

# Annual Report



2023

# About Us

## THEME 1 - A MESSAGE FROM KEY SCHOOL BODIES



### From the Principal

2023 was our 'Year of Hope' at Calrossy. With our school vision being, 'Creators of hope and change that matters', an outworking of a Christian School should be an education that is optimistic and future-focused, equipping students to make a difference beyond school and preparing them for their future. There is a spiritual element to hope but the theme is widely relevant as many measures of student wellbeing and engagement identify hopefulness as an important quality that results in students who flourish and succeed, not only at school but beyond into adult study and life. It reinforces that our goal is not to merely educate for the 'now' of academic results but to develop students of character to succeed and make a difference beyond school.

2023 saw the resumption of normal school life. Like all sectors, we experienced challenges in supporting consistent school attendance and addressing less connected students. However, 2023 proved a positive year and we saw many signs of increased engagement and participation of the extended community in school life. 2023 was the third year since the adoption of our current campus model, with boys and girls in single gender classes in Years 7 – 9 on the William Cowper Campus and learning coeducationally in our Junior School and Senior Secondary section. We remain committed to 'coeducation with a difference'. The Calrossy 2023 HSC results were again outstanding, exceeding our expectations. Our number of top bands placed us once again as the leading school in the New England/North-West. Dux Larissa was ranked with an ATAR of 99.90, the best-ever in Calrossy history, placing her in the top cohort of students in NSW. Students achieved the highest number of top bands in the region by a large margin, ranking in the SMH list of top schools at 157, a significant achievement for a non-selective regional school.

### From the School Board

Over the last twelve months the Board and the School have worked hard to meet the challenges and opportunities of an ever-changing and increasingly complex world. We are thankful to God for his provision of all that we have, and for His guiding wisdom and power for all we do. We are also extremely thankful to God for his generous provision to us of each person here at Calrossy, and we are thankful to them for their labours.

Over the past year we have worked hard across a number of significant areas including ensuring our IT resources are adequate to meet online threats; monitoring and managing the many risks inherent in every school environment; continuing to develop and strengthen the important place of the Foundation in our school life; working on a School property Masterplan; continuing with the building and development of property infrastructure to support our educational aims; reviewing our current Strategic Plan as we prepare for the years ahead; governance training and review; and a deeper focus on staff wellbeing and retention.

Every year brings staff changes, which can be both unsettling and yet provide rich opportunities. We are thankful to all those who left Calrossy during the year; and we welcomed a number of senior staff including a new Deputy Principal, Chief Operating Officer, Head of Years 7-9 and Head of Boarding.

Our students are the reason we do what we do, and so during the past year we also focused attention on our child protection and behaviour processes; student wellbeing; analysis of survey and exam results so as to help each student achieve their potential; and the Christian purpose of the School.

Our great God continues his good work at Calrossy, for which we offer our deep thanks, and seek to continue to carry out his mission here at Calrossy, to his praise and glory, and the blessing of all who work and study here. In His service,

**Ven Ian Millican**  
Chair, Calrossy Anglican School Board

Results beneath the top academic bands were extremely good and improvement scores were outstanding. Students achieved 5 NSW top ten subject rankings, four student projects were included in NSW Design exhibitions and Ella was first in Primary Industries. The success of the cohort maintained the school reputation of high achievement and value-added academic progress, emphasising the quality of teaching, learning and preparation overseen by our teachers.

There were many other successes in 2023. We were delighted to remain the top Equestrian School at the North-West expo for the 10th time running. High level involvement meant achievements were recorded in Dance and Music at Eisteddfods, Science and Engineering Challenges, Da Vinci Decathlons, Debating Competitions, Sport, Agriculture Shows (cattle and sheep), all demonstrating the essential nature of the co-curricular activities of Calrossy. The continuing success of our Cattle Team was emphasised in many awards and commendations. Students competed at State and National sporting events with Cooper achieving two gold medals in National Athletics. The growth of Mountain Biking resulted in several students winning Country and NSW level competitions.

We were pleased with the growth of eCalrossy in its third year, adding Year 9 and Stage 3 (Years 5 & 6) classes in 2023 to our online classes for distance and remote students. The residential weeks have been highlights and we were delighted to acknowledge eCalrossy students amongst our 2023 prize-winners. Improvements to studios, an effective leadership team and staff commitment to eLearning were significant achievements.

