The Armidale School
ABN: 17 141 108 241

Educational and Financial Reporting
2014
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ANNUAL REPORT 2014

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 2014 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 2014 Speech Day Report

Welcome to this ceremonial and important traditional occasion – a Speech Day in December at The Armidale School. The School opened its doors 120 years ago and that would make this the 120th Speech Day.

I extend a warm welcome to our Guest Speaker, Professor The Honourable Dame Marie Bashir.

I also welcome the Member for Northern Tablelands, Mr Adam Marshall; Mr Clive Logan, the Principal of NEGS and his wife; and the Mayor, Laurie Bishop and his wife Leslie, who I also welcome as parents.

This is the third time I am addressing you as Chairman of the TAS Board of Directors.

My address will cover the TAS Vision, the position of this school in the Armidale and New England community, the governance of the School, the infrastructure of the school and a few thank yous. I will be brief and leave most of the reporting to the Headmaster.

In early 2012, we published the document ‘TAS Vision 2025’. In it we stated ‘the Vision for 2025 and the strategic plans around it are based on TAS becoming the pre-eminent boarding and day school in regional NSW, and among the best in the nation.’

We went on to state: ‘TAS values and actively pursues individual academic performance and effort, but a TAS education is a comprehensive one, presenting every student with the experiences that create character and resilience, promote creativity, initiative and leadership and prepare them for life. We are proud of our history and traditions and membership of the GPS, yet at the same time we are liberal, progressive and adapt quickly and effectively to shifts in our educational, social, economic and technological environment.’

Nearly three years later the Vision has not changed and we, the School Board and the School Executive working together, continue to pursue that Vision we have set. That Vision is wrapped around our purpose as an Anglican school and the focus on the full breadth of spiritual, intellectual, physical and emotional development in our students fits neatly with it. This is a school that has always evolved, and will continue to evolve, and adapt to meet the needs of parents, country families and the regional community.

TAS occupies an important position in the Armidale community. Not only do we provide education for boys, and some girls, whether they live locally or further afield, we do more than that as an educational institution situated in a regional city located a long way from Sydney and Brisbane.

When you think about it you may realise that TAS is one of the largest employers in Armidale. It is also a significant provider of boarding school education to families across New South Wales and beyond. This means we bring income into the Armidale community, and keep Armidale relevant as an educational centre.

Our swimming centre, sport and training facilities at Doody Park, superb theatre and other facilities in the Hoskins Centre, playing fields, and other activities and facilities are not hidden behind a six
foot fence, only for our student use. Our generosity of community spirit results in them being a resource for the whole community, and it is my belief, that our students and staff are the better for that. On top of our GPS and other sporting competitions, our students participate in local sporting competitions representing the school and TAS students, staff and parents are big contributors to other community activities.

We have many girls enrolled in our beautiful primary school and we recently announced that girls will be enrolled through to Year 6, an important step that recognises our commitment to co-education in these years, and vision for the future. As many of you are aware, for some years we have provided senior school lessons for girls, in a range of subjects (in classes with our boys). We did this for around 45 girls this year, and next year we anticipate, based on demand, providing senior subjects for a similar number of girls, including 25 going into Year 11.

The new School Company turns 5 in 10 days time. As a public company, we have a Board of nine Directors, with seven men and two women, all on a voluntary basis, and I am grateful for the service they give to this institution.

We had one anticipated change in the composition of the Board during the year. In April we invited Ms Michelle Lawler to become a Director of the Company. Michelle, who is here today, is a businesswoman and consultant who hails originally from the Central Coast, and was a boarder at the New England Girls’ School for most of her secondary schooling here in Armidale.

While sensitive to the needs of parents, students and the community, the Board - in a corporate sense - reports and is accountable to the Company members who, as I have said publicly before, represent our deep roots into the New England and broader community – their names are in your programs - and we continue to be proud to have 24 friends of the School making up their number.

It is hard to imagine an independent school with a better governance structure and it now underpins this great institution. I continue to give thanks to the Armidale Anglican Diocese for giving TAS a broad ownership base five years ago and allowing a sharing of the School’s governance among all stakeholders. I know the new Bishop, Rick Lewers, is supportive of our School’s sense of purpose as an independent school providing quality Christian education in the Armidale Diocese.

I mentioned boarding before in my address. Again taken from Vision 2025, ‘TAS is a residential school that embraces those intangibles that transform a place of residence into all the best aspects of a home. The boarding houses provide academic support giving residential students a real advantage as well as an active and rich social and recreational life’.

While other schools in NSW are closing their boarding houses, we are renovating and extending ours. Next year we will have more than 210 boarders at TAS. Back in 2003 TAS had over 200 boarders. To have these numbers 13 years on, servicing the needs of families near and far, is a good achievement.

Let me give you a brief update on capital works and other energy projects.

At last year’s Speech Day I advised that the Board is taking a cautious and positive approach to implementing many of the recommendations of the detailed ‘Level 2’ Energy Audit of the School conducted in 2013.

