



ABBOTSLEIGH



Abbotsleigh Educational and Financial Report **2020**



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School context

The School's Purpose

Abbotsleigh is an independent Anglican School for girls that encourages each girl to develop her potential by fostering her pursuit of personal and academic excellence. The School provides a quality, well balanced education, underpinned by Christian faith. Each girl is empowered to be a courageous, constructive and compassionate world citizen, who embraces diversity and has a will to serve others.

Teaching and learning philosophy

Abbotsleigh is committed to providing challenging learning experiences, maintaining developmentally appropriate expectations for all students and promoting achievement. All students have opportunities to reach their potential socially, emotionally, spiritually, physically, creatively and academically. Positive and flexible learning environments are created to encourage all students to develop their areas of personal strength, interest and aptitude. Girls are encouraged to take responsibility for their own learning and to set realistic goals so they can attain their personal and academic best.

We recognise the need to acknowledge individual differences and promote developmentally appropriate opportunities to address the needs of our students. Our approach acknowledges the importance of exposure to a broad and balanced curriculum, and we believe that the role of the School is to provide access to a wide range of challenging and extending learning opportunities. Experiential and enquiry-based learning are essential aspects of our pedagogy so that curiosity is fostered and students 'learn by doing'. Annual outdoor education and a broad array of Service-Learning opportunities are examples that illustrate our commitment to developing healthy interpersonal relationships and providing timely opportunities to engage in authentic learning experiences.

Customised online learning spaces and communities are created to equip students to engage in ethical partnerships in a globally networked society.

Academic Care: Respected, connected and resilient learners

The School operates on the premise that respect and responsibility underpin the behaviour and interactions of all girls and staff. While we recognise that all girls need to be nurtured to ensure their potential is realised, we equally realise that the ways in which their 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 wellbeing and from registration to dismissal each day, classroom teachers are monitoring the girls' behaviour and performance.

In order to create connections and links within our School community, Middle School and Senior College students join a Tutor Group comprising 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, supportive and integrated academic care strategies to help develop approaches to learning that are appropriate to each age group. The pastoral care program is led by the Deputy Headmistress and supported by the School Counsellors, the Head of Middle School, the Head of Senior College and the Head of Boarding.

Our cocurricular program, including AbbSchool and Service-Learning, provides a systematic, coordinated approach which promotes student leadership at all year levels. The goal is to encourage ethical, critically constructive and creative problem solvers who develop into resilient and responsible citizens.

Assessment for learning: Differentiated curriculum

Abbotsleigh aims to provide good, whole School enrichment for students of all levels of ability and encourages all students to take pride in their efforts and celebrate their personal successes. We aim to create a School environment that provides rich and varied classroom experiences for all students and utilises cocurricular opportunities in such a way that all students may have the opportunity to excel.

Equality of opportunity does not mean identical provision for all. The identified needs of students, including gifted and talented students, may require a variety of types of support. The School aims to identify and monitor the needs of our most able students and those of students requiring additional support at the earliest possible stages, and to this end, a variety of identification and continuous assessment procedures are used.

Education Services collaborates with classroom teachers and other specialist teachers to identify students and plan, implement and monitor programs. The support staff may also help teaching staff devise strategies for the provision of subject differentiation to provide additional scaffolding or extension beyond the whole School enrichment experiences provided for all students where appropriate.

A message from key school bodies

The School Council

For many generations, Abbotsleigh has been empowering young women by providing them with an education that prepares them for their future. Education includes more than academic excellence, so Abbotsleigh seeks to focus on the whole girl, offering girls unparalleled opportunities to develop their gifts and talents as well as their character. Having been founded on Christian principles, Abbotsleigh continues to guide students spiritually in their search for truth and wisdom.

Our aim is to deliver a deeper learning that educates and empowers the 'whole girl', so she can unleash her potential within and way beyond the classroom.

By giving every girl the opportunity to do more, she has the ability to be more

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.

The Junior School Student Representative Council is made up of the SRC Representatives from Infants through to Year 2 and the Class and Vice Captains from Year 3 to Year 5. Representatives from Year 6 also attend to ensure whole school representation. They also assist the Infants SRC Representatives by taking them to each meeting and helping them take notes 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 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.

In the Senior School students from Years 7 to 12 are selected to act as representatives on the Council following expressions of interest. The SRC Prefect from Year 12 is responsible for leading and coordinating the Council. The SRC provides a forum for discussion of ideas for continuous improvement throughout the Senior School. From time to time the SPC promotes charitable causes or supports School service initiatives.



Record of Achievement and Higher School Certificate Performance

Records of School Achievement

No Abbotsleigh student terminated her program of study prior to the end of Year 10, 11 or 12 and, consequently no Records of School Achievement were issued by the NESA.

Higher School Certificate examinations

In 2020, 152 girls from Abbotsleigh sat for Higher School Certificate examinations in 40 courses.

Highlights

- 21 Abbotsleigh students were recipients of the Premier's Award for Excellence by scoring Band 6 in 10 or more units of study.
- 66.4% of Abbotsleigh students achieved an ATAR over 90.

Outstanding performances

- Modern History – 2nd and 17th in the state
- PDHPE – 5th, 6th and 8th in the state
- 100% of Abbotsleigh candidates in the top band – Japanese Beginners, Latin Extension, Music 1, Music Extension
- 100% of Abbotsleigh candidates in the top two bands – Chinese Continuers, Chinese in Context, Design and Technology, English EAL/D, English Extension 1, French Continuers, French Extension, German Extension, Music 2, Science Extension, Visual Arts
- Over 90% of Abbotsleigh candidates in the top two bands – English Advanced, History Extension, Mathematics Extension 2, PDHPE

Tables 1 and 2 below detail the State and School means for each Higher School Certificate course and indicate the percentage of Abbotsleigh's candidature in each band for each course. Abbotsleigh's 2019 results are included to provide a point of comparison. Abbotsleigh's excellent results in the 2020 Higher School Certificate are consistent with performances in previous years.

