



Annual Report 2021



INTRODUCTION

Presbyterian Ladies' College Armidale (PLC) is an independent girls' school situated in the New England region of northwest New South Wales with a long and rich history of educating girls since 1887. The College is the only all-girls' Pre-Kindergarten to Year 12 day and boarding school in NSW north of Sydney to the Queensland border. PLC Armidale is renowned for consistently high academic achievement, an exceptional creative and performing arts program and sporting excellence. Combined with leadership opportunities and an established outdoor education program, PLC Armidale provides opportunities for girls from a range of diverse backgrounds to excel.

PLC Armidale enjoys a strategic alliance with its sister school PLC Sydney. Both schools are governed under one College Council.

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THEME 1: A MESSAGE FROM KEY SCHOOL BODIES

PLC ARMIDALE CHAIR OF COLLEGE COUNCIL

Mrs Leah Russell

With pleasure I thank those who contribute to PLC Armidale. A community of young women, teachers and support staff, parents, grandparents, former students, College Council and friends. What has been achieved in the College this year is a product of exceptional collaboration.

You have strived to create an environment of care and support for all, whilst upholding the high academic standards. At Speech Day, we congratulate and celebrate award recipients and those who have achieved exceptional results, recognising ability and efforts.

At Speech Day, we celebrate our strong focus on the wellbeing of each student. We are a community that truly cares and goes out of our way to look after each student's needs. Thank you to each staff member of the College for your diligence and dedication to the girls. You are an inspiration to them.

As a broader community, our society has been in a period of continuing change from dealing with lock-downs, on-line learning, uncertainty with exams and HSC timing, and an inability to spend time with loved ones. We have a number of students who have not been able to travel to see family for almost 2 years. This is an exceptional situation, one that we could not have imagined a couple of years ago. As a result we have had to demonstrate resilience on a number of levels.

Last year I mentioned in an online speech that we are not in control. It was my son who pointed out to me recently that my common refrain this year has been "Let's go with the flow", which really is an outworking of understanding that we are not in control. Recently my son and I were waiting in hospital for surgery on his two broken arms. Rather than being overcome I said "Let's just go with the flow".

My comment "Let's go with the flow" has not been about taking the easy path, or not challenging the status quo, but in relation to attitude. An attitude of trying not to get anxious, but calmly working through a situation. Deal with the unknown as it arises.

It has then been linked with the understanding that we can choose our attitude. Choosing my attitude has been linked to two books that I read:

1. A book called Fish - written to help businesses create teamwork and engagement. The concept learnt was that each day we can take responsibility for choosing our attitude. Taking responsibility for how we respond to what life throws at us. In practical examples, if I'm having a bad day at home, I can choose to be joyful when I hop in the lift to go to work.
2. Choosing my attitude each day resonated based on the second book I read - the Bible, where in 1 Thessalonians 16-18 it says "Rejoice always, pray continually, give thanks in all circumstances for this is God's will for you in Christ Jesus." I am called to choose to rejoice, knowing that I can pray to my Lord who hears, and no matter what I can be thankful.

Yes, there has been much change this year, but we can be thankful for many things. I thank our Principal Mrs Taylor for her leadership, for the executive who support and all staff. Thank you for supporting each girl.

Parents and supporters thank you for your continual engagement whether it be through your constant encouragement, particularly through the online learning, or your community spirit through the recent tornado. Thank you, parents, for sharing your home environment for learning whilst working.

To the girls you have truly gone with the flow. This period will go down in history as being vastly different to what we've experienced in education previously. Thank you for adjusting to the changes, learning in different ways, being connected with your friends, and continuing to apply yourselves to your studies. Thank you to each and every one for adapting.

Around this time each year, Mrs Taylor sends out a letter regarding the fee structure for the coming year. As a part of the ongoing review of the strategic direction of the College, fee structures are being considered as we endeavour to have fees that are affordable. I hope in the near future to announce positive changes to fees.

PLC ARMIDALE PRINCIPAL

Mrs Nicola Taylor

If 'unprecedented' was a buzz word in 2020, 'unheard of' surely has replaced it this year at PLC Armidale. For us, it was...

- Unheard of to not have large ensemble groups perform at Speech Day whether choirs, strings or the orchestra
- Unheard of not to be more welcoming and hospitable towards visitors on campus
- Unheard of to have Bunnings Buckets being bashed
- Unheard of for the HSC Examinations to still be taking place in the final week of Term 4
- Unheard of for the IGSA Sporting fixtures to be cancelled for a second year in a row!
- Unheard of for New England Sings to be cancelled for a second year in a row
- Unheard of for the New England Northwest region to endure a one in one hundred year drought, bushfires, mouse plague, floods and global pandemic thrown in just for good measure.

Unheard of - yet here we are, reflecting on the year that has been.

Friday 6 August, the Delta Strain of COVID-19 was prevalent in Sydney, a cluster outbreak emerging in Newcastle. As a regional school, we were operating under Level 2 restrictions, asking both staff and students to wear masks even though at that stage it was a recommendation, not a mandate for students. Our girls were remarkable for their willingness to comply with advice.

Stay-at-home orders seemed so distant from the comparative freedoms we were enjoying. Traces of Covid particulate had been located in the Armidale Sewage System and in a COVID-19 update email was sent to staff that Friday, I finished with the following paragraph...

As the weekend approaches, again as a precautionary measure I would like to encourage our teaching staff to consider what each may need to do to plan, prepare or provide for, in the event of having to offer a Remote Learning model for students. Given the current approach of initially short, sharp 'lockdowns' in areas such as Orange/Blaney/Carbonne, if a lockdown is to apply, we will still be providing teaching and learning for students, though the mode of delivery may be through our Remote Learning model.

The next morning, I was enjoying a morning field side watching our football teams play the game with enthusiasm and spirit, even scoring a goal or two - chatting casually with some PLC Armidale Parents when the news broke that a person in Armidale had tested positive to COVID-19 and Armidale was to be placed into a snap lockdown at 5:00pm that afternoon.

Unheard of - yet there we were - sporting fixtures cancelled, a team of staff both teaching and non-teaching gathered at lunchtime in the Boardroom to plan 'what-next' for PLC Armidale. Most Boarders went home, some 20 or so remaining because going home wasn't an option for what was to be an initial one week lockdown. Our Year 12 Boarders chose to stay, for their trials were to commence the week after lockdown giving them a chance for enforced study.

On Monday 9 August we commenced what was to be a five week period of remote learning. Unheard of! PLC Armidale staff didn't miss a beat, thank you! Canvas courses prepared, See-Saw and Zoom rooms became the new classroom, Wellbeing Wednesday's, take home learning packs, a Boarding Bubble staffed by two teams who chose to do life within the Bubble, assemblies and chapel live-streamed out, ensembles and Wicked rehearsals via Zoom and a full set of Trial HSC Examinations conducted in a virtual examination room - Unheard of!!

The College motto - To The Stars was on full display as the PLC People, staff, students and parents rose to the challenge displaying determination, resilience, tenacity and commitment throughout.

