



New England Girls' School

2011 Annual Report
Educational and Financial Reporting

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
- Applications for Membership
- Enrolment Report, Development and Publications Report
- Marketing Report
- Functions and Events Report
- Financial Report
- Other Business.

The Executive

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

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

Parents and Friends' Association

In 2011, the P&F fundraising activities included the organisation of:

- a High Tea and Fashion Parade

the Spring Fair
catering functions at the various swimming and athletics' carnivals
catering for a variety of livestock sales.

We donated to the local Armidale Breast Cancer Support Group and continued to support our scholarship fund. Towards the end of the academic year we provided financial support to the Year 12 Valedictory Dinner and continued to support the various Speech Day events with prizes for specific achievements.

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:

- ü Develop leadership skills by participating in school decision-making
- ü Practise active citizenship within their school community
- ü Develop teamwork skills and learn how to use meetings as an appropriate forum for decision-making
- ü 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.

However, in the 21st Century we are increasingly aware of our role as global citizens. To this end the SRC conducted the following fundraising activities in 2011:

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

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

Prefect Body

Since 2008, the Prefect Body has been elected in Term 3 of each year and starts functioning from Term 4. It continues to operate throughout the first 3 terms of the following year.

The group of Prefects starting at the end of 2010 and continuing into 2011 made a strong contribution to the running of the school and to student leadership. This has also been continued by the new group that started in Term 4 2011.

In November of each year, the new Prefect Body participates in a Leadership Conference in Tamworth. This is designed to improve the leadership skills of the young participants and give them ideas of how to positively influence the young people around them.

The Prefects run the school assemblies, together with the Principal, and ensure that the traditions of the school are maintained, uniforms are worn correctly and student attitudes remain

positive. They also represent the school in the Armidale Community at events such as the Anzac Day Parade and the Autumn Festival. Prefects are always present at NEGS Scholarship Days, where they speak with pride to the potential parents and students of NEGS, showing knowledge and understanding of the school traditions and activities.

It has become a tradition for the NEGS Prefects to be invited for an afternoon tea at PLC Armidale, where they have the chance to meet the student leaders of all schools in Armidale. This gives them the opportunity to exchange thoughts and ideas about their roles.

The Prefects continued the tradition of fundraising for a school gift and for the Prefects' Prize for the Speech Day. These activities were mainly in the form of a cake stall, but there were some unique ones for special occasions such as Candy Canes for Christmas and Lolly Pops for Valentine's Day.

The Round Square Prefect, with the help of all the other Prefects, organised the whole school "Walk in Our Shoes" day, raising awareness of poverty in the world. Under the banner of Round Square, two other important activities were organised: "Trivia Night" and the "Easter-Egg Hunt", which also included the Junior School.

The Prefects maintained The Suggestion Box, which was started with success in 2009. This box sits in the Library and is easily accessible by all of our students. When issues are found in the box, Prefects bring them to the attention of the whole school in assemblies and try to solve them. They are all discussed in the weekly Prefects' meeting and brought to the attention of key people in the school. The same meetings act as forums where Prefects initiate and organise activities and discuss important issues of the school.

The Boarding Prefects, supported by the other Prefects, organised house meetings with all the boarders. They tried to fix problems arising from issues concerning meal times, food quality and weekend activities.

The Chapel Prefect is always involved in Bible Study, conducts Chapel services under the supervision of the Chaplain and encourages students to participate in weekend activities with all the other young Christians in Armidale.

The Sports Prefect is directly involved in the organisation of sporting activities, the running of the Swimming Carnival and the supervision of the Marching that takes place at the Athletics Carnival.

The Music Prefect is a great support to the Music Department in all musical activities and outings, representing the School in the wider community.

As a whole, the Prefect Body worked towards being an approachable group to all students of the school. They also built school spirit and encouraged school pride.

A breakfast meeting is held weekly with the Principal.

Boarding

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

Through the Round Square Scheme we welcomed many overseas and interstate students during the year which enriched their lives as well as those of the NEGS students. They

came from the United States, Canada, South Africa, United Kingdom, Japan and Victoria. In July we welcomed 24 students and 2 teachers from Kichijo Girls' School in Japan. Our boarders look forward to this visit every year, two weeks of much laughter and an exchange of cultures with new friendships forged.

