

The Armidale School

ABN: 17 141 108 241

Educational and Financial Reporting

2018

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Annual Educational and Financial

Report

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1. Message from Key Stakeholders

1.1. Board of Directors - Chairman's 2018 Speech Day Report

Guest of Honour Mr Kurt Fearnley, Headmaster Mr Murray Guest, distinguished guests, ladies and gentlemen, students of TAS. As Chairman of the TAS Board of Directors I welcome you all.

Here we are the end of another TAS school year at Speech Day. We have now completed 125 years of providing education at The Armidale School.

Almost nine years ago this Anglican school started to be operated by a public company which now has a Board of nine Directors, consisting of six men and three women. My fellow directors who are all here, are all volunteers and graciously give up their time to serve the interests of the School. Three of them travel from Sydney for each meeting, one from Port Macquarie, another from near Tingha and the remaining four live in Armidale.

It has been a busy 12 months at TAS, starting with the completion of the girls' boarding house, just before the school year commenced. This major project came in on time and within budget. Other projects this year have included a major upgrade of the Library and also the Sports Centre foyer which you will have noticed as you entered the building today. The boys boarding furniture upgrade has also been completed.

The Library works have been greatly assisted by the Foundation Building Trust, and the Sports Centre project received a major contribution from the Parents and Friends Association.

The P&F also paid for new furniture in the Hoskins Centre Foyer this year and financed several other projects that improve the fabric and amenity of the school. Many of these projects are student initiated.

Last month the P&F ran another successful 'TAS at Dusk' fete. We are grateful indeed for all the assistance the School receives from the P&F and acknowledge President Mrs Rachael Nicoll and her committee for all their volunteer work.

In the second half of 2016 the School Board approved a Master Plan relating to the future use of the School land, both here on the main campus and also at the Meadowfield and Doody Park precinct. The Master Plan identified as a 'must-have' addition a property on Jewell Avenue. It is surrounded on three sides by the School and sits on the other side of Black Gully, and I am pleased to announce that the School has recently obtained the support of the Foundation for the purchase of a house situated there on over 2,000 square meters of land that will greatly facilitate long term expansion of the main campus.

In addition, the School has recently exchanged contracts on a purchase of around 7,300 square metres of vacant land adjoining Doody Park.

These are the first purchases of land by the School in around ten years. They reflect the Board's commitment to long-term planning and its ambitions for the School's growth.

The TAS Foundation raises funds through gifts, donations and other bequests and various fundraising events and we acknowledge and thank all the parents and friends of the School, as well as Old Armidaliens and their families that support the Foundation.

As well as the financial support the School receives for projects and properties, we are grateful for the direct significant cash donation the TAS Foundation provides the School towards school fees. The Foundation has an independent Board that manages its funds and its fundraising activities and we thank the Foundation Board led by its Chairman, John Grant, and the Foundation Board directors, for the work that they do. I would like to again acknowledge the direct significant cash donation the School receives from the Aberbaldie Foundation, which significantly increased its donation to the School in 2018.

I would like to also recognise the Anglican Diocese of Armidale and its ongoing support for this School.

Ladies and gentlemen, it would be remiss of me not to mention the trust that the School Board places in the Headmaster and the rest of the School staff. Murray's leadership and commitment continues to drive the School forward and the Board enjoys a productive working relationship with him, the Business Manager and rest of the School's Executive team, and we are thankful for that.

Mr Guest's wife, Joanne, does many things for the School. She has our continued thanks for her love of the place and it is appropriate that we recognise that now.

The Old Armidaliens' Union is a representative body and School stakeholder with a few thousand members who are alumni of the School. Our departing Year 12 students who received their HSC results this morning all joined the Union recently. I thank the Union for its contributions to the School over recent years under its past president Mr Graham MacDougall, and also congratulate Mr Stewart McRae who has taken over the Presidency in recent months. I also recognise the work of the Committee and particularly the labours of the Union Secretary, Mr Tim Hughes and the Union Treasurer, Mr Alex Thomas.

Next year the School community will celebrate completing the School's 125th year and we look forward to the various opportunities there will be to reflect on and celebrate the School's long and proud history.

