



New England Girls' School

2007 Annual Report

SECTION 1: MESSAGES FROM KEY SCHOOL BODIES.

The Annual Report provides all members of the wider school community with reliable, fair and objective information about NEGS and St John's performance measures and policies as well as other school statistics. It also outlines information about developments and initiatives of real interest and importance to in 2007, and the achievements arising from the implementation of the School's annual development plan.

This report complements and is supplementary to school newsletters, daily notices and Akaroa and Chronicle publications.

This year has been one of consolidation for the School following last year's significant changes.

Advertising for new staff on the school executive took place and it was deemed appropriate that the recipients of these key positions be internal appointments. To that end, Deputy Principal, Director of Studies, and Head of Senior School positions will be filled by members of the 2007 academic staff.

The School has undertaken extensive advertising in the local and regional areas to affect a balance between day and boarding students. This campaign has been successful and student numbers have shown a significant increase over the 12 month period. Student numbers showed a significant increase at the beginning of the year. The immediate effects of these increases were to be found in the Junior School (St John's) with the introduction of programmes for 3 and 4 year olds.

Plans for renovations, repairs and improvements to the Equestrian Centre have been made and will be commenced in 2008. It is expected that such changes will be ongoing.

Because of its essential nature, budgeting for a significant upgrade to IT in 2008 was carried out.

The contract for school catering was extended for a 12 month period to be reviewed at the end of 2008.

Restructuring of the Enrolments Office in Akaroa took place, and a significant effort enabled the Accounting Department to improve its systems.

M Harrison
Principal

Student Representative's Message

The election for student representatives for the SRC took place at the beginning of term 1 for Years 9-12, and later for the Middle School years, following their participation in their Annual Camp.

A number of events took place. These include fundraising for charity, a forum for possible changes to uniform and discussions about recycling materials within the School. Blood donations were organised and other community service projects were discussed.

N Clarke
SRC Coordinator

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;
- Decision making regarding changes to the school uniform. The SRC has a Middle School and Senior School student representative on the Uniform Committee).

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:

- Sponsoring a World Vision child in Africa;
- Providing an annual donation to Sydney Neuro Oncology Group in memory of Fiona Reynolds a former student and Head Girl who lost her battle with cancer in 2006.
- Jeans for Genes.
- Providing financial support for Year 9 Design and Technology students to provide recycling bins for class rooms.
- Supporting Parents & Friends' fundraising efforts at the NEGS Annual Spring Fair.

SECTION 3: SCHOOL PERFORMANCE IN STATE-WIDE TESTS

Higher School Certificate

In 2007, 30 students sat for the NSW Higher School Certificate in 23 courses. All but two achieved marks of 50 or above (Band 2 or higher) in all courses, with 74% of the results placed in Band 4 or above. Of our candidates who sat for a 1 Unit Extension course, 55% of the results were within the top two bands (E3 and E4).

Five students accelerated in Extension 1 Mathematics, all achieving a Band 5 or above in the Mathematics course.

Six students were mentioned in the Distinguished Achievers List for the following subjects: Biology, Chemistry, Design and Technology, Mathematics, Modern History, Extension History, and Extension 2 English. The Dux of the school was mentioned for three subjects.

Table: Higher School Certificate Test Results

Subject	No of stud.	Performance band achievement by number and percentage									
		Bands 1-2			Bands 3-4			Bands 5-6			Median
		No.	%	State % **	No.	%	State	No.	%	State	
Agriculture	6	1	16.7	9.94	5	83.3	57.67	0	0.00	30.41	69
Biology	14	1	7.2	10.65	11	78.6	56.44	2	14.3	32.57	72
Business Studies	12	3	25.0	19.43	8	67	55.13	1	8.3	24.91	65
Chemistry	8	0	0	8.59	7	87.5	51.91	1	12.5	39.15	72
Chinese Background	3	0	0	2.56	2	66.7	43.02	1	33.3	53.31	*
Community and Family Studies	6	0	0.0	7.06	2	40.0	68.79	3	60.0	28.32	72
Design & Tech.	5	0	0.0	7.06	2	40	68.79	3	60.0	23.82	79
Drama	2	0	0.0	5.89	1	50.0	52.76	1	50.0	41.25	*
English (Std)	12	2	16.7	21.87	10	83	74.27	0	0.0	3.39	67
English (Adv)	14	0	0.0	.93	9	64.3	50.09	5	35.7	46.85	76
ESL	4	0	0.0	11.77	4	100	59.57	0	0.0	27.34	73
Hospitality exam.	6	0	0.0	9.24	5	83.3	62.71	1	16.6	18.43	*
Maths (Gen)	8	0	0.0	7	7	87.5	61.2	1	12.5	22.51	71
Maths	18	4	22.2	11.67	7	38.9	48.37	7	38.9	39.47	71
Modern History	9	0	0.0	11.24	4	44.4	44.6	5	55.6	43.71	82
Japanese Background	1	0	0.0	5.45	0	0.0	28.0	1	100	24.0	
Japanese Contin.	3	1	33.3	9.68	1	33.3	34.12	1	33.3	55.88	67
Music 1	1	0	0.0	2.77	1	100.0	44.96	0	0	51.96	78
Music 2	2	0	0.0	0.29	0	0.0	23.11	1	100	76.44	82
PDHPE	2	0	0.0	13.35	1	50.0	50.7	1	50	35.58	*
Physics	6	0	0.0	10.42	5	83.3	55.15	1	16.7	34.01	74
Visual Arts	11	0	0.0	0.5	5	45.5	47.28	6	54.5	51.96	81

