



NEGS

2018 Annual Report
Educational and Financial Reporting

Table of Contents

| | |
|---|----|
| 2018 Annual Report | 1 |
| SECTION 1: MESSAGES FROM KEY SCHOOL BODIES | 3 |
| SECTION 2: CONTEXTUAL INFORMATION ABOUT THE SCHOOL | 9 |
| SECTION 3: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING | 10 |
| SECTION 4: SENIOR SECONDARY OUTCOMES | 13 |
| SECTION 5: TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING | 16 |
| SECTION 6: WORKFORCE COMPOSITION | 18 |
| SECTION 7: STUDENT ATTENDANCE AND MANAGEMENT OF NON- ATTENDANCE, SECONDARY RETENTION | 19 |
| SECTION 8: POST-SCHOOL DESTINATIONS | 20 |
| SECTION 9: ENROLMENT POLICIES | 21 |
| SECTION 10: SCHOOL POLICIES | 25 |
| SECTION 11: SCHOOL DETERMINED IMPROVEMENT TARGETS | 29 |
| SECTION 12: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY | 30 |
| SECTION 13: PARENT, STUDENT AND TEACHER SATISFACTION | 32 |
| SECTION 14: SUMMARY OF FINANCIAL INFORMATION | 33 |

SECTION 1: MESSAGES FROM KEY SCHOOL BODIES

Board of Directors

The Board of Directors are elected at the Annual General Meeting of NEGS Limited, a company limited by guarantee, which owns the assets and liabilities of the School.

The objects of NEGS Limited are:

- To accept the transfer and undertake all or any part of the property, assets, liabilities and undertakings of NEGS conducted at Armidale and for such purposes make all such arrangements financial and otherwise as may be necessary or expedient.
- To carry on the School as a non-government school pursuant to the *Education Act 1990*.
- To provide the necessary resources and facilities to meet the aims and objectives of the school from time to time.
- To provide religious instruction in the School in accordance with the Fundamental Declarations in the *Anglican Church of Australia Constitution Act 1961*.
- To conduct such educational courses and programmes as the Board from time to time determines.
- To act as trustee and to perform and discharge the duties and functions incidental thereto where this is incidental or conducive to the attainment of these objects.
- To do such other things as are incidental or conducive to the attainment of these objects.
- To do all or any of the things authorised by the Corporations Act.

Directors meet twice during term time with the Principal and Company Secretary in attendance. Meetings are highly structured with the typical agenda formatted as follows:

- Confirmation of Minutes of previous meeting
- Business arising from the previous meeting
- Principal's Report
- Financial Report
- Enrolment Report, Development and Publications Report
- Marketing Report
- WHS Report
- Other Business.

The Executive

The Executive Team oversees staff and student welfare, marketing, enrolments, equestrian facilities and offerings, pastoral care and boarding for the School. A whole school and best practice approach is the philosophy that underpins decision making.

The Executive Team meets weekly and aims to provide strong leadership, definitive decision-making and holistic planning. It also reviews and refines school events and looks at ways to continually improve both NEGS' traditions

and new directions. Day to day issues as well as concerns for individual staff and students may be discussed.

Parents and Friends' Association

During 2018 the NEGS P&F raised funds and encouraged school community interaction through the following events:

- Trivia Night
- Catering for school functions, such as sporting carnivals, Welcome BBQ at the start of the school year and Christmas BBQ at the conclusion of the school year

P&F meetings were held every term of the school year, with the AGM in Term 2 2018. The P&F executive also meet at least once a term.

The P&F donated various awards to the Year 12 Valedictory Speech Day and to both Senior School and Junior School Speech Day prizes. In addition, the P&F provided substantial funding directly to the school for the purchase of items listed on the 'P&F Wish List'.

Student Representative Council

The SRC comprises elected representatives from Years 7-11 plus the Head and Deputy Head Prefect. It is the body through which all of our girls can have input into governance and decision making on matters related to students. It is the body that gives a voice to student concerns within the school community. Student leadership at NEGS is founded on the Round Square Ideals that state, 'A spirit of leadership is found in those whose convictions are rooted in personal responsibility, kindness and justice. It recognises that successful leaders are driven by a desire to be of service to others and to nurture, guide, develop and help them to improve and succeed.' SRC Members are elected from each year group to listen to and voice the concerns of students and where necessary to promote positive change. A formal Student Representative Council provides a forum for students to participate in activities regarding the functioning of the School. The SRC provides feedback, both formally and informally, regarding the programs and opportunities offered by NEGS with a view to assessing their effectiveness and relevance to the student body.

The SRC provides members with the opportunity to:

- Develop leadership skills by participating in school decision-making
- Practise active citizenship within their school community
- Develop teamwork skills and learn how to use meetings as an appropriate forum for decision-making
- Promote tolerance and cooperation across all year groups.

The SRC provides students with the opportunity to take initiative in the area of community service. Opportunities exist for all students to join charity drives, assist at aged-care facilities and generally support community organisations. Students recognise areas of need and develop achievable strategies to contribute to solutions. Recent community service initiatives that the SRC has supported recognise that citizenship starts at home, within their own school and the local community.

The SRC conducted the following fundraising activities this year:

- Buy a Bale - drought relief fundraising
- Organising music for school socials
- Grandparents' Day cake stall
- Movie night

The SRC continues to raise money for a range of charities, and works to promote tolerance and cooperation in the school community.

Prefects

At the helm of the student body are the Head and Deputy Head Prefect. These girls are chosen through a rigorous selection process and ballot. There is a well-defined process for the nomination and election of Head and Deputy Head Prefect for the incoming Year 12. This occurs throughout Term 3 and involves a shortlisting process and the election of the two Prefects. The Head and Deputy Head Prefect lead the Student Representative Council.

Prefects are the school's role models and leaders. They are students who demonstrate exemplary behaviour, attendance, punctuality and uniform. The Prefects work with and talk to younger students, build effective working relationships with staff and exemplify what it is to be a NEGS girl. Our Prefects make a lasting impact by serving their school and being involved in decision making.

The Head and Deputy Head Prefect, in conjunction with the Year 12 cohort, play a key role in the successful conduct of the weekly school assembly. Year 12 Leadership Meetings occur once a fortnight, are open to any student in Year 12 who wishes to attend, and are chaired by the Head Prefect. Meetings are minuted, motions can be put forward and debated.