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

Boarders are often called upon to help with social functions within the School and 2011 was no exception. They waitressed at the Year 12 Formal and acted as hostesses over the Old Girls' Weekend in September. The Year 12 Formal is an annual ritual for all boarders who line the road outside the NEGS Centre, cheering as Year 12 and their guests arrive in their finery

In November we said a sad farewell to Year 12, 2011 and for the last 3 weeks of the school year Year 12 2012 moved into their new accommodation in Saumarez House. They were delighted with their new surroundings.

2011 was a progressive and fulfilling year for boarders and staff. Our House staff spent their time providing a safe and caring environment for students in and out of school hours, where the aim is to guide them into becoming caring, self sufficient young women and broadening their horizons as they look towards the future.

Chaplaincy

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

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

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

Library

The tasks of day-to-day organization and management continue to dominate the library workplace to ensure optimal levels of productivity in terms of both staff output and the facilitation of student work and enjoyment. Some independent decision making relating to the acquisition of resources has been undertaken by the library's manager but the needs, tastes and interests of students have been recognized as an important part of the mix and teachers requests for coverage of certain topics, authors or genres have been similarly influential. Relevance is a prime consideration.

Non-fiction collections have been assessed and items deleted to allow for replacement by newer, more relevant, contemporary sources of knowledge. Some development of digital

databases has been welcomed as this source of information is a growing one and students not only need the information they can offer but also need the experience of using this source of information. The database choices have been set out on the library's home page alongside links to the library's catalogue and the net. Fiction materials have been constantly assessed for reader-value and interest and decisions have been made which reflect the literature demands of NEGS students. Approximately half of the acquisitions of new fiction in the secondary section of the library has been student driven. Magazines have reflected the demand with the main genres being art, fashion and textiles, Science and Geography. A daily national newspaper and the local Armidale papers as well as "The Land" are available for student reading.

With the acquisition of a grant, the west wing of the library building was totally redesigned to incorporate a large junior library, a multi-purpose teaching room and the textbook centre and a revamping of the audio-visual processing room. The Junior Library enjoyed a radical relocation in 2010, complemented by new shelving and furniture. Despite a great deal of physical relocation and repeated adjustment of normal library practices, the end result justified the work and stress involved.

In 2010 the opening of a spacious, attractive, inviting Junior Library occurred and this area has continued to thrive with junior school activities. Textbook provision continues to be a major part of the workload of the library staff. Again, there is periodic re-assessment of the stocks of these resources and consideration of new titles on the market. Because the textbooks are now all purchased, processed and circulated through the library's tracking program, losses are known and followed up and charges made. The Queensland Old Girls' Centre's relocation has increased efficiency and time management.

There is a 'Literature Zone' area, comprising a more comfortable, relaxed reading area with lounges and a coffee table, which is constantly utilised by senior school students. The reorganisation of the biography section and the "Literature Zone" have both experienced increased use.

Book Week in August saw the usual programs which included competitions, puzzle activities, readings, displays and a whole school and staff dress-as-a-character day, which was great fun.

Round Square @ NEGS

Round Square within the NEGS community has grown in strength and purpose during 2011. They were enthusiastic and creative and successfully attracted the support of the whole prefect body and others in the conduct of events. They worked consistently towards raising money to cover the annual obligatory payment to the Prince Alexander Fund which supplies materials for the Round Square volunteer projects as well as their goal of funding Round Square IDEALS banners for the Assembly Hall.

Within the school community there are two major events designated for Round Square. At Easter there was an Easter Egg Hunt and students were levied \$5 as a contribution. This covered the Prince Alexander Fund target amount and was certainly enjoyed by the students. In November there was the "Walk in Our Shoes" Day which was designed both as a day to raise awareness of third world issues and a fund raising day. This was well received and fundamentally it was a day planned and organized by the student committee. Behind the scenes a hard working staff group organized the morning tea and a 'third world lunch' for all the secondary school students.

For international and Australasian opportunities there is a focus on Year 8 and Year 10-11 for conferences and exchanges, though this can be flexible.

