



ABBOTSLEIGH

**Educational and Financial Report  
2006**

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# School context

## **SCHOOL PURPOSE**

Abbotsleigh is an independent Anglican School for girls in the diocese of Sydney. It encourages each girl to develop her potential in a caring Christian environment by fostering her pursuit of personal and academic excellence. In providing a broad, well balanced education the School helps each girl develop inner strength and a philosophy of life which will enable her to be an independent, constructive and compassionate world citizen with a will to serve.

## **PASTORAL CARE**

Abbotsleigh encourages each girl to develop her potential in a caring, Christian environment. Our staff are all involved in nurturing and supporting our students as they grow into independent and competent young women and our goals are realised through the dual approach of pastoral care in the curriculum and allocated pastoral care sessions. The School operates on the premise that respect and responsibility underpin the behaviour and interactions of all girls and staff.

While we recognise all girls need to be nurtured to ensure their potential is realised, we equally realise that the ways in which this pastoral care will be structured and delivered will vary according to the age and maturity of the girls as they move from Kindergarten to Year 12. In the Junior School the classroom teacher is the pivotal person around whom each girl's pastoral needs are initially recognised and most regularly met. Class based programs raise issues of personal well being and from Registration to Dismissal each day classroom teachers are closely monitoring girls' behaviour and performance.

In order to create connections and links within our School community, Middle and Upper School students join a Tutor Group comprised of girls in a common House within the year group. Tutor groups work closely with their Tutor on service, leadership, recreational and creative pursuits. Tutors and Year Coordinators collaborate to design and implement proactive and supportive pastoral care programs, appropriate for each age group. The pastoral care program is supported by the School Counsellors, the Deans, the Head of Senior School and the Head of Boarding.

Our co-curricular program, including AbbSchool and Service-Learning provide a systematic, coordinated approach which promotes student leadership at all year levels. Other pastoral care focal points include Year 7 Orientation, Year 7 and Year 11 Peer Support, Buddy Reading Program, the Wheeldon Cup Performing Arts Challenge, Service to Other Children and performances by theatre-in-education groups on the topics of safety, decision-making and goal setting.

## **TEACHING AND LEARNING PHILOSOPHY**

The School is well resourced, supporting and stimulating a spirit of enquiry and curiosity. Experiential learning is the backbone of our pedagogy where students 'learn by doing'. Annual outdoor education experiences for each girl illustrate our commitment to experiential learning and enhance the effectiveness of learning by providing situations where the consequence of action has a 'real' and 'timely' impact through elements of 'perceived risk'. The goal is to produce ethical, critically constructive and creative problem solvers who develop into resilient and responsible citizens.

Abbotsleigh places emphasis on providing a wide range of learning opportunities for students. Girls are encouraged to take responsibility for their own learning and to set realistic goals so that they can attain their personal and academic best.

Ongoing professional development, a well established network and collaboration with other educational institutions ensure a highly professional and committed staff who are dedicated to critical evaluation and implementation of effective teaching methods and lifelong learning.



# A message from key School bodies

## **THE SCHOOL COUNCIL**

*For many generations, Abbotsleigh has stood at the forefront of girls' education in this country. This Strategic Plan moves the School forward while respecting our traditions and principles. The School will continue to lead with innovative ideas and initiative based on research combined with an unwavering desire to be the best we can possibly be.*

*The process of developing this strategic plan commenced with reflection about our purpose, our mission and our foundations. We reviewed the progress and achievements of the past decade before looking forward to the challenges ahead. Our vision and goals will be realised by implementing a set of broad strategies which will be measured by key performance indicators.*

*Through consultation and input from all sectors of the Abbotsleigh community, this plan stands as a clear and transparent pathway of our commitment to ensure each Abbotsleigh girl is prepared, capable and willing to contribute to her world.*

(Excerpt from the Abbotsleigh Strategic Plan 'Scaling New Heights – Towards 2015)

## **THE STUDENT REPRESENTATIVE COUNCIL**

The Student Representative Council is a forum for students to demonstrate leadership, initiative and teamwork while developing an understanding of the role of service.

Four students are elected by their peers from Years 7 to 10 to act as their representatives on the Council. Students also nominate six students from Year 11 to form the Executive Committee, who are responsible for leading and coordinating the Council.

This year, the SRC will be undertaking a 'Senior Values Study', in which the councillors discuss, research, draft and publish a declaration of the values of the School community. The SRC will also seek to lift their profile in the school while seeking to establish closer ties with the student councils from other schools.

The Junior School Student Representative Council is made up of the SRC Representatives from Infants through to Year 2 and the Class and Class Captains from Years 3 to Year 6. The house Captains and Vice Captains also attend as they take responsibility for the Infants SRC Representatives. They bring them to each meeting and take notes down for them so that the girls can report back to their classes on what was discussed.

The Junior School SRC is run by the Junior School Captain and Vice Captain and the meetings are held once a fortnight during lunchtime. The SRC gives each girl in the Junior School the opportunity to consider changes or improvements that could be made to better the school's environment or classroom areas.

This year the girls have discussed and made suggestions regarding play equipment in the Junior School, fundraisers, access to tennis courts, meal deals in the tuckshop to name a few. Girls are keen to contribute their class's ideas and in this way the representatives have the opportunity to demonstrate their leadership and class initiatives.



## Value added information

Abbotsleigh aims to add value in a range of areas with a view to fostering a pursuit of personal and academic excellence by providing a broad, well balanced education.

Abbotsleigh is committed to excellence in teaching and learning. This commitment is evident at every stage of the girls' education. The School's performance against the National Benchmarks in Year 3, Year 5 and Year 7 is exceptional and is detailed in the next section of this report.

The School's performance in the School Certificate and Higher School Certificate is also examined in detail in the next section of this report. Statistical analysis of these results demonstrates a high value added between the School Certificate and Higher School Certificate. This analysis affirms the quality teaching occurring at all levels in the School.

The broad based co-curricular programs ensure that well balanced, holistic learning opportunities exist for all girls. These high quality programs are an extension of the academic curriculum and play an integrated role in the character and leadership development of the girls.

