



NEGS

2020 Annual Report

Educational and Financial Reporting

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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 programs 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
- Enrolment Report
- Secretariat Matters
- Reports
- General Business
- Action Register

The Executive

The Executive Team oversees staff and student welfare, marketing, enrolments, equestrian facilities and offerings, pastoral care and wellbeing 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 provides 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 2020, the NEGS P&F was in hiatus due to COVID-19 restrictions, the loss of the previous Management Committee and restructuring by the previous Principal. In 2021, the new Principal worked towards reforming the previous structure.

In 2021, the NEGS P&F raised funds and encouraged school community interaction through the following events:

- A welcome BBQ at the beginning of Term 1.
- Catering for Sports Carnivals including the Swimming Carnival and the Athletics Carnival.
- Catering for other school events such as the Father and Daughter dinner.

- Providing a canteen and BBQ to external events held at the School's Regional Sporting Complex.
- Fundraising for the Equestrian Centre.
- Ordinary General Meetings recommenced in Term 2, 2021, with the Annual General Meeting to be held in August 2021. The Management Committee also met once a term.
- Donations of sporting equipment including rugby goal posts and rowing machines.

Student Representative Council

The SRC comprises elected representatives from Years 7-11 plus the Prefects of the School. 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 NEGS 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, 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 but also to practise active citizenship within their school community. At the same time the representatives get to develop teamwork skills and learn how to use meetings as an appropriate forum for decision-making. On top of it all the SRC aims to 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 in recent times has embarked upon a twofold focus, raising money for a cause identified by the student body, and teaming with the Prefects and Year 12 Cohort to continue to work within the school surroundings to encourage positive interactions and positive spaces for the entire student body.

Prefects

At the helm of the student body are the Prefect positions. These girls are chosen through a rigorous selection process and ballot. There is a well-defined process for the nomination and election of Prefects for the incoming Year 12. This occurs throughout Term 3 and involves a shortlisting process and the election of the 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 Prefects, 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 week, are open to any student in Year 12 who wishes to attend, and are chaired by the Leadership Coordinator. Meetings are Minuted, motions can be put forward and debated. These leaders also meet with the Principal regularly to discuss issues or concerns.

While the recent context of the COVID-19 restrictions has meant that certain events that have been fixtures in previous years were unavailable, this turned the attention of the Prefects inwards towards raising and maintaining the morale, well-being and camaraderie of the student body.

Junior School

2020 saw a primary focus on providing an academic program to be delivered through both on campus and remote learning experiences. The school's response to the world-wide pandemic saw the staff develop and support the delivery of high-quality teaching and learning across dual platforms. This reflected the method of delivery already utilised in every day practice of our Junior School NEGS Online Program.

The school's academic excellence in this field was recognised, receiving the Australian College of Educators 2020 HTB Harris Memorial Award for a Significant Education Program leading to the fulfilment of an educational need.

There were also many additional experiences added to complement our Junior School program:

- The Junior School accessed the Sporting Schools Grants providing gymnastics and swimming sessions for students K-6.
- The Year 3 and 4 camp to the Coffs Harbour Adventure Centre focused on providing situations with opportunities to challenge themselves and step outside their comfort zone in a safe and supported environment.
- Two additional Prefects were added to the Year 6 Leadership role to support student leadership creating a stronger presence in the school. These Prefects offer playground support, mentor younger students and deliver Assembly presentations.
- Year 5 and 6 students attended the Science Discovery Day where they were involved in interactive workshops to inspire, engage and support learning in STEM.
- Students aged 8-12 competed at Olympic Park in Sydney as part of our NEGS IPSHA swimming team.
- Kindergarten attended the Thalgarrah Environmental Education Centre where they participated in activities focusing on the environment and how to care for it.

