The Armidale School
ABN: 17 141 108 241

Educational and Financial Reporting
2013
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ANNUAL REPORT 2013

The following information is provided to meet the school performance information specified in Schedule 2 of the Australian Government’s Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Regulation 2005 and also the educational and financial reporting requirements for the 2013 year, as laid out in Section 3.10 of the Registered an accredited Individual Non-government Schools (NSW) Manual.

A full copy of this report is available as a download from the School’s website http://www.as.edu.au/ or a printed copy may be picked up from the School’s reception desk upon request.

1 Message from Key Stakeholders

1.1. Board of Directors - Chairman’s 2013 Speech Day Report

Guest of Honour, Mr Peter Fitzsimons, Headmaster Mr Murray Guest, members of the Board, members of staff, TAS Company members, distinguished guests, ladies and gentlemen, students of TAS.

It is my pleasure and great honour to welcome you all to this the 119th Speech Day at The Armidale School.

I extend a warm welcome to our Guest Speaker, Peter Fitzsimons. We are looking forward to hearing from you today. I also welcome the Member for Northern Tablelands, Mr Adam Marshall, and Mr Clive Logan, the Principal of NEGS, and Councillor Rob Richardson.

This is the second time I am reporting to you as Chairman of the TAS Board of Directors.

I said to you last year that I am a believer in the idea that good governance leads to good performance of an institution or enterprise. TAS has an excellent governance structure that is and should be the envy of many independent schools.

The new School Company turns 4 next week and I want to recognise the good number of our 24 Company members that are present today. Thank you for your ongoing interest in the welfare of the School and its long term interests. You are an important part of the ‘TAS community’ and represent the School’s four key stakeholders, namely parents – through the P&F, the Old Boys, the Anglican Diocese, and the TAS Foundation.

The Board is accountable to the members who are, in a way, our deep roots into the New England and broader community and we are proud to have 24 friends of the School making up their number.

As a public company, we have a Board of nine Directors which we would say is a good size. Two Directors are appointees of the Old Boys Union and two are appointees of the Armidale Anglican Diocese. The other five are elected by the members of the public company.

The Reverend Philip Riley resigned as one of the TAS directors in May this year in order to re-enlist with the Australian Defence Force as a Chaplain. He and his family have moved up to Townsville. We thank Phil for his contribution and service during the time he was a director of our important Company.

In May this year Tim Hughes retired from the Board after many years of service. He joined the TAS staff at the start of this year. The Old Boys Union appointed Will Winter to replace Tim. I record my thanks to Tim Hughes for his contribution to the School’s governing body and his ongoing service to the School. Indeed, I thank all of my fellow directors for their time and their support.

Today I announce that Angela Green will be stepping down from the Board in the near future as she and her husband have announced they are moving to Sydney at the end of Term 1 in 2014. Angela has been a great contributor to the School’s governance and management oversight, having served on the Finance Committee and the IT Committee and having Chaired the Risk Management Committee. Thank you Angela, and we wish you and Michael all the best as you pursue your careers in Sydney next year and beyond.
It is hard to imagine a NSW independent school with a better governance structure and it underpins this great institution. All bar one of our governing body of nine reside in New England, and all are in tune with the needs of the regional and local community and what parents want from a regional independent boarding and day school. Our governing body (the Board) meets at the School regularly throughout the year. The School’s ownership in the form of the members with an arm’s length relationship with the Anglican Diocese is regional and very stable. Our main creditors are a ‘big four’ commercial bank (we have a modest overdraft), our loyal employees (in the form of employee benefits - predominantly accrued long service leave) and mainly regional businesses as trade creditors. We are one of the largest private employers in the New England region. Our facilities and infrastructure are in great shape and well used, not only by the School, but also the broader community as facilities for sporting events, meetings, theatre and music and several other events and activities.

Although a boys school in middle and senior years, we had over 30 girls enrolled in our fabulous co-ed Junior School this year. And you will be interested to know that we provided senior school lessons in a range of subjects (in classes with our boys) for over 60 girls this year, and next year we anticipate providing senior subjects for nearly 50 girls.

Concerning the School’s 2012 HSC results, we were very pleased with the results achieved by our boarders. Back in 2003 TAS had over 200 boarders. Next year we will again have over 200 boarders. To have these numbers 12 years on is a good achievement when you consider economic conditions that impact regional independent boarding and day schools in northern NSW and other influences and competitive pressures.

The School will again finish the year with a modest profit and a relatively small debt, thanks to reasonably solid enrolments again this year.

One of our important priorities is to make this impressive School campus more energy efficient and try to lower our energy expenses. Last December at Speech Day I announced that the Board had commissioned a detailed ‘Level 2’ Energy Audit of the School. The School was fortunate to obtain a NSW Government grant under its Energy Saving Program towards the cost of the Audit.

The Board considered the Audit report and recommendations at its meeting in June this year. Several options have been recommended and broadly costed at a potential outlay approaching $1 million, and the Board is taking a cautious and positive approach to implementing many of the recommendations.

Among other energy projects, we have commenced a lighting project which involves replacing most of the lighting in the School with more efficient technology at an approved net cost of $160,000. Twenty six per cent of our electricity use is for lighting, and about 1,500 of our over 1,700 ‘luminaires’ (that’s a lot of lightbulbs) will be replaced.

We will probably be decommissioning the Croft House electric space heating and will be replacing it with something more efficient.

Electricity represents around a quarter of our energy consumption but takes up two thirds of our energy cost. You don’t want to see our current electricity bill.

We have nearly finished a significant building insulation upgrade project.

The School’s swimming pool is also an area of energy focus for 2014. It is a great example of a well utilised community facility.

Your generous donations to the Building Trust will help pay for some of the energy cost saving initiatives.

There are many groups and individuals at TAS that deserve our thanks and the Headmaster will be taking care of this in his address.
We also record our appreciation for our Headmaster’s running of the School and leadership of its staff.

I would also like to thank Mr Guest's wife, Joanne for her personal contribution to the School all year. Thank you Joanne.

In conclusion, can I wish a Merry Christmas to you all and let's hope for a successful and happy 2014 for this great institution of ours, The Armidale School.

Sebastian Hempel
Chairman of The Armidale School Board

1.2. Parents and Friends Association - P&F President's Report 2013

The year commenced with a welcome lunch for the 2013 liaison parents. The lunch was a wonderful opportunity, providing the perfect forum for an informal gathering of the liaison parents, Mr Guest, Mr Dempster, Mr Lloyd, the Enrolments office, TAS Foundation and the P&F Executive.