Boarding

The year began with our **Inaugural Carnival Boarders and Day student weekend** which was a great success. Although the previous Coast trip has been a success and enjoyed by everyone we thought we would try something different this year to avoid being overtired in the first two weeks of school. The boarders enjoyed getting to know newbies and catching up with each other in a relaxed atmosphere and over a couple of fun activities as well. Some of these included working in their groups (across each year group) on their Talent Quest performance, all of boarding visiting the City of Armidale on the Saturday morning, some free time and then more rehearsal time for their Talent Quest performance which all came together on Saturday night.

On Sunday the Day students joined in on the weekend fun with fairy floss, dance off competition, inflatable obstacle course, the orb balls on water and a snow cone machine. Although the weather was not the best the girls participated with enthusiasm and all collapsed back in the boarding houses for the rest of the afternoon. The weekend came to an end with a formal dinner in the dining hall - the girls looking very smart in the 'walking out' uniforms.

The boarders have had a number of opportunities to participate in any of the following activities which have been organised for the weekend:

Cinema Under the Stars, PCYC Markets in the Mall, swimming in the NEGS pool, Autumn Festival Parade and fair, Dumaresq Dam bushwalking, Dangars Falls bushwalking and picnic, Jump Up trampoline centre in Tamworth, O'Connor Catholic College's performance of 'High School Musical', Albies College Musical - 'Footloose', movie nights, cooking and a lot more. All of this on top of their academic studies and co-curricular activities.

During the year, boarders marched in the Armidale ANZAC parade and took part in the Autumn Festival, preceded by the Campus City Canter, concluding with Breakfast in the Park.

Australia celebrated National Boarding Week (14th May - 19th May) again this year. This year our boarders were asked to enter the ABSA (Australian Boarding Schools Association) competition of best photographed room and why they love boarding in 25 words or less. Unfortunately no winners from NEGS but on the evening of the 19th May the boarders celebrated being boarding students with an open fire, toasting marshmallows and drinking hot chocolate. This was after, as a group, they prepared their own tea light candle lantern and created the word NEGS out on the lawn. It was a great evening.

We welcomed Mrs Jenny Fulloon as House Mother for White House in Term 2 after the courageous and amazing Mrs Kerry Middleton stepped into assist with the House Mother position for Term 1. We are very grateful to Mrs Middleton for the care of the students during this time. I was able to leave boarding in the capable hands of all staff for Term 4 to take some Long Service Leave. Mrs Donna Garrad was Acting Director of Boarding for this period of time.

Years 11 and 12 are located in Saumarez House, Years 5 - 8 and Year 11 students in White House and Years 9 and 10 in Kirkwood House. As a result of the large boarding numbers, there are two sittings for breakfast and dinner. This only happens on weekdays and therefore on weekends all year groups eat together.

Through the Round Square Association we welcomed many overseas and interstate students during the year which enriched their lives, as well as ours. Students came from the United States, South Africa, Canada, United Kingdom, India, Tasmania, Victoria and South Australia.

The Boarders were once again giving of their time, when called upon to volunteer for events such as waitressing for the Winter Ball, tour guides for the Old Girls' Weekend and for the Scholarship weekend, Whole School Orientation Day, Year 6 into 7 Orientation Day and the Annual 'Girls Night In'.

At the end of November we farewelled our Year 12 boarders. This was acknowledged with a special dinner at The Grand Hotel. It was a lovely evening where the girls and boarding staff enjoyed their final days together. Conversation was flowing as the girls reminisced about the good times and some of the shenanigans they shared in their time here at NEGS.

2018 was a very busy and exciting year for boarders and staff. Our Boarding Staff have assisted the students in and out of school hours, encouraging them to become accomplished young women, supporting them in their journey whilst at NEGS.

Chaplaincy

The Chaplaincy program provides weekly chapel services to both the junior and senior school. Christian Studies classes are taught from Transition through to Year 10. In addition to this formal program, the Chaplain provides optional activities for the students such as Bible Studies, a regular pastoral care meeting at the School one lunch-time per week, and a trip to the KYCK conference in Katoomba. The aim of all these activities is to bring the gospel message to bear on young people's lives in a relevant and engaging way and to nurture and support their spiritual growth.

There were a number of Special Services throughout the year such as Confirmation, Valedictory, Old Girls' Service, and Grandparents' Day.

Aytoun Young Library and Queensland Old Girls' Textbook Centre

The Library continues to open 8.00am-5.00pm Monday through Thursday and 8.00am-4.00pm on a Friday for scheduled lessons, private study periods for students in Year 9, 10, 11 and 12, and supervision at recess and lunchtimes. After school, the library caters for students waiting for parent collection, private study supervision, students looking for reading and resources, the Junior School Homework Centre and the hosting of privately arranged tutor sessions. Secondary student supervision involves behaviour control while support may involve conversations to stimulate motivation, reference searches, organising equipment and space for group discussions, recording or viewing, facilitating Distance Education contact etc. All classes from Transition to Year 6 have a timetabled weekly Library Time. Lessons are taught in conjunction with themes associated with the curriculum of the Junior School. All Library Times have a returning/borrowing component.

In terms of purchasing of resources, sourcing is more difficult than it used to be and access to many resources is only online: this has increased, rather than decreased, the time involved in sourcing and acquisition of requested resources. As well, the demand for provision of non-book sources has multiplied (eg. DVDs, CD readings, teaching resources on specialised thumb drives, purchase of online material that remains online, audio books, etc.) and this is often hard to find, or time consuming in processing the order.

Purchasing of new stock has been limited to requests by Heads of Department, the Book Week shortlist and specific titles requested by students and staff. Approval from the School Business Manager precedes each individual purchase over \$500. A continuous program of deletions of out-of-date stock occurs and this will be more comprehensive as there is further implementation of the National Curriculum and a greater emphasis on digital learning. Overall, actions and decisions have focussed on staff professional needs and student needs with constant evaluation of effectiveness, relevance and efficiency in practices and processes.

Some of the add-on activities and services conducted by Library Staff have included:

All My Own Work: This is conducted by the Teacher Librarian in CCT, Term 4 for all Year 10 students. This is a requirement for all students attempting the HSC and has to be completed by early in Year 11 to proceed.

