



Annual Report 2022



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

We celebrate the 2022 year, recognising those girls who have achieved excellent academic results. Well done to each who received an award.

As Chairwomen of PLC Armidale College Council my role is to guide the Governance ensuring that the College continues to educate and develop young women *who flourish*. It was pleasing to see the College return to a new normal, full service offering and range of events throughout the year..

Focus of College Council in 2022 has been:

- a) Finance: Streamlining fees K-8, minimising fee increases Years 9-12 which has equated to real reductions to families
- b) Sustainability: introduction of led lights across the school, Junior School is complete and Senior school will be completed over the Christmas break
- c) Identification of the requirement to upgrade IT infrastructure to ensure efficiency, and security. The upgrade will commence in 2023.
- d) Increase in shared services with PLC Sydney – some Armidale staff now assisting Sydney and some Sydney staff in areas such as HR and compliance assisting Armidale.

I would like to thank each of the College Council members for their time, thoughtful contribution, and dedication to the good governance of the College. In particular, a thank you to the Armidale members, David Seaman, Tim Catterall, Fiona May and Kylie Alcorn.

I thank Principal Mrs Nicola Taylor, executive and all the teachers and staff of the College. For without your passion and dedication, the College would not be where it is today. I know I speak on behalf of the girls and the community, in giving thanks.

I would also like to thank each of the representatives of the ex-student union, P&F and the Foundation working groups, and the many other volunteers at the College. Thank you for your care and service, it is very appreciated by all.

Each year I finish with a learning. This year I have been challenged with the concept of Being Brave.

You may see me as a leader, as you see me in the context of being Chairwomen of the College or know that I am an Audit Partner in a large national practice. That does not mean that I am naturally brave. In fact, when asked to consider taking on a more significant role within BDO, my first response was no, what if people don't accept me, and don't vote me in.

In essence I was allowing the fear of failure to dictate. Was I taking skills and burying them rather than using them as per the parable of the talents in Mathew's Gospel? When discussing with family whether I should step out and go for the role I was reminded of my statement from last year of just "Go with the flow". They were correct, for to "Go with the Flow" does require the concept of being brave. So, I did step up and was Brave.

My prayer is that each of you will not allow circumstances of fear to hold you back. Make the most of opportunities, learn and develop from set-back, not allowing fear to hold you back.

PLC ARMIDALE PRINCIPAL

Mrs Nicola Taylor

Emerging from the restrictions and limitations of Covid - 2022 was set to be a year of challenge and opportunity, tradition and change . PLC Armidale was to celebrate its 135th Anniversary through a series of recognitions and commemorations throughout the year, reflecting who we are, where we are and importantly where are we heading as we enter the next chapter in the history of the College, the only and oldest all-girls' school north of Sydney to the QLD Boarder.

Some may know, and the Year 12 girls often parody in their 'Mock Assembly' a theme I choose for each academic year which provides a point of focus and direction.

Last year, I reflected on the A in the acronym of the College (PLCA) referring to purpose, not just place. The A of Advantage, that which distinguishes and characterises what a PLC Armidale experience and education brings to each and strives to give to all.

What would the focus for 2022 be? In our 135th Anniversary Year it was fitting to look back in order to focus forward.

The year was 1909, the Armidale Girls' High School (previously known as the New England Ladies College), now known as PLC Armidale was bought by Miss Althea Tendall. The school crest at the time depicted an open book, a rising sun and the motto "Lux per Studia" or Light through Study.

In 1913, Miss Tendall introduced a new crest retaining the open book, replacing the rising sun and motto with the three stars and Ad Astra. Soon this crest was added to the uniform which changed around this time to be a bottle green skirt with white blouse and a white panama hat with the crest embroidered on a bottle-green band. Bottle green has remained as our school uniform predominant colour since then and the white straw hat with crest for well over 100 years.

What does this motto Ad Astra - "To the Stars " really mean? What was to be considered in the years to come. It is likely that Ms Tendall was inspired by the brilliance of the New England sky on a clear night ? However, I think the intent was more far reaching, to not be limited in time, place or 1909 by gender, but an encouragement still as relevant today, to dream, to wonder, to take a risk, strive & achieve

In 2022 , our 135th Anniversary year "Ad Astra, to the stars" is also a challenge to Take the Lead.

At our Term One Commencement Assembly with the whole school gathered, I encouraged girls to take the lead as follows.

- Lead with your strengths
- Lead from a firm foundation
- Lead with purpose
- Lead with sense of self
- Lead with values - humility, integrity, respect, self-discipline
- Lead with others
- Lead through serving
- Lead collectively not as a collection of individuals - harder to do than to say.
- 2022 as we return to more of our Business as usual approach, encourage with **Purpose Lead in Community-Advantage**

Aspiration has been a feature of PLC Armidale also, At Speech Day, 1888, one year after the College commenced, the founding Principal Miss Elizabeth Hibble Higgs spoke to the parents and community members gathered of her vision of an education for girls to take the lead to strive for academic pursuits beyond that most women aspired to .

So when did the recognition of student leadership begin? Not in 1887, our year of foundation, nor at Speech Day 1888, nor in 1909 the year of Ad Astra. It was 1938, the year the Presbyterian Church purchased the College from Miss Tendall, the Year the name changed to PLC Armidale, the year the St Andrew's Cross and Rampant Lion were added to our crest, the year Dr Helen Wilkie appointed as Headmistress.

Dr Wilkie came to PLC Armidale from Scotland and brought with her Scottish Educational ideals; the importance of educating girls, teaching subjects like mathematics, physics and logic, a more rigorous education with University entrance a goal. Our four guilds with their original names Forrest, Gregory, Macquarie and Wentworth were incepted by Dr Wilkie, some 84 years ago, as was the Prefecture structure and Guild leader positions.

Dr Wilkie looked for other ways for girls to step up and take the lead. By 1941 a range of student-led committees were operating, the Library Committee, Dramatic Society, Literary & Debating Team, Junior Red Cross. The College Year Book, Ad Astra was originally a student-led publication, much like The Scope is today. Girls taking the lead with a student population less than half our current size!

