



# New England Girls' School

2008 Annual Report

**New England Girls' School  
2008 Annual Report**

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**SECTION 1: MESSAGES FROM KEY SCHOOL BODIES.**

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

It is our belief that the data contained in this Report will provide all members of the school community with honest, fair and reliable information relating to the performance of NEGS and St John's Junior School during 2008.

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

The quality of our teaching/ learning programs was endorsed when NEGS achieved the best HSC results of any school north of Newcastle, thereby resulting in 92<sup>nd</sup> placing in the top 200 ranking system employed by the media. Almost half of the Year 12 cohort was placed in the Distinguished Achievers' list scoring 90 or above in at least one subject.

A number of significant changes occurred in our staffing profile with resignations or retirements resulting in vacancies in key positions such as Business Manager, Deputy Principal, Counsellor and Head of Boarding at discrete times during the year.

Student numbers continued to expand as a result of sustained advertising and marketing in the media and at educational/ boarding expositions. The results were most dramatic in the Junior School (St John's) and in the Transition area where the school catered for 3 and 4 year old students.

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

The catering contract was extended for a further period based on an evaluation of the service and the introduction of the Healthy Options menu.

**BOARD OF DIRECTORS**

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

The objects of NEGS Limited are:

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

Directors meet once a month during term time (12 occasions per annum) with the Principal in attendance. Meetings are highly structured with the typical agenda formatted as follows:

- Confirmation of Minutes of previous meeting;
- Business arising from the previous meeting;

## **New England Girls' School 2008 Annual Report**

---

- Principal's Report
- NEGS Ltd
- Enrolment Report
- Development and Publications Report
- Marketing Report
- Functions and Events Report
- Financial Report
- Other Business.

During 2008 invitations by the Board were issued to various staff to report on their special initiatives and students who represented the school at the Round Square forum in Canada spoke at the November meeting.

Key projects on the radar screen during the current year included the Trade Training Centre application, the introduction of performance appraisals for the academic staff, staffing and curriculum modifications, the introduction of a risk analysis into monthly reporting and the development of a strategic plan.

### **PARENTS AND FRIENDS' ASSOCIATION**

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

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

Major fundraisers include the Year 12 Formal in Term 1 and the Spring Fair held during Term 3. The P&F also cater for the swimming and athletics carnivals, provide drinks at the Creative Arts night, cater for a number of bull sales and investigate other fundraising opportunities. The Junior School satellite group also contribute funds raised from specific events to the NEGS P&F.

Although not fundraiser events, the P&F organize and cater for the New Parents' Luncheon on Orientation Day at the beginning of the school year and the Middle School barbecue held at the end of the school year.

Each year the P&F allocate funds for a 'Wish List'. Each area of the School is invited to submit requests for funding. The P&F Executive, in consultation with the Heads of Departments and the School Executive, allocate monies to whatever level appropriate. In late 2008, \$50,000.00 was allocated across the whole school. In addition, the P&F allocate on an annual basis (commencing 2008) \$10,000.00 to the NEGS Education Fund to provide scholarship opportunities for students. Also, yearly, the P&F donate 5% of the Spring Fair profits to Breast Cancer programs in the Armidale area. Several Speech Day prizes are also funded by the P&F.

During the 2008 year major achievements by the P&F included:

- \* Donating a brand new Toyota 12-seater mini bus in February 2008 (from 2007 Wish List); and
- \* \$50,000.00 donated to Wish List requests and \$10,000.00 to the Education Fund.

### **2008 PREFECTS BODY**

At a meeting of Year Advisors in 2008 the structure of student leadership in Year 12 was discussed in great detail, investigating the strengths and weaknesses of the current system. Present at the meeting were teachers representing Music, Equestrian, the Round Square Program, Visual and Performing Arts, and Chaplaincy. After much thoughtful consideration, and listening to concerns that had been raised by some parents at the P&F meeting on the first day of Term 3, 2008, the above structure was put forward as a revision of what was currently in place.

It was proposed to assign responsibility for a particular area of the School to each prefect, with a role description provided by relevant staff. This had the advantage of giving students the opportunity to work in a meaningful way in an area of the School that is of interest to them, and in which they will be able to demonstrate leadership in initiating projects of their own, in addition to some of the more traditional expectations of Prefects at NEGS.

The titles for each position were also discussed, and there was agreement with what is contained in the below diagram.

The procedure for choosing students for the prefect positions is as follows:

1. All year 11 students will receive role descriptions for each prefect position.
2. All year 11 will be given the opportunity to apply for one or more positions and to nominate other students for each position. At this stage they will be asked to indicate what their relevant background is and what ideas they have for that area of the School.
3. Year Advisors will meet with the Head of School and the relevant specialist teachers to consider the applications and nominations, and to decide which students to interview for further consideration.
4. Interviews as appropriate to create a short list of students.
5. Presentation of short listed girls in Assembly.
6. Voting at school level for prefects.

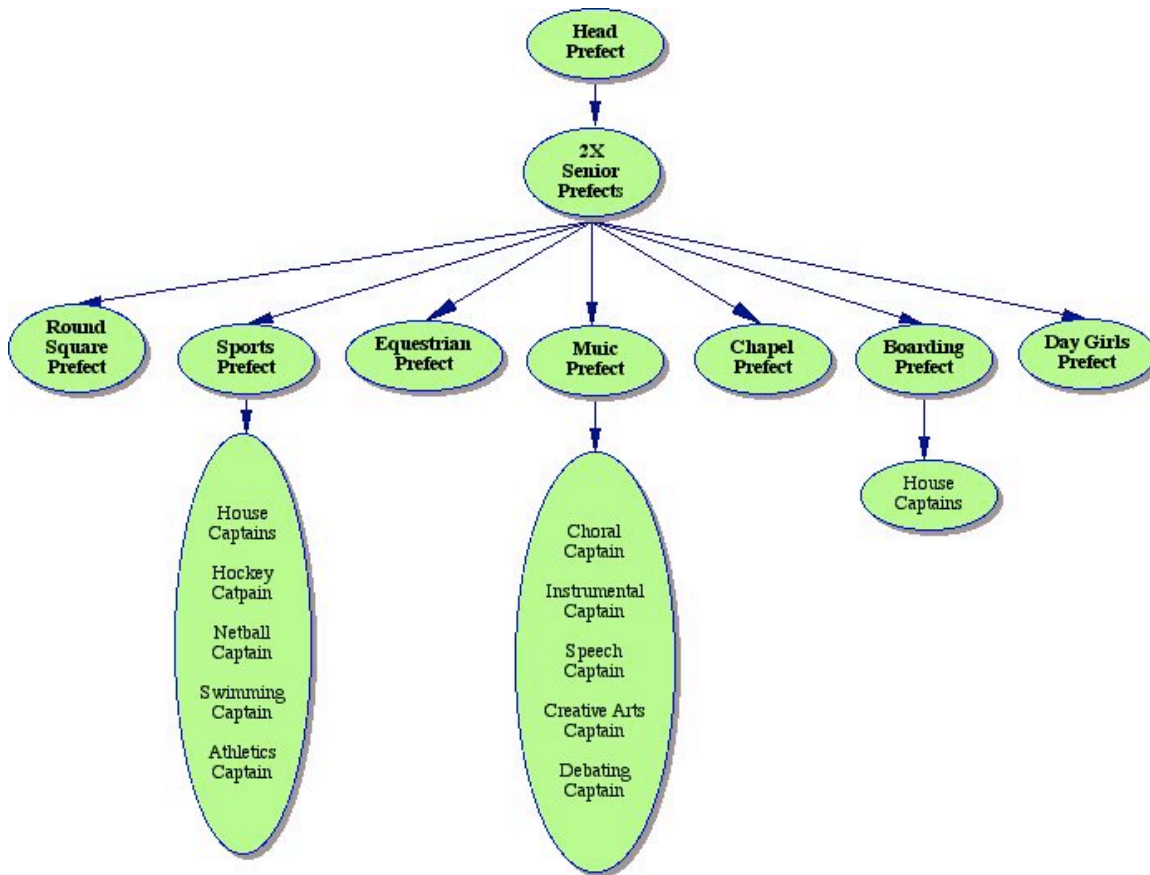
There are 10 prefect positions to fill, so to ensure that we give our students as many opportunities as is reasonable, positions for captains (as shown in the scheme) should be continued or created and that specialist teachers would be able to select students for these positions, as has been the case in the past. To have as many students in leadership roles as possible would invite all remaining students in the year group to indicate if they would like to be part of a support group in any of the above areas. Again, such a supporting role would allow students to gain recognition for meaningful contributions.

