



New England Girls' School

2006 Annual Report

SECTION 1: MESSAGES FROM KEY SCHOOL BODIES.

In 2006, a year of significant upheaval for NEGS, the NEGS P&F were successful in its bid for the School to remain as an independent Anglican school. We wish to thank all those who supported this bid, for without such vocal outrage there may have been a very different outcome.

On 20 October 2006, the NEGS School Council and the Diocesan Council gave their approval for the NEGS community to acquire the School in the name of NEGS Ltd (a Company Limited by Guarantee) and continue to operate NEGS as an independent Anglican school.

The change in trustee to a Company Limited by Guarantee includes the operations, real estate and the indebtedness of the School.

The Diocesan Council also appointed a new Interim Council on 20 October 2006, following the resignation of members of the old NEGS council. Those new Interim Council members are

- Mr John Cassidy (Chair)
- Dr Hugh White
- Mr Max Browning
- Mr Stephen Millar

and they will guide the School through a transition period pending finalization of the necessary documentation (expected to be completed towards the end of November 2006).

In the joint announcement by Mr Cassidy, Dr Hugh White, Miss Lesley Nixon and the Right Rev. Dr Peter Brain, Mr Cassidy sent out a number of very clear messages: -

“Firstly, today is the start of a new era for NEGS:

- *The School will continue to operate on the core education principles that have guided generations of NEGS graduates since Miss Florence Emily Green established the School in 1895, some 111 years ago;*
- *The School will operate as an independent Anglican school that is independent of, but closely associated with, the Anglican Church. It will retain and strengthen its chaplaincy, pastoral care and Christian values;*
- *The School will be incorporated with membership by parents and friends;*
- *The School will be run on a sound financial basis, with new management and governance protocols;*
- *The assets and liabilities of the School will rest with its members;*
- *There will be a re-focus to ensure the needs of students become the number one priority; and*
- *There will be a change in “boarding” to “residential education” where the emphasis will be on academic, sporting and finishing school excellence.*

Secondly, in addition to a new School Council, a new Executive Principal and a new Business Manager will be appointed and a new management structure implemented. Advertisements have already appeared in the press.

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Thirdly, the acceptance of our proposal is a vote of confidence by the Bishop and the Diocesan Council in the continuation of NEGS as a stand alone school in true Christian tradition.

Fourthly, to all Students, Parents, Friends and Old Girls of NEGS we look to you to immediately commence our new enrolments drive for 2007 – locally, nationally and globally.”

NEGS can look forward to a strong and vibrant future, building on its reputation as one of Australia's leading girls' schools. Through your help this future can be increasingly secure.

SECTION 2: VALUE ADDED INFORMATION

Student performance in the School Certificate tests and Higher Certificate examinations is discussed in Section 3 of this report.

The Student Representative Council (SRC) 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;
- Practice active citizenship within their school community ;
- Develop teamwork skills and learn how to uses 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 local community. However in the 21st Century we are increasingly aware of our role as global citizens. To this end the SRC supports the following projects through a range of fundraising activities:

- The SRC sponsors a World Vision child in Africa;
- Funds were raised to support a former student, Fiona Reynolds, in her battle with cancer in 2006 and to support brain cancer research at the Sydney Neuro Oncology Group;
- Jeans for Genes.

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SECTION 3: SCHOOL PERFORMANCE IN STATE-WIDE TESTS

Higher School Certificate

In 2006, 46 students sat for the NSW Higher School Certificate in 33 courses. All candidates in all courses achieved marks of 50 or above (Band 2 or higher), with 66% of these students placed in Band 4 or above. Of our candidates who sat for a 1 Unit Extension course, 59% of the results were within the top two bands (E3 and E4).

One student accelerated in Advanced English and English Extension 1.

Six students were mentioned in the Distinguished Achievers List for the following subjects: Modern History, Design and Technology, Chinese Beginners, PDHPE, Geography, Chemistry, Mathematics Extension 1, Mathematics Extension 2, and Physics. The Dux of the school was mentioned four times in this list.

