The Armidale School
ABN: 17 141 108 241

Educational and Financial Reporting

2016
The Armidale School
Annual Educational and Financial Report
2016

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1. Message from Key Stakeholders

1.1. Board of Directors - Chairman’s 2016 Speech Day Report

Mr Sebastian Hempel

Guest of Honour Mr Adam Marshall MP, Headmaster Mr Murray Guest, members of the Board, members of staff, distinguished guests, ladies and gentlemen, students of TAS.

I welcome you all to this annual special event - a Speech Day in December at The Armidale School.

Here we are at the end of an amazing year at TAS.

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 five years later, the School is in great shape and well on the way to achieving the Vision.

Our confidence in the School’s growth inspired the School in early April of this year to begin the creation of a ‘Master Plan 2030’. Well regarded architects BVN have been working with the School, and have created a wonderful blueprint for our campus here in East Armidale. The Board formally adopted the Master Plan 2030 at its meeting in November. A key driver for the master plan is the School’s move to a co-educational environment at the beginning of 2016. This exciting new phase of growth is anticipated to see an increase in student numbers from approximately 620 in 2017 to almost 900 in 2030, with an associated and significant increase in boarders and staff.

The Master Plan 2030 represents the culmination of five months of intensive study by the Master Plan team and key stakeholders within the School. It establishes a clear framework...
for the development of the main school campus, Meadowfield and Doody Park sites over the next 15 years, in line with the School’s long-term vision.

The Armidale School is quite unique in character, both in the quality of its existing campus and grounds, its values and philosophies, but also in the passion and commitment of staff, students, and the wider School community. The master planning team has endeavoured to capture and reflect this passion in the final master plan. Thank you to those parents and students that participated in the consultation sessions.

A summarised version of the Master Plan and the updated Vision 2030 will be prepared and sent to our community in Term 1 next year.

In Term 4 2015, a handful of new girls started their Year 12 curriculum so they could sit the HSC exams at TAS in 2016. At the start of this year our Middle and Senior School welcomed many more boys and girls into their classrooms. Today there are 81 girls at the school. I want to thank the School community for supporting the introduction of co-ed this year that I believe has to be celebrated as successful.

In particular, I want to thank our students for their acceptance of... Well what? I was going to say the changes, but I don’t really feel that much has changed in terms of their classes, activities or co-curricular opportunities, or values. What has been obvious to all of us is the natural and easy acceptance of broader female participation in life at The Armidale School.

TAS is governed by a public company with management overseen by a board of nine directors comprising seven men and two women. All directors provide their services on a voluntary basis, and there were no changes in the composition of the Board during the last 12 months. I thank all of my fellow Directors for their contribution to the stewardship of the school this year.

While sensitive to the needs of parents, students and the community, the Board - in a corporate sense - reports and is accountable to the 24 members of The Armidale School Company who, as I have said publicly before, represent our deep roots into the New England and broader community. In May this year we welcomed three new members to this important group. Mr Andrew McConville is a new Category O Member representing the Old Armidalians’ Union, and Mr Jock Hudson is a new Category F Member representing the TAS Foundation. Both are Old Boys from the 1985 Year 12 cohort.

Mrs Margie Roberts is a new Category P Member, a former P&F President (as well as a current parent) and we welcome her to this group.

Judge Peter Johnstone, Mr Philip Smith and Mrs Rosemary Marshall all retired from membership early this year after their six year terms ended. We thank each of them for their service to the School.
TAS is experiencing growth, represented by strong enrolments and future enrolment interest, that is virtually unprecedented. Our enrolments office, led by our Registrar Mrs Pip Warrick, has had a very busy 18 months and I thank Pip for her stewardship.

What I do want to stress to you is that, noting that in some areas boys boarding is close to being full, the School does not plan, and has never planned, to reduce boy numbers to make enrolment places available for girls. Some other schools going co-ed have had to do that in one way or another, but we have capacity in terms of teaching space and resources to manage for growth.

What we are experiencing though, is a steady increase in the number of boarders from Years 6 to 12, and we expect to commence Term 1 of 2017 with many more new boarders and day students that I’m sure will be made to feel welcome.

The Board is also confident of further enrolments of boys and girls into 2018. These numbers were, quite frankly, perhaps dreamt of, but not able to be predicted during 2015 when co-ed planning was underway.

As the first project under the Master Plan, this has required the School Board, perhaps a couple of years earlier than had been expected, to draw up plans for a new 60 bed boarding house to be built between the Hoskins Centre and Middle School during 2017 and that will be ready for Term 1 in 2018.

I am pleased to announce that yesterday the Board approved the starting of this significant building project over these summer holidays, and I understand that Armidale Regional Council development approval is expected shortly.

There are many 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 continued dedicated service to the School and his leadership in this next chapter of the School’s wonderful history.

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

Can I please also publicly acknowledge the P&F and their executive and broader membership, and the support the P&F provides to the School in so many different ways.

Recognising the co-ed future of this school, the TAS Old Boys’ Union changed its name to the Old Armidalians’ Union during the year and I want to thank its Committee under the leadership of its President Graham MacDougall and its Honorary Secretary, Tim Hughes, and
all the work they do in supporting the school and actively participating in its governance.

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, and specifically its Board led by its Chairman, John Grant.

The Foundation is an important charitable institution linked to the School, set up in 1983 and raising funds through gifts, donations and other bequests. The School would not be where it is today without the ongoing financial support of the Foundation, both in the areas of student fees subsidies, and financial assistance for building and other large projects. I thank those of you who continue to support the Foundation where and when you can.

Mr Sebastian Hempel

Chairman

1.2. HEADMASTER - Headmaster’s 2016 Speech Day Report

Mr Murray Guest

Guest speaker Mr Adam Marshall, Chairman and members of the School Board, Principal of NEGS Mrs Mary Anne Evans, special guests, ladies and gentlemen, TAS students.

It will come as no surprise that 2016 has been another historic year for TAS and a milestone in the ongoing journey of the School. When the announcement to set sail on this new course was made in March last year there was much excitement and a good deal of trepidation. What was clear at that time though was that whilst there were many unknowns, a clear purpose to grow the School, and to do so by introducing co-education, had been made and that the Board and School Executive had every confidence that it would lead to positive outcomes for the current and future generations of TAS students and the health of the School as a whole.

