



New England Girls' School

2014 Annual Report

Educational and Financial Reporting

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SECTION 1: MESSAGES FROM KEY SCHOOL BODIES

Board of Directors

The Board of Directors are elected at the Annual General Meeting of NEGS Limited, a company limited by guarantee, which owns the assets and liabilities of the School.

The objects of NEGS Limited are:

- ✧ To accept the transfer and undertake all or any part of the property, assets, liabilities and undertakings of New England Girls' School conducted at Armidale and for such purposes make all such arrangements financial and otherwise as may be necessary or expedient.
- ✧ To carry on the School as a non-government school pursuant to the *Education Act 1990*.
- ✧ To provide the necessary resources and facilities to meet the aims and objectives of the school from time to time.
- ✧ To provide religious instruction in the School in accordance with the Fundamental Declarations in the *Anglican Church of Australia Constitution Act 1961*.
- ✧ To conduct such educational courses and programmes as the Board from time to time determines.
- ✧ To act as trustee and to perform and discharge the duties and functions incidental thereto where this is incidental or conducive to the attainment of these objects.
- ✧ To do such other things as are incidental or conducive to the attainment of these objects.
- ✧ To do all or any of the things authorised by the Corporations Act.

Directors meet twice during term time with the Principal and Company Secretary in attendance.

Meetings are highly structured with the typical agenda formatted as follows:

- ✧ Confirmation of Minutes of previous meeting;
- ✧ Business arising from the previous meeting;
- ✧ Principal's Report
- ✧ Financial Report
- ✧ Applications for Membership
- ✧ Enrolment Report
- ✧ Development and Publications Report
- ✧ Marketing Report
- ✧ Functions and Events Report
- ✧ WHS Report
- ✧ Other Business.

The Executive

During the year the Executive Team looked at such issues as welfare, marketing, enrolments, pastoral care and boarding for the School. A whole school and best practice approach was taken.

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

Parents and Friends' Association

During 2014 the NEGS P&F raised funds and encouraged school community interaction through the following events:

- Spring Fair
- Catering for school functions, such as sporting carnivals
- Catering for various livestock sales

P&F meetings were held every term of the school year, with the AGM in Term 2 2014. The P&F executive also meet at least once a term.

The P&F donated to the Armidale Oncology Unit and continued our commitment to the St John's Junior School Scholarship Program. The P&F also donated various awards to the Year 12 Valedictory Speech Day and to both Senior School and Junior School Speech Day prizes.

Student Representative Council

The Student Representative Council (SRC) is a democratically elected body that gives a voice to student concerns within the school community. Three members are elected from each year group to listen to and voice the concerns of students and where necessary to promote positive change.

The SRC provides members with the opportunity to:

- ✧ Develop leadership skills by participating in school decision-making
- ✧ Practise active citizenship within their school community
- ✧ Develop teamwork skills and learn how to use meetings as an appropriate forum for decision-making
- ✧ Promote tolerance and cooperation across all year groups.

The SRC provides students with the opportunity to take initiative in the area of community service. Students recognise areas of need and develop achievable strategies to contribute to solutions. Recent community service initiatives that the SRC has supported recognise that citizenship starts at home, within their own school and the local community.

The SRC conducted the following fundraising activities in 2014:

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

During 2015 the SRC will continue its work in raising money for a range of charities and promoting tolerance and cooperation in the school community.

Prefect Body

It has become a tradition at NEGS that the Prefects are elected to be responsible for a particular area of school life. In 2014, our 11 prefects not only worked for their particular area, but also ensured they were a cohesive team, achieving results at both school level and in their smaller areas.

Our Head Prefect, Emily Rogers, helped by the Senior Prefects, Ella Tindal and Laura Brown, was actively involved in organising fundraising activities. The main focus was The McGrath Foundation, for which many types of activities were organised very successfully, raising about \$1000. Another fundraising priority was the Speech Day Prefects' Prize, which is a prize sponsored by the prefect body every year. Valentine's Day, Christmas and Easter were important times when fundraising activities occurred. These three senior prefects were also involved in activities organised in every other area of the school, helping all the other prefects.

NEGS had two prefects that represented the Boarding Houses. Lucy Moffatt focused on the younger girls, whereas Holly McDonald worked directly with the senior students. They were the voice of the boarding students and made great efforts to improve the boarding life of the school by

meeting regularly with the girls and then with the Head of Boarding and/or the Principal.

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

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

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

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

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

The Chapel Prefect, Matilda, Hughes, had an important role in the preparation and running of Chapel session every week. She had innovative ideas for Chapel and included many other interested students in all activities during and outside Chapel.

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

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

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

The 2014 Prefect Body have proved to be not only important leaders of the school, but also highly regarded by their peers; respected and helped in all their initiatives by all the other students.

Boarding

Announcements were made half way through 2013 for the change in boarding structure for 2014. Years 11 and 12 were located in Saumarez House, with vertical boarding continuing in Kirkwood House for Years 7 to 10. We have continued bringing all students together for dinner instead of the previous system of two sittings and this has developed good rapport between girls of different years. This worked well with a Year 12 student seated at every table and there is a rotation every term with girls sitting with different girls so that they get to know each other better in a community environment.

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, France, Japan and Victoria. In July we welcomed 14 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, interschool socials, visits to the Sunday Markets and the movies were all part of the weekend activities as was the proposed visit to the Gold Coast on the first weekend of the new school year.

Boarders are often called upon to help with social functions within the School and 2014 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 the Year 12 girls, their partners and their guests arrive in their finery.

In November we said a sad farewell to Year 12, 2014. Saumarez House was upgraded for the changes in 2014. Over the holiday period at the end of the year, preparations were made for upgrading facilities and inclusions in Kirkwood House and more extensively in White House to cater for the increase in boarding numbers.

2014 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. There were new personnel engaged for the New Year so all of these staff went through the Duty of Care Course in preparation for 2014.

Chaplaincy

In 2014 the Chaplaincy program provided two chapel services a week to both the junior and senior school. Christian Studies classes were taught from Transition through to Year 10. Year 11 and 12 students were included in a seminar from a guest speaker on the topic of Biblical Ethics. In addition to this formal program, the Chaplain provided optional activities for the students such as Bible Studies, a regular pastoral care meeting at the School one lunchtime per week, and a trip to the KYCK conference in Katoomba. The aim of all these activities was to bring the gospel message to bear on young people's lives in a relevant and engaging way and to nurture and support their spiritual growth.