We have substantially completed the lighting project which involves replacing most of the light fittings in the School with more efficient technology. Here is an example. If you care to look up, in this space - the school gym - and in the Memorial Hall we now use LED hi-bay lights.

Although the number of fittings has been reduced in the Memorial Hall, there has been a great improvement in the overall light level – important for all the exams that are held in the Hall –
combined with an energy reduction of around 75 per cent. I am advised that completion of this project has had an immediate cost saving effect, with payback expected within three years.

We have deferred the replacement of the Croft House electric space heating.

Our swimming pool now has a pool cover that goes on each night and is a great asset.

We recently converted part of the Hoskins Centre basement into an audio-visual studio and two editing suites, thanks to a previous further donation from Mike Hoskins.

I want to recognise our Business Manager extraordinaire, Mr Pat Bradley for his ongoing and valuable service to the School, not just in balancing the books, but in his project and property management skills.

There are many other people associated with the school that deserve our thanks and I ask the Headmaster to cover this in his address. However, there are some people and groups that as Chairman, I need to recognise here today.

We record our appreciation for our Headmaster’s dedicated service to the school and his leadership. Murray Guest took a well deserved sabbatical break in Term 2 this year. I enjoy working with him and his gracious good humour.

I would also like to thank Mr Guest’s wife, Joanne for her personal contribution to the School all year. Many thanks Joanne. We have some flowers to present to you in appreciation.

Can I please also publicly acknowledge the P&F and their new executive, led by Mrs Sue Cartwright, and the support the P&F provides to the School in so many different ways.

I also thank the TASOBU and its revitalised Committee under the leadership of Mr Mark Berry and the work they do. They are a focal point for the huge support this School enjoys from its former students and their families.

I also want to acknowledge the ongoing support the school receives from the Aberbaldie Foundation and several other endowments.

Finally, I would like to extend the School’s thanks to the TAS Foundation, its Board led by its President Mr Simon Paul, and its executives, including Ms Cressida Mort, and also the visionaries who started the Foundation back in 1983.

The Foundation is an important charitable institution linked to the School, raising funds through gifts, donations and other bequests. I thank those of you who continue to support the Foundation where and when you can. This year its Building Trust has funded the swimming pool cover, and as well as acting in the role of trustee for various specific scholarships and bequests, the Foundation is a very important provider of fees support for many families, particularly at present when many families are impacted by drought conditions. This year, well over $700 thousand was paid to the school in scholarships and other fees support, primarily but not only from the Foundation. The TAS Foundation, recognising the tough conditions many of our families are current experiencing, has kindly agreed to increase, by $100 thousand, its level of fees support over the next two years. These payments to the School are funded from income, not capital. Further gifts from you to the Foundation will assist it to look after the long term interests of this great school.

A few weeks ago I was privileged to attend the gala concert in the Memorial Hall to celebrate the new organ installed recently. It was a superb evening of music and singing, and I thank the anonymous donors – friends of TAS - for their gift via the Foundation and the contribution it will make to music at TAS for years to come.

Sebastian Hempel
Chairman School Board
1.2. Parents and Friends Association - P&F President's Report 2014

The P&F AGM in 2014 was a little later than usual, in the middle of a very busy week of swimming, supported again by our wonderful Liaison Parents.

Just days after inducting the new executive for 2014 of Sal Molesworth (secretary), Mandy van Duijnhoven and myself, we were faced with the rather scary prospect of our first rugby event – the ARU Junior Gold Cup gala day, and what a scary prospect that was. We could not have done it without the amazing assistance of outgoing Executive and a loyal band of rugby and non-rugby parents, but we did manage to feed and water over 200 people in late February.

We followed this up with our annual Liaison Parent lunch – a casual get together and get-to-know-you session in Big School. Liaison Parents have provided immeasurable support in a myriad of ways and I offer my sincere thanks to those who have served for the last year, and welcome new and returning LPs to 2015.

The LP lunch was closely followed by the Athletics Carnivals, where the P&F was again supported by a generous parent body in catering for the sweet-tooths at the cake stall.

The TAS Rugby Carnival goes from strength to strength and, as it transpired, 2014 was the last one with Jason Lincoln at the helm. Outgoing Executive members Sandra Kaynes and Tanya Coldham graciously accepted the mantle of caterers for the Carnival and used it as a good chance to pass on their wealth of knowledge to us for this year. With record attendance of teams and supporters, we estimate that we worked together to cater for over 3000 people. The systems in place were meticulous and the sheer volume of food needed to be seen to be believed! For the first time the Emporium of lifestyle goods, art and fashion was in place to provide alternate opportunities for local businesses to showcase their wares to rugby grownups and this was a successful innovation, pulled together by Sonia Broun, that is set to be repeated in future years. And of course the P&F Canteen was in full swing too offering sweet and savoury treats to all the visitors.

But what sets this school apart from so many is the sense of family and community that sees parents, friends, Old Boys, current students and an incredible group of staff members all pitching together to showcase our school to the wider community.

