



**TAS**  
THE ARMIDALE  
SCHOOL

# **The Armidale School**

ABN: 17 141 108 241

# **Educational and Financial Reporting**

# **2021**

# **The Armidale School**

## **Annual Educational and Financial**

### **Report**

#### **2021**

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## **1. Message from Key School Bodies**

### **1.1. Board of Directors - Chairman's 2021 Speech Day Address**

Chairman of the Board

Distinguished Guests

Ladies and gentlemen

Girls and boys of The Armidale School

It is good to be able to welcome parents back to a Speech Day on the School campus, after asking you to stay way this time last year.

As Chairman of the School Board, I want to again thank the School community for its support and understanding throughout the year as the School dealt with the challenges and risks presented by the Covid-19 pandemic.

For the second year in a row our boarders had to be sent home for many weeks as our remote learning system kicked in again, and as we start the summer vacation, I hope and pray that 2022 looks more like a normal year at this great school.

The Armidale School Board continues to govern the School and I welcome all of my fellow Board members back together on the campus for the first time since 19 June. The Board all volunteer their time in overseeing the running of the School, and one of the main tasks of a School Board is appointing a Principal.

Of course, since last year's Speech Day the Board has selected and welcomed a new Principal into the School's leadership. Dr Rachel Horton moved to Armidale from Melbourne earlier this year and took office on 1 July. This is her first Speech Day and first major appearance in front of the TAS community of staff, parents and students.

As with 2020, many parents have barely set foot on the campus this year due to health restrictions and so I will briefly mention school facilities and buildings.

The energy storage project is up and running with 4 in ground fly-wheel storage systems and a large battery sitting over near the Belfield courts. This is coupled with an extensive collection of solar panels. This is the latest in many steps in recent years of greening the school campus, bringing on projects to save on energy costs, and looking at ways to harness new technologies. I thank our Business Manager Pat Bradley for his handling of these initiatives.

This time last year I announced that the School had been awarded a government grant that will enable the 1<sup>st</sup> and 2<sup>nd</sup> floors of the Science Block to have a significant overhaul beyond the great work done in 2020. With the

uncertainties of the pandemic, we decided to delay our spending on this \$1.7 million project into 2022 (which is part funded by the government grant) and expect work to start early next year.

One of the many school residences on or adjacent to the main campus has been renovated and will become the family home of our new Deputy Principal who starts in the new year.

Finally, many of you will have noticed the work done on this building itself. In February this year we thanked the P&F for its generous support in giving us this rejuvenated and refurbished basketball court and gym.

The Board continues to work well together and with those that manage and run the School each day. However, we have 2 Directors that have decided that it is time to retire.

Firstly we say farewell today to Michelle Lawler after 7 and a half years of service. Michelle joined the Board in 2014 and has spent many hours travelling to Armidale for Board meetings from Sydney, Canberra or Port Macquarie.

Second, we thank Mr Robert Busby for a lengthy stretch of over 26 years of service on the Board and its predecessor body, the School Council, starting in 1995. Rob, an Old Armidalian who hailed from Currabubula when he attended TAS, lives in Sydney and we thank him for his long commitment to the School's good governance.

Please join me in thanking Michelle and Robert.

Turning to others that deserve the thanks of the School.

Once again, I thank the TAS Foundation and its Board, led by Mr David Fenwick, and all of its donors and contributors for their fundraising and the financial support they give the School.

The Foundation has recently made another purchase of a house in a strategic position to the TAS campus, and this shows the Foundation Board's shared confidence, with the School Board, in the long-term future of the School.

The TAS Foundation, set up in 1983, gives assistance to enable many boys and girls to attend TAS when they might otherwise not be able to do so for financial reasons. It also helps with funding for buildings and facilities. It is the TAS community's conduit for financial donations and we remain ever grateful for your donations made, both big and small.

I take this opportunity to once again thank the Aberbaldie Foundation for its generous financial support.

TAS is structured as a 24 member company limited by guarantee that is now 12 years old. The names of the members are in your official program and today we have several of them in attendance. This is the first speech day for Rod Chiswell,

who became the Bishop of Armidale earlier this year and we welcome him to the School today.

In early October we lost a member with the passing of Paul Barratt AO. Paul was a well-regarded and distinguished Old Armidalian and was a senior Australian public servant and policy maker.