There were a number of Special Services throughout the year such as Confirmation, Valedictory, Old Girls' Service, and Grandparents' Day.

Aytoun Young Library and Queensland Old Girls' Textbook Centre

2014 saw further development and adjustments to contemporary practice and the needs of the National Curriculum. Decision making focussed on staff professional needs and student curriculum/personal needs with constant evaluation of effectiveness, relevance and efficiency in practices and processes. The Library opened 8.00am-5.00pm every day and each lesson time as well as recess, lunchtimes and after school until 5.00pm and these times involved student supervision or lessons. Aside from behaviour control this also included conversations to stimulate motivation, reference searches, organising equipment and space for group discussions, recording

or viewing, facilitating Distance Education contact and supporting tutors who had individual sessions with students. There were often challenges in sourcing requested materials, processing items in a timely manner, supporting individual needs for very specific personal research projects and assisting students and staff in navigating the library's resources. The need for online purchase of many resources increased, rather than decreased, the time involved in sourcing and acquisition of requested resources.

A continuous program of deletions of out-of-date stock occurs but there was a concerted effort to delete damaged, irrelevant or pre-1990 publications. This enabled the removal of some free standing bookshelves to make an open teaching space on the First Floor. The two small seminar rooms leading off this space have been reorganised and they too are now available for private study, research, DVD viewing, discussion, tutor sessions, student meetings and the like for the student population at large. On the ground floor the brick central column has been faced with blue pinboard material and can now be used for publicising new titles, student art and craft, notices, etc.. 2015 saw a refinement of efficiency in dealing with classes when the teacher is absent: all classes in this situation move to the First Floor of the Library to be supervised by a rostered teacher. Absent teachers have to leave rolls and work at the Library Circulation Desk beforehand or e-mail rolls and work for these classes. This has proved to reduce wasted time and confusion as there is certainty in the new arrangement. This has meant some reduction in access to the Library collection (001 – 799) but students can quietly search there if they need to, around the classes in occupation and Library Skills lessons for those non-fiction numbers has to focus on the Junior non-fiction collection.

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

- **All My Own Work:** This is conducted by the Head of Library Services in late November for all Year 10 students.
- **Library Skills Lessons:** Within the Junior School, all classes from Transition to Year 6 have a weekly Library lesson which focusses on some aspect of literature, familiarity with library resources and computer operations for accessing the catalogue and translating that information to locating items, relevant to their stage. Year 7 has a period once per fortnight for work in Library & Information Skills. On a needs basis, other years have tutorials which are subject specific and encompass accessing relevant resources, handling the databases, referencing, the dangers of plagiarism and other relevant needs.
- **2014 Book Week:** All the shortlisted books were purchased in April and Book Week was celebrated in August with displays, a banner and posters highlighting the “Books of the Year”.
- **2014 Old Girls' Weekend, Grandparents Day and the Spring Fair:** Old girls, Grandparents and visitors were welcome visitors to the Library in these few days in September. The Library was a meeting place for Old Girls. An outdoor “Book Fair” was held near the Library while morning tea was being served to Grandparents at tables on the adjacent lawns. The Book Fair showcased high interest books from various booksellers and was conducted like a specialist Children's Bookshop. Profit was used to purchase new stock for the Library.
- **Professional Development:** The Head of Library Services attended the monthly meetings of the Children's Book Council Armidale Sub-Branch, once-per-term meetings of the Armidale Teacher Librarians Network and two meetings of the Northern Tablelands Teacher Librarians Network. In-school professional development was attended by members of staff on the first and last day of each term and professional periodicals such as Magpies, Literature base, Reading Time and Incite were subscribed to and read. The Head of Library Services was also awarded a research scholarship on the basis of a research proposal, to investigate the potential for consortium arrangements for the purchase of databases to add

to the Library's resource base. Six schools were part of the pilot project to assess interest and existing database purchasing. The actual research will take place in 2015. The best outcome would be reduced costs for individual schools in the purchase of databases which were commonly demanded and where consortia arrangements could be negotiated.

- **2013 Valedictory Day and Speech Day Awards:** The Library has a major role in arranging all book prizes and trophies for presentation, certificates, medals and establishing contact with sponsors and benefactors. Book prizes are selected by the Head of Library Services and with known discount houses and online purchases the main acquisition points.
- **Hosting:** Hosting debating competitions, parent-teacher afternoon teas for all the parent-teacher interview dates, hosting Scholarship Exam days, Business Studies guest speakers, Old Girls lunches during Old Girls' Weekend, author/illustrator visits, etc. is a common role for the Library. The Library is a warm, welcoming venue for NEGS Community events.
- **Private Study Periods:** Students in Year 9/10, Year 11 and Year 12 have private study periods in the Library and often the Library is completely full of students. For some of these periods, another teacher is sometimes rostered to assist with supervision.

Round Square @ NEGS

The involvement of NEGS in the Round Square global movement has intrinsic value for the school both from an experiential perspective with exchanges, conferences and service opportunities and from a philosophical perspective as the school embraces the movement's six DEALS – the acronym stands for democracy, care of the environment, adventure, leadership opportunities and service. There is also a promotional/marketing aspect with students in Year 8 and Year 10 offered the opportunity to exchange with other Round Square school students – Year 8 students exchange for two weeks within the Australasian and East Asian Region while Year 10 students exchange for up to one term with students from international locations. See below for details for 2014 exchanges.