** Does not include students not awarded any band
* Studied elsewhere

New England Girls' School
2007 Annual Report

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)	6	0	0.0	1.76	2	33.3	17.62	4	66.7	58.5	0	0.0	21.99	38
English (Ext 2)*	8	0	0.0	2.35	4	50.0	18.28	3	37.5	47.1	1	12.5	32.13	35
Maths (Ext 1)	14	0	0.0	3.88	6	42.9	21.25	8	57.1	42.3	0	0.00	32.24	73
Maths (Ext 2)	10	1	10.0	1.25	8	80.0	15.68	0	0.0	50	1	10.0	32.89	65
Music (Ext)*	1	0	0.0	0.24	0	0.0	7.21	1	100.0	46.8	0	0.0	45.52	82
History (Ext)*	12	0	0.0	6.01	2	16.7	21.23	7	58.3	54.4	3	25.0	18.27	39

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

Comparisons over time

HSC (All subjects, non-extension)

	2004		2005		2006		2007	
	No of students	%	No of students	%	No of students	%	No of students	%
Bands 1-2	8	5	19	10	28	12	12	9
Bands 3-4	109	66	104	54	134	60	90	65
Bands 5-6	47	29	71	37	63	28	36	26

HSC Extension classes

	2004		2005		2006		2007	
	No of students	%	No of students	%	No of students	%	No of students	%
E1	2	4	2	7	4	10	1	2
E2	10	22	5	17	12	31	22	43
E3	25	56	17	57	21	54	23	45
E4	8	18	6	20	2	5	5	10

School Certificate

In 2007, 37 students sat the School Certificate. In English, Australian Geography, and Australian History over 40% of student achieved a Band 5 or 6, well above the state averages for each of these

**New England Girls' School
2007 Annual Report**

subjects and no students were placed in a Band 2 or below in these subjects. In the Computing Skills exam 80% of student received a Highly Competent grade compared to the state average of 58%.

Table: School Certificate Test Results

Test	No. of students	Performance band achievement by %									Grades allocated by %		
		Bands 1-2			Bands 3-4			Bands 5-6			Grades A-C	Grades D-E	Median
		No	%	State	No	%	State	No	%	State			
English – Literacy	37	0	0	6.2	18	50	58.7	18	47	34	School: 97	School: 3	81
Mathematics	37	8	22.2	22.4	21	58	54.4	7	19.4	21.7	School: 81	School: 19	70
Science	37	2	5.6	8.3	21	58.4	63.1	13	36.1	27.1	School: 78	School: 22	73
Australian History, Civics and Citizenship	37	0	0	9.3	21	58.3	66.4	15	42	32.7	School: 95	School: 5	75
Australian Geography, Civics and Citizenship	37	0	0	13.6	21	58.4	60.1	15	41.7	24.7	School: 92	School: 8	72

Comparisons over time - School Certificate

	2004		2005		2006		2007	
	No of students	%	No of students	%	No of students	%	No of students	%
Bands ≤2	32	13	14	8	4	2.5	10	5
Bands 3-4	109	44	98	55	72	45	102	57
Bands 5-6	109	44	67	37	84	52.5	68	38

LITERACY & NUMERACY ASSESSMENTS IN YEARS 3 & 5

In 2007 all year 3 and year 5 students participated in the state wide Basic Skills Test (BST).

