



# **THE ARMIDALE SCHOOL**

## **Annual Report**

**2006**

# Table of Contents

1	MESSAGE FROM KEY STAKEHOLDERS	3
2	VALUE ADDING	4
3	SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS	5
4	DETAILS OF TEACHING STAFF – PROFESSIONAL LEARNING AND STANDARDS	11
5	TEACHER ATTENDANCE AND RETENTION RATES	13
6	STUDENT ATTENDANCE AND RETENTION RATES	13
7	POST SCHOOL DESTINATIONS	13
8	ENROLMENT POLICIES	14
9	SCHOOL POLICIES	14
10	SCHOOL-DETERMINED IMPROVEMENT TARGETS	16
11	INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	18
12	STUDENT, PARENT AND TEACHER SATISFACTION	19
13	SUMMARY FINANCIAL INFORMATION.	20

# The Armidale School

## ANNUAL REPORT 2006

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 2006 year, as laid out in Section 3.10 of the *Registered and 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 School Council

Through 2006 the School Council has overseen the financial management, property development and public relations operations of the School, whilst working toward a new strategic action plan to be implemented in 2007.

Finance Committee met 8 times through the year and is pleased to report that the financial management of the School has been sound. The balanced 2006 budget featured the management of increased teaching staff numbers as well as capital spending on essential services in boarding and fire protection upgrades through the School. This increased investment in human and physical resources has impacted positively on the learning and residential environments of the School.

Property Committee has continued to work on building plans for the new Creative Arts Centre to be commenced in late 2007. This new facility is being funded through a major appeal, with donations from TAS Old Boys, Parents and Friends showing the great support for the School from its family. In other work, the Property Committee has completed the fire upgrades around the School, re-developed the School Laundry, continued the upgrading of boarding house bathrooms and extended the system of underground sprinklers. Expenditure on property was significant in 2006 and has resulted in major improvements to a range of facilities.

Council has continued work on the School's public relations material. This has included the development of a new school prospectus and increased support for the enrolments office at country shows. The Headmaster along with senior Enrolments and Middle School boarding staff has again visited regional centres across Northern NSW to meet with current parents and interview prospective students and their families. Similar activities have been conducted in Korea, Hong Kong and Thailand for our overseas students.

The Council has been active in supporting work toward the development of the School's 3 year strategic plan to commence in 2007. This has included the identification of 5 focus areas:

- Academic Culture - including teaching and learning styles, the place of study and measurable academic achievement.
- Pastoral Care - focusing on relationships, responsibilities and respect.
- Enhancing the Boarding Experience - continuing the drive to make boarding a real and perceived advantage - academically, culturally, socially, spiritually and physically.

- Staff Development - with particular focus on development of teaching and learning strategies and the role of ICT.
- Communication - within and between all groups - students, staff, parents, old boys and the wider community.

The new strategic plan will be presented in 2007.

## 1.2 Parents and Friends Association

The P&F has continued its strong backing of the School through 2006, both in financial support and community building. P&F activities have included the RazzamaTAS Fete, the P&F Ball, the TAS Tennis Day, work with the Open Garden Scheme, support for new families through parent functions in Junior and Middle School, luncheons and stalls at both the swimming and athletics carnivals, catering support of the Primary Rugby Carnival, rugby soup kitchens, catering support for the School Play, making and selling TAS Christmas Puds and work with the Creative Arts Appeal.

The P&F has also continued to operate the Clothing Pool and Costume Hire and offers thanks to both Mrs Rosemary Marshall and Mrs Sue Lennon respectively for their great work.

The P&F has again contributed significantly to the School in financial terms with contributions to the Creative Arts Centre Appeal and direct school projects amounting to approximately \$80,000 in 2006.

## 2 Value Adding

School performance in School Certificate, Higher School Certificate and other state and national testing is discussed in following sections. The TAS student population entering Year 7 is regularly a 'state average' group and the development of this group to the results seen in the School and Higher School Certificate examinations in 2006 shows the significant impact their efforts at TAS have made. This highlights the most important message about judgements of school performance. The real academic impact any school has can only be measured by looking at the changes to student performance, relative to the rest of the state, over their time at the School. By this most important measure, TAS is rightly proud of its academic achievements.

