

# **THE ARMIDALE SCHOOL**

## **Educational and Financial Reporting**

**2008**

## Contents

<b>1</b>	<b>REPORTING AREA 1 - MESSAGE FROM KEY STAKEHOLDERS .....</b>	<b>3</b>
1.1	School Council.....	3
1.2	Parents and Friends Association .....	4
1.3	TAS Foundation.....	4
<b>2</b>	<b>REPORTING AREA 2 - VALUE ADDED INFORMATION .....</b>	<b>5</b>
<b>3</b>	<b>REPORTING AREA 3 - SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS .</b>	<b>6</b>
3.1	Higher School Certificate Results.....	6
3.2	School Certificate Results.....	10
<b>4</b>	<b>REPORTING AREA 4 - DETAILS OF TEACHING STAFF – PROFESSIONAL LEARNING AND STANDARDS .....</b>	<b>15</b>
<b>5</b>	<b>REPORTING AREA 5 - TEACHER ATTENDANCE AND RETENTION RATES .....</b>	<b>16</b>
<b>6</b>	<b>REPORTING AREA 6 - STUDENT ATTENDANCE AND RETENTION RATES .....</b>	<b>16</b>
<b>7</b>	<b>REPORTING AREA 7 - POST SCHOOL DESTINATIONS .....</b>	<b>17</b>
<b>8</b>	<b>REPORTING AREA 8 - ENROLMENT POLICIES.....</b>	<b>17</b>
8.1	Procedures.....	17
8.2	Student population .....	17
<b>9</b>	<b>REPORTING AREA 9 - SCHOOL POLICIES .....</b>	<b>18</b>
9.1	Policies for Student Welfare .....	18
9.2	Policies for Student Discipline.....	19
9.3	Policies for Complaints and Grievances Resolution.....	19
<b>10</b>	<b>REPORTING AREA 10 - SCHOOL-DETERMINED IMPROVEMENT TARGETS .....</b>	<b>20</b>
10.1	Achievement of priorities for 2008.....	20
<b>11</b>	<b>REPORTING AREA 11 - INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY.....</b>	<b>21</b>
<b>12</b>	<b>REPORTING AREA 12 - STUDENT, PARENT AND TEACHER SATISFACTION.....</b>	<b>22</b>
<b>13</b>	<b>REPORTING AREA 13 - FINANCIAL INFORMATION .....</b>	<b>23</b>
13.1	Recurrent/capital income .....	23
13.2	Recurrent and capital expenditure.....	24

# ANNUAL REPORT 2008

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 2008 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 Reporting Area 1 - Message from key stakeholders

### 1.1 School Council

2008 has been a good year at TAS. We are in a sound financial position, with strong enrolments, continuing improvements in academic results and a number of new projects completed in 2008. Some of these generate great interest while others are mundane but no less necessary. In each case they come as a result of the support of the TAS Foundation, P&F and Old Boys. This collective support from a broad base of school family has been very significant this year and great benefit has come from it.

Council was pleased to see TAS staff and programs receive three major awards in 2008:

- Dennis Dempster (Head of Middle School) received the 2008 William Walker Award from the New England Chapter of the Australian College of Educational Leaders for his significant and sustained contribution to educational leadership in the region
- Martin Levins (Director of ICT) received the J.A. Sutherland Memorial Award for services to education from the New England Regional body of the Australian College of Educators
- The new Traineeship and Apprenticeship Program was recognised by the Australian College of Educators through the Harris Award for an outstanding education project.

Through 2008 the School Council has overseen the financial management, property development, public relations and overall strategic development of the School. 2008 sees the School in the middle year of its current 3 year strategic plan and progress on the key curriculum and facilities goals has been good. Council has worked closely on a number of major property projects this year, including;

- oversight of design and construction of the creative arts centre
- support for the successful application for funding of \$3m under the Federal Government's Trades Training Centres in Schools program in consortium with PLC and the subsequent purchase of the YCW Leagues Club
- management of St John's Church at Kelly's Plains, donated by TAS Old Boys Ted and Robert Perrott
- construction of a new school sign as part of the development of Adamsfield, funded by TAS Old Boy Bill Adams
- re-designing traffic flow and parking on the front drive

- renovations to the Headmaster's Lodge
- Renovations to the McConville Centre's kitchen and the Brown Street bus shelter, both funded by the P&F

The TAS Council has undertaken a review of the governance structure of the School during the year. In an attempt to find a structure that will work well in the good times and the tough times we have been in discussion with the Diocese about converting TAS into a company limited by guarantee where Church, Foundation, Old Boys and Parents all have an equal say in the future governance of the School. The progress so far has been substantial and the Diocese must be commended for their support and assistance throughout this process.

