



# **New England Girls' School**

**2016 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
- ✦ Enrolment Report, Development and Publications Report
- ✦ Marketing Report
- ✦ WHS Report
- ✦ Other Business.

### The Executive

During the year the Executive Team looked at such issues as staff and student welfare, marketing, enrolments, equestrian facilities and offerings, pastoral care and boarding for the School. 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. Day to day issues as well as concerns for individual staff and students may be discussed.

### Parents and Friends' Association

During 2016 the NEGS P&F raised funds and encouraged school community interaction through the following events:

\* Trivia Night

\* Catering for school functions, such as sporting carnivals, Welcome BBQ at the start of the school year and Christmas BBQ at the conclusion of the school year

P&F meetings were held every term of the school year, with the AGM in Term 2 2016. The P&F executive also meet at least once a term.

The P&F donated various awards to the Year 12 Valedictory Speech Day and to both Senior School and Junior School Speech Day prizes. In addition, the P&F provided substantial funding directly to the school for the purchase of items listed on the 'P&F Wish List'. The P&F also resolved to donate a portion of funds raised via the Trivia Night to the NSW Cancer Council.

### **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 2016:

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

During 2016 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**

It has become a tradition at NEGS that the Prefects are elected to be responsible for a particular area of school life. In 2016, our 11 prefects not only worked for their particular area, but also ensured they were a cohesive team, achieving results at both school level and in their smaller areas.

NEGS had two prefects that represented the Boarding Houses. They focused on the younger girls and worked directly with the senior students. They were the voice of the boarding students and made great efforts to improve the boarding life of the school by meeting regularly with the girls and then with the Head of Boarding and/or the Principal.

The Round Square Prefect with the help of all the other Prefects and the Round Square Captains organised the traditional Egg Hunt for Easter, involving the whole school from T-12, and the Walk in Our Shoes activities. These activities are also important fundraising events allowing NEGS to make

financial contributions to the Round Square organisation.

The Sports Prefect supported by the other prefects and sport captains provided important help with the organisation of the Swimming Carnival, Athletics Carnival and the Cross Country Carnival.

The Music Prefect had an important role in the running of the Eisteddfod and all the other musical concerts and recitals both in and outside the school.

The Day Girls' Prefect (and Senior Prefect) was very supportive of the day girls of the school. She held meetings with them, listened to their ideas and liaised with the Principal for solving their problems.

The Equestrian Prefect made an immense effort in supporting all the competitions and events organised by the Equestrian Centre at NEGS. She liaised with the leaders of the Equestrian Centre and was the voice of the NEGS girls involved in this area of the school.

The Leadership Conference in Tamworth is an annual event traditionally attended by the newly appointed prefect body. This was proved to be motivational for the Prefects as they started their tenure. It gave them the opportunity to meet and exchange ideas with leaders from many other schools and to learn some valuable skills about being effective in their roles and efficient organisation of events.

The Head Prefect led a prefects' meeting every week with the help of Mrs Consuela Despi, Prefect Coordinator. The minutes of meetings were kept by the Head Prefect and required actions were followed up in subsequent meetings. During these meetings the prefects analysed their activities and planned new events.

The Prefects proved to be important leaders in both the Autumn Festival Parade and Anzac March, encouraging students by giving House points to those present at these activities. They also had an important role in the organisation of the Spring Fair on the school grounds. The prefects were invited to be part of a Q&A panel with the parents of prospective students during the Scholarship Day and Year 7 Orientation Day.

The 2016 Prefect Body have proved to be not only important leaders of the school, but also highly regarded by their peers; respected and helped in all their initiatives by all the other students.

## Boarding

This year in boarding has been one of positivity and growth. With White House, Kirkwood and Saumarez to capacity. Existing students welcomed an influx of new faces with enthusiasm and delight in what was a whirlwind year as Boarding continued to go from strength to strength.

Years 11 and 12 are located in Saumarez House, Years 7,8 and Year 11 students in White House and Years 9 & 10 in Kirkwood House. As a result of the large boarding numbers, there are two sittings for breakfast and dinner. This only happens during the weekdays and therefore on weekends all year groups eat together.

After the success of the "Boarders Getaway" to the Gold Coast in 2015, the group set off for Queensland once again. With 180 girls attending, including boarders and day students, we had fun in the sun. The girls enjoyed Dreamworld theme park this time, shopping at Harbour Town factory outlets and free time to relax and meet new people. The philosophy behind the weekend is one of 'bonding & settling in' to the NEGS environment, for both day and boarding students.

Through the Round Square Association we welcomed many overseas and interstate students

during the year with enriched their lives, as well as ours. Students came from the United States, South Africa, Canada, United Kingdom, India, Tasmania, Victoria and South Australia.

During the year, boarders marched in the Armidale ANZAC parade and took part in the Autumn Festival, preceded by the Campus City Canter, concluding with breakfast in the Park. Flicks in the Stix, visits to the Sunday markets, roller skating, drama performances held at the TAS Hoskins Centre, Sunday cooking and inter school socials and more, were all part of the weekend activities. This all culminated in the boarding end-of-year-trip to Sawtell.