Two other company members will retire shortly. Campbell Anderson is a distinguished Old Armidalian who has represented the Foundation, and David Ward, now living on the Central Tablelands, will retire after some 19 years involvement in the School's governance, being a former member of the School's Council.

Please join me in thanking these, and all our company members, for their enduring service to the ownership and governance of the School.

During the year we said farewell to Mr Alan Jones as he retired after a long career in education. Mr Jones successfully managed the School as its Head for 20 months from late 2019 until 30 June this year and the School gave him a wonderful send-off Assembly at the end of Term 2. He retired at the end of 3rd Term after joining TAS in 1999. He has the Board's deepest gratitude for leading the School in difficult times.

The School looks forward to a positive year next year. With enrolments approaching record levels spread across all 14 year groups, we will double stream 3 classes in our fabulous Junior School.

Next year we plan to run another MMG survey of parents, staff, students and alumni (the first since 2017) and we look forward to your feedback.

I now call on our new Principal to make her address to you.

## **1.2.Principal:**

### ***Principal's 2021 Speech Day Address***

Speech Day address

Chairman, Members of the Board, honoured guests, parents, staff and students, good morning and welcome.

Today is a wonderful day for so many reasons. It is a day of celebration, we are here to recognise and celebrate the achievements of our students through another challenging year. It is also the first occasion in a very long time where we have been able to welcome families on-site to TAS and for me, it is also a special occasion being my first speech day as Principal and the first time I have had the opportunity to speak directly to so many of our TAS parents.

### Review of the year

2021 certainly started as what appeared would be a normal year with regular classes underway, sporting fixtures and the full range of co-curricular activities and activity days. Please forgive me as I will mention only a few and I know there have been many successes over the year, but some of the highlights include the raging success that was Sweeney Todd, the hilarious Middle School Revolting Rhymes production which I did have the pleasure of seeing, our girls four came third at rowing state champs, the boys 1<sup>st</sup> fifteen were undefeated in the North West Regional Competition and, in the absence of the usual challenge events, the TAS 100 (cycle), 1500 (swim) and recent 4 hour (run) were fabulous occasions.

When I started officially at the beginning of Term 3, COVID again began to rear it's ugly head and although we were lucky to operate almost normally for a while, we did not escape lockdown. I am incredibly proud of the way that staff, students and our families responded to that set back. It was certainly far from an ideal set of circumstances but everyone did their best and their best was astonishing.

In the absence of any direct personal contact, classes continued, HSC trials moved online, new co-curricular clubs sprang up, the Round Square International Conference took place in a virtual world and there were science week and PE challenges to complete at home.

Now we are here on the very last day of term I am both relieved and delighted that other than during the lockdown, we did not have to close the school for covid. I am sure there is an element of luck in there, but it is also down to the processes put in place and the way that students, staff and families stuck to these – thank you all.

In a year where face to face meetings have been prohibited and events have been changed, moved and cancelled, I really would like to thank our parent body for the warm welcome you have extended to me. To those of you I have yet to meet, I look forward to that time! Thankyou to all of our families for your unquestioning support of the School and your trust in our decisions throughout.

I must also take a moment to thank my husband Curly for his unwavering support and encouragement of me and his willingness to get involved in the school – although he is probably not yet aware of the full extent of activities I have volunteered him for!

I would particularly like to thank the P&F for the work they have continued to do this year. They are instrumental in supporting so many events and activities and I have to say that while I have worked with some excellent parent groups, the TAS P&F stand out in the level of their support and enthusiasm for the School. Thank you.

### Staff movements

At this time it is both traditional and appropriate that we recognise and thank our staff. It is extremely heartening to me, that in a year where schools across NSW are seeing record numbers of staff leaving, we farewell just one member of academic staff, Miss Chloe Prado. She will move to Scotland to take up a position teaching French at Gordonstoun after teaching at TAS since 2018. I take this opportunity to thank Miss Prado and to wish her well for her next endeavour.

We do have a number of significant staff transitions that I would like to mention.

