



2021 Annual Report

Trustees of the Anglican Diocese of Armidale
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ANGELICAN SCHOOL
Est. 1919



Theme 1: A message from key School bodies

In 2021, the Calrossy experience was again characterised by the profound effect of COVID-19. People's 'cups were overflowing' with effects shifting from home into the workplace. The fragility of self-reliance proved to be a flawed construct on all levels but God graciously upheld Calrossy and staff through the year. The outcomes achieved were of his generosity with a privilege of the School and local region being minimally unaffected in comparison to the wider NSW, Australia and other nations.

Our Principal and School Executive successfully navigated turbulent waters, most notably in the difficult environment of Boarding, which was a 'high risk' environment in the circumstances. The pandemic experience instilled sufficient organisational competency in risk management for Calrossy to be confident in managing other challenges they may encounter in the coming years.

Despite the effect of the pandemic our students succeeded academically. For the seventh year running, Calrossy achieved best in region in the HSC as well as many other great results. Placing just one place outside the Top 150 Schools, Calrossy remains the highest performing School in Tamworth, North West and all of Northern NSW.

A great achievement of 2021 saw Calrossy complete the transition to the 'Complete Diamond Model' with the implementation of a new campus structure. Calrossy is now structurally sound to deliver efficient and effective educational outcomes with an appropriate cultural environment. Calrossy offers through the Diamond Model a contemporary and competitive framework focussed on excellence in Christian education from Pre-School to Year 12 for boys & girls, through day, boarding or eCalrossy attendance. The advent of the 2022-2025 Strategic Plan is the basis for "New Beginnings", with a strong and energetic Executive team under the excellent educational leadership of Principal, Mr David Smith. Our Board is delighted with the 10% growth indicated for the year ahead. Calrossy remains thankful to God for His provision to us as a school.

David Lamb
Chair of School Board

From the Principal

2021 was our 'Year of New Beginnings' and we were delighted to take possession of our new multi-classroom block on our William Cowper Campus. Significant changes saw the establishment of a new Secondary School structure and the renaming of our Primary department as Calrossy Junior School. Planning had centered around what would be best for learning. Our commitment is to nurture our existing culture to make a difference at every stage of the learning journey, encouraging children to develop their talents and skills, and supporting them to thrive.

The benefit of our newly established model was that students did not need to travel during the day, saving lesson time and locating them permanently to a single respective campus. We formulated a purpose statement for each of the three campuses:

Junior School: Providing a strong foundation in learning and life

Calrossy 7 – 9: Building engaged and courageous adolescent learners

Senior Secondary: Equipping young adults, ready to contribute to the world

The establishment of the Calrossy 7 – 9 Campus was supported by the completion of our new multi-purpose classroom building, featuring four modern Science laboratories, specialist Art, Dance, Technology facilities and general classrooms. The students and staff greatly enjoyed the learning enabled by the excellent new facilities.

In 2021 we also launched a new House structure from Prep to Year 12. Four new Houses were launched, named after prominent Australians following a student-led selection process. I pay great credit to the students for their participation in house competitions and doing things anew.

Establishment of student leadership at each level of our school has focused on student voice and it was positive to welcome an additional layer of leadership at the Year 9 level, providing student agency into this newly established campus.

Another 'new beginning' at Calrossy in 2021 was the launch of eCalrossy. In development stage during the Covid lockdowns in 2021, the programme was successfully launched with enrolment of 11 students. We were excited by this innovation in supporting families who otherwise may not have been able to access education at Calrossy. This programme will extend into Year 8 in 2022.





A positive achievement of 2021 was to undergo the registration and inspection process by the NSW Educational Standards Authority. We were delighted to be commended by NESA on the high quality educational service we provide to our community.

Calrossy has been pleased to continue to be part of the Association of Independent Schools Waratah Project on Improving Indigenous Outcomes, supporting the school progress of our growing number of Aboriginal and Torres Strait Islander students. Involvement of boarders with the Hillvue Public School Breakfast Club in partnership with St Peter's Church, in-school mentoring, and the participation in school events is something we hope to grow.

Boarding is a pivotal part of Calrossy, shaping our character and operation. That school is also home for many of our students is an important reality. The disruption of COVID and the need to keep Boarding safe has been demanding. I give credit to Head of Boarding, Courtney Coe and her team for doing all they can to keep optimism high amongst our residential students. It is notable that we have reached capacity in Boarding in 2022.

Despite the restrictions, one enduring win from COVID-19 has been the ability to hold large Boarder parent meetings using Zoom, making connection with parents who might otherwise not have the same access to school. Parent/teacher events and information nights have been increasingly conducted 'virtually' and this is something we wish to develop to increase connection with our boarder community.

2021 saw the school develop a Strategic Plan for 2022–2025. We have reshaped the Vision and Mission and already the work of the School Executive has been exciting of which to be part.