The Boarders were once again giving of their time, when called upon to volunteer for events such as waitressing, tour guides for the Old Girls Weekend and for the Scholarship weekend, Whole School Orientation Day and Year 6 into 7 Orientation Day.

At the end of November we farewelled our Year 12 boarders. This was acknowledged with a special dinner at The Red Grapevine Restaurant. It was a lovely evening where the girls and boarding staff enjoyed their final days together. Conversation was flowing as the girls reminisced about the good times and some of the shenanigans they shared in their time here at NEGS.

2016 was a very busy and exciting year for boarders and staff. Our Boarding Staff have assisted the students in and out of school hours, encouraging them to become accomplished young women, supporting them in their journey whilst at NEGS.

### **Chaplaincy**

In 2016 the Chaplaincy program provided weekly chapel services to both the junior and senior school. Christian Studies classes were taught from Transition through to Year 10. In addition to this formal program, the Chaplain provided optional activities for the students such as Bible Studies, a regular pastoral care meeting at the School one lunch-time per week, and a trip to the KYCK conference in Katoomba. The aim of all these activities was to bring the gospel message 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 Confirmation, Valedictory, Old Girls' Service, and Grandparents' Day.

### **Aytoun Young Library and Queensland Old Girls' Textbook Centre**

The Library continues to open 8.00am-5.00pm every day for scheduled lessons, private study periods for students in Year 9, 10, 11 and 12, and supervision at recess and lunchtimes. After school, the library caters for students waiting for parent collection, private study supervision, students looking for reading and resources and the hosting of privately arranged tutor sessions. Secondary student supervision involves behaviour control while support may involve conversations to stimulate motivation, reference searches, organising equipment and space for group discussions, recording or viewing, facilitating Distance Education contact etc.. All classes from Transition to Year 6 have a timetabled weekly Library Time and Years 5-6 are involved in Library Skills lessons in those scheduled times. All Library Times have a returning/borrowing component. Year 7 has a Library Skills lesson plus returning/borrowing, once per fortnight.

In terms of purchasing of resources, sourcing is more difficult than it used to be and access to many resources is only online: this has increased, rather than decreased, the time involved in sourcing and acquisition of requested resources. As well, the demand for provision of non-book sources has multiplied (eg., DVDs, CD readings, teaching resources on specialised thumb drives, purchase of online material that remains online, audio books, etc) and this is often hard to find, or time consuming in processing the order. Some source-organisations do not invoice so a check has to be made of the credit available on the school credit card.

Purchasing of new stock has been limited to requests by Heads of Department and the Book Week shortlist. Approval from the School Business manager precedes each individual purchase. A continuous program of deletions of out-of-date stock occurs and this will be more comprehensive as there is further implementation of the National Curriculum and a greater emphasis on digital learning. Providing for the implementation of the National Curriculum has been challenging and expensive, and sourcing appropriate materials often time consuming. The digital element is not seen as a threat but as another source for information and the message is always to diversify the sources for the most productive and authoritative outcomes. Overall, actions and decisions have focussed on staff professional needs and student needs with constant evaluation of effectiveness, relevance and efficiency in practices and processes.

One small seminar room on the First Floor is used for DVD viewing, discussion, student meetings, Distance Ed. tests and exams, private tutoring sessions and the like for the student population at large. The other Seminar Room has become "The Wide Reading Room" as a result of a successful grant application: this room has a few tables and chairs, a small lounge, floor cushions and a display of specially selected high interest young adult fiction which is available for casual reading or borrowing. On the ground floor the brick central column has been faced with blue pinboard material and can now be used for publicising new titles, student art and craft, notices, etc. The first floor open library space is now used regularly to house students in classes where the teacher is absent: all classes in this situation move to the First Floor of the Library to be supervised by a rostered teacher. Absent teachers have to leave scheduled work either at the Library Circulation Desk beforehand or send it by e-mail to the students involved. This has proved to reduce wasted time and confusion as there is certainty in the new arrangement. This has meant reduced access to half the Library collection (of resources classified 001 – 799) but students can quietly search there if they need to, around the classes in occupation.

Some of the add-on activities and services conducted by Library Staff have included:

**All My Own Work:** This is conducted by the Head of Library Services in late November for all Year 10 students. This is a requirement for all students attempting the HSC and has to be completed by early in Year 11 to proceed.

**Library Skills Lessons:** Within the Junior School, all classes from Transition to Year 6 have a weekly Library lesson which focusses on an aspect of literature, familiarity with library resources and computer operations for accessing the catalogue and translating that information to locating items, relevant to their stage. Year 7 has a period once per fortnight for structured lessons involving literature exploration and analysis as well as library & information skills. On a needs basis, other years have tutorials which are subject specific and encompass accessing relevant resources, handling the databases, referencing, the dangers of plagiarism and other relevant needs.

**2016 Book Week:** All the shortlisted books were purchased in April and Book Week was celebrated in August with displays, decorations and posters highlighting the "Books of the Year". Activities and small competitions were devised to suit. On the last day of Book Week students were allowed to dress up as a book-character-for-a-day and a small celebration for staff was offered in the Junior Library after school.

