



The Armidale School

ABN: 17 141 108 241

Educational and Financial Reporting

2020

The Armidale School

Annual Educational and Financial

Report

2020

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1. Message from Key School Bodies

1.1. Board of Directors - Chairman's 2020 Speech Day Address

Special Guest Peter Baines, Head of School, staff, girls and boys of The Armidale School. Welcome all to the event known as Speech Day in the year 2020. This event is being live streamed this year, and I want to especially welcome all parents and friends of the school that are watching us from the Armidale Bowling Club, and all those that are watching from their homes or offices.

As Chairman of the School Board, I would like to recognise the community support that the School has received from all TAS families and friends, and all TAS students. We are grateful for their patience and understanding throughout the year as the School dealt with the challenges and risks presented by the ongoing COVID-19 pandemic. Once again, the School's resilient character has shone in the face of adversity, and we all hope and pray for a better year in 2021.

The School Board, comprising nine dedicated and service-minded men and women, met many times this year, mostly by Zoom conferencing. Most of them are here today and for some it is the first time they have been able to come to the School since February.

In May we said farewell to Mrs Karen Tromp who had served on the Board from 2012. Karen's valuable and wise counsel, backed up by her accounting background, was much appreciated.

The vacancy created by Karen's retirement was filled by us inviting Mrs Sarah Nivison to join the Board after the Annual General Meeting in May. Serving on a School board is not an easy task, but we know this is something Sarah can take in her stride.

Many parents have barely set foot on the campus this year, and so it is worth noting that there have been several improvements to the infrastructure and buildings that the Board has overseen.

There is a new public entrance to the Swimming Pool building at its south-eastern corner, near the turning circle.

The School has made a significant move from coal to gas powered heating this year.

The ground floor of the Science Block has had a significant renovation, involving subdividing the larger L shaped downstairs lab to provide a good multi-purpose lab, creating a new staff room, a better entrance foyer and an enlarged chemical

storage and preparation space.

There has been some work on the administration corridor of the main school building that has included relocation of the Reception Office to the front of the Business Office. The main staff common room has had a re-furbishment, and the residence at 172 Chapel Street has had a small renovation.

More solar panels (photovoltaic cells) will be installed on the Hoskins Centre roof over the summer. This will triple our solar energy capacity to 145 kW.

An exciting and innovative flywheel and battery energy storage system will be installed behind the Hoskins Centre next to the Belfield tennis courts in coming months in a partnership the School has entered into with a company called Key Energy. Board approval was given in October.

Today I am pleased to announce that the School has this week been awarded a government grant that will enable the first and second floors of the Science Block to have in 2021 a significant overhaul beyond the great work done earlier this year. We await development approval from the local council but the project, classified as a Federal stimulus project, is significant in size and cost (over \$1.7 million) and it includes the installation of an external lift. The walkway across to the Fisher Wing will also be rebuilt.

Once again, we express our thanks to the School's Business Manager Mr Pat Bradley for his dedication and enthusiasm in bringing these projects to fruition.

Closing boarding houses temporarily (and certainly not permanently) is not something we do with pleasure but that is what had to be done as a Board decision earlier this year as result of the health lockdowns. Being able to provide remote learning to well over 600 students at fairly short notice is something else that the Head of School and the School staff were able to do and we are grateful for that effort.

Back in January, the School gratefully received \$450 thousand in drought relief funding from the Commonwealth Government. As parents would be aware, this was passed back in stages but in full to our families in areas that were drought affected.

Moving on to various thank yous. Firstly, to you our wonderful students for coping with the ups and downs and challenges and inconveniences during a year disrupted by COVID-19 issues. I thank you for your displays of TAS character and perseverance.

Next, to our hardworking staff for being able to adapt to provide remote learning and assist the School to meet the challenges presented in 2020. I thank you as well.

To the School Executive, thank you for your hard work throughout the year and for leading the way on so many fronts and your positive and constructive

working relationship with the School Board. This has again delivered results in 2020 despite adversities faced.

Once again, I thank the TAS Foundation and its Board and all of its donors for their fundraising and the financial support they give the School. I congratulate Mr David Fenwicke for assuming the role of Chair of the TAS Foundation and look forward to a productive 2021. I also take this opportunity to thank the Aberbaldie Foundation for its continued financial support.

I will ask the Head of School to thank the P&F and its executive for their work this year.

Finally, a big thanks to Mr Alan Jones for his stewardship throughout a challenging year, which I am sure was not what he imagined when we invited him to lead the School on an interim basis this time last year. Alan, I have enjoyed working with you and seeing you ably handle the responsibilities the Board has given you. Manuela, thank you also the work you do at the school and for looking after this man. We have some flowers to present to you.