The NEGS Round Square Staff Team consisted of Mrs Heather Fisher (Round Square Coordinator), Mrs Stephanie Thomas (Senior Round Square Exchange Coordinator), Mrs Kay Hiscox (Junior Round Square Exchange Coordinator) and Mrs Sam Morley (publicity and Junior Round Square Conference Convenor). Throughout the year there were once per term Round Square teleconferences to keep in touch with all the other Round Square Coordinators in the region and Heather Fisher participated in all of these.

SECTION 2: CONTEXTUAL FRAMEWORK

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 115 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: STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In May 2011, 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 for each student were forwarded to parents later that month.

Year 3 Results

Of the students in Year 3, performance in bands 5 and 6 were as follows: 64% in Reading, 28% in Writing, 50% in Spelling and 64% in Grammar and Punctuation. 25% of students were in bands 5 and 6 for Numeracy.

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

BAND		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement Space & Geometry	Numbers, Patterns & Algebra
Band 6	State	29	18	25	28	18	18	23
	Region	40	25	33	38	26	26	32
	SEG	40	24	32	37	26	26	32
	School	43	14	36	50	6	6	6
Band 5	State	8	43	26	22	22	20	14
	Region	19	48	28	24	26	24	17
	SEG	19	48	29	24	26	24	17
	School	21	14	14	14	19	19	31
Band 4	State	21	21	21	24	27	23	27
	Region	20	17	20	22	26	24	27
	SEG	20	17	20	22	26	24	27
	School	14	50	21	21	31	19	19
Band 3	State	18	12	18	15	20	28	18
	Region	14	8	14	12	15	21	14
	SEG	14	8	14	11	14	21	14
	School	14	21	21	0	31	44	25
Band 2	State	10	4	7	7	12	9	13
	Region	6	2	4	3	6	4	7
	SEG	6	2	4	3	6	4	7
	School	7	0	7	14	12	12	19
Band 1	State	4	2	4	5	3	3	5
	Region	1	1	1	2	1	1	2

In Year 3 parents withdrew two students and all students achieved above the national minimum standards in all tests.

Areas of strength in Year 3

Literacy

The strengths in Reading included understanding the author's motivation for including text in a narrative and recognising the theme of a descriptive text. Spelling strengths included correctly spelling one-syllable words with short vowel sounds and words with the inflectional endings. Strengths in Grammar and Punctuation were the correct collocation of a verb and noun and being able to select the word referred to by a noun substitute.

Numeracy

Areas of strength in Numeracy include interpretation of simple timetables and identifying a correct number sentence.

Areas of weakness in Year 3

Literacy

In Reading, areas of weakness were inferring a character's motivation from grammatical instruction information and inferring a character's attitude from details in a text. An area of weakness in Spelling was identifying an error and correctly spelling a two-syllable word. Identifying a complete simple sentence was a weakness in Grammar and Punctuation.

Numeracy

The main area of weakness in Numeracy was using mathematical processes to solve a multi-step word problem.

Year 5 Results

Of the students in Year 5, performance in bands 7 and 8 were as follows: 100% in Reading, 50% in Writing, 74% in Spelling and 100% in Grammar and Punctuation. In Numeracy 100% of students were ranked in bands 6 to 8.

BAND		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
Band 8	State	16	9	14	16	15	15	15
	Region	24	14	18	25	24	22	24
	SEG	24	14	18	25	24	22	23
	School	75	50	12	50	12	12	25
Band 7	State	19	17	22	25	14	16	18
	Region	25	22	27	30	18	21	24
	SEG	24	21	26	30	18	20	24
	School	25	0	62	50	62	62	38
Band 6	State	21	31	27	23	29	30	28
	Region	21	33	28	23	31	31	27
	SEG	21	33	28	23	31	31	27
	School	0	38	12	0	25	25	38
Band 5	State	26	31	24	21	28	24	19
	Region	21	25	20	15	20	19	14
	SEG	21	25	20	15	21	19	15
	School	0	12	12	0	0	0	0
Band 4	State	11	7	9	9	10	12	14
	Region	6	4	6	5	5	6	8
	SEG	6	5	6	5	5	6	8
	School	0	0	0	0	0	0	0
Band 3	State	7	5	5	6	4	4	6
	Region	3	2	2	2	2	1	3

The above table shows the percentage of Year 5 students in each band with band 8 being the highest.