Table 1 – Higher School Certificate band distributions by course 2020 (white rows) and 2019 (yellow rows)

| Subject | Number of students | Band 6 | | Band 5 | | Band 4 | |
|-------------------------------|--------------------|--------|-------|--------|-------|--------|-------|
| | | %Abb | %NSW | %Abb | %NSW | %Abb | %NSW |
| Ancient History | 21 | 47.61 | 8.86 | 38.09 | 24.51 | 14.28 | 29.5 |
| Ancient History | 16 | 50 | 9.21 | 50 | 26.25 | 0 | 29.33 |
| Biology | 50 | 44.00 | 6.50 | 40 | 24.22 | 12 | 31.94 |
| Biology | 61 | 39.34 | 7.31 | 52.46 | 24 | 6.557 | 28.72 |
| Business Studies | 43 | 30.23 | 9.40 | 48.83 | 25.92 | 16.27 | 27.08 |
| Business Studies | 49 | 42.86 | 9.34 | 48.98 | 23.68 | 8.163 | 28.39 |
| Chemistry | 42 | 30.95 | 13.36 | 52.38 | 29.74 | 14.28 | 26.43 |
| Chemistry | 53 | 33.96 | 16.04 | 45.28 | 29.89 | 16.98 | 21.11 |
| Chinese in Context | 4 | 75 | 55.47 | 25 | 33.57 | 0 | 10.21 |
| Chinese Continuers | 4 | 75 | 43.31 | 25 | 32.62 | 0 | 12.83 |
| Chinese Continuers | 3 | 100 | 40.44 | 0 | 38.76 | 0 | 13.48 |
| Design & Technology | 18 | 55.55 | 15.72 | 44.44 | 31.54 | 0 | 35.96 |
| Design & Technology | 13 | 61.54 | 14.33 | 38.46 | 32.2 | 0 | 35.45 |
| Drama | 22 | 40.90 | 19.22 | 31.81 | 28.19 | 27.27 | 42.87 |
| Drama | 16 | 25 | 15.1 | 62.5 | 28.56 | 12.5 | 40.39 |
| Earth & Environmental Science | 13 | 38.46 | 6.47 | 30.76 | 23.14 | 15.38 | 31.64 |
| Earth & Environmental Science | 8 | 50 | 5.66 | 25 | 25.4 | 12.5 | 35.31 |
| Economics | 33 | 33.33 | 13.45 | 48.48 | 38.04 | 15.15 | 26.08 |
| Economics | 33 | 27.27 | 15.2 | 57.58 | 36.53 | 9.091 | 22.75 |
| English Advanced | 131 | 45.80 | 14.20 | 45.56 | 49.18 | 7.63 | 31.35 |
| English Advanced | 131 | 46.56 | 13.47 | 50.38 | 48.32 | 3.053 | 30.05 |

| Subject | Number of students | Band 6 | | Band 5 | | Band 4 | |
|---------------------------------|--------------------|--------|-------|--------|-------|--------|-------|
| | | %Abb | %NSW | %Abb | %NSW | %Abb | %NSW |
| English Standard | 19 | 0 | 0.54 | 36.84 | 11.02 | 57.89 | 46.08 |
| English Standard | 8 | 0 | 0.66 | 62.5 | 11.09 | 12.5 | 40.06 |
| English EAL/D | 2 | 0 | 3.36 | 100 | 22.74 | 0 | 31.10 |
| English EAL/D | 11 | 45.45 | 3.88 | 45.45 | 19.57 | 9.091 | 34.7 |
| French Continuers | 11 | 54.54 | 30.52 | 45.45 | 33.05 | 0 | 21.75 |
| French Continuers | 12 | 16.67 | 30.86 | 41.67 | 33.79 | 41.67 | 22.83 |
| Geography | 39 | 56.41 | 12.51 | 28.20 | 29.32 | 12.82 | 29.07 |
| Geography | 24 | 62.5 | 10.32 | 37.5 | 32.86 | 0 | 28.79 |
| German Continuers | 6 | 0 | 25 | 83.33 | 39.62 | 16.66 | 21.69 |
| German Continuers | 8 | 25 | 22 | 37.5 | 33.97 | 37.5 | 32.53 |
| Japanese Beginners | 2 | 100 | 17.16 | 0 | 18.11 | 0 | 23.93 |
| Japanese Beginners | 7 | 42.86 | 14.26 | 28.57 | 28.52 | 28.57 | 22.5 |
| Latin Continuers | 6 | 16.66 | 50.00 | 50.00 | 38.73 | 33.33 | 7.04 |
| Latin Continuers | 5 | 20 | 51.14 | 60 | 38.16 | 20 | 8.39 |
| Mathematics | 95 | 37.89 | 23.13 | 36.84 | 29.45 | 21.05 | 28.43 |
| Mathematics | 73 | 54.79 | 23.51 | 21.92 | 25.67 | 19.18 | 29.16 |
| Mathematics Standard 2 | 41 | 24.39 | 5.35 | 41.46 | 19.36 | 21.95 | 25.63 |
| Mathematics Standard 2 | 38 | 7.89 | 5.19 | 68.42 | 18.86 | 18.42 | 32.11 |
| Modern History | 43 | 55.81 | 10.23 | 32.55 | 27.20 | 6.97 | 28.73 |
| Modern History | 53 | 37.74 | 9.74 | 47.17 | 29.59 | 9.434 | 26.66 |
| Music 1 | 4 | 100 | 21.86 | 0 | 42.59 | 0 | 26.28 |
| Music 1 | 2 | 50 | 22.08 | 50 | 43.88 | 0 | 24.65 |
| Music 2 | 6 | 66.66 | 38.37 | 33.33 | 49.41 | 0 | 11.91 |
| Music 2 | 6 | 100 | 41.23 | 0 | 49.72 | 0 | 8.9 |
| PDHPE | 30 | 56.66 | 9.20 | 40 | 25.26 | 0 | 26.97 |
| PDHPE | 29 | 37.93 | 6.26 | 48.28 | 25 | 10.34 | 30.52 |
| Physics | 20 | 30 | 12.63 | 55 | 28 | 10 | 26.53 |
| Physics | 17 | 52.94 | 12.37 | 47.06 | 24.51 | 0 | 27.23 |
| Software Design and Development | 6 | 33.33 | 12.86 | 50 | 24.87 | 16.66 | 27.97 |
| Studies of Religion II | 14 | 21.42 | 6.55 | 42.85 | 37.29 | 35.71 | 30.44 |
| Studies of Religion II | 15 | 26.67 | 7.35 | 60 | 37.27 | 13.33 | 34.68 |
| Visual Arts | 43 | 65.11 | 16.91 | 34.88 | 48.11 | 0 | 25.09 |
| Visual Arts | 35 | 80 | 15.77 | 20 | 46.73 | 0 | 27.16 |