Other developments of 2021 include:

a) Leading with Learning

Despite two years of COVID and a lockdown in the middle of the Trial examinations, the Calrossy 2021 HSC results were outstanding, with the number of top bands achieved placing us once again as the leading school in the New England/North West. We attained the highest number of top bands in the region by a large margin, ranking just one place outside the SMH list of the Top 150 schools, a very significant achievement for a non-selective regional school. Results beneath the top academic bands were extremely good and our improvement scores were outstanding.

Students achieved 3 NSW top ten rankings, including third in Biology and second in Primary Industries. We had two All Round Achievers, achieving 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 second year affected by 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. The rationale for our 2021 Campus transition has focused 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. We also undertook a rigorous strategic planning process and look forward to the implementation of this in 2022. Our main themes will be 'Living With Purpose', 'Learning in Partnership' and 'Growing our People'.

Past investment in the quality of teaching and learning paid dividend in 2021, with the pivot to and from Remote Learning taking place smoothly. The commencement of eCalrossy was enhanced by our work in setting up the technology to support learning at home and the launch of the Year 7 group in this program was a highlight.

The integration of our Learning Management System, The HUB has continued, and class teachers are utilizing its capacity effectively, supporting teaching and learning as well as communication to Boarder parents and to the general community.

b) Co-curricular Student Involvement

Co-curricular involvement is a key component of our educational offering at Calrossy but for the second year in a row, we were limited by the impact of COVID. Activities such as Music, Dance, Sport and Drama were limited in scope, truncated, 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.



c) Development of School Facilities

In 2021 we enjoyed the first use of our new Multi-classroom facility, allowing us to implement our new Year 7 – 9 campus structure. The year also saw significant attention focused towards the future with planning for a further additional classroom facility on the William Cowper Campus, to be ready for use for 2024. The following projects are also underway or completed:

- Refurbishment of Boarding facilities on Brisbane Street provide excellent accommodation for our resident students who remain very much part of our 'DNA' as a Boarding school
- New Multipurpose courts on the William Cowper Campus
- Construction of a new carpark on the William Cowper Campus
- Establishment of a Senior Study Centre on the Brisbane Street Campus
- Completion of the terrace and tiered area outside the Bishop Peter Chiswell Hall
- Reseeding and improvement of the Goldsworthy Oval, with the support of the P & F
- Refurbishment and refurnishing of Junior School classrooms
- Master planning for enhancement to learning on the Brisbane Street Campus, to support Senior Students is in the planning stage.

During 2021, amidst an uncertain environment, Calrossy was at its best. The challenges of 2021 emphasise the genius of schools: we model a sense of community, where people belong, and in which they are valued for who they are. We point to hope and trust in something beyond ourselves.

During the past year we have seen many indications that we were united as a strong body, caring for and loving each other and reflecting God's generosity, even whilst having to negotiate change and uncertainty. Part of the ethos of Calrossy is to teach students to serve, built on the presumption that other people matter. It implies that we must seek to contribute meaningfully to the community. Our students did this in many ways, both small and large.

David Smith - Principal

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



Junior School Student Representative Council (SRC)

The Calrossy Junior School Student Representative Council (SRC) is made up of two representatives from each grade from Year 2 to Year 6. Throughout 2021 we have held fundraising activities to assist local charities and organisations as well as providing funds for classroom and playground resources. We have held and supported guessing competitions and mufti days, with a focus on the inclusiveness of others. Being a part of the SRC has given us the opportunity to develop and utilise many skills in both leadership and team roles, as we aim to give a student voice for the development and prosperity of our wonderful School.

Junior School SRC Coordinators

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 2021 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 reduced. This meant that existing SRC funds were spent in beautifying the William Cowper Campus. The SRC contributed to the completions of the Amphitheatre steps in front of the hall, providing outdoor seating for assemblies with a magnificent view over the hills of Tamworth. Our ANZAC Day ceremony that was held in this space was a real highlight.

Secondary SRC Coordinators





Theme 2: Contextual information 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 on a purpose-built campus 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 adolescents 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 2021, 276 students were enrolled in the Infants/Primary section with an additional 33 students attending Prep. We enrolled a total of 620 Secondary students across our two campuses, with close to one third of them being resident Boarders. In addition, the school had 45 students attending the separate Calrossy Pre-School meaning that almost 1,000 children learn each day on one of our campuses.

Calrossy also features eCalrossy, a unique and new service by which students learn remotely in an online class, delivered by teachers through our own technology and learning platform. This program was introduced in Year 7 in 2021 and will see additional classes added up to Year 9 in subsequent years, at which time students can join the school in person or explore suitable education for the final stages of Secondary.