Sport in 2020

2020 has been a year like no other in Sport at NEGS. We started the year strong with the swimming carnival. Green was crowned the house champions and Murray were awarded the Cheering Cup for 2020. As Term 1 progressed, sports started getting cancelled. Despite the cancellations the following students had some excellent achievements:

- Chelsea Thornton was selected in the 2020 Hockey NSW U18 Women State Field Team. Chelsea was also selected to attend the 2020 National Futures Camp at the Australian Institute of Sport in March with 60 of Australia's leading U18 hockey players.
- Olivia Clarke and Lydia Farrar were selected in the NSW IGSSA 16 and Under Hockey side.
- Brielle Ball, Olivia Clarke, Hayley Lennon were selected in the Northern Inland Academy of Sport Hockey squad.
- Ruby Loosemore brought home 2 silver medals and a bronze medal from the IGSSA swimming championships. She also qualified for the CIS swimming championships.
- Jorja Curry, Lauren Wilczak and Ella Russell were selected in the Northern Inland Academy of Sport Netball squad.

Local hockey, netball and rugby resumed in Term 3 in shortened formats. Unfortunately, our netball and hockey teams were unable to compete in the IGSSA competition due to COVID restrictions.

Netball Report

In 2020, NEGS had four teams participating in the Armidale District netball competition. The Senior IGSSA team finished runners up in Division 1 and won the Schoolgirls Trophy for the highest placed school team in Division 1. NEGS 2 fought hard in Division 2 finishing third. The team overcame a number of obstacles throughout the season. The Junior IGSSA team were a very young side who improved with every game and peaked at the right end of the season. The NEGS 4 team, who were made up of Girls from Year 6 to Year 8, finished 5th in a tough division. All of the girls should be proud of the spirit they showed every week living up to the NEGS' values. Thank you to Kristen Cohen, Ebony Thomas and Olivia Joyce for coaching our NEGS' teams and being excellent mentors.

Hockey Report

For the second year, the NEGS Senior IGSSA team played in the Division 1 Hockey New England competition. Being the only school team in that Division, the girls faced challenging competition every week which resulted in the girls developing both individually and as a team. The Junior IGSSA side participated in the U15s competition. Although the season was shortened due to COVID, the girls made the most of and took every opportunity to develop their skills and further their love for hockey.

Thank you to Greg Doolan, Matt Jackson, Hayley Lennon and Chelsea Thornton for coaching our NEGS' teams and being excellent mentors.

In other hockey news, the NEGS Regional Sporting Complex recommenced construction in 2020 and will be completed by the time school resumes in 2021. The facility will provide the girls with greater access to a training facility and will host numerous events throughout the year.

Talented Athlete Program Athletes

Hockey

Year 8 - Cottee Harwood, Alyvia Wilson

Year 9 - Lucy Saunders

Year 10 - Lydia Farrar, Brielle Ball

Year 11 - Olivia Clarke, Kate Atkin,

Year 12 - Maggie Halliday, Charlotte Chapman, Hayley Lennon, Chelsea Thornton

Netball

Year 8 - Ella Munday, Jorja Curry

Year 9 - Lauren Wilzak

Year 10 - Charlotte Claridge, Daisy Meehan, Ella Russell

Year 11 - Saskia Thomas, Amity Coxon, Amber Barden-Hyde, Jemma Wilkinson, Sophie Wilkinson

Year 12 - Sheriden Bennett, Olivia Joyce

Rugby

Year 9 - Jorja Gilbert

Year 10 - Paige Anderson, Ashanti Pennell, Maddi Campbell-Pickering

Year 11 - Isabella Reardon, Carla Gerigk, Emma Steele

Year 12 - Grace Brown, Britnee Breneger

Boarding

2020 for NEGS Boarding was filled with the appropriate management of the consequences of COVID – 19. The Boarding School's operations and thus management of those consequences embraced flexibility, appropriate management, compromise, negotiation, core values around community spirit, remote learning, individual needs being met, staffing shortage and, overall, patience and acceptance that expecting the unexpected was paramount.

From the end of Term 1 to the end of Term 2, the majority of Boarders were not in residence. Once it was possible for re-entry, there was a staggered return across a few weeks. Remote learning has, in many ways, become a most successful alternative to delivery of lessons and has helped prepare our students for future studies at university level. It has also opened a new delivery for Boarders who might need to be absent on a short-term basis for medical or family matters. An important factor that was addressed was that of E-safety where our Boarders' families were alerted to various resources to use to ensure our Boarders remained safe whilst online.

