



# New England Girls' School

## 2009 Annual Report



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## SECTION 1: CONTEXTURAL FRAMEWORK

The Education Act 1990 mandates the requirement for each non-government school to prepare an annual report for the NSW Minister for Education within a given set of parameters defined by the Minister.

It is our belief that the data contained in this Report will provide all members of the school community with honest, fair and reliable information relating to the performance of NEGS and St John's Junior School during 2009.

The Annual Report complements and is supplementary to our conventional communication sources, viz, school newsletters, daily notices to staff and students, the website, Akaroa, "State of the Nation" and the annual Chronicle.

The School has entered its 115<sup>th</sup> year of existence and the past year has been one of change, consolidation and redefining of direction.

In March a review of the School occurred by three external consultants and following the analysis of 700 items of information an Appraisal Report was delivered to the Board of Directors detailing some 28 recommendations. Subsequently, the Principal tendered his resignation and was replaced by Mr Ian Downs, a former Inspector of Schools, Principal of Farrer Memorial Agricultural High School and Director of Boarding at The King's School (Parramatta).

Since that time 27 of the 28 recommendations have been addressed in varying degrees with the principal result being the development and adoption of a Strategic Plan covering the period 2010-2014.

During May the School was visited by the NSW Board of Studies inspectors and following an exhaustive review NEGS received the ultimate accolade being granted 5 years registration from 1 January 2010 for both the junior and senior schools together with compliance in all areas of the inspection process. A wonderful result and a tribute to the staff!

Student numbers continue to expand as a result of our targeted advertising and marketing campaigns in the media and at educational/boarding expositions. A pleasing trend has been the growth in our boarding numbers, which runs counter to patterns both in Australia and overseas.

A number of significant changes have occurred in our staffing profile with new appointments of a Deputy Principal, Business Manager and School Counsellor, while a number of staff were provided with redundancies at the conclusion of the academic year.

The Equestrian Centre continued to be a major point of differentiation and the appointment of two highly qualified instructors resulted in the introduction of many new initiatives and the re-jigging of original programs. The application for a Trade Training Centre based on this resource continued in the planning phase throughout much of the year.

The Federal Government's educational funding initiative has benefitted the School resulting in key initiatives in the Junior School, the painting of considerable areas of the senior school and carpeting of the library.

## SECTION 2: 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:

- (a) 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.
- (b) To carry on the School as a non-government school pursuant to the *Education Act 1990*.
- (c) To provide the necessary resources and facilities to meet the aims and objectives of the school from time to time.
- (d) To provide religious instruction in the School in accordance with the Fundamental Declarations in the *Anglican Church of Australia Constitution Act 1961*.
- (e) To conduct such educational courses and programmes as the Board from time to time determines.
- (f) 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.
- (g) To do such other things as are incidental or conducive to the attainment of these objects.
- (h) To do all or any of the things authorised by the Corporations Act.

Directors meet once a month during term time (12 occasions per annum) with the Principal 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
- NEGS Ltd
- Enrolment Report
- Development and Publications Report
- Marketing Report
- Functions and Events Report
- Financial Report
- Other Business.

During 2009 invitations by the Board were issued to various staff to report on their special initiatives together with a number of external consultants who provided advice on key issues.

Key projects on the radar screen during the current year included the Trade Training Centre, the introduction of a performance appraisal model, updating role statements, development of the committee structure, monitoring more closely the financial status of the school and addressing deficiencies in policy development.

### Parents and Friends' Association

The P&F Association provides a forum where parents can have their say, raise funds for the School and provide an opportunity for parents to get to know one another through various social functions organised by the P&F year group liaison parents.

Four meetings are held throughout the year; after the swimming and athletics carnivals and on the evening boarding students return for Term 3 and Term 4 commencement. The Annual General Meeting is held in the latter half of Term 4. The Junior School P&F and the Boarder Parents' are sub-committees of the NEGS P&F.

Major fundraisers include the Year 12 Formal in Term 1 and the Spring Fair held during Term 3. The P&F also cater for the swimming and athletics carnivals, provide drinks at the Creative Arts night,

cater for a number of bull sales and investigate other fundraising opportunities. The Junior School satellite group also contribute funds raised from specific events to the NEGS P&F. Although not a fundraising event, the P&F organise and cater for the New Parents' Luncheon on Orientation Day at the beginning of each school year.

Each year the P&F allocate funds for a 'Wish List'. Each area of the School is invited to submit requests for funding. The P&F Executive, in consultation with the Heads of Departments and the School Executive, allocate monies to whatever level appropriate. In late 2009, \$20,000.00 was allocated across the whole school. In addition, the P&F allocate on an annual basis (since 2008) \$10,000.00 to the NEGS Education Fund to provide scholarship opportunities for students. Also, yearly, the P&F donate 5% of the Spring Fair profits (\$1000.00 in 2009) to Breast Cancer programs in the Armidale area. Several Speech Day prizes are also funded by the P&F.

During 2009 major achievements by the P&F included:

- Fully funding a Catering Trailer, costing approximately \$20,000.00, for delivery 2010;
- \$20,000.00 donated to Wish List requests including funding of the Covered Outdoor Learning Area (COLA) for the Junior School; and
- \$10,000.00 to the Education Fund.

## 2009 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 local community.

However, in the 21<sup>st</sup> Century we are increasingly aware of our role as global citizens. To this end the SRC conducted the following fundraising activities in 2009:

- The SRC continues to sponsor a World Vision child in Africa
- A money line for the Victorian Bushfire Appeal
- "Green Day Assembly" and out of uniform day for recycling bins for the boarding houses
- Senior School Social to support Cure For Life
- Themed out of uniform day for World Vision
- National Bandana Day to support Canteen
- Jeans for Genes day

- Fairyland Stall at the Spring Fair and NEGS Cook Book to support P&F fundraising

During 2010 the SRC will continue its work in raising money for a range of charities and promoting tolerance and cooperation in the school community.