**2016 Old Girls' Weekend, Grandparents Day and the Spring Fair:** Old girls, Grandparents and visitors were welcome visitors to the Library in these few days in September. The Library was a common meeting place for Old Girls. A "Book Fair" was held in the MPC while morning tea was being served to Grandparents. The Book Fair showcased high interest books from various booksellers and was conducted like a specialist Children's Bookshop. Profit was used to purchase new stock for the Library.

**Jean Newall Archive Centre:** Following the death of Archivist Jean Newall, no firm plan was devised in the short term for maintenance of the collection, restoration and the answering of enquiries and so, from July 2016 some small allocation of time was taken out of the Head of Library Service's timetable to open the centre and do some tasks there. There was a vast amount of unfiled material in the office and a filing cabinet filled with documents, photos, letters, records,

articles, etc in no order, so it seemed the priority would be to file this material. A file for each year since 1895 was made ready and the main work since then has been slowly working through these assorted records. In time it is hoped this will all be digitised.

**Professional Development:** The Head of Library Services attended the monthly meetings of the Children's Book Council Armidale Sub-Branch and once-per-term meetings of the Armidale Teacher Librarians Network. In-school professional development for teachers is conducted on the first and last day of each term and the Head of Library Services attends all these. Professional periodicals such as Magpies, Literature base, Reading Time and Incite were subscribed to and read. The Head of Library Services and the Library Technician are both members of the professional body, Australian Library and Information Association, and read and view their writings, reports and announcements.

**2016 Valedictory Day and Speech Day Awards:** The Library has a major role in arranging all book prizes and trophies for presentation, certificates, medals and establishing once-per-year contact with sponsors and benefactors. Book prizes are selected by the Head of Library Services mainly from discount houses and online suppliers. The books, certificates, bookplates, donated book vouchers from sponsors, etc are all assembled for each student-recipient so that on Valedictory Day, and on the Senior School Speech Day, the handout of awards is seamless.

**Hosting:** Hosting debating competitions, parent-teacher afternoon teas, hosting Scholarship Exam days, Business Studies guest speakers, Old Girls lunches during Old Girls' Weekend, author/illustrator visits, etc. is a common role for the Library and all of these occurred in 2016. The 2016 literary guests were Jan Latta, wildlife photographer and author and Belinda Murrell, author of a very popular series for Junior girls. Junior school classes benefitted from the exposure to these successful literary figures and not only learned a great deal about the relationship of illustration and text, but also had a very engaging and entertaining session.

**Private Study Periods:** Students in Year 9/10, Year 11 and Year 12 have private study periods in the Library and often the Library is completely full of students. For some of these periods, another teacher is sometimes rostered to assist with supervision.

**Prep:** For four nights per week 6.30pm-8.30pm Prep is conducted in the Library for Boarders and a roster of teaching staff plus boarding staff supervise and ensure that it is productive work time.

**Textbooks:** In 2015 NEGS saw the implementation of a new Textbook requirement: Year 12 purchased their needs according to their chosen subjects, placing orders online with Champion. 2016 saw this extended to Year 11 students. The full list of textbooks are still purchased, processed, housed and issued for year 7-10 from the Queensland Old Girls' Association Textbook Centre within the Aytoun Young Library.

**Gap Students:** For many years NEGS has hosted volunteer "Gappies" and 2016 saw the hosting of 3 Gappies until June and then the hosting of 4 Gappies from July. The reason for the increase was that there was a need for a dedicated Gappie in the Equestrian Centre. So from July, 1 Gappie worked in the Equestrian Centre, 1 worked in Transition and 2 Gappies worked throughout the school encompassing mornings with Kindergarten, Junior School Homework Centre, in-lesson assistance with Maths and science, shelving books in the Library, assisting with stock in the Uniform Shop, filing in Akaroa, assorted tasks in the Music Department, administrative tasks for Learning Support, tutoring with individual high-needs students, reader/writers for special provision exams, attending as staff members on school excursions, etc... The Gappies are the responsibility of the Head of Library Services.

**Resource Boxes:** Because it is not easy for the Junior school to come to the Library for research, the Head of Library Services compiles research boxes of grade-appropriate material for specified research topics. Occasionally this is also done for the senior school.

**Displays:** The Library Technician devises static displays of photographs and signs, relating to literary events, authors, themes of literary interest, etc, while The Head of Library Services fills out displays of books of appropriate age and stage, relating to topics such as ANZAC Day, Mother's Day, Refugee Week, etc. The displayed books are often borrowed so this is an ever changing selection of books until the next topic when the focus and the book stock is changed.

## Round Square @ NEGS

The involvement of NEGS in the Round Square global movement has intrinsic value for the school both from an experiential perspective with exchanges, conferences and service opportunities and from a philosophical perspective as the school embraces the movement's six DEALS – the acronym stands for democracy, care of the environment, adventure, leadership opportunities and service. There is also a promotional/marketing aspect with students in Year 8 and Year 10 offered the opportunity to exchange with other Round Square school students – Year 8 students exchange for two weeks within the Australasian and East Asian Region while Year 10 students exchange for up to one term with students from international locations.