Due to the COVID-19 restrictions for movement, an important aspect to consider was that of having sufficient co-curricular activities on campus. Apart from the usual sporting events, staff successfully organised: bush walking; craft activities; cooking; exercising while chocolate hunting; dog walking; playing board games; organising dance parties; NEGS Olympics for Boarders; caring for animals in residence as part of the school's agricultural program; engaging with their horses if they were part of the equestrian program; and enjoying movie nights.

The consistency of staff was compromised when staff shortages occurred for a variety of reasons. To accommodate this and the staggered return of Boarders, not all Houses were open for each of the full terms. One aspect that was a benefit from this part closure was that there was an increase in community spirit as Boarders strengthened their contacts when they were challenged by being out of their comfort zone, along with having to deal with not knowing what new restrictions might be placed on them without notice.

Both National Boarding Week and the Year 12 Boarders' Dinner were successfully celebrated. These annual events are important on the Boarding calendar so it was very well received when they were permitted in 2020.

Chaplaincy

The Chaplaincy program provides weekly chapel services to both the junior and senior school. Christian Studies classes are taught by the Chaplain from Pre-K through to Year 10. Additionally, the Chaplain provides optional lunchtime 'Hope Hour' groups. Due to restrictions over the past 12 months, fortnightly church visits were temporarily placed on hold. 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.

Many of the Special Services such as the annual Old Girls' Service, Grandparents' Day, and Festival of Nine Lessons and Carols were also suspended for 2020. We anticipate enjoying these activities once again in 2021.

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 Years 9-12, 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. All classes from Pre-Kindergarten 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.

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. 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 MPP, Term 4 for all Year 10 students. This is a requirement for all students attempting the HSC and has to be completed.

Library Skills Lessons: Within the Junior School, all classes from Pre-Kindergarten 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.

2020 Book Week: Due to the COVID-19 Pandemic, Book Week was affected this year. The Scholastic Book Fair had to be cancelled as parents were not permitted on site and the annual Book Week celebrations were curtailed with no outside personnel involved and Year 12 taking on the running of the activities. All the shortlisted books were purchased in April.

Jean Newall Archive Centre: The contribution of our archivist, Dr Heather Fisher, who works one day a week is continually valued. 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.

2020 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. The books, certificates, bookplates, donated book vouchers from sponsors etc are all assembled for each student-recipient for Valedictory Day, and the Senior School Speech Day.

Hosting: Due to COVID-19, hosting of additional activities were curtailed and none permitted as external providers were not allowed on site.

Prep: For four nights per week, 6.30pm-8.30pm Prep is conducted in the Library for Boarders in Years 5-8 (Year 9 and 10 are supervised in the Kay Hiscox and Jan Milburn Room, Year 11 and 12 in the Boarding Houses) and a roster of boarding staff supervise.

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. Years 11 and 12 purchase their own texts due to the changing nature of their curriculum.

Resource Boxes: The Teacher Librarian compiles research boxes of grade-appropriate material for specified research topics.

Displays: The Teacher Librarian creates 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.

Changes due to COVID-19 Pandemic: With the epidemic hitting the shores of Australia in 2020, the school went into safety measures and students were sent home in the last two weeks of Term 1, and for the duration of Term 2 for Remote Learning. Throughout this time, the library remained open for the services of staff and children of essential workers. It was the front line of the school for information, assistance and supervision. All Library lessons went online with Pre-Kindergarten to Year 2 having pre-recorded lessons available to parents to access at any time, whilst Years 3-6 had an interactive Google Classroom and online lessons through Google Meet. Many events were cancelled in the library for 2020 due to safety precautions, but all activities and services were provided, within reason, with altered and creative solutions online so students and staff still felt connected, safe and well resourced.

Round Square @ NEGS

As a Round Square school, NEGS is part of a global network of schools that promote the sharing of ideas and resources as well as creating opportunities for learners to become the best they can be. It allows for students to go out into the world and for the world to come to us. Being a member of such a world minded network enables us to expose our students to a broader range of idealistic interactions, activities and partnerships.