As I read and consider the history of PLC Armidale the advantage of our all-girls education is that leadership is not promoted for the benefit of the individual, but rather how the individual can work for the betterment of others, leadership through service and influence, not power and coercion, a hallmark.

Attributes such as empathy, humility, compassion, justice, service and kindness characterise good leaders. Skills such as being organised, punctual, efficient and competent equip them for the task. At various assemblies throughout the year, we have considered women, some well known, others less so, who have taken the lead - driven by conviction and purpose to make a difference. A gallery of noble portraits

Vida Goldstein a PLC Melbourne graduate, a leader in the Australian suffragette movement. A born reformer, Vida was known for promoting simple solutions to complex social problems. It is said she 'offered to the people the wit and eloquence of an orator, the knowledge and foresight of a statesman, and the devotion and courage of a brave woman'.

Corrie Ten Boom is more widely known. The first female watch maker in Holland, Corrie was a young woman of strong conviction who was determined not to let being a young girl get in the way of pursuing what she believed in. Corrie ten Boom took the lead to help refugees during World War II writing books about her life's experience to ensure that future generations would remember.

Félicité Niyitegeka's bravery is little known outside Rwanda, her country of birth. However, she is celebrated there as a national hero, her selfless deeds taught in schools across the country. She took the lead in bringing warring people together, losing her own life in the process.

Avis Rider was an American nurse volunteering at a government run orphanage in Chiang Mai, Thailand. A baby girl, born HIV positive abandoned by her parents as a result, became the inspiration for Avis to take the lead, as a mother and a Christian to establish the Agape Children's home as a place for HIV positive children to be loved and cared for. It is a privilege that PLC Armidale has and will continue to support this special place returning once more in 2023.

Kelcie Anderson often asked the question why do dandelions survive when other plants don't? as she walked to and from school. Along the way, encouraged by a teacher who understood how to learn, how to encourage learners to ask and explore bigger, bolder questions, Kelcie's discovery is helping solve an environmental pollution problem locally and potentially globally.

PLCA Old Girl, Alana Officer, Class of 1982 spoke to us of her work at the World Health Organization (WHO), based in Geneva Switzerland, where she leads a task force investigating ageing and ageism throughout the World, having previously led a task force investigating Disability.

The passing of Queen Elizabeth II, a monarch who reigned for 75 years was unapologetically female in her leadership. She didn't try to rule like a king. The Queen didn't pretend to be someone she wasn't. Nor did she use her wealth, power or position to make others feel less worthy or less important.

Throughout her leadership, she showed love, guidance, dignity, understanding and respect. Feminine leadership qualities that were definitely not capabilities admired in leaders at the start of her reign. The Queen was a woman who took the lead with humility, integrity, respect & self-discipline. Whilst these are our College core values, they are also the attributes that will equip each PLCA girl to take the lead which has been evident across the College in what has been accomplished this year.

Throughout its History, four pillars of accomplishment have characterised PLC Armidale
Four pillars of excellence

- Academic strength & achievement
- Creative & Performing Arts
- Leadership & challenge
- Sport & adventure

Here is a summary, not all, some missed, no names of what has been accomplished this year

Academic

- A move to progressive reporting with all girls reflecting on their learning and completion of assessment tasks as well as receiving individual and cohort feedback from their teacher
- Our Junior School staff embarking on a process of professional learning and user testing of the new NESA curriculum led by Hof JS, Mrs Fiona Wake

- A record number of students receiving credit, distinction or high distinction across a number of subject specific competitions,
- A Year 9 student awarded second place in the Stage 5 Chemistry section of the STA NSW Young Scientist Challenge
- A Year 10 student selected to take part in the Curious Minds program organised by the Australian Maths Trust and Science Innovations.
- An accelerated HSC Candidate nominated for inclusion in the 2022 HSC Music Extension showcase of student major work.
- A student nominated for inclusion in the 2022 HSC Drama Showcase of Major works
- Stage 5 girls representing the College and the region at the Science & Engineering State Finals
- Two teams in the Smart Regional Incubator Hub taking out the major prizes in the Think tank process, recognising entrepreneurial potential
- Two Year 8 girls winning a national mathematics competition for their Digital poster showing the statistics of their research into touch typing speed and accuracy

Creative & Performing Arts

- Despite the challenge of COVID Wicked the Musical - Went On!
- A student was selected to attend the prestigious Australian Youth Orchestra National Music Camp and take part in the Australian Chamber Orchestra Academy program
- All 9 students who auditioned for the Gondwana National Choral Festival were offered places, with five girls being offered places in the National Choral School also
- Nine students were awarded places for original compositions in the finals of the Armidale Eisteddfod
- The Armidale Eisteddfod Gala Concert featured PLCA girls in six separate items
- Five PLC Armidale girls were selected to sing solo along with our Junior School Choir, Senior School Choir and Bel Canto at New England Sings
- A team of four girls travelled to Sydney across two weekends to take part in the inaugural IGSA Choral Festival
- Four teams represented the region at the Shakespeare State Carnival in Sydney with the music composition entrant winning the State carnival and the dance team placing second
- With 8 PLCA girls making the finals of the Young Archies one student was awarded first prize in the 16-18yrs category.
- Two girls were recognised in the finals Let's Hang it Art competition with one girl winning her section
- A record number of girls were awarded Speech & Drama distinctions and their Certificate of Voice and Communication Australia
- A PLCA girl won the local and regional rotary public speaking competition

Sport

- Two students selected for the IGSA Opens Hockey team to play in the CIS Comp
- A student selected to play in the IGSA U16s Hockey Team
- A student selected for the IGSA Swim team in the CIS Swimming Carnival
- The Tildesley Tennis team receiving recognition and an award for the most improved team moving from 27th place to 6th
- Two students placing in the NSW Country Tennis Championships
- A student selected for the inaugural CIS Rugby U16s Team
- A student selected for the Australian Indigenous Under 17's Rugby 7s team
- PLC Armidale teams were competing and winning in IGSA, ADNA, Hockey New England and UNE competition grand finals.
- A student who won gold & bronze at NSW Gymnastics Championships
- A triathlon team who won the Senior Secondary female section of the Armidale Triathlon Club event
- Cattle Team - outstanding success throughout the year in local shows as well as Sydney Royal, at EKKA, Upper Hunter Beef Week, Champion School at Armidale Young Judges workshop, doing such a great job raising the Schute Bell Charity Steer in 22, been asked to do the same in 2023!