A few final things. Today is the last Speech Day for the Bishop of Armidale, Rick Lewers. Many of you are familiar with him and we say farewell to him as he moves to the South Coast of NSW in coming weeks. Rick departs as a friend and supporter of the School and we wish him well in his future endeavours serving the Anglican Church.

In late 2019, you may recall, the Board appointed Alan Jones as 'Head of School' for 2020. Yesterday, we asked him to continue this role into 2021 but to be ready to hand over to the new Head of School when they start, after we make an appointment.

As regards a new appointment, the interview and meeting process was greatly slowed by travel restrictions and quarantine rules with the final three, who are all excellent candidates, all living outside NSW. In addition, limited travel options to Armidale and end of year commitments at their existing schools mean that the logistics have not been easy.

The Board expects to make an appointment announcement over the summer vacation, once School visits are able to be concluded, a decision is able to be reached, and contract negotiations are concluded. While we are quite excited about making a decision soon, I am afraid that there will be no announcement today.

I wish you all a happy and safe Christmas break.

Mr Sebastian Hempel
Chairman of the Board

1.2. HEAD OF SCHOOL - *Head of School's 2020 Speech Day Address*

Guest speaker Peter Baines, Chairman and members of the School Board, special guests, ladies and gentlemen in our livestream audience, TAS students.

Welcome.

Each TAS Speech Day, demands that we look back on the year just gone; the achievements, the work that has been done, and the challenges faced, and there have been many challenges faced and confronted this year and this focus will more than likely be the pre-eminent theme in nearly all of the speech day addresses taking place in schools around Australia as Term 4 and the school year draws to a close.

It has been a strange, surreal and unprecedented year. In fact, it is unprecedented how many times the word unprecedented has lodged itself into our conversations – I hope not to hear it again for a while. As well as the overuse of that one-word, new terminology has crept into our vocabulary – social distancing, contact tracing, iso, lockdown, PPI and, “you need to unmute yourself, Jonesy”.

There have been new economic constraints, a new layer of managing our daily lives, new forms of social interaction. What does greeting a person now look like? Which new social norms are acceptable and which are not? Do we shake hands, bump elbows, fist pump or do we simply just wave – how many times should we hand sanitise each day, do we wear a mask? I am also fully cognisant of the fact that Australia has managed this pandemic better than many other countries even though we are living through an experience beyond anything that could have been anticipated such a short time ago. I also feel blessed to be living in regional Australia.

We have had to give measured consideration to many issues this year such as shutting down the school for a much longer period than we actually had to; will we have to close boarding and what does that mean for the staff of the school, will the students be able to practice and play sport, can they sing in ensembles, perform musical pieces, how many times will we be able to stage the school musicals. When, where and how will we conduct online lessons, how will we meet as a staff, how will we meet our students? What is the function of the school assembly with very limited participation allowed, how will we adapt our traditional events that are so valued - and still remain within the spirit of the protocols of NSW Health and the AIS?

What will we have to cancel, how will we manage Anzac Day, Passing Out

Parade, Valedictory Week, The Year 12 Formal, Remembrance Day , Bivouac, Activities Week and indeed Speech Day - just to mention a few.

What are our procedures and protocols if we do have a Covid outbreak and most importantly how do we manage the health, and well being of our students, staff and our wider community. These are just some of the considerations that had to be dealt with this year as well as overseeing the daily, weekly, monthly running and administration of the School. Often, not game to look too far ahead as the boundaries seemed to be in a constant state of fluidity. A quote from Simon Sinek often came to mind "Always plan for the fact that no plan goes according to plan".

"Never waste a crisis" is a phrase I have used quite often in recent times and more than any year that I can remember, 2020 has seen growth in our sense of community and a strengthening of relationships both within and without the School. This is a positive thing and it has provided new momentum to what we do. There are many expressions of this and all point to the same awareness of a shared understanding of the philosophy and values of the School.

Whilst all of the factors I have mentioned were being deliberated upon, the School Executive was engaged in writing and developing the most comprehensive Strategic Plan of the last decade to ensure the future of the School and to foster and extend the most important facets of the life of the School in the areas of academic performance, enrolments, student engagement beyond the classroom and retention of quality staff. All of this while maintaining oversight of their various areas of responsibility. They are a remarkable team.