For this huge weekend and all through the year, the Community Service system provided a constant stream of willing workers who shifted thousands of kilograms of drinks, lollies, food and other supplies around the school – helping with a smile wherever they were needed. And the grounds’ staff were available to present the grounds at their best.

The P&F continued to work with the Rugby Supporters Group with all the home games – each year group charged with the responsibility for staffing the canteen at home games and offering a range of yummy foods and hot drinks in the canteen set up in the McConville Centre. Again, the generosity of our parents and friends is enormous – time and goodies were in abundance each day, and set a lovely tone for each event. Another big, shouted thank you to all community service boys and parents who turned up and helped out in any way.

As winter drew to a close the planning for the RazzamaTAS fete hit full swing, but not before the pudding girls hit the kitchens and created, cooked and packaged over 130 of our secret recipe puddings. If you have not joined in this activity before, keep an eye out later this year – a thoroughly enjoyable morning of laughs and nibbles. But I also take this opportunity to say thanks to Kel Fairleigh and all the kitchen staff not only for their help with pudding day, but also across all of our events. All the puddings were sold prior to Senior Speech Day to be enjoyed across the country at Christmas.
In our final hurrah for the year we held the Annual RazzamaTAS Fete and Art Show. Although the weather really was trying to conspire against us, and resulting in smaller crowds than in the past due to gale forces winds and threatening skies, hundreds of community members, students, parents and staff enjoyed a fun filled day. Once again, all the year groups worked hard under the guidance of their LPs to bring us an entertaining range of stalls providing food and games, and this year the big draw cards of White Elephant and Bash-a-Bomb were joined by the exciting addition of Big Fun activities such as horizontal bungee and mechanical bull which appealed to our older students. Yet again, school staff ensured that the grounds were immaculate and all the tents were up – thanks to George Frost and team – and the community service boys were out in force to help in any way.

As we did last year, the Emporium was held in Memorial Hall and spaces were sold out – thank you to Sonia. And not forgetting the Art Show which was held over the same weekend - bringing together fabulous paintings, sculptures and photographs by regional artists and other talented friends of TAS. The event was well received with many artworks on display being sold. Special thanks are extended to Philippa Charley Briggs for her time and expertise, and also her dedicated team of parent helps for hanging and displaying.

Without wanting to overstate it, none of these events would have been possible without the tireless efforts of our Liaison Parents, last year’s Executive, 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.

And I extend a special thank you to my Executive Team of Sal Molesworth and Mandy van Duijnhoven for all of your support through the year.

To all of you – your tireless efforts, even when faced with adversity, have been welcomed and appreciated. And, as outlined in the Treasurer’s Report, your efforts have helped raise many thousands of dollars distributed to many different areas of the school community.

This is what I love about this school and why I have been proud to serve as the 2014 President of The Armidale School P&F.

Mrs Sue Cartwright
President TAS P&F

1.3. HEADMASTER - Headmaster's 2014 Speech Day Report

More than any year that I can remember, 2014 has seen growth in our sense of community and a strengthening of relationships both within and without the School. This is a positive thing and it has provided new momentum to what we do. There are many expressions of this and all point to the same awareness of a shared understanding of the philosophy and values of the School.

Old Boys' Weekend this year was not only about the chance to see old friends and relive past glory days. Our Old Boys were keen to be as involved as possible with our current students and the School as it is today. The addition of debating and chess to the usual diet of sports gave some of our more senior Old Boys the chance to be a part of the action and reflected the direction of the School toward an ever broadening co-curricular program. That weekend, like a good many others through the year, also saw our Old Boys actively contributing as they worked alongside current parents to cater for our visitors from Newington.
It may well be that within the TAS community this natural collaboration in the interest of the School and our students is taken for granted, but I don’t believe it should be. Service is a habit that we aim to inculcate in our students and seeing the adults in our community modelling that assists our ambition greatly. I am well aware that this generosity of spirit and willingness to chip-in is the envy of schools that travel to play here and it is something that I think all involved with TAS have a right to be proud of.

Nowhere is this sense of collaboration more clearly expressed than on the side of our new marquee, currently standing in the McConville barbeque area. It states that it has been donated by the P&F, the Old Boys, the Foundation and the Rugby Supporters Group. In the past, I suspect, each one of those groups would have wished to take responsibility themselves for such a visible expression of their work and if that were still the case, we probably wouldn’t have what I like to call the big hoochie.

In a year in which so many of our school family have been suffering through the impact of the appalling drought, this sense of community has been all the more important. Perhaps adversity has brought us closer together or perhaps there is simply a keen sense of shared purpose. In either case, it has been hugely encouraging.

The Chairman has already thanked the Foundation and our donors who have done so much this year, including providing us with our spectacular new organ for the Hall and the impressive video recording studio underneath Hoskins and I ask that you join me now in thanking our parents, Foundation, Old Boys and Members for all they have done through 2014.