Advantage is a theme I have referred to throughout the year - the A in PLC Armidale standing for purpose, not just place, the advantage a regional, all-girls PLC Armidale education brings, the advantage brought to others because of that regional, all-girls PLC Armidale education This advantage, given and received, was fully on display throughout the year including,

- New Guild names, Guild Chants and war cries
- An Interschools Prefects Afternoon tea
- Girls meeting the Governor General and his wife
- New England Champion award at the Armidale Eisteddfod
- Best overall music composition at the Armidale Eisteddfod
- Speech & Drama Championship awards for both Junior and Senior Divisions
- PLC Community Choir public debut
- Hosting SCEGGS, PLC Sydney and Frensham to an invitational carnival with PLC Armidale winning the hockey
- Junior School SRC initiatives - two successful Market Days and a native tree planting initiative, all student led

- Senior School SRC initiative to honour PLC Armidale Old Girl, Anya Zuber through the planting of a tree and installation of a hand-crafted seat
- Launch of the Fathering Project with over 30 dads lending their support to this important initiative
- Shakespeare Carnival winners in the Dance category at both regional and state level
- Two CIS Cross country champions, with one being selected for the All Schools Championships
- Almost ten teams signing up to train for the Hawkesbury Canoe Classic
- Six girls selected for the NSW U18 State Hockey Championships
- Two girls selected for the 16 years IGSA Hockey team with one of these girls chosen for the CIS team
- A NIAS Most Improved Female Hockey Player Award
- An award recipient in the Off the Track State Finals Equestrian event
- An U16 Central North Representative Rugby Squad participant and member of the U15 NIAS Rugby Squad
- Ten Records broken at the Athletics Carnival
- A personal best at the NSW Junior Athletics Championships qualifying for the 2022 Australian National Championship
- A student selected for the Tennis NSW Future Leaders' Program
- Armidale District Netball Association Division 1 Best & Fairest award
- A first prize winner in Sheep Handling at the Royal Easter Show
- A first prize winner from the Cattle Team at the Scone Beef Week
- A winner at the Armidale Show for Photography
- Philosothon Junior, Senior and Overall Champions
- The only girl from the North-West region selected for the Curious Minds Science mentoring program
- GRASS Science Scholarship Recipient
- NSW Young Scientist of the year awards won by two girls

By no means a limited student list - awards and achievements spread across girls in both the Senior and Junior School. No means a single domain list - girls striving and achieving in Academic Endeavour, Creative Arts, Leadership, Sport and Challenge. Unheard of - that in a year with so much disruption, so much was attempted and achieved.

The conclusion of a year provides the luxury of looking back, of reflecting on what has been done and accomplished. It also provides the opportunity to look forward, to set expectations and goals and experiences to strive for in the year to come.

Where does our hope and confidence for the future lie? Not within ourselves as it would be limited by our finiteness, but in the sure a certain promises of a sure and certain God who said "For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future."

The A in PLC Armidale stands for both place and purpose - our regional context and our focus on all-girls through all ages and stages of schooling is our advantage, and an advantage we are committed to bring to others as well.

PLC ARMIDALE AND HILTON OLD GIRLS' UNION

Mrs Kim Carruthers

Connect, inspire, engage!

This has been my first year as President of the PLC Armidale & Hilton Old Girls' Union (OGU) and what a year it has been!

2021 started out very promising. We started with our AGM, the Junior School Mother's day breakfast and our lovely lunch at Petersons Winery in May. Then, COVID-19 hit. As Armidale went into lock down, so did many of our scheduled events. These included IGSA drinks in Sydney, our Year 12 morning tea, the annual Reunion Weekend and the Birida Brunch.

However when Spring started to approach, slowly but surely there were signs of life appearing, not only in nature but also with COVID-safe social functions. We were fortunate enough to be able to gather at Old Girl Sonia Broun's lovely home, meet new and old friends and share afternoon tea together.

Due to restrictions I was unable to attend Valedictory Day, however Principal Nicola Taylor graciously handed out the small gifts and OGU pins to the Year 12 cohort on my behalf. I gave a pre-recorded talk to wish the girls well, reiterating that the OGU is a community rich in knowledge and mentors, and to remember to stay in contact through our social media pages.

www.facebook.com/PLCArmidaleoldgirlsunion

www.instagram.com/plcarmidaleoldgirlsunion

Old Girl Christine Perrott's book featuring memories from Old Girls prior to 1963, was officially launched in November after 2 years working on it.

Attending the Senior School Speech Day was definitely a highlight of the year for me to experience. I managed to get a photo with the recipients of the Dux of the School prize, Georgia Butler and Pearl Rogers. When I saw the photo later at home, I was very chuffed to see that Georgia was already wearing her special OGU pin on her blazer. I also had a photo taken with Isabelle Carlon who was the recipient of the OGU Bursary for Year 7. She will share with us a small account of her first year at PLC Armidale, which will be in the Green Tartan for Semester 2, 2021.

Throughout the year I have had much support from the OGU Committee and would like to thank, Kathie Marquardt, Robyn Jackson, Stephanie Belson, Val Granfield, Lana Hawksford, Judy Lewis, Dorothy McRae, June Mitchell, Sonia Broun and all the other Old Girls which have assisted and attended any of our events this year. It is very much appreciated. I would also like to thank the PLC Armidale Principal, Nicola Taylor, past Director of Development, Shona Eichorn, Media & Communications Manager, Samantha Crick, Enrolments Manager, Sally McCook and past College Receptionist, Sue Westley, for their continued support of the OGU this year.

I am looking forward to 2022, with the College celebrating 135 years. There will be many special events next year, together with relocating the OGU Archives. The College has generously donated its media room to house the material. My main message for 2022, is for us to connect and celebrate the accomplishments and achievements of all Old Girls and as the PLC Armidale community. I look forward to an engaging year of collaboration between PLC Armidale, the P&F and the OGU.

PLC ARMIDALE 2021 HEAD PREFECT

Lilly McCook

What a year, even though this has been one of the longest marathons ever run, we have had the opportunity to train hard, develop our skills and all we have left now is the final sprint. We are so incredibly lucky to have had the opportunity to be within the encouraging environment of PLC Armidale throughout this journey.

Throughout the constant changing of restrictions, the lockdowns, the home-schooling, the online trials and constant extensions of the HSC timetables, thanks to the culture at PLC we never allowed ourselves to give up. Throughout our society it is seen that we don't want to let ourselves or others down or embarrass ourselves in front of those surrounding us. PLC is about picking yourself up and dusting yourself off when times get tough and not just giving up if you don't succeed the first time try. The people and the girls that surround us work with us to nail our goals and strive to be the most successful individual that you are capable of being.

Never let an opportunity go, never give up on something you are passionate about, never let others put you down just because they want to. Be that person who quietly works to achieve their aspirations, their goals. This is the environment that PLC generates. You are never judged for attempting some form of butterfly at the swimming carnival nor are you put down by the music staff for giving an instrument a go despite the horrible sound you make. PLC is here to support you, throw you opportunities that you may not appreciate at the time but later in your school life it will be the things that you reflect on, the memories you make. These are the moments that count, skills that are developed, memories that are made and relationships that will never be forgotten.