I offer thanks to my fellow School Councillors for their unselfish contribution to the good governance of TAS throughout the year. This group of men and women have about 80 years of collective voluntary service to TAS between them. They have had the courage to back new ideas and the wisdom to say "no" on occasions too. Thank you.

Andrew Murray  
Chairman  
TAS Council.

## 1.2 Parents and Friends Association

The P&F continued its strong support of the School through significant fundraising and assistance at the major public and family functions of 2008.

The P&F was again on hand at functions throughout the year, supporting with catering, welcoming new parents to the School and giving a family feel to student events. This included the usual support at the two swimming and athletics carnivals in Term 1, as well as the huge Primary Rugby Carnival over the Easter break. The P&F also organised its own functions, including a trivia night, family tennis day and Mothers' Day lunch. The 2008 RazzamaTAS Fete was a great success, with beautiful weather and a big, happy crowd.

The two main projects for the year were the upgrade of the McConville Centre kitchen and the purchase of a new bus to replace the coaster donated by the P&F some years ago. In addition, the P&F once again donated two kayaks to upgrade the Hawkesbury Classic fleet, repaired the kiln, rejuvenated all the school gates, created a new Middle School garden, created a new Junior School bus shelter, purchased a new tent for use at functions and made provision for the future replacement of Backfield seating. At the same time the P&F continued its regular contributions to the production of our quarterly publication 'Binghi', the Year 10 excursion to Canberra and the New Zealand Rugby Tour.

There is no doubt that 2008 was a busy, productive and happy year for the P&F and the sense of community created through its activities was the greatest reward of all.

## 1.3 TAS Foundation

The TAS Foundation celebrated its Silver Anniversary in 2008 and marked the year with renewed energy and enthusiasm directed toward increasing the profile and activity of the Foundation amongst the school community.

The Foundation was formed 25 years ago by staff, parents and old boys who were concerned that the school preserved its distinctive character and maintained its financial independence. The funds raised, donated or bequeathed to the Foundation are directed back to the school through its buildings and through the scholarships and bursaries it is able to offer TAS families.

The biggest project the Foundation was focused on during the course of the year was to provide additional funding to ensure the successful completion of the new Creative Arts Centre, which opened in March 2009. This is a unique performing space for our students and is a wonderful addition to the Armidale theatre community. It has only been made possible by the exceptionally generous donation by TAS Old Boy Mike Hoskins (1971-72), who has also been integral in the design of the building itself.

Involving TAS Old Boys in the life of the School is one of the main drivers of the Foundation, and having Ian Kiernan (1952-58) as guest speaker at the Foundation's inaugural AGM Dinner in May was a sign of that intention. Ian has been working closely with staff and a band of students on several sustainability projects for the School and we are expecting this involvement to be longstanding.

We have also been the very fortunate recipients of much generosity from Old Boys in the past year with donations such as the white picket fence for the cricket field, St John's Church at Kelly's Plains, cedar cabinets and many seas for the Creative Arts Centre.

However, the success of the Foundation not only depends on the generosity of the Old Boys' network, but also the engagement with parents, both past and present, staff and the community. While the Foundation has been involved in all aspects of the school calendar this year, there is still much to be done to inform people of the benefits that the Foundation provides to the School and its students and how very grateful we are for all forms of donation.

Despite the financial market downturn that has affected the world so dramatically over the final months of this year, we consider that the Foundation owns a quality asset portfolio. The performance of the Foundation's assets, like those of most Australians, has fallen in line with the global capital and financial markets. However, our independent Foundation investment Committee's conservative and practical management approach to investing our funds means that the Foundation invests for the long term in quality assets which will rise and fall with the markets. Although the value of the portfolio has fallen this year, the value of the assets will recover once market conditions improve in the coming years.

The economic gloom has not dampened our enthusiasm for the notice we received from the ATO during November that our Scholarship Fund has been granted Tax-Deductibility status. This allows any donation to this fund to be tax-deductible which makes a significant difference for our fundraising opportunities.

On behalf of the Foundation Board I would like to thank most sincerely all members of the TAS Foundation, all parents who have given so generously to the Voluntary Building Fund and our Moo 2 raffle, all staff who have donated or attended Foundation events and our Old Boys who have such an enduring enthusiasm for the School. It is your commitment to the future of the School that has enabled the Foundation to provide funds for 70 scholarships and bursaries and to help create the latest and most magnificent building to grace the TAS environment.

Geoff Allen  
President  
TAS Foundation

## **2 Reporting Area 2 - Value Added Information**

Adding value to the student experience is central to the School's mission and this comes in many forms through both the academic and extracurricular programs. TAS is a non-selective school and our intake at secondary level is generally representative of the state average. This was true again of the 2008 HSC cohort, yet their results were significantly above the state average, particularly for boys.

Value is also added through the individual tailoring of the academic program. This occurs through the balanced resourcing of the extension and enrichment program and the learning support area. In addition, the

new Traineeship and Apprenticeship program has provided pathways through to the HSC for a number of students now in Year 11.