Areas of strength in Year 5

Literacy

Areas of strength in Reading included identifying the tone of an argument text and recognising the attitude and motivations of a character. Spelling strengths were correctly spelling a four-syllable word with a final unaccented syllable and correctly spelling a two-syllable word with an inflectional ending.

Numeracy

Numeracy strengths included using formal units to determine capacity and identifying statements to match data in a table.

Areas of weakness in Year 5

Literacy

An area of weakness in Reading was making inferences about a character's behaviour. In Writing, selecting the correct subordinating conjunction to complete a complex sentence was a weakness.

Numeracy

Identified weaknesses in numeracy was locating a fraction on a number line and using appropriate strategies to solve multi-step problems.

Year 7 Results

Year 7 results with areas of strengths & weaknesses

In Year 7 all 27 students completed the tests and the group performed above the state average in all areas, with over half of the students achieving a result in the top two bands in reading and grammar and punctuation. Some of the strengths were identifying the main idea of a paragraph, identifying the purpose of punctuation and a character's motivation, correctly spelling temporary, scenery and knuckle, identifying the correct verb and appropriate conjunction, interpreting graphs, calculating the mean, and multiplication of a 2 digit number. There were no areas of weakness where students were 10 or more points below the state population in areas of reading, spelling and grammar and punctuation. In numeracy the question on calculating scale and distance was an area where the Year 7 group performed at 10 or more points below the state average.

BAND		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
Band 9	State	11	8	12	10	16	14	19
	Region	18	13	16	16	24	22	29
	SEG	18	13	16	16	24	22	29
	School	26	11	19	22	4	7	11
Band 8	State	20	16	21	20	16	16	16
	Region	27	23	27	27	23	23	22
	SEG	28	23	27	28	23	23	22
	School	26	33	30	33	33	37	26
Band 7	State	24	23	28	21	25	24	25
	Region	26	28	30	25	27	27	26
	SEG	26	28	30	24	27	27	26
	School	22	22	30	15	30	22	37
Band 6	State	26	27	22	29	24	25	21
	Region	20	23	18	23	18	19	15
	SEG	20	23	18	23	17	19	14
	School	22	26	15	19	22	19	15
Band 5	State	16	19	11	13	16	15	15
	Region	8	11	7	7	7	8	7
	SEG	7	11	7	7	7	7	7
	School	4	7	7	11	11	15	7
Band 4	State	3	7	5	7	4	5	4
	Region	1	2	2	2	1	2	1

Year 9 Results

Year 9 strengths and weaknesses

There were 41 Year 9 students who sat the NAPLAN tests with only one student absent for all tests. Students performed above the state mean in all four areas of reading, writing, spelling, grammar and punctuation, and numeracy. Their particular strengths (where they were more than 10 percentage points above the state average) included connecting ideas between text and graphics, identifying first person narrative, interpreting figurative language, recognising parts of speech, calculating elapsed time, converting fractions to decimals, calculating circumference and volume, and formulating linear patterns, to name a few. There were numerous areas where students were more than 10 percentage points above the state average. Questions where the Year 9 group was more than 10 points below the state average was the spelling of the word innocence and fractions (multiplying by decimal) and 4 digit subtraction.

BAND		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space & Geometry	Numbers, Patterns & Algebra
Band 10	State	9	10	8	6	13	14	15
	Region	15	16	10	10	19	21	23
	SEG	16	16	11	10	20	22	23
	School	17	17	0	8	8	10	5
Band 9	State	16	12	20	13	16	14	13
	Region	23	18	26	19	24	21	20
	SEG	23	17	27	19	24	21	20
	School	25	22	22	15	28	28	15
Band 8	State	25	23	28	32	22	25	23
	Region	29	29	32	40	26	28	26
	SEG	29	29	31	39	26	28	27
	School	30	30	43	47	35	30	52
Band 7	State	25	21	24	25	26	25	25
	Region	21	20	21	21	20	19	20
	SEG	21	20	21	21	20	19	20
	School	15	17	17	22	20	22	15
Band 6	State	18	18	13	15	19	15	18
	Region	9	12	8	7	9	8	8
	SEG	9	12	8	7	9	7	8
	School	10	10	12	5	8	8	8
Band 5	State	6	16	6	10	5	7	6
	Region	2	6	3	3	1	2	2

SECTION 4: SCHOOL PERFORMANCE IN STATE-WIDE TESTS

Higher School Certificate

In 2011, 41 students sat for the NSW Higher School Certificate in 30 courses. Most students achieved marks in excess of 50 (Band 2 or higher) with 94% of results in Band 4 or above and 50% of results in Band 5 or 6. Of the 33 results in the extension subjects, 24 results were in the E3 or E4 Band. Band 6 results were achieved in Agriculture, Design and Technology, English Advanced General Mathematics, Music 1, Personal Development Health Physical Education, and Primary Industries.