Table: Higher School Certificate Test Results

Subject	No of stud.	Performance band achievement by number and percentage									Median
		Bands 1-2			Bands 3-4			Bands 5-6			
		No.	%	State % **	No.	%	State	No.	%	State	
Agriculture	4	0	0.0	14.2	2	50.0	55.8	2	50.0	29.4	80
Biology	17	4	23.5	14.8	12	70.6	54.6	1	5.9	30.1	69
Business Studies	6	0	0.0	16.4	6	100	53.4	0	0.0	29.4	69
Chemistry	12	3	25.0	10.3	8	66.7	53.3	1	8.3	36	60
Chinese Beginners	4	0	0.0	4	2	50.0	32	2	50.0	64	83
Chinese Background	2	0	0.0	0.9	0	0.0	41.5	2	100	54.4	84
Community and Family Studies	4	0	0.0	10.1	3	75.0	52.8	1	25.0	36.6	72
Design & Tech.	5	0	0.0	7.3	1	20.0	67.6	4	80.0	25	87
Economics	5	0	0.0	8.9	4	80.0	43.7	1	20.0	46.7	70
English (Std)	16	0	0.0	19.2	16	100	77.07	0	0.0	3.37	74
English (Adv)	24	0	0.0	1.7	20	83.3	59.4	4	16.7	38.7	77
ESL	6	0	0.0	14.7	4	66.7	62.6	2	33.3	21.6	75
German Continuers	2	0	0.0	3.1	2	100	38.7	0	0.0	58.2	66
Geography	9	0	0.0	6.8	1	11.1	45.2	8	88.9	47.6	84
Hospitality exam.	7	1	14.3	5	5	71.4	58.2	1	14.3	28.1	75
IPT	4	0	0.0	15.3	4	100	49.8	0	0.0	33.8	67
Maths (Gen)	19	2	10.5	22.8	17	89.5	58.7	0	0.0	17.8	70
Maths	23	13	56.5	16.4	7	30.4	44.4	3	13.0	38.7	55
Modern History	17	1	5.9	8.2	5	29.4	49	11	64.7	42.4	80
French Continuers	3	1	33.3	5.4	2	66.7	35.6	0	0.0	58.9	75
Japanese Contin.	2	0	0.0	10.9	1	50.0	40.1	1	50.0	48.9	81
Music 1	1	0	0.0	3.9	0	0.0	49	1	100	46.9	88
PDHPE	7	0	0.0	15.3	1	14.3	46.1	6	85.7	38.1	83
Physics	10	3	30.0	8.4	5	50.0	53.6	2	20.0	37.3	69
Society and Culture	4	0	0.0	12	3	75.0	57.2	1	25.0	30.5	75
Textiles and Design	4	0	0.0	6.3	2	50.0	45.4	2	50.0	48.2	81
Visual Arts	8	0	0.0	0.5	1	12.5	43.5	7	87.5	55.7	83

** Does not include students not awarded any band

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Higher School Certificate – Extension Courses

Table: Higher School Certificate – Extension Courses Test Results

Subject	No of students	Performance band achievement by number and percentage												Median
		Band E1			Band E2			Band E3			Band E4			
		No	%	State	No	%	State	No	%	State	No	%	State	
English (Ext1)	11	1	9.1	1.2	3	27.3	15.1	7	63.6	66.8	0	0.0	16.9	37
English (Ext 2)*	7	2	28.6	3.2	2	28.6	17.4	3	42.9	48.1	0	0.0	31.3	32
Japanese Ext	2	0	0.0	0.4	2	100	24.3	0	0.0	55.9	0	0.0	19.4	32
Maths (Ext 1)	8	1	12.5	8.7	4	50.0	19.4	2	25.0	41.2	1	12.5	30.3	32
Maths (Ext 2)	2	0	0.0	4.7	0	0.0	13.2	1	50.0	53.2	1	50.0	28.7	81
History (Ext)*	9	0	0.0	7.3	1	11.1	26.6	8	88.9	51	0	0.0	14.9	41

* Includes students studying this course where this school is the outside provider.

Comparisons over time

HSC (All subjects, non-extension)

	2004		2005		2006	
	No of students	%	No of students	%	No of students	%
Bands 1-2	8	5%	19	10%	28	12%
Bands 3-4	109	66%	104	54%	134	60%
Bands 5-6	47	29%	71	37%	63	28%

HSC Extension classes

	2004		2005		2006	
	No of students	%	No of students	%	No of students	%
E1	2	4%	2	7%	4	10%
E2	10	22%	5	17%	12	31%
E3	25	56%	17	57%	21	54%
E4	8	18%	6	20%	2	5%

School Certificate

In 2006, 32 students sat the School Certificate. In English Literacy, Mathematics, History and Geography, 80% of the students achieved a Band 5 exam score and 90% a Band 6 exam score. In English and Geography, 63% of students scored more than 80% compared to a State average of 31%; in History, 75% of the students ranked in the top two bands, compared to 24% for the entire State. No students were placed below Band 2 for Science, Australian History, Civics and Citizenship, and Australian Geography, Civics and Citizenship.

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Table: School Certificate Test Results

Test	No. of students	Performance band achievement by %		Grades allocated by %		Mean
		Bands 3-6	Bands 1-2	Grades C-A	Grades E-D	
English – Literacy	32	School: 96.86 Statewide: 88.5	School: 3.12 Statewide: 9.98	School: 96.9%	School: 3.1%	83
Mathematics	32	School: 90.61 Statewide:70.55	School: 9.37 Statewide:27.82	School: 96.9%	School: 3.1%	72
Science	32	School: 100.0 Statewide:88.63	School: 0 Statewide: 9.78	School: 93.8%	School: 6.2%	78
Australian History, Civics and Citizenship	32	School: 100.0 Statewide:82.71	School: 0 Statewide:15.65	School: 93.8%	School: 6.2%	87
Australian Geography, Civics and Citizenship	32	School: 99.99 Statewide: 90.3	School: 0 Statewide: 8.06	School: 96.9%	School: 3.1%	84

Comparisons over time

School Certificate

	2004		2005		2006	
	No of students	%	No of students	%	No of students	%
Bands ≤2	32	13%	14	8%	4	2.5%
Bands 3-4	109	44%	98	55%	72	45%
Bands 5-6	109	44%	67	37%	84	52.5%

LITERACY & NUMERACY ASSESSMENTS IN YEARS 3, 5 & 7

In 2006 all year 3 students and 94% of year 5 students participated in the statewide Basic Skills Test (BST) and all students in Year 3 and Year 5 participated in the Primary Writing Assessment (PWA).