Girls have taken the lead...

- Native garden initiative in the JS
- Trivia night just for fun in the SS
- Guild and year group initiatives for Well Being Wednesday

- Regional Prefects Valedictory dinner
- Two girls offered places on the Young Endeavour in 2023
- Two community recognition statements delivered to the NSW Legislative Assembly by State Member of Parliament Adam Marshall MP recognising PLCA girls leadership in the Agriculture space for UNE GRASSE & Cattle Team
- In our 135th Anniversary Year, Year 12 establishing a new tradition of a Whole School Colour Run to conclude each Activities Day - funds raised supporting a very worthy cause close to the heart of PLC Armidale - the Anya's Wish Foundation.

Today is a reflection of purpose. The first question of the Westminster Shorter Catechism, the Presbyterian statements of faith and belief asks, *What is the chief end of mankind?*

The answer, or purpose - Mankind's chief end is to glorify God and enjoy him forever. I trust that this purpose continues to focus our endeavours as a school community as with Purpose we Lead Community - our Advantage.

PLC ARMIDALE 2022 HEAD PREFECT

Sarah Waters

It's been said in the past that we need to enjoy our time at school - that with the end of year 12 comes a time of lasts - last time wearing the highly fashionable and desirable guild shirt tucked into PE shorts for the infamous marching, last time having BLT or nachos in the dining hall. Our last time driving in the front gates at (Mr Clendinning would agree) strictly 10km/hr and walking into the little school on the hill which has become our home away from home for as many as 13 years. Yet, as I stand before you all today, I am reminded that because of the opportunities which we have had, that our schooling is not defined by the lasts, but by the firsts. And although we have had countdowns going all year today, as we graduate a day early, I am all too aware of the firsts and long-lasting memories that have been made inside the purple walls of PLC. Yet, we have, by no means, done this alone and it is because of our parents, teachers and girls who have made this so enjoyable.

Although we like to claim our pure talent, good looks and amazing humour as simply our own, I guess that some of the credit needs to go to our parents - our constant number one supporters who have allowed us to experience all the firsts that PLC has to offer. You came to our first 8:00 hockey games when the ground felt like it was literal ice, you drove us to early morning choir and supported us in all of our academic pursuits. Don't tell anyone I said it - but you guys are pretty cool. You may still see us as your little girls who wore pigtails on our first day of school but here we are, all grown up because of the opportunities which you have made possible for us.

And now, to every single student wearing our stylish kilts. You are the heart of plc and the reason why I can stand here and say with such confidence that you make the firsts we experience so much better. Who would have thought that getting lost on Duke of Ed camps could be such a bonding experience, or that swimming butterfly at the swimming carnival is something you would ever even consider doing. Who knew we would delight in dressing as weird and wacky characters for guild drama and it would be such a novelty? Through these experiences, we have grown closer, and I feel so lucky to have met you all.

To our teachers, who started our journey of firsts. To us, you have become more than a strange illusion who seems to live at school (although I am still not sure about Mr Minter...) You have become our support systems, our mentors and our friends. You have carried and at times, dragged us through the HSC marathon to get us to where we are today. Your support has been unwavering and we have so much to thank you for. We would never expect that Mr Shumack would finally show his true emotions towards our beloved class plants; thiccy and Shikira, whilst being able to selectively tune out our ramblings. To have a bio teacher like Mrs Ballard who started wiping away our tears in year 9 and has done so ever since. To Mr Sheridan whose passion for English and History is matched by a love of good cake.

And to our amazing pastoral care teachers. To Mrs Clynch, who we knew was coming into the year 12 block by the smell of her coffee. You have helped us cope through the chaotic year that is year 12 with and gave us all the support that comes with that. Mrs Faithfull, who taught me that a show that questions is basically a god send and who does everything with such a passion which is unparalleled. And to Mr J. You turned our year from a collection of peers into a close-knit family and have done more than I can begin to say today. We can rely on not only your chocolates but also unmatched listening ability to carry us through the year. You are the final member of the class of 2022. Thank you all, for everything. You are an inspiration to us all and we will never be far away.

And finally, year 12. You are so much more than my peers. We have become more than I could ever expect - you are my best friends and truly the best second family I could ever hope for. School is a roller coaster, but when everything goes

crazy I always know that I can count on you to be there through thick and thin. We also now have to stay friends because we now have embarrassing photos of each other which were airdropped on the it's bus to IGSA. We have gone through so much together - the first time we had an emotional release day in year 9, the first time we have ever been quiet in class (when we were literally muted and doing online learning). Though not a pack of wolves as we were so urged to be, together, we have such a strength: not just physically although we did sweep the floor with the teachers at yesterday's colour run (it was 4-0 for those who forgot). Our relationships and ability to come together is where our power comes from. Let's not end this like the last episode of friends. As we go our separate ways next year, let's always know that the connections which have been established here are for life and that is not something I say light-heartedly. It's the random outbursts of song, constant questioning of why, the laughs in the common room, the collective fear of what's on our year 12 block roof. I will miss it all. You are all so unique and amazing and I can't wait to see where we go in the future.

I am so genuinely proud to call myself a plc girl. We have had the first time knowing that plc is not just a school nor simply a collection of year groups but an experience with the best friends you could ever hope for, the most supportive teachers that you could imagine and the most fun you could ever have. And no, this isn't your average Pinterest inspiration board. This is the reality that lies within these purple walls. The A may stand for advantage but together, plc stands for us and we stand for it. And that is such a special thing. So taking inspiration from a song we all know quite well- PLC, we are family. It has been an honour to be your head prefect for 2022. I want to wish you the best of luck in the future and let you know that I'm so proud of every single one of you.