The value that a school brings to the development of its students is not limited to academic results alone. TAS prides itself on providing a 'rounded' education which balances academic, physical, social, emotional and spiritual dimensions of student life. In 2006 this was again well expressed in school life encompassing every student participating in school sport, chapel, community service and outdoor education. All students in Year 9 are enrolled in the Bronze Duke of Edinburgh Scheme and all students in Year 10 are enrolled in the Silver Duke of Edinburgh Scheme.

TAS is a member of the Round Square Organisation (see [www.roundsquare.org](http://www.roundsquare.org)) and offers students opportunities for national and international student exchange, service projects, expeditions and both national and international student conferences. Our shared philosophical belief in international understanding, democracy, environment, adventure, leadership and service drives the commitment to these activities. In 2006 TAS students were on exchange around Australia and in South Africa, the UK, Canada and Germany. They also participated in conferences in Scotland and Australia, trekked the Kokoda Track, served in an orphanage in Fiji, worked with Mother Theresa's Sisters in Kolkata, paddled the Hawkesbury Classic in support of the Arrow Foundation, ran the City to Surf and worked in many projects in the local community.

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

### 3.1 Higher School Certificate Results

Sixty three students completed their HSC this year with 28 of these accumulating results over 2 or more years (44%). Four (6%) of the students completing their HSC studied a vocational program involving TAFE and dual accredited courses that satisfied the requirements of the HSC but did not involve a UAI. TAS students sat 357 HSC exams in 40 Board subjects and completed studies in 2 additional TAFE courses. Five of the HSC courses fell under the banner of Vocational Frameworks: Hospitality, Entertainment, Information Technology, Metals and Engineering, and Primary Industry Studies.

One student, Michael Fahey, studied a Distinction course (Philosophy) receiving a High Distinction. These figures are testimony to the broad spectrum of opportunities available to TAS students and to the continued success of the senior acceleration program that involves one in six students from Years 10 to 12 on average.

**The outstanding results of the top 5 students (8.5%) who achieved a UAI in excess of 95 was pleasing. We also had 8 students with UAIs above 90 (13.6%) which is excellent** as this cohort was representative of the state candidature and had a full spectrum of ability. To be able to provide appropriate courses for all students, whilst still extending the top candidates, is an important facet of a small school.

**Twenty students achieved UAIs in excess of 80 which was just over one third of the candidature who qualified for a UAI.** This is a significant achievement and well above state average. The median UAI for the TAS candidature was 67.65, which is low compared to other years. This resulted from a significant tail who qualified for a UAI but had no intention of pursuing university entry.

Eighteen students were mentioned in Distinguished Achiever Lists (2 last year as accelerants) and there were 26 mentions overall (including 4 from 2005). These involved 16 of the BOS subjects studied. This represents 7.3% Band 6 results compared to total exams sat by the cohort over two years.

Ten students from Year 11 (14%) completed part of their HSC with 2 achieving a Band 6 in the subject studied and 7 achieving Band 5 results in their respective subjects.

#### Subject Results

Forty two subjects (37 in 2005) were studied by TAS students as part of their HSC Course. TAS students sat for 357 BOS exams (and a further 29 in 2005) and received 26 mentions in distinguished student lists (7.3% including 2005 exams). These mentions occurred across 16 subjects and involved 18 students (29% of the cohort)

The subjects were divided into the following categories.

**TABLE 1 – Courses Offered**

Matriculation Courses		Non-matriculation courses	
Internal	External	Internal	External
27	13	0	2

Of the 27 matriculation subjects (which can contribute to a UAI) taught at TAS, 19 recorded means above the state average with most achieving means of 0.25 SD or better above state.

**TABLE 2 - Candidate Summary 2006**

	<b>Matric</b>	<b>Non-matric</b>	<b>Total</b>
HSC Candidates	59	4	63
Accelerants	na	10	10
Subjects attempted	40	2	42
UAI	>90 = 8 (13.6%)	>80 = 20 (34%)	Median = 67.65
Top band in subject	1 subject 12 students	2 subjects 4 student	3 subjects 2 students
Students in Band 6 Source: School Results list	16 + 2 from 2005 (31%)	357 exams 26 mentions 7.3%	Rank in top schools list na