The award winning TAS Activities Program promotes character and skill development opportunities for all students from Year 6 to 12. The range of activities, from Rangers for Year 6, Cadets, Pioneers, Rural Fire Service and Surf Life-saving challenges students in ways that prepares them for life well beyond school.

TAS has been a member of the global Round Square organization for over 10 years. This collection of around 60 schools in every continent provides our students with opportunities to attend leadership conferences, exchange with students from other countries and join expeditions and service projects locally and around the world.

Complementing the Activities Program and Round Square activities, all students in Years 9 and 10 are enrolled in the Duke of Edinburgh Scheme at Bronze and Silver levels respectively. This fits well with the extensive sporting and community service programs that every student is involved in.

Binding all of this activity together is the spiritual life of the School and the Christian values that underpin every aspect of school life.

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

### 3.1 Higher School Certificate Results

Sixty two students completed their HSC this year with only 1 of these accumulating results over 2 or more years. Four of the students (6%) 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 332 HSC exams in 33 Board subjects and completed studies in 4 additional TAFE courses. Five of the HSC courses fell under the banner of Vocational Frameworks: Hospitality, Construction, Information Technology, Metals and Engineering, and Primary Industry Studies. These figures are testimony to the broad spectrum of opportunities available to TAS students that cater for Extension through to Vocational needs.

**The outstanding results of the top 4 students (6.8%) who achieved a UAI in excess of 95 was pleasing.** We also had another 2 students with UAIs above 90 (10.3% above 90) which is reasonable 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 62 students, whilst still extending the top candidates, is an important facet of a small school.

**Fifteen students achieved UAIs in excess of 80 which was 26% of the candidature who qualified for a UAI.** This is close to state average. The median UAI for the TAS candidature was not known at the time of publication.

Thirteen students were mentioned in Distinguished Achiever Lists and there were 22 mentions overall (plus 3 notional Band 6 results in Ext 2 Maths). These involved 15 of the BOS subjects studied. This represents 7.5% Band 6 results compared to total exams sat by the cohort over two years and placed us outside the top 200 list (cutoff at 8.24%). **There were 5 Band 6 results in the 4 Maths courses studied placing TAS in the merit list of schools for Maths (SMH)**

#### Subject Results

Thirty seven subjects (40 in 2007) were studied by TAS students as part of their HSC Course. **TAS students sat for 332 BOS exams and received 25 Band 6 results (7.5%). These results occurred across 15 subjects and involved 13 students (21% of the cohort)**

The subjects were divided into the following categories.

**TABLE 1 – Courses Offered**

Matriculation Courses		Non-matriculation courses	
Internal	External	Internal	External
22	11	1	3

Of the 22 matriculation subjects (can contribute to a UAI) taught at TAS, 13 recorded means above the state average with almost half achieving means of 0.25 SD or better above state. This is not necessarily a measure of the strength of our teaching but rather the strength of the various subject candidatures. It is important to compare individual's results in a subject with how they went in their other subjects. Some courses also had co-ed or small candidatures, making it impossible to make valid comparisons.

The subject breakdown is summarised below.

	No of subjects	Notes
Greater than 0.5 below state	2	Maths 2U and Ext 1 Maths
Between 0.25 and 0.5 SD below state	4	English Adv and ESL, SDD, IT
Less than 0.25 SD below state	3	EES, English Std and Physics
Less than 0.25 SD above state	7	D&T, Ecos, Leg St, Chem, Bus St, Agric, Eng Ext 1
Between 0.25 and 0.5 SD above state	1	Gen Maths
Greater than 0.5 SD above state	5	Mod Hist, PDHPE, PI, Vis Arts, Chinese Beg

Note: SD stands for standard deviation.

### Conclusions:

Traditionally, we have been achieving around 5% to 6% Band 6 results except for very strong years in 2004 and 2007. This year's achievement of 7.5% Band 6 marks is a definite improvement on the norm for year groups of this size. It was pleasing to see so many students (21%) achieve a Band 6 result and in such a

wide range of subjects (15). We seemed to have strengths this year in Gen Maths, PDHPE, Agriculture/PI, Chem and D&T, English Ext and most HSIE subjects.

The number of Band 5 or 6 results involved 125 out of 332 exams sat (including accelerants). This is 38% of all exams and seems to be a reasonable performance (37% in 2006, 42% in 2007).

We now have an established pattern of supervised study, online and live HSC tutoring and an annual study camp. We report annually on our results and have engaged a professional service to analyse those results.

It would seem, that given a reasonably sized cohort, we have lifted our results in the life of the last Strategic Plan. The last three years have seen Band 6 percentages above 7% when they previously hovered between 5 and 6%. As this was one of our main goals, it is a pleasing result. However, the benchmarks, such as the top 200 schools list, are also increasing and a goal of 10% Band 6 results is still the aim for cohorts of a reasonable size.