I would like to thank the incredible people who have almost pushed us through the finish line of our everlasting marathon, whilst giving us all a good laugh every step of the way.

To our incredible teachers, wow where do I even begin. Every day you show up, ready to teach us despite what the day has been. Your ability to not only inspire us, but empower knowledge upon us has been the backbone of our school journey here at PLC. The connections that have been built over our final years is something we will all cherish forever, despite the moments of a behavioural card for our entire year in year 8. You have been right by our sides throughout every step, forwards or backwards and you are the reason we are now moving forward. No matter what the conversation is about you are open to us and we all respect you for your very needed advice. One of my teachers once told me, "I have learnt to give every single person the opportunity to have a fresh start every time you see them, every time they walk into the classroom". This comment is something that will stay with me forever. I thought to myself, if you as a person can maintain this quote throughout the moments of hardship and confusion, it will give me the opportunity to build myself a better world and appreciate the moments that surround me. I am sure most of year 12 could say, every single one of our teachers has inspired us every day, it is in those slight times of distraction that we often get the best advice. Teachers, without your incredible strength we would not have been so well trained for not only our final sprint but our life, so thank you.

Girls, we will miss you. You have made our lives at PLC just so special. In my prefect nomination speech more than a year ago, I stated how unique and lucky we are to have such amazing sisterhood here at PLC.

Throughout the year we as year 12 have been lucky enough to get to know every single girl. We have made memories with you in all different ways. Whether you are sitting watching this on a whiteboard or sitting here before me, each and every one of you have inspired us, made a difference in our lives by simply being the person that you are. If it wasn't for all the skipping, dancing and playing in the junior school or making a fool out of ourselves at guild drama we would not be the confident people that we have become. If it was not for the memories we made through music, in house concerts, sport, IGSA, carnivals, movie nights we would not have had such an incredible time here at PLC. If it wasn't for the simple smile that you put on our faces as we see you in the corridors, we would not have made the friendships that we have. Girls, work hard at your goals and never give up, we will miss having such an empowering group of sisters to laugh with every day.

To our parents throughout the moments of hardship, uncertainty and stress we have been so supported by you. You are the ones who stay right there by our side despite the turmoil that surrounds us. You are our rocks, the people who keep us going, the people who truly inspire our decisions. We can't thank you enough for all your time and tanks of fuel you have gone through getting us to and from our co-curricular activities.

Mrs Taylor And Mr Clenndinning, thank you for your wisdom, time and encouragement. I honestly have no idea how you always manage to go above and beyond with every aspect of your job.

And last but not least congratulations year 12, we made it! We have survived the highs and the lows, times of happiness and times of sadness all amongst the beautiful purple walls of the year 12 block. We have built and shaped each other; the friendships we have made will forever stay with us. Whether it was rushing to those long lost days of salad bar, taking meaningful water breaks in class, or travelling all the way to Tingha for those scones, or all the laughs trying to pose for Mrs Crick or simply just supporting each other through those times in class we all felt extremely lost. I can't wait to come back for our 5 year reunion to see what walk of life everyone will be on.

Girls, teachers, parents, Mrs Taylor, Mr Clenndining, thank you for making our time here something we will never ever forget.

YEAR 12 LEADERS 2020/2021

HEAD PREFECT	Lilly McCook
DEPUTY HEAD PREFECT	Esther Eickhoff
SPORTS PREFECT	Jorja Power
CREATIVE ARTS PREFECT	Charlotte Thomas
SPIRITUAL LEADERS	Azaria Jones Bethany Eickhoff
GUILD CAPTAINS	
Dixon	Abby Stevenson
Hamlin	Lani Almond
Lovell	Imogen Dellow
Wilkie	Pearl Rogers

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

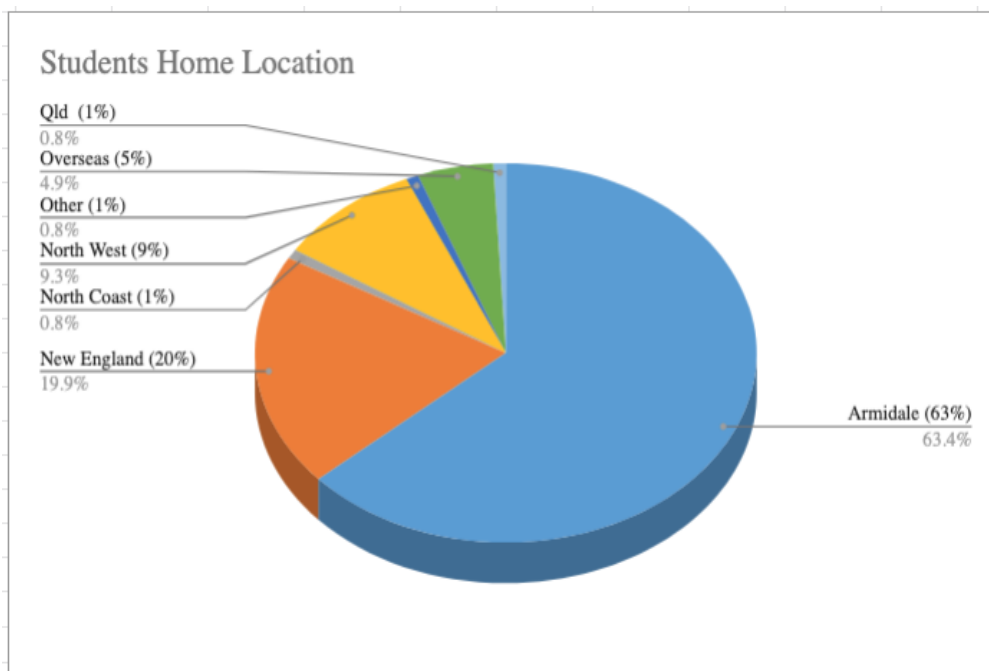
PLC Armidale was established in 1887 and is one of the the oldest schools in the New England. It is consistently rated as one of the highest performing regional schools in New South Wales in Higher School Certificate results and has an outstanding reputation for its NAPLAN literacy and numeracy results in the Junior School. PLC Armidale is an all-girls' day and boarding school, with education for girls from Pre-Kindergarten to Year 12. Boarders are welcome from Year 5 to Year 12. We recognise each girl is unique and challenge her to aspire to reach her full potential.

Our motto is 'Ad Astra' (to the stars.) Situated on the northern edge of the culturally diverse city of Armidale, with a population of over 25,000, PLC Armidale is set in 17 hectares of beautiful grounds with sweeping views over the town. The school prides itself on its academic excellence and the quality of its graduates - confident, caring and community minded students, whose talents are nurtured in the warm, supportive atmosphere of the school. A full sporting program is offered and students regularly compete in regional and State competitions. PLC Armidale also has an outstanding reputation for the Creative and Performing arts, and a strong STEM focus. PLC Armidale students participate in a range of community programs demonstrating Christian values in action.