Basic Skills Test (BST)	Year 3		Year 5	
	Percentage of students achieving National Benchmarks		Percentage of students achieving National Benchmarks	
	2005	2006	2005	2006
Writing	100%	100%	100%	94%
Reading	100%	100%	92%	88%
Numeracy	100%	100%	100%	100%

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The table above shows 100% of students in years 3&5 achieved above state benchmark in 2005. In 2006 100% of students in year 3 achieved above the state benchmark in writing and reading while 92% achieved above in Reading. In Year 5 100% achieved above the benchmark in Numeracy with 94% achieving above in writing and 88% achieving above in literacy.

Basic Skills Test (BST)	Year 3				Year 5			
	2005		2006		2005		2006	
	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean
Overall Literacy	51.8	50.4	54.6	50.4	57.7	56.6	58.2	57.0
Overall Numeracy	57.4	53.6	60.5	53.3	59.8	60.4	62.6	61.5

The table above shows Year 3 mean is higher than the state in year 3 in 2005 and 2006. In year 5 the school mean is above the state mean in all areas except Numeracy in 2005 where the school fell slightly below the state mean.

In Year 3, 100% of students achieved above the benchmark compared to 70% of the state in literacy. In numeracy 100% of students achieved above the benchmark compared to 68% of the state and in the PWA, 100% achieved above the benchmark compared to 91% of the state.

In Year 5, 88% of students achieved above the benchmark compared to 85% of the state on literacy. In Numeracy, 100% achieved above the benchmark compared to 79% in the state and in the PWA 94% of students achieved above the benchmark compared to 78% of the state.

	Year 3		Year 5	
	% achieving benchmark		% achieving benchmark	
	School	State	School	State
Literacy	100%	70%	88%	85%
Numeracy	100%	68%	100%	79%
Primary Writing Assessment	100%	91%	94%	78%

In Year 3 Literacy the school performed 4.2 points above the state average and in Year 5 Literacy 1.2 points above the state average. In Year 3 Numeracy the school performed 7.2 points above the state average and in Year 5 Numeracy 1.1 points above the state average.

In the Year 3 primary writing assessment the school achieved 4.2 points better than the state average and in Year 5 the school achieved 2.2 points above the state average.

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	Year 3 School performance against state average		Year 5 School performance against state average	
	School	State	School	State
Literacy	54.6	50.4	58.5	57.3
Numeracy	60.5	53.3	62.6	61.5
Primary Writing Assessment	54.4	50.2	58.9	56.7

In Year 3 all students performed within bands 2 to 5 in Literacy and Writing and 89% of students performed in bands 2 to 5 in Numeracy. In Year 5, 100% of students achieved within bands 3-6 in Literacy, Numeracy and Writing.

	Year 3 % in skill bands				Year 5 % in skill bands			
	School		State		School		State	
Literacy	Band 1	Band 2-5	Band 1	Band 2-5	Band 1-2	Band 3-6	Band 1-2	Band 3-6
	Numeracy	0%	100%	30%	70%	0%	100%	8%
Primary Writing Assessment	11%	89%	32%	68%	0%	100%	21%	79%
	0%	100%	9%	91%	0%	100%	22%	78%

LITERACY AND NUMERACY ASSESSMENTS IN YEARS 7 AND 8.

Thirty two students completed ELLA and twenty nine the SNAP testing in Year 7. The option of retesting students in Year 8 was taken up in 2006 with eighteen students completing the ELLA and sixteen, the SNAP testing. Student absences or departures from the school accounted for the different number of students between tests in each class.

Year 7 Results.

Number of NEGS students (and percentage of the group) is given in each achievement level and State wide percentages are also given for comparison

ELLA (English Language and Literacy Assessment) results for Year 7 – 32 students:

2006 Test	Students in achievement levels							
	Low		Elementary		Proficient		High	
	NEGS	State wide	NEGS	State wide	NEGS	State wide	NEGS	State wide
Writing	1 (3%)	5%	1 (3%)	11%	11 (34%)	51%	19 (59%)	33%
Reading	1 (3%)	4%	1 (3%)	15%	9 (28%)	45%	21 (66%)	37%
Language	1 (3%)	5%	0 (0%)	12%	12 (38%)	49%	19 (59%)	34%
Literacy	1 (3%)	4%	0 (0%)	12%	9 (28%)	51%	22 (69%)	33%

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SNAP (Secondary Numeracy Assessment Program) Results for Year 7 – 29 students:

2006 Test	Students in achievement levels							
	Low		Elementary		Proficient		High	
	NEGS	State wide	NEGS	State wide	NEGS	State wide	NEGS	State wide
Numeracy	0 (0%)	7%	5 (17%)	30%	14 (48%)	39%	10 (34%)	24%
Number	0 (0%)	8%	5 (17%)	27%	14 (48%)	37%	10 (34%)	28%
Measurement	1 (3%)	11%	4 (14%)	31%	15 (52%)	33%	9 (31%)	25%
Space	0 (0%)	7%	5 (17%)	35%	13 (45%)	33%	11 (38%)	26%
Data	0 (0%)	10%	6 (21%)	28%	11 (38%)	36%	12 (41%)	26%
Patterns & Algebra	2 (7%)	12%	4 (14%)	28%	14 (48%)	34%	9 (31%)	25%

Year 8 Results

The option of retesting students in Year 8 was taken up in 2006 with eighteen students completing the ELLA and sixteen students the SNAP testing.