The staff team consists of the following:

- School's Round Square Representative – Mr Jake Compton
- Senior Exchange Coordinator – Mrs Stephanie Thomas
- Young Round Square Coordinator – Mrs Heather Fisher
- Duke of Edinburgh Coordinator – Mr Jake Compton
- Elected by the School student cohort, the Round Square Prefect for 2014 – Edwina Morton

Round Square activities included:

- **Year 10 international exchanges** for various lengths of stay from 6 weeks to 1 term – 10 from overseas at NEGS (from United Kingdom, South Africa, Denmark, USA, Canada, France, UAR and India) and 5 NEGS students went overseas (South Africa, 2 to two different schools in United Kingdom, India and Denmark).
- **Year 8 regional exchanges** for 2 weeks - 4 girls went to schools in other states of Australia (Tasmania and South Australia) and 3 girls came to NEGS
- **Senior International Conference** – 2 students and 1 teacher represented NEGS at the International Conference in Jordan.
- **Walk In Our Shoes Day:** this is an annual global education day planned and conducted entirely by the Round Square Prefect and her senior student support team. This was held

late in November. Student leaders had a major strategic role to perform and the student body responded enthusiastically. The day's activities embodied the ideals of Round Square aligned with some active colour house competition.

- **Easter Egg Hunt:** this annual fundraiser was held just before Easter with funds raised contributing to the Prince Alexander Fund. This is a Round Square fund which uses money for bricks and mortar for 8 major service projects in Third World countries.
- **Service:** A major platform of Round Square is service and this is embraced by all year groups at NEGS in both practical ways and through fund raising. Support has included Tour de Rocks and McGrath Breast Cancer appeals, Red Shield Appeal, Red Cross activities, donations to the Blood Bank, CareFlight Helicopter Appeal, and many others. Each Year group chose its own focus for fundraising efforts. Service was also rendered by some classes during "Clean Up Australia" Day.
- **Adventure:** Each Year group experienced targetted adventurous and challenging activities during a long excursion or camp – Year 7 went to Lake Keepit, Year 8 to Aussie Bush Camp in the lower Hunter, Year 9 to Myall Lakes and Year 10 to Newcastle and Year 11/12 to Coffs Harbour. These experiences involved adventurous activities, leadership and decision making activities and personal development experiences.

SECTION 2: CONTEXTUAL INFORMATION ABOUT THE SCHOOL

New England Girls' School is situated in the city of Armidale, NSW and was established in 1895 by Miss Green who wrote:

"...the school has built a tradition of academic excellence, where every student is encouraged to reach their full potential, both intellectually and spiritually, in an atmosphere that fosters creativity, personal and physical development and values individuality, as well as teamwork."

The passage of 120 years has not lessened our founder's value base.

The School Motto "What ever you do, do it heartily" encourages the students to do their best and develop all their potential.

NEGS is a day and boarding school that is co-educational from Transition to Year 6 and all girls from Year 7 to Year 12. It is a non-selective school and Boarding is seen as a core contributor to the ethos and diversity of the School. There is a varied and comprehensive co-curricular program that encourages students to try new skills, learn and develop leadership, social and organisational skills and to provide service to the School and community.

NEGS is a Round Square School being one of four such schools in NSW.



SECTION 3: STUDENT OUTCOMES IN NATIONAL AND STATEWIDE TESTS AND EXAMINATIONS

In May 2014, Year 3, 5, 7 and 9 students in all government and non-government schools across Australia completed the National Assessment Program – Literacy and Numeracy (NAPLAN) tests. The results were released in early September and the individual results were forwarded to parents later that month.

Student performance on NAPLAN has been uploaded to the My School website:

<http://www.myschool.edu.au>

Year 3 Results

Year 3	Reading		Persuasive writing		Spelling		Grammar and Punctuation		Numeracy	
	-		-		-		-		-	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	451	418	423	402	435	412	459	426	429	402
	442-460		415-432		426-443		449-469		421-437	

SIM – schools serving students from statistically similar backgrounds

ALL – Australian schools' average

- Student population below reporting threshold

Year 5 Results

Year 5	Reading		Persuasive writing		Spelling		Grammar and Punctuation		Numeracy	
	519		455		496		510		463	
	483-554		421-490		464-529		472-547		435-492	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	531	501	489	468	516	498	532	504	512	488
	522-539		481-497		508-524		523-541		504-520	

SIM – schools serving students from statistically similar backgrounds

ALL – Australian schools' average

Year 7 Results

Year 7	Reading		Persuasive writing		Spelling		Grammar and Punctuation		Numeracy	
	570		533		543		572		550	
	549-591		509-557		521-565		547-596		530-570	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	572	546	537	512	565	545	573	543	574	546

SIM – schools serving students from statistically similar backgrounds

ALL – Australian schools' average

Strengths and weaknesses

In Year 7, 26 of the 27 students completed the NAPLAN tests. The school report indicates that all students were above the national minimum standard in reading, writing, grammar and punctuation, and numeracy. There was just one student in Year 7 below the minimum standard in spelling.

The greatest areas of strength in Year 7 were in reading, grammar and numeracy. In reading some of the strengths were interpreting a word to locate information, connecting information across paragraphs, and inferring the reasons for a characters actions. Other strengths in grammar and punctuation were identifying the role of the adverbial phrase, correctly identifying apostrophes, and identifying direct and indirect speech. In numeracy some of the strengths were identifying a numeral expression, solving problems with mixed operation, and calculating weekly expenditure.

In grammar and punctuation, an area of weakness was identifying the correct use of a hyphen and in spelling, the words “anchor” and “genius. In numeracy, recognising a sequence and calculating percentage increases were weaknesses.

In comparing the student's performance in 2014 with their performance in 2012, there were significant areas of growth for those who attempted both examinations. In reading all but one of the 25 students achieved growth, in writing 68% of students achieved growth, in spelling 88% achieved growth, in grammar and punctuation 84% achieved growth, and in numeracy 92% achieved growth.

Year 9 Results

Year 9	Reading		Persuasive writing		Spelling		Grammar and Punctuation		Numeracy	
	616		598		624		617		591	
	599-634		574-621		604-643		598-637		575-608	
	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	610	580	585	550	606	582	606	574	619	588

SIM – schools serving students from statistically similar backgrounds

ALL – Australian schools' average

Strengths and weaknesses

Of the 40 students in Year 9, 38 students sat for the writing, spelling and grammar and punctuation tests and 37 sat for the numeracy tests. The school summary report indicates that all students were above the national minimum standard in reading, spelling, grammar and punctuation, and numeracy. Two students fell below the national minimum standard in writing. The greatest areas of strength in Year 9 were in reading, spelling and grammar and punctuation. In particular, the areas in reading where the school percentage choosing the correct response was 10 or more above the state percentage included identifying the meaning of a phrase, identifying the main idea in a

narrative, identifying changes of mood in a story, identifying the main idea in a paragraph, and inferring emotions from characters comments. In spelling the areas of strength were spelling “faulty”, “alligators”, “molecule,” “genius” and identifying errors in “symmetry” and “embarrassed”. In grammar and punctuation there were areas of strength in identifying sentences in past tense, correct use of a colon and identifying the correct homonyms. In numeracy, the areas of strength included determining a vertex of an angle and solves a complex expression.