**“Over the last twelve months the Board and the School have worked hard to meet the challenges and opportunities of an ever-changing and increasingly complex world”. - Ian Millican Calrossy Chair**

## From the Principal continued

Boarding remains integral to Calrossy's 'DNA', shaping our character and identity. That school is also home for many of our Secondary students is an important reality. The culture is vibrant and inclusive. We continued the gradual refurbishment to residential facilities, which included renovated bathrooms. This remains a priority and is part of our focus as we continue to provide a Boarding climate that is a wonderful 'home away from home' for our Boarders.

That so many of our high achievers in Year 12 are also Boarders, is an important achievement.

In 2023 we developed momentum in the implementation of our Strategic plan, Calrossy 2025. The themes of Living with Purpose, Learning in Partnership and Growing our People provided focus, emphasising a commitment to quality learning and the growth of all stakeholders, including staff and students. Positive steps included training by the AIS Leadership Centre with our Executive and Middle Leadership teams. We supported targeted professional learning, strengthening student leadership, engaging with parents and enhancing our approach to student and staff wellbeing. We also engaged with the Effective Schools Service of the AIS in schoolwide projects, to assist in our strategic work and to develop further expertise in change management. Projects included Assessment and Reporting, Schoolwide Communication, Christian Education Health Check, Wellbeing Data Collection and Master Planning.

A challenge in 2023 was student growth, particularly in Year 7 where there is high demand. Pastorally and academically supporting growing numbers of students involved more than just additional learning spaces and infrastructure, also considering transitions, staff resourcing, student management and curation of an environment in which students flourish. We remain committed to growing a positive school structure under our current campus model, also acknowledging and addressing the challenges of Secondary students learning in two distinctive campuses, five kilometres apart.

A growing number of students with learning needs is a reality, with more students being supported through the National Collection of Consistent Data, as part of the NDIS. Equipping staff with the knowledge and skills to support a wide range of diverse learners has continued, as has developing systems and establishing processes to maintain strong culture in each section of the School.

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The School is blessed through a committed Executive Leadership team and experienced academic guidance with our Heads of Department and Junior School Stage Coordinators. Professional Learning and staff mentoring is an important part of our work growing our staff team to ensure positive leadership that supports best outcomes for our students.

The School is governed by the Calrossy Anglican School Board, who oversee the policy compliance, risk management, Master Planning, financial oversight, the Calrossy Foundation and strategic planning of the School. With the support of the Master Planning Committee, 2023 saw the completion of the William Cowper Campus Car Park. The construction of the MUC2 building commenced in late 2023 and completion is due in November 2024. An exciting development was a process of broad consultation across the school to establish a 10 Year School Master Plan which will be released to the community in 2024. Careful planning re the communication and implementation of the plan will be part of our future work.

I am delighted to report that Calrossy thrived and flourished in 2023. Consistent with the theme of hope, fulfilling our mission of Excellence in a Christian Environment remains a clear focus. Essential to our focus is the importance of shaping an environment in which children will learn, develop confidence and grow to be the very best versions of themselves, fulfilling their potential and flourishing into meaningful adult lives. I am thankful for the teachers and support staff of Calrossy, our Executive team, our committees, and the Board for their commitment to the growth of our students. Our strategic pillars of 'Living with Purpose', 'Learning in Partnership' and 'Growing our People' (holistically) remain important goals.

### David Smith, Principal

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



### From the Junior School SRC

#### Term 1

In First Term the SRC helped plan the Junior School Disco with the P&F. We made recommendations for songs and dances. We designed posters to advertise the Disco to the School community. At the Disco we helped run the games, serve the poppers, the Sausages and Zooper Doopers. We also helped clean up. A lot of fun was had by all, dancing at the Disco. Week 9 we designed posters to advertise the Annual P&F Easter Raffle. This was a chance for the students and staff to have a bit of Easter fun and win some yummy prizes. Thank you to parents who donated 44 Easter prizes. Thank you to the students and families who purchased tickets which the funds raised will go towards buying things for the Junior School through the P&F.

#### Term 2

We sold donuts during the Week of Wellbeing in Week Five and used the money to buy new Sandpit Toys for the Junior School Sandpits. We also set up a Photo Booth for the Junior School Wellbeing Week to promote joy and positive mental health.