**TABLE 3 - Candidate Summary 2005**

	<b>Matric</b>	<b>Non-matric</b>	<b>Total</b>
HSC Candidates	48	5	53
Accelerants	na	23	23
Subjects attempted	35	2	37
UAI	>90 = 3 (9%)	>80 = not known	Median = not known
Top band in subject	1 subject 7 students	2 subjects 1 student	3+ subjects 2 students
Students in Dist Achievers lists Source: Syd Telegraph	9 + 1 from 2004 (31%)	303 exams 16 mentions 5.3%	Rank in top schools list na

## 3.2 School Certificate Results

Table 4 2006:

### Course Averages vs State

Course Name	No. of students	School Exam Mean	State Exam Mean	School vs State Variation (in Std Deviations)
English Literacy	63	77.89	74.10	+0.33
Mathematics	71	72.34	67.87	+0.35
Science	63	76.08	72.85	+0.30
Aust History	62	75.08	71.00	+0.33
Aust Geography	62	81.74	74.37	+0.66
Computing Skills	63	85.27	80.55	+0.45

Table 4,

- Looking at the State and School Means, we can see that all exam means for TAS students are consistently above State. It is interesting to note that the Mathematics exam was considerably harder than others as evidenced by the lower means, both State and School.
- There is remarkable consistency in the variations (last column), which suggests that the group is fairly consistent with strengths across all areas.
- Geography has doubled the variation of the other subjects and computing skills are considerably higher than the State. This suggests that this group (and the school) have particular strengths in these two areas.

Table 5 2006:

### Band Groupings by Course vs State

Band	English		Maths		Science	
	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)
<b>5 + 6</b>	20 (31.8)	(31.2)	16 (22.5)	(19.6)	24 (38.1)	(29.6)
<b>1 + 2</b>	0 (0)	(10.0)	6 (8.5)	(27.9)	1 (1.6)	(9.9)

Band	History		Geography		Computing	
	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)
<b>5 + 6</b>	17 (27.4)	(24.1)	38 (61.2)	(31.1)	HCOMP 48 (76.2)	(58.7)
<b>1 + 2</b>	2 (3.2)	(15.7)	1 (1.6)	(8.1)	COMP 15 (23.8)	(39.3)

The results are above State in all measures shown above and are, therefore pleasing. However, the margins above State in Bands 5 + 6 are not as great as the previous year (see Table 5) which is cause for concern in relation to the HSC performance of this group, particularly the top achievers. Geography and Computing results are particularly good and Science is strong in 2 of the measures used. There is a marked improvement in History compared to 2005.

Table 6 2005:

Subject	3.3 Band 5 and 6 %		3.4 Band 1 and 2 %	
	School (%)	State (%)	School (%)	State (%)
English	39.2	29.2	12.7	12.5
Mathematics	33.0	25.4	5.1	17.7
Science	45.5	31.4	3.8	6.1
History	19.0	29.7	11.4	6.2
Geography	48.1	26.9	2.5	7.2

### 3.5 Literacy & Numeracy Assessments in Years 3, 5 & 7

#### Tables of school performance

TABLE 7 - 2006 Basic Skills Test (BST) – percentages above benchmark

2006 Basic Skills Test (BST)	Year 3	Year 5
	Percentage of students achieving National Benchmarks	Percentage of students achieving National Benchmarks
Writing	91%	100%
Reading	86%	96%
Numeracy	91%	96%

**TABLE 8 - BST – School and State means**

2006 Basic Skills Test (BST)	Year 3		Year 5	
	School Mean	State Mean	School Mean	State Mean
Overall Literacy	51.9	50.2	59.4	57
Overall Numeracy	55.1	53.1	64.3	61.5

**TABLE 9 - ELLA and SNAP results – percentages above elementary performance**

2006 Test	Percentage of students achieving elementary band or higher
	Year 7
English Language and Literacy Assessment (ELLA)	
Writing	98%
Reading	96%
Language	96
Secondary Numeracy Assessment Program (SNAP)	98%

**TABLE 10 - ELLA and SNAP – School and State means**

2005 and 2006	Year 7, 2005		Year 7, 2006	
	School Mean	State Mean	School Mean	State Mean
Overall Literacy	91.1	88.7	89.8	88.8
Overall Numeracy	88.0	85.0	87.8	84.7

## 4 Details of teaching staff – Professional learning and Standards

**TABLE 10**

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	49
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	3
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)	1

Note: All teachers in the third category have been employed due to their expertise in the content areas and work directly under the supervision of a qualified teacher.