After 8 and a half years as Head of Middle School, Mr Mark Harrison is stepping down from that role today. Mr Harrison first started at TAS many years ago and we are grateful that we do not yet need to say our final farewells from TAS as he is staying on to teach History next year. Mr Harrison is incredibly loved by students, parents and staff alike. Everyone has a funny or heartwarming story or 3 or 4, to tell of him and I have been regaled with many of them over the past weeks. He is also fond of stories himself and this fondness may have been used by a number of wiley students in the past as a tactic to avoid more serious academic work. Thank you Mr Harrison for your service to the Middle School.

While I am sad to see Mr Harrison step down, I am supremely confident in the appointment of Mr Luke Polson to the position of Head of Middle School. Mr Polson has held a range of roles at TAS, including Acting Head of the Junior School and Director of Studies. He also played an integral part in bringing the International Baccalaureate into the Middle School. Mr Polson is passionate about TAS and while he has a very tough act to follow, I have no doubt he will continue to build Middle School as a vibrant and energetic part of the School.

Next year we look forward to Mr Ray Pearson joining us as Deputy Principal. Ray is currently finishing his time at St Peters College in Adelaide and after time with his family in regional Queensland over Christmas, he will arrive in January with his wife Ash and their 3 children Madelyn, Macie and Freddie, two of whom will also join TAS in the Junior School. We thank Mrs Seonia Wark for her time as Deputy Principal, a position she jumped into without question when it was needed. We are incredibly grateful to Seonia and I know she has enjoyed the position and the challenges that it has brought, and that she is also very much looking forward to returning to her true passion as Director of Studies. She will be ably assisted in that role by Mrs Gill Downes who has agreed to continue as Assistant Director of Studies.

A school is really about the people that make it up and the staff at TAS, from housekeeping, grounds and kitchen staff, to administration and academic staff, are a key part of what makes the School special. So please join me now in showing your appreciation for the wonderful staff of TAS.

### Looking forward

I think we would all like to move forward from the year that has been 2021 and looking forward to 2022, things look bright for TAS!

Of particular note, enrolments continue to increase and we appear to be on the cusp of an all-time record enrolment year. Our Junior School will be double streamed at 3 year levels for the first time ever and as we move into our 7<sup>th</sup> year as a co-educational school, 37% of all students will be girls with all year levels from pre-kindy to 12, having at least 30% of their year group girls.

I know that many parents really value the opportunity to have all of their children attending the same school, and to attend a co-ed school that represents the co-ed world that we live in. I am so pleased that TAS made the courageous decision to make the change when it did. It is so important to remember, retain and celebrate everything that is historically good about the School while also looking to the future and having the vision to be progressive.

It is certainly worth saying now that none of this is possible without a supportive and forward thinking Board and I am very appreciative of the Chairman Mr Sebastian Hempel and all of the Board members..... and of course I am grateful for their decision to appoint me!

Please join me in thanking them today.

As we transition to living alongside covid, with restrictions decreasing almost daily at the moment, next year **will be** a busy year! In term 1 we look forward to the swimming carnival, war cries, summer sport and the TAS rugby carnival, singing in school again, rehearsals for the upcoming play Rhinoceros and activity days, and I intend it to be a year of renewed connection and community.

We have all missed the opportunity to interact in person, students have lost chances to strengthen friendships and to forge new ones, and to build relationships with staff. Next year will bring a new focus on relationships and the skills that go alongside them.

A school community at its core is based on a partnership between students, staff and parents, and we also look forward to renewing face to face parent engagement with the school next year. Of course the TAS community is much broader than those 3 groups, and includes all those who ever have been or continue to be associated with the School in a multitude of ways and next year will also see a refreshed focus of events and engagement with the entire TAS community and indeed the local community beyond TAS.

### *My vision for TAS*

Since I moved to Armidale in May, my intent has been to get to know the community, students, staff and parents, and to come to thoroughly understand TAS and what everyone values about the school. I have asked a lot of questions, to students in particular, about what they love about TAS and also what they would do if they were me.....

It is very clear that students value the strong connections with staff who know and care about them and give additional time to support them both academically and in support of their wellbeing.

They also value the wide range of subjects we offer and the opportunities available to them, including those that they would not usually opt to take, cadets in particular is a highlight.

Thirdly, they value the close-knit nature of the student body which comes in part from being a single campus school of our size where everyone can truly know everyone.

The response to my second question, what would I like to change at TAS, is always interesting. It usually starts with the students telling me that I have already made the first change they would make in allowing them to wear their Winter jackets all winter rather than just when it is wet. I should confess that was the result of some early comments from students that I spoke to and was an incredibly easy decision to make.