#### Term 3

In Term three we organised and ran a Lolly guessing competition. He had two massive jars of Lollies, one for Infants and one for Primary. All the money raised went to the Cancer Council. During the Week of Wellbeing this term we also ran a Comfort for Cancer Day, where students in the Junior School had to dress up in comfy clothes like pjs or oodles and donate money towards the Cancer Council also.

#### Term 4

This term we helped organise shoeboxes that were filled with all sorts of items that were sent to children overseas who are living in poverty. This is called Operation Christmas Child. The children receive a shoebox filled with presents for Christmas. Combined with the Secondary School, Calrossy sent more than 200 boxes which was very exciting. The Senior School SRC have been very busy renovating the Food Van which is now in operation. The Junior School SRC donated money to help buy a fridge for the van. We are very excited to contribute to this venture and hope to use the van to sell goodies to the students of the Junior School. So far we have sold Zooper Doopers from the Caravan of Courage to celebrate its opening.

We have all enjoyed being part of the SRC and enjoy serving the students in our school community.

### From the Secondary School SRC

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

In 2023, the Secondary SRC was pleased to be able to organise social functions and fundraising activities to help support projects both within the school and the wider community. Some of these included running a successful school dance which raised over \$800 for Serendipity, volunteering to sell Legacy badges in Peel Street, and supporting a very successful student lead R U OK? day. The SRC was also responsible for assisting in various other events and barbeques throughout the year, helping to build our inclusive community across the school.

This year also saw the completion of the "Caravan of Courage" project. The SRC are very grateful for the generous support of the Calrossy P&F, numerous local businesses and the group of volunteers that helped to see this project turn from idea to reality. The Caravan of Courage is a fantastic addition to our school and is now used on a weekly basis by the SRC to help in our fundraising efforts, with plans to expand its offering in 2024.

## CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

Established in Tamworth NSW in 1919, Calrossy Anglican School is well 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 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 meets 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. For the final years of Secondary, boys and girls return to coeducational classes, maximising subject choices, social development and learning to work together in a Senior School environment. They are equipped to be ready for study and work in life beyond school.

In 2023, 313 students were enrolled in the Infants/Primary section with an additional 41 students attending Prep. We enrolled a total of 690 Secondary students across our two campuses, with approximately a quarter of them being resident Boarders. In addition, the school had 50 students attending the separate Calrossy Pre-School meaning that almost 1,100 children learn each day on one of our campuses.

Calrossy also features eCalrossy, a unique distance education program in which students utilise the benefits of live video conferencing to be in contact with their teachers and classmates for 100% of class time. Students also have 3 one-week residential sessions each year. This program covers separate classes in Year 5/6 and Years 7, 8 and 9 with 45 students enrolled.

Calrossy's regional setting shapes the distinctive school experience we offer to our students. Located on Kamilaroi country we are embedded into the Tamworth Regional community as the city's longest standing school. Our relationship with the area is significant and we enjoy access to local resources in agriculture and primary industry, through regional networks & locally based national companies. Students enjoy many opportunities through the excellent local sporting, music and cultural facilities. 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 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. 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. Most students attend university after school, some winning prestigious scholarships and awards to do so. However, we are very proud of our pathways that support students into a variety of professions and workplaces.

Our Junior School inspires true excellence and a strong start to learning through small class sizes, specialist Music, STEM, PDHPE, Language, Christian Studies and Library classes. We provide learning enrichment for high achieving learners. We focus on the early development of fundamental skills and support for student growth in later years.

The early Secondary approach supports 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 own interests and passions. Leadership is a strong pillar of our 7 - 9 programme. School co-curricular activities support and promote the achievement of these goals. The development of high expectations and the building of confidence are aims of our program. We aim to develop courageous and engaged learners through this stage.



In Years 10 - 12 our boys and girls learn together, equipping and preparing them for the NSW HSC, and importantly, life after school. There is a focus on developing independence, promoting wellbeing, developing leadership and supportive frameworks that enable collaboration. Years 10 - 12 learn together on a bespoke campus, customised to support the greater maturity of senior students. Calrossy offers a broad range of subjects in the Senior years and provides flexibility for enrolment in TVET and School Based Apprentice Training.