For the record, we began 2016 with 55 girls enrolled and we finish the year with 81. This unprecedented growth through the course of an academic year can only be seen as a vote of confidence in the decision to embrace co-education, and a response to the success that our first senior girls have enjoyed.

Many of you will have noticed that three other old and prestigious schools – Canberra Grammar, Guildford Grammar and Barker College, have made the decision to introduce full co-education, since our announcement, continuing a trend that is now decades old and reflects the desire of even very traditional schools, to reflect the modern world.

The growth in our enrolment through the year has already had benefits for the School and
with record levels of enrolment enquiries through the year for 2017 and beyond it is clear that this growth and those benefits will continue into the future. The majority of the girls who have joined us this year have come from beyond Armidale and there are more girls being educated in Armidale in independent schools in 2016 than previously, as was our original aim, and this is very pleasing.

Our expectations for our girls in Middle and Senior School are, and will remain, the same as they have been for our boys for so many years and our experience in 2016 has affirmed our understanding that girls can aspire to and achieve, just as our boys do.

The change to co-education is no small matter, for any school as those who have made the decision recently, will attest and the responsibility for it, rests with the school board. The TAS Board has been keenly attuned to the process of our restructuring and the progress we have made this year and it has been perhaps been a busier and weightier year than any before for our key decision makers and we have certainly needed that support.

**Impact of Growth – Development rather than Change**

What the growth in the school population through co-education means for TAS is greater specialisation for teachers in their chosen areas of expertise, greater capacity for innovation in new programs and a broadened subject offering and choice for our Senior School students. It also means new facilities for all students, such as new boarding furniture for senior boys’ houses with more to come for younger groups, an impressive new Year 12 Common Room that is being used well and the reinvigoration of our Trade Training Centre that has injected new energy and interest in it.

There has been a good deal of talk about change in these developments, but for those of us on the ground here, the reality has been about the development of our programs, rather than any shift in direction. Our focus remains on presenting broad and challenging programs for our students, now both boys and girls. In particular, the focus on developing academic culture continues and there is no doubt that we are now a more academically motivated school than we have ever been. The message of expectation that all our students must strive to present their very best efforts, regardless of their natural academic abilities or inclinations or career aspirations, becomes clearer each year and we make no apologies for pushing students to adopt a growth mindset in the classroom and in their study routines.

This comes without compromising the expectation that every student will be as busy and engaged in healthy activities beyond the classroom as they are in it: in their chosen sports, in the bush and Activities program, in the creative arts, in developing a personal culture of service and in being willing to take risks and embrace new experiences. This belief in a comprehensive school experience that challenges and develops character flows from a Christian worldview that aspires to see our students to think biblically and live accordingly. Whilst every student will take his or her own position on their beliefs, that the actions of the student body as a whole reflect our Christian worldview is important to us.
Electives for Years 9 and 10

As part of these developments our elective program for Years 9 and 10 was radically restructured this year to more than double the choice previously available and enable students to move to new subjects in each of their three elective lines each semester, much as they would be able to do at university. This possibly unique structure allows students to experience many more subjects than is possible at other schools, to avoid the disappointment of being locked into a subject for two years that they find unsuitable and to become much better informed for their HSC subject choices at the end of Year 10. Reading the end of year reports for these year groups over the past week or so has supported our understanding that students are highly motivated when they have the choice to follow their passions and there is no surprise in this. New students coming to TAS in 2017 have shown keen interest in the choice now on offer here and it has had a very positive impact on the School in wide terms. I again offer thanks and congratulations to our Director of Studies Mrs Seonia Wark who designed and implemented this innovative new structure. That there has been keen interest from other schools in the way that it operates is testament to its general appeal for students.

Thanks to Support Groups and Staff

The role of the TAS Foundation has been central to our key developments this year. The immediate growth in student numbers and facilities required this year and into the future would simply not be possible without additional assistance from them. The financial support from the Foundation to replace boarding house furniture and to secure the funding for our new boarding house to be built in 2017 has freed the TAS Board to make the key decisions necessary for us to move ahead and this has called on the Foundation Board’s substantial experience and skill as bold and important decisions are made.

Separate to this, another significant donation from Mr Mike Hoskins, in the very real form of the statue entitled The Spark, is now on display in the Hoskins forecourt celebrating very visibly the value we place on the creative arts and how the long legacy of performance, continues at TAS. It’s a reminder of how much we have benefitted from the support of donors to the Foundation through the years. Similarly, developments of the significance made this year need to be supported by those on the ground: students, teachers, parents and friends of the School, so that the tone of what we do here remains positive and energetic and we keep moving forward. Our P&F has been united in this and I have been keenly aware that even those who were sceptical or opposed to the announcement last year have been motivated to see it work and thoroughly positive in their actions. Beyond the fundraising, functions and events that occupy so much of our volunteers’ energies, it has been their encouragement and unity behind the School that has stood out in 2016 and will be remembered.

The growing numbers of students and new activities have been a call to action for our staff too, from the enrolments and development offices to administrative staff, housekeeping and grounds staff to our teachers, and they have responded to that call with an enthusiasm that
pays tribute to the best traditions of our school. I offer particular thanks to our Business Manager Pat Bradley who has worked with his impressive team so well to deliver all we have needed in terms of facilities and services as we have grown. We also have new sports, new choirs and clubs, a refreshed Activities program, new subjects especially through our widened elective choices, new leadership training initiatives and new events and ways of engaging with our supporters. Some of this has been enabled by newly created positions in 2016, but much of the responsibility has fallen on the shoulders of already hard working people. This burden has been carried with a positive mindset and supportive collaboration that would be the envy of many schools.

A number of our permanent teaching staff leave us today and I take this opportunity to thank them and with them well:

- Miss Stephanie Toogood who has been supporting our overseas students as well as working in boarding leaves us to travel and work overseas.
- Miss Chelsea Webster-Knife has been teaching in the Science Department for the past two years and leaves us to pursue other opportunities.
- Our School Counsellor and Psychologist Mr Rob Hadfield who has been with us since 2006 retires now from his role.
- Finally, Mr Trevor Thatcher who joined us in 2003 as the 2IC of cadets and later as Cadet Commander and Science teacher leaves to pursue his passions on the land and with the Army Reserve.
- Our Head of Languages and teacher of French, Madame Kathryn Tamminga, who has been at TAS since 2004 now moves to Sydney to take up a position teaching French at Kambala.