Mr Sebastian Hempel

Chairman

1.2. HEADMASTER - Headmaster's 2018 Speech Day Report

Mr Murray Guest

Headmaster Murray Guest

Guest speaker Kurt Fearnley, Chairman and members of the School Board, special guests, ladies and gentlemen, TAS students, welcome.

Inward Looking

Each TAS Speech Day, and this is the 125th for this school, demands that we look back on the year just gone; the achievements, the work that has been done, and the challenges faced, and there has been much to reflect on again in a busy 2018 with plenty of change. We started the year on the back of the strongest HSC results for well over a decade from a committed 2018 group and this academic momentum has been pushed further through thoughtful renovations to the library and extended hours and tutoring as well as new support in the Year 12 Study Centre to promote the academic environment for our senior students. For younger years, the beginnings of our International Baccalaureate Middle Years Program for Years 6, 7 and 8 has seen enquiry-based learning revitalised. A new online learning management system called 'Canvas' has promoted new levels of communication and independent learning and the launch of a STEM academy has refocused our attention on the integration of Science, Technology, Engineering and Mathematics disciplines. All this has been achieved alongside changes to government curriculum across a good number of HSC subjects that have demanded substantial re-programming of curriculum and the creation of new academic resources by the bulk of our secondary teaching staff.

For the first time, Speech Day today coincides with the release of initial HSC results for this year. ATAR's will be released to students tomorrow and we have had just a short time to review our results. Despite those limitations, it is clear that, as expected, this has been another strong performance from a pretty focused senior year and I look forward to the analysis and reporting that will come in the following few days.

In their collection, these initiatives, achievements and changes have required a huge commitment from our teaching and administrative staff alike and I have no doubt that the staff you see sitting to my right are feeling the impact of a draining, but hopefully personally rewarding year, and are looking forward to the rest ahead. We are very fortunate to have such a committed staff and it is right that we thank them for their commitment.

A number of staff leave us today and I take this opportunity to thank them and wish them well:

- History teacher Tom Powell leaves us after just one year at TAS to return to Sydney
- PDHPE and Christian Studies teacher, Cameron Patrick, also returns to Sydney to take up full-time studies in theology

- Staff in two new positions created in 2016 leave us after leading change in an historically and strategically significant period for the School. Girls' Education Director, Alex Pollitt, returns to Alice Springs where she will be a Head of House at St Philip's College and undertake theological study. Meanwhile Director of Boarding, Michael Holland, takes up the position of Head of Senior School at Moreton Bay Boy's College in Brisbane.
- English Coordinator, Julie Flanagan, leaves TAS after 10 years with us to move just up the road to PLC Armidale
- Barney Buntine who has been with us for 17 years in a number of positions, most recently Director of Pastoral Care, leaves to make farming his full-time occupation
- Junior School teachers Rachel Butcher, Alex Portell and Phoebe Wood also leave us and they were farewelled at the Junior School Speech Day.

Beyond the teaching staff, Pip Warrick who I think will be known to everyone here, retires after 19 years leading enrolments at TAS and working with our Development Office.

Please join me in thanking our departing staff and wishing them well.

Strategic Developments and the Board

We also began the year maintaining our record enrolments, and the growth in the School that has accompanied the introduction of co-education in 2016 has itself created fresh demands. The new girls' boarding house that opened on time and on budget for the start of this year was a milestone in the history of this school and it stands as the first new school boarding facility opened in Armidale for some decades and reflects good things happening in our school, city and region. We know that growth and campus development will continue and there is a sense of moving forward in the School that has been a real pleasure to see. That has been accompanied recently by the purchases of property adjacent to the School that has been enabled by the TAS Foundation and the Chairman has already offered thanks for that. These purchases are key to our long-term strategic plan for the campus and they will be looked back on as pivotal moments in the School's history and development.

Driving the vision of a bold school campus master plan is core business for the TAS Board and it requires research, high level strategic planning and the drawing together of a single mind in consensus that governments in this country would do well to emulate. We are very fortunate to have a School Board, all volunteers, that is able to work so effectively in this way and that should never be taken for granted.

It is right that we take this opportunity to thank our Chairman Sebastian Hempel and the TAS Board for all their work and commitment to the School through 2018.

Challenges

The year 2018 has presented challenges to the School as well as celebrations, as is always the case, and these have come in very different forms and have given us cause to reflect.

