



2020 ANNUAL REPORT

Trustees of the Anglican Diocese of Armidale
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THEME 1: A MESSAGE FROM KEY SCHOOL BODIES

From the Board

2020 was planned as 'the year of Seeing Things Clearly' for Calrossy Anglican School and one of consolidation for the Board. However, following a horrendous bush fire period, from early March, 2020 was curtailed by the advent of the COVID pandemic that left no one untouched or unaffected. Governments struggled to respond to the outbreak and put in sensible controls to prevent further spread.

During this time Australia quickly learned what a fundamental role schools play as part of the fabric of society. Much is based around the school day, week, month, term and year. Society is intrinsically linked and dependent upon school for routine, predictability, order and community. This was the reality for our school, in which education continued as close to normal as possible.

With a population of 900+ students, 200+ staff and 600 affected families, routine, stability and certainty was required. Fortuitously, Calrossy was blessed with a Board and Executive who had peace in the understanding that God was in control. A small group met weekly to assist the Principal, Mr David Smith, and his senior team in navigating the complexities brought about in boarding and education by COVID-19. Direction from NSW Government and support from the Association of Independent Schools (AISNSW) enabled a balance of in-class education versus remote learning, as required. NSW was fortunate with the timing in that the Easter Term break gave a two-week reprieve for school and staff to adjust.

Maintaining boarding was complex and required great agility to ensure support for senior students and the wellbeing of students and staff. From the governance perspective, Calrossy needed to define its own risk profile that was specific to the complexities of maintaining high quality boarding and day schooling in Tamworth, Regional NSW.

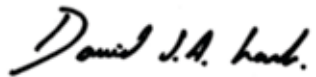
Teachers were required to adapt to different mediums and unorthodox methods. Fortunately this was short lived but the uncertainty and loss of community events was significant. The constraints of many extra-curricular activities and the restriction of parents from our campuses affected key school events and routines. We had to adjust to doing things differently.

The impact on student learning was hard to quantify and it is a testament that for the sixth year running, Calrossy achieved outstanding top band 2020 HSC results, maintaining the high academic reputation of the school. Placing just outside the Top 150 NSW schools (based on the SMH table), Calrossy was ranked well ahead of other Northern regional schools and over 100 places ahead of other Tamworth schools. We were most delighted to achieve a first place in NSW in Primary Industries, a second place in Agriculture and two other top 10 achievements.

Principal, Mr David Smith, his Executive and staff are commended on their management of the COVID-19 pandemic as it applied to Calrossy during 2020. The governance lesson for 2020: “Expect the unexpected”. The governance reminder for always: “Trust in God”.

2020 was a year preparing for consolidating the Diamond Model for the School in 2021. The construction of the new \$4.4M multi-use classroom facility on William Cowper Campus (WCC) was an enabler to this change for 2021. Much work was undertaken in preparing for the amended campus structure.

A final observation of 2020 relates to the resilience, selflessness and integrity of the year 12 cohort. Under significant disruption, change and uncertainty for much of the year, this group arguably was the group most affected by the disruption of the COVID-19 pandemic as they undertook their HSC. History may prove 2020 was the most challenging period of their life. At least from a distance, the way in which they responded was exemplary. My sense is if we all could imitate the response of our Year 12s to the pandemic, Calrossy and our nation would be better for it.



David Lamb

Chair of School Board





FROM THE PRINCIPAL

Our school focus areas in 2020 included:

a) Planning a School for the Future

2020 saw planning and momentum towards the refined shape of the school, to be established in 2021. This proved challenging in many ways as the impact of COVID-19 demanded much time to be spent on supporting staff and students in a surprising context. The reorganization towards separate campuses for Years 7 – 9 and Years 10 – 12 students was a focus of the year, planning to promote the success of the new structure, as a lynchpin of our Diamond Model of education. Connected to this was the completion of a \$4.4M classroom facility on the William Cowper Campus, as a centerpiece for the teaching and learning for students in the early years of Secondary school.

We established and clarified the rationale of the future school model. Communication with parents was an important part in developing momentum for the impending changes. The appointment of leadership and a fresh structure to support the changes was also essentially undertaken.

Despite the unexpected emergence of COVID-19, Calrossy was in a strong position to respond and maintain excellent learning. We were fortunate that we had previously commenced the utilization of new school management and learning management systems, creating a HUB to be the centerpiece of learning and communication. This added with the selection of Zoom Professional supported us in maintaining learning for students during the compulsory lockdown and in the period when many of our Boarders were unable to reside on campus. We were also fortunate that we had been in the planning stage of launching eCalrossy, a remote learning service for students in Year 7, to be fully implemented in 2021. We were pleased that Covid allowed us to test and refine our approach to remote learning. Securing NESA registration to launch eCalrossy was one of the exciting aspects of what was an extraordinary year in which staff and students had to be agile to promote best learning in an uncertain and ever-changing context. We were gratified by the parent and student feedback that the school had managed the learning well.

Other whole school projects already started, were continued. They included:

b) One School Project

Whilst identifying the unique aspect of each of our learning centres across our two campuses, we have emphasized that Calrossy is one school from Prep to Year 12, with a single identity. It is a strength of our school that children can enjoy their full educational journey with us.

Following the Centenary in 2019, we launched a new school crest that combined symbols from each of the different schools that were combined to make up the 'new' Calrossy.

The uniform committee was reconvened and despite being curtailed by COVID-19, some progress was made toward the institution of a new uniform as part of a single combined school entity.

The School P & F Association continued to shift its operation towards the priority of supporting the whole school activities, rather than being campus based. A strong committee and dedicated parents supported excellent initiatives, in the process raising significant funds for worthwhile projects in all parts of the school.

c) Leading with Learning

The 2020 HSC results were once again outstanding, with the number of top bands placing us proportionally as the leading academic school in the New England/ North West. We had the highest number of top bands by a large margin, ranking us just outside the Top 150 schools by the SMH. Results beneath the top academic bands were extremely good and most courses scored well above the NSW average. Students were awarded 3 NSW top ten results, one second and two thirds, in Primary Industries and Biology. One of our students achieved the highest ATAR in the region and we had two All Round Achievers, earning top bands in all their courses. The success of the cohort maintained the school reputation of high achievement and valued-added academic progress. That the high proportion of students qualified for the University course of their choice, including some in Medicine, Veterinary Science, Education and Law was of great delight to the community. Equally delightful in a Regional School is that some students secured Trade Based apprenticeships, an equally appropriate and valid pathway to employment.