## 2009 Prefect Body

The new Student Leadership System, that was prepared in 2008 and started in 2009, seems to work smoothly.

10 Prefects were voted following the procedure decided in 2008 and each Prefect occupied one of the following positions: Head Prefect, 2 x Senior Prefects, Music Prefect, Sport Prefect, Equestrian Prefect, Round Square Prefect, Chapel Prefect, Boarding Prefect, Day Prefect.

Each Prefect has a general role in school apart from their specific role. They all speak at assemblies and other functions as requested. Each Prefect assists with Orientation Days, assists at other functions where student help and representation are required (Autumn Festival, Anzac Day), helps with Assembly and Chapel entry and exit of students, checking the uniform and maintaining silence, lead Assemblies together with the Principal, monitor the correct wearing of uniform, make sure that the Daily Notices are on the boards each morning and perform Dining Room duty.

The Prefect body meets weekly, each meeting chaired initially by the Head of Senior School and then, The Head Prefect together with the two Senior Prefects take the lead. The Head Prefect has always the agenda prepared with items sent by all Prefects. In order to facilitate the communication between two meetings, a special email address was created for the group of Prefects.

Captains of some areas and House Colour Captains are invited at times when decisions that interest them directly need to be taken. They also work directly with the Prefect in their particular area.

All these leaders address the needs in their particular area. They initiate and organise, together with teachers in their particular area, activities for the whole school. Such activities are: all school tennis competitions (Sports and Boarders Prefects), Easter Egg Hunt (Round Square Prefect), fundraising for the Equestrian Centre, fundraising for the Round Square, Drama Night (Music Prefect), inter-school socials (all Prefects), Christmas cards for the people in a nursing home (Senior Prefects), leading a Chapel (Chapel Prefect), a video for the correct uniform (all Prefects), Candy Canes for Christmas for NEGS and TAS (Senior Prefects) and decoration of the NEGS truck for the Autumn Festival.

At the end of their candidature, the 2009 Prefects were asked for their feedback on this new system. A few minor problems were identified, but generally they were very pleased to be part of such a system. The main reason was that they all knew what they have to do in their roles and found the system very effective.

## SECTION 3: STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In May 2009 Year 3, 5, 7 and 9 students in all government and non-government schools Australia completed the National Assessment Program – Literacy and Numeracy (NAPLAN) tests. The results were released in early September and the individual results for each student were forwarded to parents later that month.

### Year 3 Results

Of the students in Year 3, 60% performed in bands 5&6 in Literacy. In Numeracy, 100% of students performed in bands 3 to 5.

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

BAND	State average/School	Overall Literacy	Numeracy
Band 6	State	23	18
	<b>School</b>	<b>40</b>	<b>0</b>
Band 5	State	28	23
	<b>School</b>	<b>20</b>	<b>20</b>
Band 4	State	26	24
	<b>School</b>	<b>0</b>	<b>40</b>
Band 3	State	14	20
	<b>School</b>	<b>0</b>	<b>40</b>
Band 2	State	7	11
	<b>School</b>	<b>20</b>	<b>0</b>
Band 1	State	2	5
	<b>School</b>	<b>20</b>	<b>0</b>

In Year 3, 1 student achieved below minimum standard in Reading and Grammar and Punctuation. All other students achieved above minimum standard. In all other aspects of the tests no students were below minimum standard.

### AREAS OF STRENGTH IN YEAR 3

#### LITERACY

The strengths in reading include interpreting texts, locating information from texts and making inferences from that information. In language conventions children were able to spell words with a non-defined phonetic pattern and words containing silent letters.

#### NUMERACY

Students' strengths included reading and writing whole numbers, using tally marks to records data



and displaying a good understanding of fractions and decimals and equal values in algebra.

**AREAS OF WEAKNESS IN YEAR 3**

**LITEARCY**

In reading children had difficulty identifying commands and pronoun references. In spelling children displayed difficulty in identifying spelling errors within a text.

**NUMERACY**

Children displayed difficulty in identifying and naming some 2D and 3D shapes and transforming shapes that have turned 90 degrees clockwise. Children also had difficulty transferring digital to analogue time.

## Year 5 Results

In Year 5, 60% of students performed in bands 6 to 8 and a further 27% in band 5. 2 students achieved band 4 (13%). In Numeracy, 53% of students achieved results in bands 6,7 and 8, 33% performed in band 5 while the remaining 13% performed in band 4.

The following table shows the percentage of year 5 students in each band with band 8 the highest band and band 3 the lowest.

Band	State average/School	Overall Literacy	Numeracy
Band 8	State	11	16
	<b>School</b>	<b>7</b>	<b>33</b>
Band 7	State	23	19
	<b>School</b>	<b>40</b>	<b>13</b>
Band 6	State	30	24
	<b>School</b>	<b>13</b>	<b>7</b>
Band 5	State	22	25
	<b>School</b>	<b>27</b>	<b>33</b>
Band 4	State	9	14
	<b>School</b>	<b>13</b>	<b>13</b>
Band 3	State	4	3
	<b>School</b>	<b>0</b>	<b>0</b>

In Year 5, 2 students performed below minimum standard in spelling while the remainder performed above. In all other aspects of the tests no students were below minimum standard.

### AREAS OF STRENGTH IN YEAR 5

#### LITERACY

Students were able to interpret characters, motivation and behaviour within the text and make inferences about the author's intentions. Students were able to punctuate sentences including speech marks, commas and apostrophes of possession and spell most difficult words correctly.

#### NUMERACY

Students were able to match a graph to a table, record and name reflex angles, match a 3D shape to a net and record fractions including whole numbers (mixed numerals).

### AREAS OF WEAKNESS IN YEAR 5

#### LITERACY

Students had difficulty identifying a narrator's belief and interpreting figurative language.