Round Square is an internationally diverse network of 200 like-minded schools in 50 countries on six continents that connect and collaborate to offer world-class programs and experiences, developing global competence, character and confidence in our students. Being a Round Square school, we are like-minded in our shared understanding of the hardwired link between character education and academic success.

NEGS as a Round Square school shares a commitment to character education and experiential learning built around six themes – the IDEALS – International Understanding, Democracy, Environmental Stewardship, Adventure, Leadership and Service. These IDEALS are underpinned by twelve discoveries that students explore on their learning journey: inquisitiveness, tenacity, courage, compassion, inventiveness, ability to solve problems, self-awareness, sense of responsibility, appreciation of diversity, commitment to sustainability, communication and team-working skills.

Round Square, July 2020, <https://www.roundsquare.org>

Round Square Highlights 2020 included a continued focus on Critical and Creative Thinking at NEGS, with the goals and overview considering;

1. Explorative learning that is flexible, adaptable, purposeful, positive, student-centered, anywhere and anytime;
2. Focusing upon the HOW and not the what - promoting transferable skill-building and is future's focused; and
3. Designed to create a cultural shift in learning where students: Embrace risk, embrace the unknown, realise that failure is acceptable and aids the learning process, see that the skills and processes are just as important as the final product, work together with teachers to achieve a goal that is outlined and lead by students

The COVID-19 pandemic resulted in the cancellation of ten Year 10 students international exchange to Canada, USA, England and South Africa.

During restricted travel of 2020, the school focused upon strengthening relationships within our regional partners with an aim to extend and provide opportunities for our student bodies' engagement with other schools. This was envisaged through the formation of a NSW/ACT Round Square Cluster group, with Round Square delegates meeting via online platforms to discuss student engagement with the ideals during the global pandemic.

Leadership, Service, and Adventure opportunities continued to be embraced by the student body. These included a three day on-campus leadership workshop for Year 11, fundraising focused upon No Way Bullying Day and regional rural firefighting services, an adventure camp for Year 3 and Year 4 and a modified night paddle to replace the Hawkesbury Canoe Classic.

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 125 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 Pre-Kindergarten 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 five such schools in NSW. Round Square Schools can be found in 50 countries, and are a part of a network that share similar values and provide global experiences.

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

All government and non-government schools across Australia were due to complete the National Assessment Program – Literacy and Numeracy (NAPLAN) tests in May 2020. Due to COVID-19, this assessment program was cancelled for this year and proposed to resume in 2021. The most recent information relates to 2019 NAPLAN results which are available on My School (<http://www.myschool.edu.au>).

SECTION 4: SENIOR SECONDARY OUTCOMES

Higher School Certificate

In 2020, 38 students sat for the NSW Higher School Certificate with 8 Merit List entries for our students and 70 Band 5/E3’s or above. Students were enrolled in 21 2-unit courses and 4 Extension courses. In total, of the 195 2-unit exams sat, 99.5% of results across all courses achieved marks of 50 or more (Band 2 or higher) with 34% of these placed in Bands 5 and 6 (80-100 marks). 77% of all results were Band 4 or above and 82% of the students gained a majority of Band 4’s or above. In all, 68% of students achieved a Band 5 or above in one or more subjects. Band 6 results were achieved in five subjects: Agriculture, Mathematics Advanced, PDHPE, Music 1 and Visual Arts. Of the 9 candidates who sat for a 1-unit extension course, 100% achieved 25 marks or more out of 50 with 56% of these achieving Band E3/E4 with 35 marks or more.

All Music 1 students received a Band 6, the students all studying Voice. Two thirds of the Visual Arts students received a Band 6. In Agriculture, 60% of our students received a Band 5 or 6, with their marks 7% above the state average. 50% of our PDHPE students received a Band 5 or above. Both the entire Ancient History and Design and Technology classes received a Band 5 and their marks were significantly above the state mean. All Biology, Drama, Physics, Textiles and Design, and Advanced English students received a Band 4 or above.