Despite the challenge of COVID-19 we maintained our commitment to learning as the main thing in the school. Our impetus for change remains focused on what is best for student learning. Our intent is on making a difference, helping children to develop their talents and skills. Much of the rationale for the impending 2021 Campus transition has centred on learning and what is best for boys and girls at each stage of the journey from Primary to Year 12.

Calrossy was supported by the Association of Independent Schools as part of a continuous School Improvement Program. Under COVID-19, there was less emphasis on writing and more attention paid to student Wellbeing and the transition to 2021.

Our Director of Quality Teaching and Learning, Rob Marchetto leads our staff Professional Learning effectively and supports the development of individual teachers as well as groups. Due to the uncertainty of COVID-19, a feature of the year was the professional leadership and cohesiveness of the Middle Leadership team, especially in adjusting to new contexts to maintain learning. Past investment in the quality of teaching and learning paid dividend in 2021.

The adoption of our Learning Management System, The HUB has continued, and class teachers were required to rely on and it more. Under COVID-19, we were required to upskill in communication and adapt to doing more online with students, Boarder parents and to the general community.

Our planning to launch eCalrossy in 2021 progressed forward and the staff collaborated well together to apply what had been learned. It is evident that this work will bear fruition in years ahead as we adopt eCalrossy remote learning.

d) Cocurricular Student Involvement

Whilst cocurricular involvement is a key component of our educational offering at Calrossy, we had to adapt to health regulations and the curtailment of many normal activities. Many sports were limited, activities such as Music, Dance and Drama were not permitted, and expeditions and field trips were cancelled. I was delighted that our Chaplaincy Department took on the task of providing many normal assemblies and gatherings remotely, developing new modes of communication to keep the community connected. We used video to do this and utilised Zoom to maintain wellbeing checks and support our students.



e) **Development of School Facilities**

In 2020 two projects were undertaken:

1. Upgrading residences for our Boarders was given priority, starting with improvement to Sims House single study bedrooms and facilities for our Year 12s. Also commenced were upgrades to Fairbrother House to accommodate the Health Centre and refurbishment of Simpson and Ashton Houses. Further upgrades will continue into 2021, to ensure best quality accommodation for our residential students.
2. The construction of a 12 classroom multi-purpose facility on the William Cowper Campus also commenced and was completed at the end of year, providing new facilities which will be home to our Year 7 – 9 students, under a new campus structure in 2021.

In addition to the major projects were minor developments to Junior School classrooms, the construction of an amphitheater on the Cowper campus, reseeding of the main sporting ovals and student led improvements to the outdoor environment, including creation of paths and gardens and the planting of trees. Master planning for enhancement to learning on the Brisbane Street Campus, to support Senior Students was in the planning stage and a staff committee was constructively utilised in preparation for 2021.

2020 was designated as the Year of Seeing Things Clearly, (as in 20/20 vision) and there was great irony in the advent of a worldwide pandemic that reminded our community of the important role that schools play in providing a safe place in which students can learn, grow and belong. I commend the staff, students and parents of Calrossy Anglican School for the way during a most challenging and difficult year, we held strong together, supported each other and maintained learning and belonging as a community.

David Smith

Principal

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

Primary Student Representative Council

The Calrossy Primary Student Representative Council (SRC) is made up of two representatives from each grade from Years 2-6. Due to COVID-19, 2020 was a challenging year, but we managed to be a part of different initiatives including guessing competitions and fundraisers. The most successful idea was our involvement with the Indigenous Literacy Foundation which provides opportunities to improve literacy skills with indigenous students across Australia. Students donated quality books to Calrossy and in return had the opportunity to purchase a donated book for a gold coin donation. We exceeded our target, promoted literacy within our school and contributed to the community. We look forward to being a part of many new ideas next year.

Secondary Student Representative Council (SRC)

The Calrossy Secondary Student Representative Council (SRC) is comprised of elected female and male students from Years 7-12.

In 2020 the SRC was limited in activities due to the COVID-19 pandemic which restricted group gatherings and meant that our usual fundraising social dances were not held. This meant that existing SRC funds were spent in beautifying the William Cowper Campus in anticipation of the school restructure where years 7-9 would be attending in 2021. The SRC contributed to the construction of the Amphitheatre steps in front of the hall, providing outdoor seating for assemblies with a magnificent view over the hills of Tamworth.

Todd McDonald (Boys SRC Coordinator) & Sharon Draper (Girls SRC Coordinator)





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

Established in Tamworth NSW in 1919, Calrossy Anglican School is now into its second century of providing outstanding education to students in the North West region. The school provides dynamic learning to boys and girls from Prep to Year 12. Calrossy features a unique Diamond School model designed to provide coeducation with a difference, as supported by recent educational research. Students enjoy a coeducational Primary School experience, transitioning to gendered classes in Years 7 to 9 and recombining in Year 10 for fully coeducational classes in Years 11 and 12. The model is designed to meet the needs of individual learners at each stage of the educational journey. Our structure supports a strong foundation to learning in the Infants and Primary years, single gender classes in which early adolescent are supported to grow in confidence and courage as learners and socially through what is sometimes a challenging period, in single gender classes and groups. For the final years of Secondary, boys and girls re-join in coeducational classes, maximising subject choices, social development and learning to work together in a Senior School environment.

In 2020, 262 students were enrolled in the Infants/Primary section with an additional 35 students attending Prep. We enrolled a total of 606 Secondary students across our two campuses, with close to one third of them being resident Boarders. In addition, the school had 50 students attending the separate Calrossy Pre School meaning that approximately 1,000 children learn each day on one of our campuses.

Calrossy's regional setting shapes the distinctive school experience we offer to our students. As Tamworth's longest standing school of over 100 years, we are embedded into the Tamworth Regional community. The relationship with the area is significant. We enjoy 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 rural and regional setting, with classes making frequent use of the many resources available in Northern NSW's largest centre. Participation in the Hunter Region Independent Schools (HRIS) association provides sporting pathways to state and national level competition. Many students excel at Regional and State level. Our academic reputation is based on top level results in the region over the past ten years, demonstrating that regional students can achieve amongst the best in NSW. In 2020 Calrossy students achieved the topmost number of Band 6 HSC rankings in Northern NSW, the top ATAR, and four top ten subject results. Calrossy is home to approximately 180 boarders from the Hunter, North Coast, New England and North West. The broad spectrum of subject 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 Junior School inspires true excellence and a strong start to learning through small class sizes, specialist Music, STEM and Language classes and access to learning enrichment for gifted and talented students. Grounding in key learning areas is foundational. A broad range of co-curricular activities supplements teaching and learning. There is a strong focus on developing fundamental skills that get learning off to a strong start and 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 that are gender-based, the development of positive relationships and being valued and known is central. In recognition that this stage is a period at which there are greater risks of disengagement, we provide many opportunities for meaningful involvement, strong adult role-modelling and encouragement for students to develop their interests and passions. Leadership is a strong pillar of our 7 – 9 program. School co-curricular activities support and promote the achievement of these goals. The creating of high expectations and the building of confidence are aims of our program.