Beyond that, I have had a range of suggestions, from increased mobile phone access for MS boarders.....I don't think that one is going to happen for now at least..... to rearranging the Year 12 study centre which is a very achievable request that we are already acting upon.

Thank you to all of the students who have given me suggestions and ideas. While they are not always possible, it is your school, so it is important that you have the opportunity to have your ideas, your voice heard.

I have asked a lot of questions, and it is only fair that I am asked questions in return. The 3 most common of these are:

Number One.....How is Max doing? For those who aren't sure, Max isn't my husband, he is our cat and he is very popular, particularly with the Junior School students.

Number Two.....Will you teach a class? That answer is easy, yes I will, I will be teaching Year 11 Chemistry next year alongside Dr Mack and I am really looking forward to being back in the classroom.

Number Three.....What will you be changing at TAS? I have also been asked this by parents, and I have always said that while I have many ideas, I wanted to take the first 6 months to get to know everyone, to ask questions and to thoroughly understand TAS and the history behind where the school is now. I think that may take a little more than 6 months, but I have formed a good understanding.

TAS is a wonderful school and I came to TAS **because** of the school it is, and because I fundamentally believe in and value everything that it is about – because it offers opportunities for a wide range of students with different post school aspirations, it stretches students inside the classroom, academically, and

also outside of the classroom with a wide range of co-curricular activities and challenges.

However, no organisation, regardless of where it is at in terms of success should become complacent. I believe in looking for continual incremental improvement.

....I would be hard pushed to make any address without at least one rugby reference, so in the words of the All Blacks, *when you are at the top of your game, change your game.*

At TAS we will always be reviewing what we do to ensure that we are doing the very best that we can and delivering the best possible outcomes for our students.

We will raise the bar academically, we will adjust co-curricular options to reflect our traditions **and** the contemporary needs of our students, we will adjust our pastoral support model to ensure our students remain well cared for and we are able to be proactive in managing issues in addition to reacting to concerns and events that arise. Indeed, we have already made changes to do this with the addition of year level coordinators from year 7 next year and we will build on the success of challenge events involving and supporting our community.

I believe that our role at TAS is to ensure that our students have choices when they leave school – through achieving the best academic results that they are able to and by developing skills, both practical and soft, that will give them options and serve them well throughout life.

We also need to ensure that our students have the character to make **good** choices, and that doesn't mean they will always make the right choices, we all take wrong turns from time to time, but it means that they are **good** people, they have **strong** values and a **good** moral compass and they will make valuable contributions to their communities.

Finally, making choices often takes courage, so we need to enable our students to have the courage to make them, to take good risks, to think big, to be brave and not to fear failure.

When I spoke to staff at the beginning of term 3, I told them that I would have high expectations of them and speaking directly to the students today, I also have high expectations of all of you. You have been given a wonderful opportunity here at TAS and we will do our very best for you. In return I expect all of you to try your best, to work hard at whatever it is you are doing, and to throw yourself into the life of the school and everything that we do here.

So I look forward to building on the wonderful foundations of TAS that have been left as a legacy of Headmaster Mr Murray Guest and Head of School Mr Alan Jones. TAS is a great school and we will make it even greater by striving for continual improvement to develop confident, resilient and courageous young

people with the skills they need to succeed on their chosen path beyond school and to be upstanding members of their communities.

### Conclusion

To finish today, I would like to congratulate all of our award winners today on their achievements.

Students, take the time over the break to reflect on your year, what went well, what did not, and what you can learn from that for next year. Then relax, recharge and spend time with your family and friends.

I would also like to wish everyone here a peaceful, holy and joy filled Christmas and a prosperous New Year full of hope and opportunity.

Thank you.

## **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 650 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](http://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 School years implementing the MYP framework. This approach continued in 2021.

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 this program has been further consolidated in 2021.

## 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 2021 census the School had 607 students from Kindergarten to Year 12.

At the same time there were 223 boarders of whom 2 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

2021 NAPLAN results (from MySchool)					
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	481	461	441	481	429
Year 5	563	518	538	540	544
Year 7	552	535	548	540	568
Year 9	597	565	583	578	603

## 4. Senior Secondary Outcomes (student achievement)

## **Record of School Achievement (RoSA)**

In 2021, 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 2021.