The Swimming Carnival followed shortly thereafter, which immediately put the new liaison parents straight to work. The P&F were in attendance, serving food and beverages to enthusiastic supporters, as they screamed their lungs out in support.

Towards the end of Term 1, the athletic carnivals were in full swing. As in past years, the P&F were there to support and cater at the Junior, Middle and Senior School carnivals.

The TAS Junior Rugby Carnival continues to go from strength to strength; year on year and 2013 was no exception. This year the TAS Junior Rugby Carnival attracted 48 teams, comprising of 1,500 players and coaches, not to mention the parents who also came along to support and cheer. In all, a crowd somewhere in the vicinity of 2,500 people witnessed the carnival.

It was great to see parents from all parts of the school, including the boys themselves, all pitching in to help. The community service boys completed the jobs assigned to them with no complaints and were always eager for their next task, assisting both the P&F and the visiting schools.

A number of our senior boys, along with parents, gave up their Sunday morning and cooked the players barbecue - over 1500 sausages!

Without the help of our many volunteers, parents, students, TAS old boys, staff and friends of this fantastic school, it would not be possible to organise an event like this.

In particular, I would like to acknowledge the behind the scenes work done by Mr Jason and Mrs Alyssa Lincoln, Mrs Karen Hutton and Mr Jamie Moore. It is no fluke that this event is the premier Australian junior schoolboy rugby carnival. It takes hundreds of hours each year to assemble an event of this magnitude. Without fuss, and with clockwork precision, Jason, Alyssa, Karen and Jamie assemble a well-oiled machine that we all know as the TAS Rugby Carnival. It just keeps getting bigger and better every year and the funds raised now rival our fete takings and allow the P&F to give more back to this wonderful school.

Whilst I am on my soap box, I would also like to congratulate the TAS Maintenance and Grounds staff. The number of compliments that the P&F received from parents of visiting schools was overwhelming. Most were awestruck at the fields and the gardens. The presentation of the school was magnificent.

Continuing on with rugby, this year’s season saw five home games at TAS. The P&F along with the Rugby Supporters Group joined forces to bring a ‘soup kitchen’ to each of our home games.
Visiting teams were greeted by homemade soup, barbecue, cakes and biscuits, along with a hot cuppa. Visiting parents were delighted with the P&F offerings and were in awe of the TAS facilities. A special thank you to all the helpers and community service boys who assisted in making the catering for the rugby games a huge success.

Christmas Pudding making is one of the highlights of the year. It’s a time when TAS mums get together in the TAS kitchen and produce the famous ‘TAS Pud’. This is a time-honoured tradition going back many years and is one of the great fundraisers for the TAS P&F. Under the stewardship of Mrs Heather McPhie and Mrs Viv Tearle, TAS mums followed the secret recipe and produced in excess of 150 puds in time for Christmas. Again, a special thanks to all the mums who volunteered their time to come in and make the puds, as well as the TAS kitchen staff who were just fantastic.

We then moved on to host a morning tea for Australian Historical Garden Society in late October who were holding their AGM at The Hoskins Centre. The bakers of TAS rallied once more and we were able to supply cakes and slices for 300 people.

Early in November, the P&F hosted the annual RazzamaTAS fete and Art Show. Hundreds of students, parents and staff enjoyed a fun filled day as Mother Nature put on an absolutely delightful spring day. All Year groups and Houses contributed to the event with stalls ranging from games, food, clothing, chocolate wheels to bash a bomb.

The Art show which was held on the TAS fete weekend brought together fabulous paintings, sculptures and photographs by regional artists and other talented friends of TAS. Our guest speaker on Friday evening was none other than our very own Mr James White; the event was well received with many artworks on display being sold. Special thanks are extended to Mrs Philippa Charley-Briggs for her expertise and assisting Mrs Sally Carmichael with the Art Show.

Both events would not have been a success without the assistance of many parents and Community Service boys who volunteered their time to ensure the fete and Art Show were a success.

In a nut shell, the P&F raised significant sums of money throughout the year through its active involvement.

None of these events would have been possible without the tireless efforts of our liaison parents, kitchen staff, maintenance staff, grounds staff, gardeners, teachers, administration staff, community service boys and last but definitely not least the fantastic parents that we have at our school. We are extremely grateful for your help, for the all the events that we hosted throughout the year. Your work behind the scenes prior to the event, putting lunches together, serving on the stalls and packing and cleaning up when most had gone home was exceptional.

Behind the banner of the P&F were my fantastic colleagues Mrs Tanya Coldham, Mrs Di Johnston, Mrs Sally Carmichael, Mrs Susie Hester and Mrs Terina Doherty. Without your support, this year would not have been as successful as it was!

Lastly, the P&F wish to acknowledge and farewell Mrs Anne white who has helped the P&F over the years with publications and advertising.

So we finally come to the end of my review of the year and I hear you all say….so where did all the money that was raised go? Well, this is how the school community requested it be distributed: mattresses, subsidising the cost of the New Zealand rugby tour, cricket score board, basketball upgrades, cocktail tables, school signage, school excursions (Years 8 & 10), lockable cash drawer, contribution to the publication of Binghi, Music stands, seating (Moyes/Languages) and a buggy for the Medical Centre.
Thank you again.

Sandra Kaynes
President, TAS P&F Association

1.3. HEADMASTER - Headmaster’s 2013 Speech Day Report

Guest speaker Mr Peter FitzSimons, Member for Northern Tablelands Adam Marshall (at one of his 23 speech day engagements for the year), Mayor Laurie Bishop, Councillor Rob Richardson, Chairman and members of the School Board, NEGS Principal Mr Clive Logan and Mrs Logan, special guests, ladies and gentlemen, TAS boys.

Welcome.

Twenty thirteen has been a year of building for TAS. Not building in a bricks and mortar sense, but in building new initiatives in the TAS offering that have moved our school further along the path toward the Vision for TAS in 2025. With the major physical building and renovation program of the past five years now complete and with enrolments being maintained at historically high levels and the financial position of the School healthy, the path has been cleared to allow us to focus on what is most important; the culture and educational offering of the School.

Developments in our programs over the past year have come in both academic and co-curricular initiatives. There has been a sense of purpose and direction in the efforts of both our staff and supporters and it is a pleasure to report on some of those.