**Table 1 – Co-curricular program activities and participants**

Activity	Participants	Activity	Participants
Representative Sport	2368	ICDL	7
Softball	194	Yoga	38
Tennis	315	Tennis	428
Swimming and diving	71	Personal Presentation	20
Athletics	92	Drama Productions	300
Cross Country	99	Dressmaking	37
Football (soccer)	227	Fencing	26
Basketball	266	Fitness	5
Hockey	350	Ceramics	78
Netball	334	Cooking	14
Snow Sports	39	Drawing/Painting	27
Cricket	112	Aquatic	298
Water Polo	116	Debating	125
Gymnastics	66	<b>Music</b>	
Touch Football	87	Musicianship	43
<b>AbbSchool Activities</b>		Choral Groups	319
Dance	589	Ensembles	154
Group Drama	262	Concert Band	44
Private Drama	110	Orchestra	57
Oral Presentation	14	Symphony Orchestra	38
Taekwondo	49	Chamber Ensembles	36

The School also delivers a comprehensive outdoor education program. This program is delivered in an integrated way and includes an Outdoor Education Experience each year. The outdoor education experience adds value by developing resilience, character, teamwork and leadership skills.

There is a well developed Service-Learning program in the School. In addition to integrating a culture of service into the curriculum, the School provides students with opportunities to involve themselves directly in service through membership of service focused clubs, participation in the Applied Learning Experience, attendance at the Service-Learning Conference and a range of other activities.

Furthermore, the School supports an annual Service Project. In 2006 this project, Making Poverty History, focused on the provision of financial and practical aid to two orphanages: Holly House in Kenya and the Strasene Orphanage in Moldova. The year long project consists of a range of activities involving the student, staff and parent body of Abbotsleigh and the wider community.

A key mission for the School is to witness through education, the message of the life of Christ. Each girl is encouraged to explore the Christian faith through formal instruction, the pastoral care program, worship during



Chapel and informal discourse enabling her to come to an informed decision about her personal faith.

## School performance in state-wide tests and examinations

### ABBOTSLEIGH JUNIOR SCHOOL

#### Basic Skills Testing

In 2006, girls in Year 3 and Year 5 sat for the Basic Skills Testing Program in aspects of literacy and numeracy. The following tables show the School and state distribution across the five skill bands for Year 3 and the six skill bands for Year 5. The School's performance against the national benchmarks is also outlined below.

**Table 2 – Year 3 Basic Skills Testing Program results 2006 (% in each band)**

		Writing	Language	Reading	Overall literacy	Number	Measurement & space	Overall numeracy
Band 5	State	13	18	21	14	23	19	22
	School	52	59	60	60	56	53	53
Band 4	State	25	23	22	28	21	24	24
	School	34	29	33	33	27	31	32
Band 3	State	36	30	25	32	29	31	26
	School	11	12	7	7	13	11	11
Band 2	State	18	19	20	19	15	17	19
	School	3	0	0	0	3	5	4
Band 1	State	7	10	12	8	13	10	9
	School	0	0	0	0	1	0	0

**Table 3 – Year 5 Basic Skills Testing Program results 2006 (% in each band)**

		Writing	Language	Reading	Overall literacy	Number	Measurement	Space	Overall Numeracy
Band 6	State	20	27	24	22	34	27	36	30
	School	58	65	62	66	72	69	77	72
Band 5	State	31	27	28	28	21	32	15	26
	School	39	28	35	29	20	24	13	24
Band 4	State	25	23	24	29	25	18	23	24
	School	2	5	2	4	6	6	8	3
Band 3	State	17	15	16	14	10	17	20	15
	School	1	2	1	1	2	1	2	1
Band 2	State	5	6	6	5	8	4	5	5
	School	0	0	0	0	0	0	0	0
Band 1	State	2	2	2	1	2	3	3	1
	School	0	0	0	0	0	0	0	0



**Table 4 – Proportion of students achieving national benchmarks in the Basic Skills Tests**

2006	Year 3	Year 5
	Percentage Achieving Benchmark	Percentage Achieving Benchmark
Writing	99.3	100
Reading	100	99.3
Numeracy	100	100

**Commentary**

In Year 3, 100% of students achieved skill bands of 3 or higher in literacy compared with 73% of the state and 96% achieved skill bands of 3 or higher in numeracy compared with 72% of the state.

In Year 5, 99% of students achieved skill bands of 4 or higher in literacy compared with 79% of the state and 99% achieved skill bands of 4 or higher in numeracy compared with 80% of the state.

These results are consistent with previous years and reveal consistent, excellent performance across all elements of literacy and numeracy.

**ABBOTSLEIGH MIDDLE SCHOOL**

In 2006, Year 7 students sat for three LANNA (Literacy and Numeracy National Assessment) giving results which compare students with national benchmarks in literacy and numeracy. Abbotsleigh students performed at the higher end of the national range of scores in both literacy and numeracy.

**Table 5 – Proportion of students achieving national benchmarks in the LANNA Test**

2006	Percentage Achieving Benchmark
Writing	99.3
Reading	100
Numeracy	99.3





**ABBOTSLEIGH SENIOR SCHOOL**  
**School Certificate Examinations**

In 2006, 145 girls from Abbotsleigh sat for School Certificate examinations in English – literacy, Mathematics, Australian Geography, Civics and Citizenship and Australian History Civics and Citizenship and Computer Skills.

Results of the examinations are reported in performance bands with Band 6 being the highest. The following tables show the state and School distribution across the six bands for each examination and the School and state means for each examination.

**Table 6 – School Certificate Examination results 2006 (% in each band)**

Band	English		Mathematics		Science		History		Geography	
	School	State	School	State	School	State	School	State	School	State
6	24.67	5.58	24.67	5.67	13.63	4.64	17.53	6.94	44.15	8.49
5	55.84	25.6	31.81	13.87	58.44	25.02	42.20	17.19	40.25	22.61
4	17.53	40.55	27.92	21.42	23.37	33.13	32.46	28.21	13.63	35.54
3	0.64	17.26	13.63	24.54	3.89	26.34	6.49	30.85	1.29	24.15
2	0.64	7.11	1.04	25.54	0.64	8.16	0.64	13.44	0.64	7.00
1	0.64	2.91	0	3.4	0	1.66	0.64	2.25	0	1.08

**Table 7 – School Certificate Examination results**

Course	School mean	State mean
English Literacy	84.66	74.10
Mathematics	81.03	67.87
Science	82.19	72.85
Australian History	81.52	71.00
Australian Geography	87.42	74.37
Computing Skills	89.49	80.55