% of Students Achieving National Benchmarks

Basic Skills Test (BST)	Year 3		Year 5	
	Percentage of students achieving National Benchmarks		Percentage of students achieving National Benchmarks	
	2006	2007	2006	2007
Writing	100%	100%	94%	100%
Reading	100%	100%	88%	100%
Numeracy	100%	100%	100%	100%

The table above shows that in 2007 100% of students in years 3 achieved above the state benchmark in all strands. In Year 5 100% of students achieved above the state benchmark in Numeracy while 94% achieved above the state average in Writing and 88% achieved above the state average in reading.

In 2007 100% of students in years 3&5 achieved above the state average in Writing, Reading and Numeracy.

Comparison of School and State Means for 2006-2007

Basic Skills Test (BST)	Year 3				Year 5			
	2006		2007		2006		2007	
	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean	School Mean	State Mean
Overall Literacy	54.6	50.4	51.1	51.0	58.2	57.0	60.5	57.3
Overall Numeracy	60.5	53.3	50.5	53.1	62.6	61.5	61.2	61.9

In Year 3 the comparison between school and state percentages may not present an accurate assessment of individual student performance due to the small number in the cohort.

% Skill Bands in Years 3&5 as compared with the state

	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
		0%	100%	9%	91%	0%	100%	6%
Numeracy	14%	86%	9%	91%	0%	100%	7%	93%

LITERACY AND NUMERACY ASSESSMENTS IN YEARS 7

In 2007 Year 7 students participated in the state-wide literacy and numeracy testing.

Thirty two students completed ELLA and twenty nine the SNAP testing in Year 7. In addition to the twenty nine Year 7 students who sat the ELLA test, three students in Year 8 also completed ELLA at Year 7 level because it was considered that the Year 8 level would be too difficult for these students who have special learning difficulties and weak literacy skills.

Year 7 Results

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

ELLA - Results and Interpretations

Table: ELLA (English Language and Literacy Assessment) results for Year 7 +3 Year 8– 32 students:

2007 Test	Students in achievement levels							
	Low		Elementary		Proficient		High	
	NEGS	State wide	NEGS	State wide	NEGS	State wide	NEGS	State wide
Writing	0 (0%)	5%	3 (9%)	11%	9 (28%)	50%	20 (62%)	35%
Reading	1 (3%)	4%	1 (3%)	11%	14 (44%)	51%	16 (50%)	34%
Language	1 (3%)	7%	6 (19%)	13%	9 (28%)	41%	16 (50%)	39%
Overall Literacy	1 (3%)	4%	0 (0%)	12%	13 (41%)	49%	18 (56%)	35%

The results for the English Language and Literacy Assessment (ELLA) test for Year 7 demonstrated students performing at above state level in each of the four tested components and one student only achieving in the low achievement level for Reading, Language and Literacy. No student fell into the low level for Writing.

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. 62% (compared with the state average of 35%) of Year 7 students achieved a high level in writing, 50% (state average 34%) of Year 7 achieved a high level for reading, and 50% (state average 39%) of Year 7 students achieved a high level for language.

Each component was well above the state average.

However, although 56% of Year 7 students achieved a high level for literacy, compared with the state average of 35% this is a 13% decline in the number of students achieving in the high level for literacy since 2006. It was still an overall improvement over previous years.

Overall, 97% of the NEGS Year 7 students in 2007 achieved levels of literacy in the top two levels- High and Proficient, an increase of 7% since 2006. Only one student 3% fell in the low level. This means all our Year 7 students except for one are achieving at the two highest levels.

These achievements are of further significance, considering only 3% (one student) of Year 7 students in 2007, obtained a low level of achievement for any of the set components.

The three Year 8 students who sat Ella at the Year 7 level were able to demonstrate their improvement in Literacy overall. However, it is recognised that these students although improving, are still behind their Year group level and require further learning support. Two of these students have since left the school.

SNAP Results and Interpretations - Year 7

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

2007 Test	Students in achievement levels							
	Low		Elementary		Proficient		High	
	NEGS	State wide	NEGS	State wide	NEGS	State wide	NEGS	State wide
Overall Numeracy	0 (0%)	7%	5 (19%)	31%	14 (52%)	35%	8 (30%)	27%
Number	0 (0%)	8%	4 (15%)	29%	14 (52%)	36%	9 (33%)	27%
Measurement	0 (0%)	8%	9 (33%)	34%	10 (37%)	30%	8 (30%)	28%
Space	1 (4%)	11%	0 (0%)	22%	15 (56%)	36%	11 (41%)	31%
Data	1 (4%)	8%	7 (26%)	29%	12 (44%)	35%	7 (26%)	28%
Patterns & Algebra	1 (4%)	13%	8 (30%)	29%	10 (37%)	32%	8 (30%)	26%

New England Girls' School
2007 Annual Report

In the Secondary Numeracy Assessment Program (SNAP) tests, students except for one (4%) performed between an elementary and a high state level across the six components.