In general, student achievement was consistent with State results, however, due to low candidature in numerous subjects, it is difficult to draw significant conclusions from the data in specific subject areas. There was a rise in the percentage of Band 5 and 6 results from the previous two years, which is a positive outcome.

Subject	No. of students	Performance band achievement by number and %								
		Bands 1-2			Bands 3-4			Bands 5-6		
		No.	School%	State %	No.	School%	State %	No.	School%	State %
Agriculture	15	0	0	16.53	6	40	44.9	9	44.9	38.57
Ancient History	5	0	0	15.6	0	0	51.02	5	100	33.37

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Biology	12	0	0	13.05	8	66.67	56.21	4	33.33	30.73
Business Studies	19	1	5.26	17	16	84.22	47.68	2	10.53	35.32
Chemistry	6	0	0	9.41	5	83.33	47.48	1	16.67	43.11
Community & Family Studies	8	0	0	8.88	4	50	57.13	4	50	33.99
Design & Technology	2	0	0	2.12	0	0	50.6	2	100	47.27
Drama	4	0	0	2.02	2	50	50.58	2	50	47.41
Economics	3	0	0	8.68	2	66.67	39.82	1	33.33	51.49
English (Standard)	22	0	0	10.79	19	86.36	77.64	3	13.64	11.56
English (Advanced)	16	0	0	0.59	9	56.25	36.01	7	43.75	63.4
Geography	8	0	0	12.78	6	75	45.38	2	25	41.83
Legal Studies	8	0	0	10.75	5	62.5	49.33	3	37.5	39.92
Mathematics (Standard 2)	23	7	32.42	30.45	14	60.87	50.82	2	8.7	24.72
Mathematics (Advanced)	10	1	10	4.09	5	50	43.2	4	40	52.6
Modern History	10	1	10	15.54	9	90	47.03	0	0	37.44
Music 1	3	0	0	1.77	0	0	34.76	3	100	64.45
PDHPE	11	0	0	14.39	6	44.54	51.13	6	47.47	34.47
Physics *	2	0	0	13.93	1	50	45.42	1	50	40.64
Textiles & Design	5	0	0	3.78	3	60	39.38	2	40	56.84
Visual Arts	3	0	0	1.79	1	33.33	33.18	2	66.67	65.02

* Offered through Distance Education

Subject	No. of students	Performance Band Achievement by Number and Percentage											
		Band E1			Band E2			Band E3			Band E4		
		No.	School %	State %	No.	School %	State %	No.	School%	State %	No.	School%	State %
English (Ext 1)	2	0	0	0.68	0	0	6.65	2	100	53.9	0	0	38.78
English (Ext 2)	0	0	0	0.72	0	0	16.81	1	100	56.59	0	0	25.87
Maths (Ext 1)	3	0	0	5.5	1	33.33	20	2	66.67	36.55	0	0	37.95
History (Ext 1)	3	0	0	1.78	3	100	22.11	0	0	55.56	0	0	20.56

Comparisons over time – HSC Results

Bands	2016		2017		2018		2019		2020	
	No. of subject results	%	No. of subject results	%	No. of subject results	%	No. of subject results	%	No. of subject results	%
1-2	5	3.3	10	5.6	14	6.8	9	5.6	10	5.1
3-4	87	56.9	102	57	140	68.3	115	71.4	121	61.7
5-6	61	39.9	67	37.4	51	24.9	37	23	65	33.2

Comparisons over time – HSC Results – Extension classes

	2016		2017		2018		2019		2020	
	No. of subject results	%	No. of subject results	%	No. of subject results	%	No. of subject results	%	No. of subject results	%
E1	0	0	2	13.3	0	0	0	0	0	0
E2	1	16.6	2	13.3	1	9.1	2	66.6	4	44.44
E3	2	33.3	9	60	8	72.7	1	33.3	5	55.55
E4	3	50	2	13.3	2	18.2	0	0	0	0

Record of School Achievement

The school had no students who required the issuance of a Record of School Achievement.

Senior Secondary Outcomes

In 2020, all students at NEGS undertook a course of study leading to a Year 12 certificate or equivalent VET qualification.

