

TAS
THE ARMIDALE
SCHOOL

The Armidale School

ABN: 17 141 108 241

Educational and Financial Reporting

2019

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The Armidale School

Annual Educational and Financial Report

2019

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1. Message from Key School Bodies

1.1. Board of Directors - Chairman's 2019 Speech Day Report

Guest of Honour Tanya Ha; distinguished guests, ladies and gentlemen, students of

The tragic event just over five weeks ago saw the tragic loss of a serving Headmaster. Many of you here today attended the Memorial Service for Murray Guest on 8 November. Mr Guest is dearly missed by us all and we remain grateful for his more than 21 years of service to this School.

I doubt Mr Guest ever missed a Speech Day and so, yes, it feels quite unusual to not have him here on this occasion. Our thoughts and prayers continue for Murray's family, and for Joanne Guest in particular.

However, the School is in a strong position and with many years of success as well as dealing with adversity, there is no doubt in my mind that this proud Anglican and GPS school will be able to put a difficult Term 4, 2019 into the past. I say it was a difficult Term because we not only lost a Headmaster, but the ongoing drought in this region has also tested our resolve. As we face another hot summer, the city in which this School is located commenced severe water restrictions and is still running out of water, and we seem to have had bushfires nearby all Term. Indeed, our annual Cadet camp and related excursions were cancelled for the first time in living memory.

But we continue to have well over 600 pupils at this fine School, being educated by a loyal, capable and engaged staff. Our traditions are strong, we have great support from our alumni living near and far away, these being Old Boys as well as an increasing number of Old Girls, and I believe many students, teachers and parents are excited about what 2020 will bring our way.

Today I am announcing that the Board has appointed Mr Alan Jones as 'Head of School' for 2020. Alan has been on the staff of TAS since 1999 and became Deputy Headmaster in 2013. Please join me in congratulating him publicly for this appointment.

I should advise that most likely during Term 1 next year you may notice the School Board commencing advertising in a search for a new Principal or Head. The Board takes this responsibility very seriously as we start to think about beginning a new chapter in the School's long history.

Later this month it will be 10 years since the school company governance and ownership structure commenced. The school company, a public company limited by guarantee, has 24 Members and their names are in your program. Many of them are here today and I thank all of them for their passive and quiet, but very important, contribution to the School.

The School Board is a different group of individuals that I chair. It meets around nine or 10 times each year and oversees the management of the School. This year there was one change on the School Board. Early this year the Armidale Anglican Diocesan Council appointed Mr Ron Perry as a Director of the TAS Board. Ron resides in Canberra but lived in Armidale from 2013 to 2018 when he served as the Diocesan Registrar. Ron had a long and distinguished career in the Commonwealth public service. Ron has replaced Mr Tim Catterall.

Being on the School Board is not easy. It requires passion and commitment, and an understanding of the complexities of the School as an education institution as well as a large local and regional business. Would you please join me in thanking all my fellow Directors, and Mr Catterall, for the

time and effort they have put in to governing this School.

The year just finished has been a year of consolidation with no major building projects, but a variety of smaller ones. I do however mention the building of the Reflection Space behind the tennis courts over towards the dam. That Reflection Space includes an Apology for the Past which is expressed to reach out to those who were abused, bullied or victimised as we recognise that for some students in the past, their time here was not happy.

I also congratulate the team behind the project that has produced a refurbished Dining Hall that was celebrated last night in the Hall. This includes new tables and chairs in a new layout. Thank you to all those that donated towards this project, and particular thanks to Mike Hoskins for his generous donation and to the P&F for its significant donation.

Speaking of the P&F, the Parents and Friends Association was again a great support for the School this year and Alan Jones will cover this in his address.

The TAS Foundation raises funds through gifts, donations and other bequests and various fundraising events and we acknowledge and thank all the friends of the School, as well as Old Armidadians 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 donation the TAS Foundation provides the School each year towards school fees.

The TAS Foundation, established in 1983, has an independent Board that manages its funds and its fundraising activities. Please join me in thanking the Foundation Board led by its Chairman, John Grant. I would like to again acknowledge the direct significant donation towards school fees that the School receives from the Aberbaldie Foundation.