The collaboration between elements of our community that I spoke about earlier has featured within the workings of the School as well in 2014 and this has been a feature of the year that others would not have seen. As we have looked at strategic matters for the School, the School Board and School Executive have met together a number of times and on equal footing, allowing a sharing of experiences in management and governance that has not been seen before. I do not know of any other truly independent schools in this country or elsewhere that enable this level of interaction between senior staff and governors on strategic matters. In my mind it represents a sharing of trust, purpose and vision that fills me with optimism. Governors are responsible for setting the direction for the future and management is responsible for making the future happen, so it is only right that they work as a team from the start.

This ever growing experience of engagement across our community has been mirrored in student activity in 2014 and there has been a real sense of positive momentum right across our co-curricular program. There has also been a growing sense of not just wanting to do something, but wanting to do it well. This was seen early in the year with the production of Westside Story; quite probably the most ambitious project ever staged at TAS. Naysayers had proclaimed that it would flop and that made the triumph that it was all the sweeter. It offered a lesson in what can be achieved with that magical mixture of great optimism and genuine commitment.

TAS is not a theatre company though and we remain conscious that providing opportunities on stage for as many students as possible is every bit as important as enabling our stars to shine. The theme of a growing momentum of involvement and wanting to do things well was on show in the 2014 Cash Cup. There were no auditions, rehearsal time was very limited and not everyone is comfortable on stage, so some rawness was to be expected. What was not expected was that everyone would be there and everyone would be involved. It was by far and away the best Cash Cup we have seen in its current form and I believe that a hidden factor driving that is the consistently positive responses from the audience. TAS students are easily the most encouraging audience I have seen at any school and I am sure that this helps even the most stage frightened Middle School boy to be a part of the action.

The other area of activity that has really taken off in 2014 has been physical challenge and adventure. In only its second year, the Triple Crown award for those who complete the trifecta of
the Coffs Ocean Swim, City to Surf and Hawkesbury Canoe Classic has become a coveted award. This year 36 completed the Ocean Swim, 56 ran in the City to Surf and 24 paddled the 111kms from Windsor to Brooklyn. Put together, these are record numbers and make TAS stand out in the crowd.

At the same time, triathlon has been rapidly growing in popularity and our newest sport, mountain biking, has been hugely popular amongst juniors and seniors alike.

What I have seen as a strengthening of relationships in our community and increased engagement of our students in worthwhile activities is positive and important, but it is not necessarily a natural development in today’s world and it is easy to argue that it is running against the tide of societal change.

Teenagers today, right across the world, have unprecedented access to technology and it is widely recognised that, as a generation, they spend more time with media than in any other activity except sleeping. It is also clear that children across the Western world are spending less time outside, participating in less physical activity and have less contact with nature than any previous generation. The concern about this, of course, is that excessive screen time is associated with distinct health, social and learning disadvantages, whereas physical activity and time outside in contact with nature is associated with positive health and learning outcomes. Exacerbating this is the finding that screen and physical activity habits in adolescence and the wellbeing issues associated with them, track into adulthood.

This understanding reinforces the importance of the School taking responsibility for engaging our students with activities that see them physically active and socially engaged with one another. I am pleased to say that at TAS this is getting better, not worse, and there is no sign that the enthusiasm for sport, outdoor and physical activities is doing a thing but growing. Whilst others bemoan the indolence of today’s youth, what we are seeing here is a growing hunger for genuine challenge and it is at its strongest when success in the challenge is by no means assured. This is an attitude based in a culture of resilience and it is to be applauded.

None of this is possible though without staff that see their role as extending well beyond the academic curriculum. At no time has this been clearer than last week when we had more of our academic staff in the field than we have ever had before. Extreme weather at the start of the week might have curtailed less well established programs, but that would have sent a very poor message. Instead, Pioneers staff found a new location away from the fires in the Gibraltar Range, the planned simulations for the Rural Fire Service activity were replaced with active fire fighting for the week and the surf lifesavers moved to Coffs Jetty for their board work to avoid the wild onshore winds. Cadets carried on, with their protocols for weather adjusted activity well in place. By the end of the week the weather had settled and the rewards that come with persevering had been earned.

We are very fortunate to have such a committed staff, both as teachers and in other support roles, and it is appropriate that we thank them now.

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

- We farewelled Jason Lincoln in considerable style some weeks ago and he is now ensconced in his new work with NIAS.
- Karl Sebire leaves TAS after an unfortunately short one year to join the Visual Arts staff at Melbourne Grammar.
- Jim Pinnington (not Pennington) leaves us and teaching for what I hope is a short period to undertake an MBA through the Macquarie Graduate School of Management.
- Daniella Larman-Yalda leaves Armidale and Australia for a period to travel and teach in the UK and
• Alistair Finco leaves the TAS Music Department after 8 years of wonderful contributions to continue his counselling studies and, of course, his music teaching.

In addition to those who leave us to take up new challenges and the next stage in their careers, three long serving staff members retire this year.