Strategic Plan Focus

The best expression of our school purpose and direction was delivered in 2011 with the publication of the TAS Vision 2025. Originating from the whole school survey in 2010, this simple and strong document is the distillation of the values and beliefs that drive us.

After three years, that document remains our guide and the touchstone by which we measure our progress. It is a living document and is carefully guarded by the School Board; the body that takes ownership of our strategic vision, along with the responsibility for ensuring the School’s financial security and resourcing.

Sebastian Hempel has already highlighted the key focus of the Board this year, along with the challenges they have worked on. I believe that I am very fortunate to work with a school board that has such clarity in its belief in the School, appreciates the respective roles of governance and management and offers such generous and wise support. I know that not all schools have such happy balance in their boards or councils and I think it important that we appreciate that.

Academics and Boarding

Individual academic focus leads the six elements of our Vision 2025 strategic plan and that is by design. The deliberate pursuit of developing academic culture has featured in speech day reports since the School opened in 1894 and I have no intention of breaking that tradition this morning.

The key focus in that area this year has been the review of homework and assessment practices, giving consideration to the ebb and flow of the academic year for individual students so that academic life and co-curricular life meld positively. This is a surprisingly challenging task in such an active school and it has taken the attention of our academic leadership team.
In 2014 this will develop further with new academic tracking systems that will provide more comprehensive and immediate reporting on academic progress for teachers, parents, housemasters, advisors and students. This will include direct feedback on application in homework time for boarders and this is designed to further enhance the academic environment for boarders that the Chairman has already commented on.

Co-curricular in 2013 / 2014

Some will question our commitment to the development of academic culture when the co-curricular life of the School seems so full and demanding of time and energy and I can see the temptation to use the academic imperative as vindication for downgrading the co-curricular program at TAS. This was recognised during the development of the TAS Vision 2025 and the response stamps our philosophical position very clearly.

To quote from the academic section of that document:

“It is fundamental to a TAS education that desired academic outcomes are achieved without compromising the breadth and depth of the co-curricular program.”

I am confident to say that in 2013 the ongoing development of academic culture in the School has run parallel to new developments in our co-curricular program that have probably placed greater demands on the staff and supporters of the School, but have also made TAS a better place. These developments have been broad and it is important that they have maintained a healthy balance in what we do and value outside the classroom.

The sporting life of the School continued to grow through 2013 and the highlights were as diverse as the sporting interests of our students. New sports were added, new sporting clubs formed and programs were extended. Most visible and commented on in these developments was our expanded presence in the GPS. After our maiden foray into GPS rowing in 2012 with just one crew racing in the Third IV, two crews rowed in the First and Second IVs at the Head of the River in 2013 and, with the energy and enthusiasm of Will Caldwell behind it, that will expand to three crews next year.

All will know that TAS was a part of new arrangements in the GPS rugby competition this year, with every team involved in the full season. Our First XV played in the Third XV competition with good success and I am very pleased that this will continue in 2014. Beyond that, the future is less certain, but it is our clear ambition to continue in the competition.

Perhaps some will question our determination in pursuing GPS involvement in any sport. Sydney is a long way away, as our guest speaker will know having been driven here by his son on his L plates. Even bus travel is expensive and we have found local sporting alternatives in the past. Despite the efforts and costs, those who have been involved in our experience over recent times will understand the reasons for our commitment. We seek competition with schools and teams that share our values in sport and bring consistently high levels of sportsmanship to every event. At its best, schoolboy sport is quite special. It is played for the joy it gives and the players bring to it a spirit of healthy optimism that is a pleasure to watch. Our experiences with our friends in the GPS this year have been very happy ones and I am especially grateful to those who have hosted us in Sydney and travelled to Armidale to play.

One of the goals of our prefect body in 2013 was to continue the development of school spirit and this was readily seen in the great support gathered at our gala days at home. It was also expressed in the continued growth of inter-house competition in sports, debating, public speaking, and drama and music. TAS audiences are always good ones; vocal, spirited and generous, and their
responses through the year, from the war-cries in Term 1 to the Clemson and Cash Cups in recent weeks, have shown a school spirit that our Year 12s can be proud of.

Contrasting the relatively raw efforts of Cash Cup performers, the staging of Les Miserables as the most ambitious musical venture ever undertaken at TAS was the highlight of the Creative Arts year. That thirst to be challenged flowed into the physical too with the invention of the Triple Crown for completion of the Hawkesbury Classic, City to Surf and Coffs Ocean Swim and TAS teams entering the Inverell Tough Man competition and the nicely named ‘Suck it up, Buttercup’ event in Tamworth.

Much of the wider public continues to enjoy denigrating today’s youth as being self-indulgent, obsessed with their technology and disconnected from their communities. That TAS boys continue to show great enthusiasm for big challenges that will test them, whether on the stage or in tough endurance events, is probably no surprise to those here, but it is very good to see all the same.

Thanks to Support Groups

I think that everyone here will know that it has been a huge year for co-curricular events hosted at TAS. The regular program of rugby, athletics and swimming carnivals, gala days with visiting schools, Old Boys’ Weekend, the Fete, parent welcomes and Hoskins events was pushed further this year with a new GPS Football carnival, the Fiji and Country Schools rugby international, garden show and art show.

What all those events had in common is that they brought with them comment from our visitors on the extraordinary level of community support that this school is able to generate. Our P&F, Old Boys’ Union and Foundation work together with an enthusiasm and synergy that is the envy of many much larger schools. That sense of punching above our weight was no better expressed than through the commitment of our Old Boys in undertaking working bees at the chapel and on Wakefield.

The level of support that we receive from these groups has become the norm at TAS, but we must remember that that does not make it normal and we should never take it for granted.

Thanks to Staff

I often hear it said that TAS demands a lot of its staff, much more than other schools, but that really isn’t true. So much of what is done by staff for the boys here, from long bus trips to the next game, to sweating alongside them in service work or supporting them through the night on the banks of the Hawkesbury River, is initiated by those staff and that must be the case. A program as diverse and intense as the one at TAS this year must be driven by passion and the sort of commitment that can only be given freely. It is passion and commitment that is fuelled by belief that the experiences created make a difference to our students and that without it, TAS would be a very different and a much lesser place.

I think that every student and parent here will have seen that generosity of spirit in flight this year and I know from the many communications I have received about it that it is noticed and applauded.