Library Skills Lessons: Within the Junior School, all classes from Transition to Year 6 have a weekly Library lesson which focuses on an aspect of literature, familiarity

with library resources and computer operations for accessing the catalogue and translating that information to locating items, relevant to their stage. On a needs basis, other years have tutorials which are subject specific and encompass accessing relevant resources, handling the databases, referencing, the dangers of plagiarism and other relevant needs.

2018 Book Week: All the shortlisted books were purchased in April and Book Week was celebrated in August with displays, decorations and posters highlighting the "Books of the Year". Activities and small competitions were devised to suit. This year we had a whole school celebration for Book Week with the theme 'Find ye Treasure - Pirates' with a treasure hunt, PBL activities for the senior school and a Scholastic Book Fair which raised money for purchases of new resources for the library.

Jean Newall Archive Centre: We now have a new archivist, Dr Heather Fisher, who works one day a week. She is available for tours by students and community members at request and is currently attempting to digitally catalogue the myriad of resources located in this building.

Professional Development: The Teacher Librarian has just completed their second instalment of Maintenance of Accreditation.

2018 Valedictory Day and Speech Day Awards: The Library has a major role in arranging all book prizes and trophies for presentation, certificates, medals and establishing once-per-year contact with sponsors and benefactors. Book prizes are selected by the Teacher Librarian. The books, certificates, bookplates, donated book vouchers from sponsors etc. are all assembled for each student-recipient so that on Valedictory Day, and on the Senior School Speech Day, the handout of awards is seamless.

Hosting: Hosting debating competitions, hosting meetings, author/illustrator visits, etc. is a common role for the Library and all of these occurred in 2018. The 2018 literary guests were Judith Rossell, author and illustrator and a visiting poetry professor from UNE. Junior and Senior school classes benefitted from the exposure to these successful literary figures and not only learned a great deal about the relationship of illustration and text, but also had a very engaging and entertaining session.

Private Study Periods: Students in Year 9/10, Year 11 and Year 12 have private study periods in the Library and often the Library is completely full of students. For some of these periods, another teacher is rostered to assist with supervision.

Prep: For four nights per week 6.30pm-8.30pm Prep is conducted in the Library for Boarders and a roster of boarding staff supervise and ensure that it is productive work time.

Textbooks: The full list of textbooks are still purchased, processed, housed and issued for year 7-10 from the Queensland Old Girls' Association Textbook Centre within the Aytoun Young Library.

Resource Boxes: Because it is not easy for the Junior school to come to the Library for research, the Teacher Librarian compiles research boxes of grade-appropriate material for specified research topics. Occasionally this is also done for the senior school.

Displays: The Teacher Librarian devises displays relating to literary events, authors, themes of literary interest, fills out displays of books of appropriate age and stage, relating to topics such as ANZAC Day, Mother's Day, Refugee Week, etc. The displayed books are often borrowed so this is an ever-changing selection of books until the next topic when the focus and the book stock is changed.

Chronicle Coordinator: In 2018 the Teacher Librarian also took on the role of Chronicle Coordinator. With assistance from Year 10 volunteers, reports were collated and a magazine was constructed for publication. It has been sent for printing at the start of 2019. Over the following year the Teacher Librarian is also backdating and creating Chronicles for 2015, 2016, 2017 as well as 2019.

Round Square @ NEGS

The involvement of NEGS in the Round Square global movement has intrinsic value for the school both from an experiential perspective with exchanges, conferences and service opportunities and from a philosophical perspective as the school embraces the movement's six DEALS – the acronym stands for democracy, care of the environment, adventure, leadership opportunities and service. There is also a promotional/marketing aspect with students in Year 8 and Year 10 offered the opportunity to exchange with other Round Square school students – Year 8 students exchange for two weeks within the Australasian and East Asian Region while Year 10 students exchange for up to one term with students from international locations.

This year staff involved included:

- The School's Round Square Representative and Senior Exchange coordinator – Mrs Stephanie Thomas
- Yr 7 - 8 Regional Cambodia Service Project and Round Square Conference, Keystone Academy, Beijing - Miss Laura Cambridge and Mr Mark Flynn
- Year 6 & 7 Round Square Conference, The Armidale School - Miss Emma Pracy.

Round Square activities included:

Year 10 international exchanges for various lengths of stay from 6 weeks to 1 term – from United Kingdom, South Africa, USA, India, Denmark, Canada and Tanzania.

Senior International Conference – 4 students and 1 teacher represented NEGS at the International Conference in USA and Canada.

Regional Conference (13 - 14 year olds) - 5 students and 2 teachers represented NEGS at the conference at Keystone Academy, Beijing.

Primary Conference - 1 student and 2 teachers represented NEGS at the Primary Regional conference hosted by The Armidale School

Service: A major platform of Round Square is service and this is embraced by all year groups at NEGS in both practical ways and through fundraising. Support has included Tour de Rocks and McGrath Breast Cancer appeals, Red Shield Appeal, Red Cross activities, donations to the Blood Bank, CareFlight Helicopter Appeal, and many others.

Adventure: Each Year group experienced targeted adventurous and challenging activities during a long excursion or camp – Year 7 went to Lake Keepit, Year 9 to Aussie Bush Camp @ Tea Gardens, and Year 11/12 to Coffs Harbour. These experiences involved adventurous activities, leadership and decision-making activities and personal development experiences.

SECTION 2: CONTEXTUAL INFORMATION ABOUT THE SCHOOL

New England Girls' School is situated in the city of Armidale, NSW and was established in 1895 by Miss Green who wrote:

"...the school has built a tradition of academic excellence, where every student is encouraged to reach their full potential, both intellectually and spiritually, in an atmosphere that fosters creativity, personal and physical development and values individuality, as well as teamwork."

The passage of 123 years has not lessened our founder's value base.

The School Motto "Whatsoever you do, do it heartily" encourages the students to do their best and develop all their potential.

NEGS is a day and boarding school that is co-educational from Transition to Year 6 and all girls from Year 7 to Year 12. It is a non-selective school and Boarding is seen as a core contributor to the ethos and diversity of the School. There is a varied and comprehensive co-curricular program that encourages students to try new skills, learn and develop leadership, social and organisational skills and to provide service to the School and community.

