



ANNUAL REPORT 2017



"Educating successful women of tomorrow in a Christian environment"

INTRODUCTION

PLC Armidale is an independent Day and Boarding School for girls' situated in the New England region of northwest New South Wales. The school's opening day as New England Ladies' College was in January 1887. In 1938 the College passed into the hands of the Presbyterian Church and was named Presbyterian Ladies' College, Armidale.

In 2017 the College celebrated its 130th anniversary as a legal entity. The school seeks to provide a quality education for girls from Pre-Kinder to Year 12. The Pre-Kinder program is based on the Reggio Emilia philosophy offering a unique school preparation program. PLC Armidale enjoys a strategic alliance with its sister school, PLC Sydney with both schools being governed by one College Council.

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THEME 1: A MESSAGE FROM KEY SCHOOL BODIES

PLC ARMIDALE CHAIR OF COLLEGE COUNCIL

Dr David Lim

Wow! What a cracker of a year you've all had. I have been kept well informed of the achievements and successes of our students in all things academic and co-curricular. PLC Armidale continues to punch way above her weight in so many areas from academia, to the sporting arena, to music, writing, public speaking, drama. We have individual students and groups of students participating in National Science Forum, in the huge success at the Da Vinci decathlon, outstanding results in the ICAS Competitions and National History and Geography competitions.

We have had 11 girls selected in the Gondwana Choir National Choral program, our musically gifted students have taken out pretty much most of the gongs for music at the Armidale Eisteddfod. We had a student who scored 100% in her UMAT medical school entrance exam. I believe this same student was selected to attend the United Nations Youth Australia 2018 American Political Tour, one of 16 students in Australia chosen for this inaugural event. Well done Ragavi. Our NAPLAN results in terms of regional school performance will place us as fourth in Australia.

PLC Armidale, you are a great and amazing school with students of exceptional talent and gifts, yet it is your teachers who helped identify your strengths and honed and polished it.

There is a new breath of life and vibrancy blowing through our college and I welcome the life giving energy and the freshness it brings. I have seen and felt the heart, spirit and purpose of the staff transform. I see a rising pride of being a teacher at PLC Armidale that cries out, "Hey, look at us, we achieve great things together and we take great joy and pride in our fellow colleagues and in their achievements and successes". There is a growing sense of confidence and identity in each teacher that moves away from self and seeks the good of all.

I have only praise and compliments for our wonderful teachers who have once again given their all and more, who have gone many extra miles and who have extended such personal care to each student. You do your work professionally, diligently and give of yourselves in time, energy and passion.

When we are one, committed in purpose, united in our aims, rowing in the same direction, we can achieve so much together. You contribute to the positive and unifying morale of a thriving school and dare I say, you cannot find a better place to teach and work in here in Armidale for you have a principal who carries all of you in her heart and you are building for yourselves the community you had wished for, unified, inclusive and caring, encouraging and supportive of each other in the pursuit of excellence. To all the staff, on behalf of College Council, I convey our deepest appreciation and thank each of you of a job very well done.

And in this arena Mrs Nicola Taylor has begun a vital restructuring of her executive staff and I mention Anna Caldwell, Fiona Wake, Rita Brissett, Trent Donaldson and Shona Eichorn. It is with great joy I see each of you rising in stature fulfilling your roles superbly.

At PLC Armidale we are not here just to grow and develop your daughter to the fullness of her academic or sporting or acting or musical potential, no far more than that. We care deeply about the morals and ethics that drive your daughter's thoughts, words and deed. We are resolute that the grace and mercy of Our Loving Heavenly Father through Christ Jesus must be fully appreciated. We would love each child to engage with and have the opportunity to know who Jesus Christ is and why He is so important. Who is this man who said that *'He is the way the truth and the life and that no one can come to the Father except through Him.'* Who is this Son of God, known as the Saviour, Redeemer? I thank our Chaplain Jen Leahy tasked with this vital duty to make known to your daughters who Jesus Christ is and to personally engage with Him. Nothing in life is more important for nothing else has eternal significance. College Council wishes to thank Jen Leahy for her tireless and passionate exposition of the great news of salvation through Christ Jesus. Well done Jen, you know we wholeheartedly and prayerfully support your important work.

Chris Spencer, what can I say about the absolutely splendid program you deliver at Pathways. None of the students would have had the opportunity to enrol in Tier 1 schools in Sydney, their command of the English language was just too poor. You have helped four students gain entry to PLC Sydney and one to Kincoppal Rose Bay. none who would have had the opportunity to do so otherwise. This speak volumes to the quality of your curriculum but nothing can describe the passion and energy you bring to the whole program. What an achievement. We are deeply indebted to you Chris for your devotion, hard work and for your inspiration. Well done!

I thank all our boarding house staff to Mr and Mrs Ball and now to Mrs Alison Spencer and Miss Margaret Latham for your important roles.

I thank the resurgent PLC Foundation, the P and F and the Old Girls Association. You are all an integral part of the PLC family and your hard work and contribution to the life and growth of the college is deeply appreciated. Thank you to all the members and to the executives.

Last but not least College Council wishes to extend to Mrs Nicola Taylor our deepest appreciation. The depth of your intellect, love of teaching, the detail with which you analyse issues and then step by detailed and well thought through step seek to resolve issues and to build, grow, extend individuals.

You invite the whole college to unify and purposefully march forward and lead by example. You forge relationships that are genuine, that seeks to build up strengths and gently but firmly steer the good ship PLC, charting a path only a good captain can see, free of hidden reefs and shipwrecks. No one can presume to see the course and challenges posed to you Nicola, but only you have the privilege and great capacity and a keen and sensitive eye to see the big picture and note clearly the little details.

And that is one good reason why we find ourselves in a position of flourishing and strength, a growing belief in whom we are and the excellence of what we do. We have an excellent, an absolutely committed, passionate educator, principal, visionary and team builder at the

helm,. You are a gift to us from a loving and providential Heavenly Father. He has richly blessed you Nicola with the very gifts that we need at PLC to grow this school, to forge our path ahead with confidence, to unify and bring the school community with you on our journey forward. He has given you strength, courage, wisdom and grace in abundance.

And so I ultimately thank the Lord our God whom Mrs Taylor serves and whom she loves so deeply and profoundly. For He is a loving and providential Father who gives all good things and how lavishly He has blessed us.

Mrs Taylor, college council extend to you our deepest appreciation, and extend to you our right hand of fellowship and Support as a faithful co workers for Our Lord Jesus Christ.

As for 2018, whilst consolidating and growing what we do well, we await further blessing from the Lord Our God. I can only say that much hard work and planning has already been completed, now we wait to see if Our Loving Father causes what we had planned for to grow and bear fruit. For we trust only in Him who opens and shuts doors for us, and whom we know loves us deeply for He has lavished His blessings upon us.

PLC ARMIDALE PRINCIPAL

Nicola Taylor

2017 was the 130th Commemorative year of the College. Speech Day was memorable because it marked 130 years since the first Speech Day Principal's address was delivered by Miss Elizabeth Hibble Higgs in the then New England Ladies College located in the St Peter's Church Hall.

Miss Higgs was known for quoting a catchcry of her father's, that *Knowledge is Power*, perhaps this was quoted at Speech Day, 1887. At Speech Day 2017, the phrase *Hindsight is 20/20 vision* was quoted. It is easy to know the right course of action after something has happened, but it's much harder to accurately predict the future. 20/20 is used to denote "perfect vision". Hindsight is 20/20 vision, means that as Principal of the College, I have the benefit of being able to look back over the past 130 years and learn from the lessons of the past in order to plan for the future.