| Subject | Number of students | Band E4 | | Band E3 | |
|-------------------------|--------------------|---------|-------|---------|-------|
| | | % Abb | % NSW | % Abb | % NSW |
| English Extension 1 | 26 | 57.69 | 38.77 | 42.30 | 53.90 |
| English Extension 1 | 21 | 80.95 | 34.12 | 19.05 | 59.75 |
| English Extension 2 | 8 | 37.50 | 25.86 | 50 | 65.59 |
| English Extension 2 | 13 | 92.31 | 26.12 | 7.692 | 53.67 |
| French Extension | 5 | 40 | 27.06 | 60 | 54.13 |
| French Extension | 4 | 25 | 28.81 | 75 | 59.32 |
| German Extension | 2 | 0 | 52.72 | 100 | 47.27 |
| German Extension | 5 | 40 | 42.55 | 60 | 57.44 |
| History Extension | 18 | 55.55 | 20.56 | 38.88 | 55.55 |
| History Extension | 29 | 51.72 | 27.61 | 41.38 | 48.98 |
| Latin Extension | 3 | 100 | 86.53 | 0 | 13.46 |
| Latin Extension | 5 | 80 | 77.1 | 20 | 22.89 |
| Mathematics Extension 1 | 63 | 44.44 | 37.94 | 36.50 | 36.55 |
| Mathematics Extension 1 | 63 | 57.14 | 39.03 | 38.1 | 41.08 |
| Mathematics Extension 2 | 30 | 33.33 | 36.35 | 63.33 | 47.65 |
| Mathematics Extension 2 | 36 | 38.89 | 35.74 | 61.11 | 50.12 |
| Music Extension | 4 | 100 | 68.50 | 0 | 28.75 |
| Music Extension | 4 | 100 | 66.42 | 0 | 31.41 |
| Science Extension | 8 | 0 | 6.9 | 100 | 66.94 |
| Science Extension | 7 | 0 | 6.58 | 100 | 61.82 |

Table 2 – Higher School Certificate Statistics 2020 (white rows) and 2019 (yellow rows)

| Course | Number of Students | School Mean | State Mean |
|--|--------------------|-------------|------------|
| Ancient History 2 unit | 21 | 87.77 | 72.10 |
| Ancient History 2 unit | 16 | 89.46 | 72.62 |
| Biology 2 unit | 50 | 86.11 | 72.39 |
| Biology 2 unit | 61 | 86.47 | 71.93 |
| Business Studies 2 unit | 43 | 84.08 | 71.99 |
| Business Studies 2 unit | 49 | 87.23 | 72.18 |
| Chemistry 2 unit | 42 | 84.34 | 75.52 |
| Chemistry 2 unit | 53 | 84.92 | 75.38 |
| Design and Technology 2 unit | 18 | 88.22 | 78.54 |
| Design and Technology 2 unit | 13 | 90.75 | 77.82 |
| Drama 2 unit | 22 | 86.57 | 79.62 |
| Drama 2 unit | 16 | 85.75 | 78.31 |
| Earth and Environmental Science 2 unit | 13 | 82.31 | 71.75 |
| Earth and Environmental Science 2 unit | 8 | 83.8 | 72.52 |
| Economics 2 unit | 33 | 84.79 | 77.02 |
| Economics 2 unit | 33 | 85.58 | 77.34 |
| English (Standard) 2 unit | 19 | 77/38 | 69.93 |
| English (Standard) 2 unit | 8 | 78.5 | 69.16 |
| English (Advanced) 2 unit | 131 | 87.85 | 81.33 |
| English (Advanced) 2 unit | 131 | 88.03 | 80.73 |
| English EAL/D 2 unit | 2 | 81.90 | 70.27 |
| English as a Second Language 2 unit | 11 | 88.13 | 70.73 |
| English Extension 1 1 unit | 26 | 44.70 | 41.66 |
| English Extension 1 1 unit | 21 | 45.69 | 41.68 |