Farewell to Staff

Sadly, a number of those staff leave us today and I take this opportunity to thank them.

- Danielle Larman-Yalda has been teaching English in a number of roles this year and leaves to further her teaching career.
- Kye Hardingham has spent his GAP year as the technical assistant in the Hoskins Centre and heads to university next year.
Amanda Hess has been teaching HSIE in the Senior School in a part-time capacity. She leaves us as that position becomes full-time next year.

Caroline Nivison has been teaching Visual Arts part-time this year alongside James White and leaves us as that position becomes full-time too.

Michael Burke joined the Mathematics Department at the start of the year and leaves us after that short time to join his partner in Toowoomba.

Our Head of Middle School Boarding, Bill Doherty, leaves us to take up the role of Deputy Headmaster at St Kevin’s in Melbourne.

Nik Glass came to us from Sydney as Director of Music four years ago and now returns to the city as his family is called there.

Tim Hadfield joined TAS Junior School in 2007 and moved to Middle School homeroom teaching four years later. He now leaves TAS to further his career at Riverside Christian College in Queensland.

**Farewell to Anne and James White**

A good number of those here today joined us on Tuesday evening as we farewelled Anne and James White who retire today after, between them, over 40 years of service to TAS. Anne has taken charge of our publications and advertising, including the Armidalian and the award winning Binghi, right through that time and her influence is now indelibly stamped on our school’s written history.

James joined the TAS staff in 1992 in a short-term artist-in-residence capacity and clearly impressed, becoming our senior visual arts teacher shortly after and remaining as the leader of artistic life in the School since that time. He has also been a pioneer, school photographer, traveller and resident eccentric for 2 decades.

Anne and James leave their roles in very good shape indeed, ensuring good foundations are in place in the holes they leave.

**Comment on Funding and Government Priorities**

As we look ahead to 2014, it seems likely that the political environment we will be operating in will be as turbulent as it has been this year and it is important that we avoid the temptation to stall our planning as we await developments.

Through this year, and especially in recent weeks, government, Catholic and independent schools across Australia have been closely following the latest developments in a range of school education issues. The spectrum of debate has been wide, from the freewheeling argument over funding that has left us unsure of exactly what funding will be available even next year, to the most recent announcements of shifts in focus toward new policy for curriculum, teacher quality and classroom discipline to be developed in 2014.

It seems to me that new education policies, including those surrounding school funding, are always developed under the assumption that somehow today’s students and schools are quite different to their predecessors and require new policies to meet their needs in a changing world. New generations are given new labels and new characteristics that enable us to identify them and understand the different rules they operate under.

I see this as unhelpful, as I don’t believe that the generation of students here today is fundamentally any different, for better or worse, than those that have gone before. Nor do I believe that the foundational elements of good school education have changed much over time. Today’s students are still inspired and perform best when taught by great teachers and great teachers are still those
who have a love for their discipline, an abiding belief that their purpose is to develop a love of
learning and genuinely care about those in their charge and the development of their character.

This has always been true. Plato recognised it in his belief in holistic education, covering facts,
skills, physical development and creativity. Aristotle offered similar thoughts, focusing on
education’s role in producing good and virtuous citizens and specifically stating that the fate of
empires depends on the education of youth.

In that tradition, schools like TAS carry a mission and purpose that extends well beyond the ambit of
government curriculum and funding schemes and ours has remained largely intact over many
generations. In the uncertain times that lie ahead, the steadying influence of that mission will be all
the more important.

Murray Guest
Headmaster

2 Contextual Information about the school

Established in 1894, The Armidale School (TAS) is an Anglican, GPS school of around 600
students with a co-educational Junior School and boys’ Middle and Senior School.

With approximately 200 boarders from Years 6 to 12, TAS specialises in offering first class,
seven-days-a-week, boarding care. TAS has a strong Christian ethic and philosophy that embraces
the ideals of an independent mind and spirit. The School focuses on creating avenues of success
for every student and TAS is proud of its tradition of academic, sporting and individual
achievements.

Through its membership of the international Round Square organisation, TAS has links to over 140
schools around the globe, providing opportunities for student exchange, service projects,
expeditions and conferences. See www.roundsquare.org

There is a fundamental belief at TAS that every student can, and deserves to, experience the kind
of success that promotes self-esteem, purpose and confidence to tackle new challenges. Whether
it be music, drama, sport, service or adventure, it is our business to encourage each boy’s growth
by promoting involvement in worthwhile and personally important endeavours.

We believe that positive engagement in life supports academic focus and the success of our
students is testament to this.

3 School performance in national and state-wide
tests and examinations

3.1 Literacy & Numeracy Assessments in Years 3, 5, 7 & 9

Results for the 2013 NAPLAN tests are available on the TAS page of the MySchool website. For
these results, follow the link to: http://www.myschool.edu.au/
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### 3.2 Record of School Achievement (RoSA)

In 2013 no Records of School Achievement were issued to students leaving school prior to the completion of the HSC.

### 3.3 Higher School Certificate Results

An Australian Tertiary Admission ranking of 99.7 for Dux of the School Aidan Hammerschmid, three boys with ATARs above 98, top-20 placings in three subjects and TAS ranking 59th in NSW in English are among the highlights of this year’s results for TAS.

Aidan's ATAR is believed to be the highest for any student in the New England/North West region this year, a feat last achieved by a TAS student in 2011. Aidan also came seventh in NSW in Business Studies, and is one of three boarders who achieved an ATAR above 98. Senior Prefect Darcy James, who came second in the state for History Extension and 19th in English Advanced, achieved 98.85, while Will Howard scored 98.3. Aidan and Will also made the All Round Achievers’ List of students who achieve 90 or above in 10 or more units of study, the third year TAS has had two students on the list.

Six other boys achieved ATARs over 90: Waseem Sajeev (97.45), Alex Wright (95.4), Lachlan Akers (91.85), Tom Gordon (91.6), Jack Tearle (90.4) and Matthew Mauder (90.05), representing 13.4 per cent of the year group.

TAS was ranked 59th in the state for English (ahead of a number of our Sydney brother schools) and was highest in the region in this subject for the third consecutive year (Sydney Morning Herald, 19 December 2013). This is particularly pleasing and defies a state-wide trend of boys not achieving in humanities, and we congratulate we congratulate the senior English staff for their considerable efforts in this area.