One thing is clear, the History of PLC Armidale is replete with examples of individuals and groups willing to do hard things to contribute to the College. Ours is a school with a history which could almost be recorded on a topographic map with years where the contour lines would be very close together and others where there would be greater space between the lines depicting the highs and lows, as well as periods of calm and productivity all of which characterize the past 130 years.

With hindsight it is easier to see what should or could have been done in the past. Hindsight can serve to inform the future. Reflecting on the year that has past, 2017 has been a good and productive year in which we have sought to serve our Community as we have

celebrated this special 130th anniversary- these events alone have been significant achievements.

2017 provided an opportunity to set a direction for the future. Not a detailed blueprint with the details of every year mapped out but rather, outlining a collection of statements which form the basis for us knowing who we are as a College, what we strive to do and where the focus of our work will be in the coming years.

How was this 2020 Strategic Direction determined? Like many good projects it was a collaborative process requiring a team effort. Beginning with the data captured through surveys and focus sessions early last year, to weekends spent by the Executive team to consider what might be? What should be? How do we know? along with input from Staff both formally and informally and endorsement by College Council- much has been done. The strength of a structure often lies in its design, secured in its foundations – little of which is ever visible in the final product, but without which there is no strength or stability. The 2020 Strategic Direction Document seeks to outline the foundation.

In the history of the College, the influence of the Christian faith has been a foundational premise and commitment of many over many years. This has been expressed by governing boards of the past. Archdeacon Ross a member of the first College Council, was an Anglican minister who with his Scottish background believed firmly in the importance of educating girls to an equal level and in the same way as the education offered to boys– which was very unusual 130 years ago, especially in regional NSW. The Church was instrumental in the founding of the College, and whilst the denomination has changed being initially Anglican, for the past 80 years the Presbyterian Church has remained committed to the operation and continuance of the College even through some very challenging times when the contour lines were very dark and narrow.

It is fitting then that as we consider our future direction, it is grounded in the truth of God's Word, a truth which is, living, abiding and eternal. This will be a polestar text, guide our direction..." And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him." Colossians 3:17

As we move towards 2020 we will align our strategy to four core values and four key strategic project areas. Our core values can be summarised as HIRS; Humility, Integrity, Respect and Self-Discipline. Our four key project areas as; Teaching&Learning, Staff Development, Sustainable Business Planning, Christian Values and Pastoral Care.

2017 has been a commemoration of the past, providing insight into planning strategically towards 2020. Securing and strengthening the position and place that PLC Armidale for its 130 year history has held in the provision of a high quality and diverse education for girls both day students and boarders in regional NSW.

PLC ARMIDALE FOUNDATION

Deborah Martin

Chair

PLC Armidale Foundation, through its Board and members, has had a stimulating year helping the College to celebrate its 130th Anniversary. Foundation was delighted that the anniversary activities, including the Anniversary Ball, Long Lunch and compilation of the commemorative book REPASt, have helped to bring together generations of PLC Armidale supporters, giving their time, expertise and funds to help make each activity a success.

PLC Armidale is truly a school built on a tradition of giving. I wonder, though, if our many givers and supporters see themselves for what they are: *philanthropists*.

Perhaps the word 'philanthropist' conjures an image of someone quite unlike you or me – maybe an older man, with silver grey hair, dressed in an expensive suit. Perhaps you feel that to be a philanthropist you must have made or inherited a lot of money, be retired from work, and now able to give large sums to charity. While this describes some philanthropists it might surprise you to know that in 'average' terms the typical Australian donor is female, aged 35-65, and gives an average of \$348 a year to charity (source: NAB Charitable Giving Index).

Australians are more philanthropic than they perhaps realise. We give generously to our churches, to doorknock appeals, to disaster relief funds, and to our local sporting clubs. We give in monetary terms and we give our valuable time and expertise. In 2016 we gave an astonishing total of \$10.5 billion in donations and bequests, as reported by the Australian Charities and Not-for-Profits Commission. Importantly, regardless of gift size, our motivations for giving are generally unified around the themes of altruism and reciprocity – making a difference by giving back (source: Giving Australia 2016 - Philanthropy and philanthropists).

At PLC Armidale our supporters have two important avenues for 'making a difference by giving back'. These are the Parents and Friends Association and the Foundation, and both are vital to supporting the College to realise its educational aims and objectives.

Both share a common goal of raising money to support the College, but differ in terms of the activities they may support. P&F raises funds to provide resources to the College on an annual basis and is a vital hub of information and activity for the College parent community. Foundation is a tax-deductible fundraising vehicle that partners with the College to support improvements in physical infrastructure (through the Building Fund) and the provision of scholarships and bursaries to high-achieving students (through the Scholarships Fund). In addition, Foundation is registered as a charity with the Australian Charities and Not-for-Profits Commission (the ACNC).

Gifts to Foundation come in all sizes, and from a diverse range of sources, including current and past parents, old girls, current and past staff, and community members. Foundation

funds and activities are overseen by a Board, which works to ensure that gifts are invested wisely and accounted for judiciously and in line with donor wishes. Above all, the Board is committed to the philanthropic goal of making the world (or our special corner of it) a better place by helping rural and regional girls to receive a PLC Armidale education.

Thank you to all Foundation Board members who have given their time and assistance to the legal, financial and governance activities of Foundation this year, and to Director of Development, Shona Eichorn, and Business Manager, Rita Brissett, for their ongoing support of Foundation activities.

Of course our greatest thanks go to the many people who, through their gifts, enable PLC Armidale Foundation to support the College in providing exceptional educational opportunities to the successful women of tomorrow.

P&F REPORT

Dr Theresa Ruig-Smith and Mrs Kelly Smitham

P&F Co-Presidents

2017 has been a busy year for us as we have settled into our new role. We have enjoyed working with our Executive team – Megan and Kathryn who have provided great support. We have also enjoyed getting to know many of you as liaison parents. We thank you all for your generosity in donating your time and gathering support among your year groups to help make our activities a success. It is so pleasing to see the community come together to support the school.

The P&F has supported and organized a number of events this year.

- In Term 1 we ran the trivia night which raised almost \$6000 and was enjoyed by all that attended. We also provided catering for the swimming carnival.
- In Term 2 we helped organize the canteen for the sports carnival, helped with the 130th anniversary ball, and provided catering for the PLC Performs concert and the Junior School Jump Rope for Heart fundraiser.
- In Term 3 we helped provide catering again for the Starry Night concert, and for the Colin Bucannon concerts.
- In Term 4 - we supported the Celebratory Long Lunch.

Given the School's emphasis on friendraising events this year, rather than fundraising, we have raised a smaller amount of money compared to previous years. However, we have still funded around \$10,000 worth of wish list items from the School, all of which will go to benefitting our girls and enhancing their educational experience.

The P&F has also implemented a number of new practices and policies this year. We have transferred all files to drop box, to ensure easy maintenance and access to relevant P&F documents. We have developed an Asset Management Policy to monitor the purchase and use of P&F assets. We developed a Wish List Guidelines Policy to outline the process for managing and reviewing the request for wish list items from the School. We have also developed a proposal and policy for the establishment of a P&F facebook page as a better means of communicating with the school community about our events. Once this has been

approved by the School Executive, we look forward to launching the facebook page ready for use in 2018.

In 2018 we have identified a number of events we hope to run. These include a fun run for the whole school, trivia night, a parent information night where we would like to invite a guest speaker to address the school community on a relevant topic, a Junior School global garden lunch, the High Tea in term 4, plus supporting all the usual school events from sports carnivals to school concerts.