Class of 2022, we have experienced so many firsts together and as we turn to a new chapter of our stories, it's bittersweet but utterly exciting that we must continue to do so. Let's make the most of what we have and rather than count the lasts, let's wait for and enjoy the firsts that the future holds for us.

PLC ARMIDALE AND HILTON OLD GIRLS' UNION

Mrs Kim Carruthers

In my first 12 months as the PLC Armidale and Hilton Old Girls' Union (OGU) President under my belt, my next 10 months has been like the phrase "steady as it goes!". After the OGU reunion weekend was postponed for a couple of years due to COVID-19, there was renewed excitement from the old girls who attended this year's reunion weekend.

This year the OGU committee has continued to work with the assistance of Ginny Wise in setting up the Archive room. This was a huge success with many of the old girls who came to the OGU reunion weekend, with many of the 50 year leavers considering what items they could possibly donate. We hope to have the room completed for the reunion weekend next year, where we can officially open the "OGU and College Archive Room". These valuable documents and uniforms have been preserved acknowledging the College's past 135 years and has an important place in the history of Armidale's education.

Our first paver event held on the Friday night of the OGU reunion was well received. We had old girls from various years, including the graduating years of 2001 and the '70's, and it was lovely to see that some had brought their partners. They all enjoyed going down memory lane during the school tour from Sally McCook and the boarding house girls, sharing

stories of their boarding time, viewing some of the classrooms in the senior school and ending in the Archive room where there was much laughter and chatter by all. Many old girls expressed an interest in purchasing a paver at this event. The purchasing of a paver is the OGU's main driving fundraiser for the glass cabinets that will be located in the library foyer housing a rotating collection of memorabilia for the girls to view throughout the year. These pavers cost \$200 and are tax deductible. Your name/year is engraved on the paver and is laid in the rose garden. If you would like to purchase a paver please get in touch with the College or myself.

At the AGM on the Saturday, I was re-elected as President, new office bearers elected were Chelsea Jefferey (2013) and Melissa Harvey (2014). And it was at the ball on Saturday night that we secured our Vice-President, Nikita Nizik (nee Wheeler - 2008), who is also a current PLCA parent.

Throughout the year I have had much support from the OGU Committee and would like to thank Kathie Marquardt, nee Ryan (outgoing Honorary Secretary) and Robyn Jackson, nee-Harper (outgoing Honorary Treasurer). And a special thank you to Kathie for organising all the outfits worn by the girls at the ball.

The last social event for the year was an afternoon tea at Old Girl Sonia Broun's, nee Waters home. I would like to thank Sonia for graciously opening her home and her beautiful gardens to us for the afternoon.

Attending Valedictory day was definitely a highlight albeit a little cold, experience for me. Congratulations to Emma Dauparas who was the recipient of the Dux of the School prize/Purkiss Cup.

This year's recipient of the OGU Bursary was awarded to Charlotte Thomas whose mother is Old Girl Alexis McGourty (1999). Charlotte's account of her year at PLCA will be in the next Green Tartan. The OGU Bursary is a one off amount of \$2000 towards the tuition for the year, awarded to a daughter or granddaughter attending PLCA in year 7 to assist with school expenses. For more information about this bursary please contact the enrolments office or myself.

On behalf of the OGU I would like to thank P&F President Judi Sheedy, the ball committee, the College staff and the parents & friends of the PLCA community who volunteered their time towards the inaugural signature event this year. I would also like to thank Mrs Nicola Taylor, the Principal of the College & staff, in particular Sally McCook, Vanessa Arundale, Indea Moffit, Amy Chiu, Dina Floros for their unwavering support this year.

And last of all, please remember to stay in contact with us, your OGU family and let us know what you're up to through our social media pages.

www.facebook.com/PLCArmidaleoldgirlsunion

www.instagram.com/plcarmidaleoldgirlsunion

PLC ARMIDALE P&F ASSOCIATION

Mrs Judi Sheedy

In 2022 at PLC Armidale not only have our daughters continued to flourish with a return to pre-COVID activities and life, but so has the P&F.

In reflecting on the year, I was drawn to measure the P&F success against P&F Objects and Limitations outlined in the Constitution. Referring to Part 2 Section 3 Objects and Limitations in the Constitution...

3.1 The objects of the Association are to:	
(a) Maintain and foster the goodwill and interest of parents and friends in the College	The P&F have been able to achieve this through all of the events that we have helped cater for. However, more directly has been the important work of our Year Liaison Parents who continue to be a focal point for each year level.
(b) Provide a forum for parents and friends to be informed of the management and governance of the College	Through the P&F General meetings each term, we are able to listen to updates from PLCA Principal.
(c) Promote friendly relations, good fellowship and the principles of Christian education among all connected with the College	One of the great pleasures of being President of the P&F is to witness the genuine friendship and care that PLCA parents show to one another during all interactions. Some memorable highlights for me this year include: contributing yummy slices at the Swimming Carnival; enjoying a snag at the Athletics Carnival; celebrating the talent of PLCA girls over a champers or two during Wicked; the wonderful sense of community at the inaugural PLCA Annual Signature Event Ball; and even the simple joy of sharing the spectacular peonies during our recent peony fundraiser.
(d) encourage and conduct activities contributing to the well-being of the parents, friends and students of the College	Throughout my three years at PLCA, 2022 has been the most enjoyable as a parent, largely due to the ability TO interact and connect with other parents at all of the wonderful activities we have been able to be part of, since COVID restrictions have eased.

(e) support and assist the College in a material, practical and financial manner	This objective of the P&F is mainly a behind the scenes one, as the P&F Exec regularly have conversations with Sally McCook, Vanessa Arundale, Nonni Brunn and Rita Brissett.
(f) co-operate with the College Council, Principal, staff, PLC Armidale Foundation and PLC Armidale Old Girls Union in all matters of common interest.	I meet each term at the Combined Stakeholders Committee meeting to share updates with the newly formed Foundation Committee and Old Girls Union and our Principal Nicola Taylor. This is a great way to ensure that all stakeholder groups are working together and already planning for 2023 is well underway.
3.2 To achieve the Objects the Association may:	
(a) provide funds for the purchase of property, goods and services as approved or requested by the Principal.	The 2022 P&F Executive committed \$10,000 to be allocated towards staff and College Wishlists. The allocations will be announced before the end of term.
(b) provide prizes to Students or contribute to prizes the College awards to Students; and	This P&F Executive initiated a new citizenship prize which will be presented the first time at next week's Presentation day.
(c) make gifts or donations	We had a few extra bunches of peonies ordered, so decided to donate them to the Retirement Village where our Senior girls are providing social service this week.