In 2021, there were 246 students of whom 79 were in the Junior School and 167 in the Secondary School. Day students made up 76% of the campus with the remaining 24% full, weekly or casual boarders.

Characteristics of the Student Body

PLC Armidale has students from many varied backgrounds. 63% come from the Armidale area, 20% from New England, 9% from NSW North West, 5% from Overseas, 1% from NSW North Coast, 1% from Queensland and 1% from other.

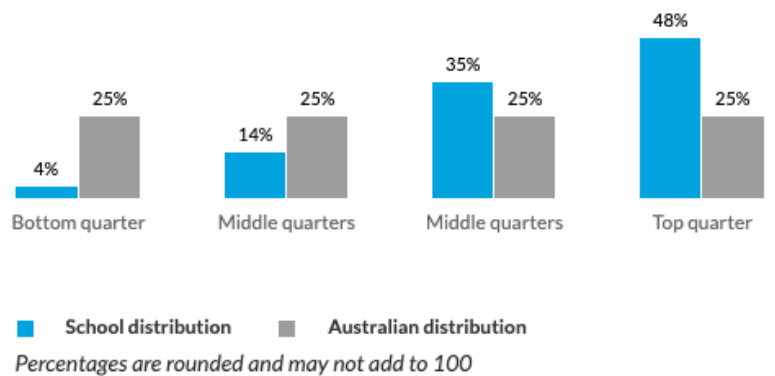


Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1104
Average ICSEA value	1000
School ICSEA percentile	86

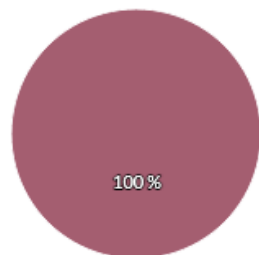
Distribution of Socio-Educational Advantage (SEA)



Students

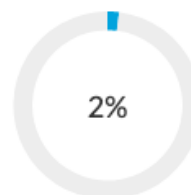
Total enrolments: 224

- Boys 0
- Girls 224



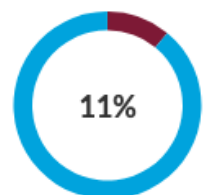
Full-time equivalent enrolments: 224.0

Indigenous students



Language background other than English

- Yes (11%)
- No (89%)
- Not stated (0%)



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

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

Compare to ● Students with similar background ● All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	527	492	461	495	473
Year 5	548	499	516	540	515
Year 7	590	559	565	592	582
Year 9	626	590	625	640	638

NAPLAN participation for this school is 94%

NAPLAN participation for all Australian students is 95%

^{NB} In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

Interpreting the table

Selected school's average when compared to all Australian students

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

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

THEME 4: THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT (ROSA) AND RESULTS OF THE HIGHER SCHOOL CERTIFICATE (HSC)

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

In 2021, 38 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

In 2021, 32 students completed their Preliminary qualification. Students were provided a grade from A-E for each NSW board developed course and board endorsed course studied at the school. Subject teachers awarded A-E grades according to the Common Grade Scale.

Higher School Certificate

In 2021, 17 students completed their Year 12 program and all qualified for their Higher School Certificate.

- 58% of the cohort achieved at least one Band 6 result
- 4 out of 17 students received multiple Band 6 results
- 100% of Music 2 students received a Band 6
- 66% of Agriculture received a Band 6 - the best results in the region.
- 40% of Legal Studies students received a Band 6
- 100% of Music 1 students received Band 5 or 6
- 100% of DT students received Band 5 or 6
- 100% of Modern History students received Band 5 or 6
- 75% of Ancient History students received Band 5 or 6
- 71% of Investigating Science students received Band 5 or 6
- 100% of PDHPE students received Band 5
- 100% of Physics students received Band 5

The PLC Armidale Advantage is evident once more. Many of the girls achieved outstanding results, reflecting the focus, self-discipline and resilience which characterised this diverse cohort, especially considering the disruption COVID-19 brought to their final stage of schooling. The achievement of the girls individually and collectively across subjects studied, exemplifies the culture of learning at PLC Armidale.

Each year, a leading Sydney newspaper publishes a list of the top 150 schools in the State. Inclusion on this list is based upon the 'success' rate of individual schools. In this context, success is defined as the number of high scores (Band 6/mark over 90 or equivalent) expressed as a percentage of the total number of examination papers sat at the school. This count does not include subjects studied through an accelerated pattern of study or Distance Education. Our Year 12, 2021 cohort size meant that this pre-requisite number of examination papers set by the newspaper for inclusion on its list was not met, hence a search for PLC Armidale will not yield any results. However, using the same metric, we are able to indicate that high score results (Band 6 or equivalent) were achieved by 58% of our cohort across the courses taught at the College. This put our 'success rate' at around 14.9% which once more is one of the highest success rates in the New England Region.

Congratulations to the 10 students who were recognised on the NESA Distinguished Achievers' award list for attaining a Band 6 result (mark over 90 in one or more courses).

Recording high bands of achievement is one measure of success and we are thrilled for the girls whose effort and application has yielded these results along with the staff who have readied them. We have also been notified by many of the girls that they have received offers to their courses of choice, in a range of Universities and training Colleges, again a measure of success. The academic and personal growth of each individual, perseverance through adversity and finishing well are measures of lasting achievement.

The College is very proud of the class of 2021 who have enriched our community throughout their time with their creativity, compassion and inclusive care of others, qualities which will serve them well in the years ahead.

THEME 5: TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

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:

- Staff Code of Conduct
- AISNSW Reportable Conduct and Allegations Against Employees - Self-paced Learning Experience
- AISNSW Developing Whole School PD Plan
- Australian Boarding Schools Association Webinars for Boarding Staff
- Professional Learning Teams
- Supporting School Improvement
- First Aid & CPR Training

As well as these, individual staff also attended specialist area professional development courses run by the Association of Independent Schools (AISNSW) and other organisations. These have been categorised according to the various teams within the school. Note that Covid-19 impacted on participation in some professional development training.

Professional Learning Activity

DESCRIPTION OF PROFESSIONAL LEARNING ACTIVITIES	NO OF STAFF
Wellbeing/Pastoral Care/Health - a range of courses that assisted teachers in wellbeing/pastoral care/health positions undertake their role including current issues in adolescent health and communication skills	4
Curriculum (STEM/HSIE/CAPA subjects) - courses to provide teachers with training and resources to upskill and understand changes and updates in their areas of study	9
Leadership - courses specifically for school leaders providing content and resources to assist with gaining additional skills to confidently lead	3
Administration - specific courses designed to upskill in certain administrative areas	1

Teacher Accreditation Status

Conditional	3
Provisional	2
Proficient Teacher	35

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	38
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	2

THEME 6: WORKFORCE COMPOSITION

In 2021, the school's workforce composition was:

School Staff 2021	
Teaching Staff	38
Full-Time Equivalent Teaching Staff	28.4
Non-Teaching Staff	19
Full-Time Equivalent Non-Teaching Staff	15.7

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

THEME 7: STUDENT ATTENDANCE RATES

Attendance Rates

YEAR LEVEL	OVERALL ATTENDANCE	INDIGENOUS ATTENDANCE
Kindergarten	97.00%	
Pathways Segue	87.20%	
Pre Kinder	94.80%	
Year 01	93.70%	
Year 02	92.70%	
Year 03	97.40%	
Year 04	95.80%	
Year 05	97.20%	
Year 06	95.60%	
Year 07	93.60%	97.70%
Year 08	94.60%	78.40%
Year 09	90.80%	85.60%
Year 10	95.20%	
Year 11	94.20%	92.40%
Year 12	91.40%	82.80%

School attendance data is only available for Semester 1, 2021.