The staff team consists of the following:

- The School's Round Square Representative and Senior Exchange coordinator – Mrs Stephanie Thomas
- Junior Exchange Coordinator – Mrs Heather Fisher
- Duke of Edinburgh Coordinator – Mr Josh Cohen
- Round Square Prefect for 2016 – Rachel Jones

Round Square activities included:

**Year 10 international exchanges** for various lengths of stay from 6 weeks to 1 term – from United Kingdom, South Africa, Denmark, USA, Canada, Germany, France, and India.

**Year 8 regional exchanges** for 2 weeks - 3 girls went to schools in Victoria, and 1 overseas to Jakarta.

**Senior International Conference** – 5 students, 1 teacher and the Principal represented NEGS at the International Conference in Romania and Switzerland.

**Walk In Our Shoes Day:** this is an annual global education day planned and conducted entirely by the Round Square Prefect and her senior student support team. This was held late in November. Student leaders had a major strategic role to perform and the student body responded enthusiastically. The day's activities embodied the ideals of Round Square aligned with some active colour house competition.

**Easter Egg Hunt:** this annual fundraiser was held just before Easter with funds raised contributing to the Prince Alexander Fund. This is a Round Square fund which uses money for bricks and mortar for 8 major service projects in Third World countries.

**Service:** A major platform of Round Square is service and this is embraced by all year groups at NEGS in both practical ways and through fund raising. Support has included Tour de Rocks and McGrath Breast Cancer appeals, Red Shield Appeal, Red Cross activities, donations to the Blood Bank, CareFlight Helicopter Appeal, and many others. Each Year group chose its own focus for fundraising efforts. Service was also rendered by some classes during "Clean Up Australia" Day.

**Adventure:** Each Year group experienced targeted adventurous and challenging activities during a long excursion or camp – Year 7 went to Lake Keepit, Year 8 to Aussie Bush Camp in the lower Hunter, Year 9 to Myall Lakes and Year 10 to Newcastle and Year 11/12 to Coffs Harbour. These experiences involved adventurous activities, leadership and decision-making activities and personal development experiences.

## 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 122 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 STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In May 2016, 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.

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

### Year 3 Results

Year 3	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
	438		421		417		440		371	
	390-487		383-459		375-460		390-490		333-409	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	441	426	433	421	433	420	456	436	417	402
432-450		425-442		424-441		446-456		409-425		

SIM – schools serving students from statistically similar backgrounds

ALL – Australian schools' average

### Year 5 Results

Year 5	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
	523		520		538		588		548	
	486-560		485-554		504-572		549-627		518-577	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	514	502	487	476	505	493	518	505	504	493
506-523		479-495		497-512		509-527		496-512		

SIM – schools serving students from statistically similar backgrounds

ALL – Australian schools' average

## Year 7 Results

Year 7	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
	563		541		548		574		561	
	544-583		519-563		528-558		552-596		543-580	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	552	541	529	515	553	543	553	540	564	550
544-559		520-537		545-561		540-561		556-571		

SIM – schools serving students from statistically similar backgrounds

ALL – Australian schools' average

## Year 9 Results

Year 9	Reading		Writing		Spelling		Grammar and Punctuation		Numeracy	
	595		558		577		590		598	
	588-602		531-586		554-600		566-613		579-617	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	595	581	563	549	593	580	585	569	601	589
588-602		553-573		585-601		576-593		594-609		

SIM – schools serving students from statistically similar backgrounds

ALL – Australian schools' average

## SECTION 4: SENIOR SECONDARY OUTCOMES

## Higher School Certificate

In 2016, 32 Year 12 students sat for the NSW Higher School Certificate in 26 courses. In total 99% of results were in Band 2 or higher (gaining over 50 marks) with 41% of results in Band 5 or above (80 – 100 marks). Of the 6 candidates who sat for a one unit extension course, 5 achieved marks in E3 or E4.

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	12	0	0	16.58	5	41.66	51.05	7	58.33	30.85
Ancient History	13	0	0	17.25	5	38.45	51.02	8	61.53	30.69
Biology	14	0	0	9.7	9	64.28	54.68	5	35.71	35.12
Business Studies	9	1	11.11	12.69	8	88.88	51.75	0	0	34.34
Chemistry	5	0	0	5.63	5	100	52.98	0	0	40.94
Community & Family Studies	4	0	0	13.96	2	50	54.14	2	50	30.54
Design & Technology	4	0	0	4.47	1	25	54.26	3	75	40.8
Drama **	1									
Economics **	1									
English (Standard)	14	0	0	12.59	10	71.42	73.37	4	28.57	13.4
English (Advanced)	17	0	0	1.04	6	35.29	28.46	11	64.7	61.93
Mathematics - General	25	4	16	24.09	16	64	49.29	5	20	25.63
Mathematics – 2U	5	0	0	7.78	5	100	39.4	0	0	52.52
Music 1 **	2									
PDHPE	13	0	0	16.33	9	69.22	48.18	4	30.76	34.43
Senior Science	7	0	0	8.41	1	14.28	61.54	6	85.71	28.61
Textiles & Design	8	0	0	6.11	5	62.5	46.83	3	37.5	46.7
Visual Arts	3	0	0	1.88	0	0	43.3	3	100	54.39
French Continuers **	1									
Animal Studies **	2									