From this reflection, I am confident in congratulating this P&F Executive Committee on a successful year. In the process of this very busy year, we have identified some areas for improvement and have begun working on solutions.

- To lessen the over reliance on the small P&F committee, plus to help deepen connection and engagement with each year group has been allocated a particular event to coordinate. For example: Year 7 & 8 are responsible for the Athletics Carnival each year. We have created Event Planners for each event which will be shared with the Liaison Parents before the end of the year.
- To ensure a more coordinated and organised approach to the P&F activities, in collaboration with PLCA we have compiled a Calendar of Events. This has been shared with the PLC Communications team, so that for 2023 we ensure a consistent lead time before events to have maximum community engagement.
- The Committee has also collated all files and documents into a google drive, dedicated to the P&F. This will assist with handovers to new committees, as it will contain historical data.

The P&F Committee. I would like to thank Julius Van Der Werf, Ben Carruthers, Sam Nottley and Tillney Webb for their commitment, dedication and passion for all things PLCA, in fulfilling their P&F Executive roles during 2022, on top of demanding work roles. In particular, I would like to thank Ben for his contribution to the success of the PLC Annual Signature Event Ball. Not only was he integral in the planning process, but also generously stepped in at the last minute to work the bar, when staff did not arrive. Thank you.

Thank you to all of the PLCA staff who have supported the P&F. In particular, I would like to thank Nicola Taylor for her unwavering support, encouragement and belief in the P&F endeavours. Thank you also to Vanessa Arundale, who hit the ground running when she began work at PLCA during Term 2. Not only did she manage to wrangle her head around how everything works here at PLCA, she has been a major support to the P&F and to me personally.

Finally, to Sally McCook. Since the moment I received that enrolment phone call 'just touching base' about our secondary school decisions, I have been nothing but impressed with Sally's efforts, commitments and support. Sally's ability to be a seamless conduit between the P&F and PLCA has been so appreciated, and definitely made my role much easier, and to be honest very enjoyable. Thank you Sally for everything that you have done. You are a pleasure to work with and I wish you all the very best in returning to your Ag roots.

I wish the incoming 2023 P&F Committee continued success.

YEAR 12 LEADERS 2021/2022

HEAD PREFECT	Sarah Waters
DEPUTY HEAD PREFECT	Amelia Wake
SPORTS PREFECT	Georgie Swales
CREATIVE ARTS PREFECT	Emma Dauparas
SPIRITUAL LEADERS	Azaria Jones Bethany Eickhoff
INTERNATIONAL PREFECT	Sophie Luo
BOARDING PREFECT	Emma Thompson
GUILD CAPTAINS	
DIXON	Maya Hess
HAMLIN	Naomi Martin
LOVELL	Pollyanna McIntyre
WILKIE	Maddi McCook

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

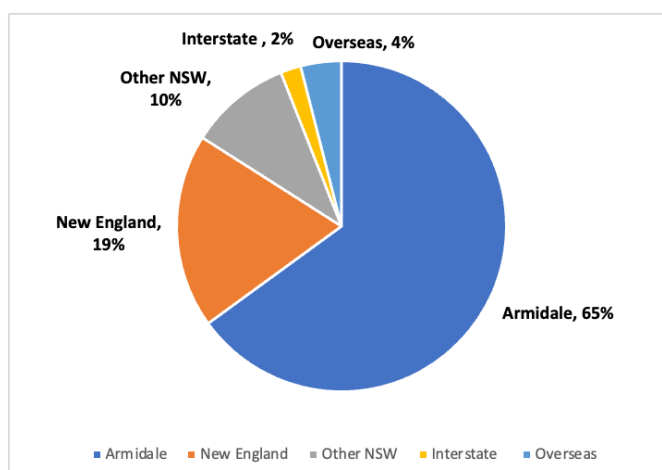
PLC Armidale was established in 1887 and is one of the oldest schools in the New England. It is consistently rated as one of the highest performing regional schools in New South Wales in Higher School Certificate results and has an outstanding reputation for its NAPLAN literacy and numeracy results in 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 2022, there were 246 students of whom 76 were in the Junior School and 170 in the Secondary School. Day students made up 77% of the campus with the remaining 23% full, weekly or casual boarders.

Characteristics of the Student Body

PLC Armidale has students from many varied backgrounds. 65% come from the Armidale area, 19% from the New England, 10% from wider NSW, 4% from Overseas, 2% from other states.

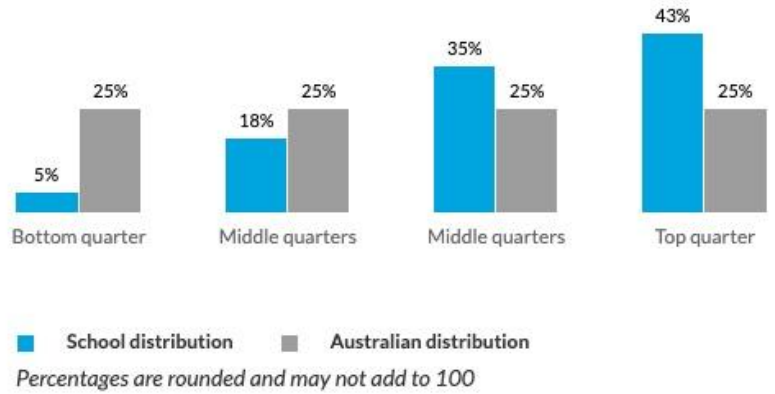


Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1099
Average ICSEA value	1000
School ICSEA percentile	84

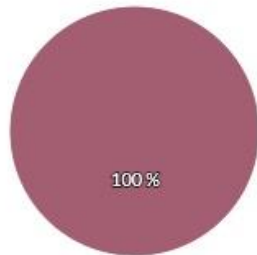
Distribution of Socio-Educational Advantage (SEA)



Students

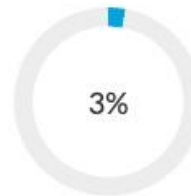
Total enrolments: 218

- Boys 0
- Girls 218



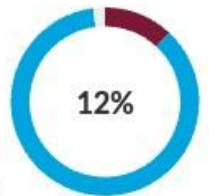
Full-time equivalent enrolments: 218.0

Indigenous students



Language background other than English

- Yes (12%)
- No (86%)
- Not stated (2%)



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	-	-	-	-	-
Year 5	569	524	559	569	526
Year 7	577	553	570	560	561
Year 9	622	598	594	627	611

NAPLAN participation for this school is 100%

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.