Areas of weakness in literacy (where the school percentage choosing the correct response was 10 or more below the State population percentages) included inferring the writer’s attitude, identifying errors in punctuation - capital letters. In numeracy the areas of weakness included identifying change from \$20, solving a complex problem involving Pi, and identifying angles in a compound shape.

In terms of growth, of the students who completed both the 2012 and 2014 tests 95% experienced growth in reading, 83% experienced growth in writing, 94% in spelling, and 74% in grammar and punctuation. Significant growth was also achieved in numeracy with 94% of students displaying improvement.

SECTION 4: SENIOR SECONDARY OUTCOMES

Higher School Certificate

In 2014, 38 Year 12 students sat for the NSW Higher School Certificate in 27 courses. In total 99% of results were in Band 2 or higher (gaining over 50 marks) with 48% of results in Band 5 or above (80 – 100 marks). Of the 21 candidates who sat for a one unit extension course, 18 achieved marks in E3 or E4.

Subject	No of students	Performance band achievement by number and %								
		Bands 1-2			Bands 3-4			Bands 5-6		
		No.	%	State	No.	%	State	No.	%	State
Agriculture	7	0	0.0%	18.16%	3	42.9%	54.48%	4	55.1%	27.83%
Ancient History	9	0	0.0%	16.16%	4	44.1%	50.2%	5	55.6%	32.8%
Biology	18	0	0.0%	13.7%	12	66.7%	57.3%	6	33.3%	28.2%
Business Studies	10 [#]	1	10.0%	11.5%	4	40%	50.6%	4	40.0%	37.0%
Chemistry	8	0	0.0%	8.1%	6	75.0%	45.4%	2	25.0%	46.1%
Community & Family Studies	3	0	0.0%	8.4%	3	100.0%	53.9%	0	0.0%	36.7%
Design & Technology	7	0	0.0%	4.8%	0	0.0%	57.7%	7	100.0%	37.2%
Drama **	3	0	studied elsewhere		1	studied elsewhere		2	studied elsewhere	
English (Standard)	14	1	7.1%	14.2%	12	85.7%	77.0%	1	7.1%	8.2%
English (Advanced)	24	0	0.0%	0.8%	7	29.2%	39.8%	17	70.8%	59.3%
General Mathematics	23 [#]	6	26.1%	23.7%	7	30.4%	50.0%	9	39.1%	25.0%
Legal Studies **	6	0	0.0%	15.0%	6	100.0%	43.9%	0	0.0%	39.6%
Mathematics – 2U	8	0	0.0%	8.4%	6	75.0%	37.6%	2	25.0%	53.7%
Modern History	6	0	0.0%	9.8%	2	33.3%	47.0%	4	66.7%	42.3%
Music 1 **	6	0	studied elsewhere		2	studied elsewhere		4	studied elsewhere	
PDHPE	13	1	7.7%	11.0%	7	53.8%	57.8%	5	38.5%	30.5%
Physics **	2	0	studied elsewhere		2	studied elsewhere		0	studied elsewhere	
Textiles & Design	5	0	0.0%	7.6%	1	20.0%	50.3%	4	80.0%	41.9%
Visual Arts	3	0	0.0%	2.5%	0	0.0%	48.5%	3	100.0%	48.6%
Hospitality **			studied elsewhere			studied elsewhere			studied elsewhere	
Hospitality Examination **					4	studied elsewhere		1	studied elsewhere	
Human Services **								2	studied elsewhere	
Primary Industries **			studied elsewhere			studied elsewhere			studied elsewhere	
Primary Industries Examination**					2	studied elsewhere		2	studied elsewhere	

* denotes that NEGS was the outside provider for this course

** denotes that students studied this course elsewhere

one student absent from exam

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)	10	0	0.0%	0.3%	0	0.0%	6.5%	3	60.0%	62.5%	1	40.0%	30.5%
English (Ext 2)	1	0	0.0%	1.7%	0	0.0%	20.7%	0	0.0%	54.3%	1	100.0%	23.2%
History (Ext) *	6	0	0.0%	1.7%	1	16.7%	20.4%	5	83.3%	55.4%	0	0.0%	22.3%
Maths (Ext 1)	2	0	0.0%	1.9%	0	0.0%	13.4%	2	100.0%	54.1%	0	0.0%	30.4%
Maths (Ext 2) **	2	0			1	studied elsewhere		1	studied elsewhere		0		

* denotes that NEGS was the outside provider for this course

** denotes that students studied this course elsewhere

Comparisons over time – HSC Results

	2010		2011		2012		2013		2014	
	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%
Bands 1 – 2	10	7	3	1.4	13	5.7	8	4.7	9	5.6
Bands 3 – 4	105	72	112	53.1	127	55.7	108	63.2	80	49.4
Bands 5 – 6	31	21	96	45.5	88	38.6	55	32.2	73	45.1

Comparisons over time – HSC Results – Extension classes

	2010		2011		2012		2013		2014	
	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%	No of subject results	%
E1	0	0	0	0	1	2.6	0	0	0	0
E2	5	36	8	24.4	11	28.9	5	29	1	7.7
E3	9	64	19	57.6	22	57.9	11	64.7	10	76.9
E4	0	0	6	18.1	4	10.5	1	5.9	2	15.4

Record of School Achievement

The school did not have any students who required the issuance of a Record of School Achievement.

Senior Secondary Outcomes

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

Meanwhile 5 students completed the Hospitality course, 4 students completed Primary Industries and 2 students completed Human Services.

