhere		0	Studied elsewhere	
Biology	18	3	16.7%	12.1%	15	83.3%	62.8%	0	0.0%	26.3%
Business Studies	11	0	0.0%	11.1%	6	55%	50.0%	5	45.5%	38.1%
Chemistry *	7	2	57.1%	9.9%	4	57.1%	47.1%	1	14.3%	42.6%
Community & Family Studies	7	2	28.6%	9.3%	3	42.9%	53.7%	2	28.6%	36.1%
Design & Technology *	9	0	0.0%	6.7%	3	33.3%	53.1%	6	66.7%	39.7%
Drama **	1	0	Studied elsewhere		0	Studied elsewhere		1	Studied elsewhere	
Economics	9	1	11.1%	12.8%	7	77.8%	39.7%	1	11.1%	47.2%
English (Standard)	22	2	9.1%	21.4%	12	54.5%	62.2%	8	36.4%	15.8%
English (Advanced)	19	0	0.0%	0.8%	6	31.6%	45.0%	13	68.4%	54.1%
General Mathematics	19	2	10.5%	19.5%	15	78.9%	57.5%	2	10.5%	22.1%
Geography *	21	0	0.0%	12.7%	12	57.1%	46.6%	9	42.9%	40.3%
Japanese Background Speakers **	1	0	Studied elsewhere		0	Studied elsewhere		1	Studied elsewhere	
Legal Studies **	4	0	Studied elsewhere		2	Studied elsewhere		2	Studied elsewhere	
Mathematics – 2U	9	1	11.1%	9.2%	3	33.3%	38.1%	5	55.6%	52.5%
Modern History	15	0	0.0%	10.1%	9	60.0%	43.4%	6	40.0%	45.9%
Music 1 *	11	0	0.0%	1.9%	2	18.2%	39.2%	9	81.8%	58.4%
Music 2 *	4	0	0.0%	0.4%	2	50.0%	14.5%	2	50.0%	85.0%
PDHPE	9	9	0.0%	13.9%	7	77.8%	52.6%	2	22.2%	32.9%
Physics **										
Textiles and Design	6	0	0.0%	5.9%	2	33.3%	47.7%	4	66.7%	46.1%
Visual Arts	11	0	0.0%	1.4%	7	63.6%	44.2%	4	36.4%	54.0%
Hospitality **	3		Studied elsewhere			Studied elsewhere			Studied elsewhere	
Hospitality Specialisation Study **	3		Studied elsewhere			Studied elsewhere			Studied elsewhere	
Primary Industries **	6		Studied elsewhere			Studied elsewhere			Studied elsewhere	
Primary Industries Specialisation**	6		Studied elsewhere			Studied elsewhere			Studied elsewhere	
Tourism and Events **	1		Studied elsewhere			Studied elsewhere			Studied elsewhere	

* denotes that NEGS was the outside provider for this course

** denotes that students studied this course elsewhere

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Subject	No of students	Performance band achievement by number and percentage															
		Band E1			Band E2			Band E3			Band E4						
		No	%	State	No	%	State	No	%	State	No	%	State				
English (Ext 1)	10	0	0.0%	1.0%	0	0.0%	11.9%	10	100.0%	62.2%	0	0.0%	25.0%				
English (Ext 2)	4	1	25.0%	1.8%	0	0.0%	19.7%	2	50.0%	56.6%	1	25.0%	21.9%				
History (Ext) *	14	0	0.0%	5.0%	10	71.4%	28.8%	4	28.6%	47.8%	0	0.0%	18.2%				
Maths (Ext 1)	7	0	0.0%	1.7%	1	14.3%	13.1%	4	57.1%	49.4%	2	28.6%	35.5%				
Maths (Ext 2) **	1	0	Studied elsewhere			0	Studied elsewhere			0	Studied elsewhere			1	Studied elsewhere		
Music (Ext)	2	0	0.0%	0	0	0.0%	0.92	2	100.0%	35.87	0	0.0%	63.19				