Looking inward, the media attention received about problems in our recent past has been responded to with appropriate introspection and review into both past happenings and current practice, all led by the Board and School Executive with a view to informing our future. Whilst the events that caused this were not desired and have caused deep regret, responding to them has given us time to review practices and procedures providing improvements for the future of our students and our school.

Looking outward, the drought that appears to be the worst in history across the regions of the majority of our school community has impacted deeply for both families at home and their children feeling the burden of being away from home and enjoying school life. It is impossible for a school family like ours not to feel this in our bones and our best response has been to allow all that to be expressed by our student body and they have done that with a level of personal expression of emotion and mutual support that should make everyone here feel proud.

Challenge can always be gauged through the lens of perspective though, and that includes reference to our long past. It is the School's 125th Anniversary next year which allows keen research into our history and I offer this anecdote from *The Armidalian* of December 1918 by way of illustration. It included the same theme of measured acknowledgement of challenge and celebration that this Speech Day does 100 years later, but the reference points were not the same. The 1918 *Armidalian* began with these words;

"This glorious news of the signing of the armistice after four years of the most awful war in history rouses us to a feeling of unbounded thankfulness to the Great Giver of all. The victory has been more complete, and even more spiritual, than many dared to hope."

It then devotes the next eight pages to news of the fallen and dedications to their bravery and service. In keeping our own experience in perspective, it is important that we pray that our students here today will never face what their predecessors in those early years of the School did and we give thanks for the providence of God that has given them the lives they live today.

It is also important that we take the time to deliberately look more widely at how we respond to trends and experiences across society. When we take a moment to look up from our focus on ourselves we see a wave of social change enveloping Western society and it becomes clear that we are all a part of this. Issues of inequity in society around equality across gender, respect for diversity and recognition and support of difference abound. These issues should challenge us at TAS too, because there is more we can and should be doing here and we are committed to addressing them. Co-education has rightly heightened our awareness and desire to face issues of equity, and the fact that our new prefect body this term has responded with their desire to tackle equity issues and the need for social change is worthy of praise. That outlook and desire for change is a far cry from the often experienced reactionary stance to culture change from senior school students and it should inspire support and action from all of us.

Challenges from the External Environment

Whilst issues of equity and social change hold the promise of inspiring change at TAS, other world issues appear so overwhelming that our ability to respond can be stultified. While we are watching the grim soap operas being played out by an isolationist U.S. leadership, a bureaucratically shackled Europe, the Brexit-focussed and divided U.K., the unknown of an expansionist China or our own self-absorbed and imploding political parties, finding clarity on real issues impacting our planet like climate change, poverty and military conflict can seem impossible.

This is the world our students will be walking into in the next few years though and it is important that we show them, through our actions, what a strong community is capable of. Turning our attention to the strength and stability of our school community gives far more hope, because we see examples of it in abundance.

Parents and perhaps students will readily see it in the big year that the P&F has had and in the less visible but vitally important contributions of the Foundation and the presence of the Old Armidaliens' Union that demonstrates to our students that invaluable lesson that they are a part of something bigger than themselves.

It is seen even more keenly by our students in those tribal rituals that scream 'belonging' to them; the war cry night, inter-house competitions, creative arts performances, sporting trips, platoon games at annual camp or any of the adventure and challenge activities that have become so much a part of TAS life. They are experiences that bind young people together in shared challenge and enable them, as Kipling so famously wrote, to treat those two imposters 'victory' and 'defeat' as just the same.

This explains why our Year 12s find it so hard to leave, (well, some of them), and why so many of the parents here work tirelessly and together for the improvement of their school.

This is a precious thing because it impacts the mindset and the vision of our students and it should be recognised, nurtured and celebrated.

The Chairman has already thanked the Foundation, our Company Members and our donors who have done so much this year and I ask that you join me now in thanking our P&F and Old Armidaliens' Union for all they have done through 2018.

Looking Ahead

As we look ahead to 2019, I take this opportunity to mention just two initiatives that we will see focus on. Neither will be completely new to you, but both represent an expression of the importance we place on these areas of curriculum.