Both our IB MYP and PYP programmes were under the microscope during Term 3. IB committees conducted a series of rigorous, exhaustive and demanding meetings as well as virtual visits in order to ascertain whether we as a school are meeting the standards expected for both of these programmes. These meetings involved not only staff at the School, but the Chair and Deputy Chair of the Board, to whom I extend my thanks for their involvement.

It was an authorisation process for our Middle School and for the Junior School it was an evaluation of the current program. Both the process of evaluation and the process of authorisation were most successful, and I would like to offer my particular thanks to Rachel Piddington and Rachel Holford for their work with MYP and the Middle School. Particular thanks, congratulations and commendations to Veronica Waters as co-ordinator and the entire Junior School staff for the absolute success of the evaluation of the IB Inspection of our Junior School. AS well as commendations for a number of aspects of the program, there were a number of recommendations that will incorporated into those programs over the next 12 months.

The concept that we could not navigate our way through and around the impediments imposing themselves on our normal routine never really entered our deliberations. We realised we needed to adapt, to be flexible in our decision making and planning and to be resolute. I acknowledge initiatives of our staff, their drive and passion, their dedication to the task of supporting their students in the face of adversity, their work ethic and their management of change and to

be agents of change all of which required a huge commitment. It is passion and commitment that is fuelled by belief that the experiences created make a difference to our students and that without it, TAS would be a very different and a much lesser place.

So here we are Speech Day 2020 quite rightly celebrating the achievements of our students.

But before we do move on to the awards and presentations, I have no doubt that the staff you see here today are feeling the impact of a draining, but hopefully personally rewarding year, and are looking forward to the rest ahead. A program as diverse and intense as the one we aimed for at TAS this year, must be driven by the sort of steadfastness that can only be offered freely. I think that every student here and parents who are watching this event will have seen that generosity of spirit this year and I know from the many communications I have received about it that it is noticed and very highly regarded.

I would also like to acknowledge the work of all of the staff who cannot be here with us at this moment, our housekeeping staff, grounds and maintenance crew, medical staff, all of the people who work in our kitchen and laundry and our admin staff - none of whom you ever want to get offside. These people play a vital role in the lives of our students and more often than not go above and beyond their required duties in order to assist us to facilitate all that we do here at TAS.

We are very fortunate to have such a committed staff and it is right that we pause to thank them now.

A number of staff leave us today and I take this opportunity to thank them and wish them well; they were all formally farewelled by our staff earlier this week

- Dr Inga Brasche is leaving after two years in the Music Department.
- English teacher Miss Rachel Holford leaves us to move the Central Coast
- ESL teacher Dr Helena Pastor is looking forward to furthering her writing aspirations
- Music teacher, Miss Arlene Fletcher, leaves TAS to take up a position at Coffs Harbour Senior College
- Mr Will Caldwell who has been with us for 14 years in a number of positions, most recently Director of Co- Curricular, leaves to return to Sydney with his family and will take up a teaching position at PLC Croydon
- Mr Tim Scott after many years of dedicated service in a variety of teaching areas and within our cadet unit has decided to retire.

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

We are very fortunate to have a School Board, all volunteers, that is able to work

so effectively with the School's best interests at heart and that should never be taken for granted. When the Covid issues were at their height there were numerous meetings via zoom, many more than those scheduled and their support for our endeavours was whole hearted and unanimous - none more so than our Chairman Sebastian Hempel who was in at the school at our every request, was more than magnanimous with his time and his presence and advice were vital at every stage of our efforts to manage the school throughout this difficult year.

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 2020.

This has been a testing year for our P& F and yet their support has been unwavering once again. They continued to meet via Zoom until most recently and the frustration they have felt in not being able to offer more support speaks volumes for their dedication. Nonetheless the school has benefitted from the purchase of new backboards and an electronic scoreboard for the gymnasium basketball court and I believe the great Christmas pudding bake off has resulted in a total sell-out. I haven't had the courage yet to tell my sons they are missing out on a TAS pud this year. It has been a staple in their diet during the festive season for quite some time.

Can you please join me in thanking the P& F executive and members for their efforts and for all the extra work we anticipate from them next year.

As I conclude, I know that all will be looking forward to the the holiday to come and some happy and, well deserved down time. The long Summer break from school is a time for family, friends to gather and doing good things together that will last in memories right through adult lives. I would however like you to reflect on the year or so that has just passed and how that will inform our future. Rising to challenge wherever that challenge may arise determines character and if we are speaking of the character of this school, The Armidale School I believe there are certain undertakings that are unequivocal and indisputable as we look ahead and eyeball the future.