* denotes that NEGS was the outside provider for this course

** denotes that students studied this course elsewhere

Comparisons over time – HSC Results

	2008		2009		2010		2011		2012	
	No of subject results	%	No of subject results	%						
Bands 1 – 2	6	3	7	3	10	7	3	1.4	13	5.7
Bands 3 – 4	86	48	118	58	105	72	112	53.1	127	55.7
Bands 5 – 6	89	49	79	39	31	21	96	45.5	88	38.6

Comparisons over time – HSC Results – Extension classes

	2008		2009		2010		2011		2012	
	No of subject results	%	No of subject results	%						
E1	0	0	0	0	0	0	0	0	1	2.6
E2	3	9	6	24	5	36	8	24.4	11	28.9
E3	26	74	15	60	9	64	19	57.6	22	57.9
E4	6	17	4	16	0	0	6	18.1	4	10.5

Record of School Achievement

The school did not have any students who required the issuance of a Record of School Achievement.

Senior Secondary Outcomes

No senior student of NEGS undertook a course of study leading to a Year 12 certificate or equivalent VET qualification.

Meanwhile 3 students completed the Hospitality course, one student did Tourism and Events and 6 students completed Primary Industries.

SECTION 6: PROFESSIONAL LEARNING AND TEACHER STANDARDS

Description of Professional Development	Date/s	Length of PD	No of staff members	Location	PD Budget (\$)	Exec costs	Faculty area	Staff names
National Visual Arts Education Conference 2012	23 – 25 January, 2012	3	1	Canberra	295.00		TAS/Visual Arts	Sarah Ronald
Round Square	16 - 18 February, 2012	2	2	Sydney	1000.00		Round Square	Heather Fisher/Stephanie Thomas
Moodle - The next level	starts 27/2/2012			Online	325.00		Science	Belinda Stone
HSC Economics	2-Mar-12	1	1	Sydney	156.00		HSIE	Ed Esterbauer
HSC Moderation & scaling	27-Mar-12	1	1	Sydney	20.00		Maths	Consuela Despi
AIS Professional Learning Program	30 - 31 March	2	1	Armidale	500.00		HSIE/English	Jake Compton
AIS Professional Learning Program	30 - 31 March	2	1	Armidale	500.00		TAS/Visual Arts	Stephanie Thomas
Children's Book Council Conference	17 - 19 May, 2012	3	1	Adelaide	350.00		Library	Heather Fisher
Mobilising Mission	18th May, 2012	1	2	Sydney	120(each)		Chaplaincy	Hannah Dobos/Kate Drayton
	18-May - 31Jun 2012		1	Online	290.00		English	Terri Swartz
Oliver Professional Development Course	13-Jun-12	1	1	Newcastle	249.00		Library/Admin	Jan O'Connell
Managing Challenging Behaviour	15-Jun-12	1	1	Armidale	220.00		St John's Junior School	Laura Cambridge
Live Life Well at School	26-27 June 12	1	1	Armidale	0.00		St John's Junior School	Naomi Basset
Diploma of Information Services	Com. Term 3, 2012	3 years	1	Online	1000.00		Library	Jan O'Connell
Consistent Teacher Judgement Workshop	13-Aug-12	1	2	Armidale			HSIE/DOS	Kay Hiscox Ed Esterbauer
YCDI Facilitator training for School Leaders	6-Sep-12	2	2	Armidale	900.00		St John's Junior School	Dimity Fenwicke, Jessica O'Connell
First aid assessor & trainer	12-Sep-12	1/2	1	Armidale	70.00		PD/H/PE	Delwyn Smidt
HSC Marking Seminar	14-Sep-12	1	1	Sydney	95.00		TAS	Stephanie Thomas
General Maths - Programming & Resourcing the new course	20-Sep-12	1	1	Armidale	99.00		Maths	Donella Tutt
Business Educators conference	4-5-October-12	2	1	Sydney	299.00		HSIE	Ed Esterbauer
Moving along in CFS	17-Oct-12	1	1	Sydney	298.00		TAS	Samantha Morley
IEU Training Day	26-Oct-12	1	1	Sydney	0.00		Union Rep	Ed Esterbauer
History Extension - New subject teachers	29-Oct-12	1	1	Sydney	295.00		HSIE	Jake Compton
English Syllabus Familiarisation	7-Nov-12	1	1	Armidale	70.00		English	Geoff O'Neill
HSC Marking (written) - Visual Arts	16 - 24-Nov-12	9	1	Sydney	0.00		TAS	Sarah Ronald
2050 Challenge: Science Solutions	26-27 Nov-12	2	1	Armidale	150.00		Science	Belinda Stone
New English Syllabus Workshop	3-Dec-12	1	1	Tamworth	95.00		English	Terri Swartz