\*\* 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	%		No	%		No	%		No	%	
English (Ext 1)	6	0	0	0.18	1	16.66	4.65	2	33.33	59.66	3	50	35.31

**Comparisons over time – HSC Results**

Bands	2012		2013		2014		2015		2016	
	No of subject results	%								
1-2	13	5.7	8	4.7	9	5.6	2	1.8	5	3.3
3-4	127	55.7	108	63.2	80	49.4	73	65.8	87	56.9
5-6	88	38.6	55	32.2	73	45.1	36	32.4	61	39.9

**Comparisons over time – HSC Results – Extension classes**

	2012		2013		2014		2015		2016	
	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%
E1	1	2.6	0	0	0	0	0	0	0	0
E2	11	28.9	5	29	1	7.7	0	0	1	16.6
E3	22	57.9	11	64.7	10	76.9	6	75	2	33.3
E4	4	10.5	1	5.9	2	15.4	2	25	3	50

## **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.

## SECTION 5: TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

Spell-It Professional Development Workshop	1	1	Newcastle	Learning Support
	2 (1 school day)			
IGNITE - Leading Differentiation	2 (1 school day)	1	Sydney	Scholars
2015 Feedback and Advice Day	2 (1 school day)	1	Sydney	Maths
Using Digital Pedagogy Effectively in the Science Classroom	Online	1	Online	Science
Respectful Relationships & Domestic Violence	Online	1	Online	PDHPE
Taking the Reins - Boarding Conference	2	1	Gold Coast	Boarding
12 Tactics of effective Numeracy Instruction	1	1	Armidale	Junior School
Australian Kodaly Certificate	8	2	Adelaide	Music
Fundamentals of Teaching Mathematically	1	1	Armidale	Maths
Fundamentals of Teaching Mathematically	1	1	Armidale	Maths
Elevate - IDEATION workshop	1	1	Sydney	
VA Teachers' Symposium	2	1	Sydney	Visual Arts
Judith Wright's Poetry	2	1	Sydney	English
Award Leader Training - Duke of Edinburgh	1	1	Sydney	Service
DOS conference	2	1	Sydney	DOS
Familiarisation of new Geography syllabus	1	1	Sydney	HSIE
AIS - Engaging Lesson Starters (Maths)	1	2	NEGS	Maths
IPSHA Conference	6	1	Auckland, NZ	Junior School
Brain Gym for reducing challenging behaviour	1	1	Armidale	Junior School
AIS Wellbeing Conference	1.5	1	Sydney	Wellbeing
School's Science Workshop	1	2	Armidale	Science
Positive Schools Conference	2	1	Sydney	Junior School
AIS Maker Course	1	1	Online	Junior School
Literacy Block Time	1	1	Armidale	Junior School
Accreditation at proficient teacher - support for casual and short term teachers	1 hr	1	Online	Senior School
English PD	1	3	Armidale	English
AIS Geography Conference	1	1	Sydney	HSIE
Teacher-student trust v Teacher-student alienation	1 hr	1	Webinar	Senior School
English Textual Concepts in Depth	Online	1	Webinar	Junior School
AIS Aboriginal & Torres Strait Islander Conference	2	1	Sydney	Indigenous Student Support
AIM Conference	2	1		English/Languages
MANSW Annual Conference	3	2	Wollongong	Maths
International Boarding Conference	4	1	Gold Coast	Boarding
Composting Workshop	1	1	Tamworth	Science
THRASS course	2	1	Sydney	Junior School
HSC Pilot Marking	3	1	Sydney	English
Butterfly Foundation Image Course	1	1	Tamworth	PDHPE
GRASS (UNE)	2	1	Armidale	Science
AIS Road Safety & Student Wellbeing	1	3	NEGS	Wellbeing/PDHPE

## TEACHING STANDARDS

Details of all Teaching Staff

<b>Category</b>	<b>Number</b>
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines	42
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	0	8	19	1
Non-Teaching (including maintenance, administration, boarding staff)	0	2	10	0	15	12

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

### Kindergarten to Year 12

For the Years K – 12 Attendance rates please refer to the data on the My School website (<http://www.myschool.edu.au>)

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 by relevant classroom teacher, and ongoing monitoring occurs throughout the day by the classroom teachers and Academic Administrative Assistant. If students are missing from a lesson, the classroom teacher is to follow up on the absence. If the absence is unjustified, the Deputy Principal or Head of Junior School are to be informed. The Health Sister informs 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.

## SECTION 8: POST-SCHOOL DESTINATIONS

41 students completed their senior secondary course. Of these, 40 completed the Higher School Certificate with eligibility for an ATAR. Students received University offers in NSW, Queensland and Victoria. Students accessed the Schools Recommendation Scheme through UAC in addition to applying directly to Universities for Early Entry Admission.

## SECTION 9: ENROLMENT POLICIES

### Domestic and Overseas Students

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 310 students of whom the majority are in the secondary girls' school. As it is a comprehensive rural school, the students come from a large area with 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, 4% of students are Aboriginal or Torres Strait Islanders. The School has the ability to enrol 25 overseas students for the senior years. There were five overseas enrolments in 2016.