NEGS is a Round Square School; one of four such schools in NSW.

SECTION 3: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In May 2018, Year 3, 5, 7 and 9 students in all government and non-government schools across Australia completed the National Assessment Program – Literacy and Numeracy (NAPLAN) tests. At NEGS students completed the test via the NAPLAN Online platform. The results were released in early September and the individual results were forwarded to parents later that month.

Student performance on NAPLAN has been uploaded to the My School website: <http://www.myschool.edu.au>

Year 3 Results

| | | | | | | | | | | |
|---------------|----------------|------------|----------------|------------|-----------------|------------|----------------|------------|-----------------|------------|
| Year 3 | Reading | | Writing | | Spelling | | Grammar | | Numeracy | |
| | 436 | | 408 | | 385 | | 399 | | 386 | |
| | 403-469 | | 381-435 | | 355-414 | | 364-434 | | 359-413 | |
| | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL |
| | 429 | 434 | 408 | 407 | 417 | 418 | 431 | 432 | 402 | 408 |
| | 420-438 | | 400-416 | | 409-426 | | 422-441 | | 394-410 | |

SIM – schools serving students from statistically similar backgrounds
 ALL – Australian schools' average

Year 5 Results

| | | | | | | | | | | |
|---------------|----------------|------------|----------------|------------|-----------------|------------|----------------|------------|-----------------|------------|
| Year 5 | Reading | | Writing | | Spelling | | Grammar | | Numeracy | |
| | 502 | | 487 | | 502 | | 499 | | 495 | |
| | 468-536 | | 456-519 | | 470-533 | | 462-535 | | 468-523 | |
| | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL |
| | 503 | 509 | 463 | 465 | 505 | 502 | 500 | 504 | 486 | 494 |
| | 495-512 | | 455-471 | | 497-513 | | 491-510 | | 478-494 | |

SIM – schools serving students from statistically similar backgrounds
 ALL – Australian schools' average

Year 7 Results

| | | | | | | | | | | |
|--------|---------|-----|---------|-----|----------|-----|---------|-----|----------|-----|
| Year 7 | Reading | | Writing | | Spelling | | Grammar | | Numeracy | |
| | 528 | | 499 | | 518 | | 521 | | 527 | |
| | 500-555 | | 468-529 | | 490-547 | | 490-552 | | 501-552 | |
| | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL |
| | 541 | 542 | 507 | 505 | 550 | 545 | 546 | 544 | 546 | 548 |
| | 534-548 | | 499-516 | | 542-557 | | 537-555 | | 538-554 | |

SIM – schools serving students from statistically similar backgrounds

ALL – Australian schools' average

Year 9 Results

| | | | | | | | | | | |
|--------|---------|-----|---------|-----|----------|-----|---------|-----|----------|-----|
| Year 9 | Reading | | Writing | | Spelling | | Grammar | | Numeracy | |
| | 585 | | 555 | | 570 | | 573 | | 591 | |
| | 564-606 | | 527-582 | | 547-592 | | 549-596 | | 572-610 | |
| | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL | SIM | ALL |
| | 584 | 584 | 548 | 542 | 587 | 583 | 582 | 581 | 594 | 596 |
| | 577-592 | | 538-557 | | 579-595 | | 574-591 | | 587-601 | |

SIM – schools serving students from statistically similar backgrounds

ALL – Australian schools' average

| | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Human Services ** | | | | | | | | | | | | |
| ** denotes that students studied this course elsewhere | | | | | | | | | | | | |

| Subject | No of students | Performance band achievement by number and percentage | | | | | | | | | | | |
|-----------------|----------------|---|---|-------|---------|----|-------|---------|-----|-------|---------|----|-------|
| | | Band E1 | | | Band E2 | | | Band E3 | | | Band E4 | | |
| | | No. | % | State | No. | % | State | No. | % | State | No. | % | State |
| English (Ext 1) | 4 | 0 | 0 | 0.17 | 0 | 0 | 4.14 | 2 | 50 | 57.6 | 2 | 50 | 37.83 |
| English (Ext 2) | 1 | 0 | 0 | 1.04 | 0 | 0 | 27.49 | 1 | 100 | 54.53 | 0 | 0 | 16.59 |
| Maths (Ext 1) | 2 | 0 | 0 | 3.62 | 0 | 0 | 16.45 | 2 | 100 | 46.76 | 0 | 0 | 32.84 |
| History (Ext 1) | 4 | 0 | 0 | 1.45 | 1 | 25 | 19.63 | 3 | 75 | 55.04 | 0 | 0 | 23.64 |

Comparisons over time – HSC Results

| | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | |
|-------|-----------------------|------|-----------------------|------|-----------------------|------|-----------------------|------|-----------------------|------|
| Bands | No of subject results | % |
| 1-2 | 9 | 5.6 | 2 | 1.8 | 5 | 3.3 | 10 | 5.6 | 14 | 6.8 |
| 3-4 | 80 | 49.4 | 73 | 65.8 | 87 | 56.9 | 102 | 57 | 140 | 68.3 |
| 5-6 | 73 | 45.1 | 36 | 32.4 | 61 | 39.9 | 67 | 37.4 | 51 | 24.9 |

Comparisons over time – HSC Results – Extension classes

| | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | |
|----|-----------------------|------|-----------------------|----|-----------------------|------|-----------------------|------|-----------------------|------|
| % | No of subject results | % | No of subject results | % | No of subject results | % | No of subject results | % | No of subject results | % |
| E1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 13.3 | 0 | 0 |
| E2 | 1 | 7.7 | 0 | 0 | 1 | 16.6 | 2 | 13.3 | 1 | 9.1 |
| E3 | 10 | 76.9 | 6 | 75 | 2 | 33.3 | 9 | 60 | 8 | 72.7 |
| E4 | 2 | 15.4 | 2 | 25 | 3 | 50 | 2 | 13.3 | 2 | 18.2 |

Record of School Achievement

The school had one student who required the issuance of a Record of School Achievement.

Senior Secondary Outcomes

No senior student of NEGS undertook a course of study leading to a Year 12 certificate or equivalent VET qualification.