*Commentary*

Abbotsleigh girls achieved outstanding results in School Certificate examinations. A comparison of the School's performance against the state in Bands 4–6 reveals the following:

English – 98.04% in Bands 4–6 for the School against 71.73% in the state. This is an improvement on the 2005 figure of 92.24%

Mathematics – 84.4% in Bands 4–6 for the School against 40.96% in the state. This is a decrease on the 2005 figure of 88%

Science – 95.44% in Bands 4–6 for the School against 62.79% in the state. This is an improvement on the 2005 figure of 90.83%

Australian History – 92.22% in Bands 4–6 for the School against 52.34% in the state. This is an improvement on the 2005 figure of 91.54%

Australian Geography – 98.03% in Bands 4–6 for the School against 66.64% in the state. This is an improvement on the 2005 figure of 92.94%

**Higher School Certificate Examinations**

In 2006, 145 girls from Abbotsleigh sat for Higher School Certificate examinations in 35 courses.

**Highlights**

- More than half of Abbotsleigh girls gained a UAI over 90.
- All Abbotsleigh course means were above the state mean except Extension 2 Mathematics
- Band 6 results were achieved by 70% of the cohort.

**All round excellence**

- 12 girls from Abbotsleigh were recipients of the Premier's Award for Excellence by scoring Band 6 in 10 or more units of study.



## Outstanding Performances

- Biology – Abbotsleigh girls were placed first and 11<sup>th</sup> in the state.
- Extension French – third in the state.
- Philosophy Distinction – second in the state and two high distinctions.
- General Mathematics – 10<sup>th</sup> in the state.

The following table shows the state and School mean for each Higher School Certificate course and the percentage of Abbotsleigh's candidature in each band for each course.

**Table 8 – Higher School Certificate band distributions by course, 2005 and 2006**

Course	Students	State Mean	School Mean	Band 6 % E4	Band 5% E3	Band 4% E2	Band 3% E1	Band 2%	Band 1 %
Ancient History 2005	50	74.16	84.45	23.68	57.89	18.42	0	0	0
<b>Ancient History 2006</b>	<b>50</b>	<b>74.66</b>	<b>83.75</b>	<b>18</b>	<b>58</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>
Biology 2005	56	73.85	87.83	55.35	30.35	10.71	3.57	0	0
<b>Biology 2006</b>	<b>47</b>	<b>71.92</b>	<b>87.46</b>	<b>42.55</b>	<b>40.42</b>	<b>17.02</b>	<b>0</b>	<b>0</b>	<b>0</b>
Business Studies 2005	50	69.00	83.29	24.00	46.00	26.00	4.00	0	0
<b>Business Studies 2006</b>	<b>51</b>	<b>71.15</b>	<b>85.81</b>	<b>23.52</b>	<b>70.58</b>	<b>5.88</b>	<b>0</b>	<b>0</b>	<b>0</b>
Chemistry 2005	52	72.52	80.28	23.07	28.84	32.69	13.46	1.92	0
<b>Chemistry 2006</b>	<b>51</b>	<b>73.52</b>	<b>78.24</b>	<b>7.84</b>	<b>43.13</b>	<b>31.37</b>	<b>15.68</b>	<b>1.9</b>	<b>0</b>
Design and Tech. 2005	13	70.57	84.51	15.38	69.23	15.38	0	0	0
<b>Design and Tech. 2006</b>	<b>16</b>	<b>72.56</b>	<b>86.71</b>	<b>37.5</b>	<b>50</b>	<b>12.5</b>	<b>0</b>	<b>0</b>	<b>0</b>
Drama 2005	32	74.70	84.34	25.00	53.12	21.87	0	0	0
<b>Drama 2006</b>	<b>28</b>	<b>76.17</b>	<b>85.76</b>	<b>28.57</b>	<b>67.85</b>	<b>3.57</b>	<b>0</b>	<b>0</b>	<b>0</b>
Earth & Environmental Science 2005	12	77.18	80.62	8.33	41.66	50.00	0	0	0
<b>Earth &amp; Environmental Science 2006</b>	<b>18</b>	<b>75.08</b>	<b>83.32</b>	<b>11.11</b>	<b>61.11</b>	<b>22.22</b>	<b>5.55</b>	<b>0</b>	<b>0</b>
Economics 2005	18	75.77	88.92	66.66	22.22	11.11	0	0	0
<b>Economics 2006</b>	<b>17</b>	<b>76.42</b>	<b>86.39</b>	<b>29.41</b>	<b>64.70</b>	<b>5.88</b>	<b>0</b>	<b>0</b>	<b>0</b>
English Standard 2005	36	65.10	79.29	0	58.33	38.88	2.77	0	0
<b>English Standard 2006</b>	<b>33</b>	<b>65.15</b>	<b>80.17</b>	<b>0</b>	<b>48.48</b>	<b>51.51</b>	<b>0</b>	<b>0</b>	<b>0</b>
English Advanced 2005	109	78.46	85.40	27.52	58.71	13.76	0	0	0
<b>English Advanced 2006</b>	<b>115</b>	<b>76.61</b>	<b>83.23</b>	<b>13.91</b>	<b>63.47</b>	<b>22.60</b>	<b>0</b>	<b>0</b>	<b>0</b>
English Extension 1 2005	41	39.71	43.73	51.21	48.78	0	0	NA	NA
<b>English Extension 1 2006</b>	<b>44</b>	<b>38.91</b>	<b>42.31</b>	<b>34.09</b>	<b>63.63</b>	<b>2.27</b>	<b>0</b>	<b>NA</b>	<b>NA</b>
English Extension 2 2005	15	39.56	42.22	46.66	46.66	6.66	0	NA	NA
<b>English Extension 2 2006</b>	<b>16</b>	<b>39.28</b>	<b>44.33</b>	<b>37.5</b>	<b>62.5</b>	<b>0</b>	<b>0</b>	<b>NA</b>	<b>NA</b>
French Continuers 2005	9	78.20	86.67	44.44	44.44	11.11	0	0	0
<b>French Continuers 2006</b>	<b>12</b>	<b>80.73</b>	<b>86.80</b>	<b>50</b>	<b>33.33</b>	<b>16.66</b>	<b>0</b>	<b>0</b>	<b>0</b>
French Extension 2005	2	41.73	45.55	100.00	0	0	0	NA	NA
<b>French Extension 2006</b>	<b>5</b>	<b>41.64</b>	<b>45.62</b>	<b>80</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>NA</b>	<b>NA</b>
Geography 2005	41	74.92	87.67	46.34	43.90	9.75	0	0	0
<b>Geography 2006</b>	<b>37</b>	<b>76.66</b>	<b>89.79</b>	<b>62.16</b>	<b>37.83</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
German Continuers 2005	11	79.80	84.78	36.36	45.45	9.09	9.09	0	0
<b>German Continuers 2006</b>	<b>4</b>	<b>80.94</b>	<b>93.20</b>	<b>75</b>	<b>25</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
German Extension 2005	7	39.77	38.61	28.57	42.85	28.57	0	NA	NA
<b>German Extension 2006</b>	<b>4</b>	<b>39.55</b>	<b>42.45</b>	<b>50</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>NA</b>	<b>NA</b>
Japanese Continuers 2005	3	79.09	91.00	100.0	0	0	0	0	0