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 and as a school on Kamilaroi country. Our 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 2021 Calrossy students achieved the topmost number of Band 6 HSC rankings in Northern NSW, ATARS in the high 90s, two all-rounders, and three top ten in the state subject results. Calrossy is home to approximately 190 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 6% 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 Girls Boarding
- William Cowper Campus
- Tangara Campus (Trade Training Centre – Primary Industries, Agriculture and Shorthorn Cattle Breeding programme)
- Simpson House Boarding Facility (Secondary Boys 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
- 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

The School's 2021 NAPLAN result summary is found below.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	472	446	428	464	442
Year 5	533	515	523	522	512
Year 7	545	532	546	539	554
Year 9	602	573	586	601	600

NAPLAN participation for this school is 98%

NAPLAN participation for all Australian students is 95%

Interpreting the table

Selected school's average when compared to all
Australian students

-  Well above
-  Above
-  Close to
-  Below
-  Well below
-  No comparison available

The 2021 results shown indicate that Calrossy's student outcomes in Literacy and Numeracy meet or exceed the national average in all domains and year groups.

This information, along with further detail about the school's performance in National Literacy and Numeracy assessments, is available on the MySchool profile for Calrossy located at:
<https://myschool.edu.au/school/40672/naplan/result>

Theme 4: Senior secondary outcomes (student achievement)

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 8 students in 2021, 6 in Years 10 or 11 and 2 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	2019	16	School: 100% (59%)	School: 0%
	2020	10	School: 100% (60%)	School: 0%
	2021	18	School: 94% (55%)	School: 6%
Ancient History	2019	9	School: 89% (65%)	School: 11%
	2020	4	School: 75% (62%)	School: 25%
	2021	6	School: 67% (62%)	School: 33%
Biology	2019	38	School: 71% (60%)	School: 29%
	2020	39	School: 58% (61%)	School: 42%
	2021	23	School: 96% (66%)	School: 4%
Business Studies	2019	16	School: 50% (62%)	School: 50%
	2020	25	School: 48% (61%)	School: 52%
	2021	16	School: 50% (66%)	School: 50%





Chemistry	2019	14	School: 64% (67%)	School: 36%
	2020	12	School: 92% (69%)	School: 8%
	2021	14	School: 71% (66%)	School: 29%
Community and Family Studies	2019	14	School: 93% (68%)	School: 7%
	2020	18	School: 100% (69%)	School: 0%
	2021	10	School: 100% (72%)	School: 0%
Drama	2019	-	-	-
	2020	-	-	-
	2021	5	School: 80% (83%)	School: 20%
Earth and Environmental Science	2019	11	School: 73% (66%)	School: 27%
	2020	6	School: 83% (61%)	School: 17%
	2021	14	School: 71% (62%)	School: 29%
Engineering Studies	2019	7	School: 71% (69%)	School: 29%
	2020	7	School: 71% (69%)	School: 29%
	2021	2	School: 100% (71%)	School: 0%
English Standard	2019	45	School: 47% (52%)	School: 53%
	2020	48	School: 58% (58%)	School: 42%
	2021	41	School: 59% (58%)	School: 41%

English Advanced	2019	44	School: 93% (92%)	School: 7%
	2020	46	School: 93% (94%)	School: 7%
	2021	32	School: 84% (94%)	School: 16%
English Studies Examination	2019	-	-	-
	2020	-	-	-
	2021	7	School: 0% (7%)	School: 100%
Geography	2019	12	School: 92% (72%)	School: 8%
	2020	42	School: 64% (60%)	School: 36%
	2021	29	School: 79% (74%)	School: 21%
Industrial Technology	2019	10	School: 30% (49%)	School: 70%
	2020	6	School: 67% (52%)	School: 33%
	2021	11	School: 55% (53%)	School: 45%
Investigating Science	2019	10	School: 90% (63%)	School: 10%
	2020	15	School: 53% (57%)	School: 47%
	2021	9	School: 100% (75%)	School: 0%
Legal Studies	2019	13	School: 69% (65%)	School: 31%
	2020	12	School: 75% (62%)	School: 25%
	2021	11	School: 82% (69%)	School: 18%





Mathematics Standard 2	2019	58	School: 60% (56%)	School: 40%
	2020	61	School: 47% (50%)	School: 53%
	2021	54	School: 50% (51%)	School: 50%
Mathematics Advanced	2019	24	School: 79% (78%)	School: 21%
	2020	20	School: 80% (81%)	School: 20%
	2021	13	School: 77% (79%)	School: 23%
Modern History	2019	13	School: 77% (67%)	School: 23%
	2020	10	School: 70% (65%)	School: 30%
	2021	14	School: 57% (65%)	School: 43%
Music 1	2019	5	School: 100% (91%)	School: 0%
	2020	3	School: 100% (90%)	School: 0%
	2021	7	School: 100% (89%)	School: 0%
Music 2	2019	-	-	-
	2020	2	School: 100% (88%)	School: 0%
	2021	2	School: 100% (100%)	School: 0%
PDHPE	2019	21	School: 67% (62%)	School: 33%
	2020	26	School: 73% (61%)	School: 27%
	2021	7	School: 86% (60%)	School: 14%