The first is the STEM Academy announced during Term 3 this year through a STEM activities day for students from both TAS and elsewhere. With the Creative Arts in Music, Art, Public Speaking and the Stage flourishing with such dynamism in recent years, this initiative brings

an academic and future focused balance to all we do here. Elaine McKeller will take up the new position of STEM Coordinator next year, with the specific purpose of linking Science, Technology, Engineering and Maths teachers and subjects in new and more integrated ways that reflect the way the world beyond school operates. Our investment and focus on STEM learning are recognition that the problem solving skills and the innovative and creative thinking and digital skills that are central to STEM learning will be the passport our students need to enter a future adult world that will demand more critical, creative and flexible thinking supported by a backbone of hard scientific skills. It is also exciting learning and we know that the appetite for that from our students is huge.

The second is the creation of a new position of Coordinator of Challenge and Service to be taken up by Jim Pennington as he moves on from Tyrrell House to pursue his passion for these areas of the TAS offering. That challenge and service are key to our aspirations for every TAS student will be nothing new to anyone here, and the sad recent passing of prominent Old Boy of TAS and friend of the School, Ian Kiernan, who embodied, embraced and lived both challenge to himself and service to the community so well reminds us of this. It is equally evident that these features of our curriculum have seen huge growth in recent years and we are seizing on that success. Mr Pennington's ambitions for his new role go well past the challenges of the 'Triple Crown' and, this year, the 'Awesome Foursome' that he will coordinate, to include the Duke of Edinburgh Award, service learning across the School and the integration of all those activities into what we refer to as our character development curriculum. The essence of this curriculum is to structure a sequential program of experiences and opportunities that will expose our students to their limits, physically and mentally, and test their capacity for empathy, kindness, generosity and advocacy for those whose plight beckons their assistance. In essence, it is a call to them to see what they are capable of and it carries the ambition of building personal capacity to meet future obstacles in life that might otherwise see them unable to move ahead.

At many schools this aspiration would seem fanciful, but that isn't the case here. This community has built, perhaps over generations, an understanding that young people today have no less appetite for adventure and the stretching of their limits as any that has gone before. What our young people do ask though, in their growing sophistication, is that the challenges before them be real and significant and worthwhile; that they will grow in confidence from them and perhaps be better people as a result. That understanding has informed our program in the past and it will be the key to success in this next iteration.

Conclusion

As I conclude, I know that all will be looking ahead to the promise of the holiday to come and some happy and, mostly, well deserved down time. The long Summer break from school is a time for family, friends and doing good things together that will last in memories right through adult lives. It is also a time that brings to many parents trepidation as the threat of technology, gaming and social media stealing those precious moments looms. Parents and educators alike worry that the technology that offers connection over distance also isolates their children from them and they fear what it is doing to the development of their minds

along the way.

I have spoken about the power of technology for the future of the next generation and the imperative to embrace the intertwined STEM subjects, but I urge you not to lose sight of the humanities that make us people; the literature, music and language that brings richness to our lives. My challenge to every student here is to use this time away from your school work to also break from your screens. Leave the messaging, Facebook, Snapchat and Instagram posts for a time, call a Christmas truce with your COD enemies and set yourself the challenge to read three books. Make that your personal Triple Crown and return in late January ready to tell your advisor what you read and what you thought about it. Whether you are building from Captain Underpants, Lee Child, Bronte or Tolstoy, your future strength will depend on your literacy and communication skills and these are developed as much in your own time as they are at school.

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

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 Middle School was a successful candidate for the IB Middle Years Programme (MYP), and in 2018, all subject areas in year 6 (MYP Year 1) implemented the MYP framework. MYP will be introduced over three years, aiming for authorisation in 2020.

The MYP changes how the NSW curriculum is taught in the Middle School, encouraging a great level of inquiry, curiosity and exploration of the content as it is taught and we have continued to see this influence the teaching and learning in years 6-8. In particular, teachers are looking at the lessons through a more global lens.

The TAS Junior School continues to enjoy a renewed focus on international mindedness and inquiry based learning due to the introduction of the International Baccalaureate Primary Years Program (PYP) at the start of 2017. Now well established the teachers begin preparing for the next visit from the International Baccalaureate team who will review what we have been doing.

2.1 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 2018 census the School had 605 students from Kindergarten to Year 12.

At the same time there were 231 borders of whom 16 were overseas students.

Indigenous students made up 3% of the total student body and students with a language background other than English made up 7% 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 1066.