In meeting the demands of our growing school, our teaching staff in Middle and Senior School teaching will expand in 2017 with six new teachers already appointed and I look forward to welcoming them next year.

**Meritocracy and School Values**

As we consulted with the school community about the prospects of co-education and growing the School, questions about how we will measure our success were regular. Defining hard criteria to judge performance and status or ranking seems to be the flavour of the day in education and other areas of endeavour and both the media and government continue to fan the flame of this social trend. The simple experience of the Olympic Games coverage this year, with its focus on medal tallies and the disappointment of loss, rather than the spirit of endeavour and world unity that the Olympics represents, will resonate with many I hope.

TAS experienced this in 2016 in real and challenging fashion. The demanding processes of our five-yearly accreditations with the Board of Studies and overseas students authority aligned with the final approval for accreditation as an International Baccalaureate World School offering the Primary Years Programme to create significant pressures for our staff right across the School. In each case we were measured by specific criteria that represented
worthwhile and important outcomes and the acclamation that we received in each of those three areas provided good encouragement for us. The approbation that Mrs Veronica Waters in Junior School and our Director of Studies Mrs Seonia Wark received for their efforts was richly deserved. As important as they were, there is no doubt though that none of those processes came close to defining us as a school and it is important that we acknowledge that perspective.

I must make it clear that I am not suggesting that acknowledging and applauding concrete measures of performance is a bad thing in itself. The relatively new British Prime Minister, Theresa May, acknowledged this in her in heralding “the march of the new meritocrats” as one of her first priorities and many would agree that the promise of an egalitarian Utopia in which status is defined by achievement rather than heritage and social position has intuitive appeal. After all, what could be fairer than judging the measure of a man or woman, girl or boy, by achievements that we can measure and report?

At TAS we certainly measure, report and celebrate achievement and no apology is made for that. Encouraging our students to set goals, take risks and genuinely commit is in our nature and the celebration of those who achieve well is a central part of the purpose we are together for this morning. In 2016 we have been proud of so many achievements, from the unbeaten seasons for First XI Football to the GPS Third Grade Premiership for our First XV, the incredible growth in and quality in our creative arts program and so much else, and we should and do celebrate this.

What I question is the practice of making judgements about the worth of individuals solely on the basis of what can be measured and I believe it is fundamentally flawed. It implies that other worthwhile human qualities, such as putting yourself out for others, being honest, being resilient in the face of hardship and disappointment, carrying a positive mindset that infects others, being compassionate and humble or bringing a sense of humour that brightens the day for those around you; qualities and actions that cannot be measured, are somewhat seen as less important than the hard measures of performance.

For us at TAS, this is a reminder that our ambitions are far broader than the measurable outcomes of sporting and cultural competitions, NAPLAN or even the HSC. For our school the development of abiding qualities and characteristics that define ‘good people’ is ultimately more important than measurable achievements that are inherently transient in life. Life-long happiness and success is never created in the accumulation of worldly possessions or triumphs, but rather in the creation of meaning through personal and spiritual relationships that reflect beliefs and values in life and the contributions made to those around you.

Conclusion

2017 now awaits us with the promise of more growth and development in TAS life. Our enrolment will grow significantly and it will include 130 new students and a bigger boarding community than the School has seen in decades. None of this will change who we are though and we can be sure that that the new developments we will see will align with our central purpose; to present broad and challenging opportunities, in the academic and co-
curricular and for personal development, that will see our students grow, all with a Christian worldview and a belief in the development of character above and beyond all else.

May I wish you all a happy and holy Christmas and safe travels.

- Headmaster Murray Guest

2. Contextual Information about the School and Characteristics of the Student Body

Established in 1894, The Armidale School (TAS) is an Anglican, GPS Co-educational school of over 500 students.

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

The TAS Junior School was successful in its application to become a candidate School for the International Baccalaureate Primary Years Program (PYP). In late 2016 we consolidated the required standards and practices and received an Authorisation visit. Substantial training and collaborative planning occurred in 2016 throughout the Junior School with a renewed focus on international mindedness and inquiry based learning.

Characteristics of the Student Body:

The Armidale School became fully co-educational in January 2016. It comprises a Junior School to Year 5, a Middle School Year 6 to Year 8 and a Senior School Year 9 through to Year 12.

At the time of the August 2016 census the School had 526 students from Kindergarten to Year 12 of whom some 408 were in the secondary school.

At the same time there were 203 borders of whom 3 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 1085.

3. Student outcomes in standardised national literacy and numeracy testing

Results for the 2016 NAPLAN tests are available on the TAS page of the MySchool website. For these results, follow the link to: http://www.myschool.edu.au/

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>435</td>
<td>407</td>
<td>392</td>
<td>456</td>
<td>426</td>
</tr>
<tr>
<td>Year 5</td>
<td>512</td>
<td>463</td>
<td>499</td>
<td>507</td>
<td>504</td>
</tr>
<tr>
<td>Year 7</td>
<td>569</td>
<td>549</td>
<td>525</td>
<td>542</td>
<td>571</td>
</tr>
<tr>
<td>Year 9</td>
<td>595</td>
<td>549</td>
<td>563</td>
<td>578</td>
<td>608</td>
</tr>
</tbody>
</table>

4. Senior Secondary Outcomes (Student Achievement)

Record of School Achievement (RoSA)

In 2016 two Records of School Achievement were granted to students leaving Secondary Education for a full-time traineeship/apprenticeship.

Results of Higher School Certificate

68 students completed their HSC at TAS in 2016. Students sitting HSC exams (including accelerants) sat 414 HSC exams in 31 different BOSTES Board-Developed courses.

Three 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 2016, Charles Wyatt, received an ATAR of 97.3 with six of our students
obtaining an ATAR above 90. Overall, nine students made the Distinguished Achievers List, between them achieving Band 6 results (or equivalent) in 12 courses – English (Advanced), English Extension 1, Mathematics, Mathematics Extension 1 & 2, Music 1 & 2 and Music Extension, History Extension, PDHPE, Design & Technology and Visual Arts. One student was chosen to exhibit in ARTEXPRESS and another performed in BRAVISSiMO as part of the HSC Showcases.