We may Year 11 students the opportunity for a variety of leadership positions that are defined and that carry with them possibilities for effecting change in their specialist areas. We believe that this system represents a well-considered new direction, building on the strengths of the past, but preparing our students for leadership beyond their time at NEGS.

The Prefects and Captains work well together liaising with specialist teachers and ensuring that any problems of their area are dealt with quickly.

Prefects meet weekly with the initial meetings chaired by the Head of the Senior School. The Head Prefect then assumes the Chair position learning to put together a meeting agenda and run the meeting. Captains of some areas and House Colour captains are invited at times when decisions that interest them directly need to be taken. All these leaders address the needs in their particular area and maintain their notice boards in the school. They initiate and organise, together with teachers in their area, activities for the whole school.

Apart from demonstrating their leadership roles in the school, the Prefects are very important in leading school Assemblies. They are also “meet and greet” students when prospective students and parents visit our school, or the school has important visitors and guest speakers.



### 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;
- Practice active citizenship within their school community;
- Develop teamwork skills and learn how to use meetings as an appropriate forum for decision-making;
- Promote tolerance and cooperation across all year groups.

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

The “Green Day Assembly” and out of uniform day raised awareness of the role of individuals working together to create a sustainable future. Money raised was used to purchase Recycling Bins for the boarding houses.

Events including organizing the Senior School Social and a successful chocolate drive raised \$500.00 for the Cure For Life Foundation. Sally Reynolds (former Old Girl) and younger sister to Fiona who lost her battle with cancer has devoted considerable energy to fundraising for this important cause.

**New England Girls' School**  
**2008 Annual Report**

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However in the 21<sup>st</sup> Century we are increasingly aware of our role as global citizens. To this end the SRC supports the following projects through a range of fundraising activities:

- The SRC continues to sponsor a World Vision child in Africa
- Cambodian Children's Trust – This organization, started by another NEGS Old Girl, Tara Winkler supports an orphanage in Cambodia
- National Bandana Day – to support "Canteen"

During 2009 the SRC will work in cooperation with the Round Square committee to promote the values and ideals of Round Square within The School.

**SECTION 2: VALUE ADDED INFORMATION**

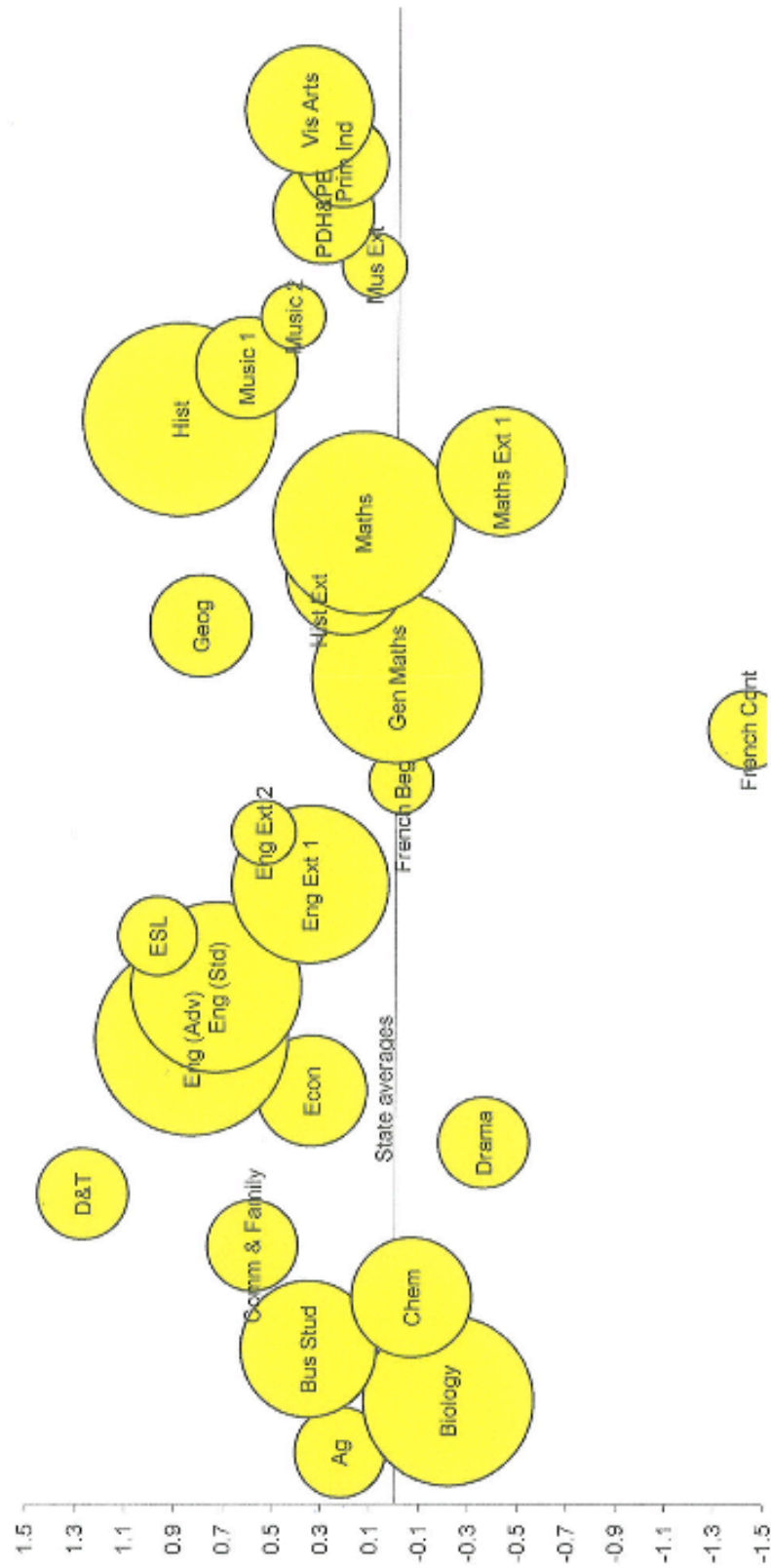
It is acknowledged that value-added measures are a useful tool for school improvement and can be used to inform and guide school policy and program development.

Research indicates that value-added information is only effective when seen in combination with other factors, such as new scores, teacher assessments and school internal and external evaluations.

Currently, the school does not have in place any formal mechanisms for measuring value-adding. In lieu, informal assessing was undertaken by the Heads of Departments in association with the Heads of the Senior and Junior Schools.