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 2021. % 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 2021 was Georgia Donoghue, with an ATAR of 99.45. Additionally, several students also achieved ATARs of 90 and these were Mehdi Ahsan (99.2), Hudson McAllister (98.9), Lachlan Galbraith (96.8), Thomas Forsythe (96.8), Caitlin Xu (96.5), Lachlan Hey (95.1), Jack Van Roy (93.85), Hannah Neilson (91.1) and Alexander Hall (90.4). Georgia and Hudson were both All-Round Achievers with Hudson also placing 14th in the State in Modern History.

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 2021, 53 students received in excess of 82 different university offers from more than 14 universities. For HSC students everywhere, 2021 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.

17 students received 39 Band 6 results were achieved in: English Advanced, Economics, Engineering Studies, Mathematics Ext 1, Mathematics Extension 2, Mathematics Standard 2, Ancient History, Modern History, Physics, Business Studies, Ext 1 English, Geography, Legal Studies, Mathematics Advanced, Music 1, Music 2, Music Extension, PDHPE, Primary Industries and Visual Arts

In relation to performance against state averages, a number of TAS subjects performed particularly well. Students in English Advanced received 6 Band 6 results, 4 in Economics, 3 in Engineering, 3 in each of Mathematics Ext 1 and Standard Mathematics 2, 2 in Ancient History and Modern History, and 2 in Physics.

<b>Subject</b>	<b>TAS % in the top 2 bands</b>	<b>State % in the top 2 bands</b>
Agriculture	64%	34%
Ancient History	50%	34%
Engineering Studies	67%	36%
English EAL/D	50%	23%
Modern History	62%	38%
Textiles and Design	100%	47%

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):

<b>Industry Area</b>	<b>Certificate I</b>	<b>Certificate II</b>	<b>Certificate III</b>	<b>Total</b>
Automotive Engineering and Technology (through TAFE)	0	0	0	0
Mechanical and Industrial Engineering and Technology	1	0	0	1
Agriculture, Environment and Related Studies	0	12	0	12
Construction	0	0	0	0
<b>Total</b>	<b>1</b>	<b>12</b>	<b>0</b>	<b>13</b>

### **Summary**

80 (100%) senior secondary certificates (HSC) were awarded in 2021.

80 senior students completed senior secondary school in 2021.

## **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>	61
<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 2021

The 68 teaching staff at the school (including senior executive) participated in a range of professional learning activities, however, more limited due to the impact of Covid. 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.

Description of Professional Learning Activity	Number of Staff Participating
Child Protection	All Staff
Aboriginal Education	1

International Leaders Course	1
Stage 6 PDHPE Course	1
Languages Network Meetings	2
Inclusive Design of Instruction and Assessment Practices	1
School Counsellors Conference	1
Meet the Markers - Science Teachers Association	2
Rugby Safety/Program Development	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
<b>Senior Executive</b>	4		7				11
<b>Teachers</b>	26	8	24				58
<b>Support Staff</b>	20	36	23	15			94
<b>Total</b>	50	44	54	15			163

(Statistics regarding the indigeneity of staff are not captured by the

School.)

### **6.3 Accreditation status of all teaching staff delivering the curriculum:**

<b>Level of Accreditation</b>	<b>Number of Teachers</b>
Conditional	1
Provisional	5
Proficient Teacher	56
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
<b>Total number of teachers</b>	<b>62</b>

## **7. Student attendance and retention rates, and post-school destinations in Secondary School** (as per Term 3 2021)

### **Attendance Rates**

<b>Year Level</b>	<b>Attendance Rate %</b>
Year 1	97
Year 2	95
Year 3	96
Year 4	96
Year 5	95

Year 6	92
Year 7	91
Year 8	91
Year 9	89
Year 10	89
<b>Whole School</b>	<b>91</b>

**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	88%	112%
2016/2018	75	79	68	105%	91%
2017/2019	86	75	82	87%	95%
2018/2020	84	76	69	90%	82%
2019/2021	93	84	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 Deputy Principal, Head of Middle School or Head of Junior School, a Certificate of Exemption is issued.