• After taking leave early in Term 2, our Head of Mathematics and former Director of Studies, Peter Hall, has officially retired after 26 years at TAS.

• Keith Brown retires from the HSIE Department after 32 years teaching in a range of areas, particularly senior Economics and Business Studies and

• After 41 years at TAS and many different roles, including Housemaster, English and Middle School teacher and coordinator of the English Language Centre, Ralph Hunt retires from TAS and a long and fruitful teaching career.

Together, these three have served our school for 99 years and, individually, Mr Brown and Mr Hunt have taught at TAS for more than a quarter and a third of the School’s history respectively. Service such as this leaves its mark on a school and literally thousands of students will remember their classes and their contribution to the broader life of the School. Their names will come up for decades into the future as Old Boys share their memories at reunions. They have been contributors to many positive changes at the School over the years and we are grateful to them.

As some will know, I had the opportunity to travel to the UK in Term 2 and visit a good number of schools. All were in some ways similar to TAS in that they are all boarding schools located outside the big cities, but I also saw considerable differences between the schools too; in the challenges of their particular circumstances, in the expression of what they valued most in their programs and in the ways that they interacted with their communities. In a sense, it was a lesson in what it means to be an independent school. Independent schools carry the right to set their own course and, within reason, to determine their own goals and construct their own cultures.

I have often commented on Speech Days that schools in Australia face increasing demands to comply with directives from authorities seeking to steer school education toward persistently changing goals set by government. I do not bemoan the involvement of government though. How we educate the youth of today will impact on the world we create for tomorrow and governments must be active and interested in that.

However, that does not mean that all schools must be the same. Homogeneity and mediocrity are common bedfellows, whilst diversity supports choice and enables specialisation that strengthens our school system as a whole. TAS has a particular and important place in that whole. Our independence enables us to maintain an educational program that is as diverse as it is demanding. We are able to place high academic aspirations at the centre of our purpose, whilst not being limited to the academic only. We are able to compel into experiences, whether in the outdoors, in sport or in service, whilst others must rely on the whims of the time. Our independence enables us to demand more from our students, safe in the knowledge that the greater the challenges that are presented, the more appealing they will be. It is our independence that enables us to maintain a philosophy of treating education as a broad collective of experiences, both academic and co-curricular, that is designed to prepare young people for life. This is something we should cherish and never take for granted.

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 150 schools around the globe, providing opportunities for student exchange, service projects, expeditions and conferences. See www.roundsquare.org

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 2014 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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<th>Year</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<td>559</td>
<td>579</td>
<td>588</td>
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</table>

3.2  Record of School Achievement (RoSA)

In 2014 no Records of School Achievement were granted.

3.3  Higher School Certificate Results

Sixty-eight students completed their HSC at TAS in 2014. Students sitting HSC exams (including accelerants) sat 354 HSC exams in 33 different BOSTES subjects and completed studies in 2 additional TAFE courses and 2 Board Endorsed courses. Five of the HSC courses fell under the banner of Vocational Frameworks. These figures are testimony to the broad spectrum of opportunities available to TAS students that cater for Extension 2 in English and Mathematics through to Vocational subjects.
The dux of 2014 received an ATAR of 99.5 with four of our students obtaining an ATAR above 97.5. Once again we had the only boy in the region listed on the Board of Studies All Round Achievers List. Whilst 10 students were mentioned in the Distinguished Achiever Lists with 26 mentions overall in 13 different subjects (plus 2 notional Band 6 results in Ext 2 Maths).

16 subjects in the 2014 HSC performed above state average including: Agriculture, Ancient History, Business Studies, Drama, English Extension 1, English Extension 2, Geography, Legal Studies, Modern History, History Extension 1, Music 1, Music Extension, Software Design & Development, Visual Arts, Metal and Engineering and Primary Industries.

4 Senior Secondary Outcomes
- 68 senior secondary certificates (HSC) were awarded in 2014.
- 68 senior students completed senior secondary school in 2014.
- 9% of Year 12 students completed a School-based Traineeship in 2014.
- 15% of Year 12 students studied at least one Vocational course in 2014.

5 Professional Learning and Standards

5.1 Teacher Qualifications

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<th>Category</th>
<th>Number of Teachers</th>
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<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>56</td>
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<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>3</td>
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<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>
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5.2 Expenditure on Professional Development

Expenditure on staff professional development totalled $20,657 during 2014, plus a further $22,834 spent on travel and accommodation costs (net of AIS reimbursements).