Ten subjects in the 2016 HSC performed above state average including: Ancient History, Design and Technology, Drama, History Extension, Mathematics General 2, Metal and Engineering, Music 1, Music 2, Music Extension and Visual Arts.

As part of the Trade Training Centre Consortium (TAS and PLC), the following numbers of students were enrolled in VET training (as per MySchool website):

<table>
<thead>
<tr>
<th>Industry Area</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering and Related Technologies</td>
<td></td>
<td>16</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>Creative Arts</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Agriculture, Environmental and Related Studies</td>
<td></td>
<td>11</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Society and Culture</td>
<td></td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>47</td>
</tr>
</tbody>
</table>

**Summary**

- 73 (100%) senior secondary certificates (HSC) were awarded in 2016.
- 73 senior students completed senior secondary school in 2016.
5. Teacher Qualifications and Professional Learning

5.1 TABLE: Teacher Qualifications

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers having teacher education 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>55</td>
</tr>
<tr>
<td>Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications</td>
<td>4</td>
</tr>
</tbody>
</table>

5.2 Summary of Professional Learning Undertaken by Teachers in 2016

The 52 teaching staff 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>Description of Professional Learning Activity</th>
<th>Number of Staff Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth Mindset Presentation - James Anderson</td>
<td>56</td>
</tr>
<tr>
<td>International Baccalaureate PYP Category 1</td>
<td>12</td>
</tr>
<tr>
<td>Event</td>
<td>Count</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>BOSTES Autism course - online</td>
<td>1</td>
</tr>
<tr>
<td>Careers Advisor Day - UNSW</td>
<td>1</td>
</tr>
<tr>
<td>French (NAFT) Senior Resource Day</td>
<td>1</td>
</tr>
<tr>
<td>ABSA - Boarding School Conference</td>
<td>5</td>
</tr>
<tr>
<td>Google Summit</td>
<td>4</td>
</tr>
<tr>
<td>Stage 6 PDHPE Course - Preliminary</td>
<td>1</td>
</tr>
<tr>
<td>Primary Industries Workshop and Validation Day</td>
<td>1</td>
</tr>
<tr>
<td>Drama NSW State Conference</td>
<td>2</td>
</tr>
<tr>
<td>Google Apps for Schools Summit</td>
<td>2</td>
</tr>
<tr>
<td>Musical Futures Workshop</td>
<td>1</td>
</tr>
<tr>
<td>Maths Workshop - Stuart Palmer</td>
<td>1</td>
</tr>
<tr>
<td>Level 2 Hockey Coaching</td>
<td>1</td>
</tr>
<tr>
<td>Law In Schools Conference</td>
<td>1</td>
</tr>
<tr>
<td>ASELL Course</td>
<td>3</td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>1</td>
</tr>
<tr>
<td>Armidale Diocese Clergy Conference</td>
<td>1</td>
</tr>
<tr>
<td>Making the PYP Happen</td>
<td>2</td>
</tr>
<tr>
<td>ASA Conference</td>
<td>1</td>
</tr>
<tr>
<td>Gymnastics Training</td>
<td>1</td>
</tr>
<tr>
<td>AIS Heads of Sports Conference</td>
<td>1</td>
</tr>
<tr>
<td>Mental Health and Wellbeing Conference</td>
<td>1</td>
</tr>
<tr>
<td>Japanese Teachers Conference</td>
<td>1</td>
</tr>
<tr>
<td>TADCAN - Careers</td>
<td>1</td>
</tr>
<tr>
<td>Responding to Challenging Behaviour</td>
<td>1</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></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Other Managers, Administrators</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>21</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>Other Professionals, Maintenance or Support Staff</td>
<td>19</td>
<td>33</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>43</td>
<td>55</td>
</tr>
</tbody>
</table>

(Statistics regarding the indigeneity of staff are not captured by the School.)
7. Student attendance and retention rates, and post-school destinations in Secondary School

Attendance Rates

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>96.29</td>
</tr>
<tr>
<td>Year 2</td>
<td>96.35</td>
</tr>
<tr>
<td>Year 3</td>
<td>98.23</td>
</tr>
<tr>
<td>Year 4</td>
<td>94</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.47</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.88</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.94</td>
</tr>
<tr>
<td>Year 8</td>
<td>93.11</td>
</tr>
<tr>
<td>Year 9</td>
<td>91.94</td>
</tr>
<tr>
<td>Year 10</td>
<td>92.19</td>
</tr>
<tr>
<td>Whole School</td>
<td>93.32</td>
</tr>
</tbody>
</table>
### TABLE: Apparent and Actual Retention Rates

<table>
<thead>
<tr>
<th>Years compared</th>
<th>Year 10 enrolment at year end</th>
<th>Year 12 total enrolment at year end</th>
<th>Year 10 enrolment at census date remaining in Year 12 at year end</th>
<th>Apparent retention rate</th>
<th>Actual retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/2009</td>
<td>56</td>
<td>50</td>
<td>45</td>
<td>89%</td>
<td>80%</td>
</tr>
<tr>
<td>2008/2010</td>
<td>78</td>
<td>67</td>
<td>62</td>
<td>86%</td>
<td>79%</td>
</tr>
<tr>
<td>2009/2011</td>
<td>77</td>
<td>70</td>
<td>67</td>
<td>91%</td>
<td>87%</td>
</tr>
<tr>
<td>2010/2012</td>
<td>86</td>
<td>67</td>
<td>65</td>
<td>78%</td>
<td>86%</td>
</tr>
<tr>
<td>2011/2013</td>
<td>76</td>
<td>67</td>
<td>65</td>
<td>88%</td>
<td>86%</td>
</tr>
<tr>
<td>2012/2014</td>
<td>67</td>
<td>63</td>
<td>57</td>
<td>94%</td>
<td>85%</td>
</tr>
<tr>
<td>2013/2015</td>
<td>72</td>
<td>68</td>
<td>64</td>
<td>94%</td>
<td>88%</td>
</tr>
<tr>
<td>2014/2016</td>
<td>73</td>
<td>73</td>
<td>65</td>
<td>100%</td>
<td>89%</td>
</tr>
</tbody>
</table>

**Management of Non Attendance**

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. Teachers mark class rolls each period.
Post School Destinations

73 students completed their senior secondary course. Of these, 71 completed the HSC with eligibility for an ATAR.