Category	Number
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines	35
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described in a) or b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

SECTION 6: WORKFORCE COMPOSITION

	Male			Female		
	Primary	Secondary	Both	Primary	Secondary	Both
Teaching	1	4	2	7	22	2
Non-Teaching (including maintenance, administration, boarding staff)	0	1	1	0	5	28

SECTION 7: STUDENT ATTENDANCE AND MANAGEMENT OF
NON-ATTENDANCE, SECONDARY RETENTION

Kindergarten to Year 6

Year	Term 1		Term 2		Term 3		Term 4		Average no of students per term	Total Absences	Average no of absences per student
	No of students	Absences									
K	2	0	2	1	2	0	3	6	2.25	7	3.11
Year 1	3	8	4	6	4	16	3	3	3.5	33	9.43
Year 2	9	16	9	43	9	51	10	20	9.25	130	14.05
Year 3	10	19	11	31	11	27	13	51	11.25	128	11.38
Year 4	15	24	15	32	15	55	15	55	15	166	11.07
Year 5	21	41	22	44	22	93	21	54	21.5	232	10.79
Year 6	14	35	14	28	14	69	13	36	13.75	168	12.22
Total		143		185		311		225	76.5	864	11.29

Average daily attendance (K-6) equals 93.6%

Year 7 to Year 12

Year	Term 1		Term 2		Term 3		Term 4		Average no of students per term	Total absences	Average no of absences per student
	No of students	Absences									
Year 7	32	59	32	63	32	134	33	110	32.25	366	11.35
Year 8	33	61	32	87	33	132	31	98	32.25	378	11.72
Year 9	33	108	34	117	33	208	33	156	33.25	589	17.71
Year 10	36	110	37	118	36	172	37	75	36.5	475	13.01
Year 11	39	81	38	98	36	91	34	48	36.75	318	8.65
Year 12	42	96	41	77	41	127	N/A	N/A	41.33	300	7.26
Total	215	515	214	560	211	864	168	487	202	2426	12.01

Average daily attendance (7 - 12) equals 93.2%

It is anticipated that students will attend school for the full day. Students are not to leave the grounds during the day except with the permission of the Deputy Principal and Head of Junior School. All students are expected to attend for the whole of each term. Permission will be given to leave earlier only in exceptional circumstances and the Principal retains the sole authority to grant such leave.

Student attendance is checked and recorded daily by the relevant Year Advisor and K-6 classroom teacher and ongoing monitoring occurs by the classroom teacher throughout the day. Advice that a student is missing from a lesson is relayed to the Deputy Principal and/or Head of Junior School who follows the matter through to an appropriate conclusion. The Health Sister on duty complements the process by informing staff of students who may be resident in the Health Centre or who have medical appointments.

Parents of day girls are expected to follow up absenteeism with the provision of an appropriate note or medical certificate.

Being a school with a significant boarding population there are a number of variables which impact upon retention rates by comparison with a conventional day school.

Of the 44 students in Year 10 in 2010, 33 completed the HSC in Year 12, 2012 (75% retention rate)

SECTION 8: POST-SCHOOL DESTINATIONS

The following table details the post-school destinations of the 2012 Year 12 cohort.