Subject	No of students	Performance band achievement by number and %								
		Bands 1-2			Bands 3-4			Bands 5-6		
		No.	%	State	No.	%	State	No.	%	State
Agriculture **	4	0		studied elsewhere	2		studied elsewhere	2		studied elsewhere
Ancient History **	3	0		studied elsewhere	3		studied elsewhere	0		studied elsewhere
Biology	15	1	6.7%	12.3%	10	66.7%	56.3%	4	26.7%	31.0%
Business Studies	8	0	0.0%	12.5%	5	63%	54.8%	3	37.5%	32.0%
Chemistry	6	0	0.0%	9.0%	6	100.0%	50.4%	0	0.0%	40.0%
Community & Family Studies	8	0	0.0%	8.3%	5	62.5%	59.2%	3	37.5%	31.7%
Design & Technology	7	0	0.0%	4.9%	0	0.0%	55.8%	7	100.0%	38.3%
Drama **	10	0		studied elsewhere	3		studied elsewhere	7		studied elsewhere
Economics	7	0	0.0%	12.8%	5	71.4%	59.7%	2	28.6%	43.5%
English (Standard)	19	0	0.0%	27.3%	13	68.4%	63.3%	6	31.6%	8.9%
English (Advanced)	22	0	0.0%	1.7%	9	40.9%	40.0%	13	59.1%	58.2%
General Mathematics	14	2	14.3%	19.5%	7	50.0%	55.4%	5	35.7%	24.3%
Geography *	16	0	0.0%	1.9%	9	56.3%	52.2%	6	37.5%	37.7%
Japanese Beginners **	1	0		studied elsewhere	1		studied elsewhere	0		studied elsewhere
Legal Studies **	3	0		studied elsewhere	2		studied elsewhere	1		studied elsewhere
Mathematics – 2U	10	0	0.0%	9.0%	7	70.0%	39.4%	3	30.0%	51.2%
Modern History	14	0	0.0%	9.6%	2	14.3%	44.6%	12	85.7%	45.3%
Music 1	6	0	0.0%	2.6%	1	16.7%	38.0%	5	83.3%	58.9%
PDHPE *	16	0	0.0%	9.6%	8	50.0%	55.6%	8	50.0%	34.2%
Physics **	4	0			4			0		
Textiles and Design	7	0	0.0%	11.0%	3	42.9%	50.1%	4	57.1%	38.5%
Visual Arts	12	0	0.0%	2.3%	7	58.3%	49.5%	5	41.7%	47.9%
Hospitality **	3			studied elsewhere			studied elsewhere			studied elsewhere
**	3			studied elsewhere			studied elsewhere			studied elsewhere
Primary Industries **	4			studied elsewhere			studied elsewhere			studied elsewhere
Primary Industries										
Specialisation**	4			studied elsewhere			studied elsewhere			studied elsewhere
Tourism and Events **	1			studied elsewhere			studied elsewhere			studied elsewhere

* denotes that NEGS was the outside provider for this course

** denotes that students studied this course elsewhere

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Subject	No of students	Performance band achievement by number and percentage											
		Band E1			Band E2			Band E3			Band E4		
		No	%	State	No	%	State	No	%	State	No	%	State
English (Ext 1)	13	0	0.0%	1.1%	0	0.0%	14.6%	8	61.5%	57.3%	5	38.5%	26.7%
English (Ext 2)	4	0	0.0%	0.8%	0	0.0%	15.0%	4	100.0%	60.6%	0	0.0%	23.4%
History (Ext) *	11	0	0.0%	2.2%	7	63.6%	23.5%	3	27.3%	48.6%	1	9.1%	25.6%
Maths (Ext 1)	4	0	0.0%	2.2%	1	25.0%	13.1%	3	75.0%	48.5%	0	0.0%	35.9%
Maths (Ext 2) **	1	1 studied elsewhere											