In Years 10 - 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, promoting student wellbeing, developing leadership and supportive frameworks that promote collaboration. Our Senior Year groups learn together on a single campus, customised to support increased responsibility required of older students.

Calrossy has an inclusive enrolment policy and is a diverse community. We seek to develop an authentic and open approach to learning, assisting students to think critically and to develop a compassionate social conscience. Our student wellbeing program seeks to ensure all students be known and feel valued and respected. Leadership at all levels of schooling is integral to our program. Calrossy provides students with a variety of opportunities, within and outside the classroom, to enrich their education, promoting the development of well-rounded citizens at the end of the school journey.

Calrossy is a diverse school that meets the learning needs of a large variety of students. Our population is comprised of approximately 5% of students of Aboriginal or Torres Strait Island heritage. They are supported by the school's participation in the Waratah Project, facilitated by the Association of Independent Schools, NSW. The school has CRICOS Registration with the facility to enrol international students. Our Learning Support Programs are offered from Preschool to Year 12. Students are identified by staff, family or medical personnel to the Wellbeing Team and the Head of Learning Support 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 every student, 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. Our size and structure allows students to be known, valued and recognised. The school embraces cultural diversity and encourages a sense of belonging and community through its core values of Integrity, Resilience, Selflessness and Inclusiveness.

Calrossy possesses 3 academic campuses and two offsite boarding facilities:

- Brisbane St Campus – including Boarding
- William Cowper Campus
- Tangara Campus (Trade Training Centre – Primary Industries, Agriculture and Shorthorn 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. In-school groups and co-curricular activities abound to support the holistic development of each child.

Junior School - Extra Curricular Activities

- Sports: HRIS pathways to State level sport in Athletics/Swimming/Cross Country and a wide range of representative sports. Cricket, Flipper Ball, Hockey, Equestrian Sports, Netball, Rugby Union, Swimming Survival, Learn to Swim, Basketball
- Cultural: Choir, Band, Theatre Sports, Dance, Instrumental Music, 'Light voluntary Christian Group'
- 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, Chickens

Secondary School - Extra Curricular 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, Football, Hockey, Lifesaving, Equestrian Sports, Water Polo, Cricket, Rifle Shooting
- Cultural: Debating and Public Speaking, Duke of Edinburgh Award Scheme, 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: Volunteer Christian groups, Bible Study
- Academic: Cattle team - judging and parading, Sheep 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, Year Group Expeditions/Excursions.

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

As NAPLAN assessments were cancelled in 2020 due to the COVID-19 pandemic, the most recent information relates to 2019 NAPLAN results which are available on the My School website: <https://www.myschool.edu.au/>





THEME 4: SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 9 students in 2020, 8 in Years 10 or 11 and 1 in Year 12.

Higher School Certificate

Subject	Year	No. Students	Performance band achievement by percentage (state figures in brackets)	
			Bands 4-6	Bands 1-3
Agriculture	2018	13	School: 100% (62%)	School: 0%
	2019	16	School: 100% (59%)	School: 0%
	2020	10	School: 100% (60%)	School: 0%
Ancient History	2018	6	School: 100% (63%)	School: 0%
	2019	9	School: 89% (65%)	School: 11%
	2020	4	School: 75% (62%)	School: 25%
Biology	2018	30	School: 93% (70%)	School: 7%
	2019	38	School: 71% (60%)	School: 29%
	2020	39	School: 58% (61%)	School: 42%
Business Studies	2018	24	School: 67% (65%)	School: 33%
	2019	16	School: 50% (62%)	School: 50%
	2020	25	School: 48% (61%)	School: 52%
Chemistry	2018	13	School: 77% (70%)	School: 23%
	2019	14	School: 64% (67%)	School: 36%
	2020	12	School: 92% (69%)	School: 8%
Community and Family Studies	2018	8	School: 83% (80%)	School: 17%
	2019	14	School: 93% (68%)	School: 7%
	2020	18	School: 100% (69%)	School: 0%
Drama	2018	4	School: 100% (82%)	School: 0%
	2019	-	-	-
	2020	-	-	-
Earth and Environmental Science	2018	-	-	-
	2019	11	School: 73% (66%)	School: 27%
	2020	6	School: 83% (61%)	School: 17%

Economics	2018	6	School: 50% (72%)	School: 50%
	2019	-	-	-
	2020	-	-	-
Engineering Studies	2018	2	School: 100% (71%)	School: 0%
	2019	7	School: 71% (69%)	School: 29%
	2020	7	School: 71% (69%)	School: 29%
English Standard	2018	49	School: 63% (51%)	School: 37%
	2019	45	School: 47% (52%)	School: 53%
	2020	48	School: 58% (58%)	School: 42%
English Advanced	2018	40	School: 98% (91%)	School: 2%
	2019	44	School: 93% (92%)	School: 7%
	2020	46	School: 93% (94%)	School: 7%
Geography	2018	37	School: 84% (74%)	School: 16%
	2019	12	School: 92% (72%)	School: 8%
	2020	42	School: 64% (60%)	School: 36%
Industrial Technology	2018	12	School: 67% (49%)	School: 33%
	2019	10	School: 30% (49%)	School: 70%
	2020	6	School: 67% (52%)	School: 33%
Investigating Science	2018	-	-	-
	2019	10	School: 90% (63%)	School: 10%
	2020	15	School: 53% (57%)	School: 47%
Legal Studies	2018	10	School: 90% (72%)	School: 10%
	2019	13	School: 69% (65%)	School: 31%
	2020	12	School: 75% (62%)	School: 25%
Mathematics General in 2018 Mathematics Standard 2 in 2019/2020	2018	58	School: 59% (53%)	School: 41%
	2019	58	School: 60% (56%)	School: 40%
	2020	61	School: 47% (50%)	School: 53%