Direction	Number Total - 41 students	% of total
Workforce	7	17%
GAP Year	13	32%
University	19	47%
Unknown	1	3%

SECTION 9: ENROLMENT POLICIES

New England Girls' School and St John's Co-Educational Junior School are both non-selective campuses and students are enrolled following lengthy interviews with the Principal and relevant staff members. This applies to both day and boarding students who are Australian residents.

The two schools provide an education underpinned by Anglican values and operating within the policies of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the School, siblings already attending the School and other criteria as determined by the School. Once enrolled, students are expected to support the School's ethos and comply with the School rules.

Procedures

1. All applications should be processed within the School's enrolment policy.
2. Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the School's ethos.
3. Consider each applicant's educational needs. To do this, the School will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

Subject to availability, offers of a place will be made according to whether there are siblings of the student already at the School and the order of application. Continuing enrolment is subject to the student's adherence to School rules (see enrolment contract, pastoral care policies and behaviour management policies) and payment of all School fees.

The School has 275 students of whom 192 are in the secondary girls' school. As it is a comprehensive rural school, the students come from a large area within the overwhelming demographic being Australian-born.

The bulk of the boarding population (around 50% of the secondary girls' school) comes from NSW rural bases while the New England area is the source of the day girl population.

There are some students who have special needs, catered for by the Learning Support team. In addition, 1% of students are Aboriginal or Torres Strait Islanders. The School has the ability to enrol overseas students for the senior years but there was only 1 girl enrolled for 2012.

St John's Co-Educational Junior School has 83 students with the majority being female with around 25% of the Junior School being males.

ENROLMENT POLICY

Registration

1. The first step when deciding to pursue NEGS as a school for your child is to register with the School for enrolment. By submitting an Application for Enrolment Form together with the Application Fee, noting the proposed year level and date of entry, your child's name will be placed on a Register of Applicants.

2. This Application Fee is non-refundable. Please note that being registered does not guarantee entry of the child into the school. It places your child's name on a list for interview at a later date.

THE ENROLMENT INTERVIEW PROCESS

3. At an appropriate time, which is preferably 10-12 months prior to the proposed entry date, parents/guardians and the prospective student will be invited to NEGS for an interview. At this time arrangements may be made for the student to take part in a trial day (or an overnight stay, in the case of a boarder). The attendance of the students at a trial day/night is an important condition of enrolment at the School.

As part of the interview process, any previous school reports, test results, samples of schoolwork and references will all be taken into account. A copy or an extract of the student's birth certificate and a suitable head and shoulders photograph must also accompany the documentation required for the interview.

New England Girls' School and St John's Co-Educational Junior School comply with the Disability Discrimination Act. The School believes that every person with a disability has a right to study at any educational institution in the same way as any other student. If a student meets the necessary entry requirements of the School then he or she will be requested to follow the usual enrolment procedures.

4. It should be noted that, where applicable, consent will be requested to contact the student's previous school for a verbal reference.
5. Entrance to the School is at the discretion of the Principal.
6. The Principal reserves the right not to offer a place.

OFFERS of places

7. The school may make an offer of a place following the interview.
8. As places become available registered applicants are interviewed and offers of places are made following satisfactory completion of the interview process.

Acceptance of an offer of a place at NEGS

9. All offers of places at NEGS are made in writing. This is by means of a Letter of Offer, which is accompanied by a Contract of Enrolment.
10. Enrolment is a contract, whereby the School guarantees a place for the applicant to the parents/guardians, who in return undertake to accept the particular and general Terms and Conditions of the offer.
11. An Acceptance Fee must accompany the signed Contract of Enrolment in order to secure a place.
12. Non-payment of the Non-Refundable Deposit by the date indicated in the Letter of Offer could result in the place being forfeited to another applicant.

Sibling Discounts

These are available from Transition to Year 12 (conditions apply).

2nd Child: 10%

3rd Child: 15%

4th Child: 20%

General Fee Information

The tuition fee provides for the general range of academic services available at the School.

Morning tea and lunch IS included in the annual total fee for all students.

The boarding fee provides for complete House care and accommodation, School Health Centre facilities, study, laundry and meal services. It does not cover incidental expenses such as taxis, dry cleaning or medical expenses.