Course	Students	State Mean	School Mean	Band 6 % E4	Band 5% E3	Band 4% E2	Band 3% E1	Band 2%	Band 1 %
<b>Japanese Continuers 2006</b>	<b>3</b>	<b>77.06</b>	<b>88.33</b>	<b>33.33</b>	<b>66.66</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Japanese Extension 2005	2	40.94	44.10	50.00	50.00	0	0	NA	NA
<b>Japanese Extension 2006</b>	<b>1</b>	<b>38.40</b>	<b>45.90</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NA</b>	<b>NA</b>
Information Processes & Tech. 2005	8	72.16	82.75	12.50	50.00	37.50	0	0	0
<b>Information Processes &amp; Tech. 2006</b>	<b>8</b>	<b>72.14</b>	<b>85.15</b>	<b>12.5</b>	<b>75.0</b>	<b>12.5</b>	<b>0</b>	<b>0</b>	<b>0</b>
General Mathematics 2005	54	70.52	84.59	44.44	25.92	24.07	5.55	0	0
<b>General Mathematics 2006</b>	<b>61</b>	<b>67.72</b>	<b>82.14</b>	<b>19.67</b>	<b>49.18</b>	<b>24.59</b>	<b>3.27</b>	<b>3.27</b>	<b>0</b>
Mathematics 2005	65	72.93	80.53	24.61	40.00	21.53	6.15	6.15	1.53
<b>Mathematics 2006</b>	<b>61</b>	<b>72.61</b>	<b>81.83</b>	<b>24.59</b>	<b>45.90</b>	<b>14.74</b>	<b>13.11</b>	<b>1.63</b>	<b>0</b>
Mathematics Ext 1 2005	45	76.87	83.99	48.88	37.77	13.33	0	NA	NA
<b>Mathematics Ext 1 2006</b>	<b>41</b>	<b>75.64</b>	<b>79.10</b>	<b>36.58</b>	<b>39.02</b>	<b>19.51</b>	<b>4.87</b>	<b>NA</b>	<b>NA</b>
Mathematics Ext2 2005	14	81.08	86.87	50.00	50.00	0	0	NA	NA
<b>Mathematics Ext2 2006</b>	<b>15</b>	<b>79.12</b>	<b>78.59</b>	<b>40</b>	<b>46.66</b>	<b>6.66</b>	<b>6.66</b>	<b>NA</b>	<b>NA</b>
Modern History 2005	62	76.69	84.38	25.80	48.38	24.19	1.61	0	0
<b>Modern History 2006</b>	<b>55</b>	<b>75.49</b>	<b>83.84</b>	<b>12.72</b>	<b>72.72</b>	<b>14.54</b>	<b>0</b>	<b>0</b>	<b>0</b>
History Extension 2005	19	34.20	38.65	15.78	63.15	21.05	0	NA	NA
<b>History Extension 2006</b>	<b>31</b>	<b>36.30</b>	<b>41.22</b>	<b>16.12</b>	<b>77.41</b>	<b>6.45</b>	<b>0</b>	<b>NA</b>	<b>NA</b>
Music 1 2005	9	79.26	88.40	66.66	22.22	11.11	0	0	0
<b>Music 1 2006</b>	<b>8</b>	<b>77.77</b>	<b>89.45</b>	<b>50</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Music 2 2005	10	84.79	89.08	50.00	50.00	0	0	0	0
<b>Music 2 2006</b>	<b>7</b>	<b>84.87</b>	<b>91.06</b>	<b>85.71</b>	<b>14.28</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Music Extension 2005	7	43.73	46.34	100.00	0	0	0	NA	NA
<b>Music Extension 2006</b>	<b>3</b>	<b>43.38</b>	<b>46.87</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>NA</b>	<b>NA</b>
PDHPE 2005	23	74.11	86.57	26.08	65.21	8.69	0	0	0
<b>PDHPE 2006</b>	<b>27</b>	<b>72.81</b>	<b>89.77</b>	<b>59.25</b>	<b>33.33</b>	<b>7.4</b>	<b>0</b>	<b>0</b>	<b>0</b>
Physics 2005	27	74.18	82.84	18.51	48.14	33.33	0	0	0
<b>Physics 2006</b>	<b>19</b>	<b>75.43</b>	<b>81.41</b>	<b>15.78</b>	<b>47.36</b>	<b>26.31</b>	<b>10.52</b>	<b>0</b>	<b>0</b>
Senior Science 2005	13	74.18	87.62	38.46	53.84	7.69	0	0	0
<b>Senior Science 2006</b>	<b>23</b>	<b>73.74</b>	<b>89.18</b>	<b>43.47</b>	<b>56.52</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Software Design & Development 2005	4	74.13	76.00	0	50.00	0	50.00	0	0
<b>Software Design &amp; Development 2006</b>	<b>6</b>	<b>73.51</b>	<b>85.63</b>	<b>50</b>	<b>16.66</b>	<b>33.33</b>	<b>0</b>	<b>0</b>	<b>0</b>
Visual Arts 2005	25	79.10	88.19	44.00	48.00	8.00	0	0	0
<b>Visual Arts 2006</b>	<b>27</b>	<b>80.09</b>	<b>88.02</b>	<b>37.03</b>	<b>55.55</b>	<b>7.4</b>	<b>0</b>	<b>0</b>	<b>0</b>