* denotes that NEGS was the outside provider for this course

Comparisons over time – HSC Results

	2007		2008		2009		2010		2011	
	No of subject results	%								
Bands 1 – 2	12	9	6	3	7	3	10	7	3	1.4
Bands 3 – 4	90	65	86	48	118	58	105	72	112	53.1

Comparisons over time – HSC Results – Extension classes

	2007		2008		2009		2010		2011	
	No of subject results	%								
E1	1	2	0	0	0	0	0	0	0	0
E2	22	43	3	9	6	24	5	36	8	24.4
E3	23	45	26	74	15	60	9	64	19	57.6

School Certificate

In 2011, 33 students sat for the NSW School Certificate examinations. Nine students were absent on international exchanges. Over the six subjects tested, 42% of results were in Bands 5 or 6 with 14 students achieving Band 6 results. The strongest performances compared to the state were in English, Science, and Computing Skills which all had a significantly higher number of results in the top bands compared to the State averages. In Computing Skills 66% of students achieved a highly competent result.

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	42	0	0.0%	3.7%	11	26.2%	54.0%	21	50.0%	38.9%
Mathematics	42	4	9.5%	21.6%	19	45.2%	48.8%	9	21.4%	26.0%
Science	42	0	0.0%	4.9%	19	45.2%	57.9%	13	30.9%	33.7%
Aust History	42	1	2.4%	9.8%	18	42.9%	59.9%	13	31.0%	26.6%
Aust Geography	42	0	0.0%	11.0%	20	47.6%	59.2%	12	28.6%	25.1%

		Performance band achievement by number and percentage								
		CND			COMP			HCOMP		
		No.	%	State	No.	%	State	No.	%	State
Computing Skills	42	0	0.0%	0.5%	4	9.5%	43.4%	28	66.7%	52.5%

SECTION 5: SENIOR SECONDARY OUTCOMES

No senior student of NEGS undertook a course of study in 2010 leading to a Year 12 certificate or equivalent VET qualification.

Meantime 3 students completed the Hospitality course, 1 completed the Information Technology syllabus while 7 students were candidates at the HSC in Primary Industries.

SECTION 6: PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

Description of Professional Development	Date/s	Length of PD	No of staff members	Location	PD Budget (\$)	Exec costs	Faculty area	Staff names
Kodaly - Music Pedagogy	2-14-Jan-11		2	Brisbane	2930.00		Music	Leanne Roobol Rowena Tall
Mind Matters	8-Mar-11	1	1	Tamworth	0.00		Year Advisors	Karen Eastment Samantha
Mind Matters	8-9 Mar-11	2	1	Tamworth	0.00		Year Advisors	Morley
Reaching Out - Multicultural Forum	15-Mar-11	1	2	Armidale	0.00		English/LOTE/Welfare	Amber McCulloch
Online Record Book training (Duke of Edinburgh)	23-Mar-11	1	1	Sydney	Airfare		Maths/Science	Magenta Southgate
Much Ado about English	18-21 Apr-11	4	1	NZ	365.00		English/LOTE	Peter Holford
Preaching Conference	2-5 May-11	3	1	Sydney	295.00		Chaplaincy	Karen Eastment
DOS Conference	15-16 May-11	2	1	Central Coast	150.00		Director of Studies	Kay Hiscox
Database This: Databasing in the Science Classroom	1-Aug-11	1	1	Online	295.00		Maths and Science	Belinda Stone
Syllabus Consultation Meeting	9-Aug-11	½ day	1	Armidale	0.00		St John's Junior School	Cary Roberts
Creativity in the classroom (Apple workshop)	17-Aug-11	1	1	Armidale	0.00		St John's Junior School	Liane Nixon Magenta
Conflict Resolution (IEU)	14-Sep-11	2 hours	1	Tamworth	0.00		Maths and Science	Southgate Consuela Despi, Daniel Larkin,
MANSW Annual Conference	16-18 Sept-11	3	3	Wollongong	1260.00		Maths and Science	Donella Tutt
Showjumping Training	26-28 Sept-11	3	1	Sydney	0.00		Equestrian	Andrew Haddad
MEd (Sports Coaching)	6-7 Oct-11	2	1	Sydney	0.00		Equestrian	Gina Haddad