The additional fee charges include accident protection plan insurance, classroom activities, classroom resources including some incidental expenses, such as local sporting and academic excursions, some music costs, textbook hire, technology and internet access. Major excursions will be charged separately.

Payment of Fees

Tuition and boarding fees are billed on a quarterly (per term) basis in January, March, June and September. A Tax Invoice for incidental expenses will be prepared and mailed at the commencement of each month. Fees and incidentals are payable by the 28th day of each month.

When fees are not paid by the due date, the School reserves the right to levy a default charge. Interest will be charged monthly on overdue accounts at a rate to be determined by the NEGS Board from time to time.

If fees remain unpaid at the end of term, and parents/guardians have not made alternative arrangements, then parents/guardians may be required to show cause why a student's place at the School should not be forfeited.

A discount for prepayment for one or more years is available. Please contact the Accounts Department for further details.

Membership of NEGS Ltd.

NEGS is a Company Limited by Guarantee. Current and past parents and former students may apply to become Members of NEGS Ltd having subscribed an initial sum of \$500 to the NEGS Foundation Education Trust or Building Trust. Payments are tax deductible.

Each Member will be entitled to attend and vote at the NEGS Ltd Annual General Meeting. For further details please contact the Business Manager.

Method of Payment

Cheque

Eftpos

Direct Debit

BPay

Visa/Mastercard

SECTION 10: SCHOOL POLICIES

Student Welfare

The School seeks to provide a safe and supportive environment which:

- ✦ minimises risk of harm and ensures students feel secure
- ✦ supports the physical, social, academic, spiritual and emotional development of students
- ✦ provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

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

Policy	Changes in 2012	Access to full text
<p>Child Protection Policy</p> <ul style="list-style-type: none"> ✦ definitions & concepts ✦ legislative requirements ✦ preventions ✦ roles and responsibilities ✦ disclosure action cycle ✦ risk assessment ✦ documentation and record keeping ✦ rights of all parties ✦ support available for all parties ✦ target groups in the community ✦ safeguards for reporters 	<p>Review of policy and updating of procedures to inform staff of their obligations</p>	<p>Issued to all staff and members of the School Board.</p> <p>Full text available</p> <ul style="list-style-type: none"> ✦ Policy Folders in various locations around campus.
<p>Code of Conduct for the Care and Protection of Children Policy (encompassing supervision of students)</p> <ul style="list-style-type: none"> ✦ legislative contextual ✦ duty of care and legal liability ✦ general guidelines <p>- supervision of students - relationships with students - discipline of students - communication issues - camps/billets/excursions - duty to disclose.</p>	<p>Review of policy and updating of procedures</p>	<p>Issued to all staff and members of the School Board.</p> <p>Full text available</p> <ul style="list-style-type: none"> ✦ Policy Folders in various locations around campus. ✦ Staff Handbook.
<p>Critical Incident Policy and Procedures</p> <ul style="list-style-type: none"> ✦ types of critical incidents ✦ how should they managed ✦ who should be contacted ✦ recovery -timeline ✦ contact numbers ✦ emergency management checklists 	<p>Nil</p>	<p>Issued to all staff and members of the School Board.</p> <p>Full text available</p> <ul style="list-style-type: none"> ✦ Policy Folders in various locations around campus.
<p>Staff Code of Conduct</p> <ul style="list-style-type: none"> ✦ establishes a set of behaviours which are 	<p>Review of policy and updating of procedures to inform staff of their obligations</p>	<p>Issued to all staff.</p> <p>Full text available</p>