#### NUMERACY

Students indicated difficulty in solving multiplication word problems, calculating elapsed time and

following directions on a map.

The order of growth for students who sat the NAPLAN at St John's Junior School in year 3 (2007) was 5.1 above the state average of 77.6 for Literacy. In Numeracy the state average order of growth for all students was 95.3 while our students average order of growth was 111.5 (a difference of 16.2).

The difference in **Overall Literacy** is shown in the table below

Student	2007	2009	Difference
A	322	404	<b>82</b>
B	392	467	<b>75</b>
C	395	455	<b>60</b>
D	447	529	<b>82</b>
E	447	562	<b>115</b>

The difference in **Numeracy** is shown in the table below

Student	2007	2009	Difference
A	300	425	<b>125</b>
B	364	425	<b>61</b>
C	372	477	<b>105</b>
D	391	541	<b>150</b>
E	508	625	<b>117</b>

## Year 7 Results

In Year 7 all students completed the literacy tests while six students were absent for the numeracy test. The school report indicates that there were no students in Year 7 below the minimum standard in writing, reading, language conventions and numeracy. The table below indicates that 36% of students were in the top two bands for literacy and 33% were in the top two bands for numeracy. The areas of strength in Year 7 in literacy included identifying technical language, interpreting the significance of events, interpreting character assumption and behaviour, interpreting vocabulary and paragraphing. In numeracy the main strengths were in identifying rule/decimal, calculating area, subtraction, and identifying position. The areas in need of development in literacy include identifying common themes, interpreting figurative language, interpreting details and identifying sequence of events. In numeracy areas in need of development include probability, percentages and comparing data.

The percentage of Year 7 students in each band (with Band 9 the highest) is shown in the following table:

Band	State average/ School	Overall literacy	Numeracy
Band 9	State	9	14
	NEGS	13	0
Band 8	State	19	19
	NEGS	23	33
Band 7	State	31	23
	NEGS	37	25
Band 6	State	26	25
	NEGS	23	25
Band 5	State	11	14
	NEGS	3	17
Band 4	State	5	4

	NEGS	0	0
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## Year 9 Results

In Year 9 three students were absent for the Writing and Language Conventions test and two were absent for the Reading test. Commitments with IGSSA and the inability to run tests prior to their scheduled date and no later than the Friday meant that seven students were unable to complete the Numeracy tests.

The School report indicates that less than 3% of students were below the minimum standard in Literacy and less than 4% in Numeracy. While this is a concern the strong performance by students in the top two bands in literacy and numeracy compared to the state average is very encouraging. In literacy the areas of strength were paragraphing, identifying and applying abbreviations, inferring the reason for character behaviour, synthesizing meaning, interpreting and identifying main ideas and identifying purpose of punctuation and spelling. In these areas of the school the percentage choosing the correct response was 10 or more above the state population percentage. Areas of strength in numeracy included properties of solids, probability/fraction, and percentages. The areas needing development in literacy include inferring meaning and interpreting figurative language. In numeracy development is needed in square roots, equivalence, percentage increase and linear equations.

The percentage of Year 9 students in each band (with Band 10 the highest) is shown in the following table:

Band	State average/School	Overall literacy	Numeracy
Band 10	State	6	12
	NEGS	16	11
Band 9	State	15	18
	NEGS	19	29
Band 8	State	28	26
	NEGS	28	14
Band 7	State	29	26
	NEGS	25	32
Band 6	State	15	15
	NEGS	9	11
Band 5	State	7	3
	NEGS	3	4

## SECTION 4: SCHOOL PERFORMANCE IN STATE-WIDE TESTS

## Higher School Certificate

In 2009, 38 students sat for the NSW Higher School Certificate in 22 courses. All students achieved marks in excess of 50 (band 2 or higher), with 79% of the candidature placed in Band 4 or above. Over half of the results were in Band 5 or Band 6, a true reflection of the quality of our results. Of our candidates who sat for a 1 Unit Extension course, 75% of the results were within the top bands (E3 and E4).

Outstanding results were recorded in Advanced English, Extension Modern History, Visual Arts, Design & Technology, and Community & Family Studies.

One student was accepted for the ArtExpress program and her work was adjudged the Viewer's Choice when hung in the Art Gallery of NSW.

Subject	No of students	Performance band achievement by number and %									State Mean
		Bands 1-2			Bands 3-4			Bands 5-6			
		No.	%	State	No.	%	State	No.	%	State	
Agriculture	1	0			1	Studied elsewhere		0			
Ancient History	2	0			0			2	Studied elsewhere		
Biology *	12	1	8.3%	8.2	8	66.7%	58.4	3	25.0%	31.7	73.2
Business Studies	12	0	0.0%	10.5	11	92%	51.4	1	8.3%	37.7	74.1
Chemistry	6	0	0.0%	9.6	5	83.3%	51.5	1	16.7%	38.6	74.7
Community & Family Studies	10	0	0.0%	10.9	5	50.0%	59.9	5	50.0%	28.9	72.4
Design & Technology	10	0	0.0%	5.1%	3	30.0%	60.1	7	70.0%	34.4	75.1
Drama	3	0			2	Studied elsewhere		1	Studied elsewhere		
Economics *	10	0	0.0%	12.1	6	60.0%	40.5	4	40.0%	47.0	75.2
English (St)	20	1	5.0%	22.4	18	90.0%	71.9	1	5.0%	5.4	64.9
English (Adv)	18	0	0.0%	1.0	3	16.7%	47.1	15	83.3%	51.9	79.1
Geography *	15	0	0.0%	10.1	12	80%	49.9	3	20.0%	39.7	74.6
Japanese Continuers *	3	0	0.0%	6.7	2	67%	37.5	1	33.3%	55.5	78.9
Legal Studies	11	1	Studied elsewhere		5	Studied elsewhere		5	Studied elsewhere		
Gen. Mathematics	21	2	9.5%	18.6	16	76.2%	56.3	3	14.3%	24.7	69.8
Mathematics	4	0	0.0%	10.5	1	25.0%	46.6	3	75.0%	42.5	75.0
Modern History	10	0	0.0%	6.3	4	40.0%	52.4	6	60.0%	40.9	76.2
Music 1	4	0	0.0%	1.9	1	25.0%	38.9	3	75.0%	57.8	79.9
Music 2	1	0	0.0%	0.3	0	0.0%	18.0	1	100.0%	80.6	84.8
PDHPE	5	0			2	Studied elsewhere		3	Studied elsewhere		
Physics	4	0	0.0%	11.7	3	75.0%	46.3	1	25.0%	41.6	74.7
Textiles & Design	1	0			0			1	Studied elsewhere		
Visual Arts	8	0	0.0%	1.3	1	12.5%	44.6	7	87.5%	53.0	79.7
Agriculture, Equine Studies	3										
Entertainment Industry	1	1	Studied elsewhere		0			0			
Hospitality	5	0			4	Studied elsewhere		1	Studied elsewhere		
Primary Industries	7	1	Studied elsewhere		5	Studied elsewhere		1	Studied elsewhere		74.2