SECTION 5: TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

| Description of Professional Development | Length of PD (day/s) | | No of staff | Location | Faculty area |
|---|----------------------|---|---------------|---|-----------------------------------|
| ROSA & HSC Eligibility Workshop | Part | 1 | Tamworth | Administration | |
| SRC & Peer Support workshop | 1 | 1 | Armidale | Student Wellbeing | Wellbeing/ Indigenous students |
| AIS School Reconciliation Action Plans | 1 | 1 | Sydney | Learning Support | Wellbeing/ Indigenous students |
| NCCD - moderation and support | 1 | 1 | Tamworth | Library | English |
| Positive Education Schools' Assoc. Annual Conference | 4 | 1 | Geelong | Science/Maths | English |
| MANTLE Conference | 1 | 1 | Newcastle | Library | English |
| English Conference | 1 | 1 | Sydney | Science/Maths | English |
| Code Club teacher training | 1 | 1 | Armidale | Online | English |
| Developing student writing 10-12 | various | 1 | Coffs Harbour | Administration | Careers |
| AIS Registration Briefing | 1 | 2 | Tamworth | Maths | |
| TADCAN meeting | 1 | 1 | Sydney | PBL | |
| AIS Maths Conference-HoDs Day | 1 | 1 | Armidale | Executive | |
| Design Thinking across the Curriculum | 1 | 2 | Armidale | CAPAD | |
| Registration requirements for all schools/ROSA & HSC Curriculum Accreditation | 3 | 1 | Sydney | Careers | |
| Digital Technologies & NSW Curriculum workshop | 1 | 3 | Armidale | Teaching Finance in Business Studies | |
| TADCAN Term 4 meeting | 1 | 1 | Tamworth | Science/Maths | |
| Teaching Finance in Business Studies | 2 | 2 | Tamworth | Indigenous support | |
| UNE GRASS Teacher PD | 2 | 4 | Armidale | Careers | |
| IYLP Graduation & Staff Development | 2 | 2 | Darwin | Technology Mandatory - Technology Studies | |
| Beyond Year 12 Conference | 3 | 1 | Canberra | Familiarisation: Revised Stage 6 English Syllabus | |
| Technology Mandatory - Technology Studies | 1 | 1 | Tamworth | English | |

TEACHING STANDARDS

Details of all Teaching Staff

| Category | Number |
|--|---------------|
| Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines | 34 |
| Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications | 1 |
| Teachers who do not have qualifications as described in a) or b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. | 0 |

SECTION 6: WORKFORCE COMPOSITION

| | Male | | | Female | | |
|--|---------|-----------|------|---------|-----------|------|
| | Primary | Secondary | Both | Primary | Secondary | Both |
| Teaching | 2 | 7 | 0 | 5 | 20 | 1 |
| Non-Teaching (including maintenance, administration, boarding staff) | 0 | 0 | 8 | 1 | 13 | 14 |

SECTION 7: STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE, SECONDARY RETENTION

Kindergarten to Year 12

For the Years K – 12 Attendance rates please refer to the data on the My School website (<https://myschool.edu.au/school/43880/attendance>)

It is anticipated that students will attend school for the full day. Students are not to leave the grounds during the day except with the permission of the Deputy Principal and Head of Junior School. All students are expected to attend for the whole of each term. Permission will be given to leave earlier only in exceptional circumstances and the Principal retains the sole authority to grant such leave.

Student attendance is checked and recorded by relevant classroom teacher, and ongoing monitoring occurs throughout the day by the classroom teachers and Academic Administrative Assistant. If students are missing from a lesson, the classroom teacher is to follow up on the absence. If the absence is unjustified, the Deputy Principal or Head of Junior School are to be informed. The Health Sister informs staff of students who may be resident in the Health Centre or who have medical appointments.

Parents of day girls are expected to follow up absenteeism with the provision of an appropriate communication or medical certificate.

Being a school with a significant boarding population there are a number of variables which impact upon retention rates by comparison with a conventional day school.

SECTION 8: POST-SCHOOL DESTINATIONS

41 students completed their senior secondary course. Of these all completed the Higher School Certificate with eligibility for an ATAR. Students received University offers in NSW, Queensland and Victoria. Students accessed the Schools Recommendation Scheme through UAC in addition to applying directly to Universities for Early Entry Admission, with many successful applications. A significant proportion of students have undertaken a 'gap' year, deferring their tertiary studies with numerous students working overseas in schools.

SECTION 9: ENROLMENT POLICIES

Domestic and Overseas Students

NEGS and NEGS Junior School are both non-selective campuses and students are enrolled following lengthy interviews with the Principal and relevant staff members. This applies to both day and boarding students who are Australian residents.

The two schools provide an education underpinned by Anglican values and operating within the policies of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the School, siblings already attending the School and other criteria as determined by the School. Once enrolled, students are expected to support the School's ethos and comply with the School rules.

Procedures

1. All applications should be processed within the School's enrolment policy.
2. Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the School's ethos.
3. Consider each applicant's educational needs. To do this, the School will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

Subject to availability, offers of a place will be made according to whether there are siblings of the student already at the School and the order of application. Continuing enrolment is subject to the student's adherence to School rules (see enrolment contract, pastoral care policies and behaviour management policies) and payment of all School fees.

The School has over 300 students of whom the majority are in the secondary girls' school. As it is a comprehensive rural school, the students come from a large area with the overwhelming demographic being Australian-born.

The bulk of the boarding population (around 50% of the secondary girls' school) comes from NSW rural bases while the New England area is the source of the day girl population.

There are some students who have special needs, catered for by the Learning Support team. In addition, 4% of students are Aboriginal or Torres Strait Islanders. The School has the ability to enrol 25 overseas students for the senior years. There were four overseas enrolments in 2018.

NEGS Junior School has over 80 students with the majority being female with around 25% of the Junior School being males.

ENROLMENT POLICY

Registration

The first step when deciding to pursue NEGS as a school for your child is to register with the School for enrolment. By submitting an Application for Enrolment Form noting the proposed year level and date of entry, your child's name will be placed on a Register of Applicants.

Please note that being registered does not guarantee entry of the child into the school. It places your child's name on a list for interview at a later date.