We wish to thank all of the following people who have supported us this year: Janine and Deb as out-going presidents; the School Administrative Staff, Shona Eichorn, Anna Caldwell, Fiona Wake and Nicola Taylor, and all our P&F liaison parents. We hope many of the liaison parents will continue in their roles for 2018, and we look forward to working with you all to help strengthen our school community.

2017 HEAD PREFECT

Ragavi Jeyakumar

2005 was a year of many beginnings. Youtube was launched, Apple released an iPod that could play not only music, but gasp, video, Brangelina became a thing, and in different schools around Australia, and even around the world, 38 girls had their first day of Kindergarten. It has been almost 13 years since that first day, and somewhere along the way, each of those 38 have adopted a beautiful, calf-length tartan kilt, donned some fashionable green stockings, and have morphed into the amazing girls before me today that make up PLC Armidale's class of Year 12, 2017.

We have made it to the end, to the day that always seemed so far off. We are on the most final leg of our schooling race, and we are poised and ready to hurtle across the finish line and with excitement, pride and a twinge of sadness shed those shoulder padded blazers for the very last time. But first, just as Michael Phelps must stop to thank Speedo for his speedos, we must stop to thank our unfailing sponsors, who have provided us with the priceless support and backing we needed to make it all the way.

Firstly, to our families, and especially our parents. Thank you for being so deeply invested in providing us with a quality education. You have been with us since our very first days, polishing shoes, packing lunches and instilling in us the values that have made us the people we are. You've stood firmly beside us through the slammed doors and minor breakdowns, supported both Woolworths and our sports matches with countless orange slices, and shown us how to actually dance at our formals. Thank you for your ever useful advice, thank you for not disowning us when we decided your advice was useless and we knew better, and thank you for your clearly wonderful genes. We could never have done it without you.

Secondly, to our at-school parents, our teachers. You have been our mentors, our cheer squad, and after we realised you were actual people and not just weird illusions that only existed on school grounds, our genuine friends. The things you have taught us extend far beyond the scope of any syllabus. It is unlikely, for example, that I would even be delivering this speech to you without all I have learned from our one and only Mrs P, or have such a

deep appreciation of “Rocky” without Miss Foster’s encouragement. Your true passion for what you do has been displayed every time Mrs Tier spoke to us about the A triple plus works of Jane Austen, when Mrs Brown literally danced on a table to help us remember that “lat is flat”, and when Mr Minter made 184 versions of a single orchestra score. Our pastoral care teachers, Mrs Clynch and Mrs Hadfield have flooded us relentlessly with encouragement, and emails, to get us through. It speaks volumes that I could easily work my way through the entire list of staff and name a time just in the last few weeks that they have gone out of their way to help us out, whether it was Mrs Miller organising yesterday’s wonderful Guild Lunch, or other Mrs Miller going to the uni and getting us liquid nitrogen just so we could make ice cream in our last Chemistry lesson. In addition to being our teachers, you have starred in our videos and had your faces badly photoshopped into our presentations, fed us everything from hot chips to Japanese lollies, and with your unfailing insight and humour, you have gotten us through the longest weeks, and for that we are forever indebted to you.

Thirdly, to Mrs Taylor and Mrs Caldwell for their steadfast leadership, kindness, advice and support throughout the year, and to the entire prefect body for making this year so wonderful and fulfilling your roles with such commitment and grace. In particular, a huge thank you to Kate, without whom I would probably have died trying to make small talk alone.

Over the last couple of days, I have been trying to capture and commit to memory exactly what it is that has made PLC so special. Is it the uniquely purple, red, yellow, orange and green floors and walls? Our fiery passion for chicken burgers and nachos? The answer is a resounding no. It is the girls inside those walls and in those long hot special lines, you girls. Your spirit and enthusiasm have helped make PLC a place where we felt comfortable doing everything from a pretty doctored version of butterfly at the swimming carnival to dancing terribly at assembly. Quick to laugh and always ready to sing, dance, run, swim or whatever else we have asked of you, you have made our years, and especially our final year so special. Thank you so much for your friendship, we’ll miss you!

Finally, to my Year 12 sisters. Writing this Valedictory Address was incredibly difficult. It is impossible for me to adequately summarise and celebrate each one of you in one speech, partly because between us we have 646 years of school, but mainly because you’re all so unique and special and talented. Our years have been filled with highs, like the fantastic scones we had on our fantastic excursion to Tingha, or the joy we all felt when Guild Drama finally came together, but also lows, like the sad period when we were locked out of our common room, or the awkward rebellious phase we all went through in Year 9. Whether we’ve been here for 15 years like Liz, or just one like Mort, we’ve made innumerable memories and I just know our friendships will last long beyond these walls. Through all the assessments and exams, morning games of bull rush in Year 4 and trips everywhere from Fiji to Nymboida, we have become life friends, the kind that will be able to get together when we’re 80, complain about our rickety hips and still wonder why a single jam sandwich cost \$4.40 at salad bar.

We’ve grown, we’ve shared, we’ve laughed, we’ve cried, we’ve cried out of laughter, and while we may no longer have classes together, as we chanted loudly on Monday, “we’ll always be together at heart”.

Our time at PLC has given us something very special. In addition to an intimate knowledge of hymns and an improved ability to write war cries, PLC has given us a genuine education. This may seem like a given, but the fact is it is a privilege. As a first generation immigrant, I am only too aware and grateful for the opportunities I have received that are denied to so many. There are over 500 million illiterate women in our world, 65 million girls who are not in school and in 2012 alone there were 3600 documented attacks on girls' education, including violence, torture and intimidation of students and teachers.

When I first began to think about the idea of leaving this school on the hill, where we have grown up, made strong friendships, flourished, I was a little sad. But then I realised, that wherever we go, if we take us the privilege of education, the knowledge, the fire and the spirit we have gained at PLC, we have much better things to do than loiter around the Year 12 block.

You are all so passionate about so many different things, whether its Jess who loves reading so much she actually dyed her hair for book week in Year 6, or EB, with her weirdly detailed conspiracies on JFK. I don't know anyone with as much enthusiasm for puppies as our Ruby and the only thing I love more than Brianna Robertson, is Brianna Robertson's intense knowledge of everything from the happenings of fourth wave feminism to Nicki Minaj lyrics.

The American essayist James Baldwin once wrote, that "the paradox of education is precisely this- that as one begins to become conscious one begins to examine the society in which [she] is being educated." We have come to realise that the global society in which we are being educated is fragile, shaken and rife with inequality, but our time at PLC has equipped us with the Hannah Montana quotes, the leadership skills, the curiosity and the willingness to serve that we require to not only face it, but use our passions to make meaningful change. Whether it is as a teacher, a politician, a spy or even the owner of a line of fake tan, I cannot wait to see what you will do in the future and what successes and achievements come your way. So yes, while this change is sad, I think this change is necessary, and even exciting.

Just as Youtube has grown from a tiny startup in 2005 to the second most popular website today, as Apple has moved from iPod touches to retina-scanning iPhone Xs, as Brangelina have broken up, so too must those 38 kindergarteners take a deep breath, look back once, and move on, to bigger and better things. PLC, thank you for everything you have done for us, it has been an absolute honour being your Head Prefect for 2017. I wish Chloe, Mackenzie and the rest of Year 11 the best of luck for next year, I know they'll do a wonderful job. I would like to leave you with a quote from the biggest pop hit of 2005, Gwen Stefani's 'Hollaback Girl'. Together, we're ready to attack, gonna lead the pack, gonna get a touchdown, Year 12 2017 is gonna take you out.