Number of NEGS students (and percentage of the group) is given in each achievement level and State wide percentages are also given for comparison

ELLA (English Language and Literacy Assessment) results for Year 8 – 18 students:

2006 Test	Students in achievement levels							
	Low		Elementary		Proficient		High	
	NEGS	State wide	NEGS	State wide	NEGS	State wide	NEGS	State wide
Writing	1 (6%)	3%	1 (6%)	8%	8 (44%)	48%	8 (44%)	40%
Reading	0 (0%)	3%	1 (6%)	9%	2 (11%)	40%	15 (83%)	48%
Language	1 (6%)	3%	0 (0%)	9%	4 (22%)	48%	13 (72%)	40%
Literacy	0 (0%)	2%	3 (17%)	9%	4 (22%)	47%	11 (61%)	42%

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SNAP (Secondary Numeracy Assessment Program) Results for Year 8 – 16 students:

2006 Test	Students in achievement levels							
	Low		Elementary		Proficient		High	
	NEGS	State wide	NEGS	State wide	NEGS	State wide	NEGS	State wide
Numeracy	0 (0%)	5%	3 (19%)	23%	6 (38%)	38%	7 (44%)	34%
Number	0 (0%)	6%	2 (13%)	21%	6 (38%)	35%	8 (50%)	38%
Measurement	1 (6%)	8%	1 (6%)	25%	7 (44%)	33%	7 (44%)	34%
Space	0 (0%)	4%	3 (19%)	29%	6 (38%)	33%	7 (44%)	34%
Data	0 (0%)	6%	3 (19%)	21%	6 (38%)	37%	7 (44%)	36%
Patterns & Algebra	0 (0%)	9%	2 (13%)	23%	6 (38%)	33%	8 (50%)	35%

Interpretation of Results: ELLA & SNAP Testing 2006

In 2006 Year 7 and Year 8 students participated in the state- wide literacy and numeracy testing.

Thirty two students completed the ELLA and twenty nine the SNAP testing in Year 7 and the option of retesting students in Year 8 was exercised in 2006 with eighteen students completing the ELLA and sixteen, the SNAP testing. Student absences or departures accounted for the different number of students between tests in each class.

ELLA -Year 7

The results for the English Language and Literacy Assessment (ELLA) test for Year demonstrated students performing at above state level in each of the three components.

Of particular significance was the increase over the previous year of the number of students achieving above elementary level in the top two skills bands. 59% (compared with the state average of 33%) of Year 7 students achieved a high level in writing, 66% (state average 37%) of Year 7 achieved a high level for reading, and 59% (state average 34%) of Year 7 students achieved a high level for language.

Each component was well above the state average.

Moreover, 69% of Year 7 students achieved a high level for literacy, compared with the state average of 33%. This is a 15% improvement in the number of students achieving in the high level for literacy since 2005.

Overall, 97% of the NEGS Year 7 students in 2006 achieved levels of literacy in the top two levels- High and Proficient, an increase of 7% since 2005.

These achievements are of further significance, considering only 3% of Year 7 students in 2006, obtained a low level of achievement for each of the set components.

ELLA -Year 8

The results for the ELLA test for Year 8 were also of a very pleasing standard. 44%(state average 40%) of Year 8 students achieved a high level or above in writing, 83% (state average 48%) of Year 8 achieved a high level for reading, and 72%(state average 40%) of Year 8 students achieved a high

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level for language. Moreover, 61% of Year 8 students (state average 42%) achieved a high level for literacy.

Although these figures are higher in respect to the Year 7 ELLA test results in the areas of reading and language in the high band, it should be noted that 6% of Year 8 students found it difficult to undertake the writing task and a following 6% achieved in the low level for language. The other 2 components had none of the Year 8 students falling within the low of their respective levels.

As approximately 50% of the Year 8 group of students was different from the group sitting the previous year, 2005, it was too difficult to compare the overall results. In future we see no valid reason for having students sit the ELLA testing unless to gauge a particular student's progress.

SNAP –Year 7

In the Secondary Numeracy Assessment Program (SNAP) tests, students performed between an elementary and a high state level across the six components.

34% of Year 7 students, compared with the state average of 24%, achieved a high level in Numeracy. 34%, (state average 28%) achieved a high level for Number, as well as 31% (state average 25%) scored high for measurement and a following 38% of Year 7 students (state average 26%) achieved a high level for space. Data produced the best results with 41% of Year 7 students (state average 26%) achieving a high level, and Patterns and Algebra accumulated a high level score of 31%, compared with the state average of 25%.

Although these figures are lower in respect to the ELLA testing, it should be noted that only 3% of Year 7 students found it difficult to interpret Measurement and a following 7% performed at a low level in the Algebra and Pattern tests, the other 4 components had none of the Year 7 students falling within the low of their respective levels.

Comparing the SNAP results in years 2005 and 2006 it is noticed that although there has been an improvement in the low level of achievement from 4.5% to 3% there has been a drop in the high level of achievement in all areas.

SNAP – Year 8

In the Secondary Numeracy Assessment Program (SNAP) Year 8 tests, students performed between an elementary and a high state level across the six components.