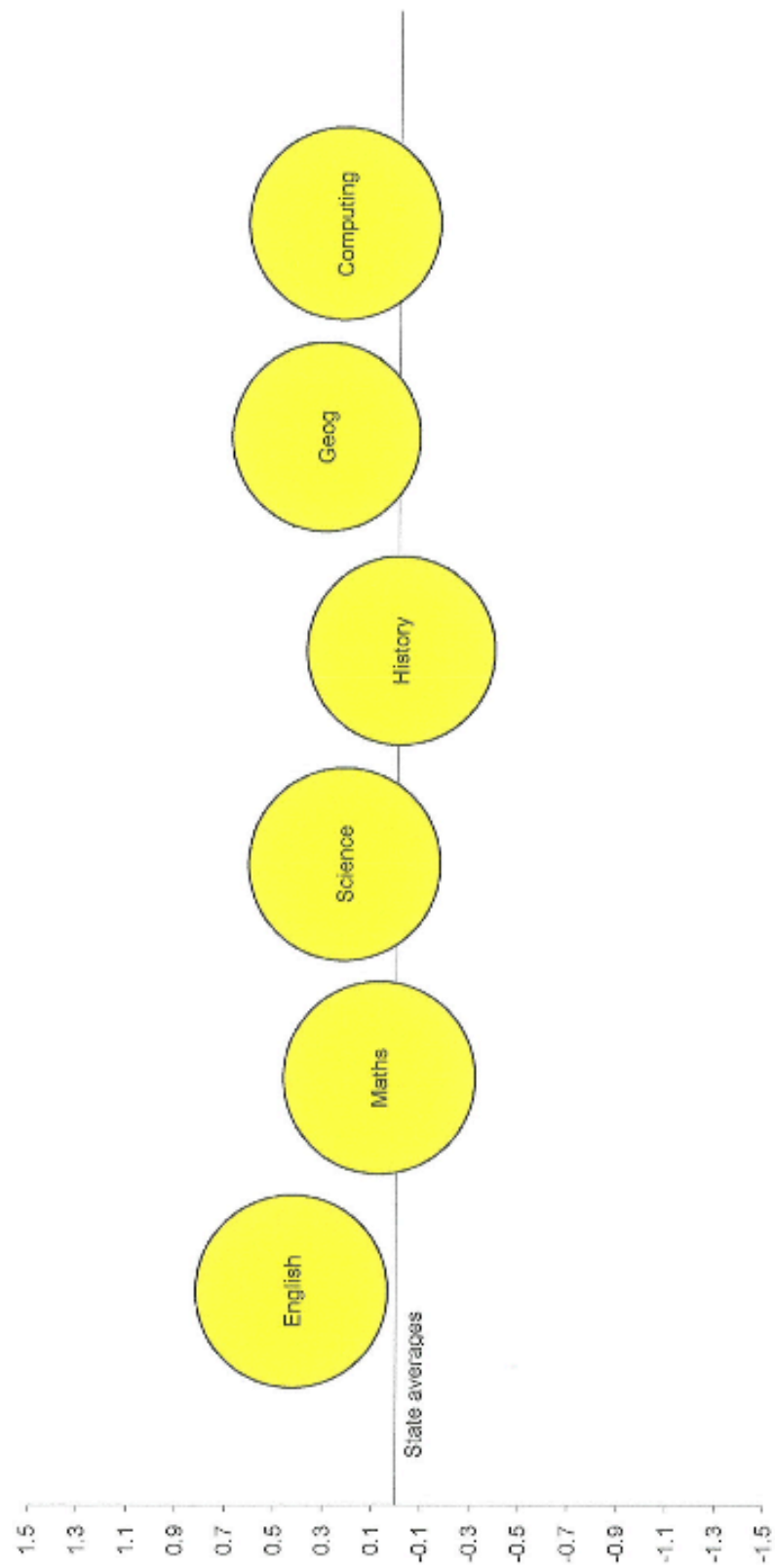
Nevertheless, the School did prepare Z score data for both the HSC and School Certificate examinations in 2008.

## HSC 2008 NEGS Z scores





SC 2008 NEGS  
Z scores



**New England Girls' School**  
**2008 Annual Report**

**SECTION 3: SCHOOL PERFORMANCE IN STATE-WIDE TESTS**

**Higher School Certificate**

In 2008, 35 students sat for the NSW Higher School Certificate in 27 courses. All but one student achieved a mark of 50 or above (Band 2 or higher) in all courses, with 81% of the results placed in Band 4 or above. Almost half of the results (49%) were in Band 5 or Band 6. Of our candidates who sat for a 1 Unit Extension course, 91% of the results were within the top two bands (E3 and E4).

Of the six students accelerated in Mathematics, 2 achieved a Band 6 and, all 5 of the accelerants in the Mathematics Extension 1 course achieved a Band E2 or higher.

19 students were mentioned in the Distinguished Achievers List for the following subjects: Chemistry, Chinese Beginners, Community and Family Studies, Design and Technology, English, Geography, Japanese Continuers, Mathematics, Modern History, Music, Personal Development, Health and Physical Education. The Dux of the school was mentioned for three subjects and achieved a Band E4 in two extension subjects.

**Table: Higher School Certificate Test Results**

Subject	No of students	Performance band achievement by number and %									
		Bands 1-2			Bands 3-4			Bands 5-6			State Mean
		No.	%	State	No.	%	State	No.	%	State	
Agriculture	4	0	0.0%	13.3	3	75.0%	54.7	1	25.0%	31.7	72.34
Ancient History	1				1	studied elsewhere					
Biology *	14	1	7.1%	10.5	10	71.4%	57.5	3	21.4%	31.5	73.22
Business Studies	9	0	0.0%	13.8	6	67%	54.0	3	33.3%	31.7	72.21
Chemistry	7	0	0.0%	11.0	5	71.4%	50.3	2	28.6%	37.8	74.72
Chinese Background	1	1	studied elsewhere					1	studied elsewhere		
Chinese Beginners	3	1	studied elsewhere			1	studied elsewhere		1	studied elsewhere	
Community and Family Studies	4	0	0.0%	7.5	2	50.0%	52.2	2	50.0%	39.6	75.22
Design & Technology	4	0	0.0%	5.2	1	25.0%	59.3	3	75.0%	35.2	74.94
Drama	4	0	0.0%	2.2	3	75.0%	49.3	1	25.0%	48.4	78.27
Economics	6	0	0.0%	12.6	2	33.3%	54.5	4	66.7%	47.2	75.45
English (Std)	14	0	0.0%	20.5	10	71%	73.1	4	28.6%	6.0	65.55
English (Adv)	18	0	0.0%	1.0	4	22.2%	49.6	14	77.8%	49.4	79.03
ESL	3	0	0.0%	14.0	1	33.3%	57.2	2	66.7%	28.0	71.11
Geography	5	0	0.0%	9.0	1	20.0%	42.8	4	80.0%	47.9	76.35
Hospitality examination	2				2	studied elsewhere					
Maths (Gen)	14	2	14.3%	17.1	10	71.4%	56.5	2	14.3%	25.7	70.13
Maths	16	1	6.3%	12.0	7	43.8%	42.8	8	50.0%	44.8	75.69
Modern History *	18	0	0.0%	7.5	2	11.1%	50.4	16	88.9%	41.6	75.77
French Beginners	2	0	0.0%	19.1	1	50.0%	38.2	1	50.0%	42.5	73.48
French Continuers	3	0	0.0%	2.6	3	100.0%	36.5	0	0.0%	60.9	81.51
Japanese Continuers	1							1	studied elsewhere		
Music 1	5	0	0.0%	2.6	1	20.0%	43.1	4	80%	54.0	79.15
Music 2	2	0	0.0%	0.0	0	0.0%	21.4	2	100%	78.6	84.85
PDHPE	5	0	0.0%	13.9	3	60.0%	54.4	2	40.0%	32.2	72.6
Physics	1							1	studied elsewhere		
Primary Industries	4	0	0.0%	6.1	4	100.0%	59.6	0	0.0%	25.4	73.66
Society & Culture	1							1	studied elsewhere		
Visual Arts	8	0	0.0%	1.0	2	25.0%	37.7	6	75.0%	61.0	80.72