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consistent with the School		<ul style="list-style-type: none"> ⤴ Policy Folders in various locations around campus. ⤴ Staff Handbook
Student Motor Vehicle Policy <ul style="list-style-type: none"> ⤴ Conditions of use of student motor vehicles ⤴ day students ⤴ boarding students 	Nil	Issued to all staff. Full text available <ul style="list-style-type: none"> ⤴ Student diary.
Attendance Policy encompassing <ul style="list-style-type: none"> ⤴ procedures for duty of care and risk management of all enrolled students ⤴ mechanisms for facilitating communication between the School and parents. 	Review of policy and updating of procedures	Full text available <ul style="list-style-type: none"> ⤴ Policy Folders in various locations around campus.
Disability Provisions Policy encompassing <ul style="list-style-type: none"> ⤴ procedures to accommodate any student with disabilities without discrimination. 	Review of policy and updating of procedures	Full text available <ul style="list-style-type: none"> ⤴ Policy Folders in various locations around campus.
Grievance (Student/Parent/Caregiver) Procedure <ul style="list-style-type: none"> ⤴ clear and fair process for community members, including parents, to raise a grievance. 	Review of policy and updating of procedures	Full text available <ul style="list-style-type: none"> ⤴ Policy Folders in various locations around campus. ⤴ Family Handbook.
Swimming Pool Usage <ul style="list-style-type: none"> ⤴ responsibility, rules and behaviour. 	Review of policy and updating of procedures	Full text available <ul style="list-style-type: none"> ⤴ Policy Folders in various locations around campus.
Animal Welfare Policy <ul style="list-style-type: none"> ⤴ acquiring, housing, caring and removing animals ethically and morally. 	Review of policy and updating of procedures	Full text available <ul style="list-style-type: none"> ⤴ Policy Folders in various locations around campus. ⤴ Agriculture/Science Departments.
Grievance (Staff) Procedure <ul style="list-style-type: none"> ⤴ clear and fair process for staff to raise a grievance. 	Review of policy and updating of procedures	Full text available <ul style="list-style-type: none"> ⤴ Policy Folders in various locations around campus. ⤴ Staff Handbook.
Risk Management Policy <ul style="list-style-type: none"> ⤴ Identifying and assessing risks and hazards. 	Review of policy and updating of procedures	Full text available <ul style="list-style-type: none"> ⤴ Policy Folders in various locations around campus. ⤴ Staff Handbook.
Sport Commitment Policy <ul style="list-style-type: none"> ⤴ expectation of commitment. 	Review of policy and updating of procedures	Full text available <ul style="list-style-type: none"> ⤴ Policy Folders in various locations around campus. ⤴ Family Handbook.

Discipline

Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through:

- ▲ the Staff Handbook
- ▲ the Family Handbook
- ▲ the Deputy Principal.

A copy is also available to each student from the Year Advisor. The school expressly prohibits corporate punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

Complaints and Grievances

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook and the Policy Handbook. An outline of the policy and processes is also provided in the Family Handbook and the Student Diary.

SECTION 11: SCHOOL DETERMINED IMPROVEMENT TARGETS

Goal Area Priority	Achievements
Teaching and Learning	<p>Encouraging reflection of the relevance of existing teaching/learning programs. Accentuating the positive professional relationship with the University of New England. Reviewing the timings and ensuring effective teacher/parent interviews. Improving the quality of reporting to parents.</p>
Communication	<p>Detailed reports (using specific educational headings) for the Board of Directors, the P & F and Old Girls' groups The preparation of relevant agendas to guide meetings Role statements for all personnel A Boarding Handbook A New Student's Handbook A Year Advisor's Handbook The development of a relevant and visionary Strategic Plan Continued enhancements of the policy and procedures base of the School A comprehensive Staff Handbook An effective Induction Booklet and package for new staff Staff Briefing Sessions twice a week Weekly newsletter with Principal's editorial Regular Careers Newsletter for Year 12 IT Help Desk set up Heads of Department Planning Day</p>
Student Welfare	<p>Weekly Year Advisor meetings Mentor and Buddy system improved Student Induction Checklist put into effect Weekend Activity Program for the boarding students in place Program for the boarding students Pastoral Care program Exit interviews held with students</p>
Staff Development	<p>Staff Appraisal system put in place overseen by Principal Staff members allocated Special Duties such as Careers, SRC and Round Square. Effective induction programs and ongoing support for new teachers Professional and contemporary focus for School Development Day programs.</p>
Facilities and Resources	<p>Continued improvements to the Equestrian Centre Livestock Precinct completed</p>

SECTION 12: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The school desires all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility.