Student attendance rate	Percent ¹
All students	92%
Indigenous students	-
Non-Indigenous students	-

Student attendance level (proportion of students attending 90% or more of the time) ²	Percent ¹
All students	73%
Indigenous students	-
Non-Indigenous students	-

¹ When a school's results are unavailable or there are fewer than, or equal to, five Indigenous or non-Indigenous students, a dash '-' will be displayed. This is to protect the privacy of students.

² Student attendance level data were not collected in 2014.

^{NB} School attendance data for 2020 has not been published due to inconsistencies in the data as a result of the varying health advice and schooling arrangements across the country in response to the COVID-19 pandemic.

^{NB} School attendance data for Term 3 2021 has not been published due to extensive COVID-related disruptions during this period for a number of jurisdictions.

^{NB} 2021 attendance data in NSW is not comparable with previous years due to changes to the attendance calculations, to align with ACARA's revised 2020 National Standards for student attendance data reporting. Although there was no state-wide lockdown in Semester 1 2021, COVID-19 had some impact on attendance rates.

^{NB} Data presented on this page should be read in conjunction with the [school attendance caveats](#) provided by each state and territory.

Management of student non-attendance

The College has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from the College:

- Parents are responsible for ensuring that they notify the College to explain the absence of their child on any particular school day. Notification may be provided via the website, College app, email or by telephoning the College, and should be made before the start of the school day.
- Class teachers take the class roll promptly at the start of the school day and at the beginning of each class.
- All absences are recorded using the School Management System. They are then reported to the Junior School and Senior School Receptionist and cross-checked against the absentee notifications that have been provided to the College that day. If the College has not been advised of an absence, Parents will receive an SMS notification letting them know their daughter is absent and to contact the College.
- Parents are requested to verify absences, including providing Medical Certificates for repeated absences.

Retention of Year 10 to Year 12

100% or 17 of the 2019 Year 10 cohort completed Year 12 in 2021.

Post-School Destinations

The majority of students in the Class of 2021 applied for and were offered courses in Universities in Sydney, Melbourne, Canberra, Brisbane, Newcastle and Armidale. Some students deferred in order to pursue GAP Year opportunities or work experience.

THEME 8: ENROLMENT POLICIES

CONDITIONS OF ENROLMENT

These are the current Conditions of Enrolment. Parents are to agree to these conditions, or those that may replace them on signing the agreement, when they accept an offer of a place for a child at the College. Please read them carefully.

Interpretation

1. "Parents" are defined as persons who have legal responsibility for the student (including legal guardianship), and persons who have responsibility for payment of fees and charges and are a party to the Enrolment Agreement.
2. "Student" is defined as a child of the biologically female sex who identifies as such, enrolled at the College subject to and in accordance with the terms set out in the Enrolment Agreement.
3. "Enrolment Agreement" is defined as a contract

Fees

4. Parents will agree to pay to the College all fees for tuition, boarding, extra subjects, excursions, camps and the supply of goods and services to the student as determined by the College Council and as published in the Fees Schedule from time to time. All fees are payable in advance. The Boarding fee is charged in addition to the Tuition Fee.
5. Parents will acknowledge that payment obligations to the College are joint and several.
6. If one parent is or becomes sole fee payer the College requires a letter signed by that parent to state that they are the sole fee payer. If a third party is or becomes the sole fee payer the College requires a letter signed by that person to state that they are the sole fee payer.
7. If all the fees and charges are not paid in full by the end of the term in which they were due for payment, the student's enrolment may be suspended and the College may subsequently without further notice refuse entry to the student or terminate her enrolment.
8. A full term's notice in writing must be given to the Principal before any student is removed from the College, or her status changed from boarder to day student. If this notice is not given, parents will agree to pay a term's fees plus GST. The amounts are a genuine pre-estimate by the College of the loss that it would suffer if parents do not provide the required notice. For boarders, a term's fee will be charged for each term that a student delays commencement from the agreed date of entry. The change of status from a day student to a boarding student or vice versa should not be assumed. An application form must be collected from the Enrolments Office, or accessed online from the College website, and once completed is to be submitted to the Principal who will consider the application. Both suitability and availability will be taken into account.

9. Parents accept that no remission of fees, either in whole or in part, will be made if the student is absent due to illness, leave or suspension.
10. Parents will authorise the College to incur expenditure on their behalf such as purchases of books, stationery and equipment, and to advance such fares from time to time as the College considers necessary.
11. Parents will agree to pay all medical and ambulance expenses incurred on behalf of the student.

Expectations and Behaviour

12. Parents agree that their acceptance of the College's offer of a place for the student implies that the student will complete her schooling at the College through to the end of Year 12 unless unforeseen circumstances arise. This includes a requirement that the student sit final HSC or any recognised exit credential examinations in Year 12 regardless of whether an early entry or overseas university entry offer has been received by the student.
13. Where the student is a boarder, parents understand that she will remain a boarder until the completion of her schooling unless unforeseen circumstances arise. We acknowledge that any request for a change to day student status must be in writing and that approval is at the Principal's discretion.
14. Parents acknowledge that the College is a Christian community and that behaviours and attitudes based on Christian values are encouraged. Parents will agree that all communication between students, parents, visitors and staff members should be conducted in accord with the Respect for Others protocol. Parents will agree to avoid confrontation and criticism in public and accept that there is no place in the College community for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments.
15. Parents acknowledge that the College is a Christian community for the education of girls, where Christian behaviours and attitudes are promoted. Accordingly, they understand that it is a requirement for enrolment at the College that a student identifies as a girl throughout the duration of their enrolment of the College.
16. Parents will agree to support the values and to abide by the standards and expectations of the College as set out in the appropriate publications such as the Student Handbook, the Student Discipline Policy, the Anti-Bullying Guidelines, the Child Protection Policy, Acceptable Use of IT and Wireless Network Policy, as published from time to time at the Principal's discretion. Parents will agree that the student must do the same and they will agree to encourage her in this. Parents will have noted the College's requirements in relation to behaviour, home study, uniform, attendance and leave, and agree to support the College's disciplinary procedures for breaches of College requirements.
17. Boarders are to abide by those rules governing the boarding house, including leave provisions, as set out in the Boarding Handbook as published by the College.
18. Parents will accept that the College may determine which particular courses and activities are offered and/or provided at any time and which of these courses and activities are compulsory. All students must participate in and/or attend the following activities, as determined by the Principal:
 - a. Chapel Services and Assemblies
 - b. important College events such as Athletics and Swimming Carnivals, Open Day, Speech Day and other events as required by the Principal, from time to time
 - c. various camps and excursions that occur from time to time as an integral part of the College curriculum and student well-being program.
 - d. Sitting Year 12 HSC or recognised exit credential examinations.
19. Requests for leave from College activities, including academic and co-curricular programs, and for early departure at the end of a day or term and/or late return from breaks are considered only in the most extreme cases and must be applied for in writing to the Principal. For shorter periods, permission must be sought from the Head of Junior School or Head of Senior School.
20. Parents understand that the College requires them to be actively involved in the College through:
 - e. attendance at parent-teacher interviews and parent forums,
 - f. participation in courses offered by the College relevant to the student's education, and
 - g. assistance to the College in a voluntary capacity at events from time to time.
21. Parents will acknowledge that the Principal may, by giving them reasonable notice, ask them to remove the student from the College at the end of a school year where the student has, in the Principal's opinion, failed to meet the requirements of the New South Wales Educational Standards Authority (NESA) or has otherwise failed to make satisfactory progress in her academic work.
22. If the Principal, or her delegate, considers that the student is guilty of a breach of the standards and expectations of the College or has otherwise engaged in conduct which is prejudicial to the College or its