Mathematics (Advanced in 2020)	2018	19	School: 79% (78%)	School: 21%
	2019	24	School: 79% (78%)	School: 21%
	2020	20	School: 80% (81%)	School: 20%
Modern History	2018	15	School: 87% (72%)	School: 13%
	2019	13	School: 77% (67%)	School: 23%
	2020	10	School: 70% (65%)	School: 30%
Music 1	2018	7	School: 100% (90%)	School: 0%
	2019	5	School: 100% (91%)	School: 0%
	2020	3	School: 100% (90%)	School: 0%
Music 2	2018	-	-	-
	2019	-	-	-
	2020	2	School: 100% (88%)	School: 0%
PDHPE	2018	16	School: 81% (61%)	School: 19%
	2019	21	School: 67% (62%)	School: 33%
	2020	26	School: 73% (61%)	School: 27%
Physics	2018	9	School: 100% (65%)	School: 0%
	2019	6	School: 100% (64%)	School: 0%
	2020	5	School: 80% (66%)	School: 20%



Society and Culture	2018	12	School: 100% (77%)	School: 0%
	2019	5	School: 60% (78%)	School: 40%
	2020	19	School: 84% (80%)	School: 16%
Textiles and Design	2018	7	School: 100% (76%)	School: 0%
	2019	7	School: 100% (81%)	School: 0%
	2020	4	School: 100% (84%)	School: 0%
Visual Arts	2018	7	School: 100% (92%)	School: 0%
	2019	10	School: 100% (90%)	School: 0%
	2020	11	School: 100% (89%)	School: 0%
Primary Industries Examination	2018	13	School: 85% (75%)	School: 15%
	2019	24	School: 92% (59%)	School: 8%
	2020	15	School: 87% (55%)	School: 13%
Hospitality	2018	6	School: 86% (68%)	School: 14%
	2019	-	-	-
	2020	-	-	-



In 2020, 94 students sat for the NSW Higher School Certificate through Calrossy Anglican School in 31 courses. In total 98% 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 16 candidates who sat for a 1 unit extension course, 100% achieved 25 marks or more out of 50.

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 2020 three of our students were placed in the top ten in the state for one of their courses (2nd and 3rd in Primary Industries and 3rd in Biology).

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

In 2020, 21% of Year 12 students participated in vocational or trade training. 65% of these courses were studied at school and the remainder at TAFE.

Extension Courses

Subject	Year	No. Students	Performance band achievement by percentage (state figures in brackets)	
			Bands E3-E4	Bands E1-E2
English Extension 1	2018	9	School: 100% (95%)	School: 0%
	2019	10	School: 100% (94%)	School: 0%
	2020	3	School: 0% (92%)	School: 100%
English Extension 2	2018	4	School: 75% (71%)	School: 25%
	2019	4	School: 25% (80%)	School: 75%
	2020	3	School: 0% (82%)	School: 100%
Mathematics Extension 1	2018	5	School: 60% (80%)	School: 40%
	2019	4	School: 100% (80%)	School: 0%
	2020	5	School: 60% (75%)	School: 40%
Mathematics Extension 2	2018	2	School: 100% (85%)	School: 0%
	2019	-	-	-
	2020	1	School: 100% (84%)	School: 0%
Music Extension 1	2018	5	-	-
	2019	-	-	-
	2020	2	School: 100% (97%)	School: 0%
History Extension	2018	5	School: 80% (79%)	School: 20%
	2019	4	School: 75% (77%)	School: 25%
	2020	2	School: 50% (76%)	School: 50%

THEME 5: TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

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

Description of Professional Learning Activity	Course Provider	No of Staff Attending
Synergetic Training	Synergetic	5
NCCD Term 1 Network Meeting – Implementation and Support	AIS	2
Beyond High School Conference	Bond University	1
Meet the Markers	STANNSW	2
Laser Cutter Training and Induction	Eventbrite	1
Initial Lit F-2 Training Course	Multilit	9
Psychology Training	New England Psychological Services	1
Duty of Care	Boarding School Association	13
Certified Practitioner Online Training	Educate Plus	1
Online Resources for Years 7-10	History Teachers' Association	1
Social Media Best Practice		1
CRAIN Professional Upgrade Day	UNE	2
Jumbana	UTS	1
Taking the Reins Conference	Bond Uni	1
Standard Maths Stage 6	PD4MaTHS	2
Certificate 111 in Agriculture	TAFE	1
HSC 2020 English Extension 1 Drawing Lesson	ETA	1





Differential Equations Workshop	PD4MaTHS	1
Tertiary Industry Update Days	Careers Advisors Association	1
Responding Together – Managing Wellbeing in Times of Change and Uncertainty	Beyond Blue	1
Positive Classroom Management	PD4MaTHS	1
AATE IFTE Conference 2020	AATE	3
Play Make Create Workshop	Eventbrite	1
School Counsellors Law	Lawsense	1
Teaching and Behaviour Support Strategies for Students with an Autism Spectrum Disorder	Education Events	2
ACT for Adolescents	Pschwire	1
Webinar Bundle	Australian Boarding Schools Assoc	11
Online Innovate Year 9 Food Technology	Teacher Professional Development	3
Crystal Reports	Synergetic Management Systems	1
Boarders Network Meeting	AIS NSW	1
After the Fact – History in a Post-Truth World	AIS	2
Bringing you Society and Culture Classroom to Life	AIS	3
The Mental Health Wellbeing of Young People	Generation Next	2
Changing lives through the PDHPE K-10 Syllabus	AISNSW	4
Physics Conference K-12	STANSW	1
Behavioural sleep problems and interventions across the paediatric age span	APS	1
Studies of Religion Conference	AIS	1

Resurrecting the Cities of Vesuvius	TTA	1
Seasons for Growth Children and Young People's Program	ETA - Sydney	1
Courageously Navigating Hard Conversations	AIS	5
Virtual Masterclass Series	AIS	1
Investigations Masterclass – Reportable contact	AIS	1
Investigations Masterclass-Workplace Investigations	AIS	1
Mathematics Extension 1 Year 12	TTA	1
The future of libraries	AIS	1
Understanding Hearing Loss Workshop	Eventbrite	3
Initialit	Macquarie University	1
Privacy Confidentiality and Sharing Information	Lawsense	1
Peer Support Program	Peer Support Program	1
Professional Development Workshop	Multilit	1
School based Teacher Accreditation Authority	AIS	3
ROSA and HSC Curriculum Requirements for Registration and Accreditation	AIS	2
Attendance Requirements for Schools	AIS	1
CRICOS	AIS	2
Primary Curriculum Requirements for Registration	AIS	1
Certificate 111 in Agriculture	TAFE Dubbo	1





Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	2
Provisional	2
Proficient Teacher	89
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

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	92
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.	1

THEME 6: WORKFORCE COMPOSITION

School Staff 2020 as recorded on the August 2020 school census and published on My School (<http://www.myschool.edu.au>)

Teaching staff	139
Full time equivalent teaching staff	79.1
Non-teaching staff	101
Full time equivalent non-teaching staff	52.1
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	79.7		Year 5	83.4		Year 10	78.8
Year 1	80.3		Year 6	77.2		Year 11	82.9
Year 2	80.7		Year 7	79.2		Year 12	92.1
Year 3	75.4		Year 8	78.5		Whole School	80.5
Year 4	80.4		Year 9	78.0			

81% of students attended school on average each day in 2020 (compared with 93% in 2019 and 94% in 2018). This decrease can be explained by the COVID-19 pandemic and learning from home which proved difficult for some families, particularly those with limited access to internet at home.