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 aims to ensure all students are known, feel valued and respected. Student 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 7% 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. The school has CRICOS Registration with the facility to enrol international students. Learning Support is provided from Kinder to Year 12. Students are identified by staff, family or medical personnel to the Wellbeing Team and the Head of Learning Support where specialist staff from our Independent Learning Centre provide support, Individual Educational Plans, Healthcare and Mental Health, Behaviour Management and Risk Management plans. Wellbeing support is based on a three-tiered model of response of intervention. The school is compliant with the NCCD funding agreement, providing access to various levels of support and intervention based on assessed individual needs.

Calrossy Anglican School is focused on the wellbeing of every member of the school community, including our boarders. 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 an offsite boarding facility:

- Brisbane St Campus - Years 10 - 12 - includes Secondary Girls Boarding
- William Cowper Campus - Prep to Year 6, Years 7 - 9
- 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, support, enrichment and development. Personal health and wellbeing 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, various subject based challenges and competitions.



## Our Vision

"The Calrossy Vision is to be creators of hope and change that matters."

## Our Mission

"The Calrossy Vision is to be creators of hope and change that matters."The Calrossy Mission is to strive for Excellence in a Christian Environment. Our School is founded on the truths of the Gospel of Jesus Christ. We seek to honour God in the excellence of our learning and life together. In their time at Calrossy students will grow in their understanding of their world, themselves and their creator. This means being distinctively Christian. As an inclusive community we accept students of all faiths and backgrounds.

## Our Values

- 1** Integrity

Integrity is foundational at Calrossy, instilling honesty, responsibility, and moral strength in our students, preparing them to navigate life with authenticity and honor.
- 2** Resilience

We empower students to overcome challenges, bounce back from setbacks, and thrive in adversity, fostering grit, determination, and a steadfast commitment to personal growth.
- 3** Selflessness

Selflessness is key to our values, emphasising empathy, kindness, and putting others' needs before our own. It's about fostering a community where we support and uplift one another, creating a caring environment for all.
- 4** Inclusiveness

We want to ensure that every individual, regardless of background or identity, feels welcomed, heard, and respected. It's about creating a culture of belonging where diversity is celebrated and differences are embraced.

## THEME 2 - OUTCOMES AND RESULTS

### Student Outcomes in Standardised National Literacy and Numeracy Testing

The School's 2023 NAPLAN result summary is found below.

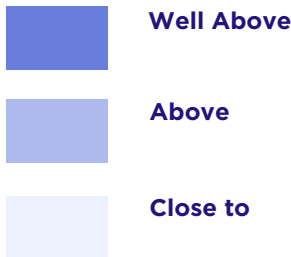
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	431	434	407	426	433
Year 5	527	503	507	537	525
Year 7	546	542	538	550	547
Year 9	563	564	564	549	560

**NAPLAN participation for this school is 95%**  
**NAPLAN participation for all Australian students is 95%**

The 2023 results shown indicate that Calrossy's student outcomes meet or exceed the national average in Reading, Writing, Spelling, Grammar and Numeracy for all year groups tested.

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 Anglican School located at:  
<https://myschool.edu.au/school/40672/naplan/results>

#### Interpreting the table



### Student retention rates and post school destinations

Eighty percent (80%) of the 2021 Year 10 cohort completed Year 12 in 2023. This is a decrease on the previous years' retention rate. Of the students who left our school before completing Year 12, most were to pursue further training via non-school avenues. Of the students who completed Year 12 in 2023, many undertook a GAP year, with some choosing overseas schools given the opportunity to travel post-covid and many locally due to ease of access to jobs. Some chose to commence university study online given they could work and study from their home area. Many have planned to commence study following their GAP year.



The 2023 NAPLAN results shown indicate that Calrossy's student outcomes meet or exceed the national average in Reading, Writing, Spelling, Grammar and Numeracy for all year groups tested.

## HSC and Secondary Outcomes

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 18 students in 2023, 16 in Years 10 or 11 and 2 in Year 12.