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SECTION 6: PROFESSIONAL LEARNING AND TEACHER STANDARDS

Description of PD	Date/s	Length of PD (day/s)	No of staff	Location	PD Budget (\$)	Faculty area	Staff names
School Nurses Conference	21 - 21 Jan 2014	2	2	Sydney	820.00	Health Centre	Cathy Beevors, Jodie Jackson
Future Schools	13 - 14 Mar 2014	2	1	Sydney	695.00	English	Geoff O'Neill
Exploring the HSC Prescriptions	18-Feb-14	1	1	Tamworth	150.00	English	Terri Swartz
AIS Consultant visit	2 - 3 Mar 2014	2	5	NEGS	750.00	St John's Junior School	Cary Roberts, Heidi Dent, Liane Nixon, Anne Ward, Jessica O'Connell
NSW Australian Curriculum: Years 7019	7-Mar-14	1	1	Sydney	160.00	Music	Julia Booth
Oorala Aboriginal Centre - morning tea and information session	11-Mar-14	1/2	1	Armidale	0.00	Learning Support	Angela Sole
Year 10 Music Excursion Development Day	12-Mar-14	1	1	Armidale	0.00	Music	Julia Booth
Courageous Conversations	14-Mar-14	1	1	Armidale	250.00	Learning Support	Angela Sole
8 plus 10 in 2015	22-May-14	1	1	Armidale	126.00	Mathematics	Consuela Despi
Student Wellbeing	26-Mar-14	1	1	Armidale	0.00	Learning Support	Angela Sole
Deus Ex Photomedia Conference	4-Apr-14	1	1	Sydney	130.00	TAS	Sarah Ronald
Grammar Online: Levels of Delicacy	Ongoing	Ongoing	1	Online	0.00	School Support	Helen Smith
Nourishing Networks Workshop Update - Eating Disorders	10-Apr-14	1/2	1	Armidale	0.00	Health Centre	Cathy Beevors
Duke of Edinburgh - Training day	10-Apr-14	1	1	Sydney	0.00	Year Advisor	Jake Compton
Jump into the new Maths Syllabus	19-May-14	1	1	Armidale	189.00	St John's Junior School	Liane Nixon
Live Life Well @ School	21 - 22 May 14	2	2	Moree	0.00	St John's Junior School/PDHPE	Anne Ward/Laura Cambridge
Introuction and Overview of Mind Matters	22-May-14	1/2	1	Armidale	0.00	Learning Support	Angela Sole
Advice on Working towards Accreditation	23-May-14	1	1	Sydney	299.00	TAS	Samantha Morley
Multi-Lit Reading	23-May-14	1	1	Sydney	Paid with kit	Learning Support	Angela Sole
Chemical Safety in Secondary Schools	3-Jun-14	2	1	Sydney	295.00	Science	Annette Edmonds
K-12 Library Managers Congress	3 - 4 June 2014	4	1	Brisbane	595.00	Library	Heather Fisher
HSC Crime Update	14-Jun-14	1	1	Sydney	330.00	HSIE	Ed Esterbauer
The AIS Languages Conference	18-Jul-14	2	1	Sydney	235.00	Languages	Sidonie O'Neill
Dalcroze Eurythmics	25 - 27-Jul-14	3	1	Armidale	165.00	Music	Rowena Tall
Dalcroze Eurythmics	26 - 27-Jul-14	2	1	Armidale	110.00	Music	Kirrili Williams
Dalcroze Eurythmics	27-Jul-14	1	1	Armidale	55.00	Music	Julia Booth
Area of Study: Discovery	29-Jul-14	1	2	Armidale	215.00	English	Terri Swartz/Geoff O'Neill
RDA for Practioners	4 - 29 August	Ongoing	1	Online	395.00	Library	Jan O'Connell
AIS - Comedy Extension 1	21-Aug-14	1	1	Armidale	215.00	English	Geoff O'Neill

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Description of PD	Date/s	Length of PD (day/s)	No of staff	Location	PD Budget (\$)	Faculty area	Staff names
Supporting Primary & Secondary Teachers - Mixed Ability Classrooms	22-Aug-14	1	1	Armidale	220.00	Learning Support	Angela Sole
AIS Student Wellbeing Conference 2014	25-Aug-14	1	1	Sydney	300.00	Wellbeing/Learning Support	Angela Sole
New UAC Application Process	29-Aug-14	0.5	1	Armidale	0.00	Careers	Terri Swartz
New CAFS HSC Workshop	1-Sep-14	1	1	Port Macquarie	275.00	TAS	Samantha Morley
Mind Matters - Getting Started training	2-Sep-14	1	3	Armidale	0.00	Wellbeing	Angela Sole, Mary Anne Evans, Clive Logan
NSW Mathematical Association - Annual Conference	12 - 14-Sep-14	2	2	Wollongong	920.00	Mathematics	Consuela Despi Donella Tutt
Syllabus to Success	16-Sep-14	1	1	Tamworth	352.00	St John's Junior School	Liane Nixon
Sounds for Literacy	17-Sep-14	1	1	School	195.00	St John's Junior School	Catherine McCann
Smart Sciences supporting Global Challenges	11 - 12 Oct 14	2	1	Armidale	0.00	Science	Belinda Stone
AIS Best Practice Webinar Series	23-Oct-14	.5	3	NEGS	135.00	Year Advisor	Angela Sole, Mary Anne Evans, Amber McCulloch

SECTION 5: TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

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	32
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described in a) or b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

SECTION 6: WORKFORCE COMPOSITION

	Male			Female		
	Primary	Secondary	Both	Primary	Secondary	Both
Teaching	0	5	0	6	20	0
Non-Teaching (including maintenance, administration, boarding staff)	0	2	9	2	7	14

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

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
	No of students	Absences		No of students	Absences		No of students	Absences		No of students	Absences				
K	13	65		13	15		13	54		12	29		12.75	163	12.78
Year 1	5	18		5	11		5	17		5	9		5	55	11.00
Year 2	5	7		5	2		6	23		6	27		5.5	59	10.73
Year 3	3	8		3	8		4	15		4	16		3.5	47	13.43
Year 4	7	12		7	7		7	15		7	24.5		7	58.5	8.36
Year 5	11	34		13	19		14	67		14	25		13	145	11.15
Year 6	12	24		13	30		13	37		13	18		12.75	109	8.55
Total	56	168		59	92		62	228		61	148.5		59.5	636.5	

Average daily attendance (K-6) equals 94%

Year 7 to Year 12

For the Years 7 – 12 Attendance rates please refer to the data on My School (<http://www.myschool.edu.au>)

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

Student attendance is checked and recorded 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.