## Teacher standards and professional learning

**Table 9 – Teaching staff by category 2006**

Category	Number of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised with the National Office of Overseas Skills Recognition (NOOSR) guidelines.	146
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised with the NOOSR guidelines but lack formal teacher education qualifications.	2
Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching content.	0

**Table 10 – Teacher professional learning 2006**

Professional learning category	Number of teachers
Information technology – software applications in the classroom	18
Information technology – for management of information	7
Pedagogy – literacy	21
Pedagogy – numeracy	7
Pedagogy – science	9
Pedagogy – general	90
Assessment	21
Welfare	28
Health and Safety – OHS, Child Protection	27
Subject content-related courses	18
Leadership	35
Higher School Certificate marking processes	14
New staff orientation	16
Staff Development Day: <i>Making most of IT resources offered by the School (Clickview, databases); Action research reports by staff; Using mathematics, reading and curriculum resources in the Junior School).</i>	148
Staff Development Day: <i>Integrating ICT project based learning; Integrating Blogs; Using Digital Portfolios; Integrating outdoor education into the curriculum; Integrating service learning into the core curriculum.</i>	148
Staff Development Day: <i>Middle School features and pedagogy; Multi-disciplinary teaching in middle School; Gifted and talented program; Looking after the well-being of students.</i>	148
Staff Development Day: <i>Models to encourage Critical, Creative and Caring Thinking in the classroom; Promoting healthy eating for the students; Academic care; Using the ICT platform to distribute subject content.</i>	148

The School conducts extensive in-house professional development which is not included in the figures above. This in-house development includes the following.

- Professional learning activities in a variety of areas, most notably information technology. This training is delivered by IT professionals employed by the School. Staff new to the School complete intensive IT training as part of their induction.
- Staff presenting best practice workshops to colleagues.
- Average expenditure per teacher on professional learning is \$840.77. This does not include imputed salary expenditure for staff providing in house professional development



## Teacher attendance and retention rates

In 2006 the average daily staff attendance rate was 97%. The proportion of teaching staff retained from 2005 is 94 %.

## Student attendance and retention rates

### Attendance

95.35% of students attended School on average each day in 2006. This is consistent with the attendance rate for 2005.

### Retention rates

#### Table 11 – Apparent retention rates 2006

Apparent retention rates from Year 10 to Year 12

Year 10 2004 (May)	Year 12 2006 (May)
142	136

Note: Apparent retention rates include some leavers and some new girls in this period; therefore, it differs from actual retention rates.

Actual retention rates from Year 10 to Year 12

Year 10 2004 (May)	Year 12 2006 (May)
142	127

Note: 15 girls enrolled at May 2004 did not continue to Year 12 at Abbotsleigh.

## Student post school destinations

The following university offers were made to girls at Abbotsleigh. A number of girls have taken the option to defer study to take a gap year overseas.

#### Table 12 – Destination by university

University	Proportion of cohort
University of Sydney	35%
University of Technology	16%
University of NSW	14%
Macquarie University	11%
Australian National University	10%
Charles Sturt University	7%
Newcastle University	3%
Australian Catholic University	2%
University of Western Sydney	2%



## Enrolment profile

**Table 13 – General composition of student population 2006**

	Junior School K-6	Senior School 7-12	Total K-12
	Female	Female	Female
Possible age range from start T1 to end T4 K-12. Cut off date 30 April	4 years 9 months to 12 years 7 months	11 years 9 months to 18 years 7 months	4 years 9 months to 18 years 7 months
Possible age range at end May K-12. Cut off date 30 April	5 years 1 month to 12 years 1 month	12 years 1 month to 18 years 1 month	5 years 1 month to 18 years 1 month
Actual age range at end May K-12	4 yrs 11 months to 12 yrs 3 months	11 yrs 2 months to 19 yrs 1 month	4 yrs 11 months to 19 yrs 1 month
Nominal full enrolment	478	900	1378
Actual enrolment numbers	479	890	1369
Day students	479	735	1214
Boarding students	0	155	155
Australian citizens/permanent residents	473	870	1343
Business visas etc.	2	8	10
Non citizens/residents	2	5	7

Note: Exchange student program operates annually but fees are waived – one term exchange students are not included in reported statistics.



## Enrolment policy

Abbotsleigh is an Anglican K–12 day School for girls providing boarding from Years 7–12. Abbotsleigh enrolls a diverse range of day and boarding students. Its programs are intended to allow them to:

- benefit from Abbotsleigh's academic program of preparing students for university
- learn from the Christian program of the School in pursuit of their spiritual maturity
- endeavour to realise their individual talents
- contribute to the life of Abbotsleigh by participating in co-curricular activities
- embrace the goal of becoming a courageous, constructive and compassionate world citizen with a will to serve.

Abbotsleigh requires the parents of its students to understand and support:

- the Christian ethos, values and environment of Abbotsleigh
- the academic and pastoral care programs of the School
- the behavioural expectations on their daughter
- parent endeavour on behalf of the School and its future.

The School may refuse or discontinue enrolment if the student or parents do not continue to support the ethos and expectations of the School.

This document is to be read in conjunction with the Conditions of Entry and Continuing Enrolment. The School may change these documents from time to time as it may consider necessary to reflect the changing needs of the School and community.

### TERMINOLOGY

- Applying for enrolment refers to the process of seeking a place at Abbotsleigh.
- The 'gap' on the waitlist is the difference in time between the date of birth and date of Application for Enrolment.
- A student is placed on the 'waitlist' on receipt of the completed Application for Enrolment. A 'waitlisted place' is not a secure place, but it may convert to an offer of an 'accepted' place closer to the time of entry.
- An 'accepted' place is a place secured after payment of a non refundable acceptance fee.
- A student is 'enrolled' when the parents agree in writing to the School's offer of an accepted place and after all entry procedures are completed and all entry fees paid.
- 'Parents' includes guardians.
- A 'transfer' refers to a change from the proposed year of entry to a different year of entry. While on a waitlist, it is usually possible to transfer to a waitlisting for a different year. Transfers from an accepted place in one year to an accepted place in another year are not automatic.
- A 'deferred place' refers to an accepted place with entry delayed to a later term or year. Deferred places are not automatically granted and incur deferral fees.
- A 'held place' refers to a place reserved for a current student during prolonged absence from the School. A place held for one or more terms incurs holding fees. A place held for less than one term incurs ongoing normal tuition and other fees including boarding if relevant.