| Course | Number of Students | School Mean | State Mean |
|--|--------------------|-------------|------------|
| English Extension 2 1 unit | 8 | 41.66 | 39.43 |
| English Extension 2 1 unit | 13 | 47.03 | 39.14 |
| Geography 2 unit | 39 | 87.35 | 74.45 |
| Geography 2 unit | 24 | 89.83 | 74.66 |
| Mathematics Standard 2 unit | 41 | 81.74 | 68.40 |
| Mathematics Standard 2 unit | 38 | 82.78 | 70.68 |
| Mathematics 2 unit | 95 | 85.58 | 79.20 |
| Mathematics 2 unit | 73 | 87.42 | 78.01 |
| Mathematics Extension 1 2 unit | 63 | 81.47 | 78.49 |
| Mathematics Extension 1 2 unit | 63 | 87.37 | 79.98 |
| Mathematics Extension 2 2 unit | 30 | 84.01 | 81.46 |
| Mathematics Extension 2 2 unit | 36 | 84.86 | 81.59 |
| Modern History 2 unit | 43 | 87.94 | 72.53 |
| Modern History 2 unit | 53 | 86.15 | 73.44 |
| History Extension 1 unit | 18 | 43.84 | 38.36 |
| History Extension 1 unit | 29 | 42.51 | 38.92 |
| Music 1 2 unit | 4 | 93.70 | 81.56 |
| Music 1 2 unit | 2 | 90.2 | 81.85 |
| Music 2 2 unit | 6 | 91.73 | 87.03 |
| Music 2 2 unit | 6 | 96.33 | 87.67 |
| Music Extension 1 unit | 4 | 47.88 | 45.10 |
| Music Extension 1 unit | 4 | 48.48 | 44.98 |
| PDHPE 2 unit | 30 | 89.23 | 72.46 |
| PDHPE 2 unit | 29 | 85.84 | 72.57 |
| Physics 2 unit | 20 | 85.38 | 73.99 |
| Physics 2 unit | 17 | 88.88 | 73.2 |
| Software Design and Development 2 unit | 6 | 86.50 | 73.82 |
| Software Design and Development 2 unit | 6 | 88.17 | 74.12 |
| Studies of Religion II 2 unit | 14 | 83.36 | 75.50 |
| Studies of Religion II 2 unit | 15 | 85.45 | 76.58 |
| Visual Arts 2 unit | 43 | 90.92 | 81.02 |
| Visual Arts 2 unit | 35 | 92.22 | 80.77 |
| Chinese Continuers 2 unit | 4 | 93.50 | 84.28 |
| Chinese Continuers 2 unit | 3 | 95.87 | 85.14 |
| French Continuers 2 unit | 11 | 88.80 | 81.92 |
| French Continuers 2 unit | 12 | 83.43 | 82.29 |
| French Extension 1 unit | 5 | 41.28 | 39.65 |
| French Extension 1 unit | 4 | 41.38 | 40.23 |
| German Continuers 2 unit | 6 | 81.40 | 81.32 |
| German Continuers 2 unit | 8 | 82.93 | 80.99 |
| German Extension 1 unit | 2 | 42.70 | 43.54 |
| German Extension 1 unit | 5 | 41.84 | 43.02 |
| Japanese Beginners 2 unit | 2 | 89.70 | 71.92 |
| Japanese Beginners 2 unit | 7 | 85.09 | 73.02 |
| Latin Continuers 2 unit | 6 | 84.90 | 87.64 |
| Latin Continuers 2 unit | 5 | 84.8 | 88.13 |
| Latin Extension 1 unit | 3 | 46.23 | 46.72 |
| Latin Extension 1 unit | 5 | 45.22 | 45.8 |

Senior secondary outcomes

Table 3 – Vocational training 2020

| | |
|--|---|
| Percentage of Year 12 students undertaking vocational or trade training | 0 |
| Percentage of Year 12 students attaining a Year 12 Certificate or equivalent VET qualification | 0 |

Professional learning and teacher qualifications

Table 4 – Teaching staff by category 2020

| 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. | 175 |
| 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. | 0 |
| 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 5 – Teacher professional learning 2020

| Professional learning category | Number of teachers |
|---|--------------------|
| Assessment | 267 |
| Compliance (including mandatory child protection) | 564 |
| Curriculum | 475 |
| Gifted | 9 |
| Leadership | 262 |
| Learning Support | 10 |
| Pedagogy | 1020 |
| Research and Data | 8 |
| STEAM | 121 |
| Teacher Accreditation | 14 |
| Wellbeing | 653 |

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

1. 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
2. Staff presenting best practice workshops to colleagues
3. Average expenditure per teacher on professional learning is \$2,720. This does not include imputed salary for staff providing in-house professional development.



Workforce composition

Table 6 – Composition 2020

| Category | Number |
|---|--------|
| Teaching staff | 175 |
| Full time equivalent teaching staff | 157.48 |
| Non-teaching staff | 169 |
| Full-time equivalent non-teaching staff | 148.45 |
| Indigenous staff members | 1 |

Student attendance and retention rates

Table 7 – Attendance by Year group 2020

| Year | Attendance % |
|-------|--------------|
| 1 | >95 |
| 2 | >95 |
| 3 | >95 |
| 4 | >95 |
| 5 | >95 |
| 6 | >95 |
| 7 | >95 |
| 8 | >95 |
| 9 | >95 |
| 10 | >95 |
| 11 | >95 |
| 12 | >95 |
| Total | >95 |

Managing non-attendance

While non-attendance is not a significant issue for the School, attendance related matters are addressed within the academic care program.

On the day of absence, parents are required to telephone the School by 9 am reporting their daughter's inability to attend on that day and indicating the reason. The School follows up all unexplained absences on a daily basis by contacting parents directly.

Notes outlining the reasons for and dates of any absence must be submitted on the morning the student returns to School. Students absent for more than two days due to illness are required to provide a doctor's certificate upon return.

Attendance patterns are monitored by academic care teachers and issues addressed on a case by case basis.

Retention rates

The proportion of students completing Year 10 that continued to complete Year 12 was 94%. This result is consistent with previous years.



Student post school destinations

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

Table 8 – Destination by university 2020

| University – 2020 | Number of students |
|--|--------------------|
| University of Sydney | 42 |
| University of Technology | 33 |
| University of NSW | 26 |
| Australian National University | 16 |
| Australian Catholic University | 7 |
| Macquarie University | 6 |
| University of Wollongong | 4 |
| Charles Sturt University | 3 |
| University of New England | 3 |
| University of Newcastle | 2 |
| Western Sydney University | 2 |
| UK Universities (Cambridge and Oxford) | 1 |
| Bond University | 1 |
| University of Canberra | 1 |
| University of Melbourne | 1 |
| University of the Arts London | 1 |
| University of Alaska | 1 |

Enrolment policy and characteristics of the student body

1. Policy statement

1.1 Abbotsleigh is an Anglican Pre 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:

- a). Benefit from Abbotsleigh's academic program of preparing students for university;
- b). Learn from the Christian program of the School in pursuit of their spiritual maturity;
- c). Endeavour to realise their individual talents;
- d). Contribute to the life of Abbotsleigh by participating in cocurricular activities; and,
- e). Embrace the goal of becoming an independent, constructive, compassionate world citizen with a will to serve.