Year 12	Qualification	Percentage of Students
2020	HSC	100%

Note that Senior secondary outcomes are documented on the *My School* website:
<http://www.myschool.edu.au>.

SECTION 5: TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

Description of Professional Development	Length of PD (day/s)	No of staff	Faculty area
Primary and Early Childhood Music PD	1	1	CAPAD
CIS Primary Girls Hockey Convenor Meeting	1	1	CAPAD
AIS NDDC Meeting	1	1	Learning Support
Best Start Year 7: Access, Analyse, Action	1	1	Learning Support
Seven Steps to Writing Success Program Workshop	1	1	Junior School
PDHPE HSC Marking Simulation	1	1	CAPAD
PESA - Positive Education Conference Sydney	2	1	Junior School
HSC Design & Technology - Stage 6 Success Teacher PD	1	1	CAPAD
MacqLit PD: Reading Intervention for Yr 3 and above.	2	1	Learning Support
PDHPE HSC Marking Simulation	1	1	
Online Authentication	2 hrs	1	Executive
AIS Briefing	0.5	4	Executive
Learning History of Maths		1	Maths & Sci
Success with Dyslexia		1	Learning Support
Teaching Cohesion for Writing & Reading		1	EHL
Modern History - HSC Core			EHL
Reading & Spelling Gains		2	Junior School
The Beginning Teachers' Toolbox		1	EHL
Killer Depth Studies & SRPs		1	Maths & Sci
Dyscalculia-The Dyslexia of Maths		1	Junior School
Teach Nature Play		1	Junior School
Working Memory & Impact on Learning		2	Junior School
Student Behaviour-How to Decipher its Secret Language		1	Junior School
Mentor Development-Your Career Journey		1	Executive
Shining the Light on Student Potential		1	Executive
Future Design School Certified Trainer Conference	1 hr	1	Maths & Sci
Boarding Conference		1	Boarding
HSC VA marking		2	CAPAD
MultiLit Word Attack Skills	1	1	Learning Support

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	32
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	3
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	9	0	9	19	3
Non-Teaching (including maintenance, administration, equestrian, boarding staff)	0	1	16	2	33	32

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 or 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 students 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

NEGS had 38 students complete their senior secondary course in 2020. 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.

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.

Overseas Students can access the NEGS Overseas Students' Entry and Policy Guidelines for further information.

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 250 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.

ENROLMENT POLICY

Registration

1. 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.
2. 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 an interview at a later date.

The enrolment interview process

3. 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.

4. It should be noted that, where applicable, consent will be requested to contact the student's previous school for a verbal reference.
5. Entrance to the School is at the discretion of the Principal.
6. The Principal reserves the right not to offer a place.

Offers of places

7. The school may make an offer of a place following the interview.
8. 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

9. 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.
10. 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.
11. An Acceptance Fee must accompany the signed Contract of Enrolment in order to secure a place.

Sibling Discounts

These are available from Pre-Kindergarten 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 \$100 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.

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:

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Document	Changes in 2020	Access to full text
Child Protection Policy <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 	Review of policy and updating of procedures to inform staff of their obligations in line with AIS advice.	Issued to all staff and members of the School Board. Full text available - Google Drive
Code of Conduct - Staff <ul style="list-style-type: none"> ◆ establishes a set of behaviours which are consistent with the School 	Review of policy and updating of procedures to inform staff of their obligations.	Issued to all staff and members of the School Board. Full text available - Google Drive
Behaviour Management Policy	Reviewed and updated	Full text available - Google Drive
Excursion Policy	Reviewed and updated	Full text available - Google Drive
Grievance (Staff) Procedure <ul style="list-style-type: none"> ◆ clear and fair process for staff to raise a grievance. 	Reviewed and updated	Full text available - Google Drive
Affirmative Action	Nil	Full text available - Google Drive
Anti-bullying in the Workplace	Nil	Full text available - Google Drive
Sport Commitment Policy <ul style="list-style-type: none"> ◆ expectation of commitment. 	Nil	Full text available - Google Drive
Sport Supervision Procedure	Reviewed	Full text available - Google Drive
Academic Integrity Policy	Nil	Full text available - Google Drive
Acceptable Usage of Internet and Online communication Services Policy	Reviewed & updated	Full text available - Google Drive
Air Quality	Nil	Full text available - 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 Agriculture/Science Departments. ◆ Google Drive
Anti-Bullying Policy (student)	Reviewed	Full text available - Google Drive
Assessment Policy	Reviewed & updated	Full text available - Google Drive
Attendance Policy encompassing <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. 	Reviewed	Full text available - Google Drive
Buildings and Premises Policy	Reviewed & updated	Full text available - Google Drive
Copyright Policy	Nil	Full text available - Google Drive
Critical Incident Policy and Procedures <ul style="list-style-type: none"> ◆ types of critical incidents ◆ how should they be managed ◆ who should be contacted ◆ recovery -timeline ◆ contact numbers 	Reviewed & updated	Issued to all staff and members of the School Board. Full text available - Google Drive