\* denotes that NEGS was the outside provider for this course

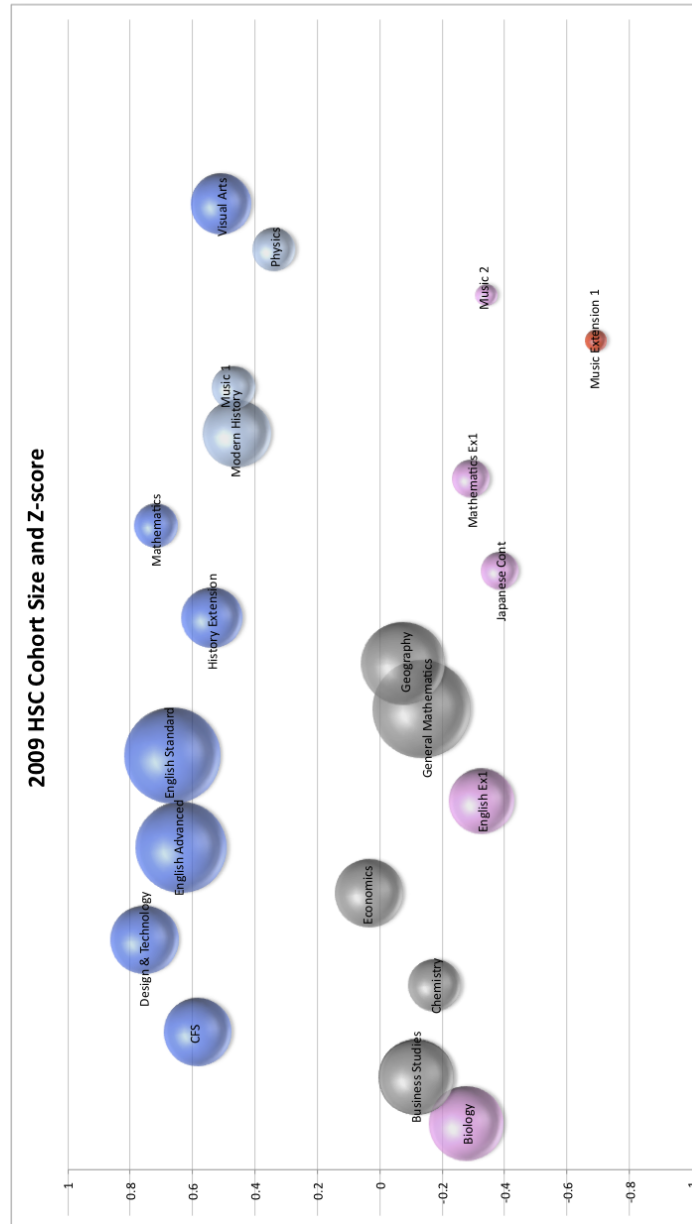
\* denotes that NEGS was the outside provider for this course

## HSC Extension Performance band achievement

Subject	No of students	Performance band achievement by number and percentage												State Mean
		Band E1			Band E2			Band E3			Band E4			
		No	%	State	No	%	State	No	%	State	No	%	State	
English (Ext 1)	9	0	0.0%	0.9	3	33.3%	14.8	6	66.7%	61.8	0	0.0%	22.5	39.5
History (Ext) *	8	0	0.0%	4.9	1	12.5%	21.4	3	37.5%	50.3	4	50.0%	23.4	38.1
Maths (Ext 1)	3	0	0.0%	2.9	1	33.3%	15.1	2	66.7%	47.2	0	0.0%	34.4	80.1
Maths (Ext 2)	3	0			1	Studied elsewhere		2	Studied elsewhere		0			
Music (Ext)	1	0	0.0%	0.2	0	0.0%	4.8	1	100.0%	42.7	0	0.0%	51.8	43.2
* denotes that NEGS was the outside provider for this course														

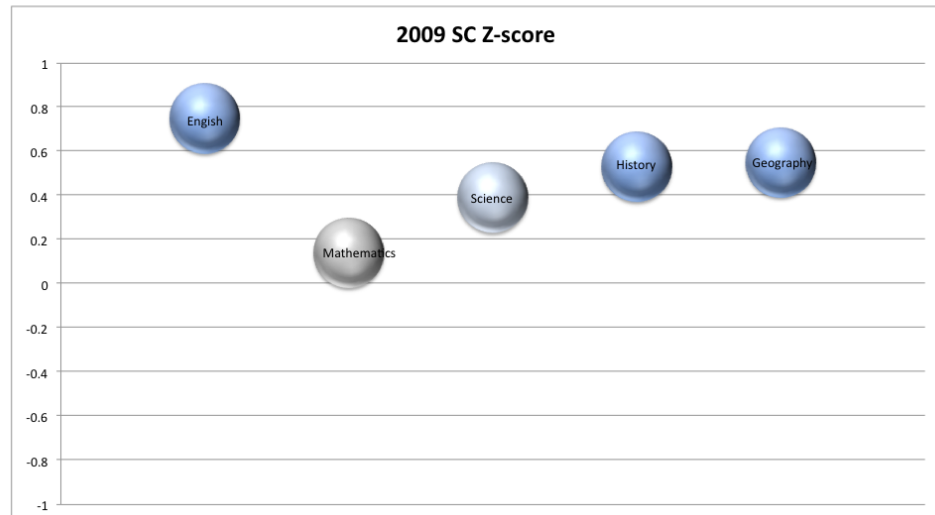
## Annexure 1: 2009 HSC Cohort Size and Z-Score