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

- a). The Christian ethos, values and environment of Abbotsleigh;
- b). The academic and pastoral care programs of the School;
- c). The behavioural expectations on their daughter; and,
- d). Parent endeavour on behalf of the School and its future.

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

1.4 This document is to be read in conjunction with the Conditions of Entry and Continuing Enrolment printed in the Enrolment Application form. 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.

2. Terminology

- a) Applying for enrolment refers to the process of seeking a place at Abbotsleigh.
- b) The 'gap' on the waitlist is the difference in time between the date of birth and date of Application for Enrolment.
- c) 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.
- d) An 'accepted' place is a place secured after payment of a non-refundable acceptance fee.
- e) 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.
- f) 'Parents' includes guardians.
- g) 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.
- h) 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.
- i) A 'held place' refers to a place reserved for a current student during prolonged absences 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.
- j) Flexible Progression is an arrangement whereby a student's individual differences are catered for with a special program.

3. An Application for Enrolment must include:

- a) The application for enrolment fee;
- b) A copy of the student's full birth certificate;
- c) Copy of residency/citizenship papers if the student or both parents were born overseas;
- d) Copy of latest school report if the student is of school age;
- e) Referee details;
- f) 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;
- g) An English proficiency test may be required for students whose first language is not English. The Registrar will refer parents to a testing organisation;
- h) 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; and,
- i) Court Order or Parenting Plan, if any, relevant to the student. Parents are required to submit updates both before and after the student is enrolled.

4. 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:

- a) A strong family connection to Abbotsleigh;
- b) Parent who is in full time Anglican ministry;
- c) Availability of an appropriate day or boarding place for the student;
- d) The student's ability to benefit from Abbotsleigh's program of preparing students for university;
- e) The result of an entrance test for Year 7 and an assessment process for Year 5 and years 8 to 11;
- f) Documentary evidence of English proficiency for students whose first language is not English;
- g) Referees;
- h) The gap between the date of birth and date of Application for Enrolment;
- i) Satisfactory completion of Flexible Progression process where appropriate; and,
- j) Progression from the Early Learning Centre 4-5 years group and the Transition class subject to the Headmistress determining that an Abbotsleigh education is appropriate for that child.

5. Entry points

5.1 The Junior School

5.1.1 Transition

Accepted places in Transition are offered on the basis of girls turning four years of age prior to 31 March in the year they begin.

5.1.2 Kindergarten

Accepted places in Kindergarten are offered on the basis of girls turning five years of age prior to 31 March in the year they begin.

5.1.3 Year 3

- a) Accepted places in Transition 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
- b) Parents with another daughter in the School, or where the mother is an Abbotsleigh Old Girl, are encouraged to apply for T-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.

5.1.4 Year 5

Year 5 places are offered via an assessment process, which includes a day visit to the school and a review of student reports and other supporting documents. For families requiring firm placement this assessment may occur from Year 3 onwards.

5.2 The Senior School

- a) There is an automatic progression from Abbotsleigh Junior School to Year 7.
- b) Year 7 new day students gain entry 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.
- c) Years 8–11 new day students gain entry on the basis of reports, assessment procedures and interview.

5.3 Casual Vacancies

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

6. Boarding

- a) 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.
- b) 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.
- c) 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.
- d) Priority in boarding is given to rural and regional New South Wales students.
- e) 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.
- f) 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 Head of Abbotsleigh.
- g) 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.
- h) At her discretion, the Head of Abbotsleigh 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.
- i) Boarders who become day students must live with their parents.

7. Full fee paying overseas students (FFPOS)

1. A full fee paying overseas student (FFPOS) is an overseas student studying at Abbotsleigh on a student visa.
2. Abbotsleigh does not deal with agencies, nor pay referral fees, for the recruitment of students.
3. 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.
4. FFPOS whose first language is not English will be required to provide documentary evidence of English proficiency.
5. FFPOS boarders and day students are normally waitlisted until the year preceding entry.
6. Abbotsleigh may require an interview with parents and the student before an accepted place is offered.
7. FFPOS are required to pay an advance payment approximating the first semester'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.
8. FFPOS will live in boarding or with their parents in suburban Sydney or other living circumstances that the Head of Abbotsleigh deems appropriate.

8. Entry fees

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

8.1.1 A non-refundable Application Fee must accompany the Application for Enrolment.

8.1.2 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 T-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.

8.1.3 A non-refundable entrance fee is payable two years prior to entry of new students. The payment of this fee finalises the enrolment process for a student

8.2 And in addition:

8.2.1 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 instalment of tuition fees (plus boarding fees if relevant) six 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 six months before commencement.

9. Withdrawal of current students

A term's notice in writing must be given to the Head of Abbotsleigh before the removal of a student. Otherwise 25% of the annual fees (including boarding fees where applicable) will be payable.

10. Late fee administrative charge

Any fees not paid within four weeks of the due date will incur an administrative charge for the costs of following up the unpaid fees. The administrative charge will be added each month cumulatively until all outstanding fees are paid.

11. 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.

Conditions of entry and continuing enrolment

Fees

The School fees (tuition, boarding and other charges) are determined by the Council of Abbotsleigh from time to time and are subject to change without notice. All fees are payable in advance. The parents/guardians of a student are jointly and individually responsible for payment of fees.

Entry fees

A non refundable application fee of \$370 per student must accompany the Application for Enrolment.

A non refundable acceptance fee of \$1,500 per student from Kindergarten to Year 12 is payable to confirm acceptance in the event that the School offers a place. This payment secures a place in the specific school year and calendar year offered by the School.

A non refundable entrance fee of \$2,000 per student is payable two years prior to entry of new students. The payment of this fee finalises the enrolment process for a student.