44% of Year 8 students (state average 34%) achieved a high level in Numeracy. 50% compared with a state average of 38%, achieved a high level for Number, and 44% (state average 34%) scored high for measurement with a following 44% of Year 8 students, compared with the state average of 34% achieved a high level for space. Data produced 44% of Year 8 students (state average 36%) achieving a high level, and Patterns and Algebra accumulated a high level score of 50% as against the state average of 35%.

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Although these figures are also lower in respect to the ELLA testing it should be noted that only 6% of Year 8 students found it difficult to interpret measurement, the other 5 components had none of the Year 8 students falling within the low of their respective levels.

The Year 8 SNAP results in 2006 compared with those in 2005 showed an improvement, with only 1.6% falling in the low level of achievement for measurement and 0% in other areas. On the other hand, a smaller number of students achieved in the high level in 2006 compared with those in 2005.

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SECTION 4 - 5: PROFESSIONAL LEARNING, TEACHING STANDARDS, ATTENDANCE AND RETENTION RATES.

1. Professional learning:

Description of the Professional Learning Activity	Date	Location	Staff	No of staff	Cost to the school	Area
Certificate IV - Library & Information Science	29.6.06	Local	J. O'Connell	1	\$2,200	Library
OH&S Training	25.1.06	Local	All Staff	all	\$ -	Admin
Residential Staff Professional Development	29.1.06	Local	All Staff	all	\$ -	Academic Staff
Child Protection	29.1.06	Local	All Staff	all	\$ -	Academic Staff
Duty of Care	29.1.06	Local	All Staff	all	\$ -	Academic Staff
Rules and Regulations of NEGS Boarding	29.1.06	Local	All Staff	all	\$ -	Academic Staff
Differentiated Learning - by Greg McPhan	27.2.06	Local	All Staff	all	\$ -	Academic Staff
Assessment and Reporting - by S. Cannavo	27.2.06	Local	All Staff	all	\$ -	Academic Staff
e-learning - Moodle	27.2.06	Local	All Staff	all	\$ -	Academic Staff
Digital Imaging & Editing using Photoshop	21.3.06	Local	M. Berry	1	\$77	D & T
Architectural Model Making	24.3.06	Bondi	A. Robins	1	\$210	Maths
Performance Bands linked to assessment	1.5.06	Local	All teachers	all	\$ -	Academic Staff
Society & Culture Methodology	12.5.06	Sydney	E. Esterbauer	1	\$100	HSIE
Syllabus Skills in Mathematics - In school activity by Amanda Robins	2.6.06	School	D. Hitchcock, S. Cooke, C. Despi	3	\$ -	Maths
Re-Imaging Educational Leadership	28.7.06	Local	G. McPhan, C. Despi, D.Howlett	3	\$330	Academic Staff
Project performance standards for assessing and reporting student achievement in yrs K-10	21.9.06	Grafton	K. Hiscox, J. Stanton	2	\$ -	Academic Staff
BOS A-E Grading Meeting	27.9.06	Local	D. Howlett, E. Esterbauer	2	\$ -	Academic Staff
Emergency Care Training	7.12.06	Local	All Staff	all	\$ -	Academic Staff
AIS ICT Managers Conference 2006	1 to 2.6.06	W'gong	D. Rose	1	\$425	ICT
2006 AHISA Pastoral Care Conference: Barker College	1 to 4.10.06	Sydney	D. Howlett	1	\$520	Academic Staff
Economic & Business Educators Conference Professional Development.	10 to 11.3.06	Burwood	E. Esterbauer	1	\$99	HSIE
Representations - Professional Teaching Standards Focused on : 1.2.1, 6.2.3, 6.2.6, 7.2.4	11 to 12.5.06	Circular Quay	R. Randall	1	\$280	Visual Arts
Cooperative Learning Structures for success & Win Win Discipline	20 to 21.4.06	Seven Hills	N. Bassett	1	\$500	Middle School

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Mathematics - Ext1 2 Day Workshop	29 to 30.3.06	Grafton	D. Hitchcock	1	\$120	Maths
National Conference - Children's Book Council	3 to 5.5.06	Darling Harbour	H. Fisher	1	\$787	Library
OH&S 4 Day Course	6 to 7.6.06, 20 to 21.6.06			1		OH&S
Mathematics - Ext2 2 day workshop	6 to 7.11.06	Grafton	S. Cooke, C. Despi	2	\$320	Maths
Membership - Asian Studies Association of Aust	All Year				\$50	LOTE
Membership - Australian Studies Association	All Year				\$50	LOTE

2. Teaching standards

Details of all teaching staff

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines	36
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	3
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

3. Attendance and retention rate: In 2006 the average daily staff attendance rate was 95.8%.
4. The proportion of staff retained from 2005 is approximately 75%.

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SECTION 6 - 7: STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

1. **Student attendance:** In Years 7 to 12, 92% of students attended school on average each school day in 2006. This is similar to the daily attendance in 2005.