### AN APPLICATION FOR ENROLMENT MUST INCLUDE:

- the application for enrolment fee
- a copy of the student's full birth certificate
- a copy of residency/citizenship papers if the student or both parents were born overseas
- a copy of latest school report if the student is of school age
- referee details
- the signatures of both parents on the Conditions of Entry and Continuing Enrolment. Where only one parent signs, that person must satisfy the School that he/she is the sole parent and will be responsible for all fees and charges
- an English proficiency test may be required for students whose first language is not English. The Registrar will refer parents to a testing organisation
- any specific needs that may impact on the student's education and/or participation in programs provided by the School. Parents are required to submit any further updates both before and after the student is enrolled
- Court Order or Parenting Plan, if any, relevant to the student. Parents are required to submit any further updates both before and after the student are enrolled.



## **FACTORS DETERMINING OFFERS OF PLACES**

The offer of a place is at the sole discretion of the School. Some factors involved in exercising that discretion include but are not limited to:

- availability of an appropriate day or boarding place for the student
- the student's ability to benefit from Abbotsleigh's program of preparing students for university
- the result of an entrance test for Years 5 and 7 and an assessment process for Year 10
- a strong family connection to Abbotsleigh
- a father who is in full time Anglican ministry
- documentary evidence of English proficiency for students whose first language is not English
- referees
- the gap between the date of birth and date of Application for Enrolment.

## **ENTRY POINTS**

### **The Junior School**

- Kindergarten
- Year 1
- Year 3

Accepted places in Kindergarten to Year 3 are offered on a first in first served basis and with consideration of the above factors. While accepted places are available, they are offered soon after application. Later applicants are placed on a waitlist and the factors listed above apply.

Parents with another daughter in the School, or where the mother is an Abbotsleigh Old Girl, are encouraged to apply for K-3 as soon as possible from birth to best ensure a place at Abbotsleigh. Thereafter, consideration will be given to sibling/Old Girl factors, but places are more difficult to ensure.

- Year 5 – via an entrance test held regularly from the commencement of Year 3 onwards at Abbotsleigh. Students may sit the entrance test once only unless there are extenuating circumstances.

### **The Middle School**

- There is an automatic progression from Abbotsleigh Junior School to Year 7.
- Year 7 new day students via an entrance test held regularly from the commencement of Year 3 onwards at Abbotsleigh. Students may sit the entrance test once only unless there are extenuating circumstances. Year 7 applicants may also sit the Scholarship Examination.

### **The Upper School**

- Year 10 – on the basis of reports, assessment procedures and interview.

## **CASUAL VACANCIES**

- Casual vacancies may be offered as they occur in intake or non-intake years.

## **SCHOLARSHIPS**

- Scholarships are available in Middle and Upper School.
- Year 7 scholarships are open to both boarding and new day students as well as Abbotsleigh Junior School students.
- Year 10 scholarships are open to Boarders and day students, both new and current.
- A list of scholarships and bursaries is available on the Abbotsleigh website.

## **BOARDING**

- Boarding is available from Year 7 to Year 12 with intakes in each year. Accepted boarding places are offered well in advance for Year 7 and for other years when available.
- Boarders are not required to sit the Year 7 entrance test to gain entry, but they must sit the scholarship examination if they wish to apply for Year 7 scholarships.
- For entry at Year 10, a limited number of Boarders are offered accepted places in advance. Waitlisted Boarders gain entry to Year 10 on the basis of reports, assessment procedures and interview. This assessment process applies to all Boarders seeking Year 10 scholarships.
- Priority in boarding is given to rural and regional New South Wales students.
- Students enrolled as Boarders are expected to remain as Boarders and our allocation of places depends on this. Boarding is a long term commitment unless the School has previously agreed in writing to the contrary.





- A boarding place will be converted to a day place only in unusual circumstances and only when the boarding/day numbers allow. A change in status, either before or after commencement, is entirely at the discretion of the School.
- Boarders may be waitlisted for day places in the hope that a change of status becomes available. However, Boarders in Year 11 must remain as Boarders until the end of Year 12.
- At her discretion, the Headmistress may allow a Boarder to live at home but there will be no reduction in the boarding fee if there is no suitable day place available.
- Boarders who become day students must live with their parents and must not live in the care of any other relative or friend, unless specifically approved by the Headmistress.

#### **Full fee paying overseas students (FFPOS)**

- A full fee paying overseas student (FFPOS) is an overseas student studying at Abbotsleigh on a student visa.
- Abbotsleigh does not deal with agencies, nor pay referral fees, for the recruitment of students.
- Abbotsleigh is registered on the Commonwealth Register of Courses and Institutions for Overseas Students under CRICOS Provider Code 02270F. Applications are considered for limited places.
- FFPOS whose first language is not English will be required to provide documentary evidence of English proficiency.
- FFPOS Boarders and day students are normally waitlisted until the year preceding entry.
- Abbotsleigh may require an interview with parents and the student before an accepted place is offered.
- FFPOS are required to pay an advance payment approximating their first term's tuition fees, and boarding fees if relevant, as noted under Entry Fees below. They are also required to pay overseas medical cover and any government levied examination fees.
- FFPOS will live in Abbotsleigh boarding houses or with their parents in suburban Sydney.

#### **ENTRY FEES**

The following three entry fees apply to each student and are not credited towards tuition fees:

- a non refundable Application Fee must accompany the Application for Enrolment
- a non refundable Acceptance Fee is required to confirm acceptance when the School offers an accepted place. This payment secures a place in the specific School year and calendar year offered. (When parents apply for Junior School K-3 or Boarding places a number of years in advance of commencement, they may be offered an accepted place forthwith. Parents can secure this place by paying the Acceptance Fee at that time. If parents do not wish to commit at this stage, they may elect instead to take a waitlisted place which is not a secure place)
- A Refundable Deposit must be paid three months before commencement. This Deposit will be refunded without interest to the parents when the student has left the School and all accounts are settled. This fee is not refunded if parents withdraw a student in the three months prior to commencement.