We need to ensure that the top students in every subject are given every chance to achieve a result in Band 6. And make sure that our programs differentiate for those students.

**Table 2 Candidate Summary 2008**

	<b>Matric</b>	<b>Non-matric</b>	<b>Total</b>
HSC Candidates	58	4	62
Accelerants	na	4	4
Subjects attempted	33	4	37

UAI	>90 = 6 (10.3%)	>80 = 15 (26%)	Median tba
Top band in subject	1 subject 7 students	2 subjects 2 student	3+ subjects 4 students
Students in Band 6 Source: School Results list	13 incl 1 accelerant (21%)	332 exams 25 Band 6 7.5%	Rank in top schools list >200

Note: There is a difference between Band 6 results and the Distinguished Achievers list published in the media. The latter only includes Band E4 results and not Notional Band 6 results in Maths Ext 2 that are E3 marks. The top schools list does not include Band 6 results obtained by the cohort in the previous year as accelerants. The table above includes the 3 notional Band 6 results in calculations as has been the practice in past years. This allows for valid comparisons between years.

**TABLE 3 - Candidate Summary 2007**

	<b>Matric</b>	<b>Non-matric</b>	<b>Total</b>
HSC Candidates	67	8	75
Accelerants	na	1	1
Subjects attempted	37	3	40
UAI	>90 = 12 (17.9%)	>80 = 24 (35%)	Median = 74
Top band in subject	1 subject 8 students	2 subjects 4 student	3+ subjects 6 students
Students in Band 6 Source: School Results list	18 incl 2 from 2006 (24%)	413 exams 40 mentions 9.7%	Rank in top schools list 141

### 3.2 School Certificate Results 2008

Table 4

Band	English		Maths		Science	
	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)
6	3 (4.4)	(5.9)	5 (6.4)	(7.3)	7 (10.3)	(6.0)
5	20 (29.4)	(32.6)	17 (21.8)	(18.1)	18 (26.5)	(26.0)
4	40 (58.8)	(37.8)	24 (30.8)	(23.9)	35 (51.5)	(33.4)
3	5 (7.4)	(19.8)	27 (34.6)	(29.6)	7 (10.3)	(21.4)
2	0 (0)	(2.0)	5 (6.4)	(18.8)	1 (1.5)	(9.5)
1	0 (0)	(0.4)	0 (0)	(0.7)	0 (0)	(2.3)
None	<u>0</u> (0)	(1.5)	0 (0)	(1.5)	0 (0)	(1.5)
	<b>68</b>	83 057	78	83 217	68	83 023
Band	History		Geography		Computing	
	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)
6	2 (2.9)	(5.5)	5 (7.4)	(6.7)	HCOMP 55 (80.9)	(57.3)
5	17 (25)	(17.5)	8 (11.8)	(21.5)	COMP 13 (19.1)	(40.9)
4	24 (35.3)	(27.6)	46 (67.6)	(37.4)	CND <u>0</u> (0)	(0.4)
3	23 (33.8)	(32.1)	8 (11.8)	(23.6)	None 0 (0)	(1.5)
2	2 (2.9)	(13.4)	1 (1.5)	(7.5)		
1	<u>0</u> (0)	(2.3)	0 (0)	(1.8)		
None	<u>0</u> (0)	(1.6)	0 (0)	(1.5)		
	<b>68</b>	83 071	68	83 069	68	83 193

## School Certificate Results 2008

**Table 5 - Course Averages vs State**

Course Name	No. of students	School Exam Mean	State Exam Mean	School vs State Variation in Std Deviations
English Literacy	68	78.07	76.63	0.16
Mathematics	78	73.3	70.67	0.21
Science	68	78.54	73.61	0.42
Aust History	68	73.79	70.58	0.28
Aust Geography	68	75.99	73.52	0.22
Computing Skills	68	86.18	80.71	0.51

**Table 6 - Band Groupings by Course vs State 2008**

Band	English		Maths		Science	
	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)
<b>6</b>	3 (4.4)	(5.9)	5 (6.4)	(7.3)	7 (10.3)	(6.0)
<b>5 + 6</b>	23 (33.8)	(38.5)	22 (28.2)	(25.4)	25 (36.8)	(32)
<b>1 + 2</b>	<u>0</u> (0)	(2.4)	5 (6.4)	(19.5)	1 (1.5)	(11.8)
Band	History		Geography		Computing	
	School (%)	State (%)	School (%)	State (%)	School (%)	State (%)
<b>6</b>	2 (2.9)	(5.5)	5 (7.4)	(6.7)	HCOMP 55 (80.9)	(57.3)
<b>5 + 6</b>	19 (27.9)	(23)	13 (19.2)	(28.2)	COMP 13 (19.1)	(40.9)
<b>1 + 2</b>	2 (2.9)	(15.7)	1 (1.5)	(9.3)	CND <u>0</u> (0)	(0.4)