5.3 Professional Development Undertaken

The fifty-nine teachers at the school (including senior executive) participated in a range of professional learning activities. These opportunities ranged from whole staff internal PD days to staff attending courses run by external providers such as the Association of Independent Schools. Staff required to complete maintenance of their Professional Competence under the NSW Institute of Teachers accreditation process are accessing Professional Development opportunities according to the range of standards at that particular level.
The school acknowledges the funding provided under Smarter Schools National Partnership on Improving Teacher Quality facilitated by the Independent Schools Centre for Excellence.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Course Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Exploring 2015-2020 HSC Prescriptions &amp; Area of Study; Great Takeaways Conference; AIS “Discovery”;</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematical Association of NSW Annual Conference; Focus on Focus Studies;</td>
</tr>
<tr>
<td>Science</td>
<td>Mars Desert Research Station</td>
</tr>
<tr>
<td>HSIE</td>
<td>Teaching Ancient History; Better Assessment; Middle Leaders Program</td>
</tr>
<tr>
<td>TAS/Agriculture/VET</td>
<td>VET Network meetings;</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Joining The Dots; AIS Drama Conference; HSC Essays &amp; Drama Practice; Introduction to Dalcroze (music);</td>
</tr>
<tr>
<td>Junior School</td>
<td>Making the Most of Reading Groups; International Baccalaureate Making the PYP Happen; International Baccalaureate PYP for Administrators;</td>
</tr>
<tr>
<td>Learning Support</td>
<td>Behaviour Management for Beginning Teachers; Motivating and Managing Students with Particular Needs;</td>
</tr>
<tr>
<td>Other</td>
<td>New Careers Advisors Information Day; International Baccalaureate Making the MYP Happen; International Baccalaureate MYP for Administrators; AHISA Director of Studies Conference; Duke of Edinburgh Training; Australian Boarding Schools Association National Conference; AIS Highly Accomplished Teacher; Anglican Schools Australia Conference; Lawsense; First Aid Training; Edval (timetabling) training; Yalari Workshop;</td>
</tr>
</tbody>
</table>

6 Workforce Composition

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>3</td>
<td></td>
</tr>
<tr>
<td>Other Managers, Administrators</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>16</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>Other Professionals, Maintenance or Support Staff</td>
<td>15</td>
<td>33</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>42</td>
<td>61</td>
</tr>
</tbody>
</table>

(Statistics regarding the indigeneity of staff are not captured by the School.)
7 Student Attendance and Retention Rates

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 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>45</td>
<td>89%</td>
<td>80%</td>
</tr>
<tr>
<td>2008/2010</td>
<td>78</td>
<td>62</td>
<td>86%</td>
<td>79%</td>
</tr>
<tr>
<td>2009/2011</td>
<td>77</td>
<td>67</td>
<td>91%</td>
<td>87%</td>
</tr>
<tr>
<td>2010/2012</td>
<td>86</td>
<td>65</td>
<td>78%</td>
<td>86%</td>
</tr>
<tr>
<td>2011/2013</td>
<td>76</td>
<td>65</td>
<td>88%</td>
<td>86%</td>
</tr>
<tr>
<td>2012/2014</td>
<td>67</td>
<td>57</td>
<td>94%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Student attendance is recorded in the school’s database and absences are recorded according to the BOSTES Attendance Register Codes. Leave is applied for on the “Application for Exemption from Attending School” and, if approved by the Headmaster, a Certificate of Exemption is issued. Unexplained absences are followed up by school administration daily, along with ensuring written confirmation for the absence is also received. Teacher mark class rolls each period.

8 Post School Destinations

68 students completed their senior secondary course. Of these, 62 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 2015 after completing Year 12.

Students received University offers in NSW, Qld and Victoria. For the first time students accessed the Schools Recommendation Scheme through UAC in addition to applying directly to Universities for Early Entry admission.
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 $220.00 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 ($100)
   - 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 business regulations of the school.

15) 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.

16) 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.

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

Business regulations

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

19) 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.

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

21) 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.

22) 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.

23) 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.

24) 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.

25) 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.

26) 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.

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

28) 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**

29) 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 enroll at school as everyone else.

30) 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.

31) 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 2014 census the School had 550 students from Kindergarten to Year 12 of whom some 397 were in the secondary school.

At the same time there were 199 boarders of whom 0 were overseas students. Indigenous students made up 3% 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 102 and ICSEA score of 1096.
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 during 2014:

<table>
<thead>
<tr>
<th>Policy</th>
<th>Changes in 2014</th>
<th>Access to full text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Protection Policy encompassing</td>
<td>Nil</td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
<tr>
<td>definitions and concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>legislative requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>preventative strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reporting and investigating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“reportable conduct”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>investigation processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>documentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policies encompassing</td>
<td>Nil</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</td>
<td></td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
<tr>
<td>grounds and buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use of grounds and facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>equal opportunity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision Policy encompassing</td>
<td>Nil</td>
<td>Full text in</td>
</tr>
<tr>
<td>duty of care and risk management</td>
<td></td>
<td>- Staff Handbook</td>
</tr>
<tr>
<td>levels of supervision for on-site and</td>
<td></td>
<td>- School intranet</td>
</tr>
<tr>
<td>off-site activities</td>
<td></td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
<tr>
<td>guidelines for supervisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code of Conduct Policy encompassing</td>
<td>Nil</td>
<td>Full text is available in</td>
</tr>
<tr>
<td>Code of conduct for staff and students</td>
<td></td>
<td>- Staff Handbook</td>
</tr>
<tr>
<td>Behaviour management</td>
<td></td>
<td>- School intranet</td>
</tr>
<tr>
<td>Mobile Phone Policy</td>
<td></td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
<tr>
<td>Motor Vehicle Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pastoral Care Policy encompassing</td>
<td>Nil</td>
<td>Full text in</td>
</tr>
<tr>
<td>the pastoral care system</td>
<td></td>
<td>- Staff handbook</td>
</tr>
<tr>
<td>availability of and access to special</td>
<td></td>
<td>- School intranet</td>
</tr>
<tr>
<td>services such as counselling</td>
<td></td>
<td>Parents may request a full copy by contacting the Headmaster’s Executive Assistant</td>
</tr>
<tr>
<td>health care procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>critical incident policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>homework policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>attendance &amp; absentee policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Centre policies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