Physics	2019	6	School: 100% (64%)	School: 0%
	2020	5	School: 80% (66%)	School: 20%
	2021	7	School: 86% (71%)	School: 14%
Society and Culture	2019	5	School: 60% (78%)	School: 40%
	2020	19	School: 84% (80%)	School: 16%
	2021	21	School: 100% (80%)	School: 0%
Textiles and Design	2019	7	School: 100% (81%)	School: 0%
	2020	4	School: 100% (84%)	School: 0%
	2021	-	-	-
Visual Arts	2019	10	School: 100% (90%)	School: 0%
	2020	11	School: 100% (89%)	School: 0%
	2021	-	-	-
Primary Industries Examination	2019	24	School: 92% (59%)	School: 8%
	2020	15	School: 87% (55%)	School: 13%
	2021	20	School: 95% (73%)	School: 5%





Extension Courses

Subject	Year	No. Students	Performance band achievement by percentage (state figures in brackets)	
			Bands E3-E4	Bands E1-E2
English Extension 1	2019	10	School: 100% (94%)	School: 0%
	2020	3	School: 0% (92%)	School: 100%
	2021	3	School: 100% (94%)	School: 0%
English Extension 2	2019	4	School: 25% (80%)	School: 75%
	2020	3	School: 0% (82%)	School: 100%
	2021	1	School: 100% (84%)	School: 0%
Mathematics Extension 1	2019	4	School: 100% (80%)	School: 0%
	2020	5	School: 60% (75%)	School: 40%
	2021	4	School: 100% (74%)	School: 0%
Mathematics Extension 2	2019	-	-	-
	2020	1	School: 100% (84%)	School: 0%
	2021	2	School: 100% (87%)	School: 0%
Music Extension	2019	-	-	-
	2020	2	School: 100% (97%)	School: 0%
	2021	1	School: 100% (95%)	School: 0%
History Extension	2019	4	School: 75% (77%)	School: 25%
	2020	2	School: 50% (76%)	School: 50%
	2021	8	School: 38% (77%)	School: 63%

In 2021, 80 students sat for the NSW Higher School Certificate through Calrossy Anglican School in 31 courses. In total, 99% of candidates across all 2 unit courses achieved marks of 50 or more (Band 2 or higher) with 40% of these placed in Bands 5 and 6 (80-100 marks). Of the 15 students 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. In 2021, Calrossy had one student appear on the HSC All-Rounders list for achieving Band 6 in 10 or more units. Two students were placed in the top 5 in the state for Primary Industries and one student was placed in the top 10 in the state for Biology.

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

In 2021, 32% of Year 12 students participated in vocational or trade training. 20% of these courses were studied at school and the remainder at TAFE.



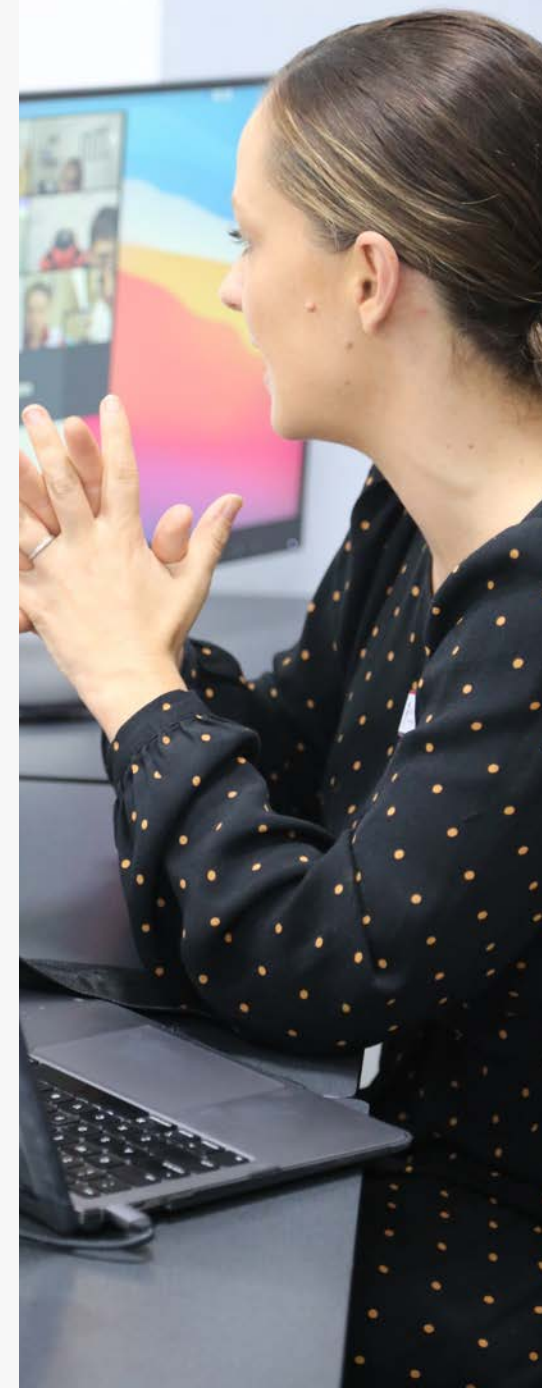


Theme 5: Teacher professional learning, accreditation and qualifications

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
First Aid Certificate	NSW Health	Junior School and Boarding Staff
Inialit Training	Multilit	2
Digital Technologies K-6	AIS	K-6 Teaching Staff
NAPLAN online Administrator training	NESA	1
Textstyle virtual exhibition and student seminars	TEA	1
Lawsense for School Counsellors	Lawsense	1
NCCD Overview and Moderation	AIS	1
Health Care Week Expo	Australian Health Care	1
Youth Mental Health First Aid Training	Highway to Well	1
WINDSMM – Extension 1 Maths	PD4Maths	1
WINDSMM – Advanced Year 12	PD4Maths	1
WINDSMM – Year 12 Maths Extension 2	PD4Maths	1
AIS Pathways and Parnership Forum	AIS	1

An Introduction to Whole School Social and Emotional Learning	AIS	4
Aboriginal Mental Health and Suicide Prevention in Aboriginal Communities	IPS	1
Teaching Mathematics from a Christian Prospective	Humantix	2
Meet the Markers – Earth and Environmental Science	STANSW	1
Meet the Markers – Chemistry	STANSW	1
Consent and Sexual Violence	Elephant Ed	1
Meet the Markers - Physics	STANSW	1
The Big Meet	The Big Meet 2021	1
Creating your Experienced Teacher Digital Portfolio Standards-based Pathway	AIS	1
Early Career History Teachers' Day	History Teachers' Association of NSW	1
HSC Marking Experience in CAFS	The Learning Network	1
Foundations of effective numeracy K-6	AIS	4
AIS Summit	AIS	1
Creating Resilient Landscapes to secure our farming future	Resilient Landscape	1
CRU Teachers Conference	CRU	3





Reading Essentials Year 3-6	AIS	1
Understanding Eating Disorders in Youth	Butterfly Foundation	1
IPSHA Heads Meeting	IPSHA	1
Schoolbox Hunter User Forum	Schoolbox	1
English Extension 1	ETA	1
Staying Connected when emotions run high	Hunter New England Health	1
NSW Counsellors Course	AIS	2
IPSHA NSW Librarian Umbrella Group meeting	IPSHA	1
Body Esteem Educator Training	Butterfly Foundation	1
Youth Mental Health First Aid	Highway to Well	1
Raising the Rigour	ETA	English Faculty
AHISA Director of Studies Conference	AHISA	1
ICT Management and Leadership Conference	AIS	2
Clergy Conference	Anglican Diocese of Armidale	2
Initialit Professional Development Workshop	Multilit	1
NSWAAT 2021 Biannual Conference	NSW Assoc. of Agriculture Teachers	1
2022 Experienced Teacher Standards Pathway Review of Evidence	NESA	1
Becoming Accredited at Experienced Teacher	AIS	2

Wellbeing meets PDHPE	AIS	1
Grow evidence informed practice	AIS	1
Multilit Stage Bridging Training	AIS	3
Familiarisation: NSW PDHPE K-10 Syllabus Self-paced Learning Experience	AIS	1
Experienced Teachers Pathway	AIS	1
Respectful Relationships: a collaboration PDHPE and Wellbeing Webinar	AIS	1
Annual PESA Conference 2021	PESA	1
NSW History Extension	AIS	1
Multilit SAGE Bridging Training	Multilit	1
STRIVE	Learning Network	1
Program to build resilience and happiness	Relience Project	4
ISP in Stage 6 PDHPE	NESA	1
ABSA Webinar	ABSA	All boarding staff
Networks Mathematical Course	PD4MATHS	1
Stage 6 Statistics	PD4MATHS	1
CAFS Collective	The Learning Network	1





Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	4
Provisional	3
Proficient Teacher	77
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	83
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 2021 as recorded on August 2021 school census and published on MySchool (<http://www.myschool.edu.au>).

Teaching staff	128
Full time equivalent teaching staff	79.8
Non-teaching staff	88
Full time equivalent non-teaching staff	46.8
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	92.12		Year 5	92.8		Year 10	90.5
Year 1	96.8		Year 6	93.9		Year 11	92.5
Year 2	95.5		Year 7	90.4		Year 12	93.6
Year 3	95.0		Year 8	90.1		Whole School	92.8
Year 4	93.7		Year 9	90.5			

92% of students attended school on average each day in 2021 (compared with 81% in 2020 and 93% in 2019). This is more in keeping with the pre-covid equivalent attendance with students having access to onsite learning without the challenges of limited access to internet for some.

Management of non-attendance

Administration staff send an SMS 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 Heads of 7-9/Senior Secondary/Junior School before this becomes too significant a problem. In such cases the practice is generally for the Heads of 7-9/Senior Secondary/Junior School or their 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

Eighty Five percent (85%) of the 2019 Year 10 cohort completed Year 12 in 2021. This is a decrease on the previous years' retention rate but an increase on the two years prior to that (91% in 2020, 77% in 2019 and 79% in 2018). 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 2021, 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 and Conditions

1 Acceptance of Offer of Enrolment

1.1 An offer of enrolment must be accepted by both parent/guardian(s) where appropriate unless Calrossy Anglican School (CAS) agrees to waive this requirement. Upon acceptance, all signatories to the terms and conditions will be jointly and severally liable in respect of the obligations contained in these terms and conditions.

1.2 The acceptance of the offer must be accompanied by a 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. 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 Positive Behaviour 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 2021	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
Anti-Bullying	More detailed description of bullying along with expansion of general preventative strategies. Responsibilities and actions with lengthened detail for staff, parents and students.	The full text of the school's Anti-Bullying 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 amended and upgraded for 2021.	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 2020 School Annual Report

AREA	PRIORITIES	ACHIEVEMENTS/COMMENT
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>This was affected by the impact of COVID-19. Our consultants were unable to visit but we continued this service by Zoom.</p> <p>Effective coaching and mentoring was providing by our Director of Teaching and Learning and within Departments and stages.</p> <p>Students were supported through this program. We were pleased with growth of students in literacy and numeracy.</p> <p>The school is embedding cultural appreciation into our life together. Progress is slow but steady.</p> <p>Several more teachers achieved Experienced Teacher accreditation through ISTAA.</p> <p>This was a strength and the school has responded to NCCD effectively.</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>	<p>School use of The HUB has increased and the launch of eCalrossy was extremely positive.</p> <p>We have developed a Learning Framework of which the full launch will be undertaken as part of the Strategic Plan in 2022.</p> <p>InitialLit was successfully launched and implemented, with positive results.</p> <p>Use of these applications in our Junior School expanded and grew.</p> <p>Teacher made videos have been successfully utilised and the practice is growing, enhancing learning and instruction.</p> <p>This is growing in momentum as teachers observe and learn from each other.</p> <p>The school joined Adolescent Success and specific age related training has commenced.</p>
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Student Welfare	<p>Undertake School Strategic planning in 2020 to identify priorities for our future.</p> <p>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.</p> <p>Launch and introduce our Positive Behaviour and Engagement strategies, looking for consistency.</p> <p>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.</p> <p>Continue to use focus groups to allow student voice as a driver in school growth and development.</p> <p>Consolidate a one-school approach to leadership, wellbeing, mentor group structures on each of our two campuses.</p> <p>The award of the Peter Smart Scholarship to a staff member to undertake study and then lead a staff training in Wellbeing.</p>	<p>This was delayed to 2021 due to COVID, to be implemented from 2022 – 2025.</p> <p>The School Board has adopted all 10 Child Safety Standards and specific training is being undertaken at all levels.</p> <p>This has been launched and also modified from staff feedback.</p> <p>Wellbeing has been identified as a special project with the learning being taken into future years to support holistic flourishing of students and the community.</p> <p>Additional leadership levels have promoted student voice and agency. Focus groups have supported change. The new House system was based on student input the year prior.</p> <p>Regular professional training for staff and executive support has been successful in implementing improved structures.</p> <p>This has been awarded twice and feedback from staff has been positive.</p>
Facilities & Resources	<p>Take possession of the new Classroom Facility and equip it for teaching and learning that will enhance teaching and learning, in readiness for 2021.</p>	<p>This was an exciting development, enhancing the school and supporting the new structure of the school.</p>

	<p>Complete final plans for the commencement of the second Multi-Purpose Classroom, to commence in late 2021.</p> <p>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.</p> <p>Continued facility improvement that will make learning space more attractive and useful.</p> <p>Continued Improvement to Boarding Facilities to enhance the accommodation and study areas.</p>	<p>This continued during 2020 with the building due to commence in 2022.</p> <p>The Master Planning project and future planning continues.</p> <p>Excellent transition activities supported movement at all levels of the school.</p> <p>This is a continual process. Significant refurbishment of the Junior classrooms took place and a new Senior Study centre was established.</p> <p>The \$1.2 million upgrade of facilities continued.</p>
Staff Development	<p>Embed structured PL for staff that focuses on Writing, Transition, Student Engagement and Wellbeing.</p> <p>Support of staff seeking to follow ET and HALT pathways.</p> <p>Provide support to teachers to maintain NESA professional hours in the accreditation process.</p> <p>Finalise and embed a new Learning Framework for implementation in 2021.</p> <p>Staff training in readiness for NESA Registration process in 2021.</p> <p>Prepare and undergo audit ready for NESA Registration in 2021.</p>	<p>This was impeded by COVID-19 and this slowed down some aspects, particularly with writing. They remain areas of emphasis.</p> <p>Our Director of Teaching and Learning supported relevant staff in these programs.</p> <p>Excellent professional learning was provided.</p> <p>This was developed and will be implemented in future years.</p> <p>Our staff competently supported our registration process. We were commended on the quality of our work.</p>