Table: Student attendance for Kindergarten to Year 6

Class	T 1 - No. of stud	T 1 Absences	T 2 - No. of stud	T 2 Absences	T 3 - No. of stud	T 3 Absences	T 4 - No. of stud	T 4 absences	Av No. of stud	Total absences	Av. absences
Kinder	4	5	4	14	4	10	4	15	4	44	11
Year 1	11	17	11	15	12	22	12	10	11.5	64	16
Year 2	4	4	4	12	4	26	3	3	3.75	45	11.25
Year 3	9	11	9	24	11	24	11	12	7.5	61	18
Year 4	7	6	7	16	9	37	9	19	15.5	78	19.5
Year 5	15	30	17	62	16	49	15	27	15.75	168	42
Year 6	17	39	18	77	17	71	17	37	56	224	56
Total absences per term		112		220		239		123	114	684	
Average daily attendance for Years 1-6(%): 96.7%											

2. **Retention rates:** 66% of the 2004 Year 10 cohort completed Year 12 in 2006. Based on the information provided to the school when students leave, it would appear that only a minority of the students who leave the school at the end of Year 10 or during Year 11 do so because of family circumstances or to pursue employment of vocational training. Most appear to leave because they want a change of environment for the final years of their schooling.
3. **Post-school destinations:** Students who left school at the end of Year 12 following the completion of their school education continued on to University, TAFE or pursued full-time employment.

SECTION 8: ENROLMENT POLICY

New England Girls' School is a comprehensive K-12 school with a Transition class preceding the Kindergarten class. The school is co-educational from Transition to Year 5 inclusive. From Years 6 to 12 inclusive it is single-sex, for girls. The school is incorporated as a Company Limited by Guarantee (ABN: 31 122 393 702) and provides education underpinned by Christian values and operating within the policies of the New South Wales Board of Studies. All applications are processed in order of receipt. Consideration is given to each applicant's support for the ethos of the school, to siblings already attending the school, and to other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with school rules to maintain the enrolment.

Procedures

Enrolment Pathway

1. Request for information received
2. Prospectus and school information sent
3. Application for enrolment returned to the school
4. Interviews arranged
5. Information collected including school reports, birth certificate, and references
6. Interviews conducted
7. Review following interviews
8. Letter of Offer with forms sent
9. Forms returned to school with enrolment deposit
10. Uniform fitting
11. Student commences

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.

Student Population

The school's enrolment in 2006 was approximately 250 comprising approximately 50% boarders in the secondary school. The school is non-selective and students are drawn from a wide range of socio-economic groups, indigenous Australia (1.2%), and overseas (3.4%). Students in this last group represent a range of nationalities including Chinese, Japanese, Thai and Korean.

SECTION 9: SCHOOL POLICIES

A. Policies for Student Welfare

1. The School's mission Statement is:
New England Girls' School aims to develop the full potential of each girl spiritually, emotionally, academically and physically, in a Christian environment

2. NEGS' aim in pastoral care is to provide a caring and supportive Christian and educational community where each student is known and cared for as an individual and feels included with in the classroom and school. Our behaviour management policy is based on the positive relationships established through pastoral care in classrooms and general and social interaction. 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 sense worth and foster personal development

Policy	Changes in 2005	Access to full text
Child Protection Policy: <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Some staff guidelines • Suggested boarding staff guidelines • Reporting procedures • Investigation processes • Documentation 	<ul style="list-style-type: none"> • NIL 	<ul style="list-style-type: none"> • Issued to all staff via the Staff Handbook and Teacher Induction Handbook • Parents may request a copy from the Academic Unit
Security/Safety Policies 1) Critical Incident Policy <ul style="list-style-type: none"> • Definition • Identification of a critical incident • Procedure 2) Fire/Bomb drills and evacuation 3) Excursion Policy 4) OH & S Policy <ul style="list-style-type: none"> • Safety rules • Risk Management Procedure • Staff Induction Check 5) Playground Duty Supervision Policy 6) Prep Supervision Policy for Staff	<ul style="list-style-type: none"> • Fire/Bomb Drill Personnel updated • Risk Assessment form continues to be part of Excursion form. • OH & S Policy continually being updated and key personnel trained. 	<ul style="list-style-type: none"> • Staff Handbook • Fire Bomb Drill Procedure Notices in Boarding Houses and around the School • Each staff member has a copy of the OH & S Policy • Each member of staff has a copy of the Playground Duty Roster as do key personnel around the School. Roster is displayed in Dining Room.

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<p>Codes of Conduct 1) Anti-bullying policy for staff and students 2) Behaviour Management using the level system Pastoral Care Objectives 3) Student Leadership</p>	<ul style="list-style-type: none"> • Bullying Policy and Procedures updated February 2005. • Prefects helped to define their roles. 	<ul style="list-style-type: none"> • In Year Book [Diary] • In Staff Handbook • In NEGS Family Handbook • In Staff Induction Handbook
<p>Pastoral Care Policies</p> <ul style="list-style-type: none"> • Pastoral Care system • Access to Counselling • Use of Health Centre • Learning Support System • Prep for Students • Community Service • Commendation Scheme • Mind Matters • GAP Assistant Policy and Contract 	<ul style="list-style-type: none"> • Procedures for referral to counsellor updated. • SRC Community Service prizes awarded at Speech Day. • Certificates and badges awarded as part of commendation Scheme. • GAP Policy and contract given to GAP Assistants. 	<ul style="list-style-type: none"> • Full text in Staff Handbook • Student Year Book [diary] • Prep Information for students on noticeboards and displayed in the library • Family Handbook.
<p>Communications 1) Pathways for Parents 2) School Attendance</p>		<ul style="list-style-type: none"> • NEGS Family Handbook • Staff Handbook • Student Year book [diary]

Please note that all Policies are kept in the Academic Unit and are available for viewing.

B: Policies for Student 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 Student diary
- The Parent Information booklet

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

C: Policies for Complaints and Grievances Resolution

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.