YEAR 12 LEADERS 2016/2017

HEAD PREFECT	Ragavi Jeyakumar
DEPUTY HEAD PREFECT	Kate Biddle
SPORTS PREFECT	Emma Ranck
CREATIVE ARTS PREFECT	Dakotah Love

GUILD CAPTAINS

Forrest	Alex Hiscox
Gregory	Georgia Hutton
Macquarie	Anna Finney
Wentworth	Jessica Chambers

DEPUTY GUILD CAPTAINS

Forrest	Laura Cotterell
Gregory	Keira Shaw
Macquarie	Sarah Evans
Wentworth	Amanda Richards

BOARDING HOUSE CAPTAIN

Lucy McDonald

DEPUTY BOARDING HOUSE CAPTAIN

Isobel Moore

SPIRITUAL LEADERS

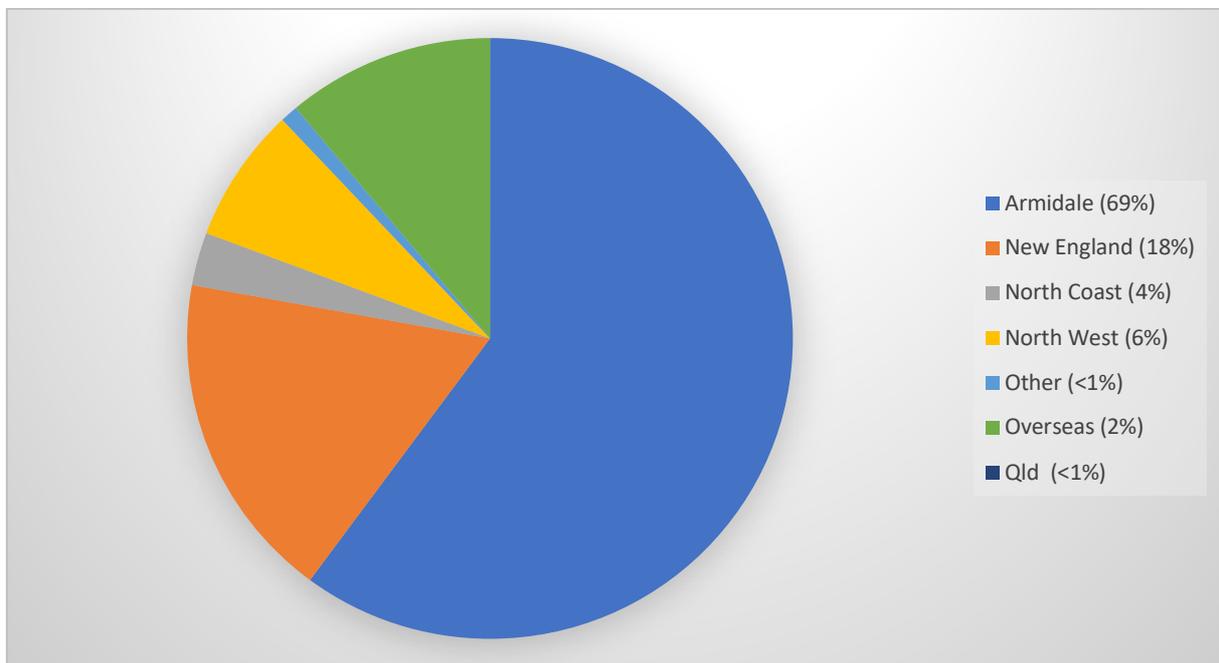
Georgina Hebblewhite
Dakotah Love

THEME 2: CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

This information is found on the My School website: <http://www.myschool.edu.au>.

Characteristics of the Student Body

PLC Armidale has students from many varied backgrounds. 69% of students come from the Armidale area, 18% from the New England region, 6% from the North West region NSW, 4% from the North Coast NSW and 2% from Overseas. In 2017 Queensland and Other areas were lower than 1%.



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

This information is available on the My School website: <http://www.myschool.edu.au>.

THEME 4: SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

Record of School Achievement (ROSA)

The RoSA is a cumulative credential. It is for Year 10, 11 and 12 students leaving prior to the Higher School Certificate.

Stage 5

This year 34 students completed the stage 5 component of their Record of School Achievement. Each student was provided with a grade ranging from A – E for each NSW board developed course studied at the school. Subject teachers awarded the grades, which were based on the course performance descriptors.

Preliminary

This year 21 students completed their Preliminary qualification. Each student was provided with a grade ranging from A – E for each NSW board developed course and board endorsed course studied at the school. Subject teachers awarded the grades based on the Board of Studies A-E grade scale.

Higher School Certificate

This year, 38 students completed their Year 12 program and all qualified for their Higher School Certificate.

- 35% of the cohort achieved at least one Band 6
- 78% of the cohort achieved at least one Band 5.

A comparison of the schools 6 most popular subjects over the past three years is represented in the table bellows.

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 4 – 6		Bands 1 -3	
	2017	18	School: 18 (100%)	State: (92%)	School: 0 (0%)	State: (8%)
English Advanced	2016	16	School: 16 (100%)	State: (90%)	School: 0 (0%)	State: (10%)
	2015	17	School: 16 (94%)	State: (91%)	School: 1 (6%)	State: (9%)
	2014	20	School: 20 (100%)	State: (92%)	School: 0 (0%)	State: (8%)
	2013	21	School: 20 (95%)	State: (86%)	School: 1 (5%)	State: (14%)

Performance in this course has remained consistent with the school continually to perform better than the state for students achieving a band 4 and above.

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 4 – 6		Bands 1 -3	
	2017	18	School: 13 (72%)	State: (55%)	School: 5 (28%)	State: (45%)
English Standard	2016	7	School: 6 (86%)	State: (49%)	School: 1 (14%)	State: (51%)
	2015	10	School: 7 (70%)	State: (42%)	School: 3 (30%)	State: (58%)
	2014	11	School: 5 (45%)	State: (43%)	School: 6 (55%)	State: (57%)
	2013	10	School: 1 (10%)	State: (34%)	School: 9 (90%)	State: (66%)

Performance in this remains above the state average for students achieving bands 4-6 despite a decline in 2017.

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 4 – 6		Bands 1 -3	
	2017	9	School: 5 (55%)	State: (75%)	School: 4 (45%)	State: (25%)
Mathematics	2016	9	School: 5 (55%)	State: (76%)	School: 4 (45%)	State: (24%)
	2015	11	School: 11 (100%)	State: (81%)	School: 0 (0%)	State: (19%)
	2014	9	School: 5 (56%)	State: (81%)	School: 4 (44%)	State: (19%)
	2013	10	School: 10 (100%)	State: (77%)	School: (0%)	State: (23%)

Performance in this course has remained stable, with a similar gap between school and state in bands 4 or above. There was a minimal decline in comparable performance from 2016 to 2017.

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 4 – 6		Bands 1 -3	
	2017	21	School: 13 (62%)	State: (50%)	School: 8 (38%)	State: (50%)
Mathematics General	2016	11	School: 8 (73%)	State: (52%)	School: 3 (27%)	State: (48%)
	2015	15	School: 10 (67%)	State: (50%)	School: 5 (33%)	State: (50%)
	2014	14	School: 12 (86%)	State: (51%)	School: 2 (14%)	State: (49%)
	2013	15	School: 9 (60%)	State: (42%)	School: 6 (40%)	State: (58%)

Performance in this course against the state averages has continued to be stronger. The gap between school and state performance decreased in 2017.