SECTION 7: DETAILS OF TEACHING STAFF

Category	Number
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines	33
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	5	0	6	15	6
Non-Teaching (including maintenance, administration, boarding staff)			12		3	33

SECTION 9: STUDENT ATTENDANCE RATES

Kindergarten to Year 6

Year	Term 1		Term 2		Term 3		Term 4		Average no of students per term	Total Absences	Average no of absences per student	Average no of absences per student per term
	No of students	Absences										
K	4	4	3	8	3	13	3	14	3.25	39	12.00	3.00
Year 1	11	43	10	37	10	40	11	33	10.5	153	14.57	3.64
Year 2	10	22	9	31	10	34	11	30	10	117	11.70	2.93
Year 3	16	44	15	47	15	75	16	57	15.5	223	14.39	3.60
Year 4	17	28	18	35	18	67	18	43	17.75	173	9.75	2.44
Year 5	8	24	8	47	8	34	8	19	8	124	15.50	3.88
Year 6	23	55	23	85	22	87	22	68	22.5	295	13.11	3.28
Total		220		290		350		264	87.5	1124	12.85	

Average daily attendance (K-6) equals 92.8%

Year 7 to Year 12

Year	Term 1		Term 2		Term 3		Term 4		Average no of students per term	Total absences	Average no of absences per student	Average no of absences per student per term
	No of students	Absences										
Year 7	30	57	28	104	27	92	28	72	28.25	325	11.50	2.88
Year 8	31	56	31	100	31	112	31	72	31	340	10.97	2.74
Year 9	41	44	41	87	42	271	40	212	41	614	14.98	3.74
Year 10	42	144	43	237	43	260	43	670	42.75	1311	30.67	7.67
Year 11	41	60	42	96	42	105	42	98	41.75	359	8.60	2.15
Year 12	41	59	41	61	41	118	N/A	N/A	41	238	5.80	1.45
Total	226	420	226	685	226	958	184	1124	215.5	3187	14.79	

Average daily attendance (7 - 12) equals 91.7%

* Higher absences in Year 10 are due to Round Square exchanges

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 39 students in Year 10 in 2009, 35 completed the HSC in Year 12, 2011 (90% retention rate).

SECTION 12: POST-SCHOOL DESTINATIONS

The following table details the post-school destinations of the 2011 Year 12 cohort.

Direction	No.	% of Total
Workforce	4	9.75
GAP Year	14	34.25
University	23	56
Unknown	-	-

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 has 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 3 in 2011 – 1 from Japan, 1 from Philippines and Singapore. Similarly, there were 6 indigenous students enrolled in 2011.

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 2010 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

Goal Area Priority	Achievements
Teaching and Learning	<p>Encouraging reflection of the relevance of existing teaching/learning programs. Accentuating the positive professional relationship with the University of New England. Ensuring effective teacher/parent interviews. Improving the quality of reporting to parents.</p>
Communication	<p>State of the Nation report at the end of Terms 1, 2 & 3 Detailed reports (using specific educational headings) for the Board of Directors, the P & F and Old Girls' groups The preparation of relevant agendas to guide meetings Role statements for all personnel A Boarding Handbook A New Student's Handbook A Year Advisor's Handbook The development of a relevant and visionary Strategic Plan The enhancements of the policy and procedures base of the School A fortnightly Principal's Professional Periodical A comprehensive Staff Handbook An effective Induction Booklet and package for new staff Staff Briefing Sessions twice a week Editorial copy in the Newsletter which focuses on contemporary educational issues Regular Careers Newsletter for Year 12 The "What's New in Careers" section in the newsletter IT Help Desk set up Heads of Department Planning Day</p>
Student Welfare	<p>Mentor system improved Student Induction Checklist put into effect Widening the scope and relevance of the Weekend Activity Program for the boarding students A coordinated and more effective Pastoral Care program.</p>
Staff Development	<p>Professional Development Committee set up Staff Appraisal system put in place overseen by Principal Staff members allocated Special Duties such as Duke of Edinburgh Scheme and Round Square Effective induction programs and ongoing support for new teachers A more professional and contemporary focus for School Development Day programs.</p>
Facilities and Resources	<p>St John's Library completed Building plans for Trade Training Centre put in motion Continued improvements to the Equestrian Centre</p>

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.