3. Student outcomes in standardised national literacy and numeracy testing

Results for the 2018 NAPLAN tests are available on the TAS page of the MySchool website. For these results, follow the link to: <http://www.myschool.edu.au/>

2018 NAPLAN results					
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	472	420	462	468	432
Year 5	535	472	487	540	492
Year 7	555	522	530	556	568
Year 9	598	559	573	580	615

4. Senior Secondary Outcomes (student achievement)

Record of School Achievement (RoSA)

In 2018, no Records of School Achievement were granted to students leaving Secondary

Education for a full-time traineeship/apprenticeship.

Results of Higher School Certificate

82 students completed their HSC at TAS in 2018. Students sitting HSC exams (including accelerants) sat 36 exams in 34 different NESA 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 2018, Sambavan Jeyakumar, received an ATAR of 99.65 with fifteen of our students obtaining an ATAR above 90. Overall, fifteen students made the Distinguished Achievers List, between them achieving Band 6 results (or equivalent) in seventeen courses – Ancient History, Biology, Business Studies, Chemistry, Economics, English Advanced, English Extension 1, Legal Studies, Mathematics, Mathematics Extension 1, Mathematics Extension 2, Modern History, Music 2, Music Extension, PDHPE, Physics and Software Design and Development. . Two students performed BRAVISSiMO as part of the HSC Showcases.

Nineteen subjects in the 2018 HSC performed above state average including: Software Design and Development, Ancient History, Modern History, Music 2, Metal and Engineering, Primary Industries, Economics, Agriculture, PDHPE, Legal Studies, Geography, Physics, Mathematics General 2, Music Extension, English Advanced, Visual Arts, English Extension 1 and Music 1.

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):

Industry Area	Certificate I	Certificate II	Certificate III	Total
Mechanical and Industrial Engineering and Technology	0	0	8	8
Agriculture, Environment and Related Studies	0	8	0	8
Total	0	8	8	16

Summary

82 (100%) senior secondary certificates (HSC) were awarded in 2018.

73 senior students completed senior secondary school in 2018.

5. Teacher Qualifications and Professional Learning

5.1 TABLE: Teacher Qualifications

Category	Number of Teachers
<i>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</i>	
<i>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</i>	1

5.2 Summary of Professional Learning Undertaken by Teachers in 2018

The INSERT NUMBER 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.

Description of Professional Learning Activity	Number of Staff Participating
Child Protection	All Staff
PDHPE Marking Simulation Workshop	1

Literacy Workshop	18
Mathematics New Syllabus	1
Disability Provisions Workshop	3
Digital Portfolios	1
AIS Japanese Syllabus	1
Growing Early Teachers K-12	1
Agents of Change - IT	1
STEM University of Sydney	6
Languages - Preparing for 2019	1
IB MYP Round Square Workshop	3
Director's of Studies Conference	1
Business Studies Exam Preparation	1
ASA Conference	1
VET Currency Training	2
Maths workshops - new syllabus	1
The Big Day Out for PDHPE	1
Great teachers give great feedback	1
Gymnastics Coaching Course	6
IIATe Practical STEM Pedagogy Course	1
Adobe Photoshop	1
Youth Engagement Summit	3
CanvasCon	2
AIS Ext 1 English Module	1
Managing Behaviour ASD	1
Solar Printing Workshop	1

Philosophy in Schools Conference	1
Conasta - Science	1
Mental Health Training	3
NESA HSC Marking - Music	1
National Excellence in School Leadership Symposium	1
IB Network Meetings	10
IB Global Conference Singapore	3
MYP IB Workshops Online	8
MYP Workshop - Making the MYP Happen	20
ABSA - Boarding Conference	2
F1 in Schools	1

6. Workforce Composition

The workforce composition is shown in the table below:

	Women		Men				
	Full time	Part time	Full time	Part time			Total Staff
Senior Executive	4		8				12
Teachers	29	7	23	1			60
Support Staff	21	40	23	9			93
Total	54	47	54	10			165

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

6.3 Accreditation status of all teaching staff delivering the curriculum:

Level of Accreditation	Number of Teachers
Conditional	5
Provisional	6
Proficient Teacher	53
Highly Accomplished Teacher (voluntary accreditation)	
Lead Teacher (voluntary accreditation)	
Total number of teachers (should be the same as myschool)	64