I would like to also recognise and thank the Armidale Anglican Diocese and its ongoing support for the School. At the end of this year it will be 70 years since the School became an Anglican institution. Rick Lewers, our Bishop is in attendance today.

The Old Armidadians' Union is a representative body and School stakeholder with a few thousand members who are alumni of the School. Our departing Year 12 students all joined the Union recently.

I thank the Union, led by its President Stewart McRae, for its contributions to the School this year. In particular, we are grateful for the new OAU Chapel Street gates, the Union's gift to the School for its 125th anniversary, which were opened in August, thanks to donations from individuals as well as a sizeable donation from the Union itself. Can I also add my thanks to Stewart for his personal involvement (not wearing his OAU or parent hat) in so many TAS building works and other projects over the last four years.

This year the School community celebrated completing the School's 125th year and a variety of events were held to reflect on and celebrate the School's long and proud history. Thank you to those that attended those events, especially the regional events for our boarding community in March and April this year.

Mr Sebastian Hempel

Chairman

1.2. HEAD OF SCHOOL - Head of School's 2019 Speech Day Report

Acting Headmaster's Speech Day Address (Speech Day 2019)

Guest speaker Ms Tanya Ha, Chairman and members of the School Board, special guests, ladies and gentlemen, TAS students. Welcome.

I will be the first to admit that writing this Speech Day address has been no easy task. It may vary somewhat from the format that has occurred in the past but these are unique circumstances as you would be well aware. I want to open by reading the first paragraph that Murray Guest wrote in the Term 1 issue of Binghi this year.

He wrote:

Marking the 125th year of our school is an opportunity to reflect, to bring past students together, to celebrate and to educate our current generation on the legacy that they have inherited. Relatively few schools in our young nation have been able to do this and the significance of this has captured the imagination of our community. The timeline of our history, from humble beginnings in 1894 with 25 students, two teachers and a Headmaster through wars, massive social change and growth, has been linked by a remarkably stable set of values established in our Christian beginnings and it might be said that through change much has stayed the same. This is true of many institutions through modern history and it gives pause for us to reflect on what has been important enough to remain in our character and what has faded away.

In the 126 years of history for the Armidale School confronting adversity has been integral to that journey from 1894 until now. The staff, students and parents who lived through each successive era also had to deal with not only the upheaval of world events but the task of finding their own path through life as well. I say this not to lessen the impact of events that have taken place as we approach the end of our 126th year, but to highlight the fact that The Armidale School has endured. Our recent lived experience of ongoing severe drought, an unprecedented and savage bushfire season and the sudden and tragic loss of the Headmaster have deeply affected us all. Every day, his legacy permeates every area of the school and our community, and we all owe him an enormous debt.

However, I have every faith in the strength of belief in all that The Armidale School represents in our lives. We will continue to endure and we will continue to sustain each other. The very best qualities of the human character are forged in the toughest of times and we never truly know who we are until we are tested.

Our students are the heartbeat of the school so it is fitting and proper in the light of all of the above that we are here together to celebrate the accomplishments of our students. Before we acknowledge our prize-winners today, we need to look back on the year just gone as there is much to reflect on, both tangible and intangible. Who can forget the amazing performances of our Middle School and Senior School students in *Oliver*? We have had students selected in GPS, State and Australian teams in their chosen sports; we hosted the largest ever TAS Rugby Carnival, record numbers of our students participated in the 2km Coffs Ocean Swim and in the City2Surf in Sydney. In the City2Surf students, staff and parents united behind Old Armidalian Richard Tombs who suffered a debilitating injury and is now confined to a wheelchair by pushing him along the entire

14 kilometre course.

We have been able to view incredible works of art, listen to fantastic musical performances. Our students have achieved success in all manner of academic competitions. They have cycled from Armidale to South West Rocks, paddled 111km in the Hawkesbury Canoe Classic, jumped on buses to play rugby in Sydney, committed to service project, both in Australia and overseas and have been awarded colours in Assembly for academic excellence.