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 4 – 6		Bands 1 -3	
	2017	16	School: 12 (75%)	State: (69%)	School: 4 (25%)	State: (31%)
Biology	2016	8	School: 4 (50%)	State: (65%)	School: 4 (50%)	State: (35%)
	2015	16	School: 13 (81%)	State: (60%)	School: 3 (19%)	State: (40%)
	2014	15	School: 10 (67%)	State: (61%)	School: 5 (33%)	State: (38%)
	2013	13	School: 8 (62%)	State: (68%)	School: 5(38%)	State: (32%)

Performance in this course was higher when compared to the state in 2017.

Subject	Year	No. of Students	Performance band achievement by number and percentage			
			Bands 4 – 6		Bands 1 -3	
	2017	13	School: 11 (85%)	State: (71%)	School: 2 (15%)	State: (29%)
Modern History	2016	6	School: 6 (100%)	State: (73%)	School: 0 (0%)	State: (27%)
	2015	9	School: 9 (100%)	State: (72%)	School: 0 (0%)	State: (61%)
	2014	14	School: 13 (93%)	State: (75%)	School: 1 (7%)	State: (25%)
	2013	11	School: 11 (100%)	State: (77%)	School: 0 (0%)	State: (24%)

Performance in this course has remained consistent with the school continually to perform above that of the state for students achieving a Band 4 and above.

This table is a more comprehensive look at the 2017 results compared to the state averages for the corresponding bands. As you can see PLC Armidale's performance is generally stronger.

Subject	PLC Armidale students achieving in these bands (%)	Students in State achieving in the same band (%)
Ancient History Band 6	40	8
Biology Band 6	12.5	11.9
Chemistry Band 6	14.3	9.5
Design & Technology* Band 5	63.6	43.2
English Advanced Bands 5&6	72.2	63.6
Geography* Band 5	50	41.9
Modern History Band 6	7.7	9.2
History Extension		
Music 1 Band 6	50	23.5
Music 2* Band 5	100	89.16
PDHPE Band 6	12.5	8,8
Physics Band 6	100	10.7
Visual Arts Band 6	33.3	12.7

* State percentages include students who achieved a Band 6

Please note that the results presented in this table only include results where all students were taught at PLC Armidale.

In 2017 100% of students in Year 12 completed their HSC.

12 students participated in and completed TVET courses.

Year 12	Qualification/Certificate	Percentage of Students
2017	HSC	100%
	AQF Certificate II or above	32%

THEME 5: TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

Category		Number of Teachers
(i)	Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	36
(ii)	Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	3
(iii)	Teachers who do not have either teaching qualifications or a degree.	0
Teacher Accreditation Status		
	Conditional	3
	Existing	23
	Proficient	10
	Provisional	3

Professional Learning

All teaching staff participated in a range of professional learning programs. Four staff days and eight after school meetings were set aside for this purpose as well as staff being released from that included the following

- Consistent Teacher Judgement
- Managing Risk
- Teaching Students EAL/D
- Professional Learning Teams
- Corporate Culture
- 2020 Strategic Plan Development
- Child Protection
- Supporting School Improvement

Professional Learning Teams

Following on from the work developed during the Embedding Excellence program, the school developed Professional Learning Teams focussing on the six following areas

- Differentiation
- Growing the guilds
- Staff wellbeing
- Professional Review
- Senior School specialisation
- STEM
- ICT Integration

As well as this, staff also attended specialist area professional development courses run by the Association of Independent Schools and other organisations. These have been categorised according to the various teams within the school.

Professional Learning Activity	Number of Staff Participating
Junior School	2
Humanities	11
STEAM	20
Pastoral Care	9
Administration	15
Executive	9

This information is available on the My School website: <http://www.myschool.edu.au>.

THEME 6: WORKFORCE COMPOSITION

According to the 2017 Census, the school's workforce composition was:

School Staff 2017	
Teaching Staff	39
Full-Time Equivalent Teaching Staff	32.6
Non-Teaching Staff	21
Full-Time Equivalent Non-Teaching Staff	16.5

PLC Armidale did not have any staff members who identified as Aboriginal and/or Torres Strait Islander in 2017.

This information is available on the My School website: <http://www.myschool.edu.au>.

THEME 7: STUDENT ATTENDANCE AND RETENTION RATES AND POST-SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

YEAR	ATTENDANCE
Kindergarten	95.80%
Year 01	96.00%
Year 02	95.50%
Year 03	93.40%
Year 04	96.70%
Year 05	97.90%
Year 06	97.20%
Year 07	96.60%
Year 08	97.60%
Year 09	95.90%
Year 10	96.80%
Year 11	95.80%
Year 12	93.80%
Whole School	96.10%

Student Attendance: Average attendance rate per day was 96.1%. This showed a continued improvement from previous years.

Unexplained absences and managing non-attendance

Each week the Senior School Assistant and Junior School Assistant receive a report for any unexplained absences in the previous week. An email is then sent to the parents to enquire as to a student's absence. Parents are requested to verify absences, including providing Medical Certificates for repeated absences.

Retention of Year 10 to Year 12

86% or 38 of the 2015 Year 10 cohort completed Year 12 in 2017. Six students left between Year 10 and Year 12. This variation reflected students relocating out of the area or enrolling in other schools.

Post School Destinations

School leavers from 2017 have received offers for courses of tertiary studies from universities or tertiary facilities in New South Wales, ACT, Queensland and Victoria. More than 98% of the cohort is known to have received offers from tertiary institutions and the figure may be higher. One third of the cohort (approximately) has delayed the start of their tertiary studies, choosing to take a GAP year, with some travelling and working overseas, some staying locally. These students have expressed the intention of eventually taking up deferred offers for tertiary courses either in 2018.

The number of students choosing to study at regional universities is slowly increasing, with the most common reason for the choice being the high cost of living in capital cities, especially Sydney, distance from family and increased course flexibility.

One student scored a perfect 100 on her UMAT entrance examination and is now studying Medicine at one of the Great 8 Universities.

Early entry opportunities were sought by a growing number of the cohort and as far as can be ascertained, all applicants were successful in being offered their first or second choice. Some took up these offers; a majority found they had more favourable offers when the UAC placements were finalised.

THEME 8: ENROLMENT POLICIES

2017 PLC Armidale Enrolment Policy and Procedure

Conditions of Enrolment and Withdrawal

In enrolling a student at Presbyterian Ladies' College Armidale the parent(s) or guardian(s) accepts and agrees to be bound by these Conditions of Enrolment, jointly and severally and acknowledges liability for all fees and charges.

- 1 Once a student is in attendance at PLC Armidale at least one term's notice of withdrawal must be given in writing to the Principal. Such notice must be given no later than the first day of the school term at the end of which the notice expires. In default of such notice an amount equal to one term's fees (tuition and/or boarding) of the full annual fee will be charged (*any fee discounts do not apply and will not be deducted*). If a student is to change status from boarding to day student the same notice applies or an amount equal to one term of the annual boarding fee will normally be charged.
- 2 Annual fees are charged in three equal instalments at the beginning of Terms 1, 2 and 3 with interim accounts sent out at the end of terms 3 and 4. Payment options are cheque, cash, BPay, direct deposit, credit card (MasterCard, Visa or American Express) and Direct Debit Scheme. Payments made by credit card will attract a 1% surcharge (not applicable to building/scholarship fund donations). In the event of financial difficulty, special arrangements may be applied for. Early notification of problems will assist in preventing debt collection action. Please contact the Accounts Department to discuss payment plan options.
- 3 The school is authorised to charge to accounts items (but not limited to) such as photocopying, uniform expenses, excursion costs, sporting costs, textbook levies, technology fees and medical expenses (overseas students only).
- 4 A \$50 Administration Fee may be charged on accounts not paid in full by the due date of the account unless an authorised payment plan has been approved.
- 5 Each family will be charged \$100 Life Membership of the PLC P&F Association. The P&F Association supports the school in the vital role of fundraising for resources and facilities needed by the school.
- 6 I/We understand that payment of my/our account is my/our responsibility, jointly and severally. Should my/our account be placed in the hands of debt recovery consultants, then I/we hereby agree to pay all expenses relating to the recovery of my/our account and any default debt may be reported to a credit reporting agency.
- 7 Respecting and caring for others are Christian values foundational to PLC Armidale. In accepting enrolment, girls and parents acknowledge their intention to follow the policies of the college.
- 8 It is an expectation of PLC Armidale that all students will participate in the Christian activities provided in the school.