The enrolment interview process

At an appropriate time, which is preferably 10-12 months prior to the proposed entry date, parents/guardians and the prospective student will be invited to NEGS for an interview. At this time arrangements may be made for the student to take part in a trial day (or an overnight stay, in the case of a boarder). The attendance of the students at a trial day/night is an important condition of enrolment at the School.

As part of the interview process, any previous school reports, test results, samples of schoolwork and references will all be taken into account. A copy or an extract of the student's birth certificate and a suitable head and shoulders photograph must also accompany the documentation required for the interview.

NEGS Senior and Junior Schools comply with the Disability Discrimination Act. The School believes that every person with a disability has a right to study at any educational institution in the same way as any other student. If a student meets the necessary entry requirements of the School then he or she will be requested to follow the usual enrolment procedures.

It should be noted that, where applicable, consent will be requested to contact the student's previous school for a verbal reference.

Entrance to the School is at the discretion of the Principal.

The Principal reserves the right not to offer a place.

Offers of places

The school may make an offer of a place following the interview.

As places become available registered applicants are interviewed and offers of places are made following satisfactory completion of the interview process.

Acceptance of an offer of a place at NEGS

All offers of places at NEGS are made in writing. This is by means of a Letter of Offer, which is accompanied by a Contract of Enrolment.

Enrolment is a contract, whereby the School guarantees a place for the applicant to the parents/guardians, who in return undertake to accept the particular and general Terms and Conditions of the offer.

An Acceptance Fee must accompany the signed Contract of Enrolment in order to secure a place.

Sibling Discounts

These are available from Transition to Year 12 (conditions apply).

2nd Child: 20%

3rd and following child: 30%

General Fee Information

The tuition fee provides for the general range of academic services available at the School.

Morning tea and lunch is optional in the Junior School and is an added cost to the annual tuition fee in the Senior School.

The boarding fee provides for complete House care and accommodation, School Health Centre facilities, study, laundry and meal services. It does not cover incidental expenses such as taxis, dry cleaning or medical expenses.

The additional fee charges include accident protection plan insurance, classroom activities, classroom resources including some incidental expenses, such as local sporting and academic excursions, some music costs, textbook hire, technology and internet access. Major excursions will be charged separately.

Payment of Fees

Tuition and boarding fees are billed on a quarterly (per term) basis in January, March, June and September. A Tax Invoice for incidental expenses will be prepared and mailed at the commencement of each month. Fees and incidentals are payable by the 28th day of each month.

When fees are not paid by the due date, the School reserves the right to levy a default charge. Interest will be charged monthly on overdue accounts at a rate to be determined by the NEGS Board from time to time.

If fees remain unpaid at the end of term, and parents/guardians have not made alternative arrangements, then parents/guardians may be required to show cause why a student's place at the School should not be forfeited.

A discount for prepayment for one or more years is available. Please contact the Accounts Department for further details.

MEMBERSHIP OF NEGS LTD.

NEGS is a Company Limited by Guarantee. Current and past parents and former students may apply to become Members of NEGS Ltd having subscribed an initial sum of \$500 to the NEGS Foundation Education Trust or Building Trust. Payments are tax deductible.

Each Member will be entitled to attend and vote at the NEGS Ltd Annual General Meeting. For further details please contact the Business Manager.

Method of Payment

Cheque

Eftpos

Direct Debit

BPay

Visa/Mastercard

SECTION 10: SCHOOL POLICIES

Student Welfare

The School provides a safe and supportive learning environment which aims to:

- minimise risk and ensure students feel secure
- support the physical, social, academic, spiritual and emotional development of students
- provide student welfare policies and programs that develop a sense of worth and foster personal development.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures are in place:

| Policy/Procedure | Changes in 2018 | Access to full text |
|--|--|---|
| <p>Child Protection Policy</p> <ul style="list-style-type: none"> • definitions & concepts • legislative requirements • preventions • roles and responsibilities • disclosure action cycle • risk assessment • documentation and record keeping • rights of all parties • support available for all parties • target groups in the community • safeguards for reporters | <p>Review of policy and updating of procedures to inform staff of their obligations in line with AIS advice.</p> | <p>Issued to all staff and members of the School Board.</p> <p>Full text available</p> <ul style="list-style-type: none"> • Policy Folders in various locations around campus. • Google Drive |
| <p>Code of Conduct - Staff</p> <ul style="list-style-type: none"> • establishes a set of behaviours which are consistent with the School | <p>Review of policy and updating of procedures to inform staff of their obligations.</p> | <p>Issued to all staff and members of the School Board.</p> <p>Full text available</p> <ul style="list-style-type: none"> • Policy Folders in various locations around campus. • Google Drive |
| <p>Critical Incident Policy and Procedures</p> <ul style="list-style-type: none"> • types of critical incidents • how should they managed • who should be contacted • recovery -timeline • contact numbers • emergency management checklists | <p>Reviewed</p> | <p>Issued to all staff and members of the School Board.</p> <p>Full text available</p> <ul style="list-style-type: none"> • Policy Folders in various locations around campus. • Google Drive |
| <p>Student Motor Vehicle (Driving & Passenger in student vehicles)</p> <ul style="list-style-type: none"> • Conditions of use of student motor vehicles • Day students • boarding students | <p>Reviewed and updated</p> | <p>Issued to all staff.</p> <p>Full text available</p> <ul style="list-style-type: none"> • Google Drive • Emailed to students and families (Years 11 & 12) |
| <p>Attendance Policy encompassing</p> <ul style="list-style-type: none"> • procedures for duty of care and risk management of all enrolled students • mechanisms for facilitating communication between the School and parents. | <p>Nil</p> | <p>Full text available</p> <ul style="list-style-type: none"> • Policy Folders in various locations around campus. • Google Drive |
| <p>Grievance (Student/Parent/Caregiver) Procedure</p> | <p>Nil</p> | <p>Full text available</p> <ul style="list-style-type: none"> • Policy Folders in various |