And in addition:

- Regardless of whether the student is an Australian citizen/resident or a full fee paying overseas student, if the parents or guardians of a student reside overseas they must pay an advance payment approximating their first term's tuition fees (plus boarding fees if relevant) three months before commencement. This payment will be credited to the parents' account but it will not be refunded if parents withdraw a student in the three months before commencement.

#### **WITHDRAWAL OF CURRENT STUDENTS**

A term's notice in writing must be given to the Headmistress before the removal of a student. Otherwise a full term's fees (including boarding fees where applicable) will be payable.

#### **CHANGE OF CONTACT DETAILS**

Parents must advise the School in writing of any change of address or contact details as soon as known.

Applications and enrolments may be cancelled if the School loses contact with parents or has mail returned to it.



## Student welfare policies

Abbotsleigh seeks to provide a safe and supportive environment by implementing student welfare policies which promote a sense of self worth and encourage each girl in developing inner strength and a philosophy of life which will enable her to be an independent, constructive and compassionate world citizen with a will to serve.

**Table 14 – Student welfare policies 2006**

Policy	Changes in 2006	Access to policy statement
<p><b>CHILD PROTECTION POLICY</b></p> <ul style="list-style-type: none"> <li>▪ Definitions</li> <li>▪ Legislation</li> <li>▪ Duty of care requirements</li> <li>▪ Screening protocols</li> <li>▪ Investigation</li> <li>▪ Reporting procedures</li> <li>▪ Notifications</li> </ul>	<ul style="list-style-type: none"> <li>▪ NA</li> </ul>	<ul style="list-style-type: none"> <li>▪ Issued to all staff online</li> <li>▪ Full text of the policy is available on request to the Headmistress</li> </ul>
<p><b>STAFF CODE OF CONDUCT</b></p> <ul style="list-style-type: none"> <li>▪ Personal and professional behaviour</li> <li>▪ Duty of care</li> <li>▪ Physical contact</li> <li>▪ Copyright</li> <li>▪ Security of information</li> <li>▪ Use of School facilities and equipment</li> <li>▪ Discrimination and harassment</li> <li>▪ Personal interests</li> <li>▪ Media contact</li> <li>▪ Gifts and benefits</li> </ul>	<ul style="list-style-type: none"> <li>▪ NA</li> </ul>	<ul style="list-style-type: none"> <li>▪ Issued to all staff online and in procedural handbook</li> <li>▪ Full text of the policy is available on request to the Headmistress</li> </ul>
<p><b>STUDENT CODE OF BEHAVIOUR</b></p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Expectations</li> <li>▪ Consequences</li> <li>▪ Procedural fairness</li> <li>▪ General guidelines</li> <li>▪ Travel</li> <li>▪ Use of technology</li> </ul>	<ul style="list-style-type: none"> <li>▪ NA</li> </ul>	<ul style="list-style-type: none"> <li>▪ Issued to staff, students and parents in the student diary</li> <li>▪ Full text of the policy is available on request to the Headmistress</li> </ul>
<p><b>PASTORAL CARE POLICY</b></p> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ Policy statement</li> <li>▪ Junior School procedures</li> <li>▪ Senior School procedures</li> <li>▪ Access to counselling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Counselling services reviewed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Issued to staff online and in procedural handbook Full text of the policy is available on request to the Headmistress</li> </ul>



Policy	Changes in 2006	Access to policy statement
<b>COMMUNICATION POLICY</b> <ul style="list-style-type: none"> <li>▪ Rationale</li> <li>▪ General communication channels</li> <li>▪ Reporting to parents</li> <li>▪ Handling of personal information</li> </ul>	<ul style="list-style-type: none"> <li>▪ Redrafting of policy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Issued to staff online</li> <li>▪ Full text of the policy is available on request to the Headmistress</li> </ul>
<b>SUPERVISION POLICY</b> <ul style="list-style-type: none"> <li>▪ General duty of care</li> <li>▪ Grounds supervision</li> <li>▪ Excursions</li> <li>▪ Outdoor Education</li> <li>▪ OH&amp;S regulations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Grounds supervision arrangements reviewed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Issued to staff online and in procedural handbook</li> <li>▪ Full text of the policy is available on request to the Headmistress</li> </ul>
<b>SECURITY POLICY</b> <ul style="list-style-type: none"> <li>▪ Responsibility statement</li> <li>▪ Policy priorities</li> <li>▪ Security management</li> <li>▪ Security procedures</li> <li>▪ Identification protocols</li> <li>▪ Security patrols</li> </ul>		<ul style="list-style-type: none"> <li>▪ Issued to staff online and in procedural handbook</li> <li>▪ Full text of the policy is available on request to the Headmistress</li> </ul>
<b>EMERGENCY POLICY</b> <ul style="list-style-type: none"> <li>▪ Responsibilities</li> <li>▪ Priorities</li> <li>▪ Evacuation drills</li> <li>▪ Mobility impaired response</li> <li>▪ Civil disobedience</li> <li>▪ Fire</li> <li>▪ Bomb threat</li> <li>▪ Lockdown procedures</li> </ul>		<ul style="list-style-type: none"> <li>▪ Issued to staff online and in procedural handbook</li> <li>▪ Full text of the policy is available on request to the Headmistress</li> </ul>
<b>CRITICAL INCIDENT POLICY</b> <ul style="list-style-type: none"> <li>▪ Response flow chart</li> <li>▪ Immediate action</li> </ul> Decision making matrix <ul style="list-style-type: none"> <li>▪ 24 hour response</li> <li>▪ 72 hour response</li> <li>▪ First week response</li> <li>▪ First month response</li> <li>▪ Longer term response</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reviewed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Issued to staff online and in procedural handbook</li> <li>▪ Full text of the policy is available on request to the Headmistress</li> </ul>



## Discipline policy

Discipline is viewed as a positive process enabling people to participate as productive, responsible members of the community. An important part of education is to lead students to develop effective self discipline so that at all times they behave in a manner which is safe, legal and considerate.

Each student is expected to speak and behave in a manner that reflects well on herself, her family and her School.

The policy includes statements on the School's expectations of students, teachers, student leaders and parents.

The full text of the policy is provided to the School community online and in procedural handbooks. Members of the public wishing to view the full text of the policy should request a copy of the document from the Headmistress.

## Complaints and disputes policy

The School has positive, clear and effective processes for resolving grievances. These processes build strong relationships, dispel anxiety and ultimately provide students with an enhanced learning environment.