We will not accept mediocrity, we will maintain an educational program that is as diverse as it is demanding, we will place high academic aspirations at the centre of our purpose but will never shy away from providing those formative experiences that are to be found in the outdoors, in sport and in the creative arts. We will support our students in developing life-long friendships and enable them to build and sustain relationships that are fundamental to well-being as they chart their own course for a successful life. All of this gives purpose and meaning to what we do as educators and if that is the central motivating philosophy underpinning our aims then that is a very good thing, to put it simply. In the uncertain times that lie ahead, the steadying influence of that mission will be all the more important.

To all of our TAS students I have spoken about you now I wish to speak to you. I want to thank you for all of your efforts this year, for your resilience in the face of difficult and ever changing circumstances, for your support and for your life

affirming optimism.

To our parents who have had to deal with all this year has thrust at them as our announcements and updates have thrown you many a curveball - to say thank you to you just does not seem adequate but I will say it anyway - thank you for all of your support.

I always endeavour to try to finish on a bright note of advice particularly if I am addressing the young people before me. I tend to waste too much time looking for pearls of wisdom from the venerable philosophers of the past or inspirational quotes from the more recent famous. However I find myself coming back again and again to the beautiful clarity of the Dr Seuss for the simplicity of his world view. So, this is for all of you students.

"You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know. And YOU are the one who'll decide where to go..."

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

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 600 students.

With approximately 225 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 2020, was authorised as an MYP School with all Middle Schools implementing the MYP framework.

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. This initiative has been very well received by our community.

The TAS Junior School continues to enjoy a focus on international mindedness and inquiry based learning through the International Baccalaureate Primary Years Program (PYP). In 2020, a comprehensive evaluation of the PYP took place by the International Baccalaureate and results of this evaluation were most impressive and a credit to our hard working staff.

2.1 Characteristics of the Student Body:

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

At the time of the August 2020 census the School had 588 students from Kindergarten to Year 12.

At the same time there were 225 boarders of whom 5 were overseas students.

Indigenous students made up 4% of the total student body and students with a language background other than English made up 6% 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

NAPLAN Examinations did not take place in 2020 due to the COVID-19 pandemic.
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4. Senior Secondary Outcomes (student achievement)

Record of School Achievement (RoSA)

In 2020, no Records of School Achievement were granted to students leaving Secondary Education for a full-time traineeship/apprenticeship.

Results of Higher School Certificate

78 students completed their HSC at TAS in 2020.

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.

In a year full of change and uncertainty, there is much to be proud of for the class of 2020. 35% of our results were in the top two bands and this is reflective of a determined cohort, who demonstrated ongoing resilience with every change that came their way. The Dux of 2020 was Thomas Wu, with an ATAR of 94.75. Additionally, several students also achieved ATARs of 90 and these were Jaden Carroll with 94.65, Lucy Ball on 93.10, Matthew Wark with 92.60, Archer Howard with 92.55, Edward Bell with 90.95 and Cotter Litchfield with 90.50.

Part of our Academic Philosophy is to provide students with options as they exit Year 12. Whilst not every student pursues a tertiary pathway, in 2020, 48 students received in excess of 75 different university offers from more than 16 universities. For HSC students everywhere, 2020 was the most challenging of years. For TAS, it is particularly pleasing that a large proportion of our students have received offers into the chosen courses or fields of endeavour. These particular results offer just one pathway, but highlight the breadth and depth of the academic program.

Band 6 results were achieved in Geography, Mathematics Extension 2, Business Studies, Mathematics Advanced (6 students), Mathematics Extension 1, Engineering Studies, Music 1, PDHPE and English Advanced. Additionally, three year 11 accelerants are to be commended on their excellent performance. Georgia Donoghue achieved a Band 6 in Mathematics Advanced, with a score of 99. Also, in Mathematics Advanced, Medhi Ahsan achieved a Band 6 with a score of 92. Hattie Oates, a Year 11 accelerant in Music 1 achieved a Band 6 with a score of 97.

In relation to performance against state averages, a number of TAS subjects performed particularly well. Students in Engineering Studies collectively achieved 4 Band 6 results, this represented 57% of our cohort, compared to a

state average of 11%. 86% of the TAS cohort in this cohort performed in the top two bands, compared with a state average of 33%. A number of additional TAS subjects substantially exceeded the state averages in performance in the top bands.

Subject	TAS % in the top 2 bands	State % in the top 2 bands
Agriculture	57.14%	38.04%
Geography	58.33%	41.5%
Legal Studies	50%	39.4%
Modern History	47.05%	37.13%
Music 1	87.5%	64%

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 (through TAFE)		0		0
Mechanical and Industrial Engineering and Technology		14		14
Agriculture, Environment and Related Studies		8		8
Construction		5		5
Total				27

Summary

78 (100%) senior secondary certificates (HSC) were awarded in 2020.