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◆ emergency management checklists		
Data Breach Policy	Nil	Full text available - Google Drive
Student Motor Vehicle (Driving & Passenger in student vehicles) ◆ Conditions of use of student motor vehicles ◆ Day students ◆ Boarding students	Reviewed and updated	Full text available ◆ Google Drive ◆ Emailed to students and families (Years 11 & 12)
Drug Policy	Nil	Full text available - Google Drive
Emergency Procedures	Reviewed & updated	Full text available - Google Drive
Enrolment Policy	Nil	Full text available - Google Drive
Exam Procedures	Reviewed & Nil	Full text available - Google Drive
Prep Guidelines	Nil	Full text available - Google Drive
Grievance (Student/Parent/Caregiver) Procedure ◆ clear and fair process for community members, including parents, to raise a grievance.	Nil	Full text available – Google Drive
Homework Guidelines	Nil	Full text available - Google Drive
Indigenous Education Policy	Nil	Full text available - Google Drive
Laptop Hire Procedure	Nil	Full text available - Google Drive
Learning Support Statement	Nil	Full text available - Google Drive
Library Resource Centre Guidelines	Nil	Full text available - Google Drive
Dress Code – Staff	Nil	Full text available - Google Drive
Mediation Procedure	Nil	Full text available - Google Drive
Professional Development Procedure	Nil	Full text available - Google Drive
Requirements for the Award of ROSA	Nil	Full text available - Google Drive
Round Square Statement	Nil	Full text available - Google Drive
Student Uniform Requirements	Nil	Full text available - Google Drive
Scholarship & Bursary Statement	Nil	Full text available - Google Drive
Student Leadership Procedure	Reviewed & updated	Full text available - Google Drive
Wellbeing Policy	Nil	Full text available - Google Drive
Whistle-blower Policy	Nil	Full text available - Google Drive
WHS Policy	Reviewed	Full text available - Google Drive
Allergy Awareness & Management Policy	Reviewed	Full text available - Google Drive
Concussion Management Procedures	Reviewed	Full text available - Google Drive
Health Centre Operating Procedures	Reviewed	Full text available - Google Drive
Infection Control Procedure	Reviewed & updated	Full text available - Google Drive
Injury and Illness Management Policy	Reviewed	Full text available - Google Drive
Medications Procedure	Reviewed	Full text available - Google Drive
Mental Health Policy	Reviewed	Full text available - Google Drive

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Q Fever Policy	Nil	
Snake Sighting Procedure	Nil	Full text available - 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 protocols 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:

- 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.

Anti-Bullying Policy

NEGS aims to provide a safe and caring environment for all members of the School community. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the School. The School recognises that bullying of any form or for any reason can have long-term effects on those involved, including bystanders. Bullying or harassment will not be tolerated. A person who is bullied will be supported. All reports will be taken seriously and all allegations of bullying incidents will be investigated. All reports will be dealt with in a confidential manner. The Policy outlines the processes for preventing and responding to student bullying in our School.

The full text of the school's anti-bullying policy can be accessed by school intranet or by request, from the principal.