Regardless of whether the student is an Australian citizen/resident or a full fee paying overseas student, if the parents/guardians of the student reside overseas they must pay an amount approximating the first semester's tuition fees (plus boarding fees if relevant) at least six months before commencement. This advance payment will not be refunded if the student is withdrawn in the six months prior to commencement.

Tuition and other fees

Fees are to be paid in ten, monthly instalments payable February to November inclusive.

Other charges are raised as incurred and communicated to parents as a separate statement payable each term.

A surcharge on fees must be paid for full fee paying overseas students (FFPOS) – CRICOS provider code 02270F.

If the School considers that a student needs intensive English support, parents/guardians may be required to pay additional fees.

Courses studied outside the normal School program may attract additional fees and charges.

Other charges such as competitions, excursions materials or purchases will be charged to a student's account and are payable under the same conditions as school fees.

If a student is absent from the School, fees will not be refunded in whole or part.

If all the fees and charges are not paid when due, the School may terminate the enrolment of the student. Late payment of fees may incur an administration fee.

Absences

All students must attend school during the whole term. If a student is absent from school or arrives late to school, a written explanation from the parent/guardian must be provided on the next day of attendance at school.

Extended leave for any reason other than illness must be sought at least two weeks beforehand and will only be granted in special circumstances.

Change in boarding/day status in the Senior School.

Students enrolled as boarders must remain as boarders for the duration of their enrolment unless otherwise agreed in writing by the School. The allocation of places at the School depends on this commitment.

Requests to convert from a boarding place to a day place will be considered only in special circumstances. A change in such status, either before or after commencement, is entirely at the discretion of the School and will not be considered for boarders in Years 11 and 12.

At her sole discretion, the Headmistress may allow a boarder to live at home with her parents/guardians but there will be no reduction in the boarding fee unless otherwise agreed by the Headmistress.

Withdrawal

If a student wishes to withdraw from the School, a term's notice in writing must be given to the Headmistress, otherwise a full term's fees (including boarding fees where applicable) will be payable.

Notice in writing four weeks before the end of semester is required for withdrawal from subjects in the Extended Tuition Program otherwise a full term's fees are payable.

Exclusion

If the Headmistress considers that:

- a student is guilty of a serious breach of the School's Code of Conduct;
- a student has otherwise engaged in conduct which is prejudicial to the School or its students or staff;
- a student is not making satisfactory progress; or

– a mutually beneficial relationship of trust and cooperation between a parent/guardian and the School has broken down to the extent that it adversely impacts on that relationship, the Headmistress may exclude the student permanently or temporarily from the School at her absolute discretion and no remission of fees will be granted.

Uniform

All students are required to wear the school uniform as prescribed neatly and properly at school, in travelling to and from school, and on all school occasions unless otherwise instructed. Each item of clothing must be clean, in good repair and labelled with the student's name.

Discipline

Parents/guardians agree to support the School in its discipline policy, including its Code of Conduct. A student's behaviour is required to be at all times lawful, safe for all concerned, considerate of others and a good reflection on herself, her family and the School.

School Council and Headmistress

All parents/guardians and students must accept and abide by the requirements and directions of the School Council and the Headmistress and not interfere in any way with the conduct, management and administration of the School.

School activities

Parents/guardians must support the Christian and communal activities of the School. All students must attend all Christian Studies classes, Chapel services, assemblies, outdoor education programs and excursions as appropriate.

As an Anglican School, we respect the rights of each person to hold different beliefs. However, in light of our own Christian beliefs, we are unable to accommodate the religious practices of other faiths in school.

By enrolling a student in the School parents/ guardians give permission for the student to take part in all school activities including excursions, outdoor education programs and Saturday sport.

Students are required to attend all compulsory outdoor education programs and other activities. The Headmistress will only excuse students from attendance in special circumstances. Charges for outdoor education programs and other activities are payable even if illness or any other reason prevents attendance, unless otherwise decided by the Headmistress.

Participation in particular co-curricular, extended tuition activities, outdoor education programs and excursions may be subject to qualifying conditions.

Courses and programs

The School reserves the right to amend its academic and other programs at any time without notice. This may include discontinuance of teaching subjects and other programs.

Medical details and urgent medical treatment Parents/guardians must complete and return a medical disclosure form as required by the School.

If illness or injury to the student necessitates urgent hospital or medical treatment including but not limited to injections, blood transfusions and the like and where the parent or guardian is not contactable after making reasonable efforts, the parents/ guardians authorise the School to give authority for such treatment without the School or its employees or agents incurring any legal liability. The parents/ guardians indemnify the School, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

School reports

School reports are sent to the address notified by the parents or guardians. Where parents are separated or divorced, reports will be sent to both parents at the address notified by each parent.

The only circumstances where this will not occur is where a parent advises that he or she does not wish to receive reports or fails to notify the School of an address to which it is to be sent, or where the School is given a copy of an order or agreement which provides reports are to be sent to one parent.

Newsletter

The School publishes an online newsletter, named The Shuttle, containing information of importance to parents/guardians. Both parents/guardians and students are required to read this newsletter.

Updates

Parents/guardians must advise the School in writing of any change of address, contact details or other information on the Application for Enrolment. Applications and enrolments may be cancelled if the School loses contact with parents/guardians or has mail returned to it.

Parents/guardians must inform the School of details of any specific needs that may impact on the student's education and/or participation in programs provided by the School.

Parents/guardians must inform the School of the details of any Court Order or Parenting Plan relevant to the student and any changes to any Order or Plan.

Insurance

The School does not take any responsibility for insuring the cost of medical or dental expenses in the case of accidents involving the students while playing sport or taking part in school activities.

Parents/guardians are therefore advised to consider taking out the appropriate insurance cover.

Students are responsible for their personal belongings and the School will not be liable for any loss of those belongings.

Privacy statement

The information supplied on an Application for Enrolment is required by the School to manage the enrolment application. No personal information will be disclosed outside the School without the express consent of the parents/guardians unless it is for the purpose of the School providing services to the student or the parents/guardians, advancing or protecting the needs of the student or parents/guardians or a related secondary purpose, except when required by law. The School's privacy policy is available at www.abbotsleigh.nsw.edu.au.