30% of Year 7 students, compared with the state average of 27%, achieved a high level in Numeracy. 33%, (state average 28%) achieved a high level for Number, as well as 33% (state average 27%) scored high for Measurement and a following 41% of Year 7 students (state average 31%) achieved a high level for space. Data had 26% of Year 7 students (state average 28%) achieving a high level. This was the only component below the state average. Patterns and Algebra accumulated a high level score of 30%, compared with the state average of 26%.

Although these figures are lower in respect to the ELLA testing, it should be noted that only one student (3%) of Year 7 students found it difficult to interpret the Space, Data and Patterns and Algebra components.

Comparing the SNAP results in years 2006 and 2007 it is noticed that there has been an improvement in the low level of achievement from 7% to 3%. However, all components also saw a decline in the averages in the High level of achievement except for the Space component which saw a slight improvement.

New England Girls' School
2007 Annual Report

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

1. Professional learning:

Date	Course Details	Teachers attended	Location	No. of Staff	Cost to the school \$
27/1/06	Differentiated Learning, Assessment and Reporting, e-learning-moodle	All Staff	NEGS		Nil
10/3/06	Economics & Business Educators Conference Professional Development	E.Esterbauer	Burwood	1	99
21/3/06	Digital Imaging & Editing using Photoshop	M.Berry	Local	1	77
20/4/06	Cooperative Learning Structures for success & Win Win Discipline	N.Bassett	Seven Hills	1	500
1/5/06	Performance Bands Linked to Assessment	All Staff	NEGS		
3/5/06	National Conference - Children's Book Council	H.Fisher	Darling Harbour	1	787
11/5/06	Representations- Professional Teaching Standards Focused on: 1.2.1, 6.2.3, 6.2.6, 7.2.4	R.Randall	Circular Quay	1	280
12/5/06	Society & Cultural Methodology	E.Esterbauer	Sydney	1	100
24/5/06	Architectural Model Making	A.Robins	Bondi	1	210
29/5/06	Mathematics - Ext 1 - 2 day Workshop	D.Hitchcock	Grafton	1	120
1/6/06	AIS ICT Managers Conference 2006	D.Rose	Wollongong	1	425
2/6/06	Syllabus Skills in Mathematics - In school activity by Amanda Robins	D.Hitchcock, S.Cooke, C.Despi	NEGS	3	
6/6/06	OH&S 4 Day Course				
29/6/06	Certificate IV-Library & Information Science	J.O'Connell	Local	1	2200
28/7/06	Re-Imaging Educational Leadership	G.McPHan, C.Despi, D.Howlett	Local	3	330
21/9/06	Project performance standards for assessing and reporting student achievement in yrs K-10	K.Hiscox, J.Stanton	Grafton	2	
27/9/06	BOS A-E Grading Meeting	D.Howlett, E.Esterbauer	Local	2	
1/10/06	2006 AHISA Pastoral Care Conference: Barker College	D.Howlett	Sydney	1	520
6/11/06	Mathematics - Ext 2 - 2 day workshop	S.Cooke, C.Despi	Grafton	2	320
7/12/06	Emergency Care Training-A.McKinnon	All Staff	NEGS		200

**New England Girls' School
2007 Annual Report**

In addition to the above professional development, the Junior School staff participated in the following: Interactive Whiteboard use; Literacy at UNE - Writing K-6; Asperger's Seminar; and Scaffolding Literature - supporting low achievers.

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	30
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	1
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 2007 the average daily staff attendance rate was 96%.
4. The proportion of staff retained from 2006 is approximately 94%.

New England Girls' School
2007 Annual Report

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

1. **Student attendance:** In Years 7 to 12, 94.4% of students attended school on average each school day in 2007. This is slightly higher than the daily attendance in 2006.