	Duty of Care training for Boarding Staff through online process.	All Boarding staff continue to be trained using ABSA resources.
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2021 Priority Areas for Improvement

AREA	PRIORITIES
Teaching & Learning	<p>Supporting Teaching and Learning of Students in Years 7 – 9.</p> <p>Using Data to inform Quality Teaching and Learning.</p> <p>Contributing to the NSW Curriculum Reform Process.</p> <p>Specific Training in stage level courses at all levels.</p> <p>Maintain commitment to continual school improvement in partnership with AIS NSW.</p> <p>Continue involvement in the AISNSW Waratah project, to support Indigenous students P – 12, focused on literacy and numeracy development. Enhance 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>Implement practice through the NCCD to ensure appropriate support for the learning of students with disabilities and special needs and differentiation of learning.</p> <p>Implementation of the 'InitiaLit' program, focusing on building skills and knowledge in spelling, reading and writing.</p>
Student Welfare	<p>Specific age appropriate focus on eSafety, Cyber Safety, Consent education and Vaping.</p> <p>Recommencement of School Strategic Planning in 2021 to be ready to implement in 2022.</p> <p>Embed and reinforce practices that enhance our operation as a Childsafe School, establishing all 10 principles in our school.</p> <p>Refine and embed our Positive Behaviour and Engagement strategies, including a Merit system.</p>

	<p>Analyse our Student Wellbeing data from a variety of sources, using it to develop policy.</p> <p>Promote a proactive approach to school wellbeing.</p>
Facilities & Resources	<p>Audit school facilities and enhance them to suit the age and stage of students on each of our specific campuses.</p> <p>Focus on shade and security as major themes, with support of Parent body.</p> <p>Commence the second Multi-Use Classroom facility and auditorium building process.</p> <p>Develop a Master Plan up until 2030, catering for future needs of the school.</p> <p>Develop improved Car Parking facilities.</p> <p>Establish Fairbrother as a Wellbeing Centre on the Brisbane Street Campus.</p> <p>Provide Studios for eCalrossy teaching.</p>
Staff Development	<p>Appropriate professional learning in the four areas targeted by NESA.</p> <p>Training in Wellbeing, Indigenous Education and Executive Coaching.</p> <p>Training in use of the HUB to support the use of our Learning Management System.</p> <p>Using data to make teacher judgements on learning and progress.</p> <p>First Aid and student Mental Health training.</p>





Theme 11: Initiatives promoting respect and responsibility

Junior School

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 Junior 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 through 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 Junior School 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 again by the ongoing COVID-19 pandemic during 2021, 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 is 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 some 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

eCalrossy parent

"It's an amazing project that brings great learning opportunities to children who are unable to attend a classroom on a daily basis."

eCalrossy parent

"It's face to face, the technology and the teacher connection is brilliant. You get full engagement of students and teacher".

eCalrossy student

"I like that you get to see the other students over the screen and it's easier to communicate and harder to get distracted".

Senior Secondary Parents

"My son loves attending Calrossy. I really like the Senior Secondary model, with designated learning spaces for our Seniors. I believe the opportunity for Year 10 students to adjust to the learning routines and be able to prepare for year 11 and 12 is invaluable. I feel this helps contribute to academic success but also allows the School to prioritise wellbeing and give the students age appropriate responsibilities and privileges."

"Our daughter is loving the opportunities on offer at Calrossy from equestrian to the cattle team, the comradery and effort of students, parents and staff outside of the school at these events is amazing".

Senior Secondary student

"I really like being in Year 10 at Calrossy and feel the co-ed learning challenges me as a student. I also enjoy that as older students, on our own campus, the teachers are able to treat us as young adults".

Calrossy 7-9 Parents

"My son thrives at Calrossy. An incredible school that helps students discover their talents and interests so they can reach their full potential".

"As a busy family, we really appreciate the benefits of programs such as after school assistance, which provides support for my son with homework and assessments."

Students

"Calrossy has wonderful teachers and a magnificent library."

"I like the sport we get to do at Calrossy both in PDHPE but after school and on the weekend. I am playing things now I never thought I would or could."