Overall, students achieved 38 Band 6s in 19 subjects, including six in four subjects achieved by girls studying at TAS. The school's out of hours academic support program, including tutoring and a residential study camp, contributed to the strong HSC results. These initiatives are building on our renewed focus on academic outcomes and ensuring that boarding is no hindrance to academic success. That our HSC Band 6 achievements were in 19 subjects says much about the breadth of our offering and the commitment of teachers. In addition to those students mentioned here are many boys who have achieved above expectations and deserve to be pleased with their achievements.
At a glance:
- For the third consecutive year, two TAS boys (Aidan Hammerschmid and William Howard) made the Premier’s All Round Achievers List
- Senior Prefect Darcy James was second in State in History Extension and 19th in English Extension
- Aidan Hammerschmid was seventh in State in Business Studies
- 11 boys achieved 32 Band 6s in 15 subjects
- Six girls doing HSC subjects at TAS achieved Band 6

4 Senior Secondary Outcomes

- 67 senior secondary certificates (HSC) were awarded in 2013.
- 67 senior students completed senior secondary school in 2013.
- 9% of Year 12 students completed a School-based Traineeship in 2013.
- 42% of Year 12 students studied at least one Vocational course in 2013.

5 Professional Learning and Standards

5.1 Teacher Qualifications

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<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or</td>
<td>58</td>
</tr>
<tr>
<td>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, or</td>
<td>2</td>
</tr>
<tr>
<td>Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context (Manual, page 39)</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: The teacher in the third category has been employed due to their expertise in the content areas and work directly under the supervision of a qualified teacher. 2013 is their final year in teaching. Teachers in the second category are currently completing their formal teacher education qualifications.

5.2 Expenditure on Professional Development

Expenditure on staff professional development totalled $21 338 during 2013, plus a further $26 114 spent on travel and accommodation costs (net of AIS reimbursements).
### 5.3 Professional Development Undertaken

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Course Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>AGQTP Workshop Sydney; Planning &amp; Programming the NSW English Syllabus 7-10; HSC Marking;</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics Syllabus familiarisation 7-10; MANSW Conference</td>
</tr>
<tr>
<td>Science</td>
<td>CONASTA 62;</td>
</tr>
<tr>
<td>HSIE</td>
<td>History Syllabus familiarisation 7-10; HSC Ancient History Teachers’ conference;</td>
</tr>
<tr>
<td>TAS/Agriculture/VET</td>
<td>Work Health &amp; Safety consultation (AIS); Certificate IV TAE Training Upgrade; VET Network meeting; Dealing with Difficult People;</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>AIS Drama Conference; Bell Shakespeare - Shakespeare Weekender;</td>
</tr>
<tr>
<td>Junior School</td>
<td>English Syllabus familiarisation K-6; G.A.T.E. Conference; Love Learning Conference</td>
</tr>
<tr>
<td>Learning Support</td>
<td>Successful Learning Conference</td>
</tr>
<tr>
<td>Other</td>
<td>Australian Curriculum Planning for Implementation; Towards Implementation AIS Executive Conference; Positive Education Conference; Advanced Oliver (Library); Everything you wanted to know about SCIS (Library); New Perspectives on Mood Disorders; Building Resilience in Mood Disorders; ACT with Adolescence &amp; Youth; Schools and the Law; Anaphylaxis Train the Trainer Course; SMBC Preaching Conference; Australian Anglican Schools Conference; AIS IT Manager’s Annual Conference; AHISA Director of Studies Conference</td>
</tr>
</tbody>
</table>
6  Workforce composition, including Indigenous

The workforce composition is shown in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
<th>Casual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full time</td>
<td>Part time</td>
<td>Full time</td>
</tr>
<tr>
<td>Senior Executive</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Other Managers,</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>17</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>Other Professionals,</td>
<td>15</td>
<td>32</td>
<td>25</td>
</tr>
<tr>
<td>Maintenance or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>39</td>
<td>57</td>
</tr>
</tbody>
</table>

(Statistics regarding the indigeneity of staff are not captured by the School.)

7  Student Attendance and Retention Rates

There were 6,379 full and 1,426 part student-days absences from School during the course of the 2013 Academic year. This equates to an average attendance rate for the year of 90.5%.

The actual retention rate is calculated by taking the roll of students for an initial year and deducting all students who are not on the roll for a later year. This identifies the number of students who were enrolled in Year 10 who have continued to Year 12 at the same school. The apparent retention rate is calculated by a simple comparison of total enrolments in each year level in any one year.
### TABLE  Apparent and actual retention rates

<table>
<thead>
<tr>
<th>Years compared</th>
<th>Year 10 total enrolment at year end</th>
<th>Year 12 total enrolment at year end</th>
<th>Year 10 enrolment at census date remaining in Year 12 at year end</th>
<th>Apparent retention rate</th>
<th>Actual retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/2009</td>
<td>56</td>
<td>50</td>
<td>45</td>
<td>89%</td>
<td>80%</td>
</tr>
<tr>
<td>2008/2010</td>
<td>78</td>
<td>67</td>
<td>62</td>
<td>86%</td>
<td>79%</td>
</tr>
<tr>
<td>2009/2011</td>
<td>77</td>
<td>70</td>
<td>67</td>
<td>91%</td>
<td>87%</td>
</tr>
<tr>
<td>2010/2012</td>
<td>86</td>
<td>67</td>
<td>65</td>
<td>78%</td>
<td>86%</td>
</tr>
<tr>
<td>2011/2013</td>
<td>76</td>
<td>67</td>
<td>65</td>
<td>88%</td>
<td>86%</td>
</tr>
</tbody>
</table>

### 8 Post School Destinations

67 students completed their senior secondary course. Of these, 61 completed the HSC with eligibility for an ATAR. A further 6 students completed a school based apprenticeship or traineeship and 2 of these continued with their employer in 2014 after completing Year 12.

24 students were offered University places through the School recommendation schemes into UNE, University of Canberra, Southern Cross University and Charles Sturt University.

34 students received university offers to NSW universities in Main Round or subsequent rounds with other students receiving offers in Victoria and Queensland.

### 9 Enrolment policies and characteristics of the student body

#### 9.1 Enrolment Policy

The Armidale School is an Anglican boarding and day school. The school comprises a co-educational Junior School and boys only Middle and Senior School. The school welcomes students from a range of cultural and socio-economic backgrounds, overseas students boys and girls from Kindergarten to Year 5 and boys from Year 6 to Year 12.