Management of non-attendance

Staff at Student Services send SMSs 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

Ninety one percent (91%) of the 2018 Year 10 cohort completed Year 12 in 2020. This is an increase on the previous three years' retention rates (77% in 2019 and 79% in 2018 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 2020, many undertook a GAP year, mostly locally due to travel restrictions with COVID-19. Most either will or have already commenced university study.

THEME 8: ENROLMENT POLICIES

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 also offer a full time distance education program for some junior secondary years (eCalrossy). 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.
- Suitable family support and circumstances for entry to eCalrossy, including willingness to participate in the associated residential weeks.

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 student's capacity to benefit from the eCalrossy distance education program.

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.
- A place being available in the relevant class or Boarding cohort.

Other Considerations:

- Ability to pay fees in full and on time.
- For eCalrossy: Suitability for and willingness to adhere to the requirements of the eCalrossy program, including attendance at all residential weeks.
- 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 can be offered. Once an offer of enrolment has been accepted, student 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. Any requested significant change in the type of enrolment, eg. a day student or eCalrossy student becoming a boarder, should be communicated in writing to the Registrar at least a term ahead of time. The offer of such a change will be contingent on availability of places and suitability for the change. 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
- Enrolment Policy
- Current Fees schedule
- 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, counsellors, providers of learning and assessment tools, assessment and educational authorities, representatives from organisations providing administrative and financial services to CAS and anyone you authorise the school to disclose information to or 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 the School HUB, Website and social media.

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 raise concern about a breach of privacy and how the School will deal with such a concern. 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, and the purpose for disclosing that information to the School and advise them that they can access their information if they wish. 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 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 server 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 & 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 refundable fee of \$1,000 per family.
- 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 at 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 at its discretion that parent/guardian(s) have the ability to meet financial responsibilities in relation to payment of fees as issued by the school.
- 2.5 Enrolment in the eCalrossy program is conditional on all requirements for learning in a distance mode being kept, including attendance at residential weeks and appropriate internet provision, as signed separately in the 'Conditions for Enrolment in eCalrossy' agreement.

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 including ambulance and allied health services 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 one (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 (1) 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.
- 5.3 An enrolling party is unable to withdraw a student from CAS, without written agreement from the other enrolling party(ies).
- 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 for Day and Boarding students and Christian devotions for eCalrossy students
 - 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 (or join the eCalrossy lessons), 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 to home, mailing, email address, 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 provide complete health information 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, discipline, and complaints and grievances.

Welfare/Wellbeing Policy

Our wellbeing model combines our pastoral care, spiritual, social and emotional development as well as the physical and learning needs of the students and staff, 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
- 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 School operates its welfare system within a Christian framework: characterised by a climate which values every individual as special, unique and created 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 cater to 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. Students, staff and parents have access to the Anti-Bullying Policy and related policy and procedures via the School HUB.

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.

Discipline Policy

Calrossy Anglican School has a framework which focuses on reflection and restoration. Important principles are outlined on the School HUB 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 2020	ACCESS TO FULL TEXT
Student Welfare		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
Discipline	A new Positive Behaviour system was launched and implemented during 2020	The Positive Behaviour system can be accessed by request from the Principal, via the School Website and the School intranet – The HUB
Grievance	Parent, student and staff survey to gain feedback.	The full text of the school's Grievance Policy can be accessed by request from the Principal, via the School website, and the School intranet – The HUB





THEME 10: SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Achievement of Priorities identified in the 2018 School Annual Report

AREA	PRIORITIES	ACHIEVEMENTS/COMMENT
Teaching & Learning	Undertake a School Improvement programme in partnership with AIS NSW. We identified four specific improvement targets as part of the AIS SIS – Improving writing, wellbeing, student engagement & transitions.	Our direct contact with the AIS was curtailed by the advent of Covid-19, though we continued to focus on wellbeing and transitions, mostly via Zoom.
	Continue to grow teacher capacity in Instructional Leadership Commence research and data collection and sampling in the area of Writing K-12.	Under the guidance of our Director of Quality Teaching and Learning, we maintained support of early career teachers, provided coaching and feedback to individuals and supported Experienced Teacher applicants.
	Provide further support for staff in the implementation of the NESA Stage 6 Syllabuses.	Curriculum implementation continued as usual.
	Further equip and train staff in improving outcomes for indigenous students P - 12. We commenced as part of the Improving Indigenous Outcomes program, focusing on development of literacy and numeracy of ATSI students. This includes data benchmarking.	We engaged Roz Thomas from AIS NSW and worked with them as part of the Waratah Project. Whilst students were working online we focused on wellbeing and literacy outcomes. The data benchmarking was undertaken as planned.
	Continued alignment of teaching practice with AITSL standards and AITSL Principal Standards (for leaders).	This process continued, led by our Middle Leadership Team.

AREA	PRIORITIES	ACHIEVEMENTS/COMMENT
Teaching & Learning	Teacher accreditation processes to utilise the upgraded eTAMS website of NESA for the first time. Three staff to be supported to undergo application as Experienced Teachers (ET).	All three teachers achieved Experienced Teacher Accreditation.
	Respond to the NCCD in supporting the learning of students with disabilities, complying with legislation and government regulation.	Our ILC supported the collection of data and providing staff with support to ensure that all students received access to their learning.
	Continued training and support of school staff in the use of our Learning Management System.	Our Technology integrator was busy, especially during Covid, to support staff with online learning and use of ICT.
	Refine the campus location practice of Years 11 and Year 12, ensuring one day for week on the same campus.	The single day on Brisbane St Campus together was successful and was maintained in 2020.
	Undertake Perspectives Survey with NSW AIS, to collect data on teaching and learning.	The Perspectives survey was undertaken and staff were involved in data interpretation.