### Staffing & Professional Development Plan

The general thrust of this plan was to raise the level of professionalism of the academic staff through better planning and a focus on academic culture and by lifting the level of professional development.

- **Subject Co-ordination**
- A HoD for Creative Arts with responsibility for programming across that KLA was introduced. The new HoD will also assist with the planning for the new Creative Arts Centre (starting 2007) and the introduction of a Communication and Leadership course.
- A co-ordinator for the Odyssey extension program was appointed and details of extension programs compiled on a school-wide basis.

- **Professional Development**

The P.D. budget was increased in 2006 and the focus of in-service activities is listed below.

- a strong PD programme that focused on staff's curriculum interests and encouraged further study and action based research. This was evident in staff continuing higher degrees and presenting at conferences.
- PD also focussed on areas identified in the Strategic Plan and time was allocated for collegial planning and programming, particularly in relation to the BOS Registration and Accreditation inspection.
- A trial inspection was conducted by consultants from UNE and a staff report produced. This informed further development of programs and uniform school policies in this area.
- The continued development of a learning community culture at TAS was encouraged that resulted in increased local and internal opportunities for sharing and in-service by our own staff.
- Links with other local schools to enhance a learning community network and provide greater local in-service opportunities.
- a focus on ICT skills and changes in pedagogy to enhance use of IT in the classroom. This was accompanied by the issue of laptops to all teaching staff.
- training in the implementation of new Stage IV and V syllabi continued
- Collegial time for Inspection planning encouraged and funded.
- Mentoring for new staff and review of new staff handbook conducted
- A number (7) of AIS grants of \$1000 were sourced in the areas of Stage V HSIE and Maths programming; Music, History, English and Maths Stage IV, Science – Yarrahappinni. English was pursued but the rest are finished. A PLUMS grant was completed in Maths programming. A Resilience grant was obtained in Middle School. A mentoring grant was completed in Junior School.
- Close links with research institutions, particularly UNE and the local branch of the Australian College of Education have been established. UNE is helping in PDHPE testing and UNE staff helped with our inspection preparation. We had a student accepted into a UNE Philosophy course whilst still in Year 12.
- Successful nominations of the Cadet program for the ACE Harris Award. Two staff successful in ACE nominations for State Quality Teaching Awards. Successful nomination of the Headmaster for ACEL award. One staff member honoured by the Education faculty at UNE and by Hawkesbury Canoe Marathon. VET program won the Regional School award. Junior PE nominated for Ausports Council award. Science assistant nominated for Quality Teaching award. Head of Technology became a Distinguished Apple Educator and the school a Distinguished Apple School.
- Training in the use of thinking skills, open-ended tasks, enquiry-based learning, for Junior School staff was funded
- WRAP in-servicing completed for class room teachers in Junior School
- Training in PDHPE and Music supported.
- Texas Instrument grant for Maths and associated in-servicing conducted
- Investigation of numeracy and Science in-servicing for Junior School conducted and some Science PD completed
- Thinking skills and resilience training in Middle School achieved through grant funding
- Stage III, IV and V in-servicing in Maths assessment using SOLO achieved through grant funding
- In-servicing in Teacher Registration and portfolios conducted
- Continued focus on programs and associated documentation.
- ICT and Teaching and Learning Committee (TaLC) committees combined to investigate PD needs for possible move to 1 to 1 computing in 2007.

The total Professional Development spend for the year for academic staff was \$278,500 including specialist PD, staff days, staff laptop costs, direct PD expenses, class cover and staff IT support. This represents a spend of some \$5,200 per staff member and represents approximately 2.7% of the School's total annual operating budget.

## 5 Teacher Attendance and Retention rates

In 2006, the average daily attendance rate for staff was 100% (ie no staff took leave that was not either ordinary sick leave or other duly authorised leave).

The apparent proportion of academic staff retained from 2005 to 2006 was 100% (being the same number of staff in both 2005 and 2006), while the actual retention rate was 94.5% (being 50 out of 53 staff members).