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

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

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

Every Wednesday morning in the senior school is designated Tutor Time. Each Year Advisor investigates ways to promote respect and responsibility within the school. Each year group have different strategies on approaching this according to the age of the student. The Pastoral Care programs includes goal setting, career advice, manners and etiquette, anti-bullying and a range of guest speakers. Students have been encouraged to return something to society and during 2011 a variety of charities received support from the students and staff.

Tutor Time/Pastoral care programmes

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

- ✦ Enlighten Education – 1 day Butterfly Effect Workshop
- ✦ Ongoing goal setting and evaluation
- ✦ Time management – assessment organisation, exam preparation, making summary notes etc.
- ✦ Relaxation techniques

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

SECTION 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 Melbourne, 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

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.

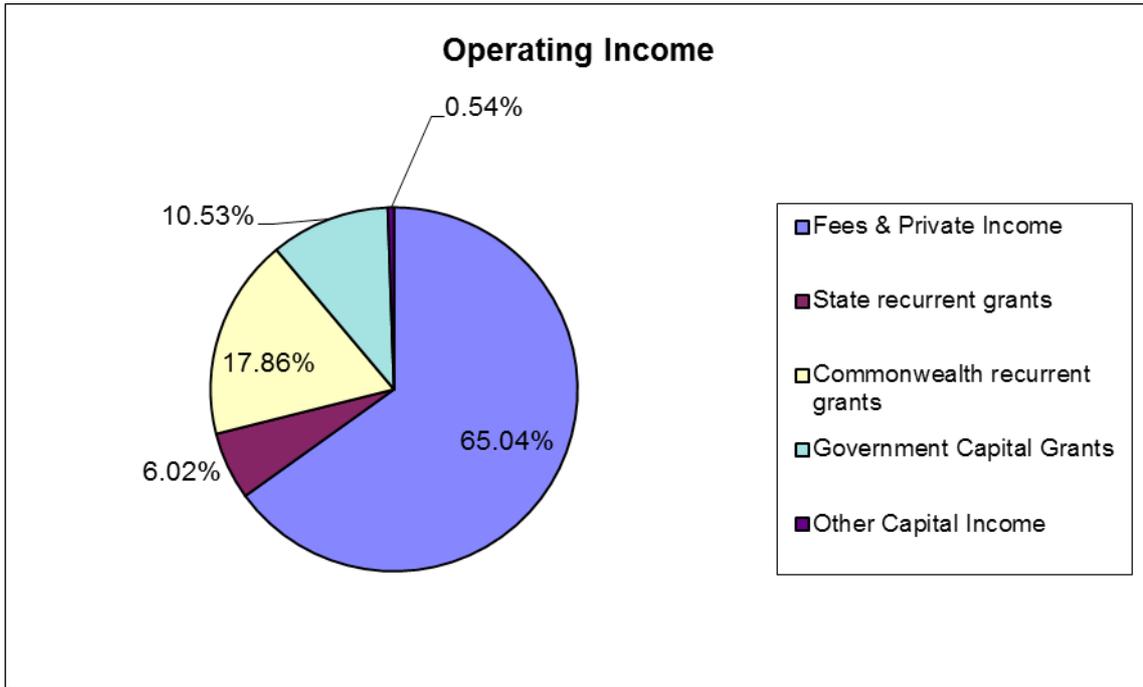
Feedback from teachers via informal meetings and regular discussions with Heads of Departments and annual staff reviews with the Principal indicated that staff were generally satisfied in all areas of our school, particularly in terms of relationships, staff morale and school operations.

SECTION 19: SUMMARY OF FINANCIAL INFORMATION

Summary of Operating Income and Expenditure

OPERATING INCOME

Fees & Private Income	65.04%
State recurrent grants	6.02%
Commonwealth recurrent grants	17.86%
Government Capital Grants	10.53%
Other Capital Income	0.54%
	<hr/>
	100.00%



OPERATING EXPENDITURE

Salaries, allowances & related expenses	60.93%
Non Salary Expenses	38.90%
Capital Expenditure	0.17%
	<hr/>
	100.00%