SECTION 10: SCHOOL-DETERMINED IMPROVEMENT TARGETS

Area	Priorities	Achievements
Facilities and resources	Internet access and telephone access	<p>Changed internet access to dedicated Fibre Optic link to Telstra Exchange.</p> <p>Installed CustomNet telephone system across school campus so every extension has its own unique number, every extension has Voicemail and redirection facilities. The system can be managed by web access within the school.</p>
	Staff Resources	Continuing update of iBook G4 computers for staff use.
	Middle School	Continuing refurbishment of classroom areas designated for use as Middle School eg new lockers, blinds and some painting.
	Staffroom	Final consolidation of Faculty areas into new locations.
	Foundation	Ongoing planning and establishment of the school's Foundation, including the proposed establishment of an Education Fund (including Library Fund) and Building Fund.
	Library	<p>Proposed refurbishment of IT facilities.</p> <p>Reallocation of available space to cater for the learning needs of K-12 students</p> <p>Continued centralising the cataloguing of all learning resources across the school to include Faculty areas.</p>

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	Junior School	New carpet in the main corridor. Interactive whiteboards installed.
	Administration	Proposed restructure and refurbishment of Administration Building. Proposed reallocation of staff in Administration Building.

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Area	Priorities	Achievements
Teaching and Learning	Outcomes based reporting	Ongoing evaluation of reporting structure to include requirements of the Junior School
	Faculty restructure	Selection process completed for Heads of Faculty. Proposed bi-weekly single Heads of Faculty meetings with Principal
	Learning support	Development of Individual Education Programs and associated documentation Regular meetings to discuss learning needs of specific Year cohorts Development of support structure for long-term student absences. Proposed Gifted and Talented Education programs in Junior and Middle Schools.
	Curriculum Planning	Regular planning time allocated at the beginning of each term
	Transition Program	Continued development and expansion of this program Proposed 3 year old program for Semester 2 2007.
	New Science syllabus – Stages 4 & 5	Evaluation of learning materials and acquisition of new texts to support syllabus delivery. Proposed Aviation Studies program and Primary Industries.
	Music Education	Restructure of department with year group ensembles and choirs. Provision for an Artist-in-Residence.

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Area	Priorities	Achievements
Staff Development	Resourcing and planning	<p>Review of wider school budget to reflect importance of professional development</p> <p>Setting of professional development priority areas for 2007</p> <p>Continued planning of structured professional development activities for beginning of terms</p> <p>Development of procedures and feedback mechanism for the implementation of Individual Education Programs</p> <p>Ongoing involvement of staff in OH&S updates and workshops</p>

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Area	Priorities	Achievements
Student Achievements	Literacy/Numeracy	Inclusion of Year 8 in ELLA & SNAP testing to track growth.
	External tests and examinations	Continued involvement in UNSW/Westpac competitions SC/HSC results – details are included in Section 3 of the Annual Report.
Communications	Communications within the school community	Updating of the Family Handbook Consolidation of the role of publications personnel within the school

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Area	Priorities	Achievements
Student welfare	Mindmatters	Regular meetings of the Mindmatters liaison committee
	Counselling/Careers	Relocation of the School Counsellor and Careers teacher to adjacent rooms
	Bullying	Ongoing evaluation of the school's policy in response to new forms of bullying, eg cyber-bullying. This is to be facilitated by the SRC and the Student Services Unit.
	Commendation scheme	Refinement of the school's Commendation Scheme.
	Year Group Co-ordination	Planning for the introduction of groups as a pastoral care structure within the school. Proposed Peer Support program.
	Residential Services Co-ordinator	Personnel identified to coordinate student activities; sports; term travel; interschool travel, town bus, etc.
	Peer Support	Proposed implementation of Student Welfare program and Peer Support program.
	Student Services Centre	Proposed implementation of Student Services Centre incorporating the Chaplain, Learning Support, Careers, and Director of Curriculum.

SECTION 11: RESPECT AND RESPONSIBILITY

The school wants 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. There is much scope to develop talents and to learn through experiences. The school works with staff, students and parents from its feeder primary schools in the area of a values-rich program.

SECTION 12: PARENT, STUDENT AND TEACHER SATISFACTION

Open governance is the policy and the Principal meets daily with students, staff and individual parents. The school is very proud of its 'open door policy' with parent involvement welcomed and encouraged. The Parents' and Friends' Association meets twice a term at mid term breaks and beginning of term, and provides one of a number of avenues for parents to express their level of satisfaction.

The level of parent involvement in the P&F is high and discussions throughout the year indicated that parent satisfaction is extremely positive. Areas where parents were most concerned related to aspects of the school offerings, specifically provision of adequate sporting opportunities to cater to all students' needs and interests. A complete revision of the sports' policy and offerings is proposed for the future.

In order to assess parent and student satisfaction about services offered, it is proposed that 2007 will 'realise' Junior School and Middle School surveys which will include sports, pastoral, educational and social/ cultural segments.

In addition to the SRC and Prefect Body, the school operates a Peer Support program which provides the students with opportunities to develop skills for life, including those related to coping with difficult situations, resilience, effective communication, risk-taking and conflict resolution.

Regular informal feedback from teachers and discussions with Heads of Departments indicates during 2006 staff were generally very satisfied in most areas of our school, particularly in terms of relationships, staff morale, school operations, work roles and work value/ recognition.