## 6 Student Attendance and Retention Rates

There were 4,007 full and 1,258 part student-days absences from School during the course of the 2006 Academic year. This equates to an average attendance rate for the year of 95.6%, which is similar to the rate for 2005.

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 11 - Apparent and actual retention rates**

Years compared	Year 10 total enrolment at year end	Year 12 total enrolment at year end	Year 10 enrolment at census date remaining in Year 12 at year end	Apparent retention rate	Actual retention rate
2001/2003	74	72	61	97%	82%
2002/2004	71	60	54	84%	76%
2003/2005	56	54	53	96%	94%
2004/2006	70	63	57	90%	81%

## 7 Post School Destinations

Of the students who completed their HSC in 2006, some 40 candidates (or 68% of those eligible) received university offers. Unfortunately, of the remaining 23 candidates it is not known at this stage how many intend to undertake further study at TAFE, etc and how many intended to enter the workforce.

## 8 Enrolment policies

The Armidale School is a comprehensive co-educational T-5 with boys day and boarding 6-12, operating within the policies of the NSW Board of Studies.

All enrolment applications are processed in order of receipt and consideration is given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

### 8.1 Procedures

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

### 8.2 Student population

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

At the August 2006 census the School had 572 students of whom some 381 were in the secondary school, where there were approximately equal numbers of boarders and day boys.

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. In addition, the school enrolls a number of overseas students in the senior years.

## 9 School Policies

### 9.1 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



Policy	Changes in 2006	Access to full text
<ul style="list-style-type: none"> <li>• homework policy</li> <li>• attendance &amp; absentee policy</li> <li>• Medical Centre policies</li> </ul>	<p>Modified March 2006</p> <p>Modified March 2006</p>	<p>copy by contacting the Headmaster's Secretary</p>

## 9.2 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.

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 Headmaster's Secretary

During 2006 the school's discipline policies and procedures were reviewed as per the above table

## 9.3 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 Council. An appropriate outline of the policy and processes is also provided in the Parent enrolment information and the student diary.

# 10 School-determined improvement targets

During 2006 the School Council continued with aspects of the current strategic plan for the School. Copies of the Strategic Plan are available on the School's website.

Further good progress has been made in the second year of the Strategic Plan in a number of areas. This progress is summarised in the following Table.

## 10.1 Achievement of priorities for 2006

TABLE 13

Area	Priorities	Achievements
<b>Pastoral Care</b>	Creating avenues of success for every individual student	<ul style="list-style-type: none"> <li>• Continued with goal setting</li> <li>• Continued and expanded student tutor program.</li> <li>• “Pilgrimage of Hope” to India</li> </ul>
<b>Academic</b>	Promoting the academic culture of the School	<ul style="list-style-type: none"> <li>• Continuation of integration of ICT into the curriculum</li> <li>• Continuation of the junior WRAP program</li> <li>• Continuation of the MAND testing procedures in Junior School.</li> <li>• Establishment of an Intervention class for students with identified motor development deficiencies.</li> <li>• Continued review and investigation of HSC results</li> <li>• Refinement of the Academic Award scheme</li> <li>• Outstanding results in National competition in Maths and Science</li> <li>• Success in the national “Science and Engineering challenge”</li> </ul>
<b>Boarding</b>	Developing the boarding experience across the School	<ul style="list-style-type: none"> <li>• Strengthening of the prep monitoring system</li> <li>• Further renovation of boarding facilities.</li> <li>• Successful coastal retreat for all boarding houses in February.</li> </ul>
<b>ICT</b>	ICT integration to all Key Learning Areas	<ul style="list-style-type: none"> <li>• Expansion of Data Projector program</li> <li>• Expansion of wireless network program into Boarding Houses</li> <li>• Further preparations for the introduction of 1:1 Student Laptop Program in 2007</li> </ul>
<b>Extra curricular</b>	Programme development	<ul style="list-style-type: none"> <li>• Strengthening of Duke Of Edinburgh Award scheme through increasing participation in years 9, 10 and 11</li> <li>• Hawkesbury Canoe Classic.</li> <li>• Kokoda Track expedition.</li> <li>• Round Square student conferences.</li> <li>• Large number of sporting achievements throughout the year.</li> <li>• Outstanding achievements of the school’s “Cattle Team” and Poll Hereford Stud in the local shows.</li> </ul>