To commemorate 125 years of the school's history, and despite conditions that were causing a good deal of consternation, over 100 students, staff and parents took part in Trek 125, just a few weeks ago and returned to the School triumphant. I would love to be able to organise a conversation between those original 28 students from 1894 and our current cohort – think how fascinating it would be for both groups to compare notes.

What also highlights the great character of our school are those fleeting moments that are rarely reported on, that often go unnoticed but happen all the time. I am referring to that kind word of support from a staff member to a student, the staff member who offers academic support to their students outside the timetable, the senior student who turns up to assist at the training session of a junior team and then continues to do so, the charm of being greeted by students as you walk through the playground before school starts, observing a cadet leader encouraging their young charges out in the bush, the application of academic rigour in the classroom for its own sake, witnessing the beginnings of what may become lifelong friendships and working with young people who see challenge as an opportunity to grow and to be a part of something larger than themselves.

Embedded within all I have mentioned is the commitment and support of our staff, not only the School Executive and our teachers but our administrative and support staff, our school nurses, grounds keeping staff, Dining Hall and catering staff and housekeeping staff.

It is right that we pause to thank them now.

On to staffing news.

In 2020 Mrs Seonia Wark will be Deputy Head of School, Mr Luke Polson will be Director of Studies and Mrs Gill Downes will be Assistant Director of Studies.

A number of teachers leave us today:

- Ms Polly Harvey who will remain a vibrant part of the New England artistic community.
- Mrs Samantha Clayton has purchased a property in Queensland to pursue horse breeding on a larger scale and to teach at Miles State High School.
- Miss Harriet Symons is returning to Sydney after five years at the school having been recruited straight after her final prac at TAS.
- Mrs Rebekkah Baumgartner and her family are relocating to Brisbane.

- Ms Colette Brus who has accepted a position teaching English at Moriah College in Sydney.
- And Ms Catherine Boydell has accepted a position as a learning support teacher at Knox College after commencing at the school in 1996.

Further, Mrs Anna Barnier, Mrs Lou-Anne Allan, Mrs Natalie Ramazani, Mr Stuart McRae, Mr Wayne Sadler and Mrs Kerry Behrend also leave us after many dedicated years of service.

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

The School Board chaired by Mr Sebastian Hempel deserve our great appreciation as well. The level of their support, diligent governance and guidance has been unparalleled this year. They volunteer their time work together behind the scenes to ensure The Armidale School continues to be a viable, vibrant institution and operating with the future in mind at all times. They are a most effective team and their work should never be taken for granted. Please join me in thanking them.

I am speaking now to the P&F and it's executive and all of our parent supporters. Your efforts throughout the year but particularly this term transcend any expression of gratitude that can be offered. You have devoted time, energy, and emotion far beyond anything we could have ever expected to ask of you. That you leapt into the fray without hesitation and worked so tirelessly marks a very special moment in the history of the school. I say this knowing how hesitant you are to accept the accolades you so thoroughly deserve. Please join me in showing our gratitude to the P&F and parents.

In conclusion, I will say that we will always be resolute in our purpose to provide opportunities and experiences both inside and outside the classroom for our students to prepare them for life in a complex world. To continue to help them understand that the values that we uphold can be carried with them throughout their lives to assist them in pursuing their goals. To continue to help them understand that all the very best things in life are often the hardest to cultivate and need time to mature and prosper. That we will continue to encourage them to never give up on each other and most importantly of all to never give up on themselves. I firmly believe we have demonstrated to our students what a strong community is capable of. To quote from the School Lesson:

Now I know in part then I shall know fully, even as I am fully known. And now these three remain- faith, hope and love, but the greatest of these is love.

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

Mr Alan Jones

Head of School

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 2019, all subject areas in years 6 and 7 implemented the MYP framework. MYP was in its second year of implementation in 2019, 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.

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 2019 census the School had 618 students from Kindergarten to Year 12.

At the same time there were 227 boarders of whom 15 were overseas students.

Indigenous students made up 4% of the total student body and students with a language background other than English made up 8% 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 1090.