AREA	PRIORITIES	ACHIEVEMENTS/COMMENT
Student Welfare	Publish Graduate Attributes, identifying school aims characteristic of students finishing school at the end of Year 12.	These were published and used in staff training and promotion.
	Refinement of the school vision and mission with a focus on learning, growth and service.	Our vision was further revised and updated.
	Audit our practice to ensure that we remain a Childsafe School, establishing each of the 10 principles as practice in our school.	The School Board and Executive has commenced the process of embedding Childsafe Principles across the school.
	Continue training of staff in Child Protection to ensure that we are a 'ChildSafe' school.	Regular child protection training and audits is a mandatory part of our professional practice.
	Three staff to be accredited as Child Protection Investigators.	Two staff were trained. Since the change in legislation, we look to AIS for advice and direction in this area.
	Develop and enhance our Positive Behaviour and Engagement strategies, looking for consistency.	Progress on this was slower than anticipated but was launched and trialled in Semester 2.
	Collect and analyse our Student Wellbeing data from a variety of sources.	The perspectives survey was useful in providing this data on student wellbeing.
	Promote a proactive approach to school wellbeing, utilising the Australian Wellbeing Framework, launched in 2018 and will explore use of Be You program on Mental Health and Wellbeing.	This is a key component of our Improvement Program with the AISNSW. We spent time discussing and analysing our data to plan for 2021.

AREA	PRIORITIES	ACHIEVEMENTS/COMMENT
Student Welfare	Conduct focus groups to allow student voice as a driver in school growth and development.	Student focus groups provided qualitative data to assist in meeting their needs. Online checks during COVID-19 school closure were conducted.
	Consolidate a one-school approach to leadership, wellbeing, mentor groups on each of our two campuses.	We prepared structures appropriate to our campuses, to be implement in 2021.
	Involve Year 11 students in alternate chapels and assemblies as part of Senior Campus rotation.	This practice was successful but will be discontinued due to new campus structures in 2021.





AREA	PRIORITIES	ACHIEVEMENTS/COMMENT
Facilities and Resources	Activate the next stage of development of new classroom facilities that will enhance teaching and learning.	The Multi-Use Classroom Block was completed, ready for use in 2021. The WCC Amphitheatre was also finished.
	Use the Master Planning process to best utilise our current school model and make the most of our twin campus settings.	Beyond the new classroom block, application was additionally made for further funding for another classroom block. We were delighted to receive that funding.
	Prepare a process to ready the school for the 2021 Secondary Campus model.	Significant planning was undertaken to ensure a smooth transition to 2021 and a new structure.
	Continued minor classroom upgrades and improvement that will make learning space more attractive and useful. Operation First Impressions, looking to enhance the visual appeal of the school and improve amenities.	Improvement in school facilities continues as funds become available and priorities are identified.
	Further enhancement of playground equipment in the Primary area.	A new playground was established in our Primary School area.
	Upgrade the School Boarding Facilities to enhance the accommodation and study areas.	Simms House, Fairbrother and Ashton Houses were renovated and upgraded as part of the boarding refurbishment process.

AREA	PRIORITIES	ACHIEVEMENTS/COMMENT
Staff Development	Embed structured PL for staff that focuses on Writing, Transition, Student Engagement and Wellbeing.	The pandemic slowed down our progress on Writing but the other priorities received major focus in our Professional Learning.
	Support of staff seeking to follow ET and HALT pathways.	This was a helpful focus in 2020.
	Provide support to teachers to maintain NESAs professional hours in the accreditation process.	Despite changes from NESAs, the school continued to provide accredited Professional Learning for teachers and support staff.
	Consolidate the use of AITSL standards and alignment with these.	Our teaching remains informed by these standards
	Commence the process of becoming a NESAs accredited provider of professional learning. Development of a whole-school Teaching and Learning Framework.	We commenced this process but were informed by NESAs that no more accredited providers were to be approved, due to their changes.
	Further development and appraisal of the School Code of Conduct and Risk Policies.	During the Pandemic, risk became a major focus. The Board established a Risk Committee.
	Mandatory for all Boarding Staff to complete Duty of Care course of ABSA.	This is a requirement of all staff. Online training supported this process.





2020 PRIORITY AREAS FOR IMPROVEMENT

AREA	PRIORITIES
Teaching & Learning	<p>Maintain commitment to continual school improvement in partnership with AIS NSW. We maintained our four specific improvement targets as part of the AIS SIS – Improving writing, wellbeing, student engagement & transitions.</p> <p>Continue to grow teacher capacity in Instructional Leadership.</p> <p>Identify action and priority areas for improvement of Writing K-12.</p> <p>Continue involvement in the AISNSW Waratah project, to support indigenous students P – 12 in our school, focused on literacy and numeracy development. Develop cultural appreciation to ensure that Indigenous perspectives are embedded into school life.</p> <p>Further staff supported to undergo application as Experienced Teachers (ET).</p> <p>Refine and implement practice through the NCCD to ensure appropriate support for the learning of students with disabilities and special needs.</p> <p>Continued training and support of school staff in the use of our Learning Management System, for use by general teachers and in readiness for the implementation of eCalrossy in 2021.</p> <p>Establish a Learning Framework for Calrossy that aligns with our approach to teaching and learning across the school.</p> <p>Training and implementation of the 'InitialLit' program, focusing on building skills and knowledge in spelling, reading and writing.</p> <p>Primary teachers trained in using SeeSaw and Secondary teachers in utilising our learning management system, The Hub and Zoom.</p> <p>Training of teachers in the production of self-made videos for instruction.</p> <p>Provision of teacher observation and the provision of high quality feedback.</p> <p>Specific training in meeting the academic and wellbeing needs of boys and girls in Years 7 to 9.</p>

2019 PRIORITY AREAS FOR IMPROVEMENT

AREA	PRIORITIES
Student Welfare	Undertake School Strategic planning in 2020 to identify priorities for our future.
	Respond to our Child Safety audit to embed practices that enhance our operation as a Childsafe School, establishing each of the 10 principles in our school.
	Launch and introduce our Positive Behaviour and Engagement strategies, looking for consistency.
	Analyse our Student Wellbeing data from a variety of sources, using it to develop policy.
	Promote a proactive approach to school wellbeing, utilising the Australian Wellbeing Framework, launched and further explore use of Be You program on Mental Health and Wellbeing.
	Continue to use focus groups to allow student voice as a driver in school growth and development.
	Consolidate a one-school approach to leadership, wellbeing, mentor group structures on each of our two campuses.
	The award of the Peter Smart Scholarship to a staff member to undertake study and then lead a staff training in Wellbeing.