For Internal Courses only. Sample size and z-score includes external students for combined line offerings.





Annexure 2: 2009 SC Z-Score



## Comparisons over time

### Higher School Certificate

	2005		2006		2007		2008		2009	
	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%
<b>Bands 1 – 2</b>	19	10	28	12	12	9	6	3	7	3
<b>Bands 3 – 4</b>	104	54	134	60	90	65	86	48	118	58
<b>Bands 5 – 6</b>	71	37	63	28	36	26	89	49	79	39

### Higher School Certificate Extension

	2005		2006		2007		2008		2009	
	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%
<b>E1</b>	2	7	4	10	1	2	0	0	0	0
<b>E2</b>	5	17	12	31	22	43	3	9	6	24
<b>E3</b>	17	57	21	54	23	45	26	74	15	60
<b>E4</b>	6	20	2	5	5	10	6	17	4	16

### School Certificate

	2005		2006		2007		2008		2009	
	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%
<b>Bands 1 – 2</b>	14	8	4	2.5	10	5	6	5	6	3.5
<b>Bands 3 – 4</b>	98	55	72	45	102	57	71	57	79	46
<b>Bands 5 – 6</b>	67	37	84	52.5	68	38	46	38	87	50.5

## School Certificate

In 2009, 34 students sat the School Certificate examinations. Comparing the School's mean results with the state figures, in English, Australian Geography, Australian History, and Computing Skills, the students were 6 points in advance while Science was 4 points above their state counterparts.

In English every student was awarded a Band 4 or above with the lowest score being 71%. This was an outstanding result! In Computing Skills, 85% of the candidature were adjudged to be highly competent.

Subject	No of students	Performance band achievement by number and percentage								
		Bands 1-2			Bands 3-4			Bands 5-6		
		No.	%	State	No.	%	State	No.	%	State
English	34	0	0.0%	2.6	9	23.7%	55.3	25	65.8%	40.6
Mathematics	34	2	5.3%	17.9	24	63.1%	56.5	8	21.1%	24.0
Science	34	1	2.6%	8.6	15	29.5%	53.6	18	47.4%	36.2
Aust History	34	1	2.6%	12.7	16	42.1%	62.7	17	44.7%	23.0
Aust Geography	34	2	5.3%	11.6	13	34.3%	59.1	19	50.0%	27.7

		Performance band achievement by number and percentage								
		CND			COMP			HCOMP		
		No.	%	State	No.	%	State	No.	%	State
Computing Skills		0	0.0%	0.1	5	13.2%	36.6	29	76.3%	61.9

\*\* Does not include students not awarded any band (4 students were absent)

## SECTION 5: SENIOR SECONDARY OUTCOMES

No senior student of NEGS undertook a course of study in 2009 leading to the attainment of a Year 12 Certificate or equivalent VET qualification.

Meantime, 5 students completed the hospitality course, 1 completed the entertainment syllabus while 7 students were candidates at the HSC in Primary Industries.

## SECTION 6: PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

Description of Prof. Development	Date/s	Length of PD	No of staff members	Location	PD Budget (\$)	Faculty area	Staff: names
IEU Support Staff Conference	25-Sep-09	1	1	Sydney	0.00	Administration	H Smith
Narelle Clarke's PD	13-Feb-09	1	1	Sydney	0.00	Careers	N Clarke
UNE Marketing	12-Jun-09	1	1	Local	0.00	Careers	N Clarke
Careers	23 - 24 Feb 09	2	1	Gold Coast	0.00	Careers	N Clarke
Pastoral Care Conference	3 - 8 July 09	4	1	Sydney	450.00	Chaplaincy (Grant)	K Eastment
AHISA DOS Conference	30 - 31-Aug-09	2	1	Scone	150.00	Director of Studies	K Hiscox
HSC ESL English Course Revision day	6-Oct-09	1	1	Sydney	50.00	English	L Ashley
Using Technology in LOTE Teaching Learning Difficulties	28-Aug-09	1	1	Armidale	0.00	English/LOTE	H Nadolny
Research - Breaking the Barriers	7-Oct-09	1	1	Sydney	210.00	English/SSC	L Ashley
First Aid	22-Sep-09	1	2	Local	270.00	Equestrian	S Venamore/ S Fisher
Philanthropic Grant Writing Workshop	30-Oct-09	0.5	1	Local	100.00	Equestrian	S Venamore/ S Fisher
EBE Annual Conference	13-Mar-09	2	1	Sydney	110.00	HSIE	E Esterbauer
Geography Research Project	2-Apr-09	1	1	Tamworth	0.00	HSIE	K Hiscox
Fair Work Act 2009	30-Oct-09	1	1	Local	0.00	HSIE	E Esterbauer