3. Student outcomes in standardised national literacy and numeracy testing

Results for the 2019 NAPLAN tests are available on the TAS page of the MySchool website. For these results, follow the link to: <http://www.myschool.edu.au/>

2019 NAPLAN results					
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	472	443	437	467	424
Year 5	534	485	511	526	522
Year 7	567	521	545	560	573
Year 9	614	563	601	608	633

4. Record of School Achievement (RoSA)

In 2019, no Records of School Achievement were granted to students leaving Secondary Education for a full-time traineeship/apprenticeship.

5. Senior Secondary Outcomes (student achievement)

Record of School Achievement (RoSA)

In 2019, no Records of School Achievement were granted to students leaving Secondary Education for a full-time traineeship/apprenticeship.

Results of Higher School Certificate

80 students completed their HSC at TAS in 2019.

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 2019, Henry O'Neil, received an ATAR of 97.95 with ten of our students obtaining an ATAR above 90. 22 students achieved the highest possible band in 18 different subjects- this represents over a quarter of the 2019 HSC cohort. These subjects were: Agriculture, Ancient History, Drama, Economics, English Advanced, English Extension 1, English Extension 2, Geography, History Extension, Legal Studies, Mathematics Standard, Mathematics Advanced, Mathematics Extension 1, Mathematics Extension 2, Music 1, Music 2, Music Extension and Visual Arts. Additionally, one quarter of Agriculture students achieved a Band 6, with 73% of Agriculture students achieving in the top two bands, compared with a state average of 30%. All Drama students achieved either a Band 6 (more than 50%) or a Band 5 - compared to 43% of NSW. All students in Visual Arts were placed in the top two bands, compared to 61% of the state. The inaugural 2019 Textiles and Design class all achieved a Band 5. Seven students were nominated for the HSC Drama Showcase - OnSTAGE.

Eighteen subjects in the 2019 HSC performed above state average including: Agriculture, Ancient History, Business Studies, Chemistry, Design and Technology, Drama, Economics, English Extension 1, English Studies, Geography, Legal Studies, Mathematics Standard 1, Mathematics Standard 2, Modern History, Music 1, Personal Development Health and Physical Education, Textiles and Design 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):

Industry Area	Certificate I	Certificate II	Certificate III	Total
Automotive Engineering and Technology	0	5	0	5
Mechanical and Industrial Engineering and Technology	0	4	15	19
Agriculture, Environment and Related Studies	0	11	0	11
Total	0	20	15	35

Summary

80 (100%) senior secondary certificates (HSC) were awarded in 2019.

80 senior students completed senior secondary school in 2019.

6. Teacher Qualifications and Professional Learning

6.1 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>	62
<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

6.2 Summary of Professional Learning Undertaken by Teachers in 2019

The 50 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

Frantic Assembly - Drama NSW	1
Mathematics Extension 2 Course - Proof & Vectors	1
AIS English Workshop - Advanced English Module A	2
AIS Languages Conference 2019	1
Academic Screening - Level B User Training & Assessment	1
IEU Environment Conference	2
AIS Experienced Teacher 2019 Assessment Panel	1
HSC Industrial Technology Practical Marking Day	1
Workshop of Module C (Year 12 English)	10
HSC Textiles and Design - Practical Marking Workshop	1
AIS Educational Leaders Conference	1
Sydney University STEM Academy Conference	5
Gymnastics - Beginner Practical Course and Certificate	1
AIS ATSI Boarding Conference	2
HSC History Study Days - University of Sydney	1
2019 Edutech IT Educational Congress	2
MYP Coordinators Network Meeting	1
PYP NSW Network Meeting	1
MyFuture Careers Website Inservice	1

UNE HSC Core Ancient History Study Day	1
PD4Maths - Online Course	1
AIS Workshop - What is Discursive Writing?	1
AIS Drama/Productions PD Day	1
VET Construction Training	1
Stage 4 Mandatory Technology - Fibres	1
NCCD Network Meeting	1
Teaching Stage 6 PDHPE Workshop	1
IB PYP Face to Face Workshop - Assessment	11