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	13	18	14	18	14	70	14	21.5	13.7 5	127.5	9.3
Year 1	6	14	5	17	5	28	4	10	5	69	13.8
Year 2	12	5	11	13	12	27	12	16	11.7 5	61	5.2
Year 3	5	12	5	13	7	22	7	20	6	67	11.2
Year 4	14	32	15	44	17	32	17	26	15.7 5	134	8.5
Year 5	12	21	12	42	12	40	13	27	12.2 5	130	10.6
Year 6	10	11	10	14	11	15	11	5	10.5	45	4.3
Total absences per term		113		161		234		125.5	75	633.5	
Average daily attendance for Years K-6(%): 95.5%											

Table: Student attendance for Year 7 to Year 12

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
Year 7	28	39.5	28	88	29	58	29	61.5	28.5	247	8.67
Year 8	24	67.5	25	63	25	108	26	58	25	297	11.86
Year 9	20	73	17	56	19	46	19	14	18.7 5	189	10.08
Year 10	39	84.5	39	130	38	124	39	91	38.7 5	430	11.08
Year 11	33	61	35	165	34	130	36	60.5	34.5	417	12.07
Year 12	33	65.5	33	42	33	55			33	163	4.92
Total absences per term		391		544		521		285			
Average daily attendance for Years 7-12 (%): 94.4%											

2. **Retention rates:** 57% of the 2005 Year 10 cohort completed Year 12 in 2007. It should be noted that the school was undergoing significant disruption at that time and a number of students left at the end of Year 10 because of that disruption. 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 or 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 2007 was approximately 257 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 (3.1%). 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 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 2006	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 Student Services Unit

**New England Girls' School
2007 Annual Report**

<p>Security/Safety Policies</p> <p>1) Critical Incident Policy</p> <ul style="list-style-type: none"> • Definition • Identification of a critical incident • Procedure <p>2) Fire/Bomb drills and evacuation</p> <p>3) Excursion Policy</p> <p>4) OH & S Policy</p> <ul style="list-style-type: none"> • Safety rules • Risk Management Procedure • Staff Induction Check <p>5) Playground Duty Supervision Policy</p> <p>6) Prep Supervision Policy for Staff</p>	<ul style="list-style-type: none"> • 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.
<p>Codes of Conduct</p> <p>1) Anti-bullying policy for staff and students</p> <p>2) Behaviour Management using the Year Book as a tracking mechanism. Pastoral Care Objectives</p> <p>3) Student Leadership</p>	<ul style="list-style-type: none"> • Behaviour Management system revised at the beginning of the year. 	<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"> • Certificates and House points as part of the 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</p> <p>1) Pathways for Parents</p> <p>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 Student Services 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. Consequences may involve consultation with the parents or guardians of the student.

All disciplinary action that may result in any sanction against the student ending with 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 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. Again, such policies are available from the Student Services Unit.

SECTION 10: SCHOOL-DETERMINED IMPROVEMENT TARGETS

Area	Priorities	Achievements
Facilities and resources	Staff resources	Planning and budgeting for lease of new computers for staff in 2008
	Access to computers for students	Planning and budgeting for lease of new computers for student access in the library, computer labs and a set of computers for classroom use
	Foundation	Establishment of an Education Fund and preparations for the Principal to travel to various areas with a view to securing donations from Old Girls, current, past and prospective parents.
	Library	Allocation of funds from the Queensland P&F for a compactus for text book storage. Alterations planned to C2 to accommodate this. Cataloguing of all textbooks under way in anticipation.
	Middle School	Refurbishment of the Middle School lockers, flooring, blinds, and painting.
	Junior School	Plans to use R13 for St John's Junior School. Renovation of some of the facilities in the old St John's block to accommodate transition students and plans for employment of supervisory staff in that area.
	Boarding	More single rooms available, better utilisation of space in preparation for an increase in the number of boarders.
	Administration	Planning for faculty budgets for 2008. Improved accounting systems, restructuring of Enrolments and Development Offices.
Teaching and Learning	Student Services Unit	Student Services moved to the West Wing of the library, housing the Director of Curriculum, Counsellor, Careers Advisor, Chaplain, ESL/Learning Support teacher.
	Professional Development	Use of student travel days for PD has freed up 5 days for PD for Senior and Middle School staff. Planning for 2008 will allow for a PD budget accessible to staff via an application to be considered by a committee.
Student Achievements	Development of the whole person	Renewed efforts to re-establish a credible music program, re-emphasis on sporting involvement, participation in extra-curricular activities and community service
	Extension and Remediation	Students in the Middle School tested individually to determine special needs

New England Girls' School
2007 Annual Report

Communications	Continual improvements	Greater access to information about the school via its website, daily notices, NEGS News, Akaroa, the Chronicle, use of email. Freer access to the Principal.
Student welfare	Year Advisors	Return to the system of having a Year Advisor whose job is to oversee the welfare of students within that year in the Middle and Senior Schools. The Year Advisor is assisted by a Year Support Team.
	Behaviour Management	Introduction of a clearer system of consequences for poor behaviour, with a tracking mechanism in each student's year book, monitored by the Year Advisor

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.