Offers of places are made at the discretion of the Headmaster. There are three distinct areas of entry for the school: Junior School Kindergarten to Year 5, Middle School – Year 6 to Year 8 (Day and Boarding) and Senior School Year 9 to Year 11 full-time boarders or day students. Places may be offered at all years, where vacancies exist.
Application for Enrolment

1) Student Enrolment Registration Forms are available from the Enrolments Office and on-line on the School's website.

2) Details of the enrolment process and all school fees are provided in the Student Enrolment Procedures and Fees Schedule in conjunction with a request for the Student Enrolment Registration Form.

3) Parents return a signed Student Enrolment Registration Form to the school as soon as possible. This places the student on the registered student list for future enrolment in the year indicated. All registered students are placed on the school’s waiting list.

4) A non-refundable registration fee, of $165.00 is payable with registration (International registration fee is $275). Details of this fee are included on the Student Enrolment Procedures and Fees Schedule.

5) For this information, the word “parents” includes guardians, if applicable.

6) Parents will be advised as soon as is practicable, if there is a place at the school.

7) The place will be offered, after interview and with due consideration by the Headmaster, or his delegate. Offers of places at the school are generally made in order based upon the date of submission of the Enrolment Registration Form. Other factors including an existing affiliation between the school and an immediate family member may be considered, time elapsed since registration, siblings in the school or relocation to the area.

8) Subject to Division 3 of the Equal Opportunity Act 1995, the school reserves the right to decline enrolment to any student without expressing any reason for its decision. The inclusion of a student on the waiting list does not guarantee his or her acceptance as a student.

9) The acceptance and confirmation of a place is subject to the payment of a fee-in-advance. This fee is:
   i. Enrolment Acceptance Fee: 12.5% of the combined tuition and/or tuition and boarding fee for the year of enrolment
   ii. Membership of the Parents and Friends Association.
   iii. (The Enrolment Acceptance Fee is refundable after leaving the school, where appropriate notice has been given and the final account has been settled.)

10) A student is deemed to be enrolled at the school, following the payment of the Enrolment Acceptance Fee and return of the signed Enrolment Acceptance Agreement.

11) If a student is withdrawn from the school prior to entry, the Enrolment Acceptance Fee will only be refunded in special circumstances and at the discretion of the Headmaster or the Finance Committee of the School Board.

12) If a student withdraws from the school after enrolment has commenced, 1 (one) term’s notice must be given or a charge of 50% of the combined tuition and/or tuition and boarding fee for the next term, will be charged in lieu of appropriate notice (refer to the School’s Refund Policy)

13) If any dispute occurs in regard to the payment or refund of fees, parents should direct their concerns to the Headmaster, in writing. If the matter cannot be resolved through this process, parents will be directed to an impartial external appeals process to mediate between the parties.

14) In accepting an offer of a place at the school for their child, parents enter into a contract with the school whereby they agree to pay all fees within the time specified and be subject to the
It is a condition of enrolment and continued attendance of students at the school that parents, on their own behalf and on behalf of the student, are aware of The Rules of the School and accept that such enrolment or continued attendance of the student is conditional upon the observance of The Rules of the School.

The school will contact parents on a regular basis to ensure that it has accurate and current contact information, including addresses, phone numbers and medical information.

The school expects parents promptly to inform the school if contact or medical information changes.

Business regulations

Australian law requires students who are not Australian citizens or Permanent Residents to obtain an Australian student visa prior to entering Australia.

Fees for overseas students will include, in addition to standard domestic school fees, a charge based upon the funding otherwise received by the school for the enrolment of non-overseas students from Australian governments.

For these regulations, the word “fees” includes all fees charged by the school.

Fees are fixed by the School Board and are subject to variation. Where possible, notification of any alteration to fees will be given in writing and in advance.

School fees are normally charged in four equal installments at the beginning of each term. Alternate payment options are available and are offered on application to the Business Manager.

A sibling discount of 10% is provided on fees for the 2nd student whose family has two children enrolled, 15% discount for the 3rd student and 20% for the 4th enrolled from the same family.

Fees are payable in advance upon the rendering of an account. A late payment fee is charged on all accounts that are more than one term in arrears.

If fees remain unpaid by the end of semester, a student may not return to the school in the following semester except in cases where a prior arrangement has been made with Headmaster or Business Manager.

One (1) term’s notice, in writing, is required if a student is removed from or ceases to attend the school. Failure to provide the required notice will result in a charge of 50% of the tuition and boarding fees for the next term.

No remission of fees is provided if a student is absent from the school during his period of enrolment.

The school’s Refund Policy summarises the amounts that may or may not be repaid to student’s parents and the process for making a claim as well as the availability of a complaint and appeal process. This process does not remove the right for a student to take action through consumer protection laws.

Students with special needs

TAS will offer all students, regardless of whether they have a disability, the same educational opportunities. This means that if a person with a disability meets the necessary entry requirements of the school, he or she will have the same entitlement to enrol at school as everyone else.

Parents are requested in the Enrolment Application Form to inform the school if their child has any disability or learning difficulty which may affect his or her education and which may require adjustments by the school to meet these special needs.
Prior to offering a place at the school, the school may consult with the student and his parents about the disability or learning difficulty and its affect on the student’s capacity to participate in the school’s courses of study and programs and to use the facilities and services provided by the school. The purpose of this consultation will be to assist the school to consider and identify whether any reasonable adjustment is necessary and can be made to the student’s participation at the school.

9.2 Student population

The Armidale School comprises a co-educational Junior School to Year 5, a boys’ Middle School Year 6 to Year 8 and a Senior School Year 9 through to Year 12.

At the time of the August 2013 census the School had 588 students from Kindergarten to Year 12 of whom some 410 were in the secondary school.

At the same time there were 200 boarders of whom 11 were overseas students. Indigenous students made up .03% of the total student body.

TAS is a non-selective school and its student population is drawn from a wide range of backgrounds, with a number of students requiring special needs.