6.3 Accreditation status of all teaching staff delivering the curriculum:

Level of Accreditation	Number of Teachers
Conditional	5
Provisional	4
Proficient Teacher	53
Highly Accomplished Teacher (voluntary accreditation)	
Lead Teacher (voluntary accreditation)	
Total number of teachers (should be the same as myschool)	62

7. 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	2		8				10
Teachers	29	11	29	1			60
Support Staff	22	45	23	10			109
Total	53	56	50	20			179

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

8. Student attendance and retention rates, and post-school destinations in Secondary School (as per Term 3 2019)

Attendance Rates

Year Level	Attendance Rate %
Year 1	95.63
Year 2	94.95
Year 3	96.97
Year 4	95.7

Year 5	92.87
Year 6	93.92
Year 7	95.11
Year 8	92.54
Year 9	93.74
Year 10	92.4
Whole School	93.79

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%
2014/2016	73	73	65	100%	89%
2015/2017	73	64	82	112%	88%
2016/2018	75	79	68	105%	91%
2017/2019	86	75	82	95%	87%

Management of Non-Attendance

Management of Non-Attendance

Student attendance is recorded in the school's database and absences are recorded according to the NESAs Attendance Register Codes. Leave is applied for on the "Application for Exemption from Attending School" and, if approved by the Head of School, 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

80 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.

9. Enrolment Policies

8.1 The Armidale School 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 online.
- 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.

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.

10. Other School Policies

Policies	Changes in 2019	Access to full text
<p>10.1 Student Welfare:</p> <p><u>Child Protection:</u></p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements (including mandatory reporting) • preventative strategies • reporting and investigating "reportable conduct" • investigation processes • documentation <p><u>Student Welfare Policies encompassing:</u></p> <ul style="list-style-type: none"> • Emergency procedures • School health policies and procedures • Travel on school-related activities 	<p>TAS re-drafted all Child Protection Policies and implemented a Child Safety Code of Conduct in January 2019 in adopting the Complispace Policy Platform.</p> <p>All references to legislation and regulatory bodies were checked and updated accordingly and these policies will be updated when a change in the law occurs.</p> <p>Mandatory online staff training was implemented in January 2019 in Child Protection.</p> <p>All student welfare policies were updated and checked for compliance with current law and regulations. The School's overriding priority continues to be the safety of our students.</p>	<p>Staff Intranet, Staff Learning System.</p> <p>Parents can obtain a full copy by contacting the Secretary to the Head of School.</p>

<ul style="list-style-type: none"> • Procedures for security of the grounds and buildings • Use of grounds and facilities 		
<p>10.2 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 behaviour.</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>2019 has seen the sixth 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 discipline can be dealt with under this process, however it has been an effective process in the instances it has been applied.</p>	<p>This policy was reviewed in 2019. Any reference to legislation was checked and updated if required.</p> <p>A Detention Policy was adopted and implemented, the purpose of which was to clarify the School's position on detention and how student discipline can be recorded in the student database.</p>	<p>Full policy is available on the staff Intranet,</p> <p>Parents can obtain a copy by contacting Headmaster's Executive Assistant</p>

<p>10.3 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 2019. 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>10.4 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>The School implemented a new Complaints and Grievances Policy and complaints register through Complispace Policy Portal.</p> <p>All processes incorporate as appropriate, principles of procedural fairness.</p>	<p>Full text in</p> <ul style="list-style-type: none"> • Staff Policy Portal <p>Parents may request a full copy by contacting the Secretary to the Head of School</p> <p>An appropriate outline of the policy and processes is also provided in the Student Diary.</p>

11. School-Determined Priority Areas for Improvement

11.1 Achievement of priorities for 2019

2019 was a year focussed on celebrating the 125th Anniversary of the School through a number of celebrations and events.

Further, the School implemented the Complispace Policy Plus Portal with regard to Child Protection, Work Health and Safety, Duty of Care and Boarding Policies and Overseas Student Policies with the implementation of mandatory staff online training in these areas as applicable.

