



Frequently Asked Questions

The Diamond Model refers to Calrossy's unique structure, designed to cater to the needs of students at every phase of the educational journey. It combines the best of single gender and coeducation, at the relevant stage of student growth and development.

In 2021, the Diamond Model at Calrossy will look like;

- Prep to Year 6: The Junior School provides a strong foundation for success and future learning. Students learn in coeducational classes on the William Cowper Campus (WCC).
- Calrossy 7-9: We develop courageous and confident learners in inspiring, single-gender classes on the William Cowper Campus.
- Senior Secondary: Years 10 - 12. Senior students are prepared and equipped for success beyond school. Students progressively recombine in coeducational classes on the Brisbane Street Campus.

Calrossy Junior School

How does the Diamond Model benefit our Junior School students?

Junior School refers to our Infants and Primary students. They are the foundation of our Diamond Model; in these years the students are instilled with a love of learning via strategies that continue throughout Calrossy. Our youngest students learn in coeducational classes with access to the resources and opportunities of the larger school, through their partnerships with Calrossy Secondary. These opportunities extend from the academic, cocurricular, wellbeing and social. There is a special focus on initial literacy in the Infants years. The class sizes and the lovely bushland setting provide a perfect environment for students to thrive and grow. The students are equipped with what they need to thrive into Secondary education and grow as life-long learners.

The Diamond Model provided Calrossy students with a seamless and consistent learning journey from Prep to Year 12. Individual benefits are academic, social and personal wellbeing.

What transitions are in place for our Junior School students as part of this model?

There are transitions and readiness programs for students beginning "big school" such as Prep and Kindy in the year prior to starting. There are also established pathways and Headstart days for our older Junior School students in Year 6 as they pre-prepare to move into Secondary. A coordinated approach between Infants, Primary and Secondary sections allows smooth transfer and growth. Calrossy is committed to ensuring all students are supported on each stage of their educational journey.

Calrossy 7-9 Model

What is Calrossy 7-9?

Girls and Boys in Year 7 – 9 learn in gender-specific classes, each on the William Cowper Campus.

Why has Calrossy chosen this model for our Year 7 – 9 students?

It allows us the benefit of catering to the teaching, learning styles, wellbeing programs and identity development specific to each gender, at this pivotal stage of their schooling. In these important adolescent years boys and girls are often facing varying challenges and maturing at different rates. Our model provides opportunities for each gender to develop the confidence to learn, express opinions and explore their interests, across all subjects, within the safety of their gendered peer groups, forming strong friendship bonds as they grow. Our approach supports each student as an individual, while maximising student learning, wellbeing and growth.



You can find more information on the benefits of the Diamond Model on our website at <https://www.calrossy.nsw.edu.au/About-Us/A-Diamond-School>

What happens in the playground for Year 7 – 9 students?

Girls and boys share the playground and recreation areas on the campus during breaks. New facilities provide seating, shade and pleasant spaces, specially designed for students at this age and stage. Zones allow for passive activities and more active play.

How are the needs of boys and girls be catered to?

The continuing needs of young adults at this important stage are important in our planning and program. Our unique model allows us to target the needs of each gender in the classroom and across school activities. Academic staff are able to tailor their teaching to the differing learning strengths of boys and girls, with flexibility to adapt to student needs. Confidence and courage are important to success at this stage. Community group programs support the healthy growth and identity development of boys and girls separately as they move towards independence, maturing as young men and women.

What happens with electives for Year 9/10?

Students in Years 9 and 10 continue to have access to a wide range of electives. Student choice will determine class formation. Classes will be year-based. Arrangements will be flexible to allow the widest possible choice.

How does this model promote leadership for these younger years?

Year 9 is an important period of leadership development for students. Peer support programs, service activities and assemblies see strong involvement and active voice from students. The School's commitment to the involvement of Senior students, service and leadership development will continue to encompass the breadth of opportunities across a P – 12 school.

How does Calrossy provide for the Wellbeing needs in the early Secondary years?

The Diamond model allows our programs to cater for the specific individual needs of students in Year 7 – 9. Growth mindset, connected relationships, student voice and active involvement in School life support the students through this period. Mentor groups in 7 – 9 are specifically for boys and girls with a strong emphasis on supporting the growth and development of great men and women, supported by older mentors a programme designed to help students to understand themselves and others.

How does Calrossy ensure the younger students have access to senior role models?

Calrossy is known for the wonderful modelling of character and leadership by older students. Our structure and location enable us to have strong links between Year 7 – 9 students and Primary students and with Senior Leaders in their final years. Traditional Calrossy activities such as House Music, War Cry Cup, Billy Cart Derby and house competitions continue to support leadership and promote a strong whole-school culture.

Calrossy Senior Secondary (Years 10 – 12)

What is Senior Secondary

All students in Years 10 -12 learn at the Brisbane Street Campus. Student travel is minimised, increasing learning time and allowing more flexible timetabling. Academic staff will teach across the campuses. Mentor groups will support students.

How does this model benefit our Year 10 - 12 students?

A specialised Senior Campus promotes independence and enhanced learning in the final three years of their education journey. Specific resources relevant to these years are provided, such as Careers, Senior science equipment, etc. It supports our teachers to broaden academic and cocurricular pathways for Senior students and minimises travel time, ensuring the best academic and wellbeing outcomes for boys and girls.



What does Calrossy mean by 'progressively recombine' in Year 10 - 12?

Teaching in Year 10 is carried out in a combination of single-gender and coeducational classes. Some core subjects such as Science and PDHPE will remain single gender, while English and Maths are coeducational, to meet the needs of the range of students in the year group. To maintain a diverse range of electives, classes are a mixture of single gender and co-educational. Classes in Year 11 and 12 are coeducational.

What facilities are provided for boys and girls on the Brisbane Street Campus?

The campus is planned as a Senior Study Centre, supporting the development of independent learning. This includes the creation of study areas and appropriate recreational facilities.

How does this model promote leadership for our senior students?

Leadership is an intentional feature of student life at Calrossy. The Servant Leadership model is integral to our approach, in which a leader supports and serves those that they lead, rather than merely holding a position or wearing a badge. We believe that the input of older students into the life of the younger ones is very important to our ethos. Specific opportunities and training are embedded into each step of our School journey to support the growth and development of leadership skills and understanding of all students.

How does Calrossy provide for the Wellbeing needs for every child in these Senior Secondary years?

The Calrossy commitment to pastoral care remains a central part of our School. Age appropriate Mentor groups have a key role to play, with small groups led by a member of the academic staff, who takes a close interest in the wellbeing of the individual. Specific activities and support are provided at each stage, utilising the expertise of classroom teachers, Leaders of Wellbeing and the specialist staff who are part of our Wellbeing team.

Our specialised Senior Secondary Campus allows us to target the wellbeing and social needs of these emerging young adults in different ways as they approach the end of the school journey. Support is included in Study, Wellbeing, Career and Tertiary Education planning, Chaplaincy and Health.

General questions

What is the next stage of Calrossy's Vision?

Calrossy's Masterplan involves additional building at the William Cowper Campus in the future. This will include a second multi-purpose classroom block for music and creative and performing arts.

How will the rich history of Calrossy be maintained?

Calrossy remains committed to maintaining its 100-year history, which we will continue to do through preserving key building areas and showcasing our history and traditions through the archives and alumni. A heritage centre and displays are part of our strategic plan, as we celebrate our vibrant history.

What is the Christian Focus at Calrossy?

As a Christian School, we aim to reflect the grace and generosity across our community that God has demonstrated to us through the Lord Jesus Christ.

We believe that Christ is central to all that we do as a school. When we realise that we are incredibly loved by God it gives us a sense of meaning and purpose. We invite our students to wrestle with the big questions of life in light of who Jesus is. This is done in Christian Studies classes, Chapel and expeditions, being also lived out in serving others through community service. We believe that Jesus taught us the best way to live, hence we encourage students to think through and question the themes of the Bible, considering their relevance to contemporary life. Voluntary groups and Bible studies are conducted weekly.

Our Christian focus has shaped the Calrossy values of Resilience, Integrity, Selflessness, Inclusiveness. Students of all beliefs and backgrounds are welcome in our School and we encourage discussion and questions, both formally and informally. Our Boarding students continue to uphold the CHRIST values of Compassion, Humility, Respect, Initiative, Service and Trust as they live in community. It is our hope that our school will be shaped God's love and that we would reflect that love to others.



What other opportunities are provided for Calrossy students?

From Prep to Year 12, Calrossy students are offered a diverse range of opportunities both inside and beyond the classroom. These include academic, cultural, sporting, cocurricular, musical, drama, dance and social activities that supplement school life. Further information is available in our Prospectus and on the Calrossy website.

What is happening with the School uniform?

In 2020 Calrossy adopted a new School logo which was first introduced as our Centenary Crest. This change along with a desire to make our School uniform more cost effective for all parents, means there will be change to the formal uniform items in the coming years. Just as we did with the sport uniform, this change will involve a lengthy transition. A Uniform Committee comprising of parents, students and staff is working on the project. Calrossy parents and students will be consulted as part of this process. It is hoped the change will offer continuity of uniforms between Primary and Secondary, reducing costs and reinforcing our single School identity.

What is happening with the Houses?

Calrossy has adopted four Houses for sporting and cultural representation across the whole School, from Prep to Year 12. 2021 is the first year of these Houses.

The new Houses are named after prominent Australians who excelled in their fields.

The four Houses are:

Nicholls - Named after Sir Douglas Nicholls, the first Australian Indigenous Governor, Christian charitable worker and AFL player. The Red and Black colours are taken from the Aboriginal Flag.

Sheean - named after Teddy Sheean, winner of the Victoria Cross for bravery in the Royal Australian Navy, with the colours of Sky Blue and White representing the ocean and sky.

Cuthbert - For Betty Cuthbert who was a multiple gold medalist and advocate for disability. Green and Gold will be the House colours.

Hamlin - Named after Dr Catherine Hamlin, with the colours of Black and White representing cultural diversity and dignity for all people.