\*\* Does not include students not awarded any band

**New England Girls' School  
2008 Annual Report**

*Table: Higher School Certificate – Extension Courses Test Results*

Subject	No of students	Performance band achievement by number and percentage												State Mean
		Band E1			Band E2			Band E3			Band E4			
		No	%	State	No	%	State	No	%	State	No	%	State	
English (Ext 1)	12	0	0.0%	0.7	0	0.0%	15.3	9	75.0%	58.2	3	25.0%	25.8	39.77
English (Ext 2)	2	0	0.0%	1.3	0	0.0%	16.6	1	50.0%	51.6	1	50.0%	30.4	39.78
History (Ext)*	7	0	0.0%	4.4	0	0.0%	22.2	7	100.0%	53.2	0	0.0%	20.0	37.65
Maths (Ext 1)	8	0	0.0%	3.9	3	37.5%	14.2	5	62.5%	48.3	0	0.0%	33.3	79.59
Maths (Ext 2)	4							3	studied elsewhere		1	studied elsewhere		
Music (Ext)	2	0	0.0%	0.2	0	0.0%	6.1	1	50.0%	41.6	1	50.0%	51.8	43.05

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

### Comparisons over time

#### *HSC (All subjects, non-extension)*

	2004		2005		2006		2007		2008	
	No of students	%	No of students	%	No of students	%	No of students	%	No of students	%
Bands 1-2	8	5	19	10	28	12	12	9	6	3
Bands 3-4	109	66	104	54	134	60	90	65	86	48
Bands 5-6	47	29	71	37	63	28	36	26	89	49

#### *HSC Extension classes*

	2004		2005		2006		2007		2008	
	No of students	%	No of students	%	No of students	%	No of students	%	No of students	%
E1	2	4	2	7	4	10	1	2	0	0
E2	10	22	5	17	12	31	22	43	3	9
E3	25	56	17	57	21	54	23	45	26	74
E4	8	18	6	20	2	5	5	10	6	17

**New England Girls' School**  
**2008 Annual Report**

## School Certificate

In 2008, 25 students sat the School Certificate examinations. In English, 61% of students achieved a Band 5 or 6, which is well above the state average. The number of students with a Bands 5 or 6 in Science and Australian Geography were also above the state averages for those subjects. In the Computing Skills exam 57% of student received a Highly Competent grade.

*Table: School Certificate Test Results*

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	25	0	0.0%	2.4	8	28.6%	57.56	17	60.7%	38.55
Mathematics	25	2	7.1%	19.54	17	61%	53.51	6	21.4%	25.39
Science	25	0	0.0%	11.8	14	50.0%	54.77	11	39.3%	31.92
Aust History	25	3	11.1%	15.71	17	63.0%	59.73	4	15%	22.98
Aust Geography	25	1	3.7%	9.25	15	55.6%	70	8	29.6%	28.17

		Performance band achievement by number and percentage								
		CND			COMP			HCOMP		
		No.	%	State	No.	%	State	No.	%	State
Computing Skills	25	0	0	0.35	9	32.14	40.9	16	57.14	57.27

\*\* Does not include students not awarded any band

## Comparisons over time - School Certificate

	2004		2005		2006		2007		2008	
	No of students	%	No of students	%	No of students	%	No of students	%	No of students	%
Bands ≤2	32	13	14	8	4	2.5	10	5	6	5
Bands 3-4	109	44	98	55	72	45	102	57	71	58
Bands 5-6	109	44	67	37	84	52.5	68	38	46	37

**New England Girls' School  
2008 Annual Report**

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**LITERACY AND NUMERACY ASSESSMENTS (NAPLAN) IN YEARS 3, 5, 7 AND 9.**

	Numeracy (5)	Overall (5) Literacy	Numeracy (3)	Overall (3) Literacy
School	18%	18%	43%	36%
CSG	11%	13%	25%	19%
State	11%	10%	18%	20%

Percentage of students achieving highest band results for 2008 (Band 6 – Year 3 and Band 8 – Year 5) in comparison to the state and a comparative school group compiled from independent schools within the NW region.

**% of Students achieving National Benchmarks**

Basic Skills Test (BST)	Year 3		Year 5	
	Percentage of students achieving National Benchmarks		Percentage of students achieving National Benchmarks	
	2007	2008	2007	2008
Writing	100%	79%	100%	89%
Reading	100%	79%	100%	83%
Spelling	N/A	79%	N/A	88%
Grammar	N/A	78%	N/A	70%
Numeracy	100%	86%	100%	100%

**Year 3**

In **Reading** 65% of Year 3 students achieved above the National Benchmark while in Year 5 36 % achieved above.

In **Writing** 72% of Year 3 students achieved above the National Benchmark while 42% of Year 5 achieved above.

In **spelling** 50% of Year 3 students achieved above the National Benchmark while 12 % of Year 5 achieved above.

In **Grammar** 64 % of Year 3 students achieved above the National Benchmark while in Year 5 35% achieved above.

In **Numeracy** 72% of Year 3 students achieved above the National Benchmark while 59% of Year 5 achieved above.

### Year 3 NAPLAN Literacy results by Band (1 - 6) - 2008

	Band 1 (%)		Band 2 (%)		Band 3 (%)		Band 4 (%)		Band 5 (%)		Band 6 (%)	
	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State
Reading	0	4	7	12	14	16	14	20	29	27	36	20
Writing	0	2	0	4	21	14	7	26	36	28	36	26
Spelling	0	3	7	9	14	15	29	27	21	24	29	22
Grammar & Punctuation	0	4	14	8	7	21	14	23	14	17	50	26
<i>Overall Literacy</i>	<i>0</i>	<i>2</i>	<i>0</i>	<i>7</i>	<i>21</i>	<i>15</i>	<i>7</i>	<i>27</i>	<i>36</i>	<i>29</i>	<i>36</i>	<i>20</i>

### Year 3 NAPLAN Numeracy results by Band (1 - 6) - 2008

	Band 1 (%)		Band 2 (%)		Band 3 (%)		Band 4 (%)		Band 5 (%)		Band 6 (%)	
	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State
Number, Patterns & Algebra	0	4	0	9	14	24	7	21	43	21	36	22
Measurement, Data, Space & Geometry	0	3	7	11	7	22	7	20	29	21	50	22
<i>Overall Numeracy</i>	<i>0</i>	<i>3</i>	<i>0</i>	<i>7</i>	<i>14</i>	<i>23</i>	<i>14</i>	<i>27</i>	<i>29</i>	<i>22</i>	<i>43</i>	<i>18</i>

## Year 5 NAPLAN Literacy results by Band (3 - 8) - 2008

	Band 3 (%)		Band 4 (%)		Band 5 (%)		Band 6 (%)		Band 7 (%)		Band 8 (%)	
	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State
Reading	0	8	6	11	12	25	47	23	18	18	18	15
Writing	0	5	0	10	12	20	47	35	18	18	24	12
Spelling	0	6	0	10	12	19	76	28	12	25	0	12
Grammar & Punctuation	0	6	6	11	24	20	35	27	6	17	29	19
<i>Overall Literacy</i>	<i>0</i>	<i>4</i>	<i>0</i>	<i>9</i>	<i>12</i>	<i>24</i>	<i>47</i>	<i>31</i>	<i>24</i>	<i>22</i>	<i>18</i>	<i>10</i>