Students received University offers in NSW, Qld and Victoria. Students accessed the Schools Recommendation Scheme through UAC in addition to applying directly to Universities for Early Entry admission.

8. Enrolment Policies

8.1 Enrolment Policy

The Armidale School seeks to enrol students who are able to make a positive contribution to the life of the School, and who will benefit from its academic, co-curricular and pastoral care programs. They should demonstrate a willingness to be involved in the extensive extra-curricular opportunities and be sympathetic to the School’s Christian ethos.

The Armidale School (‘the School’) is an Anglican Co-educational day and boarding School. The School comprises a Junior School, Middle and Senior School. The School is non-selective and welcomes students from a diverse range of cultural and socio-economic backgrounds.

Offers of places are made at the discretion of the Headmaster, in consultation with other key personnel including the Heads of Junior and Middle School, the Director of Studies, and the Director of Enrolments. Places may be offered at all years, where vacancies exist.

A) Application for Enrolment

1) Student Enrolment Enquiry forms and Registration Forms are available on-line.

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 and are also available on line.

3) Parents wishing to pursue enrolment are encouraged to return a signed Student Enrolment Registration Form to the School. This places the student on the registered student list for future enrolment in the year indicated on the Student Enrolment Registration Form.

4) A non-refundable registration fee, of $220.00 is payable upon registration. Details of this fee are included on the Student Enrolment Procedures and Fees Schedule. This does
not guarantee entry of the child into the School. Being on the registered student list for future enrolment is a prerequisite for students wishing to proceed to enrolment interview and apply for scholarships or fees assistance.

5) For the avoidance of doubt, the word “parents” includes guardians, if applicable.

6) Before any enrolment interview can be conducted, the enrolment office requires provision of documentation. For more information on how this information will be handled, please refer to the School’s Privacy Policy. The Enrolments Office will contact the family to request documentation and arrange an enrolment interview with relevant personnel.

The Document Request is available on-line.

B) Offer of Enrolment

1) Following interviews and with due consideration by the Headmaster and associated personnel, a place may be offered. Offer of places at the School are generally made in order based upon the date of submission of the Enrolment Registration Form. Where waiting lists exist, factors including an existing affiliation between the School and an immediate family member, time elapsed since registration, siblings in the School or relocation to the area may be considered.

2) A student is considered to be enrolled at the School, following the payment of the Enrolment Acceptance Fee and return of the signed Enrolment Acceptance Agreement and Terms and Conditions of Enrolment.

3) Subject to the Anti-Discrimination Act 1997 (NSW) and the Disability Discrimination Act 1992 (Cth), 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 registration list does not guarantee his or her acceptance as a student.

C) Enrolment Acceptance Fees and Charges

1) The acceptance and confirmation of a place is subject to the payment of a fee-in-advance. This fee comprises:

   a. The Enrolment Acceptance Fee: 12.5% of the combined annual tuition and/or tuition and boarding fee for the year of enrolment

   b. One off per family payment of $100 for membership of the Parents and Friends Association.

The Enrolment Acceptance Fee is refundable after leaving the School, where all leaving requirements have been satisfied.

2) 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 (refer to the School’s Fee Refund Policy)

3) If a student withdraws from the School after enrolment has commenced, 1 (one) term’s notice must be given, in writing, to the Headmaster, 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 Fee Refund Policy)

4) If any dispute occurs in regard to the payment or refund of fees, parents should direct their concerns to the Headmaster, in writing, in accordance with the School’s Fee Refund Policy.

5) 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.

D) Conditions of Enrolment and Attendance

1) As a condition of the Enrolments Contract, parents agree that the enrolment and continued attendance of any student at the School is conditional upon the observance by the student, of the School’s Rules and Regulations. These Rules and Regulations may, from time to time, be subject to change.

2) Parents/guardians also acknowledge that a condition of enrolment is full disclosure has been given relating to any issues regarding the student (eg disabilities, special skills, medical issues).

3) The School contacts parents and guardians on an annual basis to ensure that it holds accurate and current contact information for both the family and the student, including addresses, phone numbers, email addresses and medical information. The School also requests information regarding any changes to family circumstances.

E) Business regulations

1) For these regulations, the word “fees” includes all fees charged by the School.

2) Fees are fixed by the School Board and are subject to variation. Notification of any alteration to fees will be given in writing and in advance of the increase coming into effect.

3) School fees are normally charged in four equal instalments (three equal instalments in the case of Year 12) at the beginning of each term. Alternative payment options may be considered in consultation with the Business Manager.

4) A sibling discount may apply if families have more than one student, enrolled at the School concurrently. The siblings discounts offered are:

· 20% for the second (2nd) child
· 30% for the third (3rd) child
· 40% for the fourth (4th) and subsequent children

Where a family is receiving fees assistance in the form of a bursary or a needs based scholarship, the sibling discount will not apply.

5) Fees are payable in advance upon the rendering of an account. A late payment fee is charged on all accounts that have not been paid within thirty (30) days of the commencement of the term in which they are issued.

6) If fees remain unpaid for a period equivalent of two consecutive terms, a student may not return to the School in the following term except in cases where a prior arrangement has been made with the Headmaster or Business Manager.

7) Parents are required to give one (1) term’s notice, in writing, to the Headmaster to notify their intention to withdrawal their child from the School.

Failure to provide the required notice may result in a charge of 50% of the tuition and/or tuition and boarding fees for the next term.

8) If a student is absent from the School for an extended period of time during his/her period of enrolment, any remission of fees will be at the discretion of the Headmaster, taking into account the circumstances of the absence. This request for remission is made by the parent in writing to the Headmaster.

F) Students with Disabilities:

Policy

The School’s objective is to provide the same educational opportunities for all students. If a person with a disability meets the necessary entry requirements of the School, he or she will have the same entitlement and opportunity to enrol, as everyone else. The School must take reasonable steps to ensure that any prospective student is able to seek admission to the School on the same basis as a prospective student without a disability, and without experiencing discrimination.