^{NB} A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds.

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: 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

In 2022, 22 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 2022, 38 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 2022, 31 students completed their Year 12 program and all qualified for their Higher School Certificate.

The PLC Armidale Advantage is evident once more, below is a summary of the Class of 2022 Higher School Certificate results.

Many of the girls achieved outstanding individual results, reflecting the focus, self-discipline and resilience which characterised this diverse cohort. The achievement of the girls, individually and collectively across the subjects studied, exemplifies the culture of learning at PLC Armidale.

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).

Each year, a leading Sydney newspaper publishes a list of the top 150 schools in the State. Inclusion on this list is based on 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 success rate this year, as published by the Sydney Morning Herald, was 7.88% which was the highest in the Armidale region and an outstanding effort by this cohort.

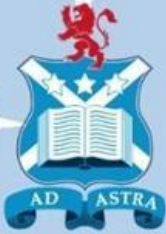
We would like to make special mention of the students who were recognised on the 2022 NSW Distinguished Achievers list, which records students who achieved a result in the highest band (Band 6 or Band E4) for one or more courses.

PLC Armidale had ten students across 10 different courses on the list, and we congratulate those students on their inclusion.

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 2022, 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.



PLC
PRESBYTERIAN
LADIES' COLLEGE
ARMIDALE
1887



95.6
Highest ATAR to
Dux and
Matriculant
Emma Dauparas

15%
of the cohort
achieving an ATAR
over 90

Highest Sydney
Morning Herald
'Success Rate' in
Armidale

51%
of all HSC
results received
in 2022 in **Band
5 and 6.**

Nominated for
HSC Music
Encore
Chiyo Brown

Ten
students on the
**Distinguished
Achievers List**

Nominated for
HSC Drama
OnSTAGE
Azaria Jones

100 per cent of
cohort equipped
to lead lives of
significance

Higher School Certificate Results over time

Subject	Year	Number of Students	Performance Band Achievement by percentage	
			Bands 3-6	Bands 1-2
			School / State	School / State
Agriculture	2022	-	-	-
	2021	3	100% / 78%	0% / 22%
	2020	2	100% / 82%	0% / 18%
Ancient History	2022	2	100% / 82%	0% / 18%
	2021	8	89% / 75%	11% / 25%
	2020	4	100% / 84%	0% / 16%
Biology	2022	19	95% / 79%	5% / 21%
	2021	9	100% / 91%	0% / 9%
	2020	13	100% / 86%	0% / 14%
Business Studies	2022	17	100% / 89%	0% / 11%
	2021	2	100% / 86%	0% / 14%
	2020	9	67% / 82%	33% / 18%
Chemistry	2022	10	80% / 84%	20% / 16%
	2021	5	100% / 88%	0% / 12%
	2020	6	100% / 90%	0% / 10%
Design & Technology	2022	4	100% / 96%	0% / 4%
	2021	2	100% / 97%	0% / 3%
	2020	2	100% / 98%	0% / 2%
Drama	2022	5	100% / 98%	0% / 2%
	2021	3	100% / 98%	0% / 2%
	2020			
Economics	2022	3	100% / 91%	0% / 9%
	2021	-	-	-

	2020	2	100% / 91%	0% / 9%
English Standard	2022	11	100% / 88%	0% / 12%
	2021	4	100% / 90%	0% / 10%
	2020	8	100% / 89%	0% / 11%
English Advanced	2022	20	100% / 99%	0% / 1%
	2021	13	98% / 99%	2% / 1%
	2020	17	100% / 99%	0% / 1%
English Extension 1	2022	4	100% / 92%	0% / 8%
	2021	4	100% / 94%	0% / 6%
	2020	7	100% / 99%	0% / 1%
English Extension 2	2022	1	100% / 99%	0% / 1%
	2021	1	100% / 84%	0% / 16%
	2020	3	100% / 99%	0% / 1%
Investigating Science 2	2022	2	100% / 84%	0% / 16%
	2021	7	100% / 91%	0% / 9%
	2020	3	100% / 83%	0% / 17%
Legal Studies	2022	6	100% / 84%	0% / 16%
	2021	5	80% / 85%	20% / 15%
	2020	6	100% / 88%	0% / 12%
Mathematics Standard 1	2022	1	100% / 61%	0% / 39%
	2021	-	-	-
	2020	2	100% / 57%	0% / 43%
Mathematics Standard 2	2022	12	100% / 81%	0% / 19%
	2021	7	100% / 91%	0% / 9%
	2020	10	80% / 75%	20% / 25%
Mathematics Advanced	2022	12	100% / 94%	0% / 6%
	2021	6	83% / 93%	17% / 7%