2014 has seen the introduction of a Restorative Justice process where students and staff will be called together to achieve a desired outcome that does not include discipline. Not all breaches of discipline can be dealt with under this process.

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 2014 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 2014

Strategic planning through the course of 2014 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 2014 and the priorities and achievements as presented to the School Board in the 2014 School Review are presented below.
### TABLE 13

<table>
<thead>
<tr>
<th>Area Priorities</th>
<th>Achievements</th>
</tr>
</thead>
</table>
| **Academic**    | - TAS Dux with an ATAR of 99.5  
- Four boys achieved an ATAR above 97.5  
- TAS had a student in the All Round Achievers List for the sixth consecutive year  
- 10 boys achieved 26 Band 6s in 13 subjects  
- Major works selected for OnScreen (Drama), and ARTEXPRESS (Visual Arts)  
- TAS was the best performing school for boys in the region. |
| **Wellbeing**   | The wellbeing program was headed by the Director of Pastoral Care and operated through the curriculum for homeroom teachers in Junior and Middle School and Advisors in Senior School. The focus through 2014 was on Positive Psychology and the PERMA model:  
- Positive emotion  
- Engagement – the presence of a state of flow  
- Relationships – the presence of friends, family, intimacy and social connection  
- Meaning – a sense of belonging to and serving something bigger than one’s self  
- Achievement – accomplishment that is pursued even when it brings no positive emotion, no meaning and nothing in the way of positive relationships.  
In 2014 staff professional development was undertaken in preparation for the introduction of specific positive education lessons for all students in Junior and Middle School and Years 9 and 10 in Senior School. The introduction of targeted teaching of positive education is the next step toward the 2025 vision for student wellbeing.  
Beyond the positive psychology focus, the Aboriginal education program, the STEPS program for Year 10, the Careers program and HSC preparation days all contributed to the overall wellbeing program. |
| **Residential** | The focus on key elements of the residential offering – staffing, the fabric of boarding accommodation, house spirit, academic culture amongst boarders and the recreational offering all continued.  
New experienced boarding staff joined the School in Middle and Senior School boarding, bringing fresh ideas and energy to the team and the benefits of this were seen in feedback from both students and parents.  
The boarding maintenance program continued, including a comprehensive plan for one senior boarding house.  
House spirit was very good again and not surprisingly boarding houses features strongly in house competition across sporting and cultural activities.  
Boarding continued as a clear and well understood academic advantage through 2014, largely related to structured prep time, academic support in houses and good access to teacher support. |

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.

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.

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 active and rich social and recreational life.
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.

The co-curricular program continued to develop with new offerings and structures for debating, drama and music. The School enjoyed good success in the Armidale Eisteddfod for the Big Band, Jazz Ensemble and TAS Singers, as well as many individual and other ensemble performances. The major school production of West Side Story was widely acclaimed and the Middle School production of The Fantastic Mr Fox saw expansion of the drama program. Inter-school debating, chess and competition in the Science and Engineering Challenge, the Da Vinci Decathlon and the Brain Bee provided an academic side to co-curricular activity in 2014. The School again hosted both the Northern Da Vinci Decathlon and the Forensic Science Camp for talented science students in Year 8.

The Triple Crown award for students who complete the 2km Coffs Ocean Swim, 111k overnight Hawkesbury Canoe Classic and the City to Surf fun run was extremely popular and this was reflected in record entries in the ocean swim and city to surf and a resurgence in the popularity of the Hawkesbury Canoe Classic.

The sporting program continued strongly in all major sports and was enhanced with the introduction of mountain biking and triathlon as new full sports. The School again competed in GPS competition in athletics, shooting and rugby with pleasing success overall. The 5 home GPS rugby games provided focus for school spirit and were very well supported.

The LSA program continued with full involvement of all students from Junior School through to Year 11. The program is described in more detail in the following section as it relates specifically to the aim of promoting respect and responsibility.