# Analysis

## Beginning with Table 5,

- if we look 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 and History exams were considerably harder than others as evidenced by the lower means, both State and School.
- There is some consistency in the variations (last column) for English, Mathematics, Geography and History. As a group, they are only marginally above state average in most areas at the end of Year 10
- Science and Computing Skills have doubled the variation of the other subjects. This suggests that this year group have particular strengths in these two areas. It could be argued that the considerable increase in the exam mean for Computing Skills has resulted from the introduction of the laptop program.
- These results are not as strong in relation to the state as the 2006 results but are an improvement on the very weak results of 2007.

**Conclusion:** This year group is midway between the present Year 12 and Year 11 in ability at this point with strengths in Science and Computing Skills.

**Moving on to Tables 4 and 6,** analysis of Bands in each subject area involves three main measures: Band 6 results, Band 5 and 6 results vs State and Band 1 and 2 results vs State, Comparisons with previous years can also be made by referencing the appendices. Table 3 looks at the three main measures.

- Historically, we would expect to match, or marginally better, State results in Band 6 in all subjects. This has not always been the case as evidenced by the 2003 and 2006 results. This year, we were very close to state figures in Band 6 for all subjects with English and Maths just below State. History was well below state in Band 6 terms with only 2 students achieving that level.
- The weaker Band 6 performance is only a concern if the next measure (Band 5 + 6) is also weak compared with the state. Unfortunately, this is true for both English and Geography, with English behind state in both measures. History made up considerable ground in the Band 5+6 measure with 17 students getting a Band 5 result. This suggests that the Ext Hist elective is worthwhile.
- Generally, our strength lies in the combined Band 5 and 6 results in most years. Whilst our Band 6 results will not be much above state, the combined Band 5 and 6 results usually surpass state. This is not as evident this year with Maths, Science and History above state but only by 3 – 5%.
- This latter point is consistent with our own grading of the year group
- Band 1+ 2 results are again pleasing with all well below state.

### 3.3 Literacy & Numeracy Assessments in Years 3, 5, 7 & 9

#### Tables of school performance

TABLE 7 - 2008 NAPLAN Test – percentages above benchmark

2008 NAPLAN	Year 3		Year 5	
	Percentage of students achieving National Benchmarks (above Band 1)		Percentage of students achieving National Benchmarks (above Band 3)	
	School	State wide	School	State wide
Overall Literacy	100%	98%	100%	96%
Numeracy	100%	97%	100%	95%

TABLE 8 - Percentages in skills bands

2008	Year 3				Year 5			
	Bands 6-5		Bands 4-2		Bands 8-7		Bands 6-4	
	School	State	School	State	School	State	School	State
Overall Literacy	79%	49%	21%	49%	39%	32%	71%	64%
Overall Numeracy	71%	40%	29%	57%	30%	26%	69%	68%

**TABLE 9 - NAPLAN results – percentages above elementary performance**

<b>2008 NAPLAN</b>	<b>Year 7</b>		<b>Year 9</b>	
	<b>Percentage of students achieving National Benchmarks (above Band 4)</b>		<b>Percentage of students achieving National Benchmarks (above Band 5)</b>	
	<b>School</b>	<b>State wide</b>	<b>School</b>	<b>State wide</b>
<b>Overall Literacy</b>	100%	96%	96.7%	94%
<b>Numeracy</b>	100%	97%	99%	95%

**TABLE 10 - Percentages in skills bands**

<b>2008</b>	<b>Year 7</b>				<b>Year 9</b>			
	<b>Bands 9-8</b>		<b>Bands 7-5</b>		<b>Bands 10-9</b>		<b>Bands 8-6</b>	
	<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>	<b>School</b>	<b>State</b>
<b>Overall Literacy</b>	37%	26%	63%	70%	30%	21%	70%	73%
<b>Overall Numeracy</b>	51%	34%	50%	64%	32%	28%	67%	68%

## 4 Reporting Area 4 - Details of teaching staff – Professional learning and Standards

TABLE 11

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	57
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	2
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.

### Professional Development Undertaken

The following professional development was undertaken by staff in 2008:

• WRAP course	• VOSA Childhood conference
• ITSC Course and Conferences	• Skills in Narrative Therapy
• School Nurses Conference	• Primary Mathematics
• COGE Course	• DET P.E. Course
• Economics Conference	• New Scheme Teachers Inservice
• JSHAA meetings	• Cert IV - Building
• 'Surviving or Thriving'	• AASN Conference
• NIDA Course	• Drama Inservice
• Cert IV in Fitness	• UNE – ESL Training
• NSW DPI Beekeeping Course	• Orff
• 'Tournament of Minds' Workshop	• New HSC Syllabus Seminar
• English Teachers' Conference	• AIS – Learning in the Digital Age
• Gifted and Talented (2)	• SCAN Workshop
• AIS Stage 6 English	• Mathematics Conference
• IT Integrators Conference	• PE Inservice Brisbane

## 5 Reporting Area 5 - Teacher Attendance and Retention rates

In 2008, 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 2007 to 2008 was 100%, while the actual retention rate was 94% (being 3 replacements out of 57 staff members).