| | | |
|--|---------|--|
| <ul style="list-style-type: none"> clear and fair process for community members, including parents, to raise a grievance. | | locations around campus. <ul style="list-style-type: none"> Google Drive |
| Animal Welfare Policy <ul style="list-style-type: none"> acquiring, housing, caring and removing animals ethically and morally. | Nil | Full text available <ul style="list-style-type: none"> Policy Folders in various locations around campus. Agriculture/Science Departments. Google Drive |
| Grievance (Staff) Procedure <ul style="list-style-type: none"> clear and fair process for staff to raise a grievance. | Nil | Full text available <ul style="list-style-type: none"> Policy Folders in various locations around campus. Google Drive |
| Sport Commitment Policy <ul style="list-style-type: none"> expectation of commitment. | Nil | Full text available <ul style="list-style-type: none"> Policy Folders in various locations around campus. Google Drive |
| Copyright Policy | Nil | Full text available <ul style="list-style-type: none"> Policy Folders in various locations around campus. Google Drive |
| Drug Policy | Nil | Full text available <ul style="list-style-type: none"> Policy Folders in various locations around campus. Google Drive |
| Prep Guidelines | Revised | Full text available <ul style="list-style-type: none"> Policy Folders in various locations around campus. Google Drive |
| Acceptable Usage of Internet and Online communication Services Policy | Revised | Full text available <ul style="list-style-type: none"> Policy Folders in various locations around campus. Google Drive |
| Allergy Awareness Policy | Nil | Full text available <ul style="list-style-type: none"> Policy Folders in various locations around campus. Google Drive |
| Dress Code – Staff | Nil | Full text available <ul style="list-style-type: none"> Policy Folders in various locations around campus. Google Drive |
| Injury and Illness Management Policy | Nil | Full text available <ul style="list-style-type: none"> Policy Folders in various locations around campus. Staff Handbook Google Drive |
| Student Uniform Statement | Revised | Full text available <ul style="list-style-type: none"> Policy Folders in various locations around campus. Google Drive |
| Concussion Management | Nil | Full text available <ul style="list-style-type: none"> Policy Folders in various locations around campus. Google Drive |
| Exam Supervision | Nil | Full text available |

| | | |
|-----------------------------|---------|--|
| | | <ul style="list-style-type: none"> • Policy Folders in various locations around campus. • Google Drive |
| Student Leadership | Revised | Full text available <ul style="list-style-type: none"> • Policy Folders in various locations around campus. • Google Drive |
| Mental Health Policy | Nil | Full text available <ul style="list-style-type: none"> • Policy Folders in various locations around campus. • Google Drive |
| Sport Supervision Procedure | Revised | Full text available <ul style="list-style-type: none"> • Policy Folders in various locations around campus. • Google Drive |
| Snake Sighting Policy | Nil | Full text available <ul style="list-style-type: none"> • Policy Folders in various locations around campus. • Google Drive |

** Please note that all policies for both the junior and senior school are available to all staff on Google Drive.

Discipline

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. It is the responsibility of the school to determine incidents that may require disciplinary action and the nature of any penalties that may apply. Where disciplinary action is required the determined consequences take into consideration the nature of the breach of discipline and a student's prior behaviour.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

Behaviour management involves problem solving. It is delivered calmly. Its purpose is to teach and guide the student to behave differently next time by making appropriate choices. It is based on respect and it leads to self discipline and improved behaviour. Wherever possible, issues arising in the classroom or playground are dealt with by the staff member who observed the incident or the relevant teacher or playground supervisor. Where the seriousness of the incident warrants it, staff will consult about the matter in line with the levels protocol and involve the appropriate members of staff. All staff are required to use a consistent approach and to manage disciplinary discussions in a way that reinforces the right of all students and staff to feel safe and secure, and the need for every person at the school to act in a way that respects and supports that. The aim is for students to take responsibility for and adjust their behaviour.

The full text of the school's Behaviour Management policy and associated procedures is provided to all members of the school community through:

- the website
- Google Drive (staff)
- the Deputy Principal.

A copy is also available to each student from the Deputy Principal. The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.

Complaints and Grievances

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.

The full text of the school's policy and processes for complaints and grievances resolution is provided in Google Drive and the NEGS website. Overseas Students can also access the NEGS Overseas Students' Entry and Policy Guidelines for further information.

SECTION 11: SCHOOL DETERMINED IMPROVEMENT TARGETS

| Goal Area Priority | Achievements |
|--------------------------|--|
| Teaching and Learning | <ul style="list-style-type: none"> • Review of external results and professional development of analysis using Results Analysis Package. • Consolidating relationship with UNE and student attendance at 'Booster Days'. • Professional Development days to cater for staff wellbeing as well as providing the required updates. • Support of staff for implementation of new syllabuses, particularly in Stage 6. • Implementation of structure wellbeing program for students • Implementation of NAPLAN Online • Development of effective communication between staff and students using School Management Software |
| Communication | <ul style="list-style-type: none"> • Enhanced communication with parents by all groups within the School (boarding, Year Advisors, Tutors, Teachers, sports). • Regular meetings with staff, Heads of Departments, wellbeing and boarding. • Reviewing Boarding Handbook with the structural changes, policies and procedures. • Email groups with relevant information provided for parents' interest and attention. • Newsletter • NEGS Facebook page with current information and photos. • NEGS Instagram • Regular Boarding newsletter for parents to see activities on weekends. • Continued updating of policies and procedures. |
| Student Wellbeing | <ul style="list-style-type: none"> • Fortnightly Wellbeing team meetings with representatives from boarding, Health Centre, learning support and Year Advisors. • Consolidation of Tutor system with small groups in each year. • Continuation of Mentor and "buddy" programs. • Review and consolidation of WELLBEING@NEGS course for all years to address character strengths and building resilience and strength. |
| Staff Development | <ul style="list-style-type: none"> • Focus on communication skills, working in teams and addressing difficult situations. • Pedagogy and wellbeing focus for Staff Professional Development Day programs. • Providing opportunities for staff development by inviting key people to speak about best practice in education • Education software PD for staff |
| Facilities and Resources | <ul style="list-style-type: none"> • Continued updating of facilities in the Boarding houses. Reviewing infrastructure of whole campus for electricity, gas and heating (solar panning) looking at sustainability of all resources. • Continued improvements to the Equestrian Centre – consolidate diversity of disciplines. • Updating facilities – Livestock and Agriculture precinct • Enhancing facilities for sporting offering. |

SECTION 12: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The school desires all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engenders self esteem, mutual respect and responsibility.

Student members of the SRC and the Prefect Body, are mainly elected by their peers. Their responsibilities include representing their peers in forums designed to promote active student input into the life of the School.