The Disability Standards for Education 2005 (‘Standards’) apply to the School’s dealings with all students with disabilities (i.e. those enrolled at the School even if they have not yet commenced) and also prospective students with disabilities (i.e. those for whom an approach has been made regarding admission).

These guidelines provide a structure to help Schools comply with the Standards in the context of the enrolment process for students with a disability as defined under the Disability Discrimination Act (DDA).
Requirements imposed by the Standards

Schools must treat students with disabilities on the same basis as students without disabilities. This generally means:

1. Providing comparable choices/options so that the student with a disability can seek admission and apply for enrolment as well as being able to access and participate in courses/programs, and use of facilities/services

2. Providing reasonable adjustments.

Adjustments are measures/actions that identify the type and level of support that will be required by the student with a disability, to access and participate in all aspects of School life.

An adjustment is reasonable if it balances the interests of all parties affected. Issues that are relevant to the balancing process include:

a) the impact of the disability on the student’s access to educational opportunities.

b) the views of the student and/or associate (this includes parents/guardians)

c) the effect of the proposed adjustment on the student’s
   i. ability to achieve learning outcomes
   ii. ability to participate in the curriculum
   iii. independence

d) the effect of the proposed adjustment on others including students and staff

e) the costs and benefits of making the adjustment

Whilst this appears to enable Schools to make judgements about what is reasonable, it is important to identify the adjustments necessary for the student to access and participate in the School before determining what is reasonable. This might necessitate advice from an independent expert.

Developing a reasonable adjustment requires an informed judgement using input from the student, parents, student’s specialists, School staff and possibly special education advice to support the School.

The Armidale School’s Procedure:

Collaborative Process to Enrolment for Students with a Disability:

Parents are required, on the Enrolment Registration Form to inform the School if their child has a disability. This may include physical, cognitive, social/emotional or sensory
conditions or disabilities, or specific learning needs. This enables the School to commence a collaborative process.

Prior to offering a place at the School, the School may consult with the student and his or her parents about the disability or specific learning needs and its effect 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 adjustments can be made to facilitate the student’s participation at the School.

The Collaborative process is as follows:

1) Consult with the student/associate about the disability, and about any adjustment identified, including whether the adjustment is reasonable, whether it will achieve the aims of allowing the student to be treated on the same basis as students without disabilities, and whether there are other options.

2) After assessing whether there are other appropriate options and whether the adjustment may need to be changed over the period of the student’s education, decide whether to make the adjustment. A school does not have to make a reasonable adjustment if (despite the fact that it is reasonable as set out above) doing so would impose an unjustifiable hardship on the school. Determining whether there is an unjustifiable hardship involves a similar, but not identical, balancing process.

3) Provide the adjustment within a reasonable time. Students and their families are expected by the Standards to provide relevant information about the disability and how it affects the student, and about the issues on which the School consults with them, in a timely way. Schools are therefore entitled to ask for that information which is relevant to considering a reasonable adjustment. Not all medical or specialist reports are relevant to making an adjustment and therefore may not be provided by the family.

4) The School’s prospectus, and the document titled ‘Enrolment Fees and Procedures’ (both of which are available at the School website- www.as.edu.au ) provides information regarding:

   o entry requirements

   o educational and other offerings (including sport, camps, music)

   o approach to progression through course and programs which is consistent with the object of the course to enable a person with a disability to make informed choices and supply relevant information.

5) The School does its utmost to ensure that the enrolment process does not disadvantage a person with disabilities (e.g. it ensures all relevant information is easily accessible).

6) The School asks all students/families in the enrolment registration form to identify
any specific needs they have which may impact on their education and/or participation in the programs and opportunities provided by the School. The parent(s)/guardian(s) of the student are then asked to sign the registration form.

7) At the time of enrolment, the ‘Enrolment Acceptance Agreement’ states a condition of enrolment is that full disclosure has been provided to the School regarding any special circumstances relating to the student. Parent(s) / Guardian(s) must then sign the Agreement in order for the student to be enrolled.

8) The School invites the student and parents to attend an interview at the School as part of the enrolment process before making any decision about the enrolment. At the interview, the relevant staff discuss if the student requires any special services or facilities that the School would need to provide to assist the student. The School often obtains information from a third party (such as the student’s specialist support personnel or the School’s learning support specialist) about the student’s needs related to any identified disability. The School obtains all relevant information as quickly as possible, in order to process the application from a student with a disability in the same/similar timeframe as would apply to any other student. A collaborative team approach to planning to use the combined expertise of the family and their specialist/s with the School and their advisors is recommended.

9) The enrolments office staff and other relevant staff document the people involved and the issues raised in a format that allows objective notes on possible adjustments, agreed actions and a timeline. This format can be used on an ongoing basis to document the individual planning process and will be a protection for the School in the case of a complaint.

10) The School requests that the family provide information about the student’s needs as part of the individual planning process. Relevant information will assist in identifying any adjustments and include:

- previous School or pre-school reports, noting current achievements and areas of need;
- psychologist’s report documenting functional skills and recommended strategies for working with the student;
- speech pathologist’s report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom;
- occupational and physiotherapy reports documenting self help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises;
- medical specialist reports identifying issues which need to be considered by the School;
• vision and hearing reports documenting level of functioning and recommended strategies;

11) Where appropriate, the enrolments office will invite the family to bring relevant specialists (for example special educators, preschool staff, therapists, psychologists and medical specialists) to visit the School to discuss specific needs or issues and participate in developing potential adjustments to address the specific needs or issues, or alternatively to speak with the Director of Enrolments regarding these matters.

12) The School will assess its physical environment, and the likely impact of any adjustments required (including, but not necessarily limited to, the financial impact). The enrolments office provide a tour of the School with the student, parents and where relevant, specialists, to identify issues and potential solutions. If a student with a physical disability has difficulty with the environment a specialist paediatric occupational therapist should undertake an access audit to have a comprehensive assessment of the difficulties with the site.

13) The enrolments office requests feedback and suggestions from relevant staff within the School and external special educators about the possible impact of the adjustments required by the School if the student was enrolled.

14) The School seeks information about possible levels of Australian Government funding and access to other support services. (The School will contact the AIS to obtain a list of the documentation required for applications for funding and the range of available funding programs.)

15) The School will consult with the family and the student’s specialist, where appropriate, about possible adjustments.

16) The School will keep the family informed about the progress of the application.