St John's Co-Educational Junior School has 75 students with the majority being female with around 20% 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: 20%

3rd and following child: 30%

### **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 2016	Access to full text
<p>Child Protection Policy</p> <ul style="list-style-type: none"> <li>⤴ definitions &amp; concepts</li> <li>⤴ legislative requirements</li> <li>⤴ preventions</li> <li>⤴ roles and responsibilities</li> <li>⤴ disclosure action cycle</li> <li>⤴ risk assessment</li> <li>⤴ documentation and record keeping</li> <li>⤴ rights of all parties</li> <li>⤴ support available for all parties</li> <li>⤴ target groups in the community</li> <li>⤴ safeguards for reporters</li> </ul>	<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"> <li>⤴ Policy Folders in various locations around campus.</li> <li>⤴ Moodle</li> </ul>
<p>Code of Conduct for the Care and Protection of Children Policy (encompassing supervision of students)</p> <ul style="list-style-type: none"> <li>⤴ legislative contextual</li> <li>⤴ duty of care and legal liability</li> <li>⤴ general guidelines</li> <li>- supervision of students</li> <li>- relationships with students</li> <li>- discipline of students</li> <li>- communication issues</li> <li>- camps/billets/excursions</li> <li>- duty to disclose.</li> </ul>	<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"> <li>⤴ Policy Folders in various locations around campus.</li> <li>⤴ Staff Handbook.</li> <li>⤴ Moodle</li> </ul>
<p>Critical Incident Policy and Procedures</p> <ul style="list-style-type: none"> <li>⤴ types of critical incidents</li> <li>⤴ how should they managed</li> <li>⤴ who should be contacted</li> <li>⤴ recovery -timeline</li> <li>⤴ contact numbers</li> <li>⤴ emergency management checklists</li> </ul>	<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"> <li>⤴ Policy Folders in various locations around campus.</li> </ul>
<p>Staff Code of Conduct</p> <ul style="list-style-type: none"> <li>⤴ establishes a set of behaviours which are consistent with the School</li> </ul>	<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> <ul style="list-style-type: none"> <li>⤴ Policy Folders in various locations around campus.</li> <li>⤴ Staff Handbook</li> <li>⤴ Moodle</li> </ul>
<p>Student Motor Vehicle Policy</p> <ul style="list-style-type: none"> <li>⤴ Conditions of use of student motor vehicles</li> <li>⤴ day students</li> <li>⤴ boarding students</li> </ul>	<p>Nil</p>	<p>Issued to all staff.</p> <p>Full text available</p> <ul style="list-style-type: none"> <li>⤴ Student diary.</li> <li>⤴ Moodle</li> </ul>
<p>Attendance Policy encompassing</p> <ul style="list-style-type: none"> <li>⤴ procedures for duty of care and risk management of all enrolled students</li> </ul>	<p>Nil</p>	<p>Full text available</p> <ul style="list-style-type: none"> <li>⤴ Policy Folders in various locations around campus.</li> <li>⤴ Moodle</li> </ul>

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<p>⤴ mechanisms for facilitating communication between the School and parents.</p>		
<p>Disability Provisions Policy encompassing procedures to accommodate any student with disabilities without discrimination.</p> <p>⤴</p>	Nil	<p>Full text available</p> <p>⤴ Policy Folders in various locations around campus.</p> <p>⤴ Moodle</p>
<p>Grievance (Student/Parent/Caregiver) Procedure</p> <p>⤴ clear and fair process for community members, including parents, to raise a grievance.</p>	Nil	<p>Full text available</p> <p>⤴ Policy Folders in various locations around campus.</p> <p>⤴ Family Handbook.</p> <p>⤴ Moodle</p>
<p>Swimming Pool Usage</p> <p>⤴ responsibility, rules and behaviour.</p>	Review of policy and updating of procedures	<p>Full text available</p> <p>⤴ Policy Folders in various locations around campus.</p> <p>⤴ Moodle</p>
<p>Animal Welfare Policy</p> <p>⤴ acquiring, housing, caring and removing animals ethically and morally.</p>	Nil	<p>Full text available</p> <p>⤴ Policy Folders in various locations around campus.</p> <p>⤴ Agriculture/Science Departments.</p> <p>⤴ Moodle</p>
<p>Grievance (Staff) Procedure</p> <p>⤴ clear and fair process for staff to raise a grievance.</p>	Nil	<p>Full text available</p> <p>⤴ Policy Folders in various locations around campus.</p> <p>⤴ Staff Handbook.</p>
<p>Risk Management Policy</p> <p>⤴ Identifying and assessing risks and hazards.</p>	Review of policy and updating of procedures	<p>Full text available</p> <p>⤴ Policy Folders in various locations around campus.</p> <p>⤴ Staff Handbook.</p>
<p>Sport Commitment Policy</p> <p>⤴ expectation of commitment.</p>	Nil	<p>Full text available</p> <p>⤴ Policy Folders in various locations around campus.</p> <p>⤴ Family Handbook.</p>
<p>Copyright Policy</p>	Review of policy and updating of procedures	<p>Full text available</p> <p>⤴ Policy Folders in various locations around campus.</p>
<p>Drug Policy</p>	Review of policy and updating of procedures	<p>Full text available</p> <p>⤴ Policy Folders in various locations around campus.</p> <p>⤴ Family Handbook</p>
<p>Prep Guidelines</p>	Review of policy and updating of procedures	<p>Full text available</p> <p>⤴ Policy Folders in various locations around campus.</p> <p>⤴ Family Handbook</p>
<p>Acceptable Usage of Internet and Online communication Services Policy</p>	Review of policy and updating of procedures	<p>Full text available</p> <p>⤴ Policy Folders in various locations around campus.</p> <p>⤴ Family Handbook</p> <p>⤴ Moodle</p>
<p>Allergy Awareness Policy</p>	New	<p>Full text available</p> <p>⤴ Policy Folders in various locations around campus.</p> <p>⤴ Staff Handbook</p> <p>⤴ Moodle</p>
<p>Dress Code – Staff</p>	Revised	<p>Full text available</p> <p>⤴ Policy Folders in various locations around campus.</p> <p>⤴ Staff Handbook</p>
<p>Injury and Illness Management Policy</p>	New	<p>Full text available</p> <p>⤴ Policy Folders in various locations around campus.</p> <p>⤴ Staff Handbook</p>