Alterations to Conditions of Entry

The Council of Abbotsleigh may alter these Conditions of Entry and Continuing Enrolment at any time by giving one term's notice and any alteration will be binding on the parents or guardians as if originally embodied in these Conditions.

Characteristics of the student body

Abbotsleigh is an independent Pre K-12 Anglican School for Girls currently enrolling 1,500 students. Situated in Wahroonga on the north shore of Sydney, the School has both a Junior and Senior campus with boarding available for senior girls. In 2010 the School introduced a Transition class for girls aged four years and an Early Learning Centre for boys and girls from birth to five years.

Additional information regarding the characteristics of the student body is available from the My School website.



School policies

Abbotsleigh seeks to provide a safe and supportive environment by implementing student welfare policies that 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 9 – Student welfare policies 2020

| Policy | Changes in 2020 | Access to policy statement |
|--|--|--|
| <p>Child Protection Policy</p> <ul style="list-style-type: none"> • Definitions • Legislation • Duty of care requirements • Screening protocols • Investigation • Reporting procedures • Notifications | <ul style="list-style-type: none"> • Amendments to Policy to reflect changes to the statutory framework | <ul style="list-style-type: none"> • Issued to all staff online and in procedural handbook • Full text of the policy is available on request to the Headmistress • Relevant annual training |
| <p>Staff Code of Conduct</p> <ul style="list-style-type: none"> • Personal and professional behaviour • Duty of care • Physical contact • Copyright • Security of information • Use of School facilities and equipment • Discrimination and harassment • Personal interests • Media contact • Gifts and benefits | <ul style="list-style-type: none"> • Amendments to use of social media • Amendments to accommodate transition to off-site digital learning | <ul style="list-style-type: none"> • Issued to all staff online and in procedural handbook • Full text of the policy is available on request to the Headmistress |
| <p>Student Code of Behaviour</p> <ul style="list-style-type: none"> • Rationale • Expectations • Consequences • Behaviour management responses are based on procedural fairness. Parents are involved in behaviour management responses involving serious consequences. • General guidelines • Travel • Use of technology • Corporal punishment is prohibited expressly. Abbotsleigh does not sanction administering of corporal punishment by non-School persons | <ul style="list-style-type: none"> • NA | <ul style="list-style-type: none"> • Issued to staff, students and parents in the student diary • Full text of the code is available on request to the Headmistress |

| Policy | Changes in 2020 | Access to policy statement |
|--|---|--|
| <p>Academic Care Policy</p> <ul style="list-style-type: none"> • Rationale • Policy statement • Junior School procedures • Senior School procedures • Access to counselling | <ul style="list-style-type: none"> • NA | <ul style="list-style-type: none"> • Issued to staff online and in procedural handbook • Full text of the policy is available on request to the Headmistress |
| <p>Communication Policy</p> <ul style="list-style-type: none"> • Rationale • General communication channels • Reporting to parents • Handling of personal information • Principles of procedural fairness underpin responses to complaints and grievances notified by parents and/or students. | <ul style="list-style-type: none"> • Amendments addressing email protocols | <ul style="list-style-type: none"> • Issued to staff online • Full text of the policy is available on request to the Headmistress |
| <p>Supervision Policy</p> <ul style="list-style-type: none"> • General duty of care • Grounds supervision • Excursions • Outdoor Education • WH&S regulations | <ul style="list-style-type: none"> • NA | <ul style="list-style-type: none"> • Issued to staff online and in procedural handbook • Full text of the policy is available on request to the Headmistress |
| <p>Security Policy</p> <ul style="list-style-type: none"> • Responsibility statement • Policy priorities • Security management • Security procedures • Identification protocols • Security patrols | <ul style="list-style-type: none"> • NA | <ul style="list-style-type: none"> • Issued to staff online and in procedural handbook • Full text of the policy is available on request to the Headmistress |
| <p>Emergency Policy</p> <ul style="list-style-type: none"> • Responsibilities • Priorities • Evacuation drills • Mobility impaired response • Civil disobedience • Fire • Bomb threat • Lockdown procedures | <ul style="list-style-type: none"> • NA | <ul style="list-style-type: none"> • Issued to staff online and in procedural handbook • Full text of the policy is available on request to the Headmistress |
| <p>Critical Incident Policy</p> <ul style="list-style-type: none"> • Response flow chart | <ul style="list-style-type: none"> • Reviewed annually • Amendments detailing pandemic response plans | |

| Policy | Changes in 2020 | Access to policy statement |
|--|--|--|
| <p>Immediate action</p> <ul style="list-style-type: none"> • Decision making matrix • 24 hour response • 72 hour response • First week response • First month response • Longer term response | | <ul style="list-style-type: none"> • Issued to staff online and in procedural handbook • Full text of the policy is available on request to the Headmistress |
| <p>Anti-Bullying Policy</p> <ul style="list-style-type: none"> • Strategies • Preventative measures • Examples/Explanations • Reporting • Investigating • Responding • Parents | <ul style="list-style-type: none"> • Amendments addressing online incidents | <ul style="list-style-type: none"> • Issued to staff online and in procedural handbook • Full text of the policy is available on request to the Headmistress |



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 that 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.

Corporal punishment is prohibited expressly. Abbotsleigh does not sanction administering of corporal punishment by non-School persons.

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.

School determined improvement targets

Table 10 – Report on priorities for 2020

| Priority | Achievement |
|----------------------------|--|
| Priority Project approvals | Three priority projects approved for construction during 2020/2021: Junior Library, Senior Science Centre, Senior Art Centre |

Table 11 - Priorities for 2021

| Priority | Achievement |
|---|---|
| Commence construction of Stage 1 priority projects and commence planning for Stage 2 projects | Construction of three priority projects commenced December 2020 and progressing according to schedule during 2021 |

Initiatives promoting respect and responsibility

- Examined Life Service Learning Projects – integrated into the 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. This project includes ongoing journal reflection and an active service component.
- K-12 values clarification study
- The Applied Learning Experience – 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 6 students assist Kindergarten students with reading
- The School Service Project – an annual event
- 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 Abbotsleigh Readers' Challenge to raise money for and awareness of Indigenous literacy issues

- The MS Readathon, raising money for the Multiple Sclerosis Foundation
- Participation in Reconciliation Week assemblies
- 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 Boarder Parents' 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 that 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 and 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.

