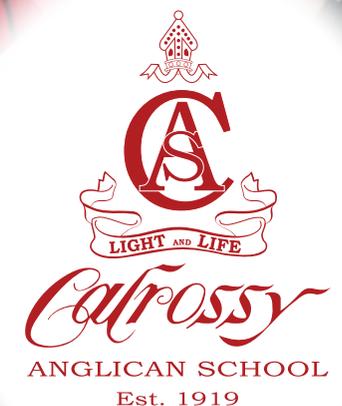


2018 Annual Report

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Theme 1: A MESSAGE FROM KEY SCHOOL BODIES

Chairman's report:

This Report outlines Calrossy Anglican School's activity through the period 1 January 18 to 31 December 18. In the second year of the tenure of Principal David Smith there had been an invigoration of teaching and learning, built upon a sound position from the previous officeholder. Calrossy again performed with distinction in the HSC, improving to place in the top 150 Schools in NSW. Ranked at 132, Calrossy was over 50 places ahead of its nearest competitor School in Armidale and over 100 places ahead of its nearest competitor School in Tamworth. This placed Calrossy as the highest performing School in the 2018 HSC in Tamworth, North West and all of Northern NSW.

Of note in 2018 was a step towards improving efficiency and the introduction of contemporary educational practices required of a School with the size and maturity of Calrossy. This was visible to the Board who view this improvement as a path to a stronger future.

2018 saw a new School Executive Structure with the appointment of some new senior staff. Critical to these appointments was not only the strong acumen and qualification in education, but a commitment to holistic Christian Education. This remains central and pivotal to our education.

The School Executive spent time in 2018 deliberating on future School Models and how its unique Diamond Model may be best applied into the future. The school will retain the current format of Primary, reverse the heritage of separate gender Junior Secondary education and optimise the final years of Senior Secondary with boys and girls learning together. It is acknowledged that running twin campuses over two sites has been logistically challenging. Previous models are not sustainable long term and it is anticipated the new school structure from 2021 will resolve much, if not all of the complexity.

The Master Planning process has been reinvigorated and 2018 saw a maturing of the process. Incorporating agility in design is key for Calrossy to respond to future educational needs. Delightfully, the first stage of a new classroom complex for the William Cowper Campus was commenced and is due for completion by EOY 2020. It is supported by a Federal Government Grant of \$950, 000. The purchase of 10 hectares of property north of the same campus secures flexibility for growth and development into the future.

The Governance Committee used 2018 to reset its review schedule of School Policies. CompliSpace was secured as an external provider to bring efficiency to the process. 2018 saw the release of the Royal Commission report into Child Abuse. There were many lessons that came out of the Commission and the revelation of many sad experiences by some. Calrossy is committed to being a Childsafe School and responding to best practice in Child safety practice. The school and Board remain compliant in all areas of Registration and Governance obligations.

Early recognition of the impact of drought had cause to have the Aged Debt target for December adjusted to accommodate cases of genuine difficulty. The Board remains committed to reducing its Aged Debt to a level that is sector standard; this is hinged to relief from the drought and improved economic conditions in the region. Apparent during the stress of drought is the aggressive nature of some competitor schools in seeking enrolments. Boarding in NSW is under pressure with some long-established Schools in Sydney closing boarding after a century of offering. Others are reaching into long term savings and offering discounts and bursaries that are prohibitive for Calrossy to match. Despite this context, Calrossy remains committed to the provision of a compelling Boarding and Day educational product, priced appropriately for families in Tamworth and the wider region.

A pleasing achievement for 2018 was the establishment of the Calrossy Foundation. Over time it will have a profound effect in supporting families in need through Scholarships, Bursaries and future development through a tax deductible Building Fund.

Calrossy is celebrating its Centenary Year in 2019. It is blessed with a Principal and Senior Executive who are defining the future path ahead based on educational excellence and Christian values. Calrossy remains well positioned to benefit from optimising our unique 'Diamond Advantage'.

David J.A. Lamb.

Chairman
Calrossy Anglican School Board





Theme 1 2018 Annual School Report

2018 was designated as the Year of Growth for Calrossy Anglican School. This was based on our overall school purpose of impacting upon and shaping the holistic development and formation of our students at all levels from Prep to Year 12. Whilst academic learning and cognitive growth is a central function of our school 'raison-d'etre', our purpose is additionally encapsulated by a deliberate intent to promote the social, emotional, physical and spiritual development of our students.

Our school focus in 2018 included:

a) Learning in First Place

We endeavoured to shift our focus towards a more explicit emphasis on learning. A primary driver for change has been determining what is best for student learning. This has applied from Pre-school, across Primary and into Secondary.

We have applied practices to increase class time. Year 11 and 12 students were based on a single campus for the whole day, increasing learning time. A positive impact of this rotation has been the development of greater Year group identity, with boys and girls in each of the cohorts spending more time with each other. There were negatives as well, one of these being less close connection between the Senior Year groups and a perceived loss of leadership to younger students on each of the campuses.

A pleasing aspect of the year was the agility of the newly established leadership team to respond to some of the challenges, assisting the school to adapt to new structures and ways of doing things.

There are challenges ahead as the move away from student travel impacts on staff, sometimes relocating during the school day.

Our students achieved stellar HSC results once again, with the numbers of top bands achieved placing us proportionally as the top academic school in the New England/North West. We were delighted to be ranked in the Top 150 schools by the SMH ranking at 130. As a non-selective Regional school, our achievement is remarkable. Results beneath the top academic bands were also notable. Students achieved four NSW top ten in subject results again and the second highest ATAR in the region. These were just some of many highlights that demonstrated strong academic performance across the Year 12 cohort.

The high level of University first choices offers included a good proportion of students receiving scholarships and awards. Independent data analysis demonstrated significant and pleasing growth of our students at Year 12 level over the past five years, indicating excellent teaching and a strong academic program.

Testing and data at other areas including NAPLAN remains similar to that of the past, indicating pleasing growth in our students between Year 9 and Year 12.

Our Primary staff participated in a targeted research and enquiry project with the AIS, entailing professional development in Science, preparing for the implementation of the new K-6 Science syllabus. This was successfully conducted, and our leaders presented to other schools, winning plaudits and recognition for their work. Student learning continues to be a strong feature of Primary assemblies.

To enable effective learning, the quality of the staff and teamwork in each learning centre is pivotal. In addition to the School Executive, the Middle Leaders group remain an important forum, tasked with the leadership of academic growth in the school.

The appointment of a new Director of Quality Teaching and Learning was important at the start of 2018, given that the belief that our growth as a school should be based around Teaching and Learning. Staff leadership in developing staff capacity, growing Middle Leaders and promoting high levels of teacher collaboration, in connection with senior staff, has been important.

2018 saw us make a successful application to partner with the NSW AIS School Improvement Service. This three to five-year funded commitment to school growth and development commenced in the second half of the year. Following intensive analysis of school data we have identified Wellbeing, P-12 Writing, Student Engagement and Transitions as drivers for school growth and improvement in subsequent years.

b) One School Project

The shift towards a single school identity continued in 2018. Structural changes were embedded, at Secondary and administrative levels to further emphasize our operation as a single school. Secondary leadership was established as a single entity with the appointment of a single Head of this section of the school.

The introduction of Year 11 and 12 whole year cohorts rotating between BSC and WCC assisted this development, giving a presence of both boys and girls on each of our campuses. 2018 saw a growing number of combined events.

Utilization of student voice and a listening ear to the stakeholders has been integral to the growth of school culture, assisting in the development of trust and reinforcing that the school is committed to supporting the holistic growth of students at every level of the school and in each learning centre.





c) Christian Education

Part of our identity is that we are Christian School, in partnership with the Anglican Diocese of Armidale and possessing a distinct ethos. We seek to reflect the generosity of God in the way we operate. Given a decline of Christian influence and narrative in the public arena and a perceived shift away from institutional religion, there is challenge for Calrossy to remain relevant as a Christian School.

With every challenge comes opportunities and we remain committed to provoke students to explore, ask questions and consider the implications of the Christian story. We do so in the context of relationship and by supporting students with integrity. Ongoing refinement of our Vision and Mission statements has integrally involved consideration of our Christian heritage.

d) Cocurricular Student Involvement

In the Co-curricular area Calrossy achieved many successes, with excellent performances in Chess, Tournament of Minds, Engineering Challenges and Sport. Despite the challenge of distance, HRIS membership provides a pathway for students to compete at State and National level. Calrossy produced a good number of state level representatives at both Primary and Secondary level during the year. We maintained first place in the North West Equestrian Event and our Debating teams and Cattle Club continued to achieve high level success in their respective competitions. Our Primary students achieved highly in Chess, Public Speaking and Tournament of Minds competitions, gaining State level success in one of these competitions. Attention to further enhancement of Sport and Co-Curricular activities in the school continues and our school seeks to provide high level coaching, programmes and opportunities that add value beyond the classroom experience.

With growth also comes change. A school cannot rely on more of the same, no matter how successful. Change is inevitable and an effective school grows in agility to respond to its future.

The introduction of the Calrossy HUB progressively during the year required additional teacher learning and the development of fresh procedures in reporting, teacher administration, development of teaching and learning and a wide range of associated procedures.

The implementation of and migration to these new Student Management and School Management systems was planned and generally progressed well, though not without challenges.

A team of staff and Board members continued a process of formulating a fresh Vision and Mission for Calrossy, involving a broad cross-section of the school community. The development of a list of Graduate Attributes has been part of the process.

Important changes in 2018 included the following, each undertaken in conjunction with the Calrossy Board:

1. The school established a future model for the school. In 2021 junior Secondary students will learn on the William Cowper Campus in single gender classes whilst students in Senior Secondary will permanently learn on the Brisbane Street Campus in coeducational classes. The decision consolidates and completes the current Diamond Model.
2. The Calrossy Master Plan has mapped out infrastructure and building for the next ten years. The result of the process was a successful application for Federal funding to assist in the cost of building a new multipurpose classroom facility on the William Cowper campus, ready for occupation of students in 2021. The design was formalised, and the project was formally commenced.
3. The Diocese of Armidale were successful in the purchase of a 10-hectare property to the North of the current Moore Creek Rd campus. The school has negotiated an agreement to pay for a proportion of this property, to use for future development.
4. Calrossy successfully established a School Foundation. It will assist the school in collect tax-deductible donations to support building, the award of scholarships and bursaries and the provision of library resources.