78 senior students completed senior secondary school in 2020.

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>	64
<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 2020

The 67 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
Meet the Marker - HSC for New Science Syllabus	2
Australian Boarding Schools Association Conference	1
Career Tools Inservice	1
AIS Individual Plans and NCCD Requirements	5
Stage 6 Standard Maths PD - What we Know Now	2
Drama NSW Online PD - Group Performance Changes	1
Certificate IV In Training and Assessment	1
Online Boarding Conference	1
Hospitality Teacher Training - Stage 1	1
Hospitality Teacher Training - Stage 2 and 3	1
Becoming Accredited at Experienced Teacher	2
Teaching Strategies and Behaviour Support for Students with an Autism Spectrum Disorder	3
Primary Years Programme (PYP) - Online Course	1
Supporting Teachers through Accreditation -	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	26	7	22	1			56
Support Staff	22	39	24	17			102
Total	52	46	54	18			170

(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	2
Provisional	6
Proficient Teacher	56
Highly Accomplished Teacher (voluntary accreditation)	0

Lead Teacher (voluntary accreditation)	0
Total number of teachers	64

7. Student attendance and retention rates, and post-school destinations in Secondary School (as per Term 3 2020)

Attendance Rates

Year Level	Attendance Rate %
Year 1	97
Year 2	96
Year 3	97
Year 4	96
Year 5	97
Year 6	92
Year 7	94
Year 8	92
Year 9	90
Year 10	92
Whole School	93

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%
2018/2020	84	69	76	90%	82%

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 Head of School, a Certificate of Exemption is issued.

Unexplained absences are followed up by school administration and the Deputy Head of School daily, along with ensuring written confirmation for the absence is also received. Teachers mark class rolls each period.

Post School Destinations

78 students completed their senior secondary course. Of these, 74 students 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 Policy

8.1 Enrolment Policy

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 Head of School, in consultation with other key personnel including the Heads of Junior and Middle School, the Director of Studies, The Director of Pastoral Care and the Enrolments Registrar. Places may be offered at all years, where vacancies exist.

This Policy applies to all students at TAS.

A) Application for Enrolment

- 1) Student Enrolment Enquiry forms and Application Forms are available on-line through the TAS website.
- 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 complete an online Student Application Form to the School. This places the student on the registered student list for future enrolment in the year indicated on the Student Application Form. At the time of the online application being made, the parents should upload relevant documentation to the year of enrolment.
- 4) A non-refundable application fee of \$220.00 is payable upon application. 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 if this hasn’t been uploaded with the application form and arrange an enrolment interview with relevant personnel.

The Document Request is available on-line.

B) Offer of Enrolment

- 1) The Offer of a place at the School is made following enrolment interviews and with due consideration by the Head of School and associated personnel. Where waiting lists exist, factors including an existing affiliation between the School and an immediate family member, time elapsed since application, siblings in the School or relocation to the area may be considered.
- 2) The School will base any decision about offering a place to a student on:

Family relationship with the school:

- sibling of a current or ex-student;
- parent is an employee of the School
- either of the parents attended the school
- they hold attitudes, values and priorities that are compatible with the School’s ethos.

The student:

- the contribution that the student may make to the school, including the co-curricular activities
- The student’s reports from previous schools or prior to school service e.g. the NSW Department of Education’s

Transition to School Statement

- A telephone discussion between the previous School and the TAS Enrolments Registrar to establish suitability

The School:

- ability to meet the special needs or abilities of the student

The School has absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.

- 3) 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.
- 4) 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 non refundable enrolment acceptance fee. This fee comprises:
 - a. The Enrolment Acceptance Fee: \$650 – Junior School, \$1,000 – Middle School, \$1,250 – Senior School
 - b. One off per family payment of \$100 for membership of the Parents and Friends Association.
- 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 Head of School or 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 Head of School, 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 Head of School, 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 health conditions or issues regarding the student (including 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 on tuition fees only and 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 fees assistance 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 Head of School or Business Manager.
- 7) Parents are required to give one (1) term’s notice, in writing, to the Head of School to notify their intention to withdrawal their child from the School.

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

- 8) If a student is absent from the School for an extended period of time during his/her period of enrolment, any remission of fees will be at the discretion of

the Head of School, taking into account the circumstances of the absence. This request for remission is made by the parent in writing to the Head of School.