Subject	Year	Students	Subject Bands 4-6		Subject Bands 1-3	
			Calrossy % Av	State % Ave	Calrossy % Av	State % Ave
Agriculture	2020	10	100	60	0	40
	2021	18	94	55	6	45
	2022	18	94	55	6	45
	2023	28	86	58	14	42
Ancient History	2020	4	75	62	25	38
	2021	6	67	62	33	38
	2022	5	100	63	0	36
	2023					
Biology	2020	39	58	61	42	39
	2021	23	96	66	4	34
	2022	37	70	53	30	46
	2023	40	68	64	33	36
Business Studies	2020	25	48	61	52	39
	2021	16	50	66	50	34
	2022	15	33	64	67	35
	2023	24	50	64	50	36
Chemistry	2020	12	92	69	8	31
	2021	14	71	66	29	34
	2022	10	90	64	10	36
	2023	11	73	66	27	34
Community and Family Studies	2020	18	100	69	0	31
	2021	10	100	72	0	28
	2022	13	92	73	8	25
	2023	14	93	72	7	28
Drama	2020					
	2021	5	80	83	20	17
	2022					
	2023					
Earth and Environmental Science	2020	6	83	61	17	29
	2021	14	71	62	29	38
	2022	5	100	68	0	31
	2023					
Economics	2020					
	2021					
	2022	7	86	76	14	24
	2023	8	63	77	38	23
Engineering Studies	2020	7	71	69	29	31
	2021	2	100	71	0	29
	2022					
	2023					
English Standard	2020	48	58	58	42	42
	2021	41	59	58	41	42
	2022	57	67	55	33	44
	2023	56	57	60	43	40

### HSC and Secondary Outcomes continued

Subject	Year	Students	Subject Bands 4-6		Subject Bands 1-3	
			Calrossy % Av	State % Ave	Calrossy % Av	State % Ave
English Advanced	2020	46	93	94	7	6
	2021	32	84	94	16	6
	2022	40	98	93	3	7
	2023	31	94	95	6	5
English Studies Examination	2020					
	2021	7	0	7	100	93
	2022					
	2023	4	25	10	75	90
Geography	2020	42	64	60	36	40
	2021	29	79	74	21	26
	2022	37	97	72	3	27
	2023	31	68	78	32	22
Industrial Technology	2020	6	67	52	33	48
	2021	11	55	53	45	47
	2022	9	100	51	0	49
	2023	9	78	55	22	45
Investigating Science	2020	15	53	57	47	43
	2021	9	100	75	0	25
	2022	9	89	62	11	36
	2023	10	90	71	10	29
Legal Studies	2020	12	75	62	25	38
	2021	11	82	69	18	31
	2022	33	70	66	30	33
	2023	11	36	69	64	31
Mathematics Standard 2	2020	61	47	50	53	50
	2021	54	50	51	50	49
	2022	61	48	54	52	46
	2023	59	58	58	42	42
Mathematics Advanced	2020	20	80	81	20	19
	2021	13	77	79	23	21
	2022	21	48	76	52	24
	2023	18	78	75	22	25
Modern History	2020	10	70	65	30	35
	2021	14	57	65	43	35
	2022	14	86	67	14	32
	2023	13	77	64	23	36
Music 1	2020	3	100	90	0	10
	2021	7	100	89	0	11
	2022	2	100	89	0	10
	2023	4	100	90	0	10
Music 2	2020	2	100	88	0	12
	2021	2	100	100	0	0
	2022					
	2023	1	100	99	0	1

### HSC and Secondary Outcomes continued

Subject	Year	Students	Subject Bands 4-6		Subject Bands 1-3	
			Calrossy % Av	State % Ave	Calrossy % Av	State % Ave
PDHPE	2020	26	73	61	27	39
	2021	7	86	60	14	40
	2022	29	59	50	41	49
	2023	18	78	63	22	37
Physics	2020	5	80	66	20	34
	2021	7	86	71	14	29
	2022	6	83	68	17	32
	2023	7	71	68	29	32
Society and Culture	2020	19	84	80	16	20
	2021	21	100	80	0	20
	2022	25	88	75	12	25
	2023	17	88	80	12	20
Textiles and Design	2020	4	100	84	0	16
	2021					
	2022	7	86	79	14	21
	2023	5	100	79	0	21
Visual Arts	2020	11	100	89	0	11
	2021					
	2022	3	100	92	0	8
	2023	11	100	91	0	9
Primary Industries Examination	2020	15	87	55	13	45
	2021	20	95	73	5	27
	2022	25	96	59	4	24
	2023	22	95	70	5	30