Modern History for new subject teachers	25-Nov-09	2	1	Sydney	299.29	HSIE	J Compton
School Libraries Leading Learning	5-Jun-09	0	1	NEGS	130.00	Library	H Fisher
Website Building	10-Mar-09	1	2	Brisbane	195.00	Marketing/ Publications	A Wood/ T Graham
Intermediate Joomla Mathematical Association NSW	9-Jun-09	1	1	Brisbane	195.00	Marketing/ Publications	T Graham
Annual Conference Maths & Science	18 - 20-Sep-09	3	2	Sydney	600.00	Mathematics	M Inglis
students - High order thinking skills	3-Jul-09	1	1	Armidale	198.00	Mathematics/ Science	D Larkin
NAPLAN PD	19-Nov-09	2 hours	1	NEGS	0.00	Mathematics	M Inglis
Summer Music Program	4 - 16 Jan-09	13	1	Brisbane	1,245.00	Music	R Tall
Summer Music Program	4 - 16 Jan-09	13	1	Brisbane	1,245.00	Music	L Roobol
Everybody's Different	6-Mar-09	1	1	Sydney	255.00	PDHPE	D Smidt
Sports First Aid	2 - 3-Sep-09	2	1	NEGS	238.50	PDHPE	S Cosgrove
Sports First Aid	2 - 3-Sep-09	1	1	NEGS	150.00	PDHPE	Del Smidt
Leading in PDHPE	25-Sep-09	1	1	Sydney	100.00	PDHPE	S Cosgrove
Delivering the PASS course	20-Nov-09	1	1	Sydney	285.00	PDHPE	D Smidt
ESSA Workshops for Science Teachers	7-May-09	1	1	Inverell	0.00	Science	A Sole
ESSA Workshops for Science Teachers	25-Aug-09	1	1	Coffs Harbour	0.00	Science	C Smidt
ESSA Workshops for Science Teachers	26-Aug-09	1	1	Coffs Harbour	0.00	Science	M Druce
PISCE PD	1-Dec - 2-Dec-09	1	1	Local	120.00	Science	J Wagner

Sports First Aid	2 - 3-Sep-09	2	1	NEGS	238.50	St John's Junior School	N Bassett
Brain Gym in the Classroom	14-Sep-09	1	2	Coffs Harbour	285.00	St John's Junior School	A Ward
Sensory Gym	16 - 17 Mar-09	2	2	Sydney		St John's Junior School	C McCann
You can do it education	24 - 25 Jun-09; 22-Oct-09	3	2	Newcastle	1160(P&F funded)	St John's Junior School	C Roberts/ H Dent
NAPLAN Writing	Self paced				250.00	St John's Junior School	N Bassett
Dare to Lead	30-Jul-09	1	1	Armidale	25.00	Student Services	L Ashley
Turning classrooms into Learning Studios	21-May-09	1	1	Brisbane	135.00	TAS	S Morley
Integrated ICT Experience	18-Sep-09	1	1	Local	0.00	TAS	S Morley
TEA Conference	15 - 16-May 09	2	1	Ballina	312.00	TAS	S Thomas
Teachers matter	22 - 23-Jan-09	2	1	Sydney	495.00	TAS	K Blackmore
Mosaic Workshop	3 - 4 July 09	2	3	NEGS	320 total	TAS	S Morley/ T Lalor
How Girls Learn	12-Nov-09	1	1	Sydney	190.00	TAS/CFS	K Blackmore
Union Rep Training Day	11-Mar-09	1	1	Sydney	0.00	Union	E Esterbauer
Teaching Visual Literacy	15-May-09	1	1	Sydney	175.00	Visual Arts	R Randall
HSC Visual Art Practical Marking PD	17-Oct-09	1	1	Scone	100.00	Visual Arts	S Hourani

## SECTION 7: DETAILS OF 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	37
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 8: WORKFORCE COMPOSITION

	Male			Female		
	Primary	Secondary	Both	Primary	Secondary	Both
Teaching	1	7	1	7	24	2
Non-Teaching (including maintenance, administration, boarding staff)	-	-	7	2	-	53

## SECTION 9: STUDENT ATTENDANCE RATES

## Kindergarten to Year 6

	Term 1		Term 2		Term 3		Term 4					
Year	No of students	Absences	No of students	Absences	No of students	Absences	No of students	Absences	Average no of students per term	Total Absences	Average no of absences per student	Average no of absences per student per term
Kindergarten	10	12.5	10	22.5	10	35.5	10	20.5	10	91	9.10	2.28
Year 1	14	31	14	16	14	43	14	16	14	106	7.57	1.89
Year 2	14	24	14	31	14	37	15	19	14.25	111	7.79	1.95
Year 3	5	15	6	22	5	23	5	9	5.25	69	13.14	3.29
Year 4	16	22	15	31	17	63	17	15	16.25	131	8.06	2.02
Year 5	17	49	16	92	14	42	14	27	15.25	210	13.77	3.44
Year 6	14	15	14	31	15	36	15	34	14.5	116	8.00	2.00
Total		168.5		245.5		279.5		140.5	89.5	834	9.32	

Average daily attendance (K-6) is 95%

## Year 7 to Year 12

	Term 1		Term 2		Term 3		Term 4					
Year	No of students	Absences	No of students	Absences	No of students	Absences	No of students	Absences	Total absences	Average no of students per term	Average no of absences per student	
Year 7	30	63.5	30	138	30	166	31	83	450.5	30.25	14.89	
Year 8	31	67.5	34	127	36	142	36	79	415.5	34.25	12.13	
Year 9	35	81	34	110	34	223	34	107	521	34.25	15.21	
Year 10	39	154	39	218	43	120	41	74	566	40.5	13.98	
Year 11	32	99	32	117	29	83	29	52	351	30.5	11.51	
Year 12	39	45	39	66	39	74	N/A	N/A	185	29.25	6.32	
Total	206	510	208	776	211	808	171	395	2489	199	12.51	

Average daily attendance (7 - 12) equals 93%



## SECTION 10: MANAGEMENT OF STUDENT NON-ATTENDANCE

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

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

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

## SECTION 11: RETENTION RATES (YEARS 10 TO 12)

Being a school with a large boarding population there are many variables which impact upon retention rates by comparison with a conventional day school.