students or staff, parents will accept that the Principal, or her delegate, may exercise the right to discipline the student affording the student procedural fairness in particular for matters involving suspension, exclusion or expulsion.

23. If the Principal believes that a mutually beneficial relationship of trust and cooperation between a parent and the College has broken down to the extent that it adversely impacts on the relationship, then the Principal may require the parent to remove the student from the College. A term's notice will be given in such cases.
24. No remission of fees will apply in either case.

Health and Safety

25. Parents will acknowledge that they have fully disclosed any special needs (including but not limited to any learning, medical, physical or psychological needs) which the student has. Where any disclosed special needs change or where any special needs arise, parents will agree to notify the College immediately. They also agree to complete the student's medical form fully and accurately and provide annual updates to the College Health Centre.
26. In case of the need for urgent medical or hospital treatment for the pupil, and if her parents or guardians are not readily available, 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 pupil. In this regard the parent or guardian hereby indemnifies the school, staff and Council against any claims which might arise as a result of such treatment. Parents understand that the College requires parents to observe College security procedures for the protection of students from direct contact with those outside the College during school hours and that they are only to make contact through the College office.
27. Parents will acknowledge that the College seeks to maintain an environment that is safe for all students and in which learning can take place. They will also acknowledge that to this end the Principal or her nominee may search the student's bag, locker, mobile phone or other possessions or electronic devices where there are reasonable grounds to do so. The Principal may also carry out computer surveillance which includes using software or equipment to monitor use of computers, the sending or receiving of emails, the accessing of websites and the use of social media.
28. Parents understand that the College requires parents to observe College security procedures for the protection of students from direct contact with those outside the College during school hours and that they are only to make contact through the College office.
29. Parents accept that the student's personal property is not insured by the College which does not accept any responsibility for loss. Parents also accept that the College does not cover students for medical or dental expenses incurred following accidents at school or at school activities.

Privacy

30. Parents accept that the College may from time to time collect personal information about parents and students which may be necessary for the College's function or activities. Parents will authorise the College to use and disclose information in such a manner as the Principal may deem appropriate for the purposes of the student's education, health, care, welfare or development. They will acknowledge having read and signed the College's Standard Collection Notice.
31. Parents accept that the College uses images and/or names of students as part of recognition of their achievements or for their participation in school activities, as well as for provision of information about the College. If parents wish to restrict the publication of such information in any format, they will contact the College in writing with a detailed request and a statement as to whether the restriction applies to name, image or both.
32. Where relevant, parents will agree to provide to the College all current Family Court or other court orders or parenting plans relating to us and the student.

General

33. Parents will agree that the College may change these Conditions provided it gives them at least two terms' notice and that the new Conditions take effect from the beginning of a calendar year.
34. Parents will agree to give the College notice of any change in their contact details or other information concerning themselves or the student.

Overseas Students

35. An Overseas Full Fee Paying Student entering the Boarding House is expected to remain in the Boarding House for a minimum of two years.
36. Where the student is an Overseas Full Fee Paying Student, parents will agree to pay:
 - a. a government surcharge which applies to all overseas students each term;
 - b. the cost of private health cover for up to four years in advance in compliance with government Visa requirements.
37. Where parents do not reside in Australia, we suggest they appoint a suitable adult resident in Armidale to act as a guardian for the student.

The guardian would:

 - a. be at least 25 years old;
 - b. speak English;
 - c. be contactable by the College;
 - d. be able to give support to the College in meeting the needs of the student;
 - e. attend enrolment interviews, parent-teacher interviews and other contacts at the College's request;
 - f. exercise a duty of care to the student when she is on leave with them;
 - g. liaise with parents, the Pathways Administrator and the Head of Boarding where appropriate, to ensure the student's welfare; and
 - h. sign the Expectations of a Guardian form before the student enters the College.

THEME 9: A SUMMARY OF SCHOOL POLICIES

Policies are available by contacting the office of the Principal by phone, 02 6770 1700, or email principal@plcarmidale.nsw.edu.au

SUMMARY OF POLICY	CHANGES IN 2021	ACCESS TO FULL TEXT
<p>Student Welfare The College seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that;</p> <ul style="list-style-type: none"> ● meet the personal, social and learning needs of students ● provide early intervention programs for students at risk ● develop students' sense of self-worth and foster personal development. 	<p>Due for review in June 2022</p>	<p>Information on the College's Pastoral Care program can be accessed in The Student Planner, on the website or by request from the Principal's office.</p>
<p>Anti-bullying The College policy provides processes for responding to and managing allegations of bullying.</p>	<p>Due for review in June 2022</p>	<p>The full text of the College's Anti-Bullying Policy can be accessed by request from the Principal's office. The policy is also included in the Student Planner. The Staff Code of Conduct is published in the Staff Handbook and is also available upon request from the College.</p>
<p>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.</p> <p>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.</p>	<p>The policy was updated in September 2021 to include revised processes for the disciplinary action that are based on procedural fairness.</p>	<p>A summary of Discipline Procedures can be accessed in the Student Planner and the full policy can be requested from the Principal's office.</p>
<p>Complaints and Grievances Resolution</p>	<p>The policy was updated in May 2021 to</p>	<p>The full policy can be requested from</p>

<p>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.</p>	<p>provide more clarity around the process for managing complaints and grievances.</p>	<p>the Principal's office.</p>
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THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

2021 saw a continuance of priority areas identified in 2020 to enable continuity of teaching and learning in the event of Covid-19 restrictions impacting the usual operation of the school. Data analysis informing program priorities also featured. This was reflected in a change to how Learning Support services were delivered in both the Junior and Senior School. A refresh of the College branding along with a targeted focus on digital communication and marketing was a focus of the Business Office.