Student members of the SRC, the Prefect Body, and Class Captains are elected by their peers. Their responsibilities include representing their peers/forms 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 job of the staff is to facilitate the process of communication to encourage responsibility and respect for others. This is complemented by the scope to provide 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.

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 underway.

During 2007, Junior School and Middle School surveys were conducted to assess parent and student satisfaction about services offered, including sports, educational, pastoral and social/ cultural segments. On the whole, parent and student contentment was pleasing.

In addition to the SRC and Prefect Body, the school is developing a Peer Support program which will provide 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 2007 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

"Thank you for your support – it is very touching and makes us feel very welcome".

"I'm pleased to say that my daughter has really enjoyed her first terms at NEGS. She has been very positive about all on offer".

"The St John's Co-Educational Junior School at NEGS is very much a family friendly school where parents can be actively involved in their child's education".

Student satisfaction

" I'm really glad I decided to do accelerated Maths. The teacher is so enthusiastic about Maths and that has really rubbed off on me and the rest of the group."

"We surprised a lot of people with how well we shot, coming second to a strong Sydney boy's school and eight points ahead of our nearest rival."

Staff satisfaction

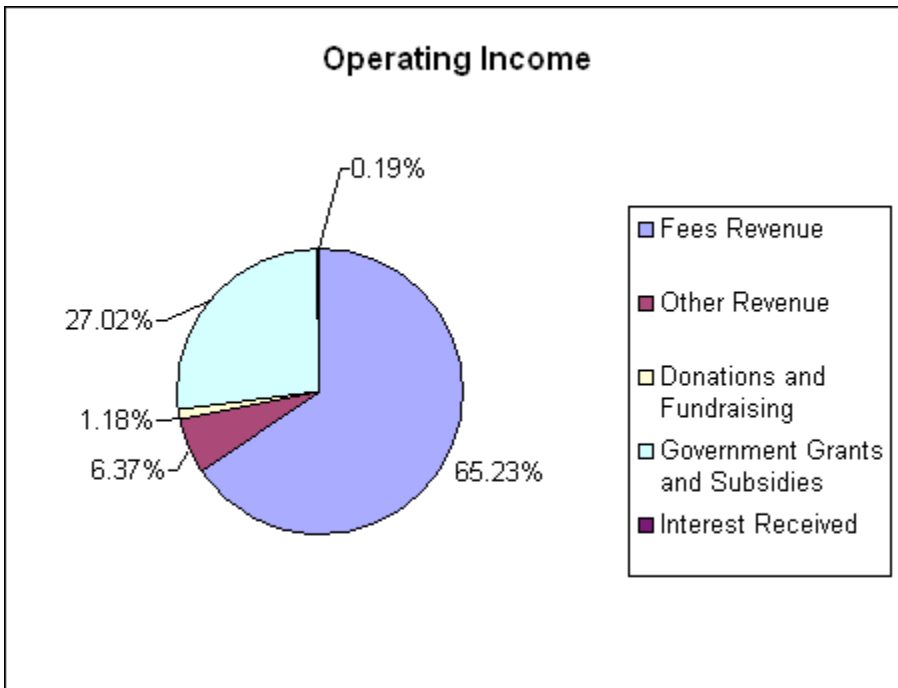
"NEGS has taught me that I can do anything that I set my mind to" – GAP student, South Africa.

SECTION 13: SUMMARY FINANCIAL INFORMATION

Summary of Operating Income and Expenditure

OPERATING INCOME

Fees Revenue	65.23%
Other Revenue	6.37%
Donations and Fundraising	1.18%
Government Grants and Subsidies	27.02%
Interest Received	0.19%
	100.00%



New England Girls' School
2007 Annual Report

OPERATING EXPENDITURE

Tuition	40.36%
Boarding	13.73%
Administration and Financial	26.46%
Maintenance	10.66%
Borrowing Costs	5.23%
Depreciation	3.55%
	100.00%