The policy includes guidelines for students, staff and parents and information pertinent to the general community.

The full text of the policy is provided to the School community online and in procedural handbooks. Members of the community wishing to view the full text of the policy should request a copy of the document from the Headmistress.

## Initiatives promoting respect and responsibility

- Examined Life Service-Learning Projects – integrated into the Year 9 English program where students are invited to examine a social or environmental issue in depth and propose a plan of action for meeting an existing gap in services or advocating for change in a responsible way. Students look at the issue in light of their wide reading and research on what it means to live a meaningful and fulfilled life. A wide reading or a range of literary texts is expected. This project includes ongoing journal reflection and an active service component.
- The Applied Learning Project – operates in Year 10. Students organise and implement a week long program which includes a service element.
- K-12 Service Committees in which students work together in vertical groupings to enact Service Projects.
- The Peer Reading Program in which Year 8 students assist Year 2 students with reading.
- The School's work with Ku-rin-gai Council in planning and constructing a community garden at Archdale Park and growing vegetables and flowers to benefit Neringah Palliative Care unit.
- The School Service Project – an annual event. The focus for 2006 was 'Making Poverty History' with a particular focus on supporting Holly House orphanage in Kenya and the Strasene Orphanage in Moldova.
- Year based Service-Learning projects.
- The Peer Support Program.
- The Student Exchange Program where girls from Abbotsleigh spend a term at a School overseas and girls from overseas spend a term at Abbotsleigh.
- The Year 8 Asia Day program.
- The Abbotsleigh Readers' Challenge to raise money for and awareness of Indigenous Literacy issues
- The MS Read-a-thon, raising money for the Multiple Sclerosis Foundation
- Four girls represented Abbotsleigh at the Hornsby Children's Voices for Reconciliation celebration
- Participation in Reconciliation Week Assemblies
- Four girls from Year 6 presented at the Ku-ring-gai Computer Pals (Computers for Seniors) meeting this week, running a workshop on PhotoStory
- Raising money through donation for our eight sponsored World Vision Children

## Parent, teacher and student satisfaction

### Parent satisfaction

The School communicates freely with parents and parent involvement is welcomed and encouraged. Parents contribute to the Abbotsleigh Strategic Plan through the strategic planning forum.

The following parent groups play an active role in the School: Abbotsleigh Parents' Association, Abbotsleigh Ladies' Auxiliary, Abbotsleigh Boarder Parents' Association, Abbotsleigh Science Association and the Abbotsleigh Prayer Group. The level of parent involvement in these groups is very high and discussions throughout the year indicated that parent satisfaction is extremely positive.



## Student satisfaction

The School provides a range of experiences which provide students with opportunities to develop skills for life including those related to resilience, risk taking, conflict resolution, communication and service. These include: outdoor education, Service-Learning, peer support, Applied Learning Experience, leadership workshops. The School collects feedback from students on these programs. This feedback indicates that students have a very positive view of the School and the developmental opportunities it offers.

Exit surveys of the girls reveal high levels of satisfaction with School. The words most commonly used by girls to describe their experience at Abbotsleigh are: 'fun', 'full of spirit' and 'opportunities'. Students ranked the majority of courses as challenging and felt that they had their individual needs met.

## Teacher satisfaction

Teacher surveys collect information on levels of satisfaction with organisational and physical elements of the School. Teachers are generally satisfied with organisational elements of the School with some concerns expressed about the level of stress associated with teaching and the difficulties of balancing work and family commitments.

Responses concerning the physical elements indicate high levels of teacher satisfaction.

# Priority areas for School improvement

**Table 15 – Achievement of priorities for 2005**

Priority	Achievement
Middle School curriculum	Middle School team created. Middle School facilities developed.
Construction of Abbotsleigh Research Centre	Abbotsleigh Research Centre Commissioned.
Planning for new boarding facilities	Planning document for new boarding facilities finalised and architect engaged. Construction to commence in 2007.

## Priorities for 2006

- Junior School facilities master plan developed.
- Boarding facilities master plan finalised.
- Finalising and launching of the new strategic plan for the School.
- Learning support and gifted and talented structures revised.



# Summary of financial information

Table 16 – Summary of financial information – income

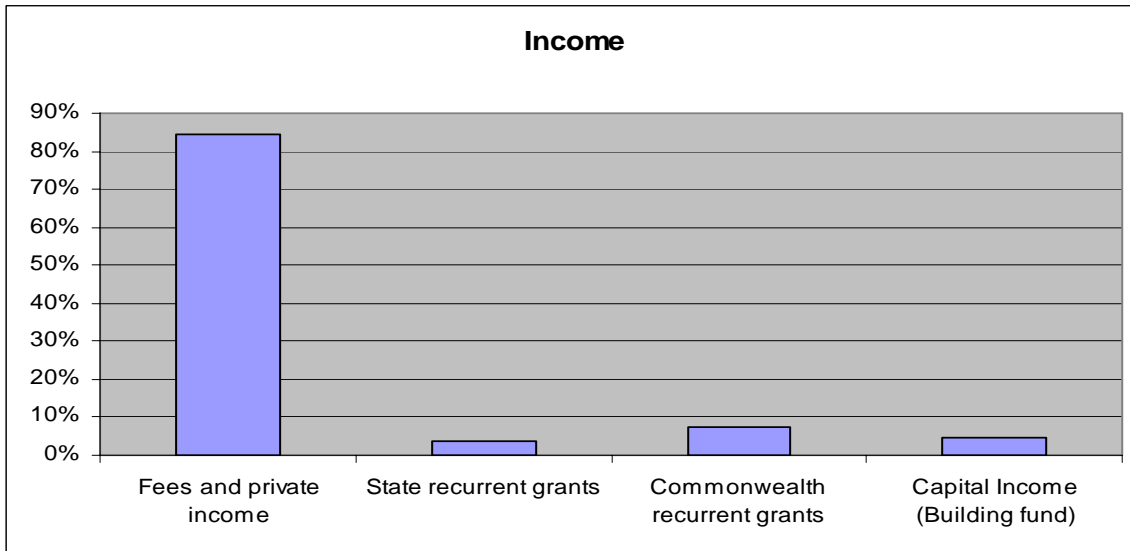


Table 17 – Summary of financial information – expenditure