## Year 5 NAPLAN Numeracy results by Band (3 - 8) - 2008

	Band 3 (%)		Band 4 (%)		Band 5 (%)		Band 6 (%)		Band 7 (%)		Band 8 (%)	
	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State
Number, Patterns & Algebra	0	8	12	15	29	28	41	24	6	11	12	14
Measurement, Data, Space & Geometry	0	7	12	16	29	24	35	25	12	19	12	9
<i>Overall Numeracy</i>	<i>0</i>	<i>5</i>	<i>0</i>	<i>15</i>	<i>41</i>	<i>27</i>	<i>35</i>	<i>26</i>	<i>6</i>	<i>15</i>	<i>18</i>	<i>11</i>

**New England Girls' School**  
**2008 Annual Report**

In 2008 30 Year 7 students participated in the state-wide literacy and numeracy testing (NAPLAN). The NAPLAN bands for Year 7 range from Band 4 to Band 9, which is the highest level of achievement. In overall literacy, 51% of students achieved in the top 2 Bands (Bands 8 and 9) compared with 26% for the state average. In Writing in particular the number performing in Band 9 was more than double the state average, with no students in Bands 4 for Reading, Writing and Spelling. In overall numeracy 40% of students achieved in the top two bands compared with 34% for the state average, with 24% of students achieving a Band 9 in Measurement and Data which was above the state average.

### Year 7 NAPLAN Literacy results by Band (4 - 9) - 2008

	Band 4 (%)		Band 5 (%)		Band 6 (%)		Band 7 (%)		Band 8 (%)		Band 9 (%)	
	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State
Reading	0	4	7	14	20	29	20	24	33	18	20	11
Writing	0	7	7	11	14	30	28	24	24	19	28	10
Spelling	0	6	7	9	14	20	31	29	34	25	14	11
Grammar & Punctuation	3	7	7	14	7	23	21	25	38	20	24	10
<i>Overall Literacy</i>	<i>0</i>	<i>4</i>	<i>7</i>	<i>12</i>	<i>10</i>	<i>28</i>	<i>31</i>	<i>30</i>	<i>34</i>	<i>18</i>	<i>17</i>	<i>8</i>

### Year 7 NAPLAN Numeracy results by Band (4 - 9) - 2008

	Band 4 (%)		Band 5 (%)		Band 6 (%)		Band 7 (%)		Band 8 (%)		Band 9 (%)	
	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State
Number, Patterns & Algebra	0	4	4	15	36	24	16	23	36	15	8	18
Measurement & Data	0	9	8	15	24	18	36	28	8	9	24	22
Space & Geometry	0	3	0	15	24	24	44	25	20	21	12	12
<i>Overall Numeracy</i>	<i>0</i>	<i>3</i>	<i>0</i>	<i>16</i>	<i>36</i>	<i>24</i>	<i>24</i>	<i>24</i>	<i>28</i>	<i>18</i>	<i>12</i>	<i>16</i>



**New England Girls' School**  
**2008 Annual Report**

In 2008 31 Year 9 students participated in the NAPLAN tests. The NAPLAN bands for Year 9 achievement range from Band 5 to Band 10, which is the highest. In overall literacy 54% of students achieved results in Bands 9 or 10 which was significantly higher than the state average (21%), with a third of the group achieving a Band 10 in Writing. In overall numeracy 38% of students achieved a Band 9 or 10 which was higher than the state average (28%).

### Year 9 NAPLAN Literacy results by Band (5 - 10) - 2008

	Band 5 (%)		Band 6 (%)		Band 7 (%)		Band 8 (%)		Band 9 (%)		Band 10 (%)	
	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State
Reading	0	6	3	17	10	28	23	26	52	16	13	7
Writing	0	10	16	21	0	23	29	25	23	12	32	9
Spelling	3	9	6	11	23	27	26	25	35	22	6	7
Grammar & Punctuation	0	11	0	17	23	29	39	21	23	12	16	10
<i>Overall Literacy</i>	0	6	3	17	16	29	26	27	35	15	19	6

### Year 7 NAPLAN Numeracy results by Band (4 - 9) - 2008

	Band 4 (%)		Band 5 (%)		Band 6 (%)		Band 7 (%)		Band 8 (%)		Band 9 (%)	
	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State	NEGS	State
Number, Patterns & Algebra	0	4	4	15	36	24	16	23	36	15	8	18
Measurement & Data	0	9	8	15	24	18	36	28	8	9	24	22
Space & Geometry	0	3	0	15	24	24	44	25	20	21	12	12
<i>Overall Numeracy</i>	0	3	0	16	36	24	24	24	28	18	12	16

**Comparisons over time**

A report to track the progress of students in Year 7 indicates that of the seven students who were in Year 5 at NEGS in 2006 all have progressed in reading, overall literacy and numeracy. Five of the seven have made progress in writing.

A report to track the progress of students in Year 9 indicates that of the 20 students who were in Year 7 in 2006, 16 (80%) have progressed in reading, 13 (65%) have progressed in writing, 18 (90%) have progressed in numeracy, and 19 (95%) have progressed in overall literacy.

**New England Girls' School  
2008 Annual Report**

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

1. Professional learning:

<b>Description of Professional Development</b>	<b>Date/s</b>	<b>Length</b>	<b>No of staff members</b>	<b>Location</b>	<b>PD Budget (\$)</b>	<b>Exec costs</b>	<b>Staff: names</b>
History Teaching PD	7/13/2/2008	1	1	Sydney	54.55		Joan Stanton
2008 HSC Economics	29-Feb-08	1	1	Sydney	132.00		Ed Esterbauer
Extension History Day	8-Mar-08	1	1	Sydney	60.00		Joan Stanton
Teaching the Stage 6 English ESL Course	1-Apr-08	1	1	Sydney	160.00		Luise Ashley
Duke of Edinburgh Awards Conference	5-Apr-08	1 day	1	Sydney	140.00		Chris Smidt
Tournament of Minds Facilitators Workshop	8-Apr-08	1	1	Boambee	150.00		Sharon Ison
Training in Kodaly	10-Apr-08	1.5 days	2	Sydney	300.00		Leanne Roobol, Rowena Tall
P/G Dip Psychology	7-Apr - 10-Apr 08	2 days	1	Local	0.00		Caroline Winter
Biennial Conference of Childrens' Book Council of Australia	1-May - 4-May-08	3	1	Melbourne	600.00		Heather Fisher
Integrating ICT in Stage 6 English	3-May-08	1 day	1	Sydney	65.00		Duaen Howlett
School Environmental Management Plan	8-May-08	0.5 days	3	Local	0.00		Narelle Clarke, Megan Druce
Child Protection	8-May-08	0.5 days	3	Local	0.00		Cary Roberts, Joan Stanton, Consuela Despi
ESL Scales and Strategies	12-May-08	1 day	1	Sydney	160.00		Luise Ashley
Visual Dialogues - AIS	15 - 16-May-08	2	1	Sydney	320.00		Ro Randall
Literacy Teaching with Interactive Whiteboards	16-May-08	1 day	2	Local	130.00		Anne Ward
Area of study - Belonging	21-May-08	1	1	Sydney	160.00		Belinda Pilgrim
Kids Connect	21-May - 22-May-08	2 days	1	Gold Coast	130.00		Sharon Ison, David Rose
Show and Tell Promotions	23-May-08	1	1	Bardon, QLD	175.00		Jan O'Connell
Managing Challenging Behaviour	26-May-08	3 hours	1	Local	100.00		Dimity Fenwicke
Teaching Sexual Health	30-May-08	1 day	1	Local	0.00		Jane Cullen