Unexplained absences are followed up by school administration, and pastoral leaders (the Heads of Junior School, Middle School and Year Group Coordinators) 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, 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

Please see

## Students from Overseas

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

## 9. Other School Policies

Policies	Changes in 2021	Access to full text
<p><b>9.1 Student Welfare:</b></p> <p><u>Child Protection:</u></p> <ul style="list-style-type: none"> <li>• definitions and concepts</li> <li>• legislative requirements (including mandatory reporting)</li> <li>• preventative strategies</li> <li>• reporting and investigating "reportable conduct"</li> <li>• investigation processes</li> <li>• documentation</li> </ul> <p><u>Student Welfare Policies encompassing:</u></p> <ul style="list-style-type: none"> <li>• Emergency procedures</li> <li>• School health policies and procedures</li> <li>• Travel on school-related activities</li> <li>• Procedures for security of the grounds and buildings</li> </ul>	<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 changing the Head of Agency from "Head of School" to "Principal".</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>

<ul style="list-style-type: none"> <li>• Use of grounds and facilities</li> </ul>		
<p><b>9.2 Discipline Policies</b></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>This policy was reviewed in 2021. 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>
<p><b>9.3 Anti-Bullying Policy</b></p> <ul style="list-style-type: none"> <li>● All members of the TAS community have the right to feel safe, supportive and caring environment. It is the responsibility of everyone to</li> </ul>	<p>This policy was reviewed in 2021. 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</p>	<p>Full text in</p> <ul style="list-style-type: none"> <li>● Staff Portal</li> </ul> <p>Full policy is</p>

<p>ensure others feel safe.</p> <ul style="list-style-type: none"> <li>• The School will not tolerate bullying or harassment in any form, including cyberbullying.</li> <li>• If students are being bullied, it is important to talk to someone.</li> <li>• Actions which may be taken by the School include discussion between parties or counselling or disciplinary measures.</li> </ul>	<p>arising as a result of that.</p>	<p>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><b>9.4 Complaints and Grievances Policy</b></p> <ul style="list-style-type: none"> <li>•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.</li> <li>•These processes incorporate, as appropriate, principles of procedural fairness.</li> </ul>	<p>This policy was reviewed in 2021. Any reference to legislation was checked and updated if required.</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 <a href="#">here</a>.</p>

## 10. School-Determined Priority Areas for Improvement

### 10.1 Achievement of priorities for 2021

2021 saw the commencement of our new Principal, Dr Rachel Horton. Dr Horton commenced in July 2021 after the retirement of Alan Jones.

It was another 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 a number of weeks, 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 continue 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 solidified the updated Strategic Plan, continuing implementation in 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.

<b>Area Priorities</b>	<b>Achievements</b>
Academic Excellence	<ul style="list-style-type: none"><li>• TAS Dux with an ATAR of 99.45</li><li>• 10 students achieved an ATAR above 90</li><li>• Our Junior School went through a rigorous International Baccalaureate Evaluation Inspection and visit, with glowing success and accolades for the program.</li><li>• 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.</li></ul>

Student Life Outside of the Classroom

**Pastoral Care:**

- 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.

**Boarding:**

- 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 2021 , 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.

**Co-Curricular:**

The major school production of “Sweeney Todd” was widely acclaimed.

Our students were also able to take part in scheduled endurance events in order to obtain their Triple Crown Trophy.

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 2021.
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	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.
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## **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 2021, 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.