7. Student attendance and retention rates, and post-school destinations in Secondary School (as per Term 3 2018)

Attendance Rates

Year Level	Attendance Rate %
Year 1	95.26
Year 2	93.61
Year 3	97.08

Year 4	89.52
Year 5	94.06
Year 6	90.07
Year 7	94.28
Year 8	91.24
Year 9	92.99
Year 10	92.64
Whole School	92.74

TABLE: 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
2008/2010	78	67	62	86%	79%
2009/2011	77	70	67	91%	87%
2010/2012	86	67	65	78%	86%
2011/2013	76	67	65	88%	86%
2012/2014	67	63	57	94%	85%
2013/2015	72	68	64	94%	88%
2014/2017	73	73	65	100%	89%
2016/2018	75	79	68	105%	91%

Management of Non-Attendance

Management of Non-Attendance

Student attendance is recorded in the school's database and absences are recorded according to the NESA 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

82 students completed their senior secondary course. Of these, all 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 withdraw 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 on-going 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:
 - o previous School or pre-school reports, noting current achievements and areas of need;
 - o psychologist's report documenting functional skills and recommended strategies for working with the student;
 - o speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom;
 - o occupational and physiotherapy reports documenting self help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises;

- o medical specialist reports identifying issues which need to be considered by the School;
- o 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.

<ul style="list-style-type: none"> ● 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 		<p>Full text in:</p> <ul style="list-style-type: none"> ● Staff portal ● Staff Handbook <p>Parents may request a full copy of these policies by contacting the Headmaster's Executive Assistant.</p>
<p>9.2 Discipline Policies</p> <p>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.</p> <p>Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behavior.</p> <p>The School does not permit the corporal punishment of students, or sanction corporal punishment of students by non school persons.</p> <p>All disciplinary actions that may result in any sanction against the student including suspension, expulsion or exclusion provides processes are based on procedural fairness and natural justice, and the School includes parents in these processes.</p> <p>2018 has seen a the fifth year of a very successful Restorative Justice process where students and staff are called together to achieve a desired outcome that does not include discipline. Not all breaches of</p>	<p>These policies were reviewed in 2018. No further updated were made.</p>	<p>Full text in</p> <ul style="list-style-type: none"> ● Staff Handbook ● Staff Portal ● School intranet <p>Parents may request a full copy by contacting the Headmaster's Executive Assistant.</p>

<p>discipline can be dealt with under this process, however it has been an effective process in the instances it has been applied.</p>		
<p>9.3 Anti-Bullying Policy</p> <ul style="list-style-type: none"> • 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 cyberbullying. • If students are being bullied, it is important to talk to someone. • Actions which may be taken by the School include discussion between parties or counselling, restorative justice or disciplinary measures. 	<p>This policy was reviewed in 2018. It was updated, reformatted and any reference to legislation was checked and updated if required.</p>	<p>Full text in</p> <ul style="list-style-type: none"> • Staff Portal <p>Student diaries</p> <p>Parents may request a full copy by contacting the Headmaster’s Executive Assistant.</p> <p>An appropriate outline of the anti-bullying policy, access to counselling and student wellbeing is available in the School Diary.</p>
<p>9.4 Complaints and Grievances Policy</p> <ul style="list-style-type: none"> •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. 	<p>This policy was reformatted and updated to reflect current school practices</p>	<p>Full text in</p> <ul style="list-style-type: none"> • Staff Portal <p>Parents may request a full copy by contacting the Headmaster’s Executive Assistant.</p> <p>An appropriate outline of the policy and processes is also provided in the Student Diary.</p>

10. School-Determined Priority Areas for Improvement

10.1 Achievement of priorities for 2018

Strategic planning through the course of 2018 continued to focus 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 2018, and the priorities and achievements are presented below.