Quotes from parents, students and teachers re satisfaction

Parent satisfaction

"Very pleased that NEGS is fostering girls as business leaders and I would like to assist in any way possible." – name withheld, current parent.

"Thank you very much again for receiving us at your school in Armidale. We enjoyed the day with you and your warm hospitality. We are pleased about what the school has to offer. The guided tour through the school has been conducted in a very professional manner. We received useful and detailed information." – name withheld, prospective parent.

"Just a 'not so' short note to sincerely thank you for your time and effort yesterday, especially in light of your Autumn Festival Parade commitments. We would like to congratulate you for your 'Head' appointment as well as your natural gift in making our daughter feel part of the NEGS 'family' in such a short time as well as reassuring both of us that our 'little' big girl would be in a caring, dedicated and compassionate environment. Our daughter's introduction and subsequent interaction was nothing short of inspiring and encouraging, from my perspective. Emerging from her post interview discussions was the dormitory inspection which enabled her to visualise her 'new home' environment and elevated some of her understandable anxieties in her personal world. The other profound observation was her absolute amazement that student laptops and other electronic 'toys' could be freely left unattended in their rooms. It was apparent from her remarks that the same 'freedom' would not be replicated at her past school. We know that our daughter understands the opportunities of what

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she is being offered at NEGS with a clean whiteboard, a more intimate and dedicated learning environment and a different friendship landscape.” – name withheld, prospective parent.

Student satisfaction

“Riding at NEGS gives girls who aren’t born into a riding family an opportunity to belong to a totally horse oriented family.” – name withheld, past Year 11.

“Boarding has been one of the best parts of NEGS and people I didn’t know at all have become friends for life.” - name withheld, past Year12

“Riding at NEGS gives girls of all ages an opportunity to learn and excel in their chosen sport of riding, whether they be beginners to state and national level.” - name withheld, past Year 12

“NEGS is incredibly intimate - it is very unique in that every face can be individually acknowledged by all students and teachers. Being in such a close and friendly environment makes school life so much more than the status quo.” - name withheld, Past Head Prefect

Staff satisfaction

“Teaching at NEGS gives me the opportunity to know the name of each student and how everyone is doing - in the classroom, in the boarding houses and in the outdoors. Our small school community gives students and teachers a sense of belonging. Teachers care deeply about the academic and emotional development of every student. It is a pleasure to teach in a school that is committed to excellence in learning and to our students’ personal growth.” - name withheld, Mathematics teacher

“NEGS has taught me that I can do anything that I set my mind to.” - name withheld, South Africa (GAP student)

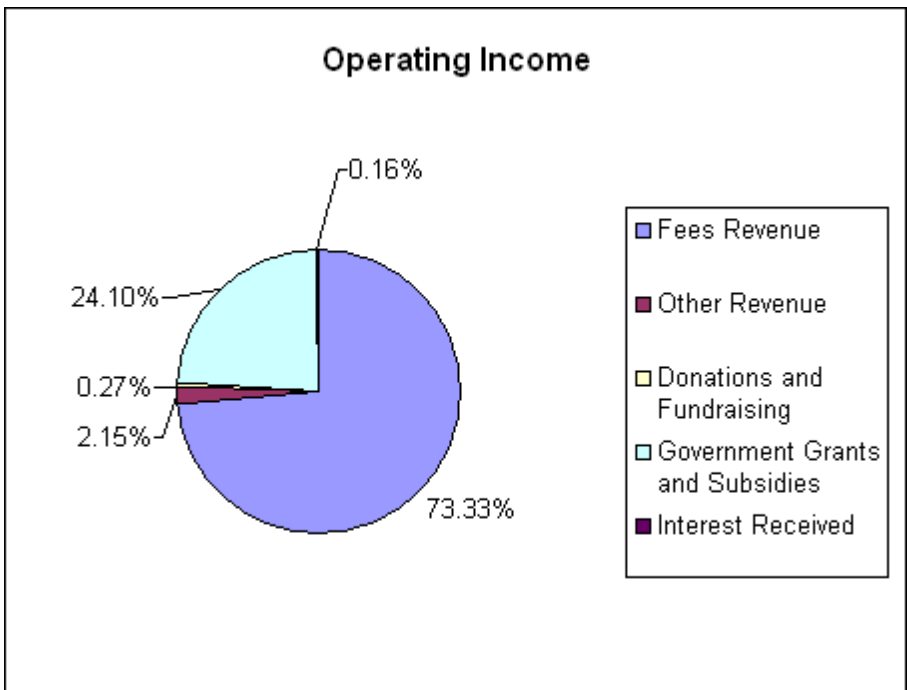
“NEGS has demonstrated the true definition of safe positive learning and social atmosphere for all.” name withheld, Senior Residence Co-ordinator .

SECTION 13: SUMMARY FINANCIAL INFORMATION

Summary of Operating Income and Expenditure

OPERATING INCOME

Fees Revenue	73.33%
Other Revenue	2.15%
Donations and Fundraising	0.27%
Government Grants and Subsidies	24.10%
Interest Received	0.16%
	100.00%



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OPERATING EXPENDITURE

Tuition	45.35%
Boarding	13.64%
Administration and Financial	25.64%
Maintenance	8.66%
Borrowing Costs	2.09%
Depreciation	4.62%
	100.00%