Being a school with a significant boarding population there are a number of variables which impact upon retention rates by comparison with a conventional day school.

Of the 41 students in Year 10 in 2012, 34 completed the HSC in Year 12, 2014 (82% retention rate).

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SECTION 8: POST-SCHOOL DESTINATIONS

The following table details the post-school destinations of the 2013 Year 12 cohort.

Direction	Number Total - 37 students	% of total
Workforce	11	30%
GAP Year	10	27%
University	10	27%
Unknown	6	16%

SECTION 9: ENROLMENT POLICIES

Domestic and Overseas Students

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

The two schools provide an education underpinned by Anglican values and operating within the policies of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the School, siblings already attending the School and other criteria as determined by the School. Once enrolled, students are expected to support the School's ethos and comply with the School rules.

Procedures

1. All applications should be processed within the School's enrolment policy.
2. Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the School's ethos.
3. Consider each applicant's educational needs. To do this, the School will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

Subject to availability, offers of a place will be made according to whether there are siblings of the student already at the School and the order of application. Continuing enrolment is subject to the student's adherence to School rules (see enrolment contract, pastoral care policies and behaviour management policies) and payment of all School fees.

The School has 270 students of whom the majority are in the secondary girls' school. As it is a comprehensive rural school, the students come from a large area with the overwhelming demographic being Australian-born.

The bulk of the boarding population (around 50% of the secondary girls' school) comes from NSW rural bases while the New England area is the source of the day girl population.

There are some students who have special needs, catered for by the Learning Support team. In addition, 2% of students are Aboriginal or Torres Strait Islanders. The School has the ability to enrol 25 overseas students for the senior years however there were only 3 girls enrolled in 2014.

St John's Co-Educational Junior School has 64 students with the majority being female with around 22% of the Junior School being males.

ENROLMENT POLICY

Registration

1. The first step when deciding to pursue NEGS as a school for your child is to register with the School for enrolment. By submitting an Application for Enrolment Form together with the Application Fee, noting the proposed year level and date of entry, your child's name will be placed on a Register of Applicants.
2. This Application Fee is non-refundable. Please note that being registered does not

guarantee entry of the child into the school. It places your child's name on a list for interview at a later date.

The enrolment interview process

3. At an appropriate time, which is preferably 10-12 months prior to the proposed entry date, parents/guardians and the prospective student will be invited to NEGS for an interview. At this time arrangements may be made for the student to take part in a trial day (or an overnight stay, in the case of a boarder). The attendance of the students at a trial day/night is an important condition of enrolment at the School.

As part of the interview process, any previous school reports, test results, samples of schoolwork and references will all be taken into account. A copy or an extract of the student's birth certificate and a suitable head and shoulders photograph must also accompany the documentation required for the interview.

New England Girls' School and St John's Co-Educational Junior School comply with the Disability Discrimination Act. The School believes that every person with a disability has a right to study at any educational institution in the same way as any other student. If a student meets the necessary entry requirements of the School then he or she will be requested to follow the usual enrolment procedures.

4. It should be noted that, where applicable, consent will be requested to contact the student's previous school for a verbal reference.
5. Entrance to the School is at the discretion of the Principal.
6. The Principal reserves the right not to offer a place.

Offers of places

7. The school may make an offer of a place following the interview.
8. As places become available registered applicants are interviewed and offers of places are made following satisfactory completion of the interview process.

Acceptance of an offer of a place at NEGS

9. All offers of places at NEGS are made in writing. This is by means of a Letter of Offer, which is accompanied by a Contract of Enrolment.
10. Enrolment is a contract, whereby the School guarantees a place for the applicant to the parents/guardians, who in return undertake to accept the particular and general Terms and Conditions of the offer.
11. An Acceptance Fee must accompany the signed Contract of Enrolment in order to secure a place.
12. Non-payment of the Non-Refundable Deposit by the date indicated in the Letter of Offer could result in the place being forfeited to another applicant.

Sibling Discounts

These are available from Transition to Year 12 (conditions apply).

2nd Child: 20%

3rd and following child: 30%

General Fee Information

The tuition fee provides for the general range of academic services available at the School.

Morning tea and lunch is included in the annual total fee for all students.

The boarding fee provides for complete House care and accommodation, School Health Centre facilities, study, laundry and meal services. It does not cover incidental expenses such as taxis, dry cleaning or medical expenses.

The additional fee charges include accident protection plan insurance, classroom activities, classroom resources including some incidental expenses, such as local sporting and academic excursions, some music costs, textbook hire, technology and internet access. Major excursions will be charged separately.

Payment of Fees

Tuition and boarding fees are billed on a quarterly (per term) basis in January, March, June and September. A Tax Invoice for incidental expenses will be prepared and mailed at the commencement of each month. Fees and incidentals are payable by the 28th day of each month.

When fees are not paid by the due date, the School reserves the right to levy a default charge. Interest will be charged monthly on overdue accounts at a rate to be determined by the NEGS Board from time to time.

If fees remain unpaid at the end of term, and parents/guardians have not made alternative arrangements, then parents/guardians may be required to show cause why a student's place at the School should not be forfeited.

A discount for prepayment for one or more years is available. Please contact the Accounts Department for further details.

MEMBERSHIP OF NEGS LTD.

NEGS is a Company Limited by Guarantee. Current and past parents and former students may apply to become Members of NEGS Ltd having subscribed an initial sum of \$500 to the NEGS Foundation Education Trust or Building Trust. Payments are tax deductible.

Each Member will be entitled to attend and vote at the NEGS Ltd Annual General Meeting. For further details please contact the Business Manager.