	2020	6	100% / 96%	0% / 4%
Mathematics	2022	3	100% / 73%	0% / 27%
Extension 1	2021	1	100% / 94%	0% / 6%
	2020	1	100% / 94%	0% / 6%
Mathematics Extension 2	2022	1	100% / 85%	0% / 15%
	2021	-	-	-
	2020	2	100% / 97%	0% / 3%
Modern History	2022	3	100% / 88%	0% / 12%
	2021	2	100% / 90%	0% / 10%
	2020	10	100% / 84%	0% / 16%
Music 1	2022	1	100% / 97%	0% / 3%
	2021	2	100% / 98%	0% / 2%
	2020	2	100% / 98%	0% / 2%
Music 2	2022	2	100% / 99%	0% / 1%
	2021	2	100% / 99.5%	0% / 0.5%
	2020	3	100% / 99.5%	0% / 0.5%
Music Extension 1	2022	2	100% / 97%	0% / 3%
	2021	-	-	-
	2020	2	100% / 99%	0% / 1%
PDHPE	2022	9	89% / 79%	11% / 21%
	2021	1	100% / 86%	0% / 14%
	2020	5	80% / 85%	20% / 15%
Physics	2022	4	100% / 86%	0% / 14%
	2021	1	100% / 90%	0% / 10%
	2020	4	75% / 85%	25% / 15%
Visual Arts	2022	7	100% / 98%	0% / 2%
	2021	1	100% / 98%	0% / 2%

	2020	3	100% / 98%	0% / 2%
Chinese & Literature	2022	2	100% / 97%	0% / 3%
	2021	-	-	-
	2020	-	-	-
French Continuers	2022	1	100% / 85%	0% / 15%
	2021	1	100% / 88%	0% / 12%
	2020	1	100% / 85%	0% / 15%
German Continuers	2022	1	100% / 85%	0% / 15%
	2021	-	-	-
	2022	1	100% / 100%	0% / 0%
Hospitality	2022	5	100% / 85%	0% / 15%
	2021	2	100% / 77%	0% / 23%
	2020	6	100% / 82%	0% / 18%

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 Child Protection Training
- Maggie Dent's "Dare to be an Exceptional Teacher" webinar
- Anti-Bullying webinar
- AISNSW Supporting School Improvement
- Psychology and student welfare workshops
- First Aid & CPR Training
- Marketing Strategy

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.

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 wellbeing. Examples include Anti-Bullying online webinars, the Love Bites Program for Junior & Senior run by NAPCAN and Autism in Schools. There was also CPR/First Aid Training and RAHT Administration.	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. Examples include attending the AISNSW Mathematics conference, Theory for Science Extension, Focus on Stage 6 Webinar, implementation of new K-6 syllabus seminar, teaching the Modern History Core and attending the Drama NSW State Conference.	10
Leadership - courses specifically for school leaders providing content and resources to assist with gaining additional skills to confidently lead. Examples include AISNSW led SIS executive training each term, Business Managers Forum,	5
Boarding - various courses specifically for boarding staff to effectively fulfil their responsibilities	3
Administration - specific courses designed to upskill in certain administrative areas, training on the SMS for new administrative staff, training for all staff in preparation for launch of MyStudentAccount.	7
Whole School - all staff participated in CPR and First Aid training, RAHT Administration, Child Protection Training and a Marketing Strategy Presentation by imageseven.	

Teacher Accreditation Status

Conditional	2
Provisional	1
Proficient Teacher	33

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	3

THEME 6: WORKFORCE COMPOSITION

In 2022, the school's workforce composition was:

School Staff 2022	
Teaching Staff	37
Full-Time Equivalent Teaching Staff	27.9
Non-Teaching Staff	18
Full-Time Equivalent Non-Teaching Staff	14.9

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

THEME 7: STUDENT ATTENDANCE RATES

Attendance Rates

FORM	ATT_OVERALL
Kindergarten	92.3%
Pathways PLC	98.1%
Pre Kinder	86.5%
Year 01	95.5%
Year 02	93.0%
Year 03	92.3%
Year 04	94.0%
Year 05	94.7%
Year 06	92.8%
Year 07	95.4%
Year 08	92.2%
Year 09	90.4%
Year 10	87.9%
Year 11	93.2%
Year 12	92.2%

Student attendance rate	Percent ¹
All students	91%
Indigenous students	-
Non-Indigenous students	-

Student attendance level (proportion of students attending 90% or more of the time) ²	Percent ¹
All students	70%
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 in Semester 1 and Term 3 2022 declined due to the impacts of the COVID-19 Omicron variant and high influenza outbreaks, and floods experienced in certain regions across Australia at that time.

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 intranet, 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

94% or 30 of the 2020 Year 10 cohort completed Year 12 at PLC Armidale in 2022.

Post-School Destinations

The majority of students in the Class of 2022 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 2022	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>Information on the College's Pastoral Care program can be accessed in the Student Planner, on the intranet 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 2025</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>Due for review in June 2024</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>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>Due for review in 2024</p>	<p>The full policy can be requested from the Principal's office.</p>
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THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

AREA	PRIORITIES	ACHIEVEMENTS
<p>Teaching & Learning</p>	<p>Reporting</p> <p>Implementing of new NESA syllabus</p> <p>Academic calendar standardised across the College.</p>	<p>A move to progressive reporting with all girls reflecting on their learning and completion of assessment tasks as well as receiving individual and cohort feedback from their teacher</p> <p>Junior School staff embarked on a process of professional learning and user testing of the new NESA curriculum led by the Head of Junior School</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>
<p>Pastoral Care / Student Wellbeing</p>	<p>Student Representative Council action projects</p> <p>Parents-in-partnership initiatives</p>	<p>Fundraising activities benefitting the Armidale Women's Shelter, Allowah Hospital and the Agape Home in Thailand</p> <p>Continuation of the Fathering Project, an inaugural event held allowing fathers to meet and discuss shared interests</p> <p>A parent and community forum titled "L Platers and the Popular Girls" featuring renowned Australian Journalist and Author Madonna King, Clinical Psychologist and Author Dr Mary Kaspar and PLC Armidale</p>

		<p>Psychologist Mrs Penny Kempton was held</p> <p>An open afternoon for current families to meet their P&F Liaison parents, catch up with other families - new and old - and meet staff.</p>
Staff Development	<p>First Aid and Resuscitation Training</p> <p>Child Protection Training</p> <p>Executive training (AISNSW)</p> <p>NESA Teacher Expert Networks (TENS) Program</p>	<p>All staff trained by RLSS staff in first-aid and resuscitation</p> <p>In person training with an AISNSW representative on updates on Child Protection</p> <p>Continued participation in the Supporting Schools Improvement program via the AISNSW</p> <p>The Head of Junior School continued to participate in this regional network</p>
Facilities & Resources	<p>Marketing Strategy</p> <p>MyStudentAccount</p> <p>IT equipment and resources</p>	<p>In preparation for the revised Strategic Direction, imageseven have been appointed to assist with the rebrand and new website due to be implemented in 2023</p> <p>Preparation for implementation of MyStudent Account system to simplify ordering lunches and topping up student accounts for printing, etc</p> <p>Ongoing work to streamline and improve access and ease of use to technology across the College.</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>Restructuring of the Foundation</p>	<p>Alignment with PLC Sydney for updating and implementing all policies</p> <p>Inception of a Senior School Administrative Assistant working closely with the Head of Senior School</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 to 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)

The Student Representative Council (SRC) has had an amazing year working with the school community to raise both awareness and funds for local charities.