The LSA program continued with full involvement of all students from Junior School through to Year 11. The program is described in more detail in the following section as it relates specifically to the aim of promoting respect and responsibility. Cadets, Rangers, Pioneers, Surf Lifesaving, Rural Fire Service and Pioneers Support all continued successfully with all students engaged for a minimum of 12 days in 2014.

A significant number of students were involved in the Duke of Edinburgh Award Scheme at bronze, silver and gold levels and this meshed with the Activities program, community service and Round Square activities.

That all students should be compelled into adventure remained a central tenet of the School’s philosophy in 2014 and every student was engaged in the program.

**Initiatives promoting respect and responsibility**

The promotion of respect and responsibility is central to our purpose as a Christian School. The promotion of Christ-like behaviours and habits is embedded in all that we do, both in curricular and co-curricular undertakings.
Whilst initiatives to promote respect and responsibility are embedded in curriculum and pastoral care program, as they are in most schools, the expansive and significant Leadership, Service and Adventure (LSA) program at TAS distinguishes our approach to promoting respect and responsibility. LSA operates primarily through the closely interrelated Activities Program and Round Square activities.

The Activities Program operates over 12 to 14 (depending on age and activity) dedicated days per year, including at least 6 overnight activities. The activities progress in challenge and type according to age and are structured as:

- Year 6 – Rangers (a bush skills program preparing for cadets)
- Years 7 – 9 – Cadets (TAS operates the second oldest Cadet Unit in Australia)
- Year 10 – Students either remain in the Cadet Unit, generally in leadership or special responsibility positions, or move into Pioneers (a bushwalking and personal development program)
- Year 11 – Student either remain in the Cadet Unit or move into Surf Lifesaving (gaining their surf bronze medallion as the qualification to serve in a voluntary capacity on beaches around Australia) or Rural Fire Service (gaining their basic firefighting certificate and actively serving with a local brigade) or Pioneers Support (acting in a safety support role for Year 10 Pioneers).

At all levels the Activities Program is based around building individual responsibility, resilience, optimism, the habit of active engagement with the outdoors and service to the community. Respect for self, others and community institutions is implicit in all activities. Whilst it is a demanding program, the feedback from departing Year 12 students every year is that it stands amongst the most important and positive experiences they have had at school and there is always unanimous support for its continuance as a compulsory part of the school offering.

TAS has been a member of the Round Square organisation since 1999. Founded in 1966, Round Square maintains and facilitates a worldwide network of 150 schools in 40 countries. Those schools share a holistic approach to learning built around six IDEALS of learning:

- International – students learn to see themselves as global citizens and to look beyond gender, class, race, nationality and culture to understand human nature
- Democracy – freedom of thought and speech is greatly encouraged and appropriate forums and channels of communication are set in place
- Environmentalism – students learn about the fine balance needed to maintain a healthy interdependent relationship between human beings and the planet
- Adventure – we offer activities, such as those in the Activities Program, that foster a spirit of adventure and allow students to discover that they are capable of more than they might have imagined (plus est en vous)
- Leadership – students learn that true leadership is serving others and is found in those whose convictions are rooted in personal responsibility, kindness and justice
- Service – students come face-to-face with the plight of those in most need around the world and discover how they can make a positive and sustainable difference through service.

Membership of the Round Square network offers TAS a framework for excellence and continuous improvement, along with structured opportunities to collaborate and share experiences with like-minded peers around the world. As a Round Square school, we believe that in order to prepare for adult life, young people must be encouraged to discover and embrace the similarities and differences between cultures and nationalities in ways that promote meaningful and lasting understanding, tolerance and respect. Collaborative initiatives operating through Round Square include local, regional and international:

- Service Projects that connect students directly with communities where their hard work as volunteers can be of real practical benefit;
- student and teacher visits and exchanges;
- student-led conferences that celebrate cultural diversity; and
• training and professional development opportunities for teaching staff.

Related to Round Square initiatives, TAS undertook three service projects in 2014:

• A group of Year 8 students served at St Christopher’s Home in Fiji, an orphanage operated by Anglican nuns, during school holidays
• Year 9 and 10 students travelled to Alice Springs to support students at Yipirinya Aboriginal School during their holiday activities
• Year 10 and 11 students travelled to Thailand to work with the Agape HIV orphanage and the McKean Leprosy Centre, both in Chiang Mai

In addition, a group of students worked at lunch times on a weekly basis with the nearby Minimbah Aboriginal Primary School and all students committed to a minimum of 20 hours of community service each year.
13 Student, Parent and Teacher satisfaction

2014 Year 12 Exit Survey Results

The school is a happy place

The school has a caring atmosphere

The school is a safe and secure environment

The school welcomes students from a variety of backgrounds

Staff assist students to reach their full potential

Students in need of extra help with study can get it

Have you had a wide range of positive experiences at school?

Have you received a good education?

Has Year 12 been a good year for you?

Do you feel you are well-liked at school?

Have you made strong friendships at school?

Would you recommend the school to relatives and friends?
14 Financial information.

14.1 Recurrent and capital income

14.2 Recurrent and capital expenditure