Method of Payment

Cheque
Eftpos
Direct Debit
BPay
Visa/Mastercard

SECTION 10: SCHOOL POLICIES

Student Welfare

The School seeks to provide a safe and supportive environment which:

- ⤴ minimises risk of harm and ensures students feel secure
- ⤴ supports the physical, social, academic, spiritual and emotional development of students
- ⤴ provides student welfare policies and programs that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures are in place:

Policy	Changes in 2013	Access to full text
Child Protection Policy <ul style="list-style-type: none"> ⤴ definitions & concepts ⤴ legislative requirements ⤴ preventions ⤴ roles and responsibilities ⤴ disclosure action cycle ⤴ risk assessment ⤴ documentation and record keeping ⤴ rights of all parties ⤴ support available for all parties ⤴ target groups in the community ⤴ safeguards for reporters 	Review of policy and updating of procedures to inform staff of their obligations	<p>Issued to all staff and members of the School Board.</p> <p>Full text available</p> <ul style="list-style-type: none"> ⤴ Policy Folders in various locations around campus.
Code of Conduct for the Care and Protection of Children Policy (encompassing supervision of students) <ul style="list-style-type: none"> ⤴ legislative contextual ⤴ duty of care and legal liability ⤴ general guidelines - supervision of students - relationships with students - discipline of students - communication issues - camps/billets/excursions - duty to disclose. 	Review of policy and updating of procedures	<p>Issued to all staff and members of the School Board.</p> <p>Full text available</p> <ul style="list-style-type: none"> ⤴ Policy Folders in various locations around campus. ⤴ Staff Handbook.
Critical Incident Policy and Procedures <ul style="list-style-type: none"> ⤴ types of critical incidents ⤴ how should they managed ⤴ who should be contacted ⤴ recovery -timeline ⤴ contact numbers ⤴ emergency management checklists 	Nil	<p>Issued to all staff and members of the School Board.</p> <p>Full text available</p> <ul style="list-style-type: none"> ⤴ Policy Folders in various locations around campus.

<p>Staff Code of Conduct</p> <ul style="list-style-type: none"> establishes a set of behaviours which are consistent with the School 	<p>Review of policy and updating of procedures to inform staff of their obligations</p>	<p>Issued to all staff.</p> <p>Full text available</p> <ul style="list-style-type: none"> Policy Folders in various locations around campus. Staff Handbook
<p>Student Motor Vehicle Policy</p> <ul style="list-style-type: none"> Conditions of use of student motor vehicles day students boarding students 	<p>Nil</p>	<p>Issued to all staff.</p> <p>Full text available</p> <ul style="list-style-type: none"> Student diary.
<p>Attendance Policy encompassing</p> <ul style="list-style-type: none"> procedures for duty of care and risk management of all enrolled students mechanisms for facilitating communication between the School and parents. 	<p>Nil</p>	<p>Full text available</p> <ul style="list-style-type: none"> Policy Folders in various locations around campus.
<p>Disability Provisions Policy encompassing</p> <ul style="list-style-type: none"> procedures to accommodate any student with disabilities without discrimination. 	<p>Nil</p>	<p>Full text available</p> <ul style="list-style-type: none"> Policy Folders in various locations around campus.
<p>Grievance (Student/Parent/Caregiver) Procedure</p> <ul style="list-style-type: none"> clear and fair process for community members, including parents, to raise a grievance. 	<p>Nil</p>	<p>Full text available</p> <ul style="list-style-type: none"> Policy Folders in various locations around campus. Family Handbook.
<p>Swimming Pool Usage</p> <ul style="list-style-type: none"> responsibility, rules and behaviour. 	<p>Review of policy and updating of procedures</p>	<p>Full text available</p> <ul style="list-style-type: none"> Policy Folders in various locations around campus.
<p>Animal Welfare Policy</p> <ul style="list-style-type: none"> acquiring, housing, caring and removing animals ethically and morally. 	<p>Nil</p>	<p>Full text available</p> <ul style="list-style-type: none"> Policy Folders in various locations around campus. Agriculture/Science Departments.
<p>Grievance (Staff) Procedure</p> <ul style="list-style-type: none"> clear and fair process for staff to raise a grievance. 	<p>Nil</p>	<p>Full text available</p> <ul style="list-style-type: none"> Policy Folders in various locations around campus. Staff Handbook.
<p>Risk Management Policy</p> <ul style="list-style-type: none"> Identifying and assessing risks and hazards. 	<p>Review of policy and updating of procedures</p>	<p>Full text available</p> <ul style="list-style-type: none"> Policy Folders in

		various locations around campus. ⤴ Staff Handbook.
Sport Commitment Policy ⤴ expectation of commitment.	Nil	Full text available ⤴ Policy Folders in various locations around campus. ⤴ Family Handbook.
Copyright Policy	Review of policy and updating of procedures	Full text available ⤴ Policy Folders in various locations around campus.
Drug Policy	Review of policy and updating of procedures	Full text available ⤴ Policy Folders in various locations around campus. ⤴ Family Handbook
Prep Guidelines	Review of policy and updating of procedures	Full text available ⤴ Policy Folders in various locations around campus. ⤴ Family Handbook
Social Media Responsible Use Policy	New	Full text available ⤴ Policy Folders in various locations around campus. ⤴ Family Handbook

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

Discipline

Students are required to abide by the School's rules and to follow the directions of teachers and other people with authority delegated by the School. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through:

- ⤴ the Staff Handbook
- ⤴ the Family Handbook

✧ the Deputy Principal.

A copy is also available to each student from the Year Advisor. The school expressly prohibits corporate punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

Complaints and Grievances

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook and the Policy Handbook. An outline of the policy and processes is also provided in the Family Handbook and the Student Diary. Overseas Students can also access the NEGS Overseas Students' Entry and Policy Guidelines for further information.