**New England Girls' School  
2008 Annual Report**

Options & opportunities for students with additional needs in Stage 6	30-May-08	1 day	1	Sydney	160.00	Luise Ashley
Reading with Stages 2 and 3 learners	2-Jun-08	1 day	1	Sydney	160.00	Kathy McMillan
School Law Update Seminar	4-Jun-08	1 day	1	Sydney	352.00	Mark Harrison
Beginner Inspriation (S Ison)	6-Jun-08	40 mins	Middle/Senior	School	0.00	
WP and File Extensions (D Rose)	6-Jun-08	40 mins	Middle/Senior	School	0.00	
Using Mail (T Wheaton)	6-Jun-08	40 mins	Middle/Senior	School	0.00	
Podcasting (S Ison)	6-Jun-08	40 mins	Middle/Senior	School	0.00	
iPhoto & Digital Cameras (D Rose)	6-Jun-08	40 mins	Middle/Senior	School	0.00	
Using Data Projectors (T Wheaton)	6-Jun-08	40 mins	Middle/Senior	School	0.00	
Teaching & Learning Objects (S Ison)	6-Jun-08	40 mins	Middle/Senior	School	0.00	
ASISTM Workshop	10 - 13-Jun-08	4 days	1	Alice Springs	0.00	Sharon Ison
HSC English Extension Day	13-Jun-08	1	1	Sydney	160.00	Belinda Pilgrim
Web 2.0 Technologies	19-Jun-08	1 day	1	Local	80.00	Hilda Nadolny
Alliance of Girls' Schools annual conference	20 - 22-Jun-08	3 days	1		620.00	Consuela Despi deputising for Executive
AIS workshop for Accreditation & Registration - Kay, Ed, Chris, Cary	26-Jun-08	4 hrs				Kay Hiscox, Ed Esterbauer, Chris Smidt, Cary Roberts
Accreditation at Professional Competence	27-Jun-08	1 day	2	Local	320.00	Shirley Cooke, Megan Druce
Executive Leadership Program	7 - 11 July 08	4	1	Sydney	1,200.00	Shirley Cooke
Area o f Study: Belonging (Stage 6)	18-Jul-08	1	1	Sydney	160.00	Duean Howlett
Australian Women & Leadership Forum	30-Jul-08	1 day	1	Local	440.00	Cary Roberts
Exploring Connections - Richard III & Looking for Richard	31-Jul-08	1	1	Sydney	160.00	Duean Howlett
Animals and agriculture teaching	12-Aug-08	1	2	Coffs Harbour	220.00	Jill Wagner, Sarah Venamore
2008 ACS Career Advisers Seminar	13-Aug-08	1	1	Sydney	225.00	Narelle Clarke
Non-text Literacies	14-Aug-08	1	1	Tamworth	0.00	Heather Fisher

**New England Girls' School  
2008 Annual Report**

Area of Study: Belonging (Stage 6)	21-Aug-08	1	1	Local	100.00	Belinda Pilgrim
We're new and we count	22 and 24-Aug-08	2	1	Mulgoa	90.00	Kathy McMillan
AHISA DOS Conference	31 Aug - 1 Sep 08	2 days	1	Newcastle	210.00	Kay Hiscox
Copyright survey training	3-Sep-08	1	1	Sydney	321.54	Heather Fisher
Boys with particular needs	15-Sep-08	1	1	Local	176.00	Dim Fenwicke
PISCE	15 - 16 Sep 08	2 days	1	Local	150.00	Jill Wagner
KAMOOTZ - 3D Authoring software	24-Sep-08	1	1	Local	50.00	Sharon Ison
Getting Kids in Synch - Sensory Processing	17-Oct-08	1	2	Local	100.00	Paul Christensen Anne Ward
Understanding NAPLAN	22-Oct-08	2 hrs	2	Local	0.00	Cary Roberts Kay Hiscox
Good for Kids for Life	22-Oct-08	1	2	Local	0.00	Delwyn Smidt Sharon Stuart
Promoting Youth Mental Health in Rural Settings	24-Oct-08	1	1	Tamworth	0.00	Delwyn Smidt
Leadership Conference	31-Oct-08	1	2	Tamworth	100.00	Consuela Despi Luise Ashley
From print to digital: Reading to Writing K - 7	31-Oct-08	1	1	Local	0.00	Kathy McMillan
From print to digital: Reading to Writing K - 7	31-Oct-08	1	1	Local	50.00	Sharon Ison
The Middle Years of Schooling - Issues and Responsibilities	12-Nov-08	1	2	Sydney	350.00	Maree King Kathy McMillan
Revolution or Reaction	28-Nov-08	1	1	Sydney	300.00	Belinda Pilgrim
New Texts: Revolution or Reaction	28 - 29 Nov-08	2	1	Sydney	330.00	Duean Howlett
Textstyle Forum	6 - 7 Dec-08	2	1	Sydney	260.00	Stephanie Thomas

**New England Girls' School**  
**2008 Annual Report**

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2. Teaching standards

**Details of all teaching staff**

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines	42
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described in a) or b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

3. Attendance and retention rate: In 2008 the average daily staff attendance rate was 97%.
4. The proportion of staff retained from 2008 is approximately 91%.

**New England Girls' School  
2008 Annual Report**

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

1. **Student attendance:** In Kindergarten to Year 6 the average daily attendance rate was 95.25%. In Years 7 to 12, 95.6% of students attended school on average each school day in 2008. This is slightly higher than the daily attendance in 2007. The overall average rate of student attendance for 2008 was 95%.

*Table: Student attendance for Kindergarten to Year 6*

Class	T 1 - No. of stud	T 1 Absences	T 2 - No. of stud	T 2 Absences	T 3 - No. of stud	T 3 Absences	T 4 - No. of stud	T 4 Absences	Av No. of stud	Total Absences	Av. Absences
Kinder	15	45	15	43	16	46	16	25	15.5	159	10.3
Year 1	14	28	14	23	14	49	16	12	14.5	112	7.7
Year 2	4	10	4	10	4	16	4	18	4	54	13.5
Year 3	14	22	15	35	15	45	15	10	14.8	112	7.6
Year 4	10	22	10	17	11	29	12	23	10.8	91	8.5
Year 5	18	36	17	33	16	28	16	27	16.8	124	7.4
Year 6	16	41	15	29	16	54	16	40	15.8	164	10.4
Total absences per term		204		190		267		155	92	816	
Average daily attendance for Years K-6(%): <b>95.25%</b>											

*Table: Student attendance for Year 7 to Year 12*

Class	T 1 - No. of stud	T 1 Absences	T 2 - No. of stud	T 2 Absences	T 3 - No. of stud	T 3 Absences	T 4 - No. of stud	T 4 Absences	Av No. of stud	Total Absences	Av. Absences
Year 7	29	50	30	80	30	89	30	67	29.8	286	9.6
Year 8	32	72.5	30	58	31	83	30	47	30.8	261	8.5
Year 9	31	84	30	53	31	74	31	57	30.8	268	8.7
Year 10	28	33	29	28	32	57	29	25	29.5	143	4.6
Year 11	42	115.5	42	56	42	127	41	49	41.8	348	8.3
Year 12	36	50	35	63	35	85.5			33	199	6
Total absences per term		198		196		201		161			
Average daily attendance for Years 7-12 (%): <b>95.6%</b>											

2. **Retention rates:** 72% of the 2006 Year 10 cohort completed Year 12 in 2008, which was significantly higher than the retention rate for 2007. Based on the information provided to the school when students leave, it would appear that only a minority of the students who leave the school at the end of Year 10 or during Year 11 do so because of family circumstances or to pursue employment of vocational training. Most appear to leave because they want a change of environment for the final years of their schooling. Some left to attend schools in Armidale or Sydney that had been attended by other family members and had some significance to them. One of the Year 10 girls was an exchange student who returned to Japan at the end of Year 10. At the same time a significant number of new enrolments came into the group in Year 11 and carried on into Year 12 in 2008.
3. **Post-school destinations:** Students who left school at the end of Year 12 following the completion of their school education either embarked on a gap year overseas or within Australia, continued on to University or TAFE, or pursued full-time employment. There were no Pathways students in the Year 12 2008 cohort.