## 6 Reporting Area 6 - Student Attendance and Retention Rates

There were 970 full and 90 part student-days absences from School during the course of the 2008 Academic year. This equates to an average attendance rate for the year of 98.8%, which is similar to the rate for 2007.

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 12 - 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%
2005/2007	79	75	69	95%	87%
2006/2008	67	68	62	101%	93%

## **7 Reporting Area 7 - Post School Destinations**

Thirty two students were accepted through School recommendation schemes into UNE and 2 into Southern Cross. A further two were accepted by Charles Sturt University.

Unfortunately, of the remaining candidates it is not known at this stage how many accepted offers from other institutions or intended to undertake further study at TAFE, etc.

## **8 Reporting Area 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 time of the August 2008 census the School had 588 students of whom some 398 were in the secondary school, where there were slightly more numbers of boarders (at 207) than there were 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 Reporting Area 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

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures were in place (or modified) during 2008:

**TABLE 12**

Policy	Changes in 2008	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements</li> <li>• preventative strategies</li> <li>• reporting and investigating "reportable conduct"</li> <li>• investigation processes</li> <li>• documentation</li> </ul>	Reviewed - unchanged	Parents may request a full copy by contacting the Headmaster's Secretary
Policies encompassing <ul style="list-style-type: none"> <li>• emergency procedures</li> <li>• travel on school-related activities</li> <li>• procedures for security of the grounds and buildings</li> <li>• use of grounds and facilities</li> <li>• equal opportunity</li> </ul>	Reviewed - unchanged	Parents may request a full copy by contacting the Headmaster's Secretary or by accessing the website <a href="http://www.as.edu.au/docs/index">http://www.as.edu.au/docs/index</a>
Supervision Policy encompassing <ul style="list-style-type: none"> <li>• duty of care and risk management</li> <li>• levels of supervision for on-site and off-site activities</li> <li>• guidelines for supervisors</li> </ul>	Reviewed - unchanged	Full text in <ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• School intranet</li> </ul> Parents may request a full copy by contacting the Headmaster's Secretary
Codes of Conduct Policy encompassing <ul style="list-style-type: none"> <li>• Code of conduct for staff and students</li> </ul>		Full text in <ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• Student diary</li> </ul>

Policy	Changes in 2008	Access to full text
<ul style="list-style-type: none"> <li>• Behaviour management</li> <li>• Mobile Phone Policy</li> <li>• Motor Vehicle Policy</li> </ul>	Reviewed - unchanged	Parents may request a full copy by contacting the Headmaster's Secretary
Pastoral Care Policy encompassing <ul style="list-style-type: none"> <li>• the pastoral care system</li> <li>• availability of and access to special services such as counselling</li> <li>• health care procedures</li> <li>• critical incident policy</li> <li>• homework policy</li> <li>• attendance &amp; absentee policy</li> <li>• Medical Centre policies</li> </ul>	Reviewed - unchanged	Full text in Staff handbook. Text of health and homework policy in <ul style="list-style-type: none"> <li>• student diary</li> <li>• parent information booklet</li> </ul> Parents may request a full copy by contacting the Headmaster's Secretary

## 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 2008 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 Reporting Area 10 - School-determined improvement targets

During 2008 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 2008

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 student goal setting program</li> <li>• Continued and expanded student tutor program.</li> <li>• "Pilgrimage of Hope" to India</li> <li>• Fiji orphanage expedition</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>• Design and launch of SBT/ SBA program</li> <li>• Continued review and investigation of HSC results</li> <li>• Refinement of the Academic Award scheme</li> <li>• Investigation of extension classes</li> </ul>
<b>Boarding</b>	Developing the boarding experience across the School	<ul style="list-style-type: none"> <li>• Further development of the 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>• Continuation of the 1:1 Student Laptop Program for all students from Year 3 to Year 11</li> </ul>
<b>Extra curricular</b>	Programme development	<ul style="list-style-type: none"> <li>• Strengthening of Duke Of Edinburgh Award scheme through increased participation in years 9, 10 and 11</li> <li>• Hawkesbury Canoe Classic.</li> <li>• Round Square student conferences.</li> <li>• Large number of sporting achievements throughout the year.</li> </ul>

Area	Priorities	Achievements
		<ul style="list-style-type: none"> <li>• Outstanding achievements of the school's "Cattle Team" and Poll Hereford Stud in the local shows.</li> </ul>
<b>Creative Arts</b>	Improvement of Facilities	<ul style="list-style-type: none"> <li>• Continuing building of the Creative Arts Centre.</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 Reporting Area 11 - Initiatives promoting respect and responsibility

As a Christian School, the values of respect and responsibility are key to the School's mission. This is applied not only through Christian Development classes and chapel services, but also through the number of Christian youth groups that operate throughout the School with strong student leadership.