### HSC and Secondary Outcomes for Extension Courses

Extension courses Bands	Year	Students	Bands E3 - E4		Bands E1 - E2	
			Calrossy % Av	State % Ave	Calrossy % Av	State % Ave
English Extension 1	2020	3	0	92	100	8
	2021	3	100	94	0	6
	2022	5	100	90	0	10
	2023	1	100	94	0	6
English Extension 2	2020	3	0	82	100	18
	2021	1	100	84	0	16
	2022					
	2023	1		86	100	14
Mathematics Extension 1	2020	5	60	75	40	25
	2021	4	100	74	0	26
	2022	4	100	70	0	30
	2023	3	100	72	0	28

## HSC and Secondary Outcomes for Extension Courses continued

Extension courses Bands	Year	Students	Bands E3 – E4		Bands E1 – E2	
			Calrossy % Av	State % Ave	Calrossy % Av	State % Ave
Mathematics Extension 2	2020	1	100	84	0	16
	2021	2	100	87	0	13
	2022	2	100	90	0	10
	2023	2	100	86	0	14
Music Extension	2020	2	100	97	0	3
	2021	1	100	95	0	5
	2022					
	2023	1	100	96	0	4
History Extension	2020	2	50	76	50	24
	2021	8	38	77	63	23
	2022	8	100	80	0	20
	2023	6	100	85	0	15

In 2023, 96 students sat for the NSW Higher School Certificate through Calrossy Anglican School in 30 school-based courses. Of these courses, 22 had school averages that met or exceeded the State mean mark. In total, 98% of candidates across all 2 unit courses achieved marks of 50 or more (Band 2 or higher) with 37% of these placed in Bands 5 and 6 (80-100 marks out of 100). Of the 14 candidates for extension courses, 93% placed in Bands E3 and E4 (25-50 marks out of 50).

In most courses offered at Calrossy, 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 four years. In 2023, Calrossy had one student appear on the HSC All-Rounders list for achieving Band 6 in 10 or more units.

Six students were placed in the Top Achievers list across Primary Industries, Textiles and Design, Investigating Science and Modern History. One of these students was placed First in Course for Primary Industries Examination. There were 53 listings on the Distinguished Achievers (top band) list from 26 Calrossy students.

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

In 2023, 28% of Year 12 students participated in vocational or trade training that contributed towards an HSC. 24% of Year 12 students studied a school-offered VET course (Primary Industries), and 9% studied an EVET course through TAFE NSW. (Some students studied both)



## THEME 3 - STAFFING

Level of accreditation	Number of Teachers
Conditional	5
Provisional	2
Proficient Teacher	97
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

School Staff as recorded on the August 2023 school census and published on My School (<http://www.myschool.edu.au>).

Teaching staff	142
Full time equivalent teaching staff	87
Non-teaching staff	102
Full time equivalent non-teaching staff	51.6
Aboriginal and Torres Strait Islander Staff	0 (Unknown)

At our school we embrace all faiths and backgrounds for all our staff and students. We strongly encourage applications from First Nations teachers and other staff.



## THEME 4 - ATTENDANCE

Year	Attendance Rate %	Year	Attendance Rate %	Year	Attendance Rate %
Kinder	92.6	Year 5	92.5	Year 10	87.8
Year 1	90.8	Year 6	91.2	Year 11	79.6
Year 2	92.8	Year 7	89.1	Year 12	89.2
Year 3	90.6	Year 8	88.4	Whole School	90.8
Year 4	92.1	Year 9	86.1		

### 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.

**91% of students attended school on average each day in 2023 (compared with 89% in 2022 and 92% in 2021).**

## THEME 5 - SCHOOL POLICIES

The following school policies are publicly available on our website:

- [Enrolment Policy](#)
- [Child Protection Policy](#)
- [Complaints Handling Policy](#)
- [Anti-Bullying Policy](#)
- [Discipline Policy](#)

## THEME 6 - STAKEHOLDER SATISFACTION

### Student

I really like Calrossy and the environment of all the nice students and teachers. I feel really safe at school and love going there every day!

**Year 5 student**

I love my school and being a part of the school community. Year 6 student Overall Calrossy is a very safe and 'well structured' place to be. Year 8 student This school is amazing and I love the opportunities it has given me; if I work hard then I can get the results.

**Year 11 student**

### Parent

For a teacher to take time out of her busy day to acknowledge his [student] work is greatly appreciated by us [parents] and worthy of a mention to you as we are so happy to receive this kind of praise. Secondary Parent The Stage 3 eCal class has made a significant difference to our child. Thank you Calrossy!