Strategic planning through the course of 2019 continued to focus on the development of the TAS Vision 2025. The foundation of this strategic planning process was two comprehensive school surveys conducted in 2010 and 2017 by Macquarie Marketing Group. It is anticipated a further Strategic Plan updating the School's goals will be adopted in 2020 with implementation commencing at the same time.

The TAS Vision 2025 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 2019, 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 97.95 • 10 students achieved an ATAR above 90 • 22 students achieved Band 6s in 18 subjects • The International Baccalaureate Primary Years continued in its third year, and the Middle Years Program continued into its second year with TAS as a candidate School.
<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</p>	<p>The Pastoral Care program is based on a student's holistic wellbeing and includes all avenues of student growth and engagement. The team responsible for oversight include the Director of Pastoral Care, the Chaplain, both the School Nurse and Counsellor as well</p>

<p>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>as Advisors and Heads of House.</p> <p>Underpinning the approach to Pastoral Care at TAS are the principles of Positive Psychology, Growth Mindset and Restorative Justice. These are integral to how we value our relationships, enhancing resilience, a sense of wellbeing, optimism, hope and meaning in staff and students alike.</p> <p>Our vertical Advisor system allows students to meet in small groups of 6 – 10 with the staff member of their choice, four times a week in Middle and Senior School. They are with this same chosen staff member and small group of students until the end of year 12. In Junior School, the Homeroom teachers provide a close level of care for the wellbeing of their students.</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 to have a strong academic focus through 2019, largely related to structured prep time, a tutoring program implemented in the school library for after school hours, 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</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 and TAS Singers, as well as many individual and other ensemble performances.</p> <p>The major school production of “Oliver!” was widely acclaimed together with the Junior School production of “Madagascar” saw the ongoing participation and</p>

<p>staff fostered and student driven it is designed to challenge, engage and broaden the experience of our students to equip them 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>enjoyment of the School drama program.</p> <p>Inter-school debating, chess, the STEM academy Day and the Da Vinci Decathlon provided an academic side to co-curricular activity in 2019.</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 a number of sports.</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, Bush skills, Rangers, Surf Lifesaving, and Rural Fire Service all continued successfully with all students engaged for a minimum of 6 days in 2019.</p> <p>For the first time in the School's history, the one week Annual Camp was cancelled due to a terrible bushfire season and students carried out activities at School for the final week of Term 4.</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 2019 and every student was engaged in the program.</p> <p>A number of students, staff and parents travelled to Papua New Guinea to take part in a trek on the Kokoda Track, an initiative usually offered biannually.</p> <p>Over 100 students, parents and staff members participated in Trek 125- a challenging mountain biking and trekking expedition around Armidale, to celebrate</p>

	<p>125 years of the School's history.</p> <p>With regard to Service, TAS has a partnership with Minimbah Aboriginal Primary School based around weekly visits to read and play with students; the annual Service in Sydney/Katoomba Youth Christian Convention during which students help the Exodus Foundation feed the homeless, and pilgrimages to St Christopher's Orphanage in Fiji (Year 8 students), and the McKean Rehabilitation Institute for leprosy sufferers and Agape HIV Orphanage both in Chiang Mai, Thailand.</p>
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12. Actions undertaken by the School to Promote 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 firefighting skills and accreditation through the TAS Rural Fire Service program.

Further, the initiatives noted above under “Service” all assist in promoting respect and responsibility amongst our students.