TAS has a strong program of Christian service, both locally and further afield. Each year a group of senior students spends school holiday time in Sydney working with the homeless. In addition a large group of Year 8 students travels to Fiji to work in a church run orphanage. These activities complement the significant charity fundraising which is led by our senior students.

Community service is a compulsory part of the TAS program for all students from Years 6 to 12. Students choose their own service work and hours are logged and reported to parents. The central aim of this program is to encourage the belief that serving within one's community is a normal part of life and not something extraordinary that deserves special recognition.

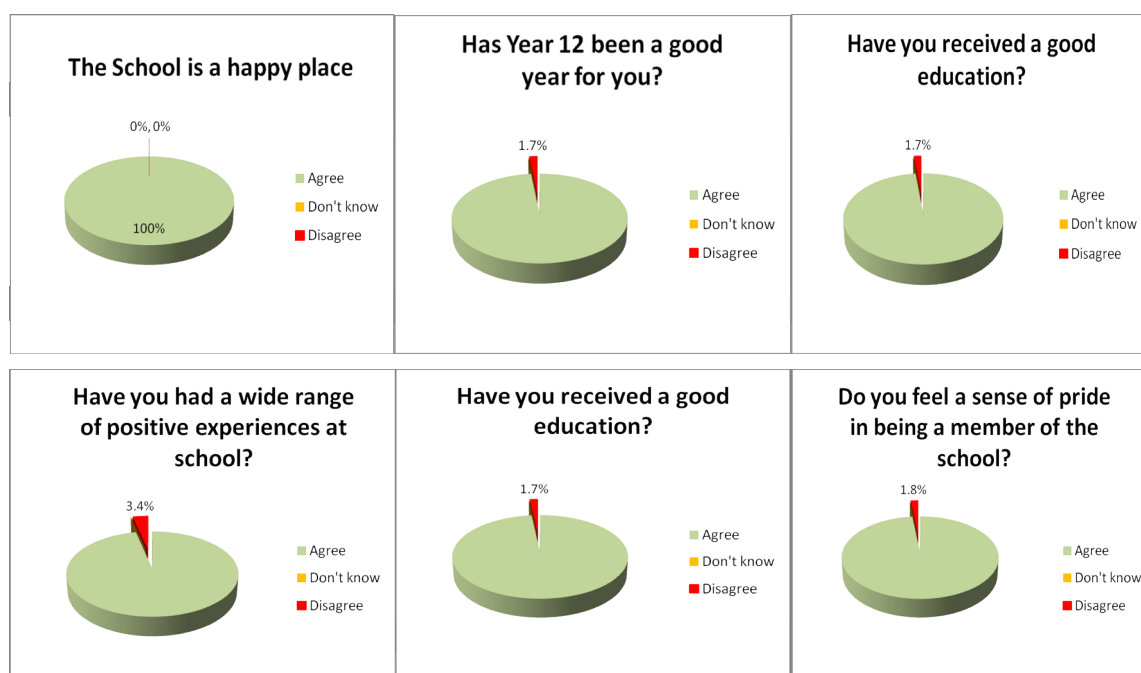
The NAIDOC Week program in 2008 focused on respect for the indigenous people and culture of Australia as well as our responsibility for engaging with it. The program was led by indigenous students within the School and was a great success.

## 12 Reporting Area 12 - Student, Parent and Teacher satisfaction

For the past four years each Year 12 student has filled out an extensive, confidential survey form. Results from the 2008 survey, (which 58 out of 62 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 2008 Year 12 survey questions are shown below. The results were calculated as a percentage from the 1-5 scoring system (from "strongly disagree" to "strongly agree") used in the survey:

||



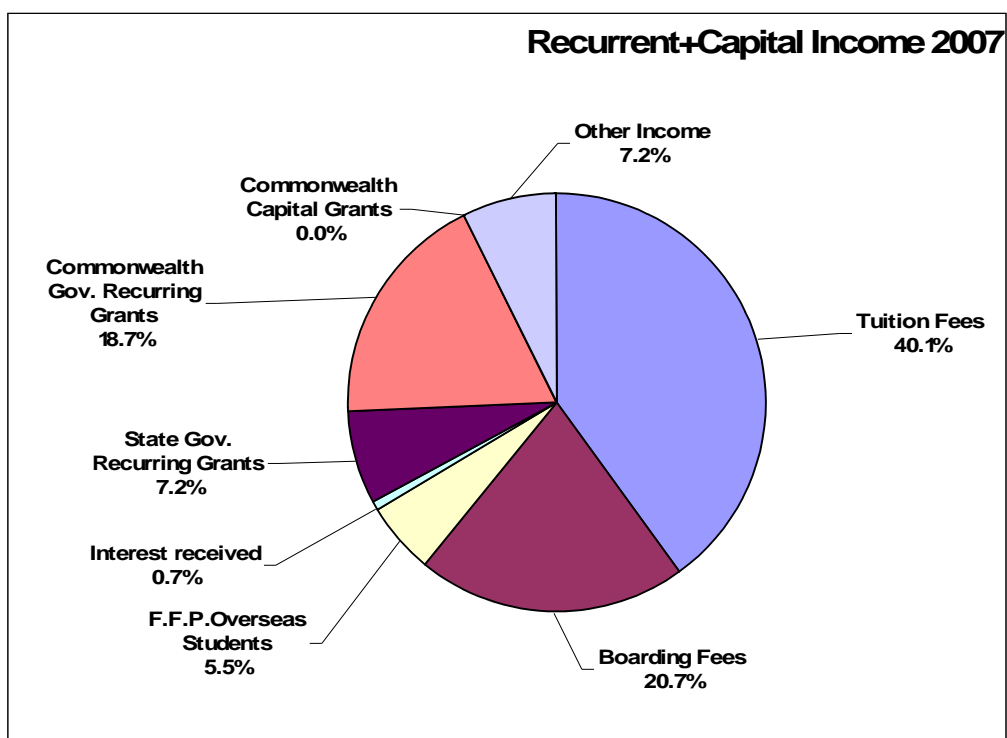
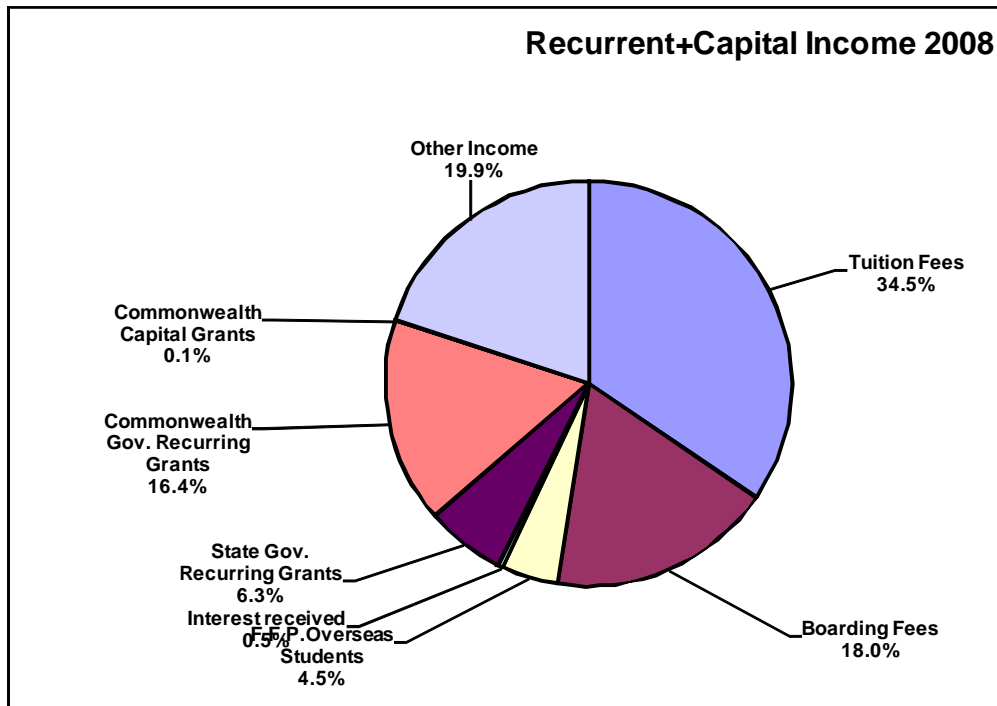
Direct teacher satisfaction was reflected in the very low staff turnover between 2008 and 2009, with only 4 out of 58 other teachers not continuing.

The School continues to enjoy very positive relationships with a healthy IEU Chapter and strong Common Room Association.

# 13 Reporting Area 13 - Financial information.

## 13.1 Recurrent/capital income

An analysis of the School's recurrent and capital income during 2008 is compared with 2007 results in the pair of graphs below. Apart from a larger amount of 'Other Income', being donations to complete a building, the 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 2008 year compared with 2007 expenditure. Expenditure patterns are similar to previous years with a very large proportion spent on wages and salaries.