Student members of the SRC, the Prefect Body, and the various Captains (House, Sports and Class) are elected by their peers. Their responsibilities include representing their peers/years in forums designed to promote active student input into the life of the School.

Students are aware that the School is theirs, and that the task of the staff is to facilitate the process of communication to encourage responsibility and respect for others. This is complemented by the scope provided to develop talents and to learn through experiences. Opportunities to develop further these key qualities include Community Service and participation in the Duke of Edinburgh scheme.

All senior school students are required to complete a minimum of 10 hours community service per year. This is recorded in the Community Service log section of their Year Book. There is also a prize provided on Speech Day for the most community hours completed by a student.

A new system was introduced in 2011. Contained in the Senior School are commendation certificates. These are distributed to students on a term by term basis. These certificates are awarded to students who are responsible, respectful and hardworking. Once a student receives a set number of awards they will then be presented with a Dean's award at assembly.

In the senior School there is also a new discipline system. This involves a green slip issued for discipline offences. First offence is dealt with by the academic or boarding staff member. The second offence is then referred to the Head of Department or Head of House. The third offence is referred to the Dean of Students.

Both systems ensure fairness and consistency across the school and have been well received by both the staff and students.

Every Wednesday morning in the senior school is designated Tutor Time. Each Year Advisor investigates ways to promote respect and responsibility within the school. Each year group have different strategies on approaching this according to the age of the student. The Pastoral Care programs includes goal setting, career advice, manners and etiquette, anti-bullying and a range of guest speakers. Students have been encouraged to return something to society and during 2012 a variety of charities received support from the students and staff.

Tutor Time/Pastoral care programmes

Students participated in the following pastoral care programmes (age specific and appropriate):

- ✦ Enlighten Education – 1 day Butterfly Effect Workshop
- ✦ Ongoing goal setting and evaluation

- ✧ Time management – assessment organisation, exam preparation, making summary notes etc.
- ✧ Relaxation techniques
- ✧ Good friendships – what are they? How to be a good friend.
- ✧ Preparation for study
- ✧ Examination skills
- ✧ Organisation of both their school life and preparing for camp as well as exploring ways to grow them as young adults of respect and responsibility within the school
- ✧ Exploring pastoral care topics including bullying, cyber bullying, anger management, and harnessing group power
- ✧ Fundraising/Charity and Community work
- ✧ Girls participated in the Round Square Exchange program to Alice Springs, Tasmania and Adelaide and internationally to South Africa, Canada, Germany and the USA
- ✧ Girls participated in Fiji Service Trip to St Christopher's Orphanage
- ✧ Deportment and Grooming course offered to promote confidence building and appropriate presentation standards
- ✧ Financial Literacy
- ✧ Difference between being 17 & 18 in terms of the law
- ✧ How to Vote
- ✧ Interview techniques
- ✧ Writing a curriculum vitae
- ✧ Self defence
- ✧ Peer pressure – dealing with illicit drugs, alcohol and antisocial behaviour
- ✧ Nutrition and healthy eating.

SECTION 13: PARENT, STUDENTS AND TEACHER SATISFACTION

The School actively promotes an “open door policy” with parent involvement both anticipated and welcomed. The Principal seeks to attend all meetings of the school-based groups and during the year attended a range of community meetings which had agendas of advantage to the school. The presence of the Principal at Old Girls' meetings also provided an effective forum for ensuring additional sections of the NEGS family were apprised of developments at the School. During the year the Principal attended Old Girls' meetings in Armidale as well as Melbourne, Brisbane and Sydney. Comprehensive reports relating to events at the school were provided in these forums.

The Parents and Friends' Association meet on a regular basis and provide a further forum for parents to express their level of satisfaction. Meetings continued to attract a good representation of day and boarding families and issues raised were followed through to an appropriate outcome. The Principal's briefing session at these meetings ensured parents were informed of significant happenings in the School.