The School has an SES of 103 and ICSEA score of 1098.
10 School Policies

10.1 Policies for 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 were in place (or modified) during 2013:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Changes in 2013</th>
<th>Access to full text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Protection Policy encompassing:</td>
<td></td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
<tr>
<td>- definitions and concepts</td>
<td>Unchanged</td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
<tr>
<td>- legislative requirements</td>
<td></td>
<td>Full text in</td>
</tr>
<tr>
<td>- preventative strategies</td>
<td></td>
<td>- Staff Handbook</td>
</tr>
<tr>
<td>- reporting and investigating “reportable conduct”</td>
<td></td>
<td>- School intranet</td>
</tr>
<tr>
<td>- investigation processes</td>
<td></td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
<tr>
<td>- documentation</td>
<td></td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
<tr>
<td>Policies encompassing:</td>
<td>Unchanged</td>
<td>Full text in</td>
</tr>
<tr>
<td>- emergency procedures</td>
<td></td>
<td>- Staff Handbook</td>
</tr>
<tr>
<td>- travel on school-related activities</td>
<td></td>
<td>- School intranet</td>
</tr>
<tr>
<td>- procedures for security of the grounds and buildings</td>
<td></td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
<tr>
<td>- use of grounds and facilities</td>
<td></td>
<td>Full text in</td>
</tr>
<tr>
<td>- equal opportunity</td>
<td></td>
<td>- Staff Handbook</td>
</tr>
<tr>
<td>Supervision Policy encompassing:</td>
<td>Unchanged</td>
<td>- School intranet</td>
</tr>
<tr>
<td>- duty of care and risk management</td>
<td></td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
<tr>
<td>- levels of supervision for on-site and off-site activities</td>
<td></td>
<td>Full text is available in</td>
</tr>
<tr>
<td>- guidelines for supervisors</td>
<td></td>
<td>- Staff Handbook</td>
</tr>
<tr>
<td>Code of Conduct Policy encompassing:</td>
<td>Unchanged</td>
<td>- School intranet</td>
</tr>
<tr>
<td>- Code of conduct for staff and students</td>
<td></td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
<tr>
<td>- Behaviour management</td>
<td></td>
<td>Full text in</td>
</tr>
<tr>
<td>- Mobile Phone Policy</td>
<td></td>
<td>- Staff Handbook</td>
</tr>
<tr>
<td>- Motor Vehicle Policy</td>
<td></td>
<td>- School intranet</td>
</tr>
<tr>
<td>Pastoral Care Policy encompassing:</td>
<td>Unchanged</td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
<tr>
<td>- the pastoral care system</td>
<td></td>
<td>Full text in</td>
</tr>
<tr>
<td>- availability of and access to special services such as counselling</td>
<td></td>
<td>- student diary</td>
</tr>
<tr>
<td>- health care procedures</td>
<td></td>
<td>- parent information booklet</td>
</tr>
<tr>
<td>- critical incident policy</td>
<td></td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
<tr>
<td>- homework policy</td>
<td></td>
<td>Full text in</td>
</tr>
<tr>
<td>- attendance &amp; absentee policy</td>
<td></td>
<td>- Medical Centre policies</td>
</tr>
<tr>
<td>- Medical Centre policies</td>
<td></td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
</tbody>
</table>

The Armidale School 2013 Annual Educational and Financial Report
10.2 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. Corporal punishment is not permitted under any circumstances.

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

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

- The Staff Handbook
- The Student Diary
- The Parent Information booklet

A copy is also available by contacting the Executive Assistant to the Headmaster.

During 2013 the school’s discipline policies and procedures were reviewed as per the above table and the School has commenced the introduction of a Restorative Justice programme, which continue in 2014 under the direction of the Director of Pastoral Care.

10.3 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.

The full text of the school’s policy and processes for complaints and grievances resolution is provided in the Staff Handbook and the Information Booklet for the School Board. An appropriate outline of the policy and processes is also provided in the Parent Enrolment Information and the Student Diary.

11 School-determined improvement targets

11.1 Achievement of priorities for 2013

Strategic planning through the course of 2013 focused on the development of the TAS Vision 2025. The foundation of this strategic planning process was the comprehensive school survey conducted in 2010 by Macquarie Marketing Group and reported in the 2010 annual report. The strategic plan is structured around six key aspects of school life: Academic, Wellbeing, Residential, Co-curricular, Leadership Service and Adventure (LSA) and Resources.

Considerable progress was made in each of these areas during the course of 2013 and the priorities and achievements as presented to the School Board in the 2013 School Review are presented below.
<table>
<thead>
<tr>
<th>Area Priorities</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong> The 2025 Strategic Vision states that TAS will continue to develop its strength as a vibrant and respected learning community where academic effort and performance are a priority.</td>
<td>• HSC achievements included; the highest ATAR for boys in the region for the third consecutive year, continued excellent results in English (59th in NSW) and more subjects achieving Band 6 results than before (19). • Middle School achievements included; significant curriculum redesign in preparation for implementation of Australian Curriculum, faculty research into international best practice in boys’ learning in literacy, continued enhancement of assessment and examination processes and a focus on collaborative approach to high-quality assessment, teaching and learning for middle years learners. • Junior School achievements included; a positive year for planning and consolidation of Extension &amp; Enrichment structures, restructuring of learning support structures and additional time for teacher assistance in this area, the first year for the curriculum coordinator position focussed on developing new programming formats, understanding and implementation of the new curriculum.</td>
</tr>
<tr>
<td><strong>Wellbeing</strong> The 2025 Strategic Vision states that TAS has its foundations firmly embedded in the Anglican faith. This is identified in relationships based upon mutual respect and responsibility. TAS uses its size to create a pastoral care advantage as the whole school community is focused on a culture of connectedness that is valued by all.</td>
<td>Junior School achievements included: • attendance at the Knox Pos Ed Conference; • introduction of elements of Pos Ed – stillness at lines, discussion of gratitude in classes • SRC up and running from the end of 2013 • continued improvement in congruency in approaches to behaviour management, such as Positive Psychology, Restorative Justice and progress on bullying and cyber-safety education. Middle School achievements included: • continued preparation on the National Curriculum • good communication between Head of Middle School and Director of Pastoral Care in dealing with key issues relating to behaviour management and restorative practices. • Yr 5-6 and 8-9 transition programmes run (including new info evening for Yr 5 parents) Senior School achievements included: • ongoing focus on developing the role of the advisor as an advocate for their individual students. • continued development of the Advisor system and the transition from Year 9-10 worked well • continued progress on embedding positive psychology practices, including staff PD and attendance at conferences • a wellbeing audit was conducted and fed back to a steering group • cyber-safety education program conducted • disciplinary committees with student representations worked well • day house leaders were introduced • staff wellbeing program introduced with consultation, social events, fitness sessions and new mentoring structures • Aboriginal education program – (students now total 19 - all boarders) - planning continued. • STEPS Programme continued successfully.</td>
</tr>
<tr>
<td><strong>Residential</strong> The 2025 Strategic Vision states that TAS is a residential school that embraces those intangibles that transform a place of residence into all the best qualities of home. The boarding houses provide academic support giving residential students a real advantage as well as an</td>
<td>• Staffing Structure - Additional residential duty staff employed, raising the total house staffing and enabling additional academic support. • Fabric of the Houses - The maintenance schedule for 2012-2025 continued, including painting work conducted by individual housemasters. The contributions and good attitude of boys has contributed to a general improvement in the fabric of houses. • Academic Culture - Boarders were the top performers in the 2013 HSC, including the Dux with an ATAR of 99.7. The focus on academic buy-in in boarding continues successfully.</td>
</tr>
</tbody>
</table>
active and rich social and recreational life. • Recreation and Clubs - Engagement with inter-house competitions has continued to increase.