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		<ul style="list-style-type: none"> <li>⤴ Moodle</li> </ul>
Uniform Policy	Revised	Full text available <ul style="list-style-type: none"> <li>⤴ Policy Folders in various locations around campus.</li> <li>⤴ Student Handbook</li> <li>⤴ Moodle</li> </ul>
Concussion Management	New	Full text available <ul style="list-style-type: none"> <li>⤴ Policy Folders in various locations around campus.</li> <li>⤴ Staff Handbook</li> <li>⤴ Moodle</li> </ul>
Exam Supervision	New	Full text available <ul style="list-style-type: none"> <li>⤴ Policy Folders in various locations around campus.</li> <li>⤴ Staff Handbook</li> <li>⤴ Moodle</li> </ul>
Leadership Elections Policy	New	Full text available <ul style="list-style-type: none"> <li>⤴ Policy Folders in various locations around campus.</li> <li>⤴ Staff Handbook</li> <li>⤴ Moodle</li> </ul>
Mental Health Policy	New	Full text available <ul style="list-style-type: none"> <li>⤴ Policy Folders in various locations around campus.</li> <li>⤴ Staff Handbook</li> <li>⤴ Moodle</li> </ul>
Sport Supervision Procedure	New	Full text available <ul style="list-style-type: none"> <li>⤴ Policy Folders in various locations around campus.</li> <li>⤴ Student Handbook</li> <li>⤴ Moodle</li> </ul>
Snake Sighting Policy	New	Full text available <ul style="list-style-type: none"> <li>⤴ Policy Folders in various locations around campus.</li> <li>⤴ Student Handbook</li> <li>⤴ Staff Handbook</li> <li>⤴ Moodle</li> </ul>

\*\* Please note that all policies for both the junior and senior school are available to all staff on Moodle.

## 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. Overseas Students can also access the NEGS Overseas Students' Entry and Policy Guidelines for further information.

## SECTION 11: SCHOOL DETERMINED IMPROVEMENT TARGETS

Goal Area Priority	Achievements
Teaching and Learning	<ul style="list-style-type: none"> <li>• Reviewing HSC results with the assistance of external analysis.</li> <li>• Consolidating relationship with UNE with a) ESL units for overseas students and b) Agriculture liaison between School and UNE.</li> <li>• Professional Development days to cater for staff wellbeing as well as providing the required updates.</li> <li>• Consolidation of tutor periods into the timetable.</li> <li>• Consolidation of the timings for examination periods for Year 12 (Half Yearly and Trial HSC).</li> <li>• Consolidation of “flipped classroom” approach.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Enhanced communication with parents by all groups within the School (boarding, Year Advisors, Tutors, Teachers, sports).</li> <li>• Regular meetings with staff, Heads of Departments, welfare and boarding.</li> <li>• Reviewing Boarding Handbook with the structural changes, policies and procedures.</li> <li>• Email groups with relevant information provided for parents’ interest and attention.</li> <li>• Newsletter provided online and on website each fortnight.</li> <li>• Enhanced takeup of NEGS Facebook page with current information and photos.</li> <li>• Regular Careers Newsletter for Year 10 and 12.</li> <li>• Regular Boarding newsletter for parents to see activities on weekends.</li> <li>• Continued updating of policies and procedures.</li> </ul>
Student Welfare	<ul style="list-style-type: none"> <li>• Regular Welfare meetings incorporating boarding staff, Health Centre staff and Year Advisors.</li> <li>• Consolidation of Tutor system with small groups in each year.</li> <li>• Continuation of Mentor and “buddy” programs.</li> <li>• Review and consolidation of WELLBEING@NEGS course for all years to address character strengths and building resilience and strength.</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>• Staff members allocated Special Duties such as Careers and Round Square.</li> <li>• Focus on communication skills, working in teams and addressing confronting situations.</li> <li>• Professional and contemporary focus for School Development Day programs.</li> <li>• Providing opportunities for staff development by inviting key people to address key educational issues.</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Continued updating of facilities in the Boarding houses.</li> <li>• Replacing aged hot water systems.</li> <li>• Reviewing infrastructure of whole campus for electricity, gas and heating (solar panelling) looking at sustainability of all resources.</li> <li>• Continued improvements to the Equestrian Centre – consolidate diversity of disciplines.</li> <li>• Updating facilities – Livestock and Agriculture precinct</li> <li>• Enhancing facilities for sporting offering.</li> </ul>

## 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 engenders self esteem, mutual respect and responsibility.

Student members of the SRC, the Prefect Body, and the various Captains (House & Sports), are mainly elected by their peers. Their responsibilities include representing their peers 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.