Of the 40 students in Yr 10 in 2007, 33 completed the HSC in Yr 12, 2009 ( 82.5% retention rate).

## SECTION 12: POST-SCHOOL DESTINATIONS

The following table details the post-school destinations of the 2009 Year 12 cohort.

Direction	No.	% of Total
Workforce	21	55
GAP year	8	21
University	9	24

## SECTION 13: ENROLMENT POLICIES

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

The School is aware of current curriculum variations across state boundaries and have in place appropriate strategies to address any deficiencies which may arise as a result of these variables. As such, NEGS welcomes the developments currently in place for the introduction of a National Curriculum.

The enrolment of overseas students is a more complex process with potential enrollees required to submit the reports from the previous two years together with at least one character reference. They are also required to supply the original certificate of the result of the International English Language Testing System (IELTS) or results from the Australian Education Services (AEAS) test. Qualifying standards have been established in both these instances.

## SECTION 14: CHARACTERISTICS OF THE STUDENT BODY

The overwhelming demographic in this school is Australian-born students. While the school has a current licence for the enrolments of 25 overseas students there were only 4 in 2009 – 2 from Japan, 1 from each of China and Singapore. Similarly, there were 4 indigenous students enrolled in 2009.

This School traditionally had a significant enrolment of Queensland-based students but this number has decreased in recent years with the disparity between the boarding fees in each State. Accordingly, the bulk of the boarding population comes from NSW rural bases while the New England area, as expected, is the source of the day girl population.

## SECTION 15: SCHOOL POLICIES

### **Pastoral Care**

NEGS has a tradition of holistic pastoral care. There exists a positive and open partnership with parents which ensures that the student body can make healthy, well-informed life decisions appropriate to their ages and circumstances. Being a small community, it is possible and practical to provide personal care within a professional framework.

Within the school there are key personnel who regularly consult as a group and refer matters related to the social, emotional, spiritual, academic or physical wellbeing of the students. Such personnel ensure the privacy and rights of parents are respected.

The Deputy Principal is responsible for discipline within a framework of care. Class teachers continue to be the first point of contact for Transition to Year 12, while pastoral matters are handled by Year Advisors, the Head of Junior School, the Head of Boarding, the Chaplain and School Counsellor.

### **Discipline**

The basis of the pastoral care policy at NEGS is that every action has consequences and the individual student is the one responsible for deciding whether the consequences are positive or negative. Where concerns exist regarding a student's behaviour, the Year Advisor (7-12) and the Head of Junior School will collect reports from the student's teachers and will refer the matter to the appropriate staff member for resolution.

In the senior school, if a staff member is unhappy with some aspect of behaviour it will be recorded in the student's yearbook on the Signature Page. This yearbook is checked weekly and if there are three transgressions within a term the student receives a lunchtime detention.

Additional recordings in the yearbook lead to after-school detentions and ultimately a Saturday morning detention. It is at this point of the level system that the Principal will become involved. Serious or repeated misbehaviour may lead to suspension (either internal or external) and permanent exclusion from the school.

### **Complaints and Grievances**

A procedural statement titled "Grievance – Student/Parent/Caregiver" has been developed and outlines both the informal and formal procedures which should be followed in the event of a complaint or grievance arising.

The procedure requests that before initiating informal or formal action complainants are encouraged to try and settle any grievance directly with the person(s) concerned.

In the case of informal and formal procedures a clear set of timelines and associated documentation have been delineated together with statements regarding the roles and responsibilities of officers who may be involved in the resolution processes.

With respect to the aforementioned policies no changes were effected during the 2009 academic year. The full texts of the respective policies are available from the Principal while edited transcripts are outlined in both the Family Handbook and the Student Yearbook.

## SECTION 16: PRIORITY AREAS FOR IMPROVEMENT

The School Review conducted in March clearly established the priorities for 2009 and beyond. As outlined previously 27 of the 28 recommendations have been addressed in varying degrees throughout the year while work continues on ensuring each recommendation and the complementary suggested strategies continue as the priority areas for senior management.

The recommendations from the Review were:

*Recommendation 1* - That the Board of Directors review both its manner of operation and its solvency.

*Recommendation 2* - That the Board of Directors immediately evaluate the Principal's leadership position at NEGS.

*Recommendation 3* - That the School urgently attend to the completion of the task of creating a high-quality strategic plan for the School so that the endeavours of all are seamless parts of a united effort to make NEGS a true centre of excellence.

*Recommendation 4* - That the Board of Directors establish a set of procedures which ensure greater transparency in staff appointments and advancement (promotion) and commit the School to the adoption of accepted Human Resource practices.

*Recommendation 5* - That the School urgently address the leadership structure and leadership capabilities of those in senior school positions to ensure that strategic educational leadership establishes a clear vision and direction for the School; the School fosters and develops the skills of staff and provides effective management, administration, communication, organisational and financial structures supporting teaching and learning.

*Recommendation 6* - That, as a matter of priority, the School leadership engage all academic and non-academic staff in the design, construction and implementation of an agreed organisational restructure which supports all aspects of the operations of the School.

*Recommendation 7* - That the School remedy identified deficiencies in communication within the staff and between staff and parents.

*Recommendation 8* - That the School address and respond to a number of curriculum issues to ensure that the highest quality education is provided to all students of the School.

*Recommendation 9* - That the School use the NSW Institute of Teachers Professional Teaching Standards to develop a consistent performance review process across the School and ensure that teachers' skills and knowledge are continually developed through an authentic professional development program.

*Recommendation 10* - That all future contracts of employment contain details of the term of the contract, a statement that performance will be reviewed and written feedback provided at least annually and a statement that "all staff are considered to be ambassadors of NEGS and will uphold the good name of the School at all times".

*Recommendation 11* - That the process of allocating academic staff to both teaching and non-teaching duties as detailed in the secondary school timetable be re-constructed.