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**

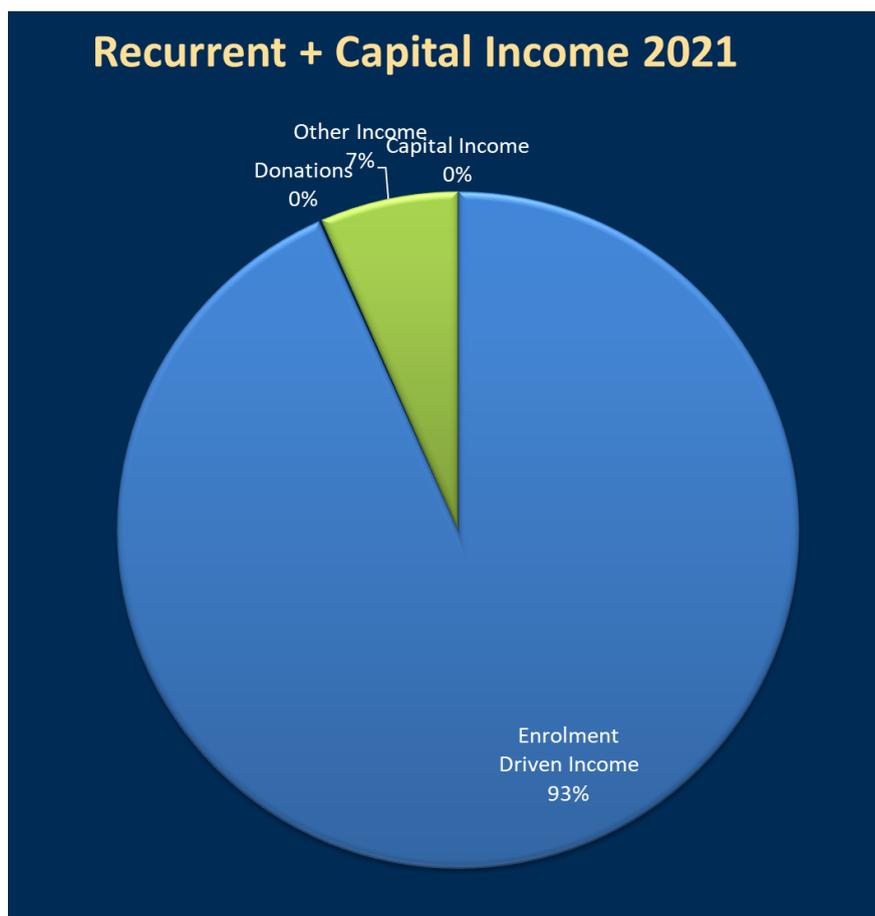
**Parents:** The TAS Parents and Friends Association (P&F) contributes enormously to the school every year. The P&F meets every term and gives parents a forum to become more involved with the School and to discuss their levels of satisfaction. Informal discussions have indicated a generally very high 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 2021 Year 12 Exit Survey. The survey was conducted anonymously and used a Likert scale, with results converted to percentages.

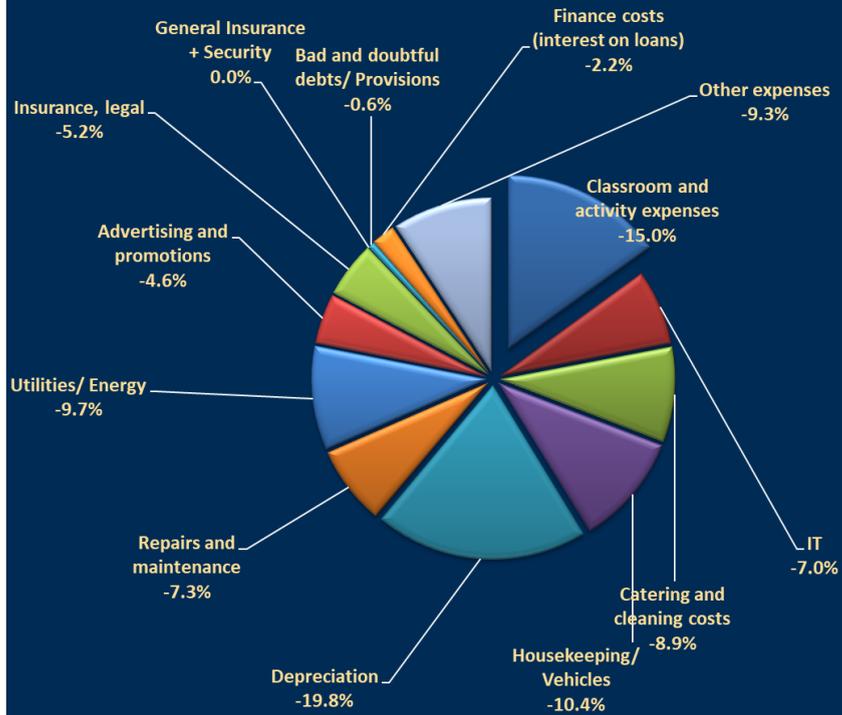
## 13: Summary Financial Information

### 13.1 Recurrent and Capital Income



### 13.2 Recurrent and Capital Expenditure

## Recurrent Expenditure 2021



Capital Expenditure during 2021 totalled \$1,597,881.