**eCalrossy parent**

I believe that Calrossy has a wholistic approach to my child's learning and provides her with many opportunities both academic, cultural and sporting. Staff are easily approachable, provide help when needed and the feedback given is excellent.

**Year 7 parent**

eCalrossy couldn't be more suitable for our family. Our daughter has settled in to the online learning platform and connected with teachers and peers so positively. She is achieving good results and her learning is visible. The school community is welcoming, professional, has clear expectations and excellent communication. We recommend eCalrossy to everyone!

**Year 7 parent**

I have been thrilled with the level of support my son has been given. He is encouraged and supported and his learning challenges have been embraced and never allowed him to be defined by his reading difficulties. He has only thrived and embraced his learning. Thankyou it is wonderful to see him grow.

**Year 7 parent**

The change I have seen in my son since attending Calrossy has been extremely satisfying..... This has been a positive change boosting his self-confidence, pride in being a student and eagerness to learn. As a single parent there is nothing more important and I am extremely grateful for the support and development the school has provided my son. I am happy to support and recommend this wonderful place of education to any future students/parents.

**Year 7 parent**

Calrossy has done a wonderful job for my boys. It is a credit to the school on how they have developed them both academically and socially.

**Year 11 parent**

Overall, I believe the school has grown very well in recent years and has an opportunity to continue this growth through a strong focus on excellence in academic performance and boarding/social experience for students & parents.

**Year 11 parent**

### Staff

In 2023 Calrossy participated in the Perspectives Survey, in partnership with the Association of Independent Schools NSW. Parents, Students and Staff responded, providing feedback on the School Environment, Teaching and Learning, Student Wellbeing, Leadership, Community Engagement and Reputation. A separate study was undertaken with Teaching and Non-Teaching members of our school on Staff Wellbeing.

Positive responses from the teachers were recorded in the following categories:

#### Teaching and Learning

- Teachers know what interests their students
- Teachers use a range of differentiated strategies when planning for teaching and learning
- Teachers use a variety of formative and summative assessment strategies to support student learning
- Teachers use a range of high impact teaching strategies in their daily practice

#### Professional Learning

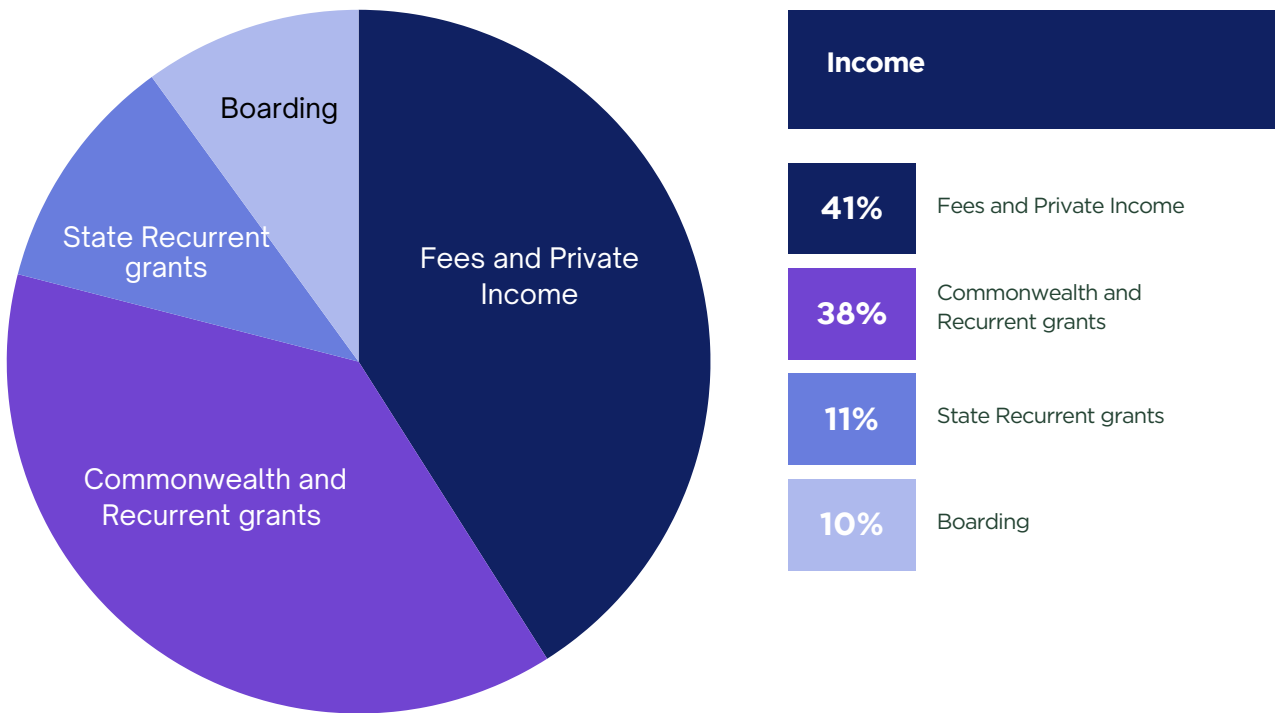
- The school values and supports ongoing professional learning