## **SECTION 8: ENROLMENT POLICY**

New England Girls' School is a comprehensive K-12 school with a Transition class preceding the Kindergarten class. The school is co-educational from Transition to Year 5 inclusive. From Years 6 to 12 inclusive it is single-sex, for girls. The school is incorporated as a Company Limited by Guarantee (ABN: 31 122 393 702) and provides education underpinned by Christian values and operating within the policies of the New South Wales Board of Studies. All applications are processed in order of receipt. Consideration is given to each applicant's support for the ethos of the school, to siblings already attending the school, and to other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with school rules to maintain the enrolment.

### **Procedures**

#### ***Enrolment Pathway***

1. Request for information received
2. Prospectus and school information sent
3. Application for enrolment returned to the school
4. Interviews arranged
5. Information collected including school reports, birth certificate, and references
6. Interviews conducted
7. Review following interviews
8. Letter of Offer with forms sent
9. Forms returned to school with enrolment deposit
10. Uniform fitting
11. Student commences

Continuing enrolment is subject to the student's adherence to school rules and payment of all school fees.

### **Student Population**

The school's enrolment in 2008 was approximately 306 comprising approximately 44% boarders in the secondary school. The school is non-selective and students are drawn from a wide range of socio-economic groups, indigenous Australia, and overseas. Students in this last group represent a range of nationalities including Chinese, Japanese, Singaporean and Korean.



## **SECTION 9: SCHOOL POLICIES**

### **A. Policies for Student Welfare**

1. The School's mission Statement is:  
*New England Girls' School aims to develop the full potential of each girl spiritually, emotionally, academically and physically, in a Christian environment*
2. NEGS' aim in pastoral care is to provide a caring and supportive Christian and educational community where each student is known and cared for as an individual and feels included with in the classroom and school. Our behaviour management policy is based on the positive relationships established through pastoral care in classrooms and general social interaction. The School seeks to provide a safe and supportive environment which
  - Minimises risk of harm and ensures students feel secure
  - Supports the physical, social, academic, spiritual and emotional development of students
  - Provides student welfare policies and programs that develop a sense of sense worth and foster personal development

<b>Policy</b>	<b>Changes in 2008</b>	<b>Access to full text</b>
<b>Child Protection Policy:</b> <ul style="list-style-type: none"><li>• Definitions and concepts</li><li>• Legislative requirements</li><li>• Some staff guidelines</li><li>• Suggested boarding staff guidelines</li><li>• Reporting procedures</li><li>• Investigation processes</li><li>• Documentation</li></ul>	<ul style="list-style-type: none"><li>• Reviewed in October and updated.</li></ul>	<ul style="list-style-type: none"><li>• Issued to all staff via the Staff Handbook and Teacher Induction Policy</li><li>• Available to parents in Family Handbook.</li></ul>

**New England Girls' School  
2008 Annual Report**

<p><b>Security/Safety Policies</b></p> <p>1) Critical Incident Policy</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Identification of a critical incident</li> <li>• Procedure</li> </ul> <p>2) Fire/Bomb drills and evacuation</p> <p>3) Excursion Policy</p> <p>4) OH &amp; S Policy</p> <ul style="list-style-type: none"> <li>• Safety rules</li> <li>• Risk Management Procedure</li> <li>• Staff Induction Check</li> </ul> <p>5) Playground Duty Supervision Policy</p> <p>6) Prep Supervision Policy for Staff</p> <p>7) Exeats</p>	<ul style="list-style-type: none"> <li>• Risk Assessment form continues to be part of Excursion form.</li> <li>• OH &amp; S Policy continually being updated and key personnel trained.</li> <li>• Risk analysis part of all Board of Directors' meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• Fire Bomb Drill Procedure Notices in Boarding Houses and around the School</li> <li>• Each staff member has a copy of the OH &amp; S Policy</li> <li>• Each member of staff has a copy of the Playground Duty Roster as do key personnel around the School. Roster is displayed in Dining Room.</li> <li>• Family Handbook provided to parents.</li> <li>• Diary details Safety/ School Rules (p.35).</li> </ul>
<p><b>Codes of Conduct</b></p> <p>1) Anti-bullying policy for staff and students</p> <p>2) Behaviour Management using the Year Book as a tracking mechanism.</p> <p>3) Student Leadership</p>	<ul style="list-style-type: none"> <li>• Behaviour Management system revised at the beginning of the year.</li> <li>• Bullying Policy – updated during the year.</li> <li>• Welfare and Discipline Policy Statement developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Year Book [Diary]</li> <li>• Staff Handbook</li> <li>• NEGS Family Handbook</li> <li>• Staff Induction Policy Statement</li> </ul>
<p><b>Pastoral Care Policies</b></p> <ul style="list-style-type: none"> <li>• Pastoral Care system</li> <li>• Access to Counselling</li> <li>• Use of Health Centre</li> <li>• Learning Support System</li> <li>• Prep for Students</li> <li>• Community Service</li> <li>• Commendation Scheme</li> <li>• GAP Assistant Policy and Contract</li> <li>• Drug Policy</li> <li>• Driving Regulations for students</li> <li>• Safe Partying Guide</li> </ul>	<ul style="list-style-type: none"> <li>• Certificates and House points as part of the commendation Scheme.</li> <li>• GAP Policy and contract given to GAP Assistants.</li> <li>• Drug Policy introduced</li> <li>• Safe Partying Guide introduced</li> </ul>	<ul style="list-style-type: none"> <li>• Full text in Staff Handbook</li> <li>• Student Year Book [diary]</li> <li>• Prep Information for students on noticeboards and displayed in the library</li> <li>• Family Handbook.</li> </ul>
<p><b>Communications</b></p> <ul style="list-style-type: none"> <li>• Pathways for Parents</li> <li>• School Attendance</li> <li>• Health Centre – Communicating with Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Health Centre – Communicating with Parents – introduced</li> </ul>	<ul style="list-style-type: none"> <li>• NEGS Family Handbook</li> <li>• Staff Handbook</li> <li>• Student Year book [diary]</li> </ul>

Note: A School Policy manual is available from the Principal, Director of Studies, Head of Senior School, Head of Junior School and the Deputy Principal.

### **B: Policies for Student Discipline**

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

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

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

- The Staff Handbook
- The Student diary
- The Parent Handbook

The school expressly prohibits corporal punishment and does not sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

### **C: Policies for Complaints and Grievances Resolution**

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/ or students. These processes incorporate, as appropriate, principles of procedural fairness. These policies are included in the School's policy manual and are due for review in July 2009.

