



# 2022 Annual Report

Trustees of the Anglican Diocese of Armidale  
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## Theme 1: A message from key School bodies

Calrossy is in a strong position as our society emerges from the COVID years, and for that we are immensely thankful to God. We also remain thankful for each person at Calrossy. In particular, we recognise the enormous contribution of our previous Chair, Mr David Lamb, who retired as Chair in late 2022. We also recognise with thankfulness those who laboured so hard across many areas of the School life during those months when we did not have a Chief Operating Officer (and I want to record here my and our gratