



ABBOTSLEIGH



Educational and Financial Report **2022**

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Theme 1: A message from key school bodies

From the Headmistress

This year has been like a very exciting roller-coaster ride. Like all roller coasters, it seemed to start slowly, even gingerly, with the engine huffing and puffing its way up that first huge ‘mountain’, then suddenly the first summit was reached and the roller coaster was off, speeding down the other side, continuing inexorably towards its goal, along the tracks – ‘up hill, down dale, looping the loop’, hanging upside down, all at an exhilarating (if not terrifying) speed. Then suddenly, in a rush of smiling faces, laughter, noise and fun, the end was in sight and the finish line reached! This has been the story of Abbotsleigh 2022.

Indeed, 2022 began somewhat tentatively. After 2021’s extended lockdown and Christmas holidays punctuated with more and more Covid cases, there was an element of uncertainty. We were all wearing masks (even our youngest children), we were ‘cohorting’, it was very hot (well, at least it seemed that way), Covid was spreading, and everything – communicating; getting to know new teachers and friends; boarding; chapels; assemblies and the co-curricular activities that could go ahead – seemed just that little bit harder. Despite this, there was also an atmosphere of expectation and determination. Things were going to get better! We were able to come to school, undertake many activities and, despite the large number of cases, we were learning to live with Covid. Indeed, in typical Abbotsleigh style, our girls and our staff rose to every challenge. They gave everything their best shot, they supported one another at all times, and they gradually ascended the steep hill of Term 1.

Then, suddenly, as the summit of that first hill was conquered, the subsequent descent picked up momentum and, with great speed, it seemed like the School exploded into action. Masks were no longer required, ‘cohorting’ was abandoned, co-curricular activities were embraced, and the girls did not look back. We were finally allowed to do almost all the things that we had not been allowed to do together since the end of 2019, and the gratitude of the girls and staff was palpable.

Even with the different challenges faced, our girls’ impressive focus on, and love for, learning did not waver – in fact, the girls’ love of learning was seen throughout the whole School, all day, every day throughout 2022. This is not surface-level learning, this is very deep learning from PreK to Year 12, and we are **very** proud of each and every Abbotsleigh girl for her dedication, determination, grit and drive.

It is a great privilege to be part of this inspiring, rich and vibrant community whose members all work together to ensure that Abbotsleigh is the leading independent girls’ school that it is. Indeed, as it has done since 1885, Abbotsleigh continues to empower young women to be the best versions of themselves, all day every day.

Rejoice in the Lord always. I will say it again: Rejoice! Let your gentleness be evident to all. The Lord is near. Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus.

From our School Lesson: Philippians 4:4

The School Council

The Abbotsleigh Masterplan, adopted in 2019, aims to create an extraordinary and connected environment that inspires curiosity, innovation and empowerment. In 2021, this vision fast became a reality with major building works commencing on both campuses at the end of 2020. Identified as key priority projects, these new, state of the art buildings form the foundation of our Masterplan, which will create a sense of pride, identity and belonging for all Abbotsleigh girls, both now and well into the future.

In the Junior School, our budding architects and engineers cannot help but be fascinated as they watch their new Centre for Information, Research and Innovation (CIRI) grow right before their eyes in the heart of their campus. In the Senior School, while the building works are a little removed from the girls’ daily view, the new science and art complex, designed to echo the original blue gum forest around it, is rapidly taking shape.

We are excited for our girls to return and discover their evolving campuses. With opening expected in the first half

of 2023, the new facilities will soon play their role in supporting each girl with their exciting pursuit to be her best self; a place to prepare for life beyond the gates and deliver each girl confidently towards the rapidly changing global economy and her future.

Thanks to the ongoing generosity of parents, past parents and Old Girls, we truly are giving every girl the opportunity to do more, so that she has the ability to be more.

Paul Fontanot

Chair of Abbotsleigh Council

From the Head Prefect

At the beginning of 2022, Year 12 launched our Prefect theme 'Shine Bright' during an assembly that was livestreamed to the school community. It was our hope that, in their various tutor rooms, students would hear our call to share their passions, talents and ideas, and recognise the wonderful, essential role they each play in our community. Our vision was to break down any doubts or hesitations surrounding self-expression by celebrating our own, and others', unique identities. In true Abbotsleigh fashion, students rose to the challenge and proved just how brightly they could shine.

When 'cohorting' restrictions lingered and prevented full school events, we came up with innovative solutions, including a livestreamed Cross Country Carnival complete with a dance-off, and a Year 12 Swimming Carnival, which we hope becomes a tradition. When the time finally came for restrictions to be lifted, we seized every opportunity to get back out there.

The school saw a brilliant return to integrated sport, including our Rugby 7 girls' much-celebrated premiership after beating Pymble. We were also able to recommence events such as the full school Athletics Carnival and the much anticipated Staff vs Year 12 handball competition. We competed in the Blackmores Sydney Running Festival, Running for Charlotte, as a way to raise funds for the Leukemia Foundation. The return to full-school assemblies was both an exciting opportunity to reconnect, and a relief to all those with the unique privilege of attending six assemblies a fortnight in Term 4.

Perhaps the most memorable, and entertaining, instance of Shining Bright came from the infectiously enthusiastic staff who participated in our mockumentary. While 'Staff Spotlight' created fantastic banter material with some of our much-loved teachers, it also showcased their often unexpected, always impressive, hobbies.

The year also marked the opening of new spaces within Abbotsleigh. In the Junior School, the new library was opened with flair as girls dressed up in book-themed costumes. In the Senior School, our new Science and Arts block, which was available for classes in the latter half of the year and housed the Year 12 HSC Major Work Showcase, had its official opening ceremony in Term 4.

The new building quickly made its mark on campus due to its beautiful design and large range of facilities. The new Year 12 Common Room was opened, giving ample space to relax, chat and study, and is notable also for being the warmest place on campus in winter and, miraculously, the coolest in the summer. We are extremely grateful for these wonderful new spaces and thank all those involved in the planning and building processes.

Of course, this past year would not have been possible without the tireless work of Abbotsleigh staff. We thank our teachers for their constant efforts to make class fun and engaging, the grounds and maintenance staff for providing us with beautiful spaces to learn and play in, and the Senior Leadership Team for all their work behind the scenes. It has been an unforgettable privilege being Head Prefect this year and watching the school community truly shine. I'm so grateful to have had this opportunity and thank everyone for getting behind our theme, initiatives and ideas

Theme 2: Contextual information about the school and characteristics of the student body

The School's Purpose

Abbotsleigh is an independent Anglican Pre K-12 day school for girls providing boarding from Years 7-12. Situated in Wahroonga on the north shore of Sydney, the School has both a Junior and Senior campus with boarding available for girls from Years 7-12. The School's programs are intended to allow each girl to:

- a) Develop her potential by fostering her pursuit of personal and academic excellence
- b) Benefit from Abbotsleigh's academic program of preparing her for university
- c) Learn from the Christian program of the School in pursuit of her spiritual maturity
- d) Endeavour to realise her individual talents
- e) Contribute to the life of Abbotsleigh by participating in co-curricular activities
- f) Embrace the goal of becoming a courageous, constructive and compassionate world citizen with a will to serve.

K-12 Learning Framework

Abbotsleigh's Learning Framework underpins all teaching and learning from K-12. It aims to create a culture of deep learning that makes explicit our desire to instill in our students a positive social impact and a purposeful life. The Learning Framework provides a shared vision and a common language for our students and teachers to engage in, and talk about, learning.

The Learning Framework sits alongside the School's curriculum programs. It places learning dispositions alongside knowledge as necessary to prepare our girls for tomorrow and is based on research from around the world that has found that social-emotional skills will be essential to provide students with the perspective and flexibility necessary to function at a high level even when faced with uncertainty, change, pressure, stress, and other work and life challenges.

The learning dispositions fall into three major categories: thinking, character and connectedness. For each learning disposition, a learning progression has been developed, allowing teachers to track student progress. Student versions of the progressions have also been developed so that students can engage in self-evaluation.

Characteristics of the student body

Abbotsleigh enrolls a diverse range of day and boarding students, as well as a small number of overseas students who are required to board. In 2022, there were 1,550 students, of whom 1044 were in the Senior School. 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.

Junior School (K-6)

The Junior School is a separate campus for students in K-6 located at 22 Woonona Ave Wahroonga.

On the Junior School Campus, students access a Junior School Library, a 15m heated outdoor swimming pool, specialist art, science and music spaces, an outdoor kitchen as well as various sports facilities.

Although the Junior School is located at a separate campus, the K-6 students frequently take advantage of the facilities on the Senior Campus, such as the Aquatic Centre, Abbotsleigh Centre for Environmental Education, Grace Cossington Smith Art Gallery and sporting facilities.

The Junior School is organised into 20 classes each with its own full-time class teacher. Classroom teachers are responsible for delivering the curriculum in English, Mathematics, History, Geography and Personal Development and Health. Specialist teachers are employed to deliver the curriculum in Science, Technology, Visual Arts, Music, Physical Education, French (K-4), Mandarin (5-6) and Christian Studies.

Senior School (7-12)

The Senior School campus for students in 7-12 is located at 1666 Pacific Highway, Wahroonga.

The Senior Campus provides specialist facilities including the Aquatic Centre, Abbotsleigh Centre for Environmental Education, Grace Cossington Smith Art Gallery and sporting facilities. The Senior School Campus also has facilities to support all curriculum areas, such as science laboratories and Design & Technology studios.

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

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 SRC promotes charitable causes or supports School service initiatives.

Theme 3: Student outcomes in standardised national literacy and numeracy testing

NAPLAN Testing

In 2022, girls in Year 3, Year 5, Year 7 and Year 9 sat for NAPLAN (National Assessment Program Literacy and Numeracy) tests. 100% of Abbotsleigh students participate in NAPLAN testing.

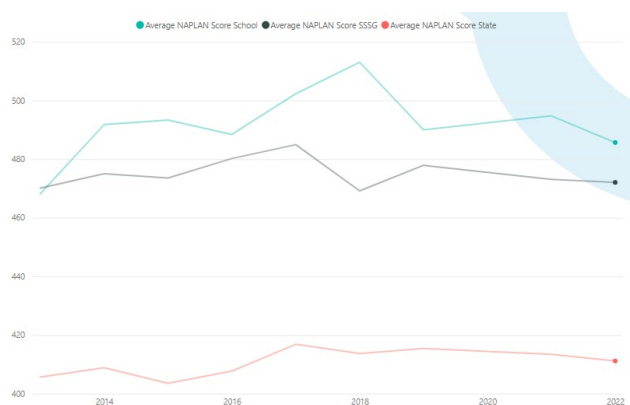
Similar to previous years, results continue to be far above the State results and well above SSSG (Statistically Similar Schools Group – based on demographic measures).

Year 3 NAPLAN

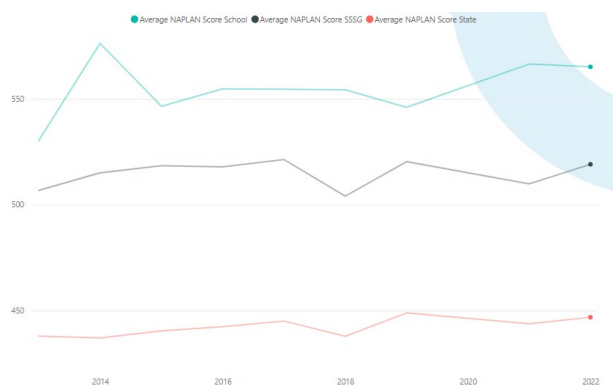
The following summary breakdown of each subject area:

- Abbotsleigh average for all students continues to sit in Band 6 (top band)
- Numeracy and Writing declined slightly from 2021
- Spelling improved from 2021
- Reading and Grammar & Punctuation remained steady

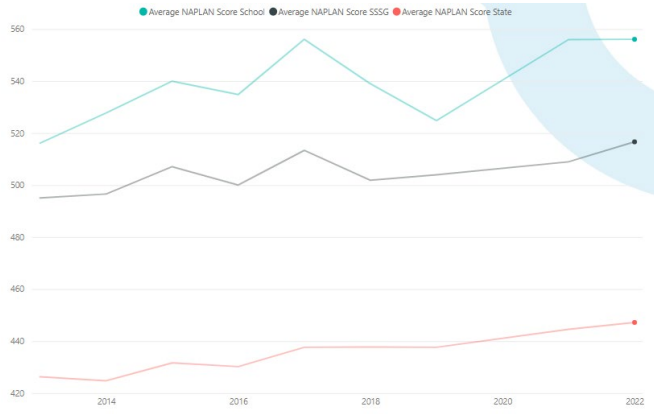
Year 3 Numeracy



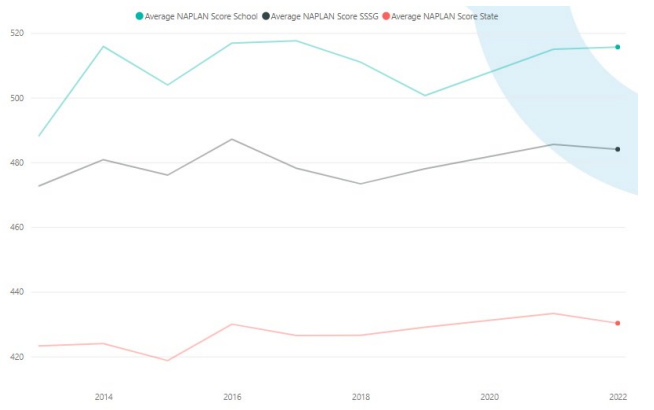
Year 3 Grammar and Punctuation



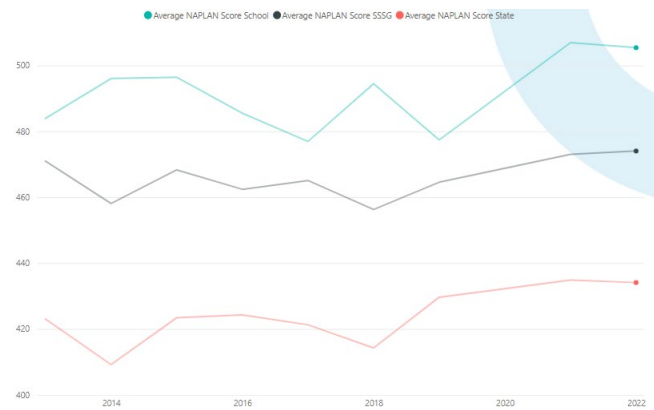
Year 3 Reading



Year 3 Spelling



Year 3 Writing



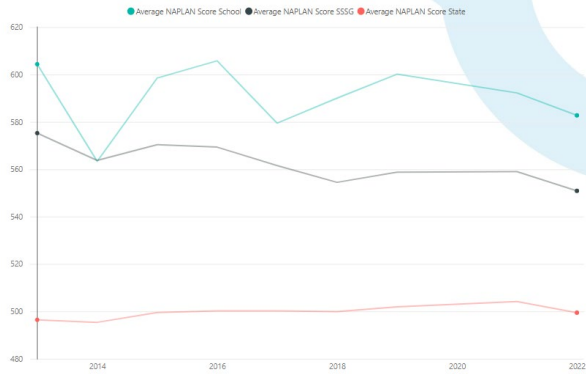
Year 5 NAPLAN

The results are very similar to 2019 and continue to be far above State results and well above SSSG(Statistically Similar Schools Group – based on demographic measures).

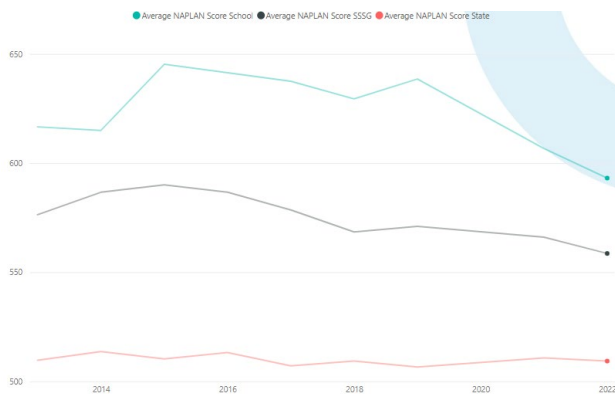
The following is a summary breakdown of each subject area:

- Abbotsleigh average for all subjects sits in Band 8 (top band)
- Writing and Spelling improved from 2021
- Although still a Band 8 average, there were slight declines in Numeracy and Reading on 2021

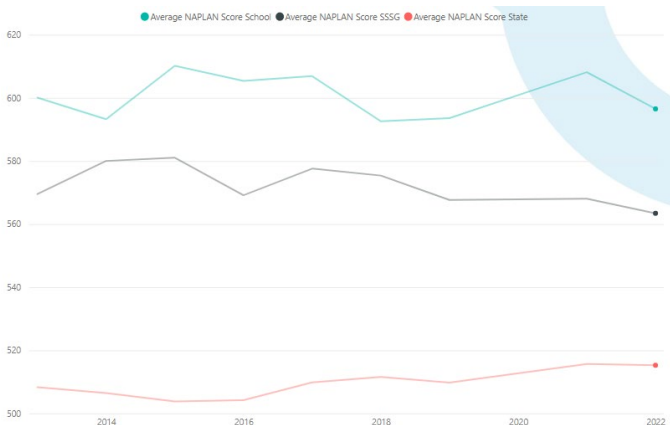
Year 5 Literacy



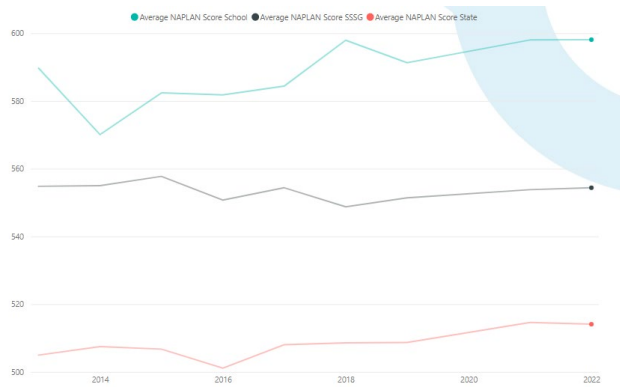
Year 5 Grammar & Punctuation



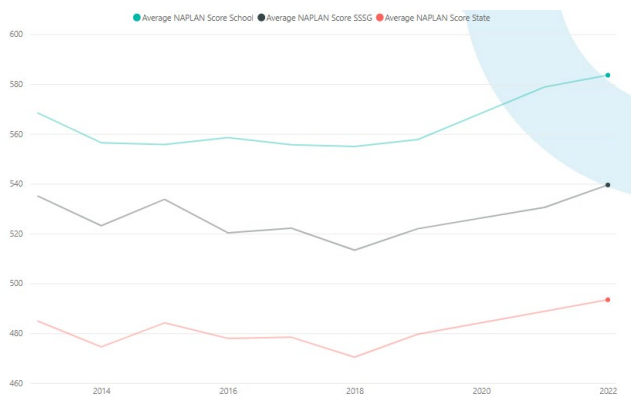
Year 5 Reading



Year 5 Spelling



Year 5 Writing

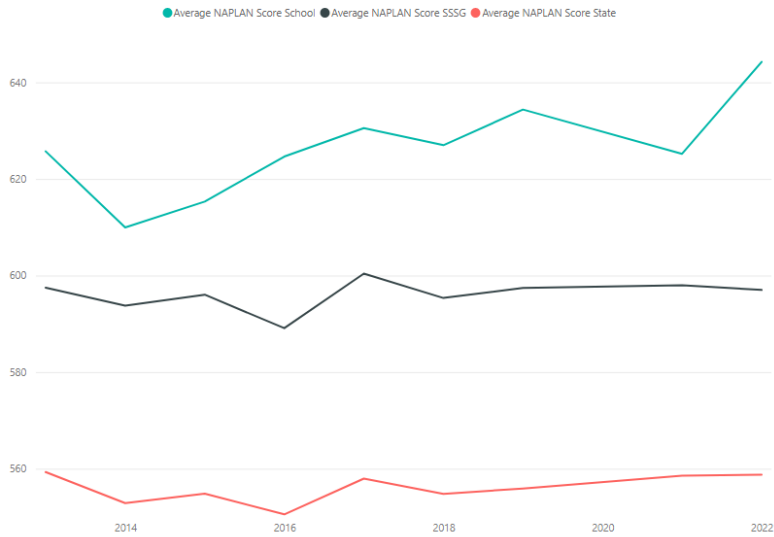


Year 7 NAPLAN

Year 7 results are consistent with previous Abbotsleigh results. Especially pleasing is the improvement in Reading and Spelling. Numeracy has remained consistently strong with most students achieving a Band 9.

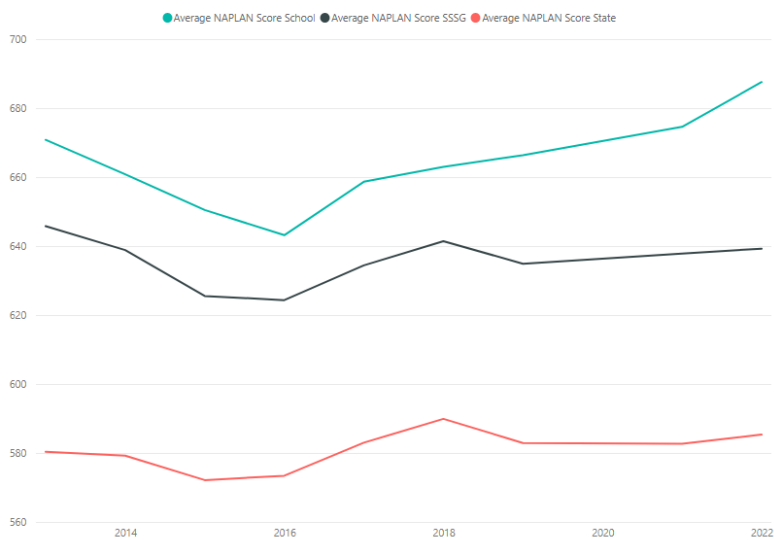
Year 7 Numeracy

Average NAPLAN Score - School, SSSG and State



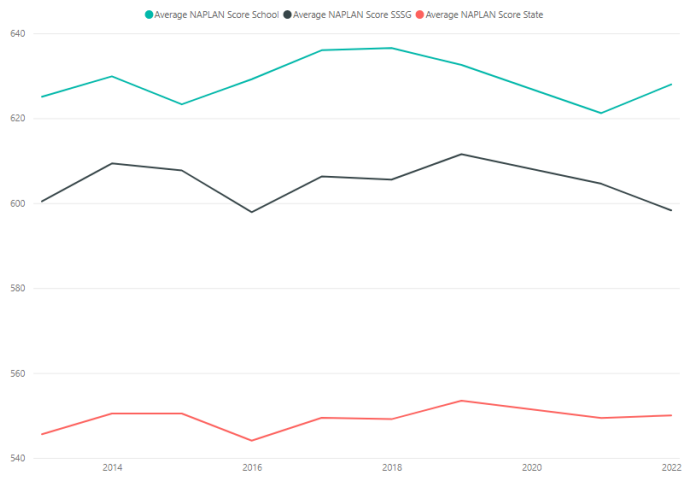
Year 7 Grammar and Punctuation

Average NAPLAN Score - School, SSSG and State



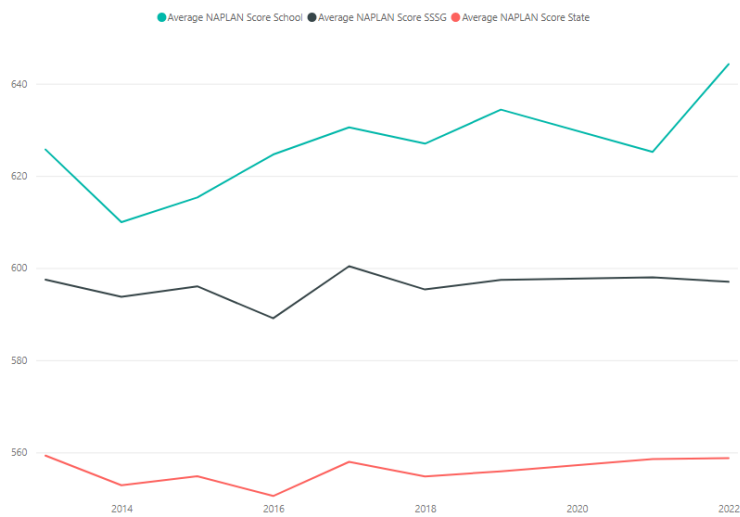
Year 7 Reading

Average NAPLAN Score - School, SSSG and State



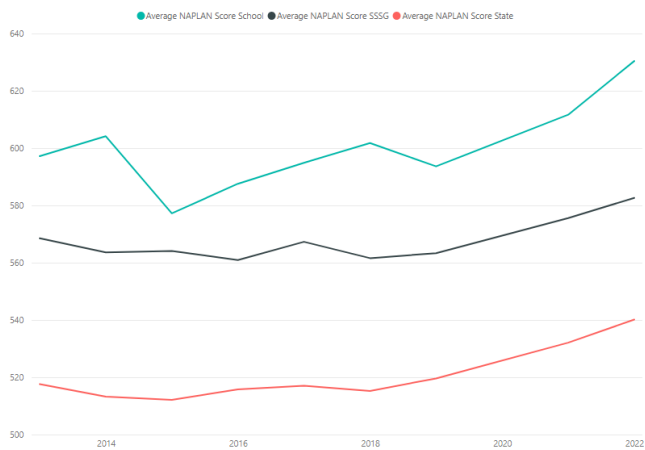
Year 7 Spelling

Average NAPLAN Score - School, SSSG and State



Year 7 Writing

Average NAPLAN Score - School, SSSG and State

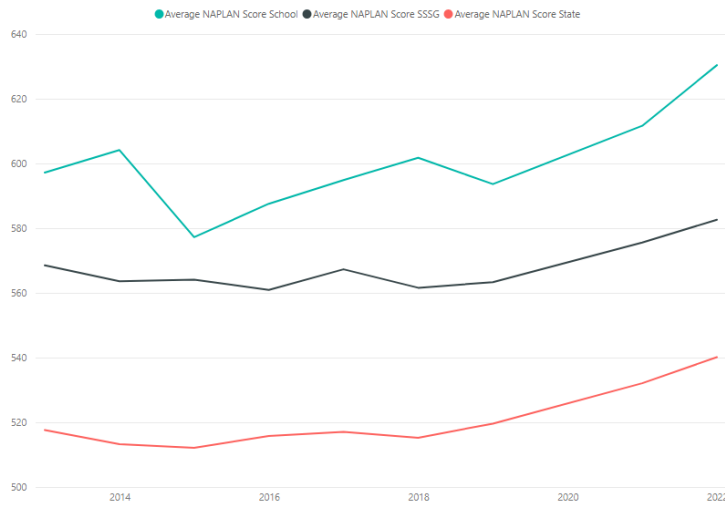


Year 9 NAPLAN

Year 9 results were largely similar to previous years. Pleasingly, Reading, Writing and Grammar and Punctuation showed marked improvement from a already high base.

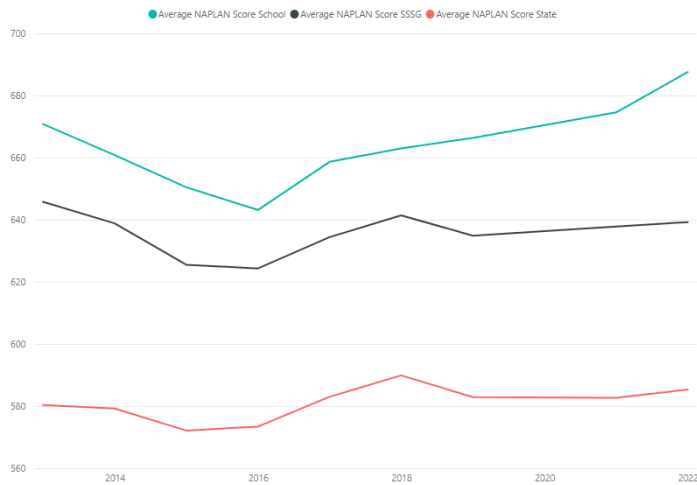
Year 9 Numeracy

Average NAPLAN Score - School, SSSG and State



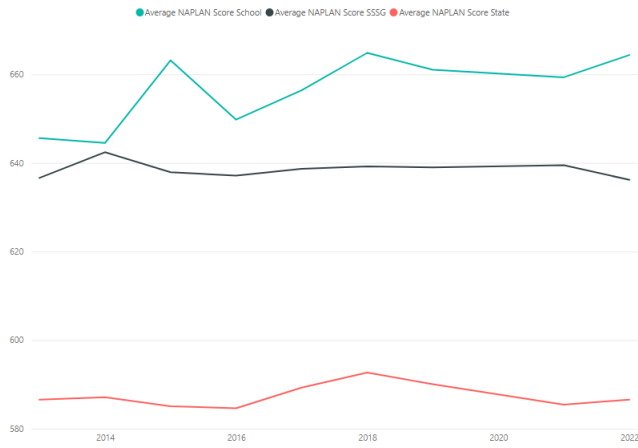
Year 9 Grammar and Punctuation

Average NAPLAN Score - School, SSSG and State



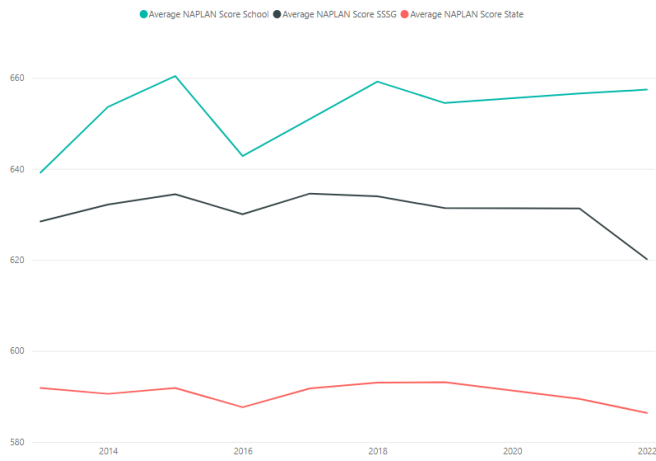
Year 9 Reading

Average NAPLAN Score - School, SSSG and State



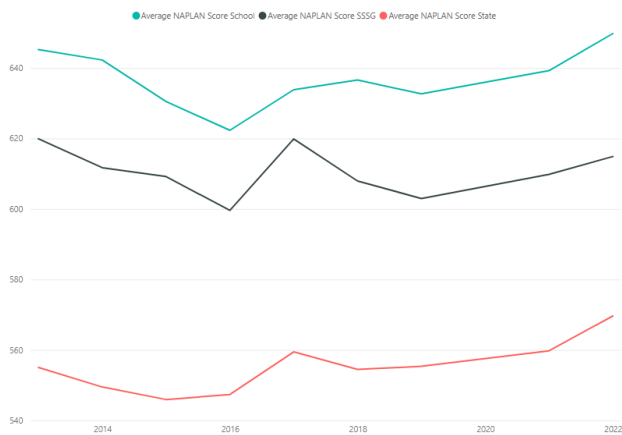
Year 9 Spelling

Average NAPLAN Score - School, SSSG and State



Year 9 Writing

Average NAPLAN Score - School, SSSG and State





Theme 4: Senior Secondary outcomes (student achievement)

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 2022, 155 girls from Abbotsleigh sat for Higher School Certificate examinations in 38 courses.

Highlights

- 37 Abbotsleigh students were recipients of the Premier's Award for Excellence by scoring Band 6 in 10 or more units of study.
- 67.1% of Abbotsleigh students achieved an ATAR over 90.

Outstanding performances

- Business Studies 1st and 9th in the state
- Chinese in Context 1st in the state
- Physics 2nd in the state
- Chinese Extension 4th in the state
- Japanese Beginners 4th in the state
- History Extension 9th in the state
- Biology 20th in the state

- 100% of Abbotsleigh candidates in the top band – Chinese in Context, Chinese Extension, French Continuers, Latin Extension, Music Extension, Science Extension
- 100% of Abbotsleigh candidates in the top two bands – Drama, English Extension 2, French Extension, Geography, German Extension, History Extension, Japanese Beginners, Latin Continuers, Music 1, Music 2, Software Design and Development, Studies of Religion II
- Over 90% of Abbotsleigh candidates in the top two bands – Design and Technology, English Advanced, English Extension 1, Mathematics Extension 1, Mathematics Extension 2, Visual Arts
- 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 2021 results are included to provide a point of comparison. Abbotsleigh’s excellent results in the 2022 Higher School Certificate are consistent with performances in previous years.

Table 1 - Higher School Certificate band distributions by course 2021 and 2022

Subject	Number of students	Band 6		Band 5		Band 4	
		%Abb	%NSW	%Abb	%NSW	%Abb	%NSW
Ancient History	15	66.67	9.74	26.67	24.34	6.67	27.43
Ancient History	11	27.30	8.37	54.55	24.98	18.18	29.35
Biology	74	35.14	7.11	43.24	23.96	21.62	34.54
Biology	57	43.90	6.31	36.84	20.34	17.54	26.33
Business Studies	42	35.71	9.37	47.62	26.26	16.67	30.01
Business Studies	46	46.00	46	41.3	24.12	4.35	29.67
Chemistry	72	25.00	10.91	56.94	29.29	15.28	25.77
Chemistry	66	15.20	9.18	42.42	23.85	37.88	30.68
Chinese in Context	4	75.00	62.3	25	22.3	0	10.76
Chinese in Context	3	100	60.52	0	28.28	0	6.57
Chinese Continuers	5	100	43.06	0	28.22	0	18.18
Chinese Continuers	14	28.60	41.06	42.86	34.29	21.43	18.35
Design & Technology	23	43.48	17.01	52.17	37.46	4.35	28.01
Design & Technology	20	40.00	12.73	50	34.29	10	34.84
Drama	10	20	18.25	60	27.22	20	37.16
Drama	15	53.3	20.51	46.67	37.93	0	29.28
Economics	46	45.65	14.83	34.78	35.29	19.57	27.33
Economics	44	43.2	14.46	45.45	34.77	9.09	26.37
English Advanced	156	48.08	16.27	44.87	52.38	7.05	25.06
English Advanced	149	49	14.5	44.3	52.59	6.71	26.03
English Standard	14	0	0.58	21.43	15.94	64.29	40.96
English Standard	6	0	0.55	0	14.81	66.67	40.05
French Continuers	4	25	32.94	50	30.1	25	24.58
French Continuers	2	100	26.07	0	31.71	0	27.23
Geography	44	47.73	9.2	43.18	34.87	9.09	29.53
Geography	16	68.8	10.73	31.25	31.21	0	30.43
German Continuers	6	16.67	36.84	33.33	30.92	33.33	17.1
German Continuers	4	25	26.57	50	30.06	25	27.97
Japanese Beginners	6	16.67	12.79	50	21.93	16.67	20.1
Japanese Beginners	4	50	9.62	50	22.04	0	23.44
Latin Continuers	11	9.09	47.40	72.73	29.87	18.18	14.93
Latin Continuers	4	50	38.29	50	36.17	0	18.43

Subject	Number of students	Band 6		Band 5		Band 4	
		%Abb	%NSW	%Abb	%NSW	%Abb	%NSW
Mathematics Advanced	107	47.66	23.19	30.84	26.91	20.56	28.48
Mathematics Advanced	90	48.9	22.53	33.33	26.35	14.44	27.35
Mathematics Standard 2	47	10.64	5.57	42.55	18.93	38.3	26.3
Mathematics Standard 2	41	19.5	7.32	48.78	21.5	19.51	24.85
Modern History	46	50	10.6	39.13	26.99	10.87	26.8
Modern History	53	43.4	9.76	24.53	24.41	26.42	33.24
Music 1	4	50	19.96	50	44.28	0	25.08
Music 1	3	66.7	21.52	33.33	47.54	0	19.71
Music 2	7	100	45.08	0	43.11	0	11.09
Music 2	12	91.7	33.91	8.33	52.19	0	13.01
PDHPE	36	16.67	6.88	47.22	23.76	27.78	29.18
PDHPE	40	22.5	5.15	45	20.66	15	23.83
Physics	22	59.09	12.36	31.82	28.06	9.09	30.56
Physics	29	51.7	12.31	34.48	28.99	13.79	26.45
Software Design and Devt.	2	100	12.38	0	23.55	0	30.72
Software Design and Devt.	5	0	13.65	100	23.95	0	31.3
Studies of Religion I	7	71.43	12.98	28.57	28.8	0	27.28
Studies of Religion I	9	44.4	10.35	22.22	30.33	33.33	39.18
Studies of Religion II	6	16.67	12.68	83.33	33.4	0	25.53
Studies of Religion II	3	0	10.05	100	36.2	0	32.87
Visual Arts	34	61.76	16.92	38.24	46.15	0	27.46
Visual Arts	31	67.7	16.4	29.03	49.22	3.23	26

Subject	Number of students	Band E4		Band E3	
		% Abb	% NSW	% Abb	% NSW
Chinese Extension	2	100	67.34	0	30.61
Chinese Extension	2	100	59.01	0	39.34
English Extension 1	19	78.95	40.95	21.05	52.68
English Extension 1	34	82.4	39.51	14.71	52.85
English Extension 2	5	60	25.01	40	58.85
English Extension 2	10	60	29.42	40	55.46
French Extension 1 unit	-	-	-	-	-
French Extension 1 unit	2	50	13.26	50	73.46
German Extension	4	25	73.33	50	24.44
German Extension	2	0	62.16	100	35.13
History Extension	16	75	23.34	25	53.83
History Extension	22	59.1	25.34	40.91	58.17
Latin Extension	8	100	78.21	0	16.83
Latin Extension	4	100	78.31	0	16.86
Mathematics Extension 1	78	53.85	37.19	29.49	36.92
Mathematics Extension 1	63	55.6	34.67	42.86	38.69
Mathematics Extension 2	32	56.25	42.74	43.75	43.74
Mathematics Extension 2	32	56.3	39.51	34.38	45.49
Music Extension	4	100	64.04	0	31.23
Music Extension	9	100	76.2	0	21.24
Science Extension	7	14.29	10.46	85.71	61.5
Science Extension	2	100	8.2	0	70.51

Table 2 - Higher School Certificate Statistics 2021 and 2022

Course	Number of Students	School Mean	State Mean
Ancient History 2 unit	15	90.44	71.06
Ancient History 2 unit	11	84.93	71.98
Biology 2 unit	74	85.14	73.38
Biology 2 unit	57	86.1	70.03
Business Studies 2 unit	42	86.66	73.32
Business Studies 2 unit	46	87.14	73.95
Chemistry 2 unit	72	84.77	74.37
Chemistry 2 unit	66	80.66	72.51
Design and Technology 2 unit	23	88.60	79.11
Design and Technology 2 unit	20	87.16	77.62
Drama 2 unit	10	83.22	78.70
Drama 2 unit	15	90.61	80.71
Economics 2 unit	46	86.98	77.66
Economics 2 unit	44	86.61	77.26
English (Standard) 2 unit	14	75.79	70.47
English (Standard) 2 unit	6	70.57	69.88
English (Advanced) 2 unit	156	88.38	81.92
English (Advanced) 2 unit	149	88.33	81.53
English Extension 1 1 unit	19	45.93	42.07
English Extension 1 1 unit	34	45.25	41.79
English Extension 2 1 unit	5	43.56	39.56
English Extension 2 1 unit	10	44.24	39.89
Geography 2 unit	44	87.23	75.75
Geography 2 unit	16	91.1	75.19
History Extension 1 unit	16	44.74	38.69
History Extension 1 unit	22	44.61	39.47
Mathematics Advanced 2 unit	107	87.18	78.41
Mathematics Advanced 2 unit	90	87.55	78.31
Mathematics Standard 2 unit	47	79.50	69.15
Mathematics Standard 2 unit	41	82.02	70.87
Mathematics Extension 1 2 unit	78	83.73	78.21
Mathematics Extension 1 2 unit	63	86.72	77.45
Mathematics Extension 2 2 unit	32	88.54	83.07
Mathematics Extension 2 2 unit	32	86.36	81.43
Modern History 2 unit	46	88.38	72.85
Modern History 2 unit	53	83.67	73.67
Music 1 2 unit	4	90.30	81.34
Music 1 2 unit	3	89.13	81.88
Music 2 2 unit	7	96.60	87.57
Music 2 2 unit	12	90.97	86.4
Music Extension 1 unit	4	49.03	44.47
Music Extension 1 unit	9	47.67	45.75
PDHPE 2 unit	36	81.63	72.19
PDHPE 2 unit	40	81.28	69.75

Course	Number of Students	School Mean	State Mean
Physics 2 unit	22	88.45	75.34
Physics 2 unit	29	87.76	74.25
Science Extension 1 unit	7	39.83	37.05
Science Extension 1 unit	2	45.9	37.5
Software Design and Development 2 unit	2	93.70	74.15
Software Design and Development 2 unit	5	87.12	74.45
Studies of Religion I 1 unit	7	44.77	37.38
Studies of Religion I 1 unit	9	42.82	37.91
Studies of Religion II 2 unit	6	86.53	75.86
Studies of Religion II 2 unit	3	85.67	76.82
Visual Arts 2 unit	34	90.93	80.99
Visual Arts 2 unit	31	90.72	81.36
Chinese in Context 2 unit	4	93.95	88.61
Chinese in Context 2 unit	3	95.53	87.5
Chinese Continuers 2 unit	5	94.68	84.06
Chinese Continuers 2 unit	14	84.91	84.87
Chinese Extension 1 unit	2	46.40	43.92
Chinese Extension 1 unit	2	43.75	43.98
French Extension 1 unit	0	-	-
French Extension 1 unit	2	43.35	39.34
French Continuers 2 unit	4	84.45	82.05
French Continuers 2 unit	2	93.1	80.38
German Continuers 2 unit	6	76.83	82.23
German Continuers 2 unit	4	86.1	80.63
German Extension 1 unit	4	40.75	45.29
German Extension 1 unit	2	43.75	43.98
Japanese Beginners 2 unit	6	82.03	70.14
Japanese Beginners 2 unit	4	89.5	69.47
Latin Continuers 2 unit	11	83.65	85.35
Latin Continuers 2 unit	4	88.45	84.31
Latin Extension 1 unit	8	46.05	45.36
Latin Extension 1 unit	4	47.68	45.59

Senior secondary outcomes

Vocational training 2022

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	1



Theme 5: Teacher professional learning, accreditation and qualifications

In 2022, professional learning focused on technology and leveraging digital. The curriculum also played a role in professional learning as new syllabus documentation in some subject areas was rolled out. Reflect, Connect, Grow – individual research focusing on educational areas of teachers’ passions – continued to be a key element of professional learning and growth for the School’s educators.

The School also conducts extensive in-house professional development, such as staff presenting best practice workshops to colleagues, that is not included in the figures below.

Teaching staff by category 2022

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.	156
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

Teacher professional learning 2022

Professional learning category	Number of teachers
Compliance (including mandatory child protection)	156
Compliance: First Aid	156
Digital Technologies	172
Curriculum	156
Learning Partnerships	156
Leadership	69
Research (<i>Reflect, Connect, Grow</i>)	156
Teacher Accreditation	12
Wellbeing	175

Teacher accreditation

Level of accreditation	Number of teachers
Conditional	0
Provisional - Band 1	11
Proficient Teacher - Band 2	55
Experienced Teacher - Band 3	90

Theme 6: Workforce composition

Category	Number
Teaching staff	156
Full time equivalent teaching staff	144.8
Non-teaching staff	112
Full-time equivalent non-teaching staff	102.1
Indigenous staff members	1

Abbotsleigh employed 1 staff member in 2022 who indicated that they were Aboriginal and/or Torres Strait Islander.

Theme 7: student attendance, retention rates and post-school destinations in secondary schools

Attendance rates remain consistent with previous years. The rate of attendance in 2022 for the whole school was 95%.

Attendance by Year group 2022

Year	Attendance %
K	>95
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

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

The School maintains a register of daily attendance comprising the following information for each student:

- a) Daily attendance recorded by noting daily absences
- b) Absences
- c) Reason for absence
- d) Documentation to substantiate reason for absence

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.

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 99%. This result is consistent with previous years.

Student post school destinations

The vast majority of Year 12 leavers have pursued study at university, including a number of students who were offered places at international universities. Some students have taken the option to defer study to take a gap year in 2022.

Destination by university 2022

University – 2022	Number of students
University of Sydney	40
University of NSW	37
Macquarie University	18
University of Technology	17
Australian National University	17
Australian Catholic University	11
UK Universities	6
University of Newcastle	4
Charles Sturt University	1
International College of Management Manly	1
James Cook University Townsville	1
Monash University	1
Notre Dame University	1
Bond University	1
University of Canberra	1
University of Melbourne	1
Stanford University	1
University of Queensland	1
TAFE NSW	1

Theme 8: Enrolment policy

Policy statement

1. Abbotsleigh (the School) 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 each girl to:
 - a) Benefit from Abbotsleigh's academic program of preparing her for university
 - b) Learn from the Christian program of the School in pursuit of her spiritual maturity
 - c) Endeavour to realise her individual talents
 - d) Contribute to the life of Abbotsleigh by participating in co-curricular activities
 - e) Embrace the goal of becoming a courageous, constructive and compassionate world citizen with a will to serve.
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
 - d) Parent endeavour on behalf of the School and its future.
3. The School may refuse an application for enrolment or discontinue an existing enrolment if the:
 - a) Conditions of Entry and Continuing Enrolment are not met, or
 - b) Student or parents do not continue to support the ethos and expectations of the School.
4. This document is to be read in conjunction with the Conditions of Entry and Continuing Enrolment which is 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.

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 may incur holding fees. A place held for one term or less incurs ongoing normal tuition and other fees including boarding if relevant.
- j) A full fee paying overseas student (FFPOS) is an overseas student studying at Abbotsleigh on a student visa – subclass 500

Enrolment applications

An Application for Enrolment must include:

- a) The application for enrolment fee
- b) A copy of the student's full birth certificate, translated into English if necessary
- c) A copy of residency/citizenship papers if the student or both parents were born overseas
- d) A 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
- i) 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 is enrolled
- j) For FFPOS:
 - a copy of the information page of the student's passport, and
 - a copy of the visa page from the student's passport or visa paperwork, if applicable.

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) Availability of an appropriate day or boarding place for the student
- b) The student's ability to benefit from Abbotsleigh's program of preparing students for university
- c) The result of an entrance test for Year 7 and an assessment process for Years 5 and 10
- d) A strong family connection to Abbotsleigh
- e) Parent who is in full time Anglican ministry
- 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) Progression from the Early Learning Centre 4-5 years group and the Transition class subject to the Head of Abbotsleigh determining that an Abbotsleigh education is appropriate for that child.

Entry points

Junior School

a) **Transition**

Accepted places in Transition are offered on the basis of girls becoming 4 prior to 31 March in the year they begin.

b) **Kindergarten**

Accepted places in Kindergarten are offered on the basis of girls becoming 5 prior to 31 March in the year they begin.

c) **Year 3**

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

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 confirm.

d) 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.

Senior School

- a) There is an automatic progression from the 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.

Casual vacancies

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

Boarding

- a) Boarding is available from Year 7 to Year 12 with intakes in years 7 - 11. Accepted boarding places are offered well in advance for Year 7 and for other years when available.
- b) Boarders are not required to sit an entrance test to gain entry.
- c) Waitlisted boarders gain entry to Senior College on the basis of reports, assessment procedures and interview.
- 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 may 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 the Head's discretion, a boarder may be allowed 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.

Scholarships

- a) Year 7 scholarships are open to both boarding and new day students as well as students progressing from Abbotsleigh Junior School.
- b) Year 10 scholarships are open to boarders and day students, both new and current.
- c) An assessment process applies to all scholarship applications.
- d) A list of scholarships and bursaries is available on the Abbotsleigh website.

Full fee paying overseas students (FFPOS)

- 1. Abbotsleigh is registered on the Commonwealth Register of Institutions and Courses for Overseas Students under CRICOS Provider Code 02270F. Applications are considered for limited places.

2. Abbotsleigh does not deal with agencies, nor pay referral fees, for the recruitment of students.
3. FFPOS whose first language is not English will be required to provide documentary evidence of English proficiency, which may include English Proficiency Assessment through an AEAS test centre.
4. FFPOS boarders and day students are normally waitlisted until the year preceding entry.
5. Abbotsleigh will require an interview with parents and the student before an accepted place is offered.
6. Course credit from overseas institutions is typically not awarded to prospective overseas students. However, the Head of Abbotsleigh can exercise discretion around this within the parameters set by NESAs.
7. FFPOS are required to pay an advance payment approximating their first instalment of tuition fees, and boarding fees if relevant, as noted under Entry Fees below. They are also required to pay overseas medical cover for the duration of their enrolment at Abbotsleigh and any government levied examination fees.
8. FFPOS will live in Abbotsleigh boarding houses or with their parents.

Entry fees

1. 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 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
 - 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.
2. Additionally, 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.