Teaching staff also collect feedback from students as a component of their performance appraisal.

Exit surveys of the girls reveal high levels of satisfaction with the 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 impact of administration tasks on teaching and the difficulties of balancing work and family commitments.

Responses concerning physical elements indicate high levels of teacher satisfaction.



Summary of financial information

Table 12 – Summary of financial information – Income 2020

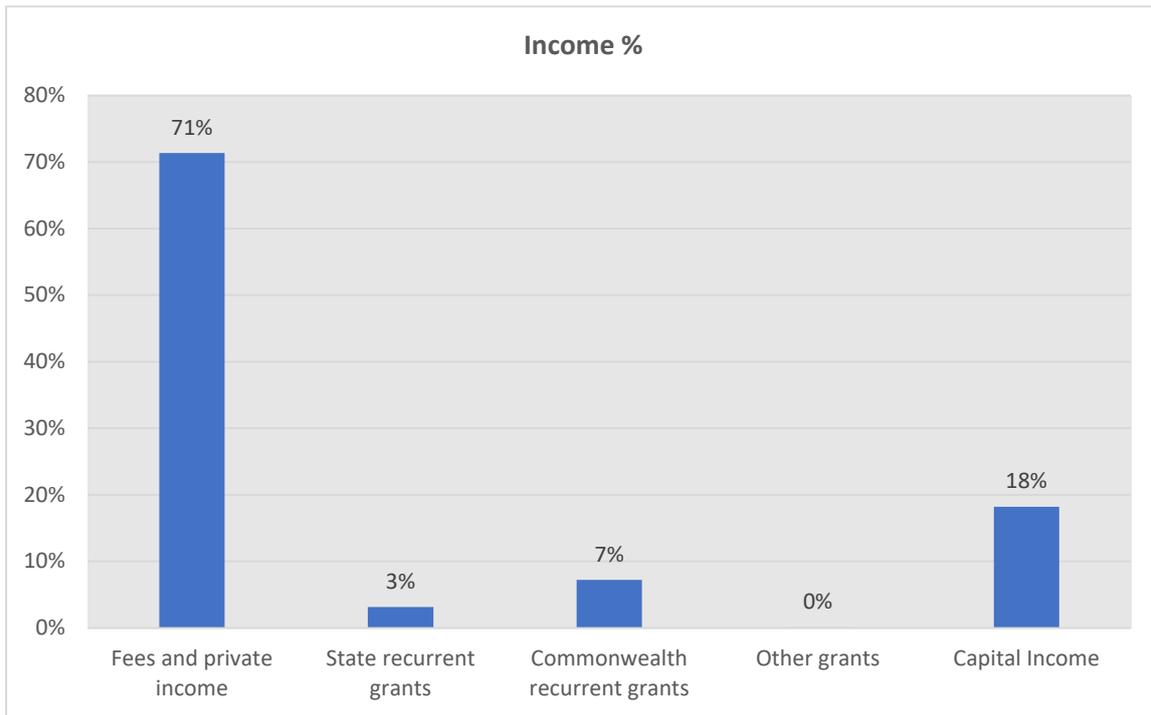
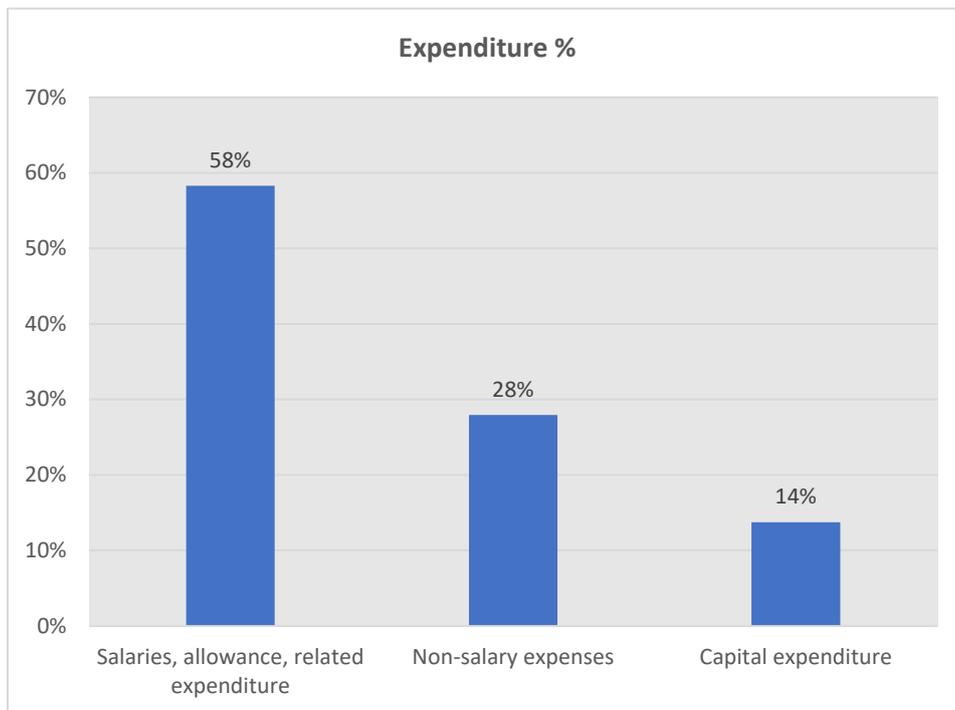


Table 13 – Summary of financial information – Expenditure 2020







ABBOTSLEIGH

Abbotsleigh Educational and Financial Report 2020
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