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

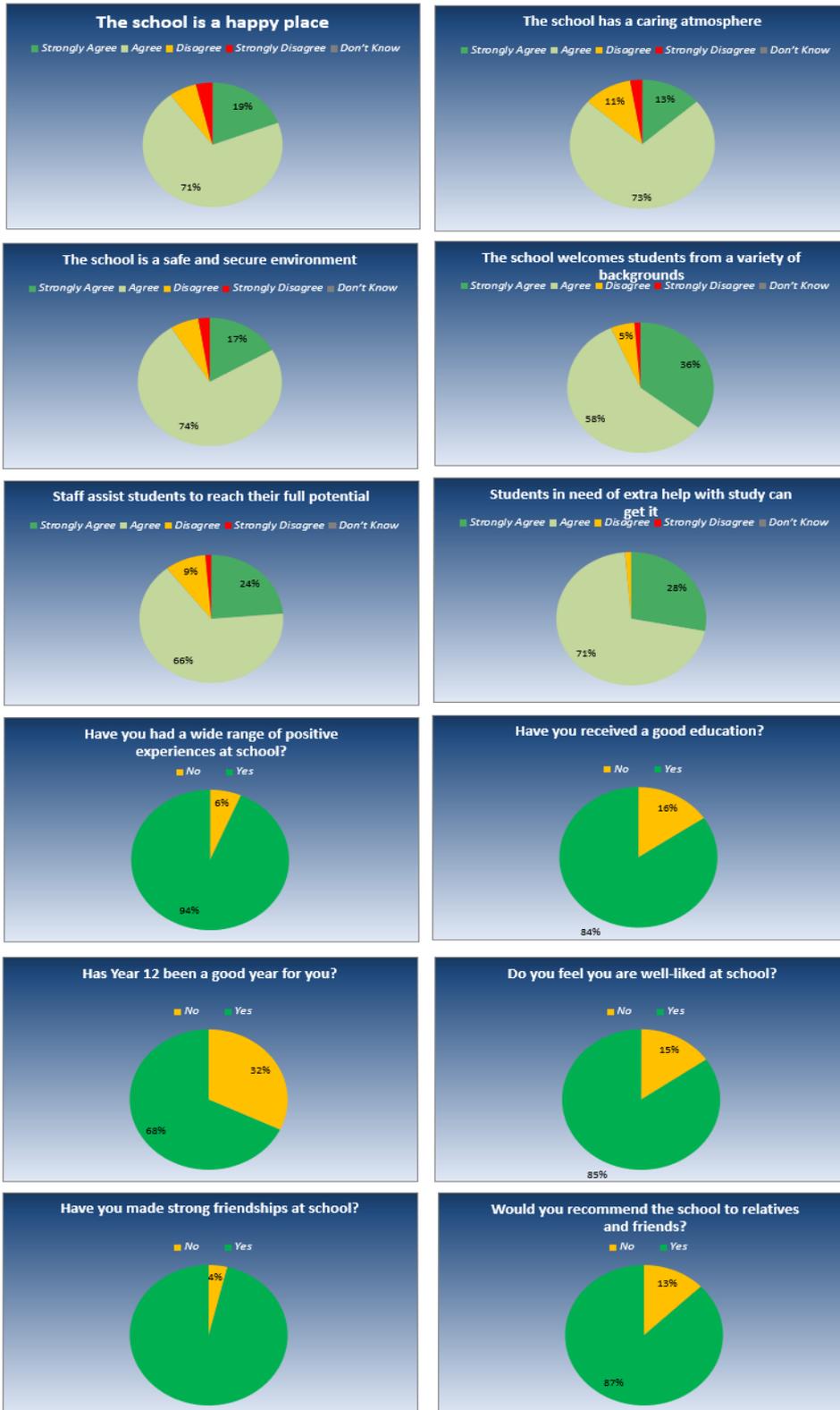
The act of giving of yourself freely to benefit others in need within communities for no personal gain. Students will benefit from volunteering by building leadership, communication, and decision-making skills. Students will also learn a lot about themselves and assist with academic development. At TAS, 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 2019.

13. Parent, Student and Teacher Satisfaction

Students: Below are the results of the 2019 Year 12 Exit Survey. The survey was conducted anonymously and used a Likert scale, with results converted to percentages.