Junior School Parent

"I couldn't be happier with Calrossy Junior School. I love that the class sizes are small and every teacher knows every student.....every boy and girl is encouraged and supported regardless of their ability".

"As parents we really enjoy the use of See Saw which gives you a snapshot of what our daughter has done every day. I love seeing her work and photos of her from throughout the day. It makes you feel very included as a parent."

Student

"I love our campus, there is so much room and lot of trees. The teachers are really great and I enjoy being a part of the Enviro club".

Staff

"....every year our staff are wonderful. They are passionate about their teaching, selfless with their time and contribute to the "bigger" life of the school in many different ways. For some it is travelling away at the end of a long week to take a rugby team somewhere to play. For others it is offering an extra seminar for a Year 12 class just before their exam. I could go on and on and on..."

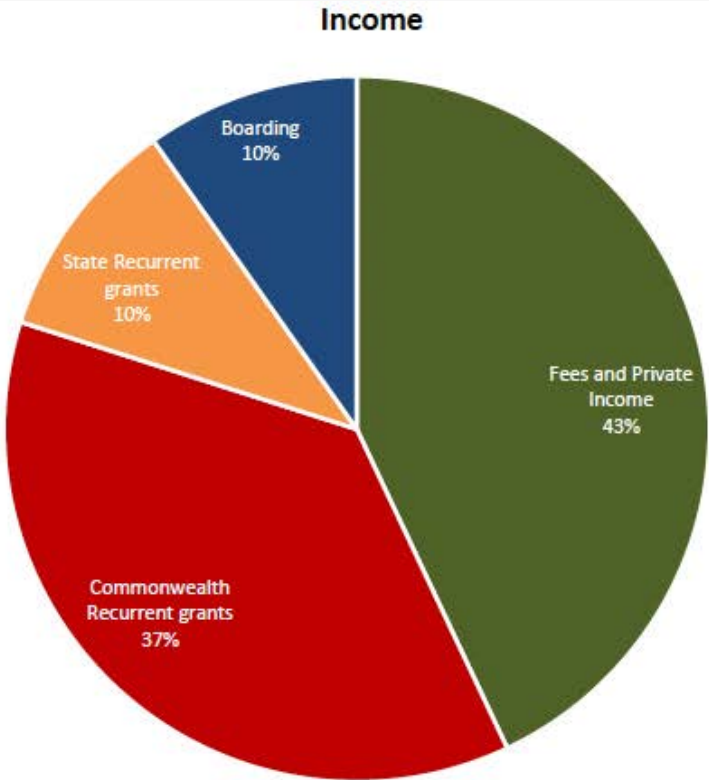
"Our students surprise me regularly with their co-operation and flexibility, their talents and their courage, their down-to-earth practical natures and their sense of fun (and SO many other things!)."

Staff consider the learning and wellbeing needs of each child and the dynamics of the year group.

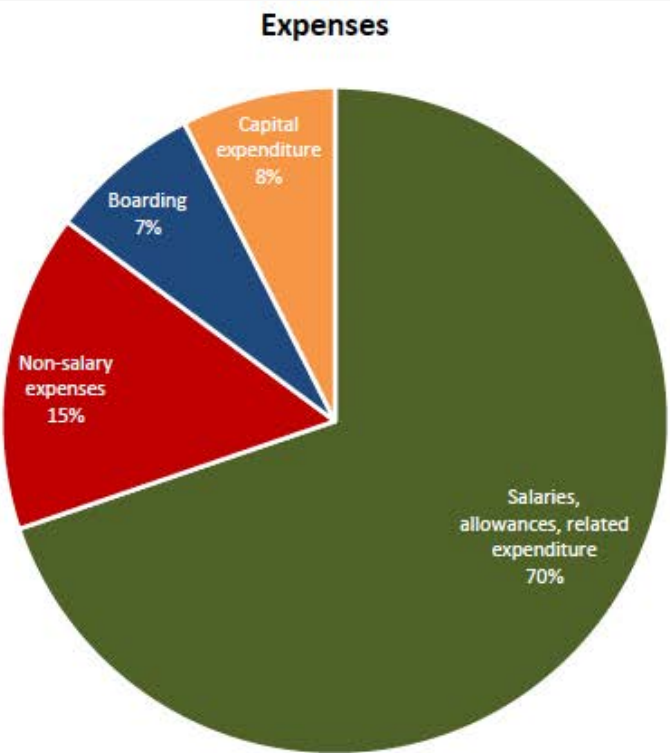
Calrossy teachers impart knowledge and support creativity, not kill it. The implication for the school curriculum here is that students need to have opportunities to gain knowledge and to practise expressing or applying knowledge creatively in a range of domains including explicitly artistic domains.



THEME 13: Summary of financial information



Graphic 1: Recurrent/Capital Income represented by pie chart for 2021



Graphic 2: Recurrent/Capital expenditure represented by pie chart for 2021