*Recommendation 12* - That the School formalise a range of initiatives which re-orientate and accentuate at T-12 school culture.

*Recommendation 13* - That the School establish a Pastoral Care Committee so that the endeavours of all are coordinated to support the well being of students within a Christian ethos.

*Recommendation 14* - That the School establish a Marketing, Promotion, Enrolments, Scholarships, International and Grants Committee to develop a stand alone Marketing Plan which is adequately resourced and consistent with parameters outlined in the School's Strategic Plan.

*Recommendation 15* - That the School re-examine the concept of Middle Schooling to determine if

this is the best means of meeting the needs of adolescent students and utilising the skills of staff.  
*Recommendation 16* - That the School evaluate its current Code of Conduct to ensure that it is implemented by all staff and office bearers.

*Recommendation 17* - That Capital Works and Maintenance of the Boarding School is incorporated into the 2009- 2012 Mission Statement and Goals for the School.

*Recommendation 18* - That the School continue to promote the Equestrian Centre as a unique and excellent feature of the school. This must be consistent with, and complementary to, the overall NEGS Marketing and Promotion Strategy.

*Recommendation 19* - That the School urgently develop an Information Communications Technology Plan that caters for the administrative needs of the School and the educational needs of students and staff, both at present in the future.

*Recommendation 20* - That the School review its day-to-day management practices to ensure that they are consistent, cover all aspects of school operation and are formalised. These include student absences, staff signing on and lock-down procedures.

*Recommendation 21* - That the School develop a consistent process for policy creation, implementation, location, distribution, currency and review.

*Recommendation 22* - That the School implement a process to analyse Student Performance Data from such sources as NAPLAN, SC and HSC (Board of Studies Principal's Analysis Package), together with internal student assessment data. This will allow the School to assess value added information, student performance, subject performance and areas that teaching needs to develop in order to better meet student's needs.

*Recommendation 23* - That the School immediately improve its financial management systems to better meet the needs of students, staff, parents, budgeting and financial reporting.

*Recommendation 24* - That the School formalise its Occupational Health and Safety procedures and practices in order to ensure the safety of staff, students and visitors to comply with current legislation.

*Recommendation 25* - That the School continue to implement the findings from the recent Review into Residential Education.

*Recommendation 26* - That the School develop clear, consistent and practical roles and responsibilities statements, firstly for the Board of Directors and the Executive in the School and then for all other staff members.

*Recommendation 27* - That the School immediately review its Child Protection Procedures and then ensures that these are reviewed annually and that staff are in-serviced on their obligations and *these procedures, on an annual basis.*

*Recommendation 28* - That the School strengthen and actively develop its relationship with The Armidale School (TAS) based upon their shared Anglican ethos.

Evaluating the priorities established for the 2008 academic year and identified in tabular form in the Annual Report it is relevant to note that the table included a statement relating to the outcomes of the implementation strategies.

## SECTION 17: RESPECT AND RESPONSIBILITY

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

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

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

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

Contained in the senior school Year Book is a merit page that teachers sign when a student is responsible, respectful and hard working. The student in turn can exchange these signatures for House points which are tallied over a 12 month period resulting in the awarding of a trophy to the house which accumulates the most points.

In the senior school Year Book there is also a signature/demerit page which can be signed by any staff member for any student who fails to respect rules eg. school rules, classroom rule. By signing the signature/ demerit page helps promote respect and responsibility within the school.

Every Wednesday morning in the senior school is designated tutor time. Each Year Advisor investigates ways to promote respect and responsibility within the school. Each year group have different strategies on approaching this according to the age of the student. Agendas have included goal setting, career advice, manners and etiquette, anti-bullying and a range of guest speakers. Students have been encouraged to return something to society and during 2009 24 charities received support from the students and staff.

## SECTION 18: PARENT, STUDENTS AND TEACHER SATISFACTION

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

The Parents and Friends' Association met on a regular basis and provided 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.

The appointment of a Business Manager in term 3 was welcomed by all sectors of the community and has enhanced the delivery of financial and human resource services.

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.

*“NEGS is great place to work with wonderful staff who support each other.” – Staff Member.*

*“We are regularly kept up to date on school happenings via the weekly NEGS Newsletter. The “State of the Nation” letter from the Principal each term is always informative. We are very pleased with the communication received from the School.” – Parent.*

*“Friendships formed through working at the School and being a pro-active member of the Year 10 support team has given me a whole new outlook on what is required for job satisfaction.” – Staff Member.*

*“Having the support of the whole school no matter what you do or try to achieve.” - Year 12 Exit Survey.*

*“An enjoyable school to have attended for the past 6 years with a warm and very welcoming atmosphere.” - Year 12 Exit Survey.*

*“I love the community, the people. I am accepted, I can be myself. A gorgeous looking school and it is a pleasure to live here.” - Yr 12 Exit Survey.*

*“I admit to being a NEGS sceptic. I have been in two minds about the school for the last few years. However, this year has been an eye opener and we are very impressed with the way NEGS continues to grow and improve.” - Parent.*

*“I just wanted to thank you ... it was a great way for her to finish her time at NEGS, which she has loved. She will miss the school and all the opportunities it provided her with.” - Parent.*

*“I could be wrong but there seems to be a sense of calm around the school which has been missing for a long time.” - Parent.*

## SECTION 19: SUMMARY OF FINANCIAL INFORMATION

### Summary of Operating Income and Expenditure

#### **OPERATING INCOME**

Fees & Private Income	72.83%
State Recurrent Grants	6.90%
Commonwealth Recurrent Grants	18.99%
Government Capital Grants	0.84%
Other Capital Income	0.44%
	<hr/>
	100.00%
	<hr/>





**OPERATING EXPENDITURE**

Salaries, allowances & related expenses	66.24%
Non Salary Expenses	33.15%
Capital Expenditure	0.61%
	<hr/>
	100.00%
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