- 9 In case of the need for urgent medical or hospital treatment for a student and if parents or guardians are not readily contactable, a member of the school staff is authorised to give authority for such treatment without the school or staff member incurring any legal liability to the parent, guardian or student. In this regard, the parent or guardian indemnifies the staff, the school management and the Trustees against any claims which might arise as a result of such treatment.
- 10 The Principal reserves the right to suspend or terminate an enrolment. No remission of fees will be made in the case of suspension or removal of a student for unacceptable conduct or failure to pay fees.
- 11 These conditions of enrolment together with the general policies of the school as outlined in the current Information Booklets constitute the terms of the contract between the parents and/or guardians of the student/s and PLC Armidale.

2017 Enrolment Procedure - Australian Citizens

Initial Enquiry

The first approach from parents to enrol their children is usually made by telephone enquiry or email. This is responded to as follows:

- Recording of enquiry particulars on an Enquiry Form, which is then transferred onto the Edumate Database under New Enquiry.
- A prospectus is forwarded to the parent / guardian.
- The Enrolments Manager then schedules the enquiry for follow-up.

Enrolment Guidelines

A registration form is to be fully completed and lodged with a registration fee prior to consideration for enrolment.

Following registration, an interview with parents and the student will be conducted by the Principal (or delegate).

During the interview, the Principal (or delegate) will discuss the financial commitments that are generally required to enrol a student at the College. This will also be re-enforced in documentation that is attached with the "Conditions of Enrolment" form.

When a student transfers from another independent school, a payment history of the parents / guardians at that school will be obtained by Presbyterian Ladies College Armidale unless waived by the Principal.

Upon completion of this process, a formal offer is made. New student enrolment forms should then be completed in conjunction with the appropriate medical forms.

Acceptance of Enrolment

The enrolment of a student is formally accepted when:

When the student has presented herself for an interview and all relevant enrolment documentation is completed in full, signed by all parents / guardians and returned to the Enrolments Manager. These forms include:

- Registration Form
- Enrolment Form (including "Conditions of Enrolment").
- Medical Form

An enrolment fee is lodged and receipted by the College.

All additional documentation that is relevant to the enrolment of the student is provided and once all items listed above have been satisfactorily completed and all information on the forms have been provided, the Principal will acknowledge the acceptance of the enrolment by sending a letter of enrolment confirmation to the parents / guardians.

2017 Enrolment Procedure - International Citizens

If not residing in the PLC Armidale boarding house, international students must have a guardian to represent them. The guardian must be:

- Over 25 years' old
- Able to communicate effectively with the College in English
- Appointed by the parents (or agent)
- Resident in New South Wales
- Willing and able to care for the student at home in a period of ill health
- First point of contact in emergencies and when problems arise

Please note: For students educated overseas, results of an Assessment of English Competence (AEAS test report) must be submitted with their application.

Overseas Agents

Some parents of overseas students prefer to use an agent to represent them, who speaks their own language and is familiar with enrolment procedures in Australia.

Enrolment Documents - International Student Registration

The first step in the enrolment process is to submit an International Registration Form with the relevant documentation (AEAS Test report) and pay a non-refundable application fee. Applications may be emailed or posted to the Enrolments Manager.

Once the registration form and fee have been received and processed, the family will be notified that their daughter has been placed on a wait list for the year requested.

Interview and Confirmation of Enrolment

The family will then be invited to attend an interview with the Principal (this may be via Skype). After the interview, the student may be offered a place, conditional upon the provision of the following supporting documentation:

- Current Passport
- Visa
- Birth Certificate
- Immunisation Certificate
- Past student Reports
- PLC Registration Form
- PLC Enrolment Form
- PLC Medical Information Form

Families are then required to pay a non-refundable Enrolment Fee to secure a place at PLC Armidale.

Once all items listed above have been satisfactorily completed and all information on the forms have been provided, the Principal will acknowledge the acceptance of the enrolment by sending a letter of enrolment confirmation to the parents / guardians.

THEME 9: OTHER SCHOOL POLICIES

Policies are available on our website in the Current Families area under 'Policies and Information': <http://www.plcarmidale.nsw.edu.au/current-families/policies-and-information>.

Student Welfare / Anti-Bullying

The full text of our student welfare policy and code of conduct (anti-bullying and student discipline) is available in the student diary, a copy of which can be obtained from the school office. The staff code of conduct is published in the staff handbook and is also available from the College

Student Discipline

The student discipline policy of the College is based upon principles of natural justice and procedural fairness. Students have a right to be heard when an allegation is made against them and always have the right to be treated with respect and dignity. A full copy of this policy and suspension procedures is available from the College. Parents are involved in the processes of procedural fairness when sanctions may result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.

The College 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. All behavioural management actions are based on principles of procedural fairness and work towards restorative justice.

Reporting Complaints and Resolving Grievances

PLC Armidale is committed to providing a safe and supportive environment for all students, staff and members of the PLC Armidale community. Parents, students and staff have a right to raise concerns and have them addressed in a timely manner by an appropriate member of staff. In the first instance, complaints should be addressed to the class teacher, Year Patron or relevant head of section according to the nature of the complaint. Complaints will be handled objectively and with sensitivity. PLC Armidale is committed to settling complaints of any nature in a timely manner, using procedural fairness and respect for all.

THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Achievement of priorities identified in the 2016 Annual Report to be achieved in 2017

Goal Areas	2016 Identified Priorities	2017 Achievements
<p>Resources and Environment</p>	<ul style="list-style-type: none"> ○ Formation of Humanities and STEAM Faculty Rooms ○ Renovation of Austin Boarding House ○ Creation of a Maker Space for use by the STEAM faculty ○ Homework Centre Renovation 	<p>The Senior School staff common room was renovated creative two separate staff common room areas, one for the Humanities and one for the STEAM faculty</p> <p>The Austin Boarding House was fully renovated and opened for occupancy by students of the Pathways program</p> <p>One of the Science demonstration laboratories was equipped with storage, bench space and equipment for students to use as a Maker Space</p> <p>The Homework Centre in the Junior School was renovated with new carpets, curtains and repainting of walls and doors to create a more welcoming feel</p>
<p>Structures</p>	<ul style="list-style-type: none"> ○ Restructure of Senior School Academic Leadership ○ Renaming of Curriculum Coordinators position to reflect Academic Leadership) ○ Introduction of an academic support role to the Faculties 	<p>Academic Leadership in the Senior School was restructured to make provision for staff, isolated within their teaching area to work within teams structured according to Academic Disciplines – Humanities and Steam.</p> <p>The Curriculum Coordinator position was renamed to Head of Faculties with a recrafting of the role to reflect Academic Leadership Responsibilities.</p> <p>An additional position providing support to the renames Head of Faculties position was incepted also.</p> <p>A Faculties Coordinator position was incepted to provide academic support to the Head of Faculties</p>