2019 Year 12 Exit Survey Results

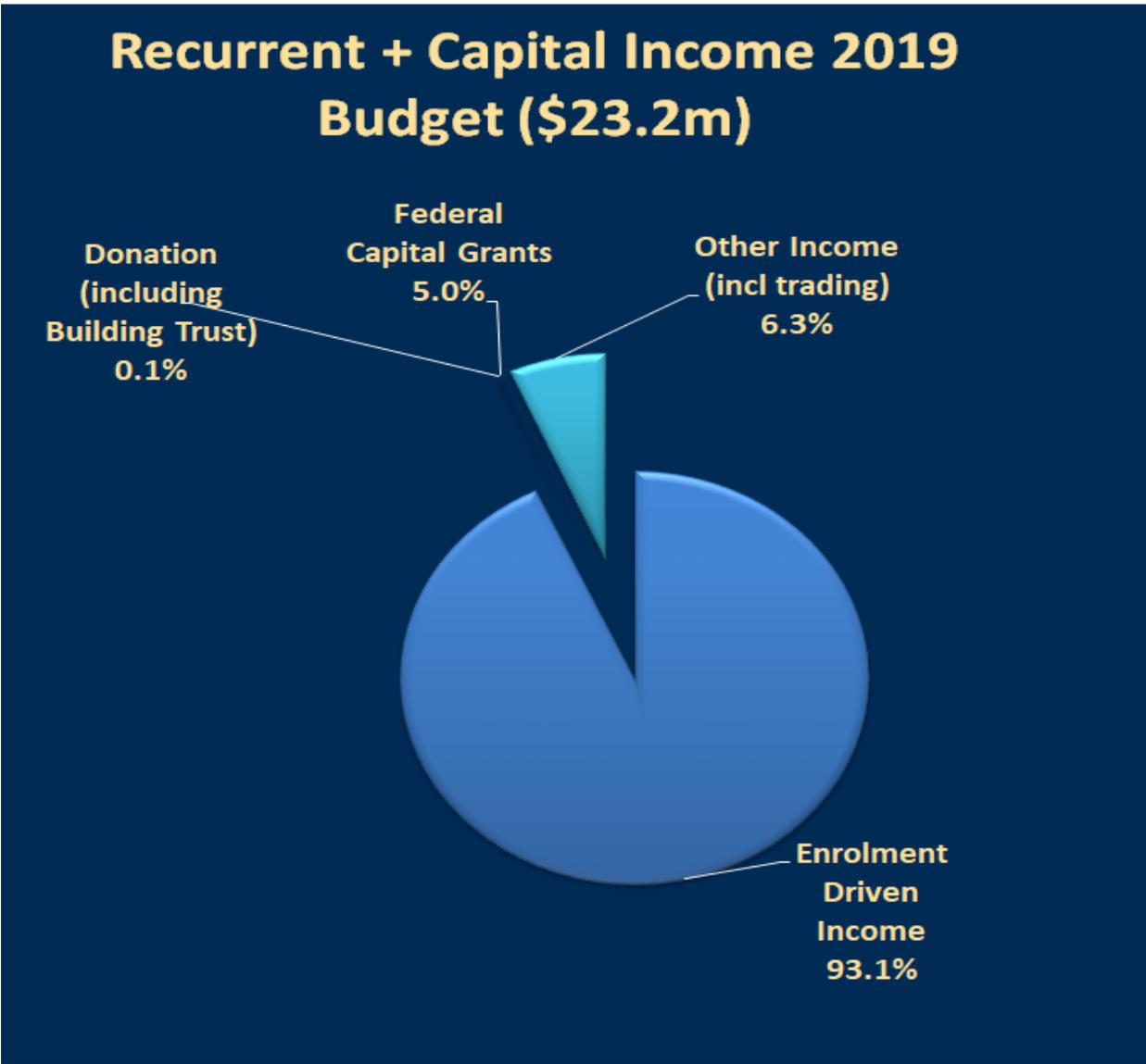


Parents: The TAS Parents and Friends Association (P&F) contributes enormously to the school every year. The P&F meets every term and gives parents forum to become more involved with the School and to discuss their levels of satisfaction. Informal discussions have indicated a generally very high level 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. 2019 was a particularly challenging year for our staff with the death of our Headmaster and the school has been proactive in offering counselling and support to any staff members (and students) who would like to access this.

14: Summary Financial Information

14.1 Recurrent and Capital Income



14.2 Recurrent and Capital Expenditure