17) If the decision is taken to enrol a student with a disability, any strategies that need to be put into place to accommodate the student’s special needs, should be identified before communicating the enrolment decision.

18) If the School considers that it may have to decline the enrolment, the Headmaster or his representative will be involved before the decision is communicated to the family.

19) If the School considers that it may have to decline an enrolment, the School will seek advice from the AIS or a specialist in the area before informing the parent of the preliminary decision.

20) Any preliminary decision regarding the School’s ability to meet the child’s special needs must be justifiable. For example, where the School declines to enrol a student with a disability, it must be able to demonstrate that it is unable to meet that student’s needs without imposing unjustifiable hardship, having regard to the student’s current condition and prognosis.
21) Before making a final decision about the required adjustments, or before declining an application for enrolment, the enrolments office will communicate the preliminary decision to the family and invite their input to the School. The onus is on the School to demonstrate why they are declining the enrolment.

22) Discuss the process the School will use to manage ongoing or emerging issues that require further adjustments, with the family. Based on the process for determining reasonable adjustments, the ongoing use of a collaborative team approach involving School, home and relevant experts is likely to deliver mutually agreed outcomes.

23) The School will provide a review mechanism for dealing with any issues or disputes between family and School about decisions made.

**Students from Overseas**

Please refer to the Schools’ Overseas Students and CRICOS policies

### 9. Other School Policies

<table>
<thead>
<tr>
<th>Policies</th>
<th>Changes in 2016</th>
<th>Access to full text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Welfare:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Protection:</td>
<td>This policy was reviewed and some sections were updated to reflect new School practices. The document was reformatted and new annexures were also added. Legislative references were updated where required.</td>
<td>Full text in</td>
</tr>
<tr>
<td>● Definitions and concepts</td>
<td></td>
<td>● Staff Handbook</td>
</tr>
<tr>
<td>● Legislative requirements (including mandatory reporting)</td>
<td></td>
<td>● School Website</td>
</tr>
<tr>
<td>● Preventative strategies</td>
<td></td>
<td>● Staff and parent portals on school website</td>
</tr>
<tr>
<td>● Reporting and investigating “reportable conduct”</td>
<td></td>
<td>Parents may request a full copy of these policies by contacting the Headmaster’s Executive Assistant.</td>
</tr>
<tr>
<td>● Investigation processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Documentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parents may request a full copy of these policies by contacting the Headmaster’s Executive Assistant.
### Student Welfare Policies

Encompassing:
- Emergency procedures
- School health policies and procedures
- Travel on school-related activities
- Procedures for security of the grounds and buildings
- Use of grounds and facilities

These policies were all reviewed in 2016. All were updated reformatted and any reference to legislation was checked and updated where required. The policies were updated to reflect existing procedures and changes to emergency contact details.

Full text in:
- Staff portal
- Staff Handbook

Parents may request a full copy of these policies by contacting the Headmaster’s Executive Assistant.

### Discipline Policies

- 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.
- The School does not permit the corporal punishment of students, or sanction corporal punishment of students by non-school persons.
- All disciplinary actions that may result in any sanction against the student including suspension, expulsion or exclusion provide processes are based on procedural fairness and natural justice, and the

These policies were reviewed in 2016. All were updated reformatted.

The policies were amended to include the restorative justice processes in place and practiced by the school.

Full text in
- Staff Handbook
- Staff Portal
- School intranet

Parents may request a full copy by contacting the Headmaster’s Executive Assistant.
School includes parents in these processes.
- 2016 has seen the third year of a Restorative Justice process where students and staff are called together to achieve a desired outcome that does not include discipline. Not all breaches of discipline can be dealt with under this process, however it has been an effective process in the instances it has been applied.

### Anti-Bullying Policy

- All members of the TAS community have the right to feel safe, supportive and caring environment. It is the responsibility of everyone to ensure others feel safe.
- The School will not tolerate bullying or harassment in any form, including cyber bullying.
- If students are being bullied, it is important to talk to someone.
- Actions that may be taken by the School include discussion between parties or counselling, restorative justice or disciplinary measures.

This policy was reviewed in 2016. It was updated, reformatted and any reference to legislation was checked and updated if required.

The policy was amended to include the restorative justice processes in place and practiced by the school.

**Full text in**
- Staff Handbook
- Staff Portal

Parents may request a full copy by contacting the Headmaster’s Executive Assistant.

An appropriate outline of the anti-bullying policy, access to counselling and student wellbeing is available in the School Diary.
Complaints and Grievances Policy

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.

This policy was reformatted and updated to reflect current school practices.

Full text in
- Staff Handbook
- Staff Portal

Parents may request a full copy by contacting the Headmaster’s Executive Assistant. An appropriate outline of the policy and processes is also provided in the Student Diary.

10. School-Determined Priority Areas for Improvement

10.1 Achievement of priorities for 2016

Strategic planning through the course of 2016 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 2016, and the priorities and achievements are presented below.

<table>
<thead>
<tr>
<th>Area Priorities</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>• TAS Dux with an ATAR of 97.3</td>
</tr>
<tr>
<td></td>
<td>• Six students achieved an ATAR above 90</td>
</tr>
<tr>
<td></td>
<td>• 9 students achieved Band 6s in 12 subjects</td>
</tr>
</tbody>
</table>

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.
## Wellbeing

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 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.

A focus through 2016 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 2016 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 STEPS program for Year 10, the Careers program and HSC preparation days all contributed to the overall wellbeing program.

## Residential

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 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. 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 2016, largely related to structured prep time, academic support in houses and good access to teacher support.

<table>
<thead>
<tr>
<th>Co-curricular</th>
<th>The co-curricular program continues to develop with structures for debating, drama and music.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 students to equip them for the future.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>The School enjoyed healthy participation and some good results in the Armidale Eisteddfod for the Big Band, Jazz Ensemble and TAS Singers, as well as many individual and other ensemble performances.</td>
<td></td>
</tr>
<tr>
<td>The major school production of “Bye Bye Birdy” was widely acclaimed and the Middle School play “The Shuddersome Tales of Poe” together with the Junior School production of “The Lion King” saw expansion of the drama program.</td>
<td></td>
</tr>
<tr>
<td>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 2016.</td>
<td></td>
</tr>
<tr>
<td>The School again hosted both the Northern Da Vinci Decathlon and the Forensic Science Camp for talented science students in Year 8.</td>
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<tr>
<td>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 an increase in the popularity of the Hawkesbury Canoe Classic.</td>
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<tr>
<td>The sporting program continued strongly in all major sports. The School again competed in GPS competition in athletics, shooting and rugby with pleasing success overall. Many students</td>
<td></td>
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</table>
Leadership, Service and Adventure

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

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, Expeditions, Surf Lifesaving, and Rural Fire Service all continued successfully with all students engaged for a minimum of 12 days in 2016.