Conditions for continuing enrolment

Continued enrolment at Abbotsleigh is dependent upon the student making satisfactory academic progress, attending consistently and the student and parent/carer(s) observing all code of behaviour and other requirements of the School which are applicable from time to time.

Withdrawal of current students

A term's notice must be given in writing 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.

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.

Adjusting or amending this policy

Abbotsleigh may in its absolute discretion, adjust or exclude a section of this Policy either generally or on a case by case basis. The terms of this Policy and of the Conditions of Enrolment may be amended from time to time by a resolution of the Council of Abbotsleigh.

Related documentation and references

- Abbotsleigh Conditions of Entry and Continuing Enrolment (refer to Enrolment Application Form)
- Abbotsleigh Fees schedule
- Abbotsleigh Privacy Policy
- Abbotsleigh Scholarships Listing
- Overseas Student Enrolment Policy
- Overseas Student Transfers, Deferment, Suspension, Cancellation and Complaints Policy

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 \$400 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 \$2,500 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.



Theme 9: Other 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.

All school policies are reviewed cyclically, with some policies being reviewed more regularly than others (for example, the Child Protection Policy).

In 2022, there were no changes made to policies relating to Student Welfare.

Student welfare policies 2022

Policy	Access to policy statement
<p>Anti-Bullying</p> <ul style="list-style-type: none"> • Definitions and specific examples/explanations • Procedures for reporting, investigating and responding to reports of bullying • Senior School procedures for reports of bullying • Student and parent responsibilities, with regard to bullying 	<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 • Issued to students and parents in the student diary.
<p>Student Code of Behaviour and Discipline</p> <ul style="list-style-type: none"> • Behavioural expectations • Consequences for unacceptable behaviour • Serious breaches of conduct • Behaviour management responses are based on procedural fairness. Parents are involved in behaviour management responses involving serious consequences. • Corporal punishment is prohibited expressly. Abbotsleigh does not sanction administering of corporal punishment by non-School persons • Use of technology 	<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
<p>Parent and Student Complaints and Disputes</p> <ul style="list-style-type: none"> • Raising an informal complaint in-person, by phone, by email or through the student diary with the person involved or to their superior. The School's response may include requesting additional information and meeting with the complainant. • Raising a formal complaint in writing to the Headmistress. Receipt of the formal complaint will be acknowledged in writing by the Headmistress and advising next steps. This may include advising relevant parties of the complaint and collecting additional information. • Assessing and responding to informal and formal complaints will be done so based on the principles of procedural fairness • Anonymous complaints 	<ul style="list-style-type: none"> • Issued to students and parents in the student diary • Issued to staff online and in procedural handbook • Full text of the policy is available on the School website under Contacts / Make a Complaint

Other student welfare policies	Access to policy statement
<p>Anaphylaxis policy</p> <p>Procedures relating to the care of students with anaphylaxis plans and staff training</p>	<ul style="list-style-type: none"> • Issued to staff online • Full text of the policy is available on request to the Headmistress
<p>Building Access for Disabled Persons Policy</p> <p>Procedures relating to the care of students with disabilities to ensure inclusivity</p>	<ul style="list-style-type: none"> • Issued to staff online • Full text of the policy is available on request to the Headmistress
<p>Child Protection Policy</p> <p>Legislative requirements and procedures for mandatory reporting, reportable conduct, Working with Children Checks, Staff training</p>	<ul style="list-style-type: none"> • Issued to staff online • Full text of the policy is available on request to the Headmistress
<p>Disability Provisions Policy</p> <p>Procedures relating to applications and administration of disability provisions</p>	<ul style="list-style-type: none"> • Issued to staff online • Full text of the policy is available on request to the Headmistress
<p>Indigenous Education Policy</p> <p>Staff, student and parent responsibilities to improve educational outcomes for Indigenous students, including through the School's Indigenous Scholarship Program</p>	<ul style="list-style-type: none"> • Issued to staff online • Full text of the policy is available on request to the Headmistress
<p>Social Media Policy</p> <p>Behavioural expectations of students with regards to their use of social media</p>	<ul style="list-style-type: none"> • Issued to students and parents in the student diary • Issued to staff online • Full text of the policy is available on request to the Headmistress
<p>Acceptable Use Policy</p> <p>Expectations regarding use of computers and other technologies</p>	<ul style="list-style-type: none"> • Issued to students and parents in the student diary

Theme 10: School determined priority areas for improvement

Report on priorities for 2022

Priority	Achievement
Deliver Stage 1 Priority Projects and obtain planning approval for Stage 2 Priority Projects	<p>Three of the four Priority Projects were delivered during 2022. Factors affecting the construction sector generally pushed one of the projects into 2023.</p> <p>Planning for Stage 2 Priority Projects was significantly advanced at the end of 2022. Planning approval will occur during Q2 2023</p>

Priorities for 2023

Priority	Achievement
<p>Deliver the final Stage 1 Priority Project during Q1 2023</p> <p>Appoint a head contractor for Stage 2 works and obtain planning approval during Q2 2023</p> <p>Commence construction of Stage 2 works during Q4 2023</p>	



Theme 11: Initiatives promoting respect and responsibility

- K-12 School values clarification study
- K-12 service committees in which students work together in vertical groupings to enact service projects
- The Buddy Reading Program in which Year 6 students assist Kindergarten and Year 1 students with reading
- The School Service Project – an annual event
- Year based Service-Learning projects
- The Peer Support Program
- The Abbotsleigh Readers' Challenge to raise money for and awareness of Indigenous literacy issues
- Participation in Reconciliation Week assemblies
- World Vision – Five fundraisers were held during 2022. Through fortnightly student-led club meetings, students learnt about children living in poverty around the world and what they can do to help. In addition to this, the Junior School raises money throughout the year for eight sponsored World Vision children.
- Light up Vanuatu – Infants students had fun making solar lights. They gave the gift of light to children in Vanuatu so that they can stay up late to read.
- Wool for Warmth – Senior School students took up the challenge of knitting blankets for those in need.
- Abbotsleigh and Knox collaboration – Year 7 and 8 students met to discuss how to bring the two school communities and their values together. The students also shared ideas on service and social justice, how they can have a positive impact on the broader community.

Theme 12: Parent, student and teacher 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.

An extensive survey of the School community is scheduled for 2023.

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.

Teacher satisfaction

An anonymous staff survey was conducted in 2021 and another is scheduled for 2023.

The survey results indicated that teachers were very satisfied with:

- Abbotsleigh's vision and values
- Engagement
- student and parent satisfaction; and

- performance feedback.

When compared with other schools Abbotsleigh also rated highly satisfied in teacher recognition, facilities, technological knowledge and change management.

Nonetheless we are also working towards:

- improving career opportunities both within the school as well as the career plans for individual teachers;
- improving teacher involvement in the decision-making process; and
- creating better flexibility in work life balance.