Co-curricular
The 2025 Strategic Vision states that, at TAS, education is more than simply an academic pursuit; it is about the training and skill development needed for life. These skills are found in the broader activities offered at the school and through our co-curricular program in particular. This program extends from sport to music and drama in the creative arts. Being staff fostered and student driven it is designed to challenge, engage and broaden the experience of our boys to equip them for the future.

Our co-curricular pursuits are the natural heartland of our school spirit where supporting each other’s efforts galvanises pride and a sense of belonging for every student at all levels, bringing the school family, past and present, together as one.

• Leadership, Service and Adventure

Leadership, Service and Adventure
The 2025 Strategic Vision states that TAS is an active member of Round Square - an organisation of schools from around the world that shares a philosophy of personal growth through international understanding, student involvement in decision-making, stewardship of the environment, adventure, leadership, and service to others. This philosophy forms the core of our Leadership, Service and Adventure programs where our students are challenged to extend themselves, and their expectations of what they can achieve.

Clubs
- Junior School Clubs being assessed and strengthened: Care of Leadership Program utilising house structure to assist.
- Middle School Clubs assessed in Term 3
- Major focus TAS Speakers Group – Public Speaking, Speakers of Interest, Life Skills (Careers, Study and Organisational Skills lectures)
- Intro film club and photography club well received

Drama
- Trinity Guildhall Speech and Drama (Years 3-11)
- The Yr 11 production was the Greek tragedy 'Antigone' in June
- School Major Production was Les Miserable' in March

Music
- Band Program – Modified through merger of stage band and TAS band now completed to form the TAS Big Band. Meetings undergone with music staff to ensure this change is implemented
- Performance showcases - All continue from 2012 also Boarders performance opportunity has been named ‘Boarders in house concert’
- Technology – audio engineering take up limited – possibly reassessed
- School spirit - drum line in the early stages of implementation, school support for In house concerts and Les Mis as a focus
- Introduction of a ‘Beginner Band Program’ – in Yrs 5 & 6 to help ensure the development and growth of the band program at a grassroots level.

Sport
- Clubs Continued: Cricket, Football and Hockey
- Junior School Sport coaching: in response to feedback, quality and structures are to be a focus over next 12 months.
- Tour assessments: across all sports prioritising and matrix
- Football championships: Hosting two - NCIS and GPS
- Leadership development: Captain role description and mentoring
- Head Injury Testing

Inter-House Competition
- Extension of Hickson Cup: Futsul, 7s Rugby, Touch and Triathlon
- Clemson Cup extended - Middle School Debating
- Inter House Touch day with NEGS and PLC
- Junior School Clubs - Utilise to progress house spirit and vice versa.

School Spirit
- Co-curricular/School Spirit Committee Formed including 6 Prefects
- TAS ‘Drum Line’ - Development for events

Junior School activities and achievements included:
- Compass Award
- Captains for sports carnivals
- Sports shed monitors- all occur during year 5
- Service to the community through singing at Aged homes etc
- Experience leadership through assemblies
- Experience leading sporting teams through rotating captains roles.
- Activities Days – based on perceived classroom interest

Middle School activities and achievements included:
- Rangers outdoor education program
- Year 7 and 8 Cadets remained the major outdoors program and the uptake of leadership courses was again very strong in 2013.
- Service programs in Middle School included St Christopher's Home in Fiji and a range of local opportunities.
- Leadership opportunities included both Junior NCO courses and rank for Year 8s and re-definition of Middle School Monitor roles.

Senior School activities and achievements included:
12 Initiatives promoting respect and responsibility

The Armidale School is an Anglican Christian School. As such, the promotion of respect and responsibility are fundamental to us. This is well expressed through our strategic plan document ‘TAS Vision 2025’ and this is available from our website. Respect and responsibility are specifically taught through Christian Development classes from Kindergarten to Year 10 and chapel services for all students. They are also promoted through Christian youth groups at all levels of the school which operate at lunch times and are increasingly well attended. The School had a chaplaincy team of two in 2013 and their work flourished.

13 Student, Parent and Teacher satisfaction

Below are the results of the 2013 Year 12 Exit Survey. The survey was conducted anonymously and used a Likert scale, with results converted to percentages. This means that a score of 0% would mean that every student strongly disagreed with the statement and a score of 100% would mean that every student strongly agreed with the statement. A score of 50% would mean that the students overall neither agreed nor disagreed with the statement and a score of 75% would mean that the students overall agreed with the statement. Results approaching the top end of the scale were recorded for statements such as:

- Have you received a good education?
- Have you had a wide range of positive experiences at school?
- Is the School an intellectually stimulating place for you?
- Boarding is an academic advantage when it comes to study.
- Do you feel well prepared to your next step?
- Do you feel a sense of pride in being a member of the School?
- Would you recommend the School to relatives and friends?
- Would you send your child to the School?
- Have you made strong friendships at school?
- Do you feel well liked at school?
- Has Year 12 been a good year for you?
- Have you had the freedom to be yourself?

This is the 10th year that the survey has been conducted and the 10 year rolling average has been included.

2013 leavers and 10 year average responses are graphed overleaf. The 10 year average for each of these questions is shown in light blue.
Section 1 Q1 to Q32
(2013 and 10 year average)
14 Financial information.

14.1 Recurrent and capital income

14.2 Recurrent and capital expenditure