F) Students with Disabilities:

Policy

The Schools' 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 Application 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 affect 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 asks all students/families in the enrolment application 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) are then asked to acknowledge that they have provided

all relevant information as a part of the enrolment application form.

5. 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.

6. 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.

7. 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.

8. 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;

9. 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 Enrolments Registrar

regarding these matters.

10. 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.

11. 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.

12. 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.)

13. The School will consult with the family and the student's specialist, where appropriate, about possible adjustments.

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

15. 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.

16. If the School considers that it may have to decline the enrolment, the Head of School or their representative will be involved before the decision is communicated to the family.

17. 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.

18. 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.

19. 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.

20. 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.

Students from Overseas

Please refer to the Schools' Overseas Students and CRICOS policies.

9. Other School Policies

Policies	Changes in 2020	Access to full text
<p>9.1 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 • Procedures for security of the grounds and buildings • Use of grounds and facilities 	<p>TAS continued to utilise the Complispace Policy Platform for all Child Protection Policies.</p> <p>All references to legislation and regulatory bodies were checked and updated accordingly, including all references to the Ombudsman being amended to the Office of Children's Guardian.</p> <p>All staff, contractors and volunteers were required to take part in online Child Protection Training through the online Staff Learning System.</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>Complispace, Staff Learning System.</p> <p>Public Website - Policy Statements and Public facing documents.</p> <p>Parent Portal on the School's website</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>The School's Restorative Justice process continues whereby 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 2020. Any reference to legislation was checked and updated if required.</p>	<p>Full policy is available on the staff Complispace Page, and an appropriate extract is available in the student diary.</p> <p>Full text is also available in the Parent Portal on the School's website.</p>
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<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 2020. Any reference to legislation was checked and updated if required. Policies were also updated in response to the COVID Crisis and the potential online/cyberbullying ramifications arising as a result of that.</p>	<p>Full text in</p> <ul style="list-style-type: none"> ● Staff Portal <p>Full policy is available on the staff Complispace Page.</p> <p>Full text is also available in the Parent Portal on the School's website.</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>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 Staff Policy Portal and on the School's website here.</p>

10. School-Determined Priority Areas for Improvement

10.1 Achievement of priorities for 2020

2020 was a year focussed on managing the many challenges arising from the COVID-19 pandemic, which included shifting to online learning for the entire school, closing boarding for close to one term, and ongoing compliance, communications and adaptability in a fast changing and very challenging environment.

The School was very fortunate to be in a position to offer an excellent online learning program facilitated through the online learning platform CANVAS and also Zoom for lessons. Additionally, the School managed to continue a vibrant co-curricular offering online in both creative arts and sport.

The School Executive Team also identified a key need for an updated Strategic Plan, and a draft plan was put together, identifying key priority areas for the next 5 years. This plan's implementation will largely commence in 2021, however the priority areas identified include enrolments, academic excellence, enrichment in student life outside of the classroom and strengthening staff human resources. Enacting strategies around these goals was hampered significantly by COVID-19, however a number of different milestones were achieved in pursuit of these goals.

Area Priorities	Achievements
Academic Excellence	<ul style="list-style-type: none">• TAS Dux with an ATAR of 94.95• 7 students achieved an ATAR above 90• Our Junior School went through a rigorous International Baccalaureate Evaluation Inspection and visit, with glowing success and accolades for the program.• Our Middle School is now formally endorsed to deliver the Middle Years Programme from the International Baccalaureate in Years 6, 7 and 8 following a successful Authorisation Inspection and Visit in 2020.

<p>Student Life Outside of the Classroom</p>	<p>Pastoral Care:</p> <ul style="list-style-type: none"> - Our Wellbeing Team continued to oversee our student's wellbeing in a holistic manner, particularly during the pandemic. Further, Advisors (which allow 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) and homeroom teachers in the Junior School continued to provide a high level of pastoral engagement for our students. <p>Boarding:</p> <ul style="list-style-type: none"> - A number of new boarding staff (including some academic staff) commenced in Boarding this year, bringing with them a wealth of experience, fresh ideas and energy which has benefited our students. - COVID-19 prompted closure of our boarding facilities for a number of weeks quite early in the year. Our Heads of House maintained close contact with our students during this time. - Boarding continued to have a strong academic focus through 2020, 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>Co-Curricular:</p> <p>The major school production of “Wizard of Oz” was widely acclaimed however unfortunately the performances of this were cut short due to COVID.</p> <p>The end of 2020 saw a very impressive online production of “Aladdin” by the Junior School, with our Director of Creative Arts filming (in a COVID appropriate way) , editing and publishing this production to our families, to the delight of all.</p> <p>The TAS Year 7 debaters also won the National Virtual Debating Competition in December which was an extraordinary effort.</p> <p>Our students were also able to take part in scheduled endurance events in order to obtain their Triple Crown Trophy. In addition, our</p>

students took part in a 1000km challenge whilst in lockdown.