Students appreciated the opportunity to be elected and participate in the SRC deliberations and many worthwhile recommendations resulted. Many of the suggestions from the body were enacted to the benefit of the whole school community.

Whole school staff, academic staff, administrative staff, senior management and Heads of Departments meetings provided an effective forum for feedback to the Principal and the Board of Directors. The establishment of effective procedures in all these meetings ensured an outcomes-based structure

Formal assemblies also provided a further opportunity for students to show their leadership qualities while the forum also allowed various departments to showcase the achievements of individuals and groups. The organisational structure of Assembly was viewed favourably by staff, students and parents.

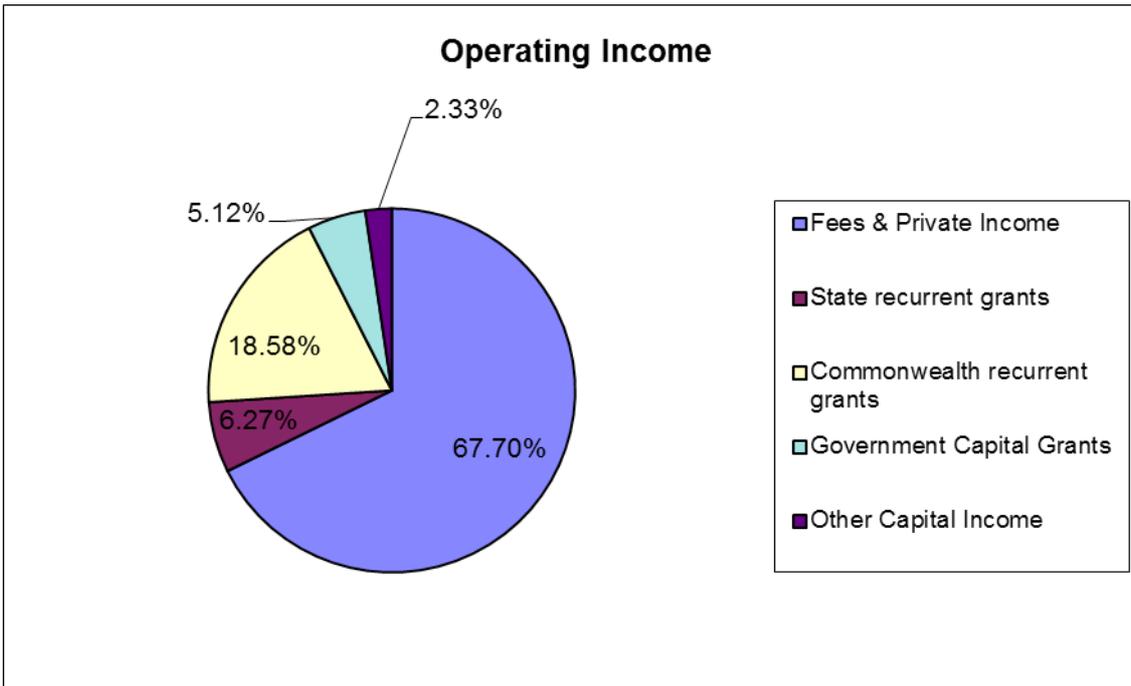
Feedback from teachers via informal meetings and regular discussions with Heads of Departments and annual staff reviews with the Principal indicated that staff were generally satisfied in all areas of our school, particularly in terms of relationships, staff morale and school operations.

SECTION 14: SUMMARY OF FINANCIAL INFORMATION

Summary of Operating Income and Expenditure

OPERATING INCOME

Fees & Private Income	67.70%
State recurrent grants	6.27%
Commonwealth recurrent grants	18.58%
Government Capital Grants	5.12%
Other Capital Income	2.33%
	<hr/>
	100.00%



OPERATING EXPENDITURE

Salaries, allowances & related expenses	64.07%
Non Salary Expenses	35.93%
Capital Expenditure	0.00%
	<hr/>
	100.00%