2019 PRIORITY AREAS FOR IMPROVEMENT

AREA	PRIORITIES
Facilities and Resources	Take possession of the new Classroom Facility and equip it for teaching and learning that will enhance teaching and learning, in readiness for 2021.
	Complete final plans for the commencement of the second Multi-Purpose Classroom, to commence in late 2021.
	Use the Master Planning process to further enhance our current school model and make the most of our twin campus settings.
	Finalise and implement the transition process for the 2021 Secondary Campus model.
	Continued facility improvement that will make learning space more attractive and useful.
Staff Development	Continued Improvement to Boarding Facilities to enhance the accommodation and study areas.
	Embed structured PL for staff that focuses on Writing, Transition, Student Engagement and Wellbeing.
	Support of staff seeking to follow ET and HALT pathways.
	Provide support to teachers to maintain NESA professional hours in the accreditation process.
	Finalise and embed a new Learning Framework for implementation in 2021.
	Staff training in readiness for NESA Registration process in 2021.
	Prepare and undergo audit ready for NESA Registration in 2021.
	Duty of Care training for Boarding Staff through online process.

THEME 11: INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Primary

The culture of our school can be summed up in the product of our students. As our students learn at Calrossy they act with integrity, are selfless, inclusive and resilient. Calrossy prides itself on excellence in education, where students flourish through the range of opportunities presented to them.

Calrossy Primary School has in place a number of initiatives and programs designed to promote the development of respect and responsibility.

We are developing a language for learning and a language for wellbeing. Equipping our students with the skills and knowledge to understand the complexities of life and learning. Each week our focus, which is also tied into a biblical perspective, such as collaboration or courage, guides us and helps us to grow. We utilise Assemblies and the School Newsletter to communicate our message to the greater community. Our focus helps us to stop, pause and reflect upon ourselves, but also those around us and how our actions can impact them.

Our focus stretches into the playground where our Calrossy students, play freely across the grades and across the play space. They enjoy interacting with children of all ages. This is where we live out our learning in the real world, as our students navigate their own play amongst their peers, taking responsibility for their actions and decisions. All our students are encouraged to be role models on the playground, setting a good example for those around them.

To support our students on the playground and as they settle into school, we have a Buddy Program, which commences with a partnership between our Prep and Year 4 students. This partnership carries forward as the students move into Kindergarten and Year 5 and Year 1 and Year 6. These strong relationships, which commence in our School Readiness Program ensures our students have someone to look up to, someone to look after them and someone to play with. The strong relationship built is fostered through regular interactions, shared reading, play and House activities.

As our students prepare for leadership roles and build on their understanding of how to be a good buddy, they participate in a unit of learning in Year 5 on Leadership. This prepares them for a variety of leadership roles across the school, which our students undertake in Year 6. Student leaders must be respectful at all times and take great responsibility for the role in which they have been entrusted.



Once chosen our Year 6 Leaders attend a Leadership Course to develop and refine their skills. The Year 6 Captains meet regularly with the Head of Primary, to give student voice to the general running and direction of the school.

Students are assigned areas of responsibility within the classroom and school, such as Library Monitors, Environment Club Monitors, House Captains and Student Representative Council members. These various roles of responsibility provides opportunities for students to learn and grow.

We also think outwardly in the pursuit of being respectful and responsible. Calrossy Primary supports a child through Compassion. This involves raising money to cover the cost of supporting this child. We write letters and provide other items that can be sent to assist our Compassion child.

Our School community prepares Christmas Boxes for children less fortunate than ourselves through Operation Christmas Child, a project of Samaritan's Purse, to ensure every child has something to be excited about at Christmas.

Our school camps, although impacted by the COVID-19 outbreak during 2020, are designed to enhance the learning in each year group. Students step out of their comfort zone and participate in learning away from home, in a collaborative setting, amongst their peers and their adventures ensure learning continues in a varied setting. Whilst some of our regular camps did not go ahead as planned, we were still able to provide a successful program this year.

The Calrossy Parents and Friends meet each term and this another opportunity where respect and responsibility are modelled to our students. Our families care about our school and are deeply invested in the activities and opportunities that Calrossy can provide. Each step of the way our P&F group supports the workings of the school through their generous donations of time and expertise. We are thankful for and welcome this partnership in our school, even if this meant Zoom meetings instead of in-person conversations for part of the year.

At Calrossy the opportunities we provide enable respect and responsibility to be key features of all we do. It is not always directly taught, rather inherently known and passed on through years of culture and generations of students who both know and love Calrossy.



Secondary

The basis of our values and priorities are grounded in the life and example of Jesus. Weekly Chapel services and Christian Studies classes highlight this role model and promote our school values that flow from this example. Selflessness, Inclusiveness, Resilience and Integrity are well known throughout the school and are often referred to and modelled by adult and student leadership alike.

Many events, programs and procedures work in unison to promote Respect and Responsibility such as:

PDHPE lessons	Building skills in relationships and good decision making
Peer Support Program	Active leadership roles for older students while younger students see responsible behaviour modelled
Positive Engagement/ Behaviour Documents	Clearly outlines desired and problematic behaviours Consequences clearly shown and implemented Restorative practices used Reward acknowledgement of excellent behaviour
Student Voice	e.g. SRC meetings and activities Student focus groups facilitated to begin process of new Houses
Student Leadership	Students have a strong voice in promoting a culture of respect and responsibility
Expeditions	Students given responsibility for many things e.g. cooking, navigating, organising, strategies
Digital Citizenship Instruction	Students are informed and challenged to think through their responsibilities online and to act with respect
Service	Our focus on service models to students that they can contribute positively to their community – school, local and beyond

High standards of dress and behaviour also help to promote the atmosphere of respect and responsibility desired.



THEME 12: PARENT, STUDENT AND TEACHER SATISFACTION

Parents (Primary)

The staff are welcoming, very friendly and professional. The whole experience has been exceptional throughout.

The time spent going to Kindy in the last term of Prep was an absolute gift for us when it came time to go to the 'big classroom.' Instead of first day/week nerves there was excitement, confidence and an eagerness to learn because the whole experience was so familiar.

Parents (Secondary)

I think Calrossy is a great school, very caring, great teachers and academic results, brilliant pastoral care.....When it gets sport right it will be a brilliant school in all areas.

I have always been extremely happy with the school's approach and implementation.

My son loves attending Calrossy and is enjoying being challenged. The teaching staff are always challenging him and he is continuously improving. My son is a boarder and is involved in all aspects of school life. There have been some challenges as boys grow and go through puberty and the school has been supportive and has helped my son to develop skills to allow him to grow and understand his fellow students when they are having a difficult time. My son is doing very well and is setting himself goals and achieving them through the support of his teachers, the boarding staff and his peers. We have been very happy with his mature approach to his learning and the support he is receiving. We are very happy with the school and the effort they make to ensure that all students feel accepted and happy when they are at school. It is pleasing that if there is an issue, the school ensures that we are informed of the issue and the approach taken to manage any issues. We will have another son starting at Calrossy in 2021 and we are sure that this is the right choice.

Students

There are some things this school does great. The teachers are amazing.

I commend the teaching staff, they are talented and I highly value the teachers of my classes and I am able to have relationships with teachers that are not my teachers.

I am excited to see the changes within the school. It is going to be difficult to change so many aspects of the school, however, it should ultimately become beneficial. I understand that it is being done for the progression of the school and the advantage of the student body. The relationships between the younger students and the older students needs to be maintained.

Teachers (Primary)

We have so much 'good stuff' going on all the time.

Staff are provided opportunities to contribute to conversations and to share planning, programming structures, ideas and resources through regular meetings.

Teachers (Secondary)

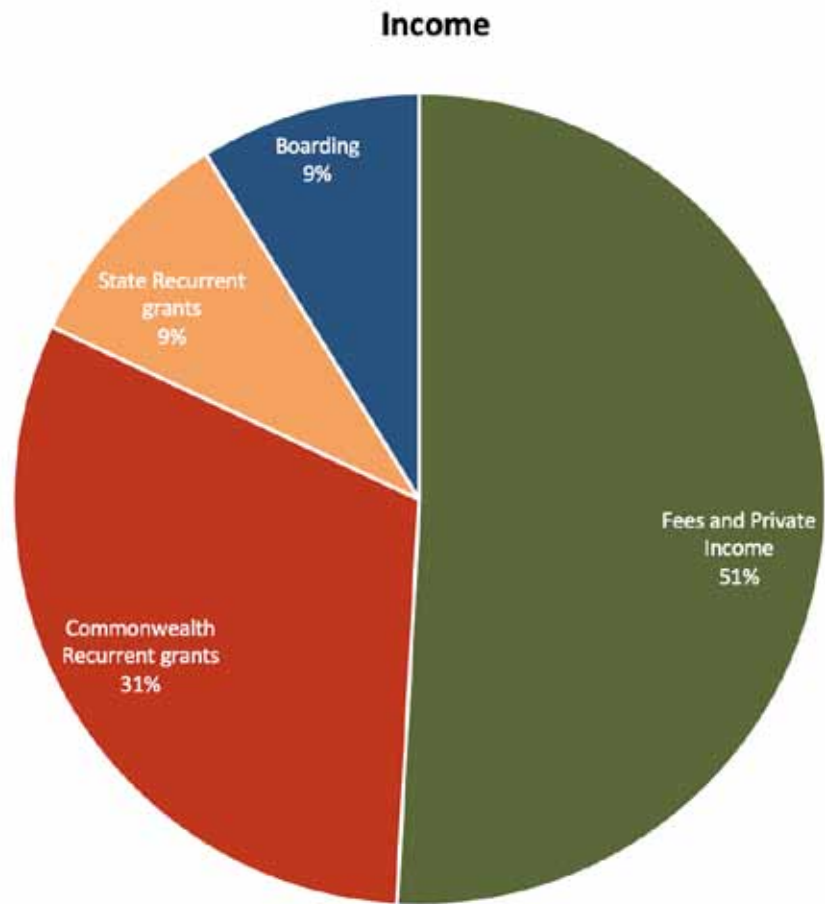
Calrossy supports each and every student's academic interest, non-academic interest and post school interest very strongly. Students are encouraged follow their own dreams and are given great encouragement to choose subjects and pathways which reflect these individual dreams.

I love the supportive and inclusive culture when a student performed in front of the whole school for year 12. It was something she wouldn't have been able to do when she first started here, but because of the support shown by fellow students, she felt safe to do it.

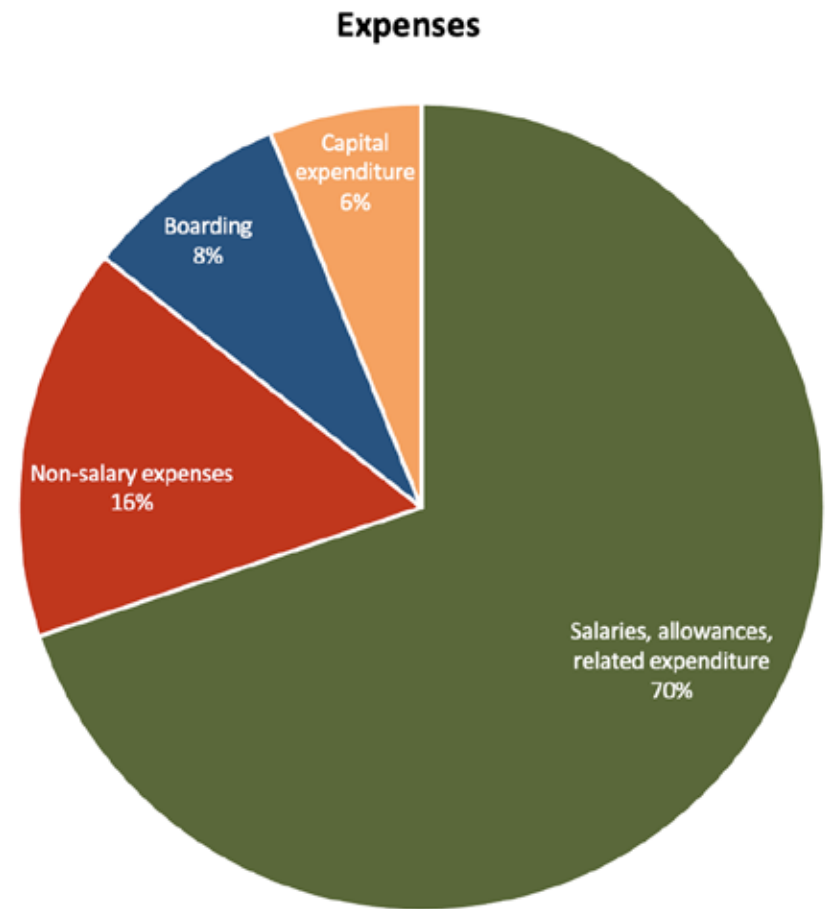
It is good that our students are able to identify issues and understand how to seek help, and feel safe enough within our community to do so.



THEME 13: SUMMARY OF FINANCIAL INFORMATION



Graphic 1: Recurrent/Capital Income represented by pie chart for 2019



Graphic 2: Recurrent/Capital expenditure represented by pie chart for 2019