Year 12 started the fundraising year with a Winter Woolies event with a gold coin donation that went towards Embrace, a local charity which works alongside the women's shelter to furnish homes for struggling women. Also in Term 2, Year 8 spearheaded a barbecue and lolly fundraiser for the Allowah Hospital. Allowah Hospital is a small hospital in Sydney that focuses on providing treatment and care for children who are disabled. Along with individual year projects, the SRC worked together to encourage their peers to participate in the Fathering Project with a whole school screening of the State of Origin.

Term 3 saw many more initiatives, including a humorous uniform presentation, showcasing both good and bad ways to wear the uniform. Year 11 stepped up to run the annual RUOK Day awareness campaign. They ran a presentation in assembly focusing on encouraging each student to lift each other up, as well as recognising when to seek professional help. The SRC handed out yellow ribbons and a student led the whole school wellbeing activity. Year 11 also made over 200 homemade cookies to hand out to each student.

Term 4 saw an increase in whole school activities. Year 11 took advantage of the warm weather and ran a milkshake fundraiser for Agape Home in Thailand. Agape Home is an orphanage that cares specifically for children affected by HIV/AIDS and has had a partnership with PLC for many years.

Alongside fundraisers and awareness campaigns, the SRC wrote many proposals and brainstormed ideas to help better the school environment. They worked hard and diligently to create a better school environment for their peers and they should be immensely proud of their efforts this year.

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 2022 - 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 2022?

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 2022, Pastoral Care phone calls and Safe on Social workshops
- A parent and community forum titled "L Platers and the Popular Girls" featuring renowned Australian Journalist and Author Madonna King, Clinical Psychologist and Author Dr Mary Kaspar and PLC Armidale Psychologist Mrs Penny Kempton
- Co-curricular activities in Sport, Agriculture, STEM and the Creative Arts
- Student-driven service and charity initiatives in every year group
- 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.

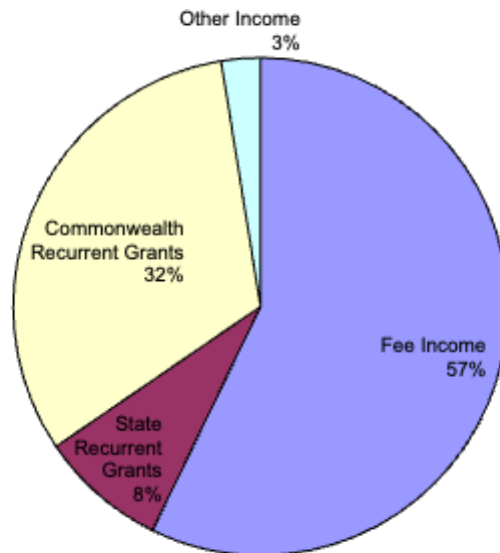
Feedback has been encouraged through the Comments, Complaints and Compliments section of the College Website along with anecdotal feedback. Staff retention remains a stable factor of the College with the revised Executive Structure.

A comprehensive data capture involving parents, students and staff was undertaken in 2022 overseen by Image7 who were providing services to the College. This data capture involved surveys, focus groups and one to one interviews with some respondents.

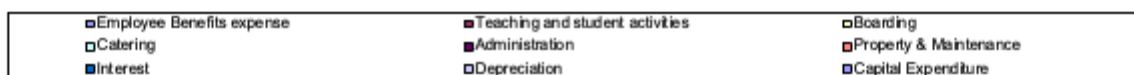
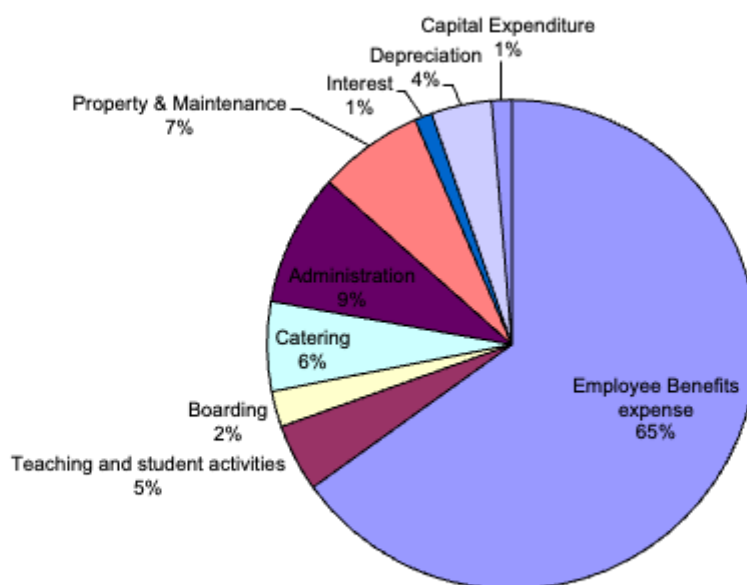
The College sought to facilitate communication and feedback from parents, students and staff through Information Evenings, parent/teacher interviews, regular meetings and events held throughout the year. Small class sizes, teacher and executive availability to meet with parents meant that issues raised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

THEME 13: SUMMARY FINANCIAL INFORMATION

Income



Expenditure



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ALLIANCE WITH PLC SYDNEY

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