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 2016 and every student was engaged in the program.

11. 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 – Bush Skills (a hands on introduction to being outdoors)

• Year 7 – Rangers (a program preparing students for cadets)

• Years 8 –10 Cadets (TAS operates the second oldest Cadet Unit in Australia)

• Year 11 – Students may elect to continue in Cadets in senior leadership roles, or choose either Surf Lifesaving, in which they achieve their Surf Bronze Medallion, or gain fire fighting skills and accreditation through the TAS Rural Fire Service program.

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 of international schools since 1999. Round Square is a worldwide network of innovative schools in 40 countries across five continents, numbering around 180 member schools and growing. Member schools share a holistic approach to learning and are characterised by a shared belief in an approach to education based on six pillars, the IDEALS, drawn from the theories of education philosopher Kurt Hahn.

“There is more to us than we know. If we can be made to see it, perhaps for the rest of our lives, we will be unwilling to settle for less”. Kurt Hahn

The IDEALS are:

**Internationalism**

Students learn to see themselves as global citizens and to look beyond gender, class, race, nationality and culture to understand human nature. At TAS, international exchange and technology enabling schools all over the world to connect in the classroom provide regular international interaction.

**Democracy**

Freedom of thought and speech is greatly encouraged and appropriate forums and channels of communication are set in place. At TAS, our school leaders are elected through a democratic vote and represent the student population.

**Environmentalism**

Students are encouraged to identify environmental concerns and work toward improvement of the health of the environment. At TAS, students are mindful of the
environment and the impact of irresponsible environmental practices. Students are encouraged to be responsible environmental stewards and put ideas into action for improved practices within the school.

**Adventure**

Challenging activities foster a spirit of adventure and allow students to discover that they are capable of more than they might have imagined. At TAS, we value all that challenge and adventure provide for students, growing resilience and confidence in life.

**Leadership**

Students learn that true leadership is serving others and is found in those whose convictions are rooted in personal responsibility, kindness and justice. At TAS, students are provided with leadership opportunities throughout their school years.

**Service**

The act of giving of yourself freely to benefit others in need within communities for no personal gain. Students will benefit from volunteering by building leadership, communication, and decision-making skills. Students will also learn a lot about themselves and assist with academic development. At TAS, students participate in service projects and local service opportunities, encouraging a sense of moral obligation to help those less fortunate.

Related to Round Square initiatives, TAS took part in the Thailand Service Trip and Fiji Service trip in 2016

### 12. Parent, Student and Teacher Satisfaction

**Parents:** The TAS Parents and Friends Association (P&F) contributes enormously to the school every year. The P&F meets every term and gives parents a forum to become more involved with the School and to discuss their levels of satisfaction. Informal discussions have indicated a generally high level of satisfaction amongst parents.

**Staff:** Informal conversations with various staff members have demonstrated that staff morale is generally very good and staff are satisfied in their work.

**Student:** Below are the results of the 2016 Year 12 Exit Survey. The survey was conducted anonymously and used a Likert scale, with results converted to percentages.
2016 Year 12 Exit Survey Results

- **The school is a happy place**
  - Strongly Agree: 42%
  - Agree: 34%
  - Disagree: 24%
  - Strongly Disagree: 22%
  - Don't Know: 11%

- **The school has a caring atmosphere**
  - Strongly Agree: 35%
  - Agree: 35%
  - Disagree: 20%
  - Strongly Disagree: 9%
  - Don't Know: 11%

- **The school is a safe and secure environment**
  - Strongly Agree: 55%
  - Agree: 35%
  - Disagree: 8%
  - Strongly Disagree: 2%
  - Don't Know: 4%

- **The school welcomes students from a variety of backgrounds**
  - Strongly Agree: 35%
  - Agree: 35%
  - Disagree: 20%
  - Strongly Disagree: 9%
  - Don't Know: 11%

- **Staff assist students to reach their full potential**
  - Strongly Agree: 55%
  - Agree: 35%
  - Disagree: 8%
  - Strongly Disagree: 2%
  - Don't Know: 4%

- **Students in need of extra help with study can get**
  - Strongly Agree: 35%
  - Agree: 35%
  - Disagree: 20%
  - Strongly Disagree: 7%
  - Don't Know: 11%

- **Have you had a wide range of positive experiences at school?**
  - Agree: 75%
  - Disagree: 25%

- **Have you received a good education?**
  - Agree: 65%
  - Disagree: 35%

- **Has Year 12 been a good year for you?**
  - Agree: 80%
  - Disagree: 20%

- **Do you feel you are well-liked at school?**
  - Agree: 80%
  - Disagree: 20%

- **Have you made strong friendships at school?**
  - Agree: 54%
  - Disagree: 46%

- **Would you recommend the school to relatives and friends?**
  - Agree: 85%
  - Disagree: 15%
13: Summary Financial Information

a. Recurrent and Capital Income

Recurrent + Capital Income 2016

- Tuition Fees 43.4%
- Boarding Fees 18.5%
- F.F.P. Overseas Students 1.0%
- Other Income 6.6%
- Recovery 2.1%
- Commonwealth Capital Grants 9.1%
- Commonwealth Gov. Recurring Grants 17.8%
- State Gov. Recurring Grants 6.3%
- Interest received 0.2%
- Donation (including Building Trust) 0.5%

Recurrent + Capital Income 2016

- Enrolment Driven Income 92.7%
- Federal Capital Grants 5.0%
- Other Income (incl trading) 6.3%
- Interest received 0.2%
- Donation (including Building Trust) 0.5%
13.2 Recurrent and Capital Expenditure

[Diagram showing recurrent expenditure for 2016 with various categories and percentage changes indicated.]