AREA	PRIORITIES	ACHIEVEMENTS
Teaching & Learning	<p>Restructure of the Learning Support Role across the Junior and Senior School.</p> <p>Restructure of the Head of Teaching & Learning Role across the Junior and Senior School</p> <p>Data and programming focus (cont.)</p> <p>Academic calendar standardised across the College.</p>	<p>Focus on Literacy and Numeracy support at a Year Group level in the Junior School and increased in-class support in the Senior School</p> <p>The respective Heads of Junior and Senior School increased their focus on Teaching and Learning with additional administration and operational support.</p> <p>Building on the previous year, staff training and focus on data analysis informing programming and practice continued</p> <p>Centralising and streamlining the flow of academic tasks, events and key dates across the College to improve work balance for students and staff.</p>
Pastoral Care / Student Wellbeing	<p>Student Representative Council action projects</p> <p>Strategies for managing emotional distress or anxiety</p> <p>Increased opportunities to connect with students from other schools arising from Covid restrictions</p> <p>Parents-in-partnership initiatives</p>	<p>Creation of a native garden area (Junior School) Creation of a commemorative seat and tree planting for PLCA Old Girl Anya Zuber (Senior School)</p> <p>Introduction of the Cool Connections CBT program in the Junior School</p> <p>An invitational inter-school sports event was held with four schools taking part</p> <p>Launch of the Fathering Project, an inaugural event was held allowing fathers to meet and discuss shared interests</p> <p>A Safe-on-Social community evening was held with representation from leading Social Media safety expert Kirra Pendergast along with Child-Protection police officers and College Psychologist</p>
Staff Development	<p>Data Analysis</p> <p>First Aid and Resuscitation Training</p>	<p>Training with AIS NSW Consultants in analysis of data, observational, incidental and norm-referenced</p> <p>All staff trained by RLSS staff in first-aid and resuscitation</p>

	<p>Reportable Conduct training</p> <p>Executive training (AIS NSW)</p> <p>NESA Teacher Expert Networks (TENS) Program</p>	<p>Online training with AIS NSW on Reportable Conduct and Allegations against employees training</p> <p>The Head of Senior School, new to his role and the Executive Assistant took part in the Executive Training program hosted by AIS NSW relevant to their respective roles</p> <p>Two PLCA Teachers were selected to take part in this regional network</p>
Facilities & Resources	<p>Brand Refresh</p> <p>Preparatory work for revised Strategic Direction</p> <p>Standardisation of AV set up across the College</p>	<p>In preparation for the revised Strategic Direction, a refresh of the brand (logo, colours, style) was undertaken</p> <p>Analysis of data captured in 2020 via the Perspectives Data Capture to identify key priority areas for future focus</p> <p>Ongoing work to streamline and improve access and ease of use to technology across the College</p> <p>Improved functionality of livestream technology</p>
Other	<p>Policy audit in preparation for School Registration and Accreditation process</p> <p>Restructure of Administration support in the Senior School</p> <p>Renaming of the Guilds - onboarding new names</p> <p>Restructuring of the Foundation</p>	<p>Onboarding of CompliSpace Portal for policy creation and curation</p> <p>Inception of a Senior School Administrative Assistant working closely with the Head of Senior School</p> <p>Implementation of the new Guild names; Dixon, Hamlin, Lovell and Wilkie across all contexts and applications</p> <p>Alignment of the structure of the PLC Armidale Foundation in accord with the restructure of the PLC Sydney Foundation.</p>

THEME 11: SCHOOL INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Rationale:

Respectful Behaviour is treating other people with Dignity, Consideration and Kindness, and to treat Yourself with the same Regard.

This is communicated throughout everyday life at PLC Armidale. Respect, a sense of responsibility, and a can-do, positive attitude will go a long way in any environment. When these characteristics are displayed, others seek to emulate and success is more likely.

Students are taught respectful relationships are important because;

- they contribute to growth, maturity and sense of self-confidence

- promote healthy self-expression and awareness of yourself and others
- enable you to feel accepted, positive and free to be yourself.

Respect is a core value of the College and it is our collective responsibility to ensure behaviour and attitudes are encouraged that promote;

- respectful and kind interactions with peers and the wider community
- active participation in an education supportive of Christian values
- exercising of responsible Digital Citizenship
- people to put their best foot forward in every situation
- friendly but respectful attitudes
- a positive attitude and can-do approach to every request or problem
- opportunities to shine, learn and grow
- the best possible outcome, even if this requires more time and effort

Whole School Approach

A whole-school approach at PLC Armidale ensures a thread of consistent messaging from Pre-K-12. A common language and approach regarding the teaching of respectful relationships across the entire school community is ensured through the implementation of the Flourish Program.

A Whole-School approach to Respectful Relationships recognises that schools are:

- a workplace where all staff should feel equally respected, safe and valued and have equal opportunities
- a safe space where young people can learn about gender equality and respectful relationships, in and out of the classroom
- part of the wider community that can model gender equality and respectful relationships.

It is important to consider cultural and procedural change when considering respect and responsible decision making and action. The College and our wider community consider staff practices, classroom management, school events, sport programs, formals and other occasions, to ensure all aspects of our operation and culture are underpinned by respect and equality.

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 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 meet 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.

Social Service and Student Representative Council (SRC)

Throughout 2021, the Student Representative Council worked hard in connecting and supporting the community despite the many challenges faced through the year. Despite the emergence of COVID-19 in the Armidale community leading to a sudden lockdown, the SRC representatives worked hard in pursuing their initiatives to raise funds and awareness for charities and the local community. Through zoom activities and Assembly presentations, the SRC was able to achieve most of the fund-raising initiatives with only a few being pushed back until next year.

Year 7 worked hard to organise their initiative to support the Drought Angels. The students planned to hold a cupcake stall to raise funds for the charity, however due to restrictions, this was not able to happen. The representatives worked hard to research and put together a proposal for more fundraising events next year.

In Term 2, Year 8 did an assembly presentation with a uniform parade to show to the students of the school how the winter uniform should be worn. This presentation was run by the SRC uniform leader Poppy McLaren, the Year 8 and 9 SRC representatives.

The Year 9 SRC representatives' initiatives were inhibited by COVID-19 restrictions throughout the year.

Year 10 chose to bring awareness to the Butterfly Foundation as a larger percentage of people suffer with eating disorders and body image issues. Approximately 85% of individuals diagnosed with Anorexia Nervosa or Bulimia Nervosa are female, which made the issue of eating disorders a relevant topic for an all-girls school. Originally Year 10 were planning on having a presentation about the Butterfly Foundation at assembly and inviting the girls to wear a blue coloured hair accessory to school to raise awareness for the foundation. However, the unexpected lockdown meant that they were unable to do so. Instead, they decided to hold an online baking competition and asked students to make blue and/or butterfly themed cupcakes. The winners of the competition were Zoe Webb and Kaitlin Mungall.

Year 11 worked to raise awareness for the RUOK foundation which seeks to encourage healthy conversations around the topic of mental health. The girls raised awareness through an assembly presentation and follow up activity where Year 11 moved around campus giving out cookies. It was great to see people's faces light up as they grabbed their chocolate chip cookie. The year group also attempted to promote 'road safety' by placing it in the context of our school corridors. Overall, Year 11 aimed to raise awareness to charities relevant to our school community and were encouraged by the support from the staff and students involved and we can't wait to see what 2022 holds.