Finally, our sporting program continued strongly in all major sports to the extent allowed by COVID. Participating in the GPS and at the NCIS and other representative levels was very pleasing. Further, the focus and involvement in local competitions was a valuable experience for all involved and provided excellent opportunities for our students to continue with their sport in a local context.

Leadership, Service and Adventure (LSA)

The LSA program continued with full involvement of all students from Junior School through to Year 11.

The program is described in more detail in the following section as it relates specifically to the aim of promoting respect and responsibility. Cadets, Bush skills, Rangers, Surf Lifesaving, and Rural Fire Service all continued successfully with all students engaged in 2020.

Unfortunately, TAS students were not able to take part in the international Service opportunities ordinarily accessible (such as volunteering in an orphanage in Thailand and Fiji) due to COVID. However, our students undertook service activities including a "SleepOut" to raise money for those without homes, and also volunteered to cook meals for people locally who whose quality of life was impacted upon by the COVID Pandemic.

11. 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 fire fighting 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.

The Student Representative Council and School Prefect Body are two student leadership groups that continue to operate in 2020 , giving students a voice and buy-in into the School. The School also carried out the annual confidential bullying survey amongst the students, so that issues can be identified and dealt with appropriately by the relevant staff.

Finally, for a number of disciplinary matters, the School's Restorative Justice Program continued, whereby 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.

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**
- **Democracy**
- **Environmentalism**
- **Adventure**
- **Leadership**
- **Service**

Unfortunately, due to COVID-19, TAS was unable to take part in any international Round Square opportunities. However, a number of students were able to participate in a Round Square trip to Sydney where they focussed on Korean culture, including a focus on art, food and dance and a number of other activities.