In the Senior School, commendation certificates awarded are each semester. Certificates are awarded for academic proficiency and consistent effort whilst other certificates are awarded to students who are responsible, respectful and hardworking. These certificates are prestigious and earned.

In the Senior School the behaviour management structure has been streamlined in partnership with the wellbeing goals of the school. Classroom indiscretions are dealt with in the first instance by the supervising academic or boarding staff member. Repeated offences are then referred to the Head of Department or Director of Boarding. Subsequent or chronic offences are referred to the Deputy Principal. Depending on the nature of what has occurred, this can be fast tracked immediately to the Deputy Principal/Head of Boarding. Discipline cards, detentions or suspensions are issued after proper investigation of events. Consistency in the application of consequences ensures student/staff faith in the system. Both the behaviour management and wellbeing systems have been well received by staff, students and parents.

Every Monday, students have half an hour of Tutor Time, during which the Tutor delivers the Wellbeing Programme through activities designed to promote respect and responsibility within the school. This is reinforced through half hour Year Meetings each Friday, which are delivered by the Year Advisor. Each year group has different strategies and activities, which are designed according to the age of the students. The Wellbeing Programme includes goal setting, career advice, manners and etiquette, anti-bullying, and a range of guest speakers are invited to engage the students throughout the year. Students are encouraged to give back to society through a variety of charities, which receive support from the students and staff.

### Wellbeing Programme Initiatives

Students participate in the following wellbeing initiatives as appropriate for their age:

- Ongoing goal setting and evaluation
- Gratitude journal
- Meditation and relaxation
- 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 wellbeing topics including bullying, cyber bullying, anger management, and harnessing group power
- Fundraising, charity and community work
- Service trips
- Deportment and grooming 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
- Car maintenance
- Resilience
- Safe partying – dealing with peer pressure, illicit drugs, alcohol and antisocial behaviour
- Nutrition and healthy eating
- Wellbeing Day
- The Student Wellbeing Action Team

## SECTION 13: PARENT, STUDENT 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, ACT, Hunter Valley 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

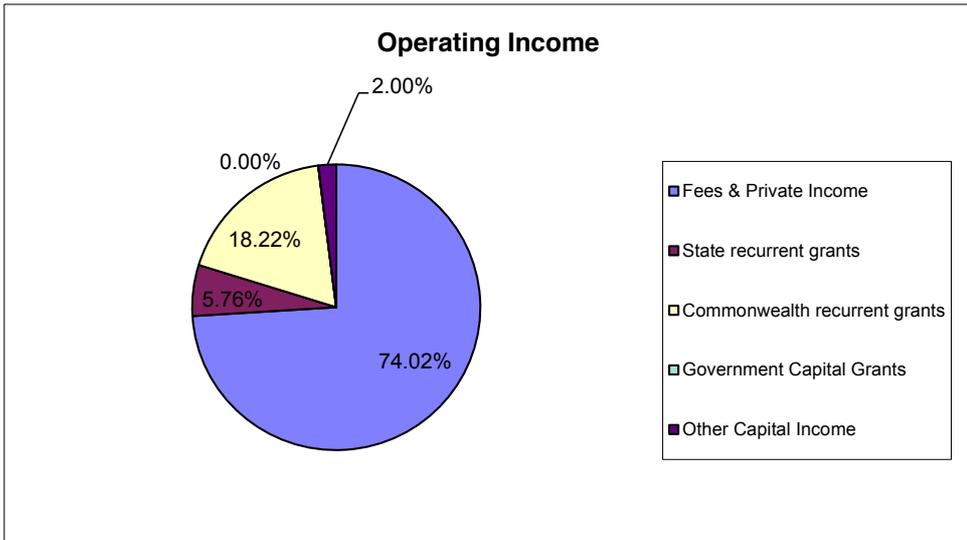
Formal assemblies also provided a further opportunity for students to show their leadership qualities while the forum also allowed various departments to showcase the achievements of individuals and groups. The organisational structure of Assembly was viewed favourably by staff, students and parents.

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

OPERATING INCOME

Fees & Private Income	74.02%
State recurrent grants	5.76%
Commonwealth recurrent grants	18.22%
Government Capital Grants	0.00%
Other Capital Income	2.00%
	<u>100.00%</u>



OPERATING EXPENDITURE

Salaries, allowances & related expenses	61.40%
Non Salary Expenses	37.12%
Capital Expenditure	1.48%
	<u>100.00%</u>