Theme 13: Summary financial information

Table 12 - Summary of financial information - Income 2022

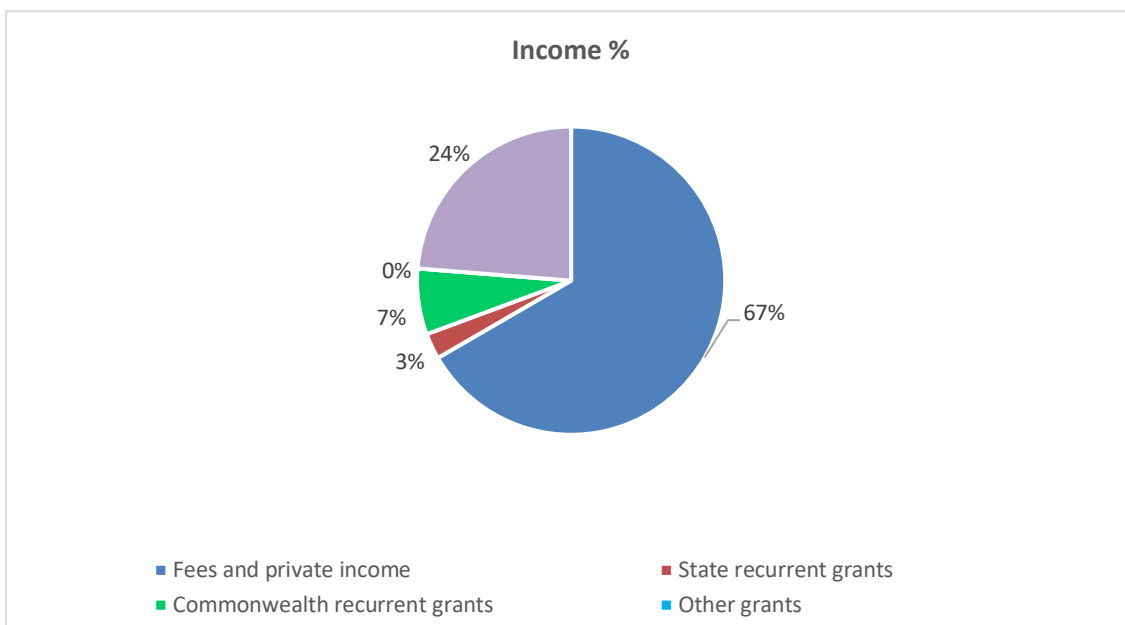
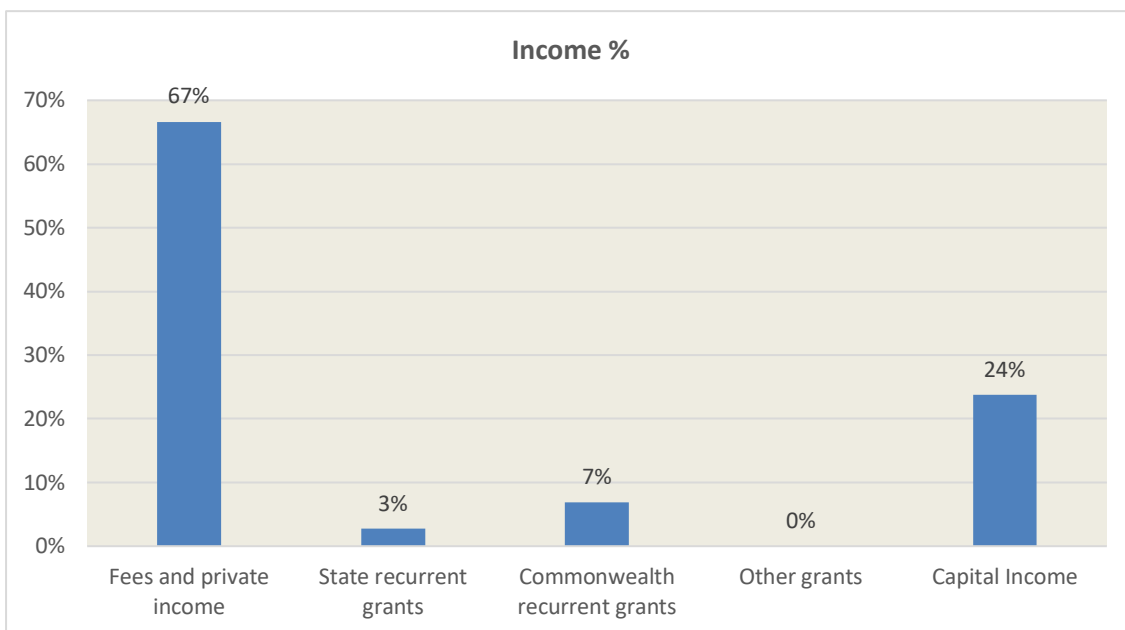
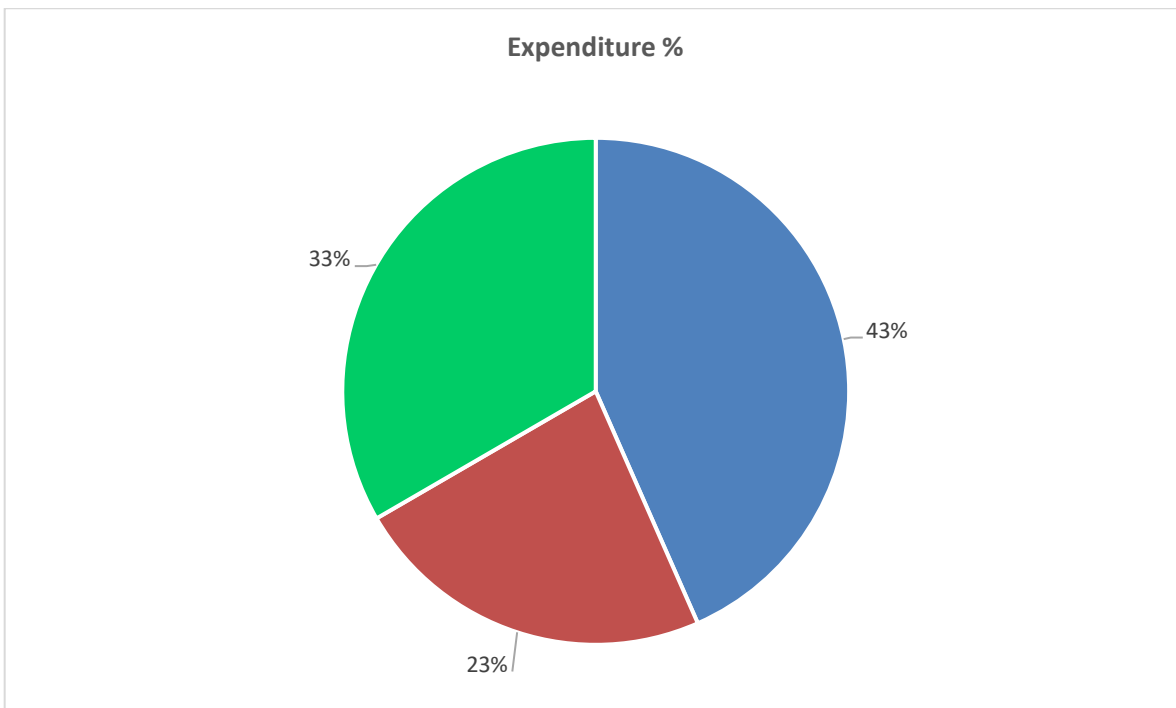
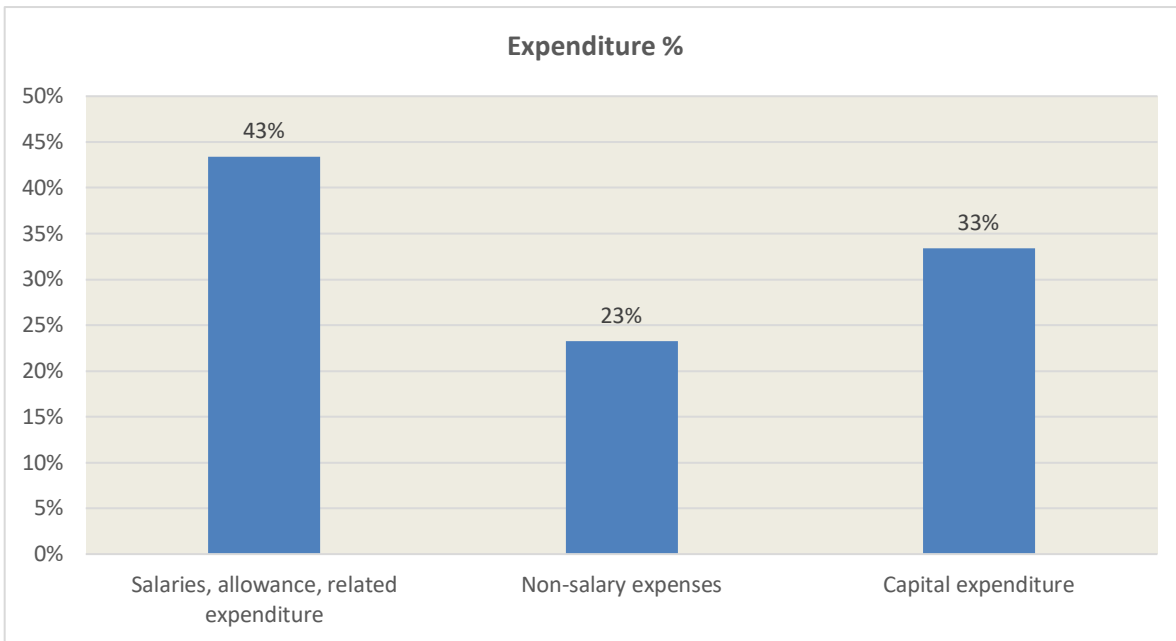


Table 13 - Summary of financial information - Expenditure 2022



ABBOTSLEIGH