SECTION 11: SCHOOL DETERMINED IMPROVEMENT TARGETS

Goal Area Priority	Achievements
Teaching and Learning	<ul style="list-style-type: none"> • Reviewing HSC results with the assistance of external analysis. • Consolidation of new pedagogy for the teaching of English Years 9 & 10. • Establishing a relationship with UNE with a) ESL units for overseas students and b) Agriculture liaison between School and UNE. • Professional Development days to cater for staff wellbeing as well as providing the required updates. • Review and consolidation of tutor periods into the timetable. • Reviewing the timings of examination periods for Year 12 (Half Yearly and Trial HSC).
Communication	<ul style="list-style-type: none"> • Enhanced communication with parents by all groups within the School (boarding, Year Advisors, Tutors, Teachers, sports). • Regular meetings with staff, Heads of Departments, welfare and boarding. • Revised Boarding Handbook with the structural changes introduced last year, with updates after review of implementation. • Email groups with relevant information provided for parents' interest and attention. • Newsletter provided online and on website each fortnight. • Improved takeup of NEGS Facebook page with current information and photos. • Regular Careers Newsletter for Year 10 and 12. • Regular Boarding newsletter for parents to see activities on weekends. • Continued updating of policies and procedures.
Student Welfare	<ul style="list-style-type: none"> • Regular Welfare meetings incorporating boarding staff, Health Centre staff and Year Advisors. • Consolidation of New Tutor system with small groups in each year. • Continuation of Mentor and "buddy" programs. • Review and consolidation of Wellbeing@Negs course for all years to address character strengths and building resistance.
Staff Development	<ul style="list-style-type: none"> • Staff Appraisal system established overseen by Principal • Staff members allocated Special Duties such as Careers and Round Square. • Focus on communication skills, working in teams and addressing confronting situations. • Professional and contemporary focus for School Development Day programs.
Facilities and Resources	<ul style="list-style-type: none"> • Continued updating of facilities in the Boarding houses. • Replacing aged hot water systems. • Reviewing infrastructure of whole campus for electricity, gas and heating and introduction of solar panelling. • Continued improvements to the Equestrian Centre. • Updating facilities – Livestock precinct. • Updating Agriculture Club facilities with a diversity of interests. • Enhancing facilities for sporting offering.

SECTION 12: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The school desires all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that 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 2013. Contained in the Senior School are commendation certificates awarded each semester. One certificate is for academic rigour whilst another two certificates are awarded to students who are responsible, respectful and hardworking. These certificates are prestigious and hard won.

In the senior School the discipline structure has been streamlined in partnership with the welfare goals of the school. Classroom indiscretions are dealt with, in the first instance, 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 Deputy Principal/Head of Boarding. Depending on what has occurred, this can be fast tracked immediately to the Deputy Principal/Head of Boarding. Discipline cards or detentions are issued after proper investigations of events. Consistency of application of punishment ensures student/staff faith in the system. Both the discipline and welfare systems have been well received by staff, students and parents.

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 include 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 2013 a variety of charities received support from the students and staff.

Tutor Time/Pastoral care programmes

Students participated in the following pastoral care programs (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 United Kingdom, 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 13: PARENT, STUDENT AND TEACHER SATISFACTION

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

The Parents and Friends' Association meet on a regular basis and provide a further forum for parents to express their level of satisfaction. Meetings continued to attract a good representation of day and boarding families and issues raised were followed through to an appropriate outcome. The Principal's briefing session at these meetings ensured parents were informed of significant happenings in the School.

Students appreciated the opportunity to be elected and participate in the SRC deliberations and many worthwhile recommendations resulted. Many of the suggestions from the body were enacted to the benefit of the whole school community.

Whole school staff, academic staff, administrative staff, senior management and Heads of Departments meetings provided an effective forum for feedback to the Principal and the Board of Directors. The establishment of effective procedures in all these meetings ensured an outcomes-based structure

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

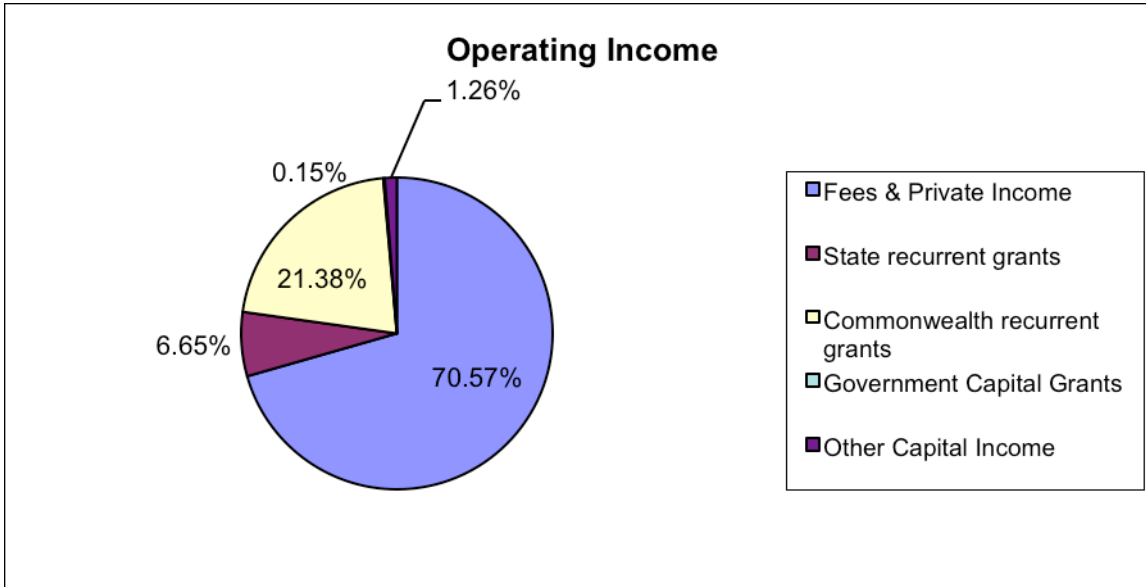
Feedback from teachers via informal meetings and regular discussions with Heads of Departments and annual staff reviews with the Principal indicated that staff were generally satisfied in all areas of our school, particularly in terms of relationships, staff morale and school operations.

SECTION 14: SUMMARY OF FINANCIAL INFORMATION

Summary of Operating Income and Expenditure

OPERATING INCOME

Fees & Private Income	70.57%
State recurrent grants	6.65%
Commonwealth recurrent grants	21.38%
Government Capital Grants	0.15%
Other Capital Income	1.26%
	100.00%



OPERATING EXPENDITURE

Salaries, allowances & related expenses	59.10%
Non Salary Expenses	40.90%
Capital Expenditure	0.00%
	100.00%