#### Engaging with the Community

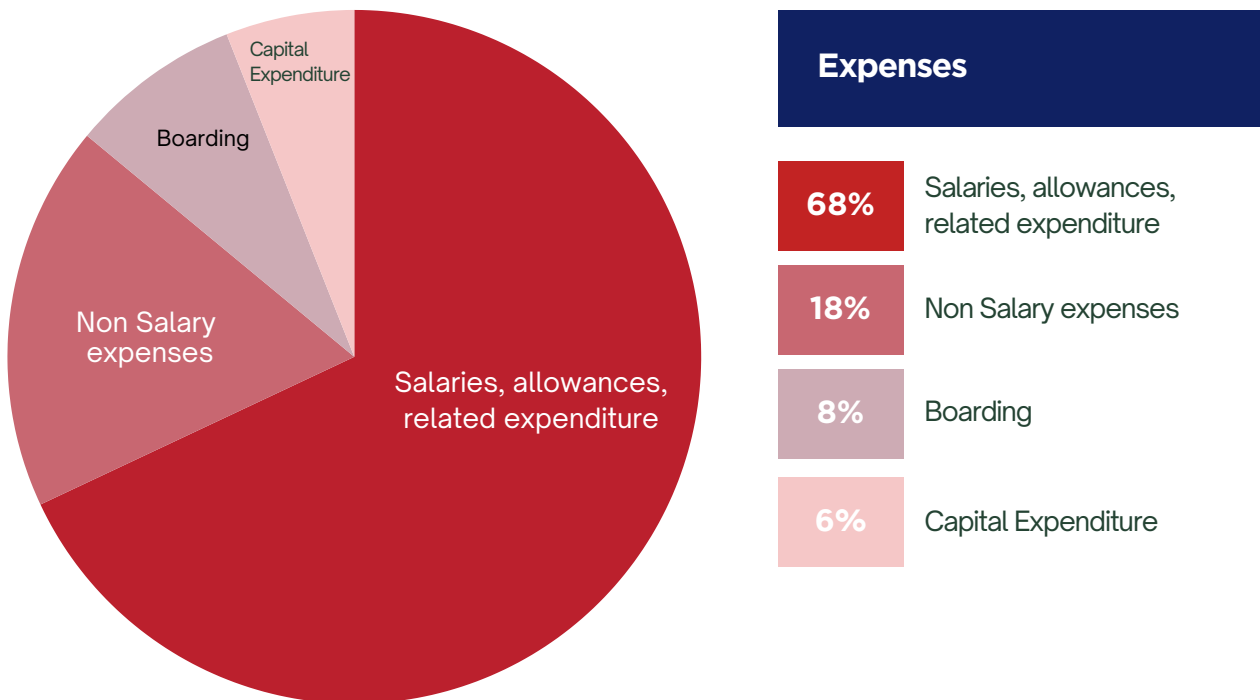
- Leaders set high expectations for everyone

Calrossy's student population is growing and the school has added teachers in the past two years in response, including those who teach online in the eCalrossy program. Outside this the general staff turnover has been low. Staff satisfaction and wellbeing levels for staff are positive, as indicated by regular mid-term checks, staff surveys and the Perspectives Survey. The 'Growing our People' pillar of our Strategic Plan incorporates staff with the school paying significant attention to professional learning and growth for teaching and non-teaching staff, Middle Leaders and Executive members.

**THEME 7 - FINANCIAL INFORMATION**



**Graphic 1: Recurrent/Capital Income represented by pie chart for 2023**



**Graphic 2: Recurrent/Capital Expenditure represented by pie chart for 2023**



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