Significant attention has been paid to administration in 2018 to enhance growth of efficiency in the smooth running of the school. The operation of the Secondary section moved under the leadership of a single Head. The Deputy Principal has taken on a wider scope of leadership across the whole school and the appointment of a Secondary Director of Studies supported this move, to enhance the academic and pastoral care of students. Communication systems using the HUB have also been established, including the use of a Calrossy App for personal devices. Many paper systems are moving online.

The deepening impact of the drought has required focus of the Board and School Management. Calrossy has worked hard to remain affordable in the current circumstances, limiting fee increases and managing budgets to stay as competitive as possible in the context. The establishment of a school Foundation is significant in that it will support school infrastructure development and raise funds that will benefit students through bursaries and financial support. As the Year of Growth concluded, opportunities for development, progress and change lie before the school.





In 2019, Calrossy moves into a period of thanksgiving, celebrating 100 years of schooling. This will be an important period as the school gives thanks for our rich past, celebrates who we are today and plans ahead for the future growth and development of Calrossy.

In closing I give thanks to our wonderful students who energize and keep us all focused on providing the best outcomes for their development. I salute the vibrant Calrossy parent community whose support, both formally (through our P & F) and informally, is greatly valued and appreciated. I commend the teachers and support staff of Calrossy, our Executive team and the Board for their commitment to the growth of our students and the development of our school. 2018 has been a wonderful year for the school and there is promise of much more ahead in the future.

David Smith
Principal

M.A., B.Ed. (with Distinction), Dip. Teach., MACE, MACEL

Primary SRC

The Primary Student Representative Council is made up of two representatives from each Grade from Year 2 to Year 6. Throughout the year we have held fund-raising activities to assist local charities and organisations as well as providing funds for classroom and playground resources. We have held and supported guessing competitions, mufti days, design competitions and school dances. Being in the SRC has allowed us to develop skills of working within a team, leading school events and promoting the values that we have in the school such as fairness, co-operation and service. The SRC also gives the students a voice to help develop our school community.

Phil Garland & Primary SRC

2018 saw the combination of the Secondary Girls SRC and the Secondary Boys SRC into one group working towards common goals and creating a positive and inclusive environment for students on both campuses. The Calrossy Secondary SRC is comprised of elected students from Years 7-12.

A primary responsibility of the SRC is the organisation of school dances. A canteen is run by the students on dance evenings and for school performances. Funds raised from these activities go towards school projects like maintaining the student hot chocolate and coffee vending machine on the Brisbane Street campus previously purchased by the SRC, as well as leadership opportunities for SRC members such as attendance at the NSW Constitutional Convention in Parliament House Sydney.

2018 also saw the SRC involved in raising awareness around the issue of domestic violence. This included some senior students attending a “Break The Silence” community march in October and a “Say No To Violence Day” in November which was linked into local activities with Zonta International.

Our SRC members, along with other students within our school, help support fundraising events within the wider community. Participation in events such as the Red Shield Appeal, Legacy Day and World’s Greatest Shave are some examples of these, with organisers actively seeking the involvement of the students due to the courteous, positive and responsible manner they conduct themselves in public.

Sharon Draper & Todd McDonald Secondary SRC Coordinators





Theme 2: CONTEXTUAL INFO ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

Calrossy Anglican School was established in Tamworth NSW in 1919 and provides learning from Prep to Year 12 students. The school offers a unique Diamond School model in which students enjoy a coeducational Primary School experience, transition to gendered classes for Years 7 to 10 and recombine for coeducational classes in Years 11 and 12. In 2018 309 students were enrolled in the Infants/Primary section with an additional 40 students attending Prep. We enrolled a total of 595 Secondary students across our two campuses, with close to one third of them being resident Boarders. In addition, the school had 47 students attending the separate Calrossy Pre School meaning that close to 1000 children are learning each day across our campuses.

Calrossy's regional setting shapes the distinctive school experience we offer to our students. Celebrating our 100 years in 2019, the school has long been embedded into the Tamworth Regional community. The relationship with the region is significant. We have access to resources in the area in agriculture and primary industry, through regional networks & locally based national companies. Students enjoy many opportunities through the excellent sporting, music and cultural facilities that exist locally. Our curriculum is firmly anchored in our large regional setting, with classes making frequent use of the many resources available in Northern NSW's largest centre. Participation in Hunter Region Independent School association, provides sporting pathways to state and national level competition. Our academic reputation is based on top level achievements in the region over the past five years, demonstrating that students in our area can achieve amongst the best in the state. In 2018 we were again the topmost performing school in Northern NSW, achieving a ranking of 132 in NSW by the SMH top band comparison. Calrossy is home to nearly 200 boarders from the Hunter, North Coast, New England and North West. The spectrum of options for Calrossy reinforces that there is no 'typical' mould for our students. Many of our students attend university after school, some winning very prestigious scholarships and awards to do so.

Our Primary School inspires true excellence through small class sizes, specialist Music, STEM and Language teachers and access to learning enrichment for gifted and talented students. There is a strong focus on developing fundamental skills that will support student growth in later years.

The early Secondary approach is centred on supporting boys and girls in their academic, social and emotional development through early adolescence, assisting the growth of independence and essential life and academic skills. Via staff led mentor groups, the development of positive relationships is vital aspect of pastoral care. In recognition that this is a period at which there are greater risks of disengagement, there exist opportunities for meaningful involvement, strong adult role-modelling and encouragement for students to develop their interests and passions. The cocurricular programme of the school supports the achievement of these goals.

In Years 11 and 12 our boys and girls learn together, equipping and preparing them for the NSW HSC, and just as importantly, life after school. There is a focus on developing independence, supporting student wellbeing and supportive frameworks that promote collaboration. Our Senior Year groups learn together on a single campus each day on a rotating basis.

Calrossy has an inclusive enrolment policy and is a diverse community. We seek to develop an authentic and open approach to learning, which assists students to think critically and to develop a compassionate social conscience. Our student wellbeing programme seeks to ensure all students to be known and feel valued and respected. Calrossy is focussed on providing students with opportunities that enrich their education, helping them develop into well-rounded citizens.

There are a number of students have special needs and we have approximately 5% of students of Aboriginal or Torres Strait Island heritage. The school has CRICOS Registration with the facility to enrol International students. In 2018 the school had 2 International students enrolled, one of whom was the dux of the school with an ATAR of 99.65. Our Special Needs Programme is offered from Preschool to Year 12. Students are identified by staff, family or medical personnel to the Wellbeing Team and the Head of Special Needs where the team of specialist staff from our Independent Learning Centre offer support, Individual Educational Plans, Healthcare and Mental Plans, Behaviour Management Plans and Risk Management. Support is based on a three-tiered model of response of intervention. The school is compliant with the NCCD funding agreement and promotes access to learning for all students, providing various levels of support and intervention, to allow access to the curriculum.

Calrossy Anglican School is focused on the wellbeing of every member of the school community. The school embraces cultural diversity and encourages a sense of belonging and community through its core values Integrity, Resilience, Selflessness and Inclusiveness.

Calrossy possesses 3 academic campuses and two offsite boarding facilities:

- Brisbane St Campus
- William Cowper Campus
- Tangara Campus (Trade Training Centre – Primary Industries, Agriculture and Short Horn Cattle Breeding programme)
- Simpson House Boarding Facility (Secondary Boys Boarding)
- Gloria Thew House Boarding Facility (Secondary Girls Boarding)





Ours is a strong value-added environment. Opportunities exist for academic excellence, academic support, enrichment and development. Personal health and well-being are valued, a wide variety of sporting opportunities exist, and spiritual development is nurtured. Extra-curricular activities abound to support the whole development of the child.

Primary School - Extra Curricula Activities

- Sports: Cricket
Flipper Ball
Hockey
Equestrian Sports
Netball
Oztag
Rugby Union
Swimming Survival
Basketball
- Cultural: Choir
Band
Theatre Sports
Instrumental Music
- Academic: Debating
Chess
Tournament of Minds
Da Vinci Decathlon
ICAS Maths, English, Science
Maths Olympiad
Science and Engineering Challenge
Mathematics Camp
Coding Club
Gardening Club

Secondary School - Extra Curricula Activities

- Sports HRIS pathways to State level sport in Athletics/Swimming/Cross Country and a wide range of representative sports.
Netball, Basketball
Rugby (girls and boys) including Rugby 7s
Soccer
Hockey
Life saving
Equestrian Sports
- Cultural Debating and Public Speaking
Duke of Edinburgh
Eisteddfods
Driver Education
Musicals/Drama productions
Orchestra/concert Band/Jazz Band
Dance Productions – Performances
Participation in Indigenous celebrations
HRIS Cultural Festival – dance, voice, orchestral
- Spiritual Christian Fellowship groups
Bible Study
- Academic Cattle team, judging and parading
Chess
After School Assistance and Tutoring
Science/enviro club
Science/Engineering Challenge
Mock Trial, MUNA Tournament of Minds
Student Leadership Programmes
Expeditions/Excursions





Theme 3: STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

The school's 2018 NAPLAN result summary is:

Percentage Below National Minimum Standard (bottom band for their cohort)

	Year 3 school	Year 3 state	Year 5 school	Year 5 state	Year 7 school	Year 7 state	Year 9 school	Year 9 state
Reading	0	3.8	4.1	5.4	4.5	4.8	6.7	5.2
Writing	5.1	2.8	8.2	8.8	0.9	3.5	1.1	4.7
Spelling	2.6	4.5	8.2	4.1	6.2	6.2	13.0	8.4
Grammar & Punct'n	2.6	4.2	0.0	5.5	4.4	6.3	6.5	6.9
Numeracy	0.0	2.1	0.0	2.7	0.9	2.2	1.1	2.5

Percentage At or Below National Minimum Standard (bottom two bands for their cohort)

	Year 3 school	Year 3 state	Year 5 school	Year 5 state	Year 7 school	Year 7 state	Year 9 school	Year 9 state
Reading	2.6	11.0	10.2	16.5	12.5	16.8	15.6	19.4
Writing	7.8	8.2	51.1	20.3	7.1	9.8	14.3	18.7
Spelling	12.9	12.4	24.5	13.5	19.5	15.7	27.1	19.1
Grammar & Punct'n	5.2	12.4	0.0	16.5	22.1	20.3	23.9	24.4
Numeracy	7.7	12.2	6.1	14.8	9.8	13.9	7.7	15.8

Percentage At Proficiency (top two bands for their cohort)

	Year 3 school	Year 3 state	Year 5 school	Year 5 state	Year 7 school	Year 7 state	Year 9 school	Year 9 state
Reading	48.7	56.0	42.9	40.0	32.1	31.3	23.2	24.8
Writing	5.2	13.0	16.3	16.6	3.6	4.7	7.7	15.4
Spelling	51.3	52.9	36.7	37.9	24.8	36.3	14.1	27.0
Grammar & Punct'n	51.2	51.8	63.3	38.2	23.0	31.2	18.4	26.9
Numeracy	43.6	44.8	40.8	33.0	19.6	32.0	17.6	30.4





Theme 4: SENIOR SECONDARY OUTCOMES (student achievement)

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 6 students.

Subject	Year	No. Students	Performance band achievement by percentage (state figures in brackets)	
			Bands 4-6	Bands 1-3
Agriculture	2016	8	School: 87% (59%)	School: 13%
	2017	17	School: 100% (58%)	School: 0%
	2018	13	School: 100% (62%)	School: 0%
Ancient History	2016	-	-	-
	2017	9	School: 78% (62%)	School: 22%
	2018	6	School: 100% (63%)	School: 0%
Biology	2016	30	School: 97% (67%)	School: 3%
	2017	41	School: 95% (69%)	School: 5%
	2018	30	School: 93% (70%)	School: 7%
Business Studies	2016	18	School: 56% (63%)	School: 44%
	2017	20	School: 85% (66%)	School: 15 %
	2018	24	School: 67% (65%)	School: 33%
Chemistry	2016	18	School: 83% (73%)	School: 17%
	2017	7	School: 86% (71%)	School: 14%
	2018	13	School: 77% (70%)	School: 23%
Dance	2016	5	School: 80% (77%)	School: 20%
	2017	3	School: 33% (82%)	School: 66%
	2018	2	School: 100% (84%)	School: 0%
Drama	2016	4	School: 100% (83%)	School: 0%
	2017	4	School: 100% (84%)	School: 0%
	2018	4	School: 100% (82%)	School: 0%

Economics	2016	-	-	-
	2017	8	School: 63% (74%)	School: 37%
	2018	6	School: 50% (72%)	School: 50%
Engineering Studies	2016	9	School: 44% (72%)	School: 56%
	2017	-	-	-
	2018	-	School: 100% (71%)	School: 0%
English Standard	2016	45	School: 49% (49%)	School: 51%
	2017	43	School: 86% (55%)	School: 14%
	2018	49	School: 63% (51%)	School: 37%
English Advanced	2016	34	School: 100% (90%)	School: 0%
	2017	49	School: 98% (92%)	School: 2%
	2018	40	School: 98% (91%)	School: 2%
Geography	2016	28	School: 79% (70%)	School: 21%
	2017	36	School: 92% (74%)	School: 8%
	2018	37	School: 84% (74%)	School: 16%
Industrial Technology	2016	4	School: 75% (55%)	School: 25%
	2017	8	School: 75% (47%)	School: 25%
	2018	12	School: 67% (49%)	School: 33%





Legal Studies	2016	12	School: 75% (70%)	School: 25%
	2017	10	School: 80% (75%)	School: 20%
	2018	10	School: 90% (72%)	School: 10%
Mathematics General	2016	48	School: 48% (52%)	School: 52%
	2017	63	School: 56% (51%)	School: 44%
	2018	58	School: 59% (53%)	School: 41%
Mathematics	2016	22	School: 68% (76%)	School: 32%
	2017	20	School: 90% (75%)	School: 10%
	2018	19	School: 79% (78%)	School: 21%
Modern History	2016	11	School: 73% (73%)	School: 27%
	2017	11	School: 100% (71%)	School: 0%
	2018	15	School: 87% (72%)	School: 13%
Music 1	2016	4	School: 100% (89%)	School: 0%
	2017	5	School: 100% (90%)	School: 0%
	2018	7	School: 100% (90%)	School: 0%
PDHPE	2016	24	School: 58% (62%)	School: 42%
	2017	23	School: 78% (60%)	School: 22%
	2018	16	School: 81% (61%)	School: 19%
Physics	2016	11	School: 100% (66%)	School: 0%
	2017	7	School: 100% (68%)	School: 0%
	2018	9	School: 100% (65%)	School: 0%

Senior Science	2016	38	School: 89% (68%)	School: 11%
	2017	43	School: 95% (60%)	School: 5%
	2018	28	School: 86% (62%)	School: 14%
Society and Culture	2016	8	School: 88% (79%)	School: 12%
	2017	-	-	-
	2018	12	School: 100% (77%)	School: 0%
Studies of Religion 1	2016	1	School: 100% (76%)	School: 0%
	2017	2	School: 100% (82%)	School: 0%
	2018	-	-	-
Studies of Religion 2	2016	2	School: 100% (71%)	School: 0%
	2017	6	School: 83% (78%)	School: 17%
	2018	-	-	-
Visual Arts	2016	7	School: 100% (87%)	School: 0%
	2017	8	School: 100% (90%)	School: 0%
	2018	7	School: 100% (92%)	School: 0%
Primary Industries	2016	13	School: 77% (54%)	School: 23%
	2017	14	School: 93% (71%)	School: 7%
	2018	13	School: 85% (75%)	School: 15%
Hospitality	2016	-	-	-
	2017	2	School: 50% (70%)	School: 50%
	2018	6	School: 86% (68%)	School: 14%





Extension Courses

Subject	Year	No. Students	Performance band achievement by percentage (state figures in brackets)	
			Bands E3-E4	Bands E1-E2
English Extension 1	2016	9	School: 100% (95%)	School: 0%
	2017	6	School: 50% (93%)	School: 50%
	2018	9	School: 100% (95%)	School: 0%
English Extension 2	2016	6	School: 67% (79%)	School: 33%
	2017	5	School: 40% (77%)	School: 60%
	2018	4	School: 75% (71%)	School: 25%
Mathematics Extension 1	2016	6	School: 100% (79%)	School: 0%
	2017	7	School: 57% (82%)	School: 43%
	2018	5	School: 60% (80%)	School: 40%
Mathematics Extension 2	2016	-	-	-
	2017	-	-	-
	2018	2	School: 100% (85%)	School: 0%
History Extension	2016	-	-	-
	2017	4	School: 50% (80%)	School: 50%
	2018	5	School: 80% (79%)	School: 20%

In 2018, 89 students sat for the NSW Higher School Certificate through Calrossy Anglican School in 31 courses. In total 98.7% of candidates across all 2 unit courses achieved marks of 50 or more (Band 2 or higher) with 42% of these placed in Bands 5 and 6 (80-100 marks). Of the 25 candidates who sat for a 1 unit extension course, 100% achieved 25 marks or more out of 50 with 44% achieving 40 marks or more.

In general, student achievement was above state level, with a higher proportion of students gaining results in Bands 5 and 6 and a small proportion, compared to state wide figures, in Bands 1 and 2. This has been a consistent trend over the past three years. It was pleasing that in 2018 four of our students were placed in the top ten students in the state for one of their courses (One student in Biology, one in Music 1 and two in Agriculture).

100% of students in the Year 12 cohort were awarded an HSC.

In 2018, 30% of Year 12 students participated in vocational or trade training. 68% of these courses were studied at school and the remainder at TAFE.

Theme 5: TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

Calrossy Anglican School is committed to provide opportunities for staff to engage in professional development.

Description of Professional Learning Activity	Course Provider	No of Staff Attending
Research to Practice Initiative	AIS	3
Armidale Clergy Training Day	Armidale Clergy	1
Armidale Clergy Training Day	Armidale Clergy	1
Clergy Inservice	Armidale Clergy	1
Year 9 Food Technology Fun	The Happiness Mission	1
Working with Young People 12-24 years	Louise Hayes	1
Clergy Inservice	Armidale Clergy	2
Best Practice Recruitment	HRIS	1





TADCA Pd NSW CAA	TADCAN – Careers Advisers Network	1
The Big Meet/Career Options Assessments	Careers Option Workshop	1
Getting your head round the new K-10 Language Syllabus	AIS	1
Tournament of Minds	Tournament of Minds	1
HRIS Library Meeting	HRIS	1
Viva, Musicology & Aural Approaches	Teach Meet Presenters Peta Harper Jenny Robinson Deb Batley	1
Edcomm Conference/Barker Visit	Edcomm	4
Balls up: Juggling HSC Physics	University of Sydney	1
Learning & Leadership in Schools	Australian College of Educators	1
Mantle Conference	Mantle	1
Science Teachers Assoc. of NSW – Chemistry Conference	Science Teachers Association	1
Visual Arts Conference	AIS	1

Employment & Work Health & Safety Briefing	AIS	1
AHISA Director of Studies Conference	AHISA	1
Teacher Librarian Conference – Reflections on Reading	AIS	1
Tamworth History Teachers Conference	HTANSW	5
Explore Career Fair - Sydney	Careers Network	1
Meet the Markers	Science Teachers Association	1
Appreciation Composition & Assessment in Stage 6 Dance	AIS	1
Learning Difference Conference	UNSW	1
School Counsellor's Conference	AIS	1
Hospitality Network Day	AIS	1
Supporting students with needs	AIS	3
EducTech - Librarians Congress	EducTech	1
A day of Learning with Michael Fullan	AIS	2
Big Day in ICT Careers Event	University of Newcastle	1
Clergy Conference	Clergy	1
HSC Careers & Employment Expo	Resources for Courses	1
Learning for Tomorrow	AIS	2
Primary Industries Network Day	AIS	1
HRIS Extension Science Workshop	HRIS	1





Mental Health – School Based Support	AIS	1
PDHPE – K-10 Syllabus	AIS	2
School Nurses Conference	School Nurses Association	2
AHISA –Aspirant Head Master Class	AHISA	1
Coding with iPads K-6	Calrossy	1
Neerpod Deep Dive: Information & Preparation	Calrossy	1
Timetabler Course	Timetabler	2
Essential Basic Training for Leaders of Wellbeing	WISA – Wellbeing in Schools	1
Anglican Schools Australia Conference	ASA	1
Drone Technology Dev. Day	JAR Education	1
Teacher Development Day	JAR Education	2
Languages K-10 Framework & Familiarisation & Planning Workshop	AIS	2
Asthma & Anaphyaxis	St Johns	3
ABSA NSW Boarders Wellbeing Seminar	Australia Boarding Schools	1
New Language Syllabus	AIS	1
Preparing for the implementations of Advanced/Ext Maths Course	Avondale College	2
HSC Marking Seminar - Textiles	NESA	1
Technology Syllabus Seminar	The Happiness Mission	1

Mathematics Conference – HODs Day	AIS	1
Design Thinking Across the Curriculum	NESA	2
School Based Information Session	NESA	1
Programming the new K-10 PDHPE Syllabus	ACHPHER	4
Project Based Learning Years 7-8	NESA	2
Aboriginal & TSI Education Conference	AIS	1
Year 12 Earth & Environmental Science Programming & Resources	Crooked Science	1
Sector Conference	Armidale Clergy	3
Science & Maths Conference	Western Sydney University	1
Digistem Conference	AIS	3
Wisdom to Ways – Enhancing Student Well-Being	NESA	1
Records Retention Data Schedule Workshop	Loretto Normanhurst	1
AHISA Director of Studies Conference	AHISA	1
Refresher Standard MHFA	MHFA	1
NSW CAA Annual Conference	Careers Advisers Association	1
Senior Science HSC Marking	NESA	1



Crooked Science – Yr 12 Physics	CrookED Science	1
Preparing Young People for Further Education	ANU	1
Modern History Core - Power & Authority in the Modern World	TTA	1
Mitie Term Conference	Mitie	1
Digital Technologies & NSW Curriculum	AIS	1
UNE Grass “Science taking you places”	University of UNE	1
Australian Association for Research in Education	AARE	1
Identify & Respond to Children/Young	Online AIS	5
Mathematical Mindsets	Online	1
Networks – the what and the how	Online	1
Beyond Year 12 Conference	Australian National University	1

Teacher qualifications

Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	94
ii. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	3



Teacher accreditation

Level of accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	
Conditional	1
Provisional	4
Proficient Teacher	114
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers (should be the same as reported on MySchool)	119

Theme 6: WORKFORCE COMPOSITION

School Staff as at 31/12/2018

Teaching staff	110
Full time equivalent teaching staff	87
Non-teaching staff	131
Full time equivalent non-teaching staff	86
Aboriginal and Torres Strait Islander Staff	0 (unknown)



Theme 7: STUDENT ATTENDANCE AND RETENTION RATES AND POST SCHOOL DESTINATIONS IN SECONDARY SCHOOLS

Student attendance rates

Year	Attendance Rate %		Year	Attendance Rate %		Year	Attendance Rate %
Kinder	94.4		Year 5	96.1		Year 10	93.3
Year 1	92.6		Year 6	94.3		Year 11	94.1
Year 2	95.6		Year 7	94.0		Year 12	94.2
Year 3	93.4		Year 8	93.9		Whole School	94.0
Year 4	93.7		Year 9	92.9			

94% of students attended school on average each day in 2018 (compared with 95% in 2017).

Management of non-attendance

Staff at Student Services send SMS's to parents of students who are absent without prior explanation to ensure no mishap has occurred in the student's travel to school. Poor attendance is very rare and hence causes teachers to express concern to the Deputy or Head of Secondary/Primary before this becomes too significant a problem. In such cases the practice is generally for the Head of Secondary/Primary or a delegate to contact parents and/or students to discuss the situation and to see whether the school needs to facilitate better attendance in some way

Student retention rates and post school destinations

Seventy nine percent (79%) of the 2016 Year 10 cohort completed Year 12 in 2018. This is a reduction on the previous two years' retention rates (86% in 2016 and 83% in 2017). Of the students who left our school before completing Year 12, some were to attend other schools and some were to pursue further training in non-school avenues. Of the students who completed Year 12 in 2018, many undertook a GAP year, either overseas or locally. Most either will or have already commenced university study.





Theme 8: ENROLMENT POLICIES ENROLMENT - Policy

Calrossy Anglican School (CAS) is a multi campus, prep to year twelve co-educational school located in Tamworth, NSW. In addition to day students, we provide comfortable boarding facilities for up to 240 secondary students. We are a school of Christian values, supported by the Anglican Diocese of Armidale. Applications may be made at any time by the parent/guardian(s) of students seeking enrolment at CAS. Students enrolling in kindergarten, must be 5 years of age on or before July 31 of the year they intend to commence. CAS will base any decision about offering a place to a student on the following.

Family Relationship:

- Priority is given to siblings of current students
- Either of the parents attended the school
- Family holds attitudes, values and priorities that are compatible with CAS ethos.

Student:

- The contribution that the student may make to the school including both academic and non- academic activities.
- The student's reports from previous schools.

The School:

- CAS's ability to meet the student's special needs or requirements. As applicable, this may require diagnostic information plus completed programmes to ascertain what level of support the School is able to provide.

Other Considerations:

- Ability to pay fees in full and on time.
- All applications are processed in order of receipt.

CAS has absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.

The school will meet with the parent/guardian(s) of the student before a place is able to be offered.

Once an offer of enrolment has been accepted, student's enrolment is continuous unless notice in writing is provided to the school by the enrolling parties, or the student's enrolment is cancelled by the school. Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and parent/guardian(s) supporting the school ethos and observing all behavioural codes of conduct, including financial responsibilities and other requirements of CAS as applicable.

ENROLMENT - Procedures

Before applying for enrolment, parent/guardian(s) should read the following documents.

- Prospectus
- Current Fee Schedule
- Enrolment Policy
- Enrolment Terms and Conditions.

All are available on the School's website or a hard copy can be provided to you upon request.

All applications for Enrolment must be

- on the School's official application form
- signed by the parent/guardian(s)
- accompanied by a non-refundable application fee of \$110 (gst inclusive).

Once received, the application will be considered, based on the school's enrolment policy criteria.

Calrossy Anglican School (CAS) may undertake the following actions as appropriate:

- advise the parent/guardian(s) that it declines to make an offer of enrolment, and/or
- advise the parent/guardian(s) that the student's name will be placed on a waiting list and an offer made if a place becomes available, and/or
- advise the parent/guardian of a conditional offer of enrolment and will reconsider the application not more than two years prior to the enrolment. An interview will be conducted with parent/guardian(s), at which the parent/guardian(s) expectations and the student's needs will be discussed. Following this meeting, CAS will advise whether it will confirm or withdraw the offer, and/or
- advise the parent/guardian(s) they must attend for an interview following which CAS will decide whether to make an offer of enrolment, and/or
- Other procedures adopted by CAS as a part of the process e.g. meeting with the Principal and Business Manager or their delegates, and/or

If CAS makes an Offer of Enrolment or a Conditional Offer of Enrolment the parent/guardian(s) must sign an acceptance of the offer on the form provided and return it to CAS together with a refundable enrolment fee of \$1,000 per family within 21 days of the date of offer.





If an offer of enrolment is made and accepted, not less than 1 term's notice must be given if the parent/guardian(s) decide not to proceed with the enrolment to give CAS sufficient time to fill that position. If the required notice is not given, one term's fees will be charged.

It is the responsibility of the parent/guardian(s) to inform CAS of any change of address or contact details after an offer (or conditional offer) of enrolment is made.

ENROLMENT – Standard Collection Notice

Calrossy Anglican School (CAS) collects personal information, including sensitive information about students and parent/guardian(s) before and during the course of a student's enrolment at the School. This may be in writing or in the course of conversations. The primary purpose of collecting this information is to enable CAS to provide comprehensive services to parent/guardian(s) and enrolled students, exercise our duty of care and perform necessary associated administrative activities, which will enable students to take part in all undertakings of the school. Some of the information we collect is to satisfy the School's legal obligations, particularly to enable the School to discharge its duty of care.

Laws governing or relating to the operation of a school require certain information to be collected and disclosed. These include relevant Education Acts, and Public Health and Child Protection laws.

Health information about students is sensitive information within the terms of the Australian Privacy Principles under the Privacy Act. We may ask you to provide medical reports about your child(ren).

If we do not obtain the information referred to above, we may not be able to enrol or continue the enrolment of your child(ren).

The School may disclose personal and sensitive information to others for educational, administrative and support purposes. This may include:

Other schools and teachers, government departments and agencies medical practitioners, and people providing educational, support and health services to CAS, including specialist visiting teachers, sports coaches, volunteers and counsellors and providers of learning and assessment tools, assessment and educational authorities, representatives from organisations providing administrative and financial services to CAS, anyone you authorise the school to disclose information to, anyone to whom the school is required or authorised to disclose the information to by law, including child protection laws.

Personal information collected from students is regularly disclosed to their parents/guardian(s). On occasions information such as academic and sporting achievements, student activities and similar news is published in School newsletters and magazines and on our website.

Photographs of student activities such as sporting events, school camps, school performances and school excursions may be taken for publication in School newsletters and magazines and on our intranet, website and Facebook. The School will obtain separate permissions from the students' parent/guardian(s) prior to publication if we would like to include photographs or other identifying material in promotional material for the school or otherwise make it available to the public such as on the internet.

The School's Privacy Policy sets out how parents or students may seek access to personal information collected about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the School's duty of care to the student, or where students have provided information in confidence. The School Privacy Policy also sets out how you may complain about a breach of privacy and how the School will deal with such a complaint.

At times, CAS engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the School's fundraising activities solely for that purpose. We may include student(s) and parent/guardian(s) contact details in a class list and School directory. We will not disclose your personal information to third parties for their own marketing purposes without your consent.

If you provide the School with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the School and why, that they can access that information if they wish and that the School does not usually disclose this information to third parties. The school may use online or "cloud" service providers to store personal information and to provide services to the school that involve the use of personal information, such as services relating to email, instant messaging and education and assessment applications. Some limited personal information may also be provided to these service providers to enable them to authenticate users that access their services. This personal information may reside on a cloud service provider's servers which may be situated outside Australia. Further information about the school's use of online or "cloud" service providers is contained in the school's privacy policy.





Enrolment - Terms and Conditions

1 Acceptance of Offer of Enrolment

- 1.1 An offer of enrolment must be accepted by both parent/guardian(s) where appropriate unless Calrossy Anglican School (CAS) agrees to waive this requirement. Upon acceptance, all signatories to the terms and conditions will be jointly and severally liable in respect of the obligations contained in these terms and conditions.
- 1.2 The acceptance of the offer must be accompanied by a non-refundable fee of \$1,000.
 - 1.2a In accordance with previous terms and conditions, families enrolled prior to 2018 where CAS is currently holding a refundable enrolment bond, will be eligible to have their enrolment bond credited to their school fee account upon request in writing to the Finance Office.
- 1.3 If parent/guardian(s) wish to defer the entry of a student to a different calendar year to the initial request, CAS will advise whether it is able to agree to this. If it is unable to agree, the Student will be placed on a waiting list for the requested year but enrolment cannot be guaranteed.
- 1.4 Enrolment is dependent on CAS receiving the initial term's fees in full on the first day of the term. Alternatively, when a student does not commence on the first day of term, fees are due on the first day of attendance. If fees are not received by the due date, the enrolment will lapse.

2 Conditional Enrolment

- 2.1 All enrolments are conditional upon CAS being satisfied in its discretion that the Student's needs can be met by the School. The school may cancel the enrolment if it determines prior to the start of the enrolment that the Student's needs cannot be met.
- 2.2 CAS may require parent/guardian(s) to provide reports and assessments necessary to determine the particular needs of the Student.
- 2.3 Competence in English is a pre requisite for enrolment. If CAS considers that the English language capabilities of the Student are not sufficient it may require the Student to undergo an intensive English language course. If the required language level is not reached CAS may decide that the enrolment should be cancelled.
- 2.4 All enrolments are conditional upon CAS being satisfied in its discretion that parent/guardian(s) have the ability to meet financial responsibilities in relation to payment of fees as issued by the school.

3 Progress of Student

If CAS considers that the progress of a student is unsatisfactory and that it can no longer meet the Student's needs it may cancel the enrolment of the Student by giving not less than one term's notice.

4 **Fees and Charges**

- 4.1 The CAS Board determines the fees and charges that will be payable which are set out in a Schedule of Fees which is available on CAS website www.calrossy.nsw.edu.au. The fees are revised regularly and may be amended each year.
- 4.2 The School may also incur expenditure for the Student's needs on behalf of the parent/guardian(s) as it reasonably considers necessary, which may be added to the parent/guardian(s)'s school account.
- 4.3 All medical expenses incurred on behalf of a Student must be reimbursed by the parent/guardian(s).
- 4.4 All Fees and Charges must be paid on or before the due date set out in the fees notice.
- 4.5 Any account with a debit balance at the end of week 4 of each term will incur a late fee of 4% (ie. 16% p.a calculated and charged quarterly) added to the outstanding balance. This charge reflects the loss which may be incurred by CAS as a result of the late payment and/or debt collection action.
- 4.6 If the outstanding fee account reaches an amount in excess of the value of 1 term's invoice charges, the Student's enrolment may be suspended unless CAS agrees in writing to accept other arrangements. Failure to abide by any other agreed arrangements may result in the enrolment of the Student being cancelled without further notice.
- 4.7 Fees will not be remitted in whole or part if the Student is absent due to illness, leave or suspension or an exchange program.
- 4.8 If students are undertaking activities which incur extra fees or charges, not less than six (6) weeks' notice must be given to discontinue these activities or six (6) weeks' fees for these activities will be charged.

5 **Withdrawal of Students**

- 5.1 Where students leave to enrol at another school, the NSW Education Standards Authority (NESA) requires that parent/guardian(s) advise CAS in writing of the name of the school the student will be attending and the grade the student will be entering at the new school.
- 5.2 If parent/guardian(s) wish to withdraw a Student from the School, at least one full term's notice of withdrawal must be provided in writing to the Principal. In default of such notice, a full term's fees will be charged.

6 **Obligations of Students**

Students are required to have high standards of behaviour and:

- 6.1 abide by the Student Code of Conduct and management guidelines as they apply. This includes attendance at Chapel and Christian Studies lessons.
- 6.2 behave courteously and considerately to each other and to staff at all times,
- 6.3 not participate in any activity which may bring the School into disrepute, including in print and electronic media,
- 6.4 support the ethos, goals and values of CAS,





- 6.5 attend and, if required, participate in assemblies, sports program, school events or other events determined by the Principal, including camps and excursions that are an integral part of the CAS curriculum.
- 6.6 wear the School uniform as prescribed including when travelling to and from school and follow conventional standards of appearance while at school in accordance with the School's guidelines and the expectation of the School community
- 6.7 attend the School during school hours, except in the case of sickness or where leave has been given or an exemption from attendance has been granted.

7 Obligations of Parent/Guardian(s)

The parent/guardian(s):

- 7.1 must accept and abide by the requirements and directions of the CAS Board and the Principal relating to their student(s), or students generally and not interfere in any way with conduct, management and administration of CAS,
- 7.2 are required to support the ethos, goals, values and activities of CAS, and
- 7.3 access the CAS parent portal on a regular basis and/or read the regular newsletters.
The parent/guardian(s) must promptly advise the School:
 - 7.4 in writing of any change of home, mailing, email address or contact details or other information on the Enrolment Application Form. Offers of enrolment may be cancelled if the School loses contact with the parent or correspondence (mail and/or email) is returned.
 - 7.5 if the Student is absent from the School due to ill health or other reason.
 - 7.6 in writing of any orders or arrangements that affect the Student concerning custody or access, any change to them or any other orders or arrangements which were relevant to the Student's education and welfare and provide copies of any orders to the School.
 - 7.7 in writing of any change of family situation that could impact the parent/guardian(s) ability to meet their financial obligations.
- The parent/guardian(s) also:
 - 7.8 must ensure the Student has each item of officially required uniform, clean and in good repair, and all other requirements such as technology, textbooks and stationery,
 - 7.9 should communicate with students, parent/guardian(s), visitors and staff members in a courteous manner, and follow the communication guidelines laid down by CAS and observe the Parent Code of Conduct, (available on CAS website www.calrossy.nsw.edu.au)
 - 7.10 should use their reasonable endeavours to attend parent-teacher interviews and parent forums and participate in courses offered by CAS which are relevant to the Student's education
 - 7.11 must not use social media to denigrate CAS, staff, students or other members of the school community

8 Health and Safety

- 8.1 Parent/guardian(s) must advise CAS immediately if they become aware of any special needs that the Student may have including, but not limited to, any medical, physical, psychological needs, or any changes to these needs.
- 8.2 Parent/guardian(s) must complete the required health form to CAS, prior to the Student commencing at the School and provide updates if circumstances change or as required by the School.
- 8.3 If the Student is ill or injured, requiring urgent hospital and/or medical treatment (for example injections, blood transfusions, surgery) and parent/guardian(s) are not readily available to authorise such treatment, the Principal or, in the Principal's absence, a senior staff member of CAS, may give the necessary authority for such treatment. The parent/guardian(s) indemnify CAS, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.
- 8.4 Parent/guardian(s) must observe CAS security procedures for the protection of students.
- 8.5 Students are responsible for their personal property and the School does not accept any responsibility for the loss, damage or theft of their belongings.
- 8.6 The Principal or the Principal's nominee may search the Student's bag, locker or other possessions where there are reasonable grounds to do so, in order to maintain a safe environment for all students.

9 Programs and Activities

- 9.1 CAS determines the educational and other programs and activities conducted at the school in its absolute discretion.
- 9.2 The School may change its programs and activities and the content of these programs and activities without notice.
- 9.3 The Student will be required to participate in all compulsory activities including excursions, camps and outdoor education unless the Principal agrees otherwise. Charges may be levied for these activities and will be payable unless the Student is unable to attend due to ill health or other reason where it is impossible for the Student to attend.

10 Reports

The School will provide academic reports to the parent/guardian(s). Where parent/guardian(s) do not live together, reports will be provided to both parent/guardian(s) unless there is an Order of the Court or an agreement that the reports are only to be provided to one party.

11 Leave

If the parent/guardian(s) wish to seek leave for the Student not to attend any academic or co-curricular program or activity during a term, they must apply to the school in writing. Leave will usually only be granted in most extreme circumstances.





12 Suspension & Termination of Enrolment

- 12.1 CAS may suspend or terminate the enrolment of a student, either temporarily or permanently at any time for reasons which may include, but are not limited to:
 - a) a serious breach of the School's Rules or Code of Conduct
 - b) conduct prejudicial to the reputation of the School or the well-being of its students or staff, and;
 - c) where the Principal or CAS Board believes that a mutually beneficial relationship of cooperation and trust between the School and the parent/guardian(s) has broken down to the extent that it adversely impacts on that relationship
 - d) school fee account arrears or non-adherence to account terms as agreed in writing.
- 12.2 CAS will only exercise its powers under this clause to expel a student if it has provided the Student and their parent/guardian(s) with details of the conduct which may result in a decision to expel the Student and provided them with a reasonable opportunity to respond and where there has been procedural fairness.
- 12.3 When enrolment is cancelled for financial reasons, CAS will not disclose financial information to the Student.
- 12.4 The School may terminate the enrolment of the Student without notice if, either before or after the commencement of enrolment, the School finds the relevant particulars of the special needs of the Student have not been provided to the School or the particulars provided are materially incorrect or misleading.

13 Privacy

The parent/guardian(s) acknowledge that they have read the CAS Privacy Policy. (Available on CAS website www.calrossy.nsw.edu.au)

14 Amendment of Terms and Conditions

- 14.1 CAS may alter the Enrolment Terms and Conditions at any time by giving not less than one term's notice to the parent/guardian(s) in writing which shall apply to both current and future students and parent/guardian(s) from the date specified in the notice.
- 14.2 Only the CAS Board and/or the Principal or their delegate has the right to waive any of the above terms and conditions. Any waiver must be confirmed in writing.

15 Definitions:

School means Calrossy Anglican School

CAS means Calrossy Anglican School

Student means the Student who is named in the contract of enrolment

in writing includes email correspondence but not SMS/text messaging.

Theme 9: OTHER SCHOOL POLICIES

Student Welfare, Anti-bullying, student discipline, reporting complaints and resolving grievances.

Welfare/Wellbeing Policy

Vision Statement

At Calrossy Anglican School our Wellbeing model promotes human flourishing and wellness to support academic development and learning.

Our model is holistic, supporting the spiritual, social, emotional and cognitive development of students as well as catering to the physical and learning needs of the community, encompassing every aspect of school life.

Underpinning our model of Wellbeing is a focus on biblical Servant Leadership, a sense of respect between all members of the school community, our core values of Selflessness, Integrity, Resilience and Inclusiveness and a strong restorative approach towards encouraging respectful relationships.

The link between learning outcomes and Wellbeing of students is connected. Underpinning our approach is the belief that when students are engaged, cared for and feel a sense of belonging and hope, they achieve well in the classroom.

The following tenets are included in our vision for Wellbeing at Calrossy Anglican School

- That students feel safe and supported by teachers
- Teachers know their students and demonstrate that each individual matters every day
- Relationships between adults and students are built on mutual respect which can grow and be nurtured
- Learning is our primary objective and strategies are developed to encourage, extend or intervene if necessary to support our students to succeed
- There are clear and consistent behavioural and learning expectations made explicit to all students
- Our teachers provide engaging classroom environments where students feel safe and are willing to take risks in their learning
- Behaviours and relationships are handled in a restorative way
- Approaches to teaching and learning are designed to respond to individual needs of students (differentiation), teaching practices develop self-worth in each student and are Inclusive
- All aspects of school reflect a culture of growth





- All aspects of school reflect a culture of growth
- Approaches to teaching and learning encourage resilience, the ability to cope, the ability to keep trying, to face challenges and to achieve success
- Our teachers' passion for teaching and learning is embedded in all they do
- Students experience consistent and effective feedback from teachers and others
- Students and teachers understand what success looks like
- Relationships are respectful and characterised by positive dialogue and active listening
- Students learn in spaces which reflect the value and enjoyment of learning
- Our classrooms are seen as places of collaborative learning
- Well defined assessment practices are used
- Student needs are met by a variety of programmes and support structures
- Data is used to map student progress and inform teaching practices
- A personal development programme is explicit and is based around our core values of Integrity, Resilience, Inclusiveness and Selflessness.

Welfare Policy

At Calrossy Anglican School, the word “welfare” is used in its broadest sense and means “wellbeing”. It encompasses everything that the School community does to meet the personal, spiritual, social, emotional, physical and learning needs of the students.

The School’s philosophy is that each student is known and nurtured as an individual. There is an emphasis on ensuring that each student feels they are an important member of the School family and is secure in the School’s happy and caring atmosphere. We aim to develop in our students a sense of self-worth, the capacity for citizenship and personal growth

The Australian Student Wellbeing Framework

The school has moved to respond to the Adoption of The Australian Student Wellbeing Framework, launched by the Hon Dan Tehan (Minister for Education) in October 2018. We are committed to providing our school community with a positive learning environment, reviewing current safety and wellbeing policies and support requirements. This framework is informing our ongoing development of wellbeing practices in our school.

The five key aspects of the framework are:

- Leadership
- Inclusion
- Student Voice
- Partnerships
- Support

Calrossy has also joined up with Beyond Blue to commence the process of introducing the Be You programme, proactively addressing the mental health of our community. This is an ongoing project that will be progressively undertaken in 2019, with the support of the NSW AIS and our school-based Leaders of Wellbeing. It is also a major focus identified as part of the AIS School Improvement Service, using school data.

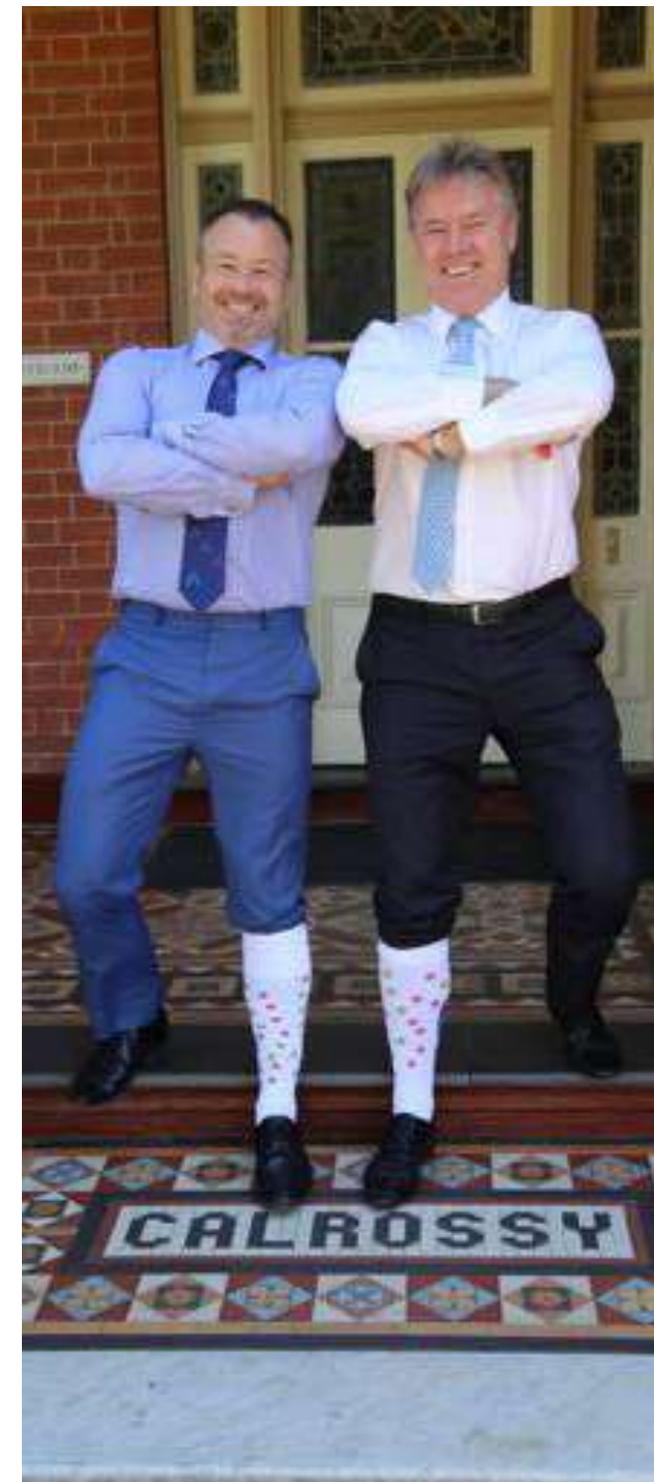
Prepared by the Student Learning and Support Services Taskforce

The School operates its welfare system within a Christian framework: characterised by a climate which values every individual as special and made in the image of God. There is a strong belief that a student's emotional wellbeing has a direct influence on academic achievement and that positive self-image is important. The Christian principles of concern for others, co-operation and trust are values which are engendered in the students.

Staff are encouraged to be aware of the diversity of backgrounds, experiences and abilities of students and to provide programmes and support which acknowledge differences and promote harmony. Welfare is considered the responsibility of no one individual; everyone in the School is involved in pastoral care and students are encouraged to seek support from any staff member with whom they enjoy good rapport. Neither should pastoral care/welfare be problem centred.

Anti-Bullying Policy

At Calrossy Anglican School each student has the right to learn, interact with others and grow in an environment where they are treated with fairness and respect, where they feel safe and enjoy a sense of belonging to the school community. All students have the right to experience positive and respectful relationships and to be free from bullying. Definitions of behaviour that constitutes as bullying and harassment are outlined in student diaries on Page 84 and 85. It is defined as 'wilful, ongoing action to hurt, threaten or frighten someone. It can take many forms including physical, verbal, threatening gestures, using technology or mobile phone threatening'.





Any form of bullying is contrary to the school philosophy and will be challenged. Students, parents and bystanders are asked to respond to bullying through reporting in person or electronically. The school operates an email address reportbullying@calrossy.nsw.edu.au to allow easy reporting. A student has the right to seek advice and support should they experience bullying of any kind. It is regarded as being completely unacceptable behaviour and is looked upon as a serious welfare and discipline issue. Possible responses to bullying may include disciplinary sanctions, mediation, separate reflection and discussion with the victim and perpetrator or 'the Shared Concern' method. The Wellbeing team and school psychologists support an informed response to assist both those who have been bullied and those who engage in the behaviour. The school policy provides a variety of processes for responding and managing allegations of bullying including relevant contact information in the Student diary on Pages 84 and 85.

Discipline Policy

Calrossy Anglican School has a framework which focuses on reflection and restoration. Important principles are outlined in the Student diary and on our website. Regular discussion in class and Secondary Mentor groups involve students. All behaviour management actions are based on the principle of procedural fairness. Parents are involved in the processes of procedural fairness when sanctions involve more serious responses such as Suspension and Withdrawal. The school policy prohibits the use of corporal punishment and does not sanction such actions by any member of the community. As a Childsafe School and under mandatory reporting guidelines, any such behaviour must be reported appropriately in the support of safety for our students.

Complaints and Grievances Resolution

Calrossy Anglican School has a commitment to providing a safe, supportive learning environment for all students. The school recognises the right of all parents and students to express their concern about school related issues and to have their grievances acknowledged through a fair hearing. It is also Calrossy's policy to provide a safe, supportive and harmonious working environment that affords equality of opportunity. The school recognises the right of individuals to express their concern about work related issues and has procedures in place to resolve employees' genuine grievances and complaints in a fair and timely manner. Parents are invited to phone, email or use the school website process to provide feedback. The school HUB has a section accessible to parents - Compliments, Complaints or Suggestions - that invites feedback and enables grievances to be shared. Calrossy also conducts regular focus groups with Boarding parents. The school Parents and Friends group is attended by Senior Executive staff and provides an avenue for feedback, both formally and informally.

POLICY	CHANGES 2018	ACCESS TO FULL TEXT
Student Welfare	Adoption of the Australian Student Wellbeing Framework Joining Be You Mental Health initiative	The full text of the school's Student Welfare Policy can be accessed by request from the Principal, from the School intranet – The HUB and through School newsletters
Anti-Bullying	Continued annual audit and review of Policies and Procedures Focus to support a single school approach	The full text of the school's Anti- Bullying Policy can be accessed by request from the Principal, in Student diaries, from the School intranet – The HUB and the Parent Information booklet – School Website
Discipline	Changes considered in review during 2018 for launch in 2019	The full text of the school's Discipline Policy can be accessed by request from the Principal, in the Parent Information booklet – School Website and via the School intranet – The HUB
Grievance	Forum on the HUB, allowing parents to register online complaints and provide feedback	The full text of the school's Grievance Policy can be accessed by request from the Principal, via the School website, and via the School intranet – The HUB





Theme 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT
 Achievement of Priorities identified in the 2017 School Annual Report

AREA	PRIORITIES	ACHIEVEMENTS/COMMENT
Teaching & Learning	Consolidate Instructional Leadership Consolidate skills in Explicit Teaching Consolidate the Partnership with Lee Crockett and Global Digital Citizen Foundation in leading future focused learning Embedding of Solutions Fluency Skills into learning design and practice Professional learning focussed on Visible Learning incorporating improved Feedback into practice (John Hattie meta-research on effect size) Development of consistent approaches to Learning Support across Primary and Secondary campuses involving Multilit and other commercially available programmes Support of integrators to develop the school's approach to the use ICT in teaching and learning Alignment of teaching practice with AITSL standards Teacher accreditation processes based on AITSL standards and as applied by NESA Further embed our approach to GOAT (Go Observe Another Teacher) programme	Consolidation took place though momentum was lost with the resignation of the Director of Quality Teaching & Learning Lee Crockett led student, whole staff and Middle Leader sessions on site and liaised online with selected HoDs and Middle Leaders This was successful in several departments This informed PLCs and Staff Development over the first semester Under the leadership of the Head of ILC this took place successfully. Signification attention was paid to ICT integration with small group, large group and departmental sessions conducted. These were used in staff training This was carefully managed by the Principal and Director of QTL as we moved towards eTAMS system for 2018 This was successfully conducted in Semester 1 with excellent feedback provided.
	Conduct cross-curricular learning activities involving planning and teamwork of different faculties	Departments collaborated very well led by Mathematics and the operation of PLCS in staff training.

<p>Student Welfare</p>	<p>Refinement of the school Wellbeing Program</p> <p>Visit of various groups to Tamworth – Batyr, Brainstorm Productions</p> <p>Selected Leaders of Wellbeing attend selected professional learning in Wellbeing</p> <p>Continue to refine a whole school approach to digital citizenship and supporting students with their online profiles and digital practice</p> <p>Appraisal and development of Mentor Group programmes</p> <p>Support student voice through the Student SRC</p> <p>Provide further opportunity for student voice and opinion through Mentor Groups</p> <p>Refinement and embedding of Peer Support training and implementation</p>	<p>Qualitative and Quantitative Data has been sought to measure this. The Student Gallup Poll was used.</p> <p>Batyr conducted a variety of seminars and workshops, supporting students at various levels.</p> <p>This brought expertise back to the team to be shared.</p> <p>Staff and student sessions supported this.</p> <p>Team meetings of Leaders of Wellbeing met regularly and monitored trends and programmes</p> <p>Student led Peer Support contributed to support of younger students.</p> <p>Development of working party to look at consistent approach across campuses has been recommended for 2018</p>
<p>Facilities and Resources</p>	<p>Ensure classrooms provided with access to Airplay and digital connectivity</p> <p>Continual upgrade of Furniture and Fittings in Classrooms</p> <p>Completion of the ICT recommendations from Dancri Review</p> <p>Development of the Classroom on Tangara Farm</p> <p>Relocation of the School Uniform Shop</p>	<p>All teaching areas have ICT connectivity provided</p> <p>The school completed every stage of the Dancri Review by early 2018.</p> <p>The classroom was completed and became operable.</p>
	<p>Improvement computer facilities for Boy Boarders in Simpson House</p> <p>Primary/Prep School Improvements – extra learning spaces</p> <p>Establishment of an Infrastructure Committee</p> <p>Full audit of classroom and school facilities</p>	<p>This was completed and is continuing to be monitored. Connectivity has improved significantly.</p> <p>This has taken place successfully with much improved outcomes.</p> <p>A committee explored the options, visited other schools and has recommended the adoption of Schoolbox (called The Hub) in 2018</p> <p>This has taken place, with very helpful consequences, identifying current and future needs. A whole school classroom audit has taken place and a ranking system has been developed to determine priorities.</p>





<p>Staff Development</p>	<p>Consolidate structured PL that addresses 21st Century Learning Outcomes All staff P-12 involved in Professional Learning on solution fluencies provided by the Global Digital Citizen Foundation Embed structured PL for staff that focuses on explicit teaching and learning Consolidate the use of AITSL standards and alignment with these All staff prepared for NESA changes Professional accreditation Calrossy to host Lee Crockett of the GDCF to address children and work with selected staff</p>	<p>Given the shift to focus on Explicit teaching, we slowed down this project, to be revisited in 2019 We changed the focus of this project, to connect with explicit teaching. This was undertaken well as a major project at all levels. Continued focus of this in weekly Professional Learning and special days Used of AIS consultants to understand the changes in accreditation and the use of eTAMS. We chose to postpone the 2018 proposal, to possibly revisit in years to come.</p>
	<p>Targeted professional learning in specific curriculum areas in readiness for new Curricula in 2018 Proposal and Development of a whole-school Teaching and Learning Framework Explore the use of the National Schools Improvement Tool Adopt a continuous cycle of development and appraisal of School Code of Conduct and Risk Policies Mandatory for all Boarding Staff to complete Duty of Care course of ABSA</p>	<p>Undertook Professional Learning Days with Primary Staff, English, Science and Maths teachers in Preparation for new HSC courses.. Started this process, investigating assessment practices. Collaborated with other schools. Given changes in the sector, we moved away from using this tool and signed up to be part of school improvement formally with the AIS NSW. Through the governance committee this is a priority. We are adopting CompliSpace Successfully completed and established as practice.</p>



2018 Priority Areas for Improvement

AREA	PRIORITIES
Teaching and Learning	<p>Focus was given to Explicit Instruction. The principles of teaching and instruction focused on are challenge, explanation, modelling, practice, feedback and questioning.</p> <p>Staff learning this year focused on the central importance of teaching with an understanding of cognitive load.</p> <p>Emphasis on partnering parents in assisting their children in how to revise, study, set goals and prepare for assessments. This was evidenced in multiple ways including the staging of, How to Study Nights? for parents and students, professional development on how to teach study skills for teachers and the construction and subsequent sharing of subject discipline revision and support guides for both staff and students alike.</p>
	<p>Continue to grow teacher capacity in Instructional Leadership</p> <p>Undertake a School Improvement programme in partnership with AIS NSW</p> <p>Identify four specific improvement targets as part of the AIS SIS – Improving writing, wellbeing, student engagement & transitions</p> <p>Further support staff in the implementation of the NESA Stage 6 Syllabus</p> <p>Equip and train staff in improving outcomes for indigenous students</p> <p>Continued alignment of teaching practice with AITSL standards</p> <p>Teacher accreditation processes based on AITSL standards as applied by NESA with a particular focus on pre 2004 teachers understanding the accreditation process.</p> <p>Launch Year 11 teaching of the new NESA Stage 6 syllabi in English, Maths, History and Science</p> <p>Conduct a research project in Science in the Primary Department, preparing for implementation of the new NESA Primary Science syllabus</p> <p>Respond to the NCCD in supporting the learning of students with disabilities, complying to legislation and government regulation</p> <p>Training of school staff in the use of Schoolbox, a new Learning Management System to be introduced progressively during the year.</p> <p>Locate Year 11 and Year 12 on one of campuses for the whole day, minimising the need for travel</p>
Student Welfare	<p>Develop a set of Graduate Attributes, identifying school aims for characteristic of students finishing school at the end of Year 12</p> <p>Refine the school vision and mission with a focus on learning, growth and service</p> <p>Respond to the report of the Royal Commission, auditing our practice to ensure that we remain a Childsafe School, following each of the 10 recommendations.</p> <p>Developing a proactive approach to school wellbeing, beyond the support of students in need</p> <p>Utilising student voice as a driver in school growth and development.</p> <p>Consolidating a one-school approach to leadership, wellbeing, mentor groups on each of our two campuses.</p> <p>Utilise the resources of outside providers in targeted programs to support Mental health and Leadership.</p> <p>Involve Year 11 students in alternate chapels and assemblies as part of Senior Campus rotation</p>

	All staff participated in the NSW Reportable Conduct and Allegations against Employees online module and were presented to by Cara Langley from the AIS Manager of Child Protection Services on Creating Safer Independent Schools.
Facilities and Resources	<p>Commence the planning and development of new classroom facilities that will enhance teaching and learning</p> <p>Use the Master Planning process to best utilise our current school model and make the most of our twin campus settings</p> <p>Develop facilities for Year 11 and 12 students on both campuses, to support learning</p> <p>Construct a new Gymnasium and PDHPE facility on our Moore Creek Rd Campus</p> <p>Minor classroom upgrades and improvement that will make learning space more attractive and useful</p> <p>Conversion of Primary School storerooms to learning space</p> <p>Replacement of playground equipment in the Primary area</p>
Staff Development	<p>Embed structured PL for staff that focuses on explicit teaching and learning</p> <p>Provide financial and budgeting training for key leaders and HoDs</p> <p>All staff P-12 involved in Professional Learning on explicit teaching, using the book <i>Make Every Lesson Count</i></p> <p>Support of staff looking to access ET and HALT pathways</p> <p>Provide support to teachers to maintain NESA professional hours in the accreditation process</p> <p>Consolidate the use of AITSL standards and alignment with these</p> <p>Start the process of becoming a NESA accredited provider of professional learning</p> <p>Targeted professional learning in specific curriculum areas in readiness for new HSC for Year 12 in 2019</p> <p>Proposal and Development of a whole-school Teaching and Learning Framework</p> <p>Further development and appraisal of the School Code of Conduct and Risk Policies</p> <p>Mandatory for all Boarding Staff to complete Duty of Care course of ABSA</p> <p>Primary staff participated in the AIS Research to Practice Initiative. The AISNSW Research to Practice Initiative gave Calrossy teachers the opportunity to use high-impact techniques in classroom practice and</p>
	become accustomed with the new NSW Syllabus for the Australian curriculum: Science and Technology K-6.





Theme 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The Primary School has in place a number of initiatives and programs designed to promote the development of Respect and Responsibility. These programs include:

- All children take part in the Bounce Back Program as a part of their studies in PDHPE
- Values Education: a value is highlighted each week and promoted throughout the school at daily assemblies and Friday assemblies. Children who promote the particular value each week are recognised.
- A Buddy System operates within the school where Year 5 children are buddied with a Kindergarten child. This gives them two years of acting as a 'Buddy'. The children meet at regular intervals and take part in a variety of activities designed to build a strong relationship.
- Children take responsibility for leading assemblies and special days such as Grandparents Day and Presentation Day.
- A Student Representative Council operates, with class representatives selected from Year 2 to Year 6.
- Students are assigned areas of responsibility within the classroom and wider school, such as looking after equipment, recycling, distributing sports equipment during lunchtime etc.
- Library Monitors are elected to assist with the running of the Library.
- School Captains, School Vice Captains, House Captains and House Vice Captains are elected by their peers. Each have responsibilities to carry out throughout the year in a number of areas.
- The school supports a child through the Compassion organisation. This involves the responsibility of raising money to cover the cost of supporting these children, writing letters, and providing other items that can be sent to assist them.
- Special days are organised specifically for Year 6 children to promote self-esteem and self-awareness.
- Student leaders attend a Leadership course each year.
- Students visit nursing homes and aged facilities to interact with and entertain residents.

Secondary

Fundamental to the culture that we are building is the importance of respecting others and themselves. This very much based on the belief that each person is a unique individual and deserves to be valued. Staff and parents support each other and the students to ensure that they are valued and feel an integral part of our school community.

Recognising the worth of each individual, regardless of abilities and the focus on servant leadership is integral to the building of respect. This is constantly reinforced through the emphasis on the school's core values of inclusiveness, selflessness, resilience and integrity which can be clearly seen in the life of Jesus. These values provide our students with a framework on which to build their lives.

Our Senior boys and girls intentionally support and interact with the younger ones. Our mentor groups involve students from each year, in single sex groups. Younger Secondary students receive this message through the example of

the older students. Their experience of the daily interaction between the years provides the impetus for the environment we desire for this school. This is further supported by the messages given on assembly, in Chapel and in newsletters. The building of respect is seen in how the boys support and encourage each other in areas such as sport, music, drama, expeditions and other activities.

Our expedition program is separate for junior Secondary boys and girls but is combined for students in Years 10 and upwards. It plays an important role as the students are constantly challenged to value each other and to take on leadership roles. While the nature of the activities varies with each year, underlying all the expeditions is the promotion of respect, not only for the participants and leaders but with the physical environment they are encountering. It also centres on developing relationships, promoting cooperation and caring for each other. Participants are also challenged to face obstacles and overcome them, while enhancing their own personal growth.

All students undertake the study of Personal Development, Health and Physical Education (PDH/PE) in Years 7 to 10. Under our Diamond Model, the programmes for boys and girls vary a little but focus on friendship, respectful relationships, safe behaviour, social responsibility and personal growth.

Digital Technologies is taught in the junior years, focusing on the rights and responsibilities of our students as digital citizens. The students are taught to use social media responsibly and respect the rights of others who do. Their digital safety is also of prime importance.

The need to develop an outward focus is also fundamental at Calrossy. Central to this is the school's focus on Service which involves the whole school in assisting the disadvantaged and the wider community. This has involved helping organisations such as the Salvation Army, Legacy, Beyond Blue and World's Greatest Shave. Activities to raise money for charity and awareness are held. The SRC gives voice to the students in the school and promotes a variety of events.

Approaching Years 11 and 12, students undertake Leadership Training with a focus on empathy, leadership, communication and group dynamics. Peer Leadership is available to students in Year 10. The various training programmes have been successful in causing students to consider their suitability as a leader as well as the responsibilities they will have to fulfil in their roles (such as leading assemblies and Chapel services, House activities and organising athletics and swimming carnivals). Through this scheme, students are also prompted to consider the opportunities they have to be role models for all students, whether they hold an office or not and how they can earn the respect of these students.

Respect is something which is an essential part of the Secondary School. Certain customs exist because of the culture which has been cultivated over separate campus history. This is something which cannot be defined by a policy or a program but a quality which is innate in our Christian, Personal and Caring environment.





Theme 12: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Parent

As new parents to Calrossy Anglican School we have been nothing but impressed, thankful and delighted with our choice to send our two children to the school.

From our very first day in the Primary School, we have been supported by a wonderful community that has welcomed us and made us feel a part of the school. We have been thrilled with the diverse and challenging academic programs encouraging their strengths and helping in various ways with areas that need focusing on.

The Christian message is presented in a clear and appropriate way that encourages our children to serve others, grow as individuals and to be thoughtful and interested learners.

We have been more than happy with the attention that each of our children has received, the pastoral care and the help that the dedicated staff have given them. They have been encouraged to be a part of all that Calrossy offers including a large range of lunchtime activities such as chess, science club and 'make-a-space', sports teams and music programs, school excursions and camps. These have not only fostered positive relationships across all year groups, but have also enabled them to develop wider interests and deeper passions.

The communication from the school and their teachers has been practical and helpful. We have always felt as though we are in a partnership with them and have had prompt and caring responses to any questions.

Finally, we are nothing but excited and enthusiastic about our family's future at Calrossy. The dedicated leadership team are continuing to plan and progress the school in so many ways. Their thoughtful approach, complemented with clear visionary direction, and wonderful educational programs cement our choice that Calrossy Anglican School is the best school for our children.

(Primary Parent)

Parent

We are satisfied with our decision to send our children to Calrossy Anglican School. Our son is currently in Year 7 and our daughter Year 10. Both of our children have attended Calrossy since Preschool. We found the idea of our children undergoing their educational journey at the one school, offering extensive co-curricular opportunities, a major drawcard. Calrossy's Wellbeing Program and student mentorship is also excellent and this is just as important as the academic program for our family.

Our satisfaction with Calrossy stems from its commitment to support and nurture children of all abilities, demanding the best out of each student. We are also drawn to the School's expectation of high standards in behaviour, dress and academic excellence. The opportunity to explore, grow and learn in an environment based on Christian values, while being inclusive of all faiths, is also an important feature of the School.

(Secondary Parents)

Parent

The variety of opportunities offered by the school is appreciated. Things like after-school help is a wonderful resource for students. There is obviously progress in becoming a more cohesive school. There have been some good recent additions to the staff who have brought new, fresh energy to the school.

Teacher

As a teacher at Calrossy Anglican School I am indeed fortunate to work with great staff, and, students who are eager to learn. The school prides itself on its collegial teaching community that is supportive, inclusive and determined to keep improving. In addition to this, students look to actively learn and have academically high expectations for themselves. The school's diamond model separates by gender in Yr 7-10 and then brings them back together in a coeducational setting for Yr 11 and 12. This affords teachers' with the opportunity to teach boys only, girls only classes and coeducational classes. This variety in teaching is unique and provides great diversity within a work environment. As a teaching staff member who teaches classes at both campuses of Calrossy Anglican School, I enjoy teaching in an environment where the specific needs of students are addressed through opportunities for collaboration with both primary and secondary teachers coming together in professional learning teams to address the interest of the boys and girls at the school. Teachers at Calrossy have access to many physical teaching resources, are given multiple opportunities to professionally develop, attend weekly Chapel sessions, have the chance to be involved in extra curricular offerings to students and to mentor students within Calrossy's pastoral care system. This setting makes for a busy and fulfilling environment to teach at.

(Secondary Teacher)

Student

I have been at Calrossy since Prep and am now in the secondary school. It was such an easy transition from Primary to Secondary because we often visited the different parts of the school so it was familiar to us. The staff know who we are and are really friendly, we can always find someone to help when we need them.





I have been able to try lots of different sports and also represent the school at the regional competitions. We get the chance to learn a musical instrument even if we haven't played one before and chess and debating competitions are well supported. I enjoy going to the ag plot to grow vegies. We sell what we grow and buy more plants and seeds through the year and do this in groups to help each other out.

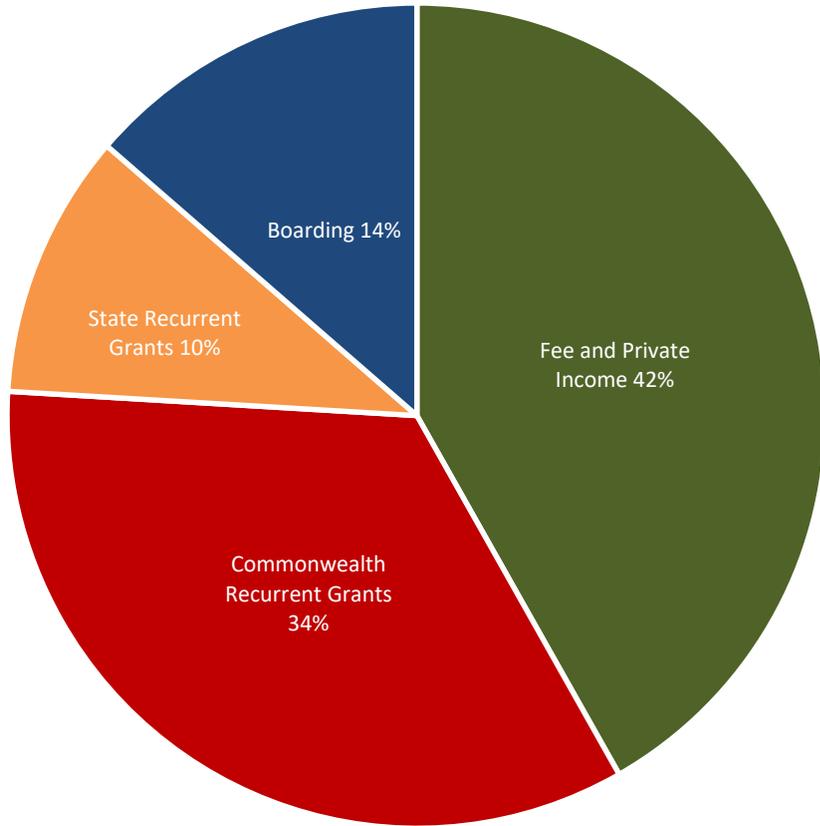
(Year 7 student)

Student

The school tries to help us grow in lots of different ways. We are given many opportunities to do extra-curricular and academic activities. It is fun to get involved in the many events but some are difficult and test our patience. When there is conflict we can ask for help and there are people who will listen.

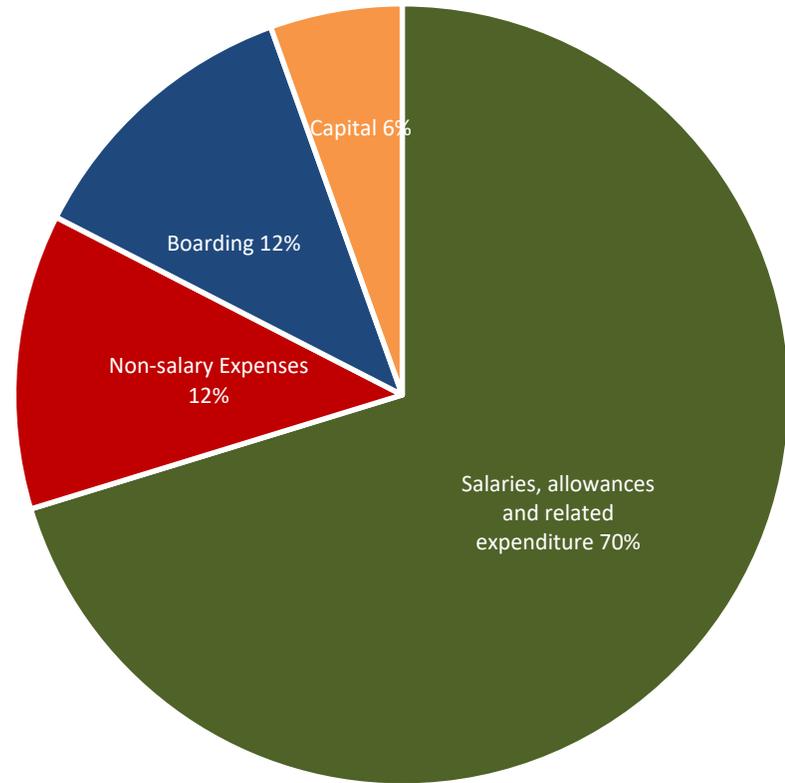
Theme 13: Summary of Financial Information

Income



Graphic 1: Recurrent/Capital Income represented by pie chart for 2018

Expenses



Graphic 2: Recurrent/Capital Income represented by pie chart for 2018