Area	Priorities	Achievements
Creative Arts	Improvement of Facilities	<ul style="list-style-type: none"> <li>• Continuation of Creative Arts centre project.</li> <li>• Numerous in house concerts</li> <li>• Successful participation in the Armidale Eisteddfod</li> <li>• Continuation of the Cash Cup inter-house competition.</li> <li>• Middle School Creative Arts expression evening.</li> </ul>

## 11 Initiatives promoting respect and responsibility

If education can be defined as 'training for life', then the promotion of respect and responsibility is a core facet of it. At TAS the outdoor education program sees every boy serve in the cadet unit from Years 7 to 9 before choosing to either follow formal leadership programs in the cadet unit or move to the Pioneers, Advanced Pioneers, Surf Life-saving and Rural Fire Service activities. All of these programs focus on the development of respect for self, community and environment and it is because of the value of this focus that every student is involved.

Students are also encouraged to show responsibility for their community and environment through community service. It was expected that every secondary student in 2006 would complete 20 hours of approved community service and the very large majority achieved this. The notion behind this expectation is that service to the community should be seen as a normal part of life for everyone, rather than something special that deserves particular thanks. TAS students are expected to grow up practicing this philosophy.

International understanding was supported and encouraged at TAS in 2006 through a growing international exchange program, participation in the international Round Square Conference in Scotland, service work in Fiji and Kolkata and the GAP program that saw 7 Year 13 students from Peru, Canada, South Africa, Zimbabwe, Kenya and the UK join us for the year. TAS has long enjoyed a strong outward focus and this continued in 2006.

Our senior students again led the drive to support charitable work both locally and around the world. Our students independently worked to raise funds to send a student to an independent school in Kenya, assist the work of Mother Theresa's Sisters of Charity in Kolkata, support St Christopher's Orphanage in Fiji and help the 'Just Enough Faith' movement in Sydney which feeds and supports the city's homeless.

These practical initiatives backed the on-campus work to support respect and responsibility through leadership programs and visiting speakers.

## 12 Student, Parent and Teacher satisfaction

For the past three years each Year 12 student has filled out an extensive, confidential survey form. Results from the 2006 survey, (which 61 out of 63 students completed) confirmed the previous years' trends that there exists a high level of satisfaction amongst students with a number of key aspects of School life. It is believed that this satisfaction is mirrored in general terms by the parent body.

Some highlight results from the 2006 Year 12 survey questions included. The results were calculated from the 1-5 scoring system (from "strongly disagree" to "strongly agree") used in the survey:

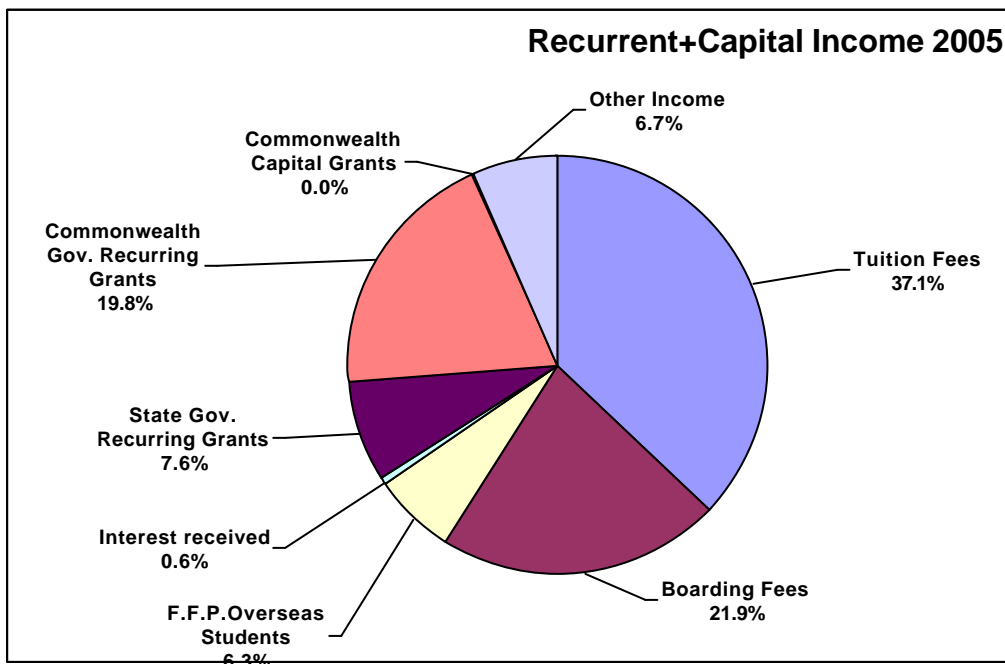
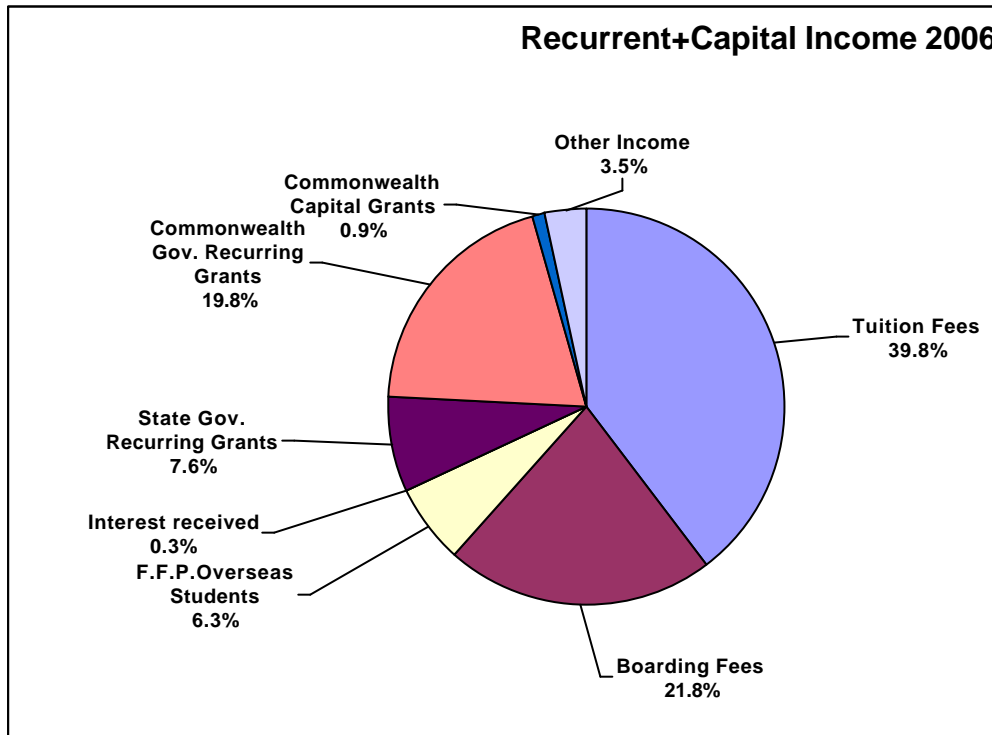
- I enjoyed boarding (96%)
- Students in need of extra help with study can get it (86%)
- Boarders and day students integrate well (Boarders 85%, Day students 73%)
- Parent satisfaction with the Headmaster is high (82%)
- The school is a safe and secure environment (81%)
- Students with high academic ability are extended (80%)
- Efforts and achievements are acknowledged (78%)
- Students are challenged in a supportive framework (76%)
- Staff willingly give their time to student activities (74%)
- Teachers have a positive attitude (72%)
- Relationships between teachers and parents are healthy (71%)
- Students receive useful feedback about their progress (70%)

Direct teacher satisfaction was reflected in the very low staff turnover between 2006 and 2007, with one retirement and only 2 out of 53 other teachers not continuing. The School enjoys very positive relationships with a healthy IEU Chapter and strong Common Room Association.

# 13 Summary financial information.

## 13.1 Recurrent/capital income

An analysis of the School's recurrent and capital income during 2006 is compared with 2005 results in the pair of graphs below. Income patterns were similar to previous years, reflecting the strong reliance on fee income from parents.



## 13.2 Recurrent and capital expenditure

The following graphs display an analysis of recurrent and capital expenditure for the 2006 year compared with 2005 expenditure. Apart from increased capital expenditure in a range of improvements and the expansion of Middle School, expenditure patterns are similar to previous years with a very large proportion spent on wages and salaries.