Goal Areas	2016 Identified Priorities	2017 Achievements
	<ul style="list-style-type: none"> ○ Finalising the 2020 Strategic Direction Document 	<p>as well as taking part in the Academic Leadership Team</p> <p>The 2020 Strategic Direction Document was finalised and launched with the PLC Armidale Community at the 2017 Speech Day.</p>
	<ul style="list-style-type: none"> ○ Restructure of Sport oversight 	<p>Creation of a Director of Sport role to provide oversight and coordination of the sport program of the College, for both community and representative sporting programs.</p>
Student Welfare	<ul style="list-style-type: none"> ○ Building the Guilds ○ Establish Junior School Christian groups ○ Junior School 'Playground Patrons' ○ Middle Adolescent Development 	<p>An initiative of the Year 12 Student Leadership team was to organise and calendarize some key activities of the Guilds including Guild Music and a Guild Lunch.</p> <p>The Chaplain established a weekly lunch time Bible reading and sharing group in the Junior School which was well received.</p> <p>The newly incepted Year 6 student leadership positions were given responsibility to act as Playground Patrons on a rotating roster in the Junior School. These positions provide peer support for younger students in the playground.</p> <p>The Pastoral Care program and outdoor education focus for Stage 4 and Stage 5 was reviewed to take into account the unique challenges of Middle Adolescent Development.</p>
Teaching and Learning	<ul style="list-style-type: none"> ○ Evaluate whole staff professional development 	<p>Staff professional development days with additional Staff Days in the Senior School introduced at the end of Term 2 and Term 3 to prepare for the introduction of</p>

Goal Areas	2016 Identified Priorities	2017 Achievements
		new Stage 6 Syllabus documents in 2017.
	○ Implement video conferencing facility assist in staff PD and student	Online delivery of whole staff Professional Learning in school identified target areas such as Risk Awareness & Management
	○ Training and implementation of THRASS	Having an accredited trainer on staff, a whole school focus on a consistent implementation of the THRASS
	○ Academic Leadership Team	Inception of the revised Academic Leadership structure across the Senior School
	○ Timetable review	Designed to increase subject offerings and limit the reduction of face to face teaching time for small class sizes
	○ Trial of Online resources to support individualization of learning	HSC Hub was trialed extensively across Year 12 courses. Education Perfect was introduced across some core learning areas in addition to the Languages to support student differentiation
	○ Review of Assessment Practice	This was commenced in the Senior School bringing the number of assessment tasks across Stages 4 & 5 into line with the NESA recommendations
Professional Learning	○ Child Protection	AIS NSW Provided a Child Protection Mandatory Reporter Briefing
	○ Risk Awareness	Creating Safer Independent Schools program was implemented
Marketing	○ Development of new marketing collateral with consistent branding	Promotional material for the International Student market was extended

Goal Areas	2016 Identified Priorities	2017 Achievements
		Development of promotional videos for both the domestic and international market
	<ul style="list-style-type: none"> ○ PLC Armidale 130th Anniversary Celebrations 	<p>The following events were held to celebrate the 130th Anniversary Celebrations for the College including the following...</p> <p>Anniversary Ball</p> <p>Colin Buchanan Concert</p> <p>Long Lunch</p>
	<ul style="list-style-type: none"> ○ PLC Armidale 130th Commemorative Pin 	All staff and students of the College were presented with a Commemorative Pin to mark the 130 th Anniversary of the College.
IT Communication & Administration	<ul style="list-style-type: none"> ○ Familiarisation with Google Suite for Education ○ Information evening for BYOD 	<p>Development of Google Team drive set up</p> <p>Preparation to decommission the College server structure</p> <p>The Junior School families were invited to participate in an Information Evening in preparation for the introduction for BYO Devices in Stage 3</p>
	<ul style="list-style-type: none"> ○ Review of BYOD approach across the school undertaken 	This was done in consultation with students, staff and parents leading to the decision to adapt the model to be a BYO Designated Device from 2018
Strategic Plan	<ul style="list-style-type: none"> ○ Development of a Strategic Plan ○ Involvement with CSIRO Scientist in Schools program 	<p>The 2020 Strategic Direction document was launched at the 2017 Speech Day providing a high level summary of the key outcomes and focus areas to deliver these</p> <ul style="list-style-type: none"> ○ Links with the CSIRO Scientists in Schools program were forged in the Junior School initially, though involvement with the UNE Science in

Goal Areas	2016 Identified Priorities	2017 Achievements
		Schools programs and competitions continued
Creative Arts	<ul style="list-style-type: none"> ○ Extend scope and reach of music program and ensemble participation across the College <p>Expansion of Eisteddfod Experience</p>	<p>An Orchestra program for Year 3 and Year 7 was introduced across the College.</p> <p>PLC Armidale produced “The Sound of Music “ which was well received both within and outside of the College community, demonstrating the College capacity to produce a challenging work to a very high standard</p> <p>The Senior Strings competed in the Advanced Section of the Sydney Eisteddfod, being awarded a Highly Commended for their efforts</p>
PLC Pathways	<ul style="list-style-type: none"> ○ PLC Pathways Intensive English Language Centre to commence 	<p>PLC Pathways was commissioned and was fully subscribed within its first year of operation.</p> <p>The PLC Pathways commissioning service was held and supported by both Federal and State Members of Parliament, the Moderator of the Presbyterian Church of NSW</p>

2018 Targets

Implementation of 2020 Strategic Document under four key focus areas

Teaching & Learning

- Implementation of the Learning Journey @PLC Armidale
- Participation in AIS NSW School Improvement Program with a whole school focus on Data Analytics
- Trialing of a cross faculty Integrated Learning Project in Stage 4
- Introduction to new courses in Stage 5 and Stage 6
- Development of a range of personalized learning programs to meet identified student needs
- Expansion of student competition experiences

Staff Development

- Employment of additional specialist staff such as:-
- Consultant Psychologist
- Information Literacy Specialist and
- Expanding the Learning Support and Enrichment program

Sustainable Business Planning

- Painting of the Senior School area
- Renovating Reception Area in the Administration Building
- Creation of a Reception Area in the Senior School
- Reroofing buildings
- Restructuring Uniform Shop Management
- Renovation of Hilton Boarding House
- Alignment of IT Infrastructure with PLC Sydney
- Introduction of PLC Connect
- Implementation of Going Google

Christian Values and Pastoral Care

- Expanding Chaplaincy Services
- Establishment of a Pastoral Care Leadership Structure

THEME 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Social Service

At PLC Armidale, the commitment to Social Service is highly regarded and is an integral element of school life. Year groups focus on projects such as assembling boxes of gifts for Operation Christmas Child, working in local opportunity shops, assembling birthing kits for third world countries, knitting blankets for 'wrapped with love', visiting nursing homes and retirement villages on a regular basis, donating blood through Red Cross, collecting 5c coins for the 'Change for Change' YGap campaign and participating in the annual pilgrimage to Fiji in support of St Christopher's Home in Nakasi.

Whole school initiatives include fundraising for various charities, including supporting our foster child in Pakistan and our sponsor child at The School of St Jude, Tanzania. There are annual service learning trips to Fiji, Thailand and Vietnam. Other whole school fundraising events include the Cancer Council's Australia's Biggest Morning Tea, Beyond Blue initiatives and initiatives to support Women's Education.

The program 'PLC Serving the Community' involves all students in Years 6 to 10 in various community service projects in the Armidale community. This takes place in the morning session of Activities Week at the end of Term 4.