Area Priorities	Achievements
<p>Academic</p> <p>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.</p>	<ul style="list-style-type: none"> • TAS Dux with an ATAR of 99.65 • 15 students achieved an ATAR above 90 • 15 students achieved Band 6s in 17 subjects
<p>Wellbeing</p> <p>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.</p>	<p>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.</p> <p>A continuing focus through 2018 was on Positive Psychology and the PERMA model:</p> <ul style="list-style-type: none"> • 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

	<p>meaning and nothing in the way of positive relationships. In 2018 staff professional development was undertaken in 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.</p>
<p>Residential</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Boarding continued as a clear and well understood academic advantage through 2018, largely related to structured prep time, academic support in houses and good access to teacher support.</p>
<p>Co-curricular</p> <p>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</p>	<p>The co-curricular program continues to develop with structures for debating, drama and music.</p> <p>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.</p> <p>The major school production of “Addams Family” was widely acclaimed together with the Junior School production of “Shrek” saw expansion of the drama program.</p>

<p>for the future.</p> <p>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.</p>	<p>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 2018.</p> <p>The School again hosted both the Northern Da Vinci Decathlon and the Forensic Science Camp for talented science students in Year 8.</p> <p>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.</p> <p>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 progressed to CIS and GPS representation across Hockey, Rugby, Triathlon and Cross Country Running.</p>
<p>Leadership, Service and Adventure</p> <p>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.</p>	<p>The LSA program continued with full involvement of all students from Junior School through to Year 11.</p> <p>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 2018.</p> <p>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 2018 and every student was engaged in the program.</p>

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 2018.

12. Parent, Student and Teacher Satisfaction

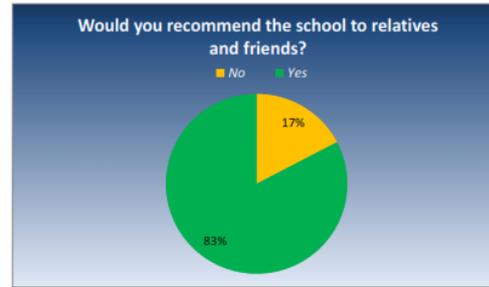
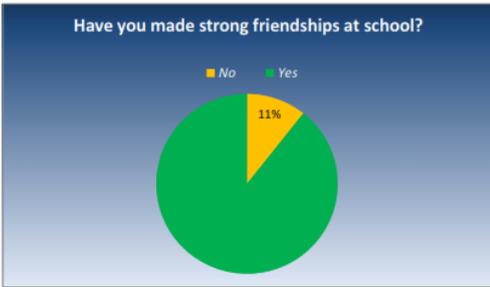
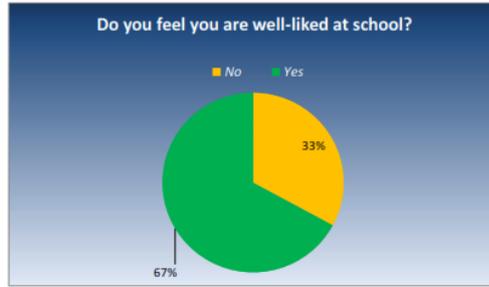
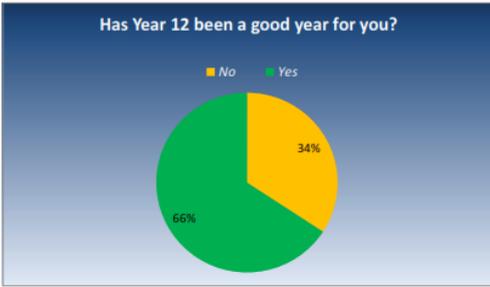
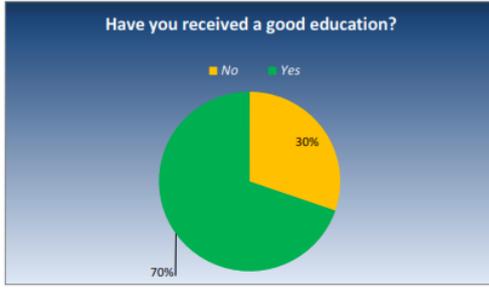
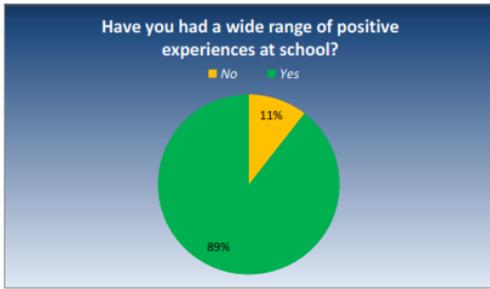
Parents: The TAS Parents and Friends Association (P&F) contributes enormously to the school every year. The P&F meets every term and gives parents forum to become more involved with the School and to discuss their levels of satisfaction. Informal discussions have indicated a generally high level of satisfaction 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 2018 Year 12 Exit Survey. The survey was conducted anonymously and used a Likert scale, with results converted to percentages.