Students are aware that the School is theirs, and that the task of the staff is to facilitate the process of communication to encourage responsibility and respect for others. This is complemented by the scope provided to develop talents and to learn through experiences. Opportunities to develop further these key qualities include community service and participation in the Duke of Edinburgh scheme.

All Senior School students are required to complete community service hours each year. This is recorded in the Community Service log section of their Year Book. There is also a prize provided on Speech Day for the most community hours completed by a student.

In the Senior School, commendation certificates awarded are each semester. Certificates are awarded for academic proficiency and consistent effort whilst other certificates are awarded to students who are responsible, respectful and hardworking. These certificates are prestigious and earned.

In the Senior School the behaviour management structure has been streamlined in partnership with the wellbeing goals of the school. Indiscretions are dealt with in the first instance by the supervising academic or boarding staff member. Repeated offences are then referred to the Head of Department or Director of Boarding. Subsequent or chronic offences are referred to the Deputy Principal. Depending on the nature of what has occurred, this can be fast tracked immediately to the Deputy Principal/Head of Boarding. Discipline cards, detentions or suspensions are issued after proper investigation of events. Consistency in the application of consequences ensures student/staff faith in the system. Both the behaviour management and wellbeing systems have been well received by staff, students and parents.

Every Monday, students have half an hour of Tutor Time, during which the Tutor delivers the Wellbeing Programme through activities designed to promote respect and responsibility within the school. This is reinforced through half hour Year Meetings each Friday, which are delivered by the Year Advisor. Each year group has different strategies and activities, which are designed according to the age of the students. The Wellbeing Programme includes goal setting, career advice, manners and etiquette, anti-bullying, and a range of guest speakers are invited to engage the students throughout the year. Students are encouraged to give back to society through a variety of charities, which receive support from the students and staff.

Wellbeing Programme Initiatives

Students participate in the following wellbeing initiatives as appropriate for their age:

- Ongoing goal setting and evaluation
- Gratitude journal

- Meditation and relaxation
- Time management – assessment organisation, exam preparation, making summary notes
- Relaxation techniques
- Good friendships – what are they? How to be a good friend.
- Preparation for study
- Examination skills
- Organisation of both their school life and preparing for camp as well as exploring ways to grow them as young adults of respect and responsibility within the school
- Exploring wellbeing topics including bullying, cyber bullying, anger management, and harnessing group power
- Fundraising, charity and community work
- Service trips
- Deportment and grooming to promote confidence building and appropriate presentation standards
- Financial literacy
- Difference between being 17 & 18 in terms of the law
- How to vote
- Interview techniques
- Writing a curriculum vitae
- Self-defence
- Car maintenance
- Resilience
- Safe partying – dealing with peer pressure, illicit drugs, alcohol and antisocial behaviour
- Nutrition and healthy eating
- Health Relationships
- Wellbeing Day

SECTION 13: PARENT, STUDENT AND TEACHER SATISFACTION

The Principal seeks to attend all meetings of the school-based groups and during the year attended a range of community meetings which had agendas of advantage to the school. The presence of the Principal at Old Girls' meetings also provided an effective forum for ensuring additional sections of the NEGS family were apprised of developments at the School. During the year the Principal attended Old Girls' meetings in Armidale as well as Melbourne, Brisbane and Sydney. Comprehensive reports relating to events at the school were provided in these forums.

The Parents and Friends' Association meet on a regular basis and provide a further forum for parents to express their level of satisfaction. Meetings continued to attract a good representation of day and boarding families and issues raised were followed through to an appropriate outcome. The Principal's briefing session at these meetings ensured parents were informed of significant happenings in the School.

Students appreciated the opportunity to be elected and participate in the SRC deliberations and many worthwhile recommendations resulted. Suggestions from the body were enacted to the benefit of the whole school community.

Whole school staff, academic staff, administrative staff, senior management and Heads of Departments' meetings provided an effective forum for feedback to the Principal and the Board of Directors. The establishment of effective procedures in all these meetings ensured an outcomes-based structure.

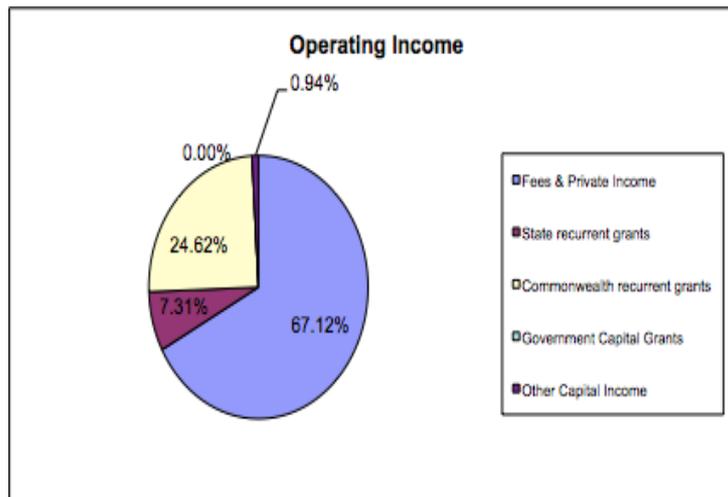
Formal assemblies also provided a further opportunity for students to show their leadership qualities while the forum also allowed various departments to showcase the achievements of individuals and groups. The organisational structure of Assembly was viewed favourably by staff, students and parents.

Feedback from teachers via informal meetings and regular discussions with Heads of Departments and annual staff reviews with the Principal indicated that staff were generally satisfied in all areas of our school, particularly in terms of relationships, staff morale and school operations.

SECTION 14: SUMMARY OF FINANCIAL INFORMATION

OPERATING INCOME

| | |
|-------------------------------|----------------|
| Fees & Private Income | 67.12% |
| State recurrent grants | 7.31% |
| Commonwealth recurrent grants | 24.62% |
| Government Capital Grants | 0.00% |
| Other Capital Income | 0.94% |
| | 100.00% |



OPERATING EXPENDITURE

| | |
|---|----------------|
| Salaries, allowances & related expenses | 56.47% |
| Non Salary Expenses | 41.90% |
| Capital Expenditure | 1.63% |
| | 100.00% |