Peer Support

The Peer Support Program is run throughout both the Junior and Senior schools. Year 6 participate in Peer Support Leader Training and then they initiate three sessions with their Guilds in the Junior School. The Junior School leaders run 'Guild Gathering' days in Terms 2 and 3. The Year 6 leaders also take a leadership role in SRC/Action Group initiatives throughout the year.

All Year 10 students participate in a one-day leadership program and are invited to apply for the position of a Peer Support leader in Year 11. The students selected become mentors to a group of Year 7 students and accompany all Year 7 to Friendship Camp early in the year. This provides an opportunity to develop strong bonds of friendship and support, which continue throughout the year.

Once a month the Senior School meets in their Guilds and the Year 12 Guild Leaders take their Guild through Peer Support Program activities and initiatives. The Year 11 students will take over from the Year 12 students in running these sessions, which will assist with their leadership development prior to prefect elections.

Student Representative Council (SRC)

Students from Year 6 to Year 12 are members of the SRC. Nominations are called, the students nominated present a manifesto and a speech to their peers and voting simulates a formal election with ballot boxes and a preferential system of counting votes.

There is a similar Junior School SRC in which students from Kindergarten to Year 6 participate.

Members of the SRC meet regularly to discuss any proposals, which are then presented to the class groups. The SRC is active in fundraising around the school and many projects in the school and the community are funded from monies raised.

In the Junior School, the SRC takes on four initiatives a year from a school, local, national and global focus.

Pastoral Care Groups

Each Year group forms a Pastoral Care class. All pastoral care classes meet each Tuesday, Wednesday and Thursday for 20 minutes to discuss pastoral, academic, discipline, World News and other issues that may affect a particular class, year group or the whole school. Each Year group works through a sequential Pastoral Care program called 'Flourish' which is embedded with Positive Psychology and Christian Values Education. It includes the importance of having respect for themselves and all others and the importance of taking responsibility for their actions. The program also develops a student's sense of self, sense of belonging and builds self-esteem and resilience and focuses on the importance of relationships. Students also participate in various National initiatives including Naidoc Week, Reconciliation Week, Harmony Day, Happiness Day and Bullying No Way Anti Bullying Week.

Student Leadership

Throughout the school, students have the opportunity to take on positions of responsibility. In the Junior School there are class monitors for various activities including sport and library and the Year 6 students take on the positions of Guild Leaders and leaders of the Junior School SRC. This year saw the introduction of Year 6 Junior School Captain position.

In the Senior School, each year group undergoes leadership training that is relevant to their stage and development. Year 10 participate in Peer Support Leadership training, Year 11 participate in Leadership training in preparation for the transition to Year 12 and Year 12 participate in a one-day Leadership Training day and then the elected prefect body have further leadership training to assist them with their specific roles. Ongoing leadership training for every year group is done through the Pastoral Care Program.

Prefects and Other School Leaders

At the beginning of Year 11 all students are made aware of the criteria for eligibility for prefect nomination regarding behaviour and participation in compulsory school events. Prefect elections are held in Week 7 of Term 3. This follows several weeks of leadership preparation in pastoral care sessions, which includes the discussion of the job description of each prefect position. The election process involves students being nominated, preparing a manifesto and giving a speech to the whole school.

A panel including the Principal and members of the Executive interviews the nominees for the positions of Head Prefect and Deputy Head Prefect. These positions are then decided on by the number of votes, as well as the interview. The other positions are decided on votes.

The Head Prefect and Deputy Head Prefect become the President and Secretary of the Student Representative Council as well as leading the prefect body. The prefects have particular portfolios such as Creative Arts, Sport and the Guilds. The Guild Prefects are supported by Deputy Guild Prefects.

Spiritual leaders provide Christian leadership within the school and are appointed on the basis of interviews conducted by the Principal and the Chaplain. Other appointed leaders are the captains of various sporting and musical groups. These appointments are made by the Sports and Music Directors and are based on students' participation and involvement throughout the year as well as their demonstration of leadership potential.

Junior School Leadership

In Year 6 student leadership positions, **Junior Head Prefect, Junior Deputy Head Prefect and Guild Leader (for each of the four guilds)** are awarded to those students elected to the positions following a process of nomination, validation and election.

The Year 6 class as a collective then become Peer Support Leaders organising and facilitating Guild Gatherings in the Junior School. The Year 6 girls not awarded a leadership position, through the nomination and voting process, receive a Guild Team Leader position. Their role is to assist their Guild Captain in the organisation of Guild Gathering events and co-curricular activities initiated by the SRC.

Inter-School Exchanges

Students in Years 8, 9 and 10 have the opportunity to participate in our Exchange Program. Up to four students in Year 8 went to PLC Melbourne, two students in Year 9 to Columba College, Dunedin, New Zealand and two students in Year 10 to St Andrew's College, Christchurch, New Zealand.

Another exchange opportunity exists within the Language Curriculum. Students in Year 10 went on an extended exchange with students in France and Germany. This provided an opportunity to be immersed in another culture and language.

Students apply and are interviewed for the exchange experience opportunity. This opportunity allows them to experience a new educational setting, make new friends, live with other families and appreciate wider cultural backgrounds and beliefs.

THEME 12: PARENT, STUDENT AND TEACHER SATISFACTION

Satisfaction with the College has been evidenced through an increase in student enrolments as well as indirect feedback provided by parents, student and teachers.

Feedback has been encouraged and actively sought through the Comments, Complaints and Compliments section of the College Website along with anecdotal feedback. Staff retention remains a stable factor of the College with the revised Executive Structure and clearer delineation of executive responsibilities appreciated.

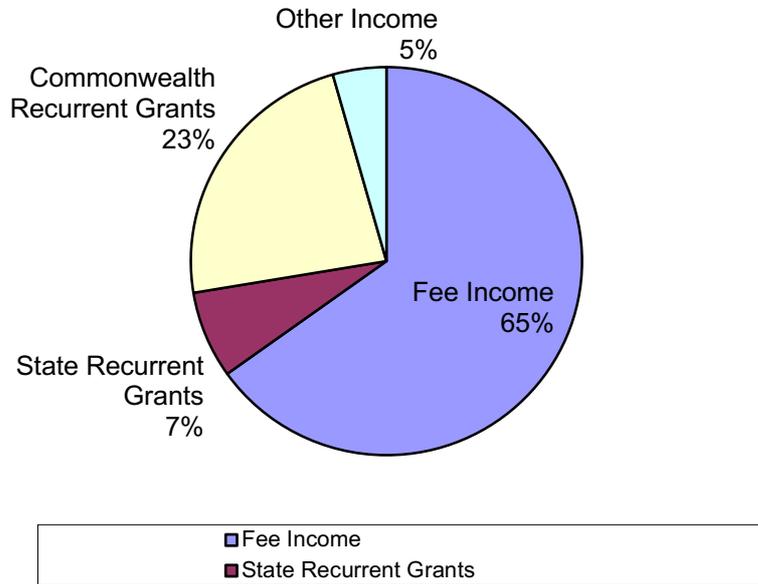
The newly created Professional Learning Teams provided a forum for staff to contribute positively and proactively towards improvement across a range of domains within the College.

The restructure and creation of the Senior School Academic Leadership team enabled staff a team to work within and also provided parents a simplified way of seeking information and clarification about academic matters in the Senior School.

The College sought to facilitate communication and feedback from parents, students and staff through Information Evenings, parent/teacher interviews, regular meetings and events held throughout the year. Small class sizes, teacher and executive availability to meet with parents meant that issues raised were able to be dealt promptly and effectively.

THEME 13: SUMMARY FINANCIAL INFORMATION

Income



Expenditure