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.

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 a structured 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 general Staff, Heads of Departments, the Wellbeing Committee and Boarding Staff. ● Reviewing of Boarding Handbook, 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 and 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 offerings.

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 are awarded 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 Program 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. COVID-19 has obviously restricted our use of guest speakers and hindered our ability to be involved in community charities. Students are encouraged to give back to society through a variety of charities, which receive support from the students and staff.

Wellbeing Program 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
- 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 a school representative at Old Girls' meetings also provided an effective forum for ensuring additional sections of the NEGS family were informed of developments at 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 initially, pre-COVID, 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.

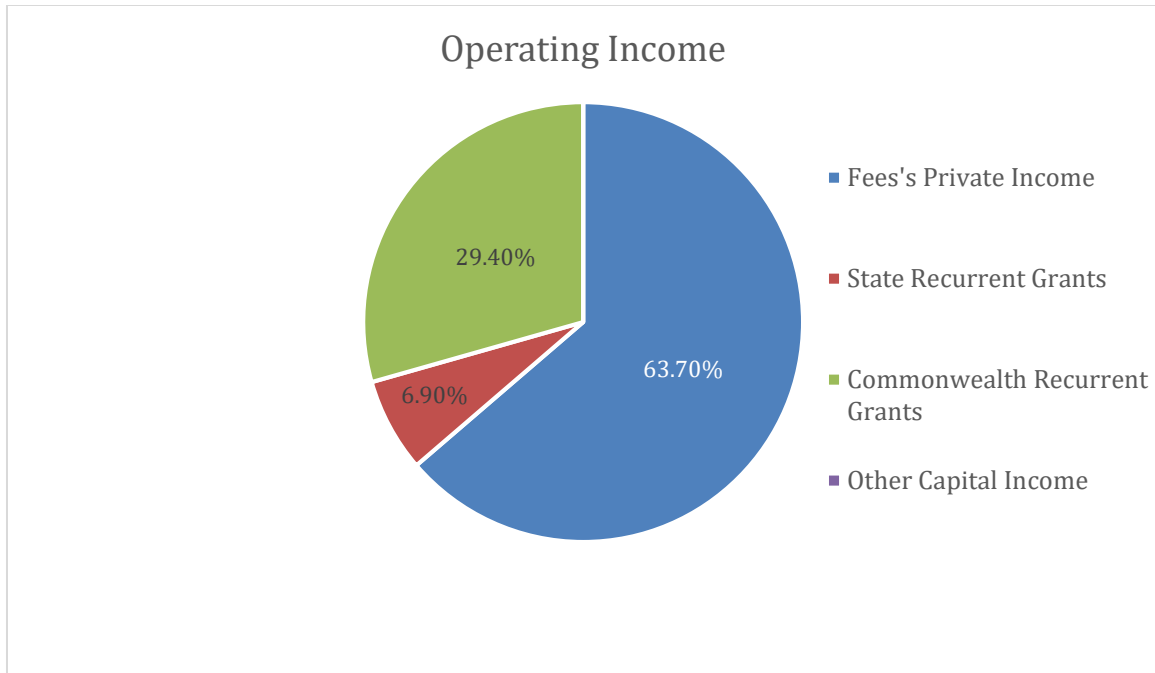
Feedback from teachers via informal meetings and regular discussions with Heads of Departments and annual staff reviews with the Principal indicated that staff were generally satisfied in all areas of our school, particularly in terms of relationships, staff morale and school operations.

When COVID-19 led the School to introduce remote learning, feedback from parents was obtained via phone calls. Most feedback was positive. NEGS is very proud of the service it provided during this time.

SECTION 14: SUMMARY OF FINANCIAL INFORMATION

OPERATING INCOME

Fees & Private Income	63.70%
State recurrent grants	6.90%
Commonwealth recurrent grants	29.40%
Government Capital Grants	0.00%
Other Capital Income	0.00%
	100.00%



OPERATING EXPENDITURE

Salaries, allowances & related expenses	59.22%
Non-Salary Expenses	29.37%
Capital Expenditure	11.41%
	100.00%