Pastoral Care

Adaptability and resilience are two words that come to mind when we think back on 2021! Certainly perseverance and grit are key character strengths that schools and organisations seek to foster in individuals and 2021 unequivocally provided the challenging environment for all of us to either survive or flourish. However, we know that difficult circumstances in themselves do not necessarily lead to positive growth in character - it takes the right support networks, resources and faith to see us through.

That has been one of the key aims of the Pastoral Care Program at PLC Armidale in 2021 - to nurture our strengths, and each other, to overcome individual and shared adversity. Indeed, Pastoral Care is more than just addressing problems. It is about building a store of personal and collective resources for a time that we might need in the future.

What did Pastoral Care look like at PLC Armidale in 2021?

There are three key principles that underpin Pastoral Care at PLC Armidale:

- Practical Experiences
- Faith Based
- Positive Psychology

In practice, this includes:

- Our tailored comprehensive wellbeing program for girls, with extended sessions on Mondays
- School camps with in-built wellbeing sessions and outdoor education challenges
- Wellbeing and Academic mentoring by Pastoral Care and Academic staff
- Student leadership training and opportunities in Peer Support, Guilds, Sports, Creative Arts, Student Representative Council and the College Prefecture
- Parent Involvement such as the launch of The Fathering Project in 2021, Pastoral Care phone calls and The Butterfly Foundation 'Body Kind Schools' initiative and Safe on Social workshops
- Co-curricular activities in Sport, Agriculture, STEM and the Creative Arts
- Student-driven service and charity initiatives in every year group
- Meaningful Remote Learning activities to foster connectedness in changing global and local circumstances, including Wellbeing Wednesday and cooking challenges
- Chapel services that focus on faith, understanding our true worth and living by the teachings of Jesus
- Extended morning teas, combining the Senior School and Junior School to develop the cross-cohort 'sisterhood'
- Guild Gatherings in person and remotely, often with a wellbeing focus.

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 and a Year 6 Junior School Prefect 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.

The Students in the Junior School at PLC Armidale:

- demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships
- develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others
- develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity
- demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships

At each stage of learning the following content is addressed, all addressing the importance of Respectful Relationships;

Early Stage 1: Students identify personal strengths and how people grow. They recognise and distinguish emotional responses people experience in different situations and are provided with opportunities to practise interpersonal skills to interact positively with others

Stage 1: Students explore their sense of self and the factors that contribute to and influence their identity. They learn about emotions, how to enhance their interactions with others and the physical, emotional and social changes they go through as they grow older.

Stage 2: Students explore contextual factors that support and contribute to their identity and emotional responses in varying situations. They develop a deeper understanding of how bodies grow and change. Students explore how to build and maintain caring, respectful and inclusive relationships.

Stage 3: Students examine factors that influence identity and behaviour. They investigate strategies to manage the changes associated with puberty and seek help. Students practise skills to establish and maintain caring and respectful relationships. They discuss protective and inclusive actions to support their own and others' health, safety and wellbeing. Students explore the influence of emotional responses on relationships

THEME 12: PARENT, STUDENT AND STAFF SATISFACTION

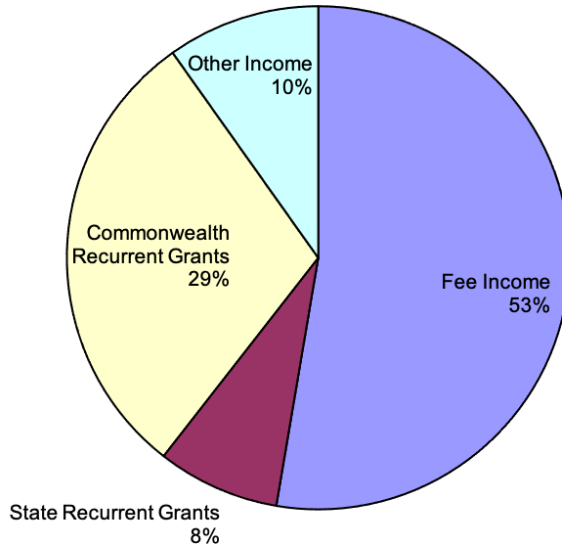
Satisfaction with the College has been evidenced through consistent student enrolments, positive word of mouth recommendations as well as indirect feedback provided by parents, students and teachers.

Feedback has been encouraged 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.

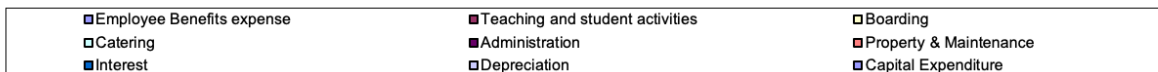
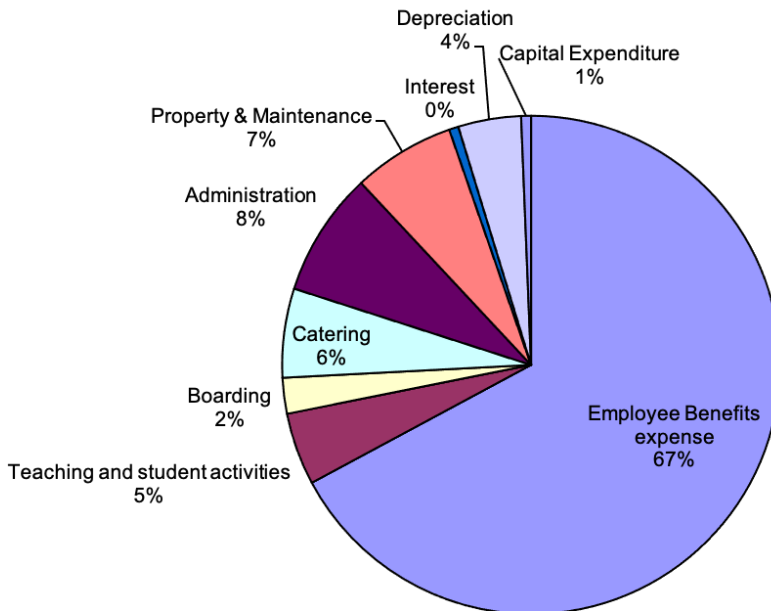
The College sought to facilitate communication and feedback from parents, students and staff through Information Evenings, parent/teacher interviews, regular meetings and events held throughout the year. Small class sizes, teacher and executive availability to meet with parents meant that issues raised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

THEME 13: SUMMARY FINANCIAL INFORMATION

Income



Expenditure





PLC

PRESBYTERIAN
LADIES' COLLEGE
ARMIDALE

1887

Crest Road (Locked Bag 5) Armidale NSW 2350 P: 02 6770 1700 F: 02 6770 1797

enquiries@plcarmidale.nsw.edu.au

www.plcarmidale.nsw.edu.au IN

ALLIANCE WITH PLC SYDNEY

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