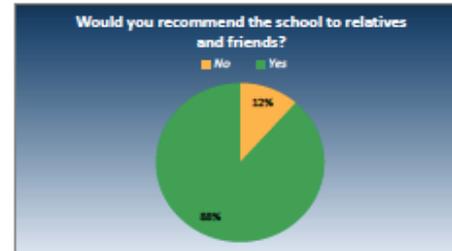
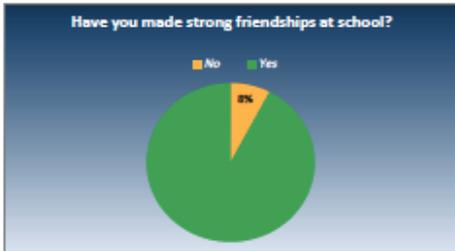
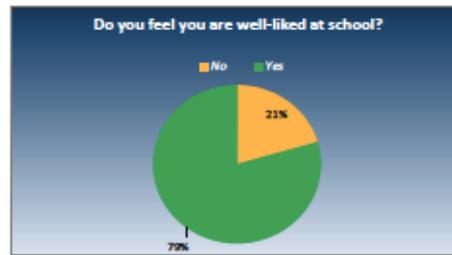
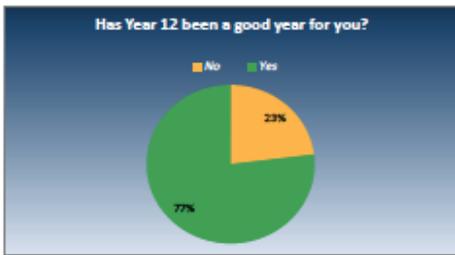
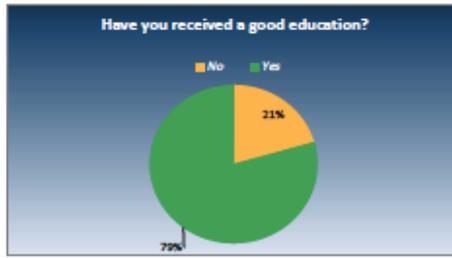
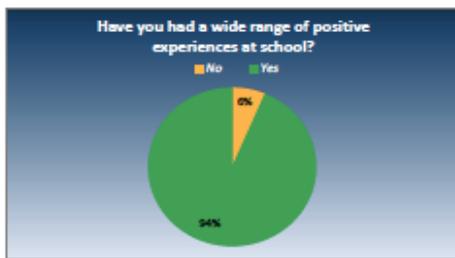
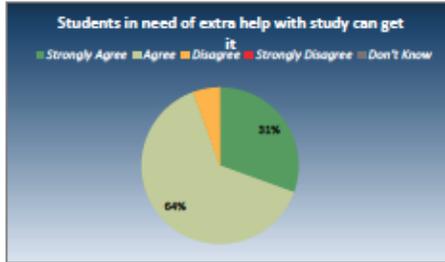
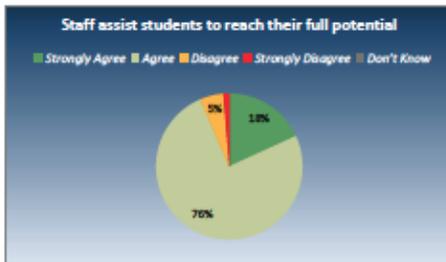
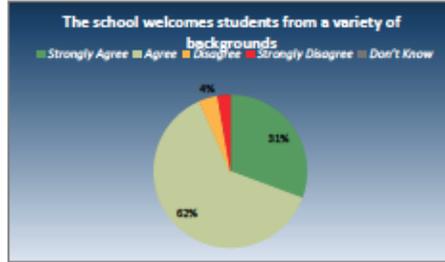
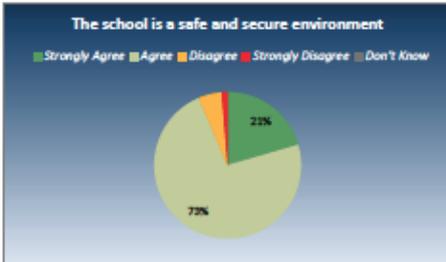
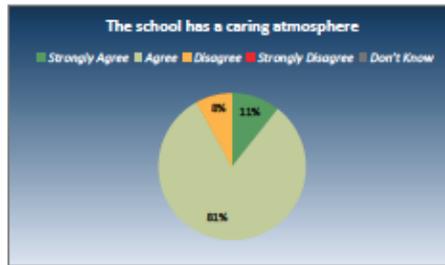
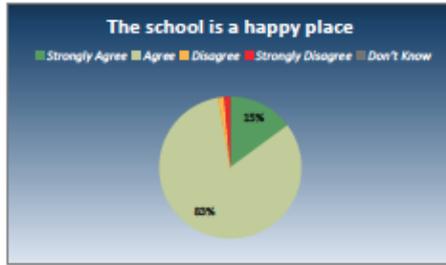
Further, these students also attended the State Conference of the NSW UN Youth, in Sydney, providing a valuable opportunity for our students to further develop their interest in international affairs.

12. Parent, Student and Teacher Satisfaction

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

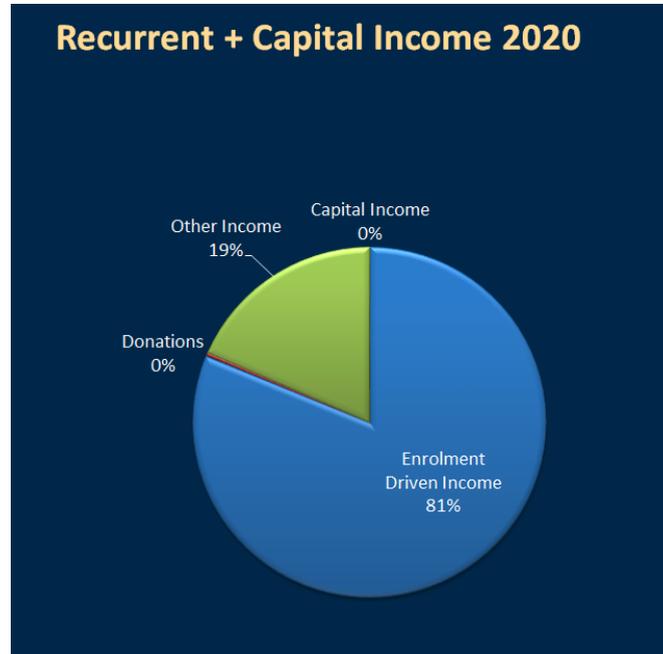
Staff: Informal conversations with various staff members have demonstrated that staff morale is generally very good and staff are satisfied in their work.

Student: Below are the results of the 2020 Year 12 Exit Survey. The survey was conducted anonymously and used a Likert scale, with results converted to percentages.



13: Summary Financial Information

13.1 Recurrent and Capital Income



13.2 Recurrent and Capital Expenditure