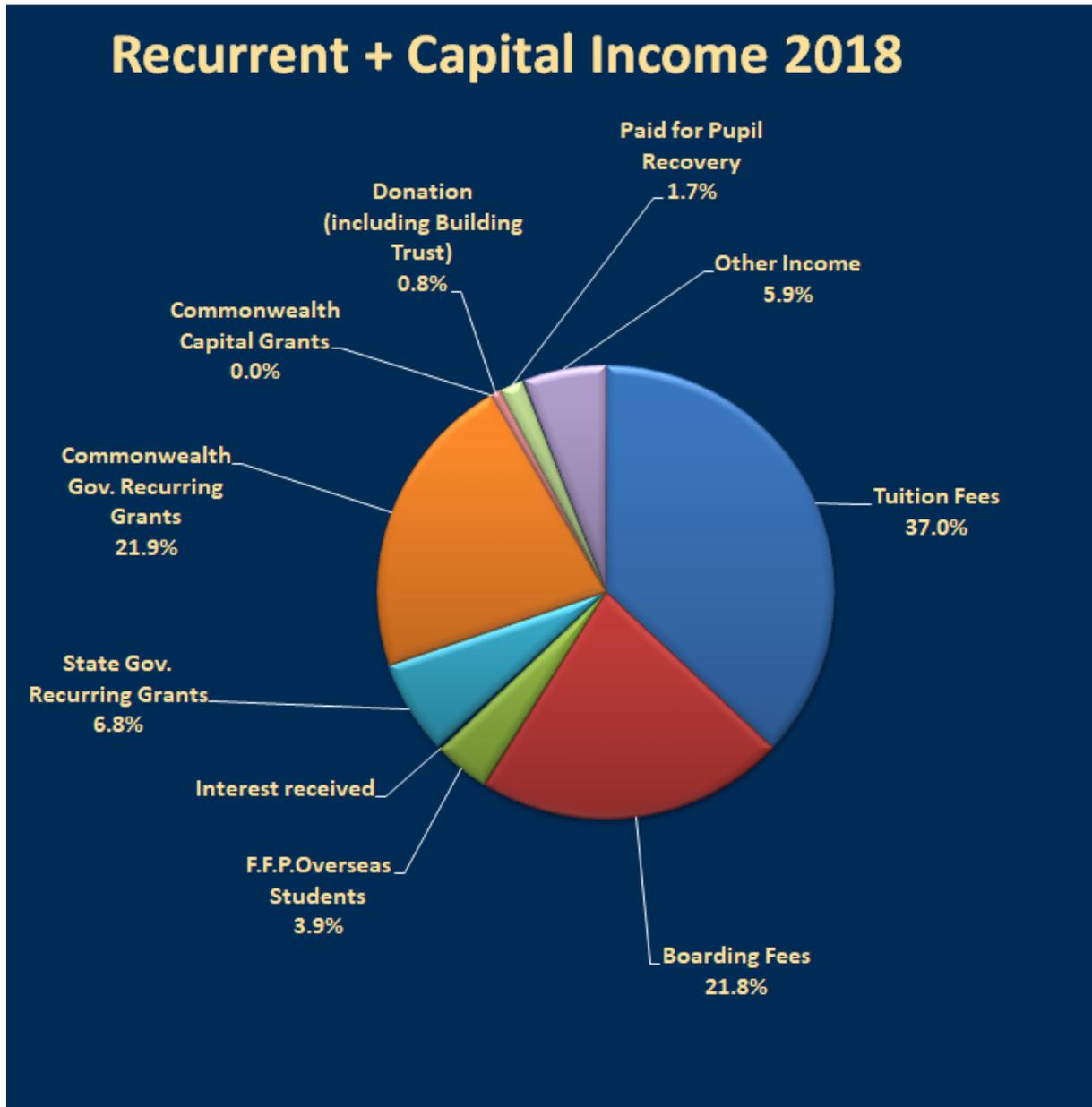
2018 Year 12 Exit Survey Results





13: Summary Financial Information

13.1 Recurrent and Capital Income



13.2 Recurrent and Capital Expenditure