## **SECTION 10: SCHOOL-DETERMINED IMPROVEMENT TARGETS**

<b>Area</b>	<b>Priorities</b>	<b>Achievements</b>
Teaching and Learning	<p>Enhancing the academic achievements of Years 11 and 12.</p> <p>Professional development</p> <p>School development days</p> <p>Gifted and Talented Program</p>	<p>NEGS was top achieving school in northern NSW being placed 92<sup>nd</sup> in the Top 200 Schools List. Almost half of the Year 12 cohort appeared in the HSC Distinguished Achievers list.</p> <p>PD Committee decisions have ensured equity of access to available funding.</p> <p>The agenda for these days have included focus on classroom practice.</p> <p>Teaching/ learning programs have been updated to include contemporary activities for the students. IEP program expanded.</p>
Pastoral Care	<p>Student Services Unit</p> <p>Policy development</p> <p>Year Advisor program</p>	<p>The central location of the Counsellor, Careers Advisor, Chaplain and Support Teacher has ensured a quality service for students who access these services.</p> <p>New policies developed included Drug policy, Safe Partying policy and the Bullying policy was updated.</p> <p>Enhancement of the Role of Year Advisors and their Support Team has improved our welfare delivery to students.</p>
Policies	<p>Scholarship Committee</p> <p>Behaviour management</p>	<p>The formalisation of the scholarship committee has resulted in greater transparency in the processes for awarding of scholarships.</p> <p>Diary now contains both merit and demerit sections allowing for greater tracking of student behaviour. Signature page introduced and detention system revised.</p>
Communication	<p>Improving communication with parents, staff and students.</p>	<p>A new and revised edition of the Family Handbook was published together with an updated website. Continuation of daily notices, newsletter, Akaroa and Chronicle has enhanced communication. An individual email addresses for every student from Year 7 to Year 12 was introduced.</p>
Student Achievement	<p>Focus on the whole child</p> <p>Round Square Organisation</p>	<p>Music program has been strengthened; compulsory sport program has been well accepted; community service opportunities continued to be emphasised; range of extra-curricular programs maintained an expanded (eg Hawkesbury Classic).</p> <p>Full membership granted opening many new avenues for student exchanges.</p>

**New England Girls' School  
2008 Annual Report**

Staffing	Restructuring of executive positions	Appointments made to new positions of Deputy Principal, Head of Senior School and Director of Student Services. Highly qualified staff appointed to Equestrian Centre. New GAP students appointed.
Resources	IT Resources	Room C1 received updated computers. IT Champions programs introduced; NEGS Connect project delivered highly successful "Titanic" project. Staff provided with new Apple computers.
	Transport systems	The P&F funded the purchase of a new bus to assist transportation of small sporting and academic groups.
	Library	The Oliver system was introduced to track lending while enhancements occurred to resources in the English area (funding provided by P&F).
	Marketing	The Principal joined TAS in "meet the agents" initiative in Asia. A new prospectus was developed together with discrete brochure for the Equestrian Centre. Numerous "Meet the Principal" events were held. Ongoing presence at various expositions and participation in initial Sustainable Living Expo (Armidale).
	AHISA Membership	Membership was granted thereby opening the door to additional opportunities for staff and students.
	Trade Training Centre	Grant of \$1.5m received from Federal Government for the development of the existing Equestrian area.
	Junior School	Transition 3 and Transition 4 operational. Rooms 11,12 and 13 now occupied by St John's Junior School. After School Care program introduced.
	Boarding	Years 10, 11 and 12 moved into single rooms and preparations made for introduction of vertical boarding.
	Administration	New systems put in place following appointment of Business Manager. Review of financial position.

## **SECTION 11: RESPECT AND RESPONSIBILITY**

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

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

Students are aware that the School is theirs, and that the job of the staff is to facilitate the process of communication to encourage responsibility and respect for others. This is complemented by the scope 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 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 given on speech day for the most community hours completed by a student.

Contained in the Year Book is a merit page that teachers sign when a student is responsible, respectful and hard working. The student in turn can exchange these signatures for House points.

In the Year Book there is also a signature/demerit page which can be signed by any staff member for any student who fails to respect rules eg. school rules, classroom rule. By signing the signature/ demerit page helps promote respect and responsibility within the school. Should a student receive three detentions they are referred to the Deputy Principal and they are given a detention.

Every Wednesday morning is 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. Such things have included a Proof of Maturity Card, goal setting, appropriate behaviour, etc. Students are encouraged to give back to society by organising different activities to raise money for charity eg. Year 10 in 2008 raised \$2000 for charity.

## **SECTION 12: 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.

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, management and Heads of Departments meetings provided an effective forum for feedback to the Principal and the Board of Directors. While some concern was expressed regarding the absence of a Business Manager from July onwards the general consensus was that staff were satisfied in most areas of our school.

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.

### Quotes from parents, students and teachers regarding satisfaction

#### Parents:

*“Really admire how the girls throw themselves into their sporting endeavours. This helps to break down the barriers between day and boarding students.”*

*“The School has strongly promoted self-confidence, politeness and I love its nurturing environment provided to my child.”*

*“There is a positive feeling that the School regards you as a member of a close-knit family.”*

*“The wholistic educational philosophy of the School was a vehicle by which significant relationships and opportunities were positive outcomes.”*

#### Students:

*“All the children are very nice to each other and we have very caring teachers.”*

*“I have always enjoyed being a student of NEGS and Year 11 was a fabulous year.”*

*“The opportunity travel to Canada as part of the Round Square team was an experience which will live forever.”*

*“NEGS was supreme in the Coonabarabran Horse Expo, an achievement which was all the more satisfying given the impact of EI.”*

#### Staff:

*“We have a lovely community of parents who support us in Transition.”*

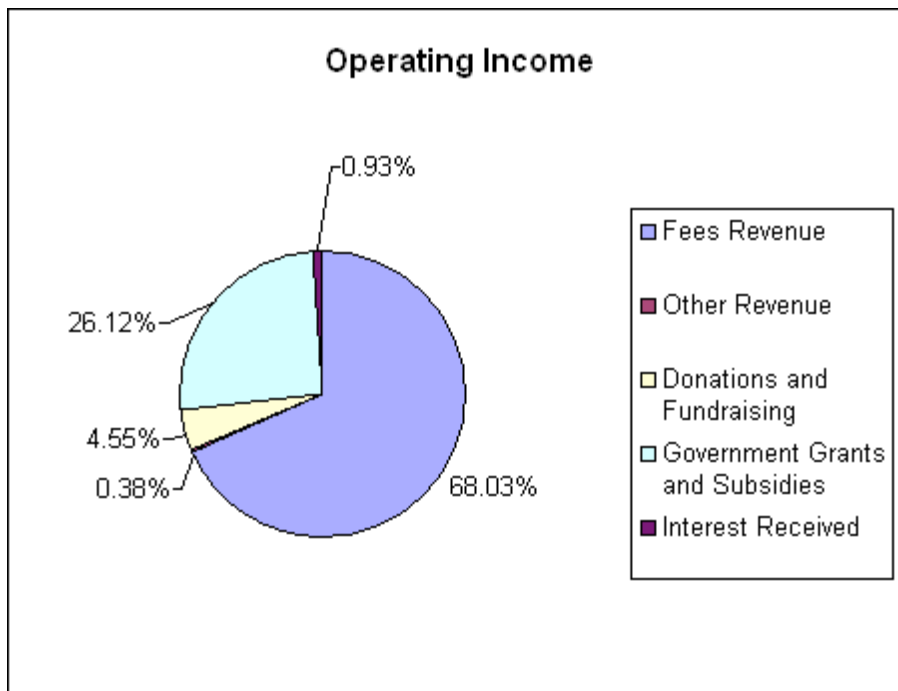
*“I have thoroughly enjoyed the excellent working environment since commencing employment in March.”*

## SECTION 13: SUMMARY FINANCIAL INFORMATION

### Summary of Operating Income and Expenditure

#### OPERATING INCOME

Fees Revenue	68.03%
Other Revenue	0.38%
Donations and Fundraising	4.55%
Government Grants and Subsidies	26.12%
Interest Received	<u>0.93%</u>
	<u>100.00%</u>





**New England Girls' School**  
**2008 Annual Report**

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OPERATING EXPENDITURE

Tuition	41.37%
Boarding	12.75%
Administration and Financial	23.48%
Maintenance	8.53%
Borrowing Costs	8.93%
Depreciation	4.94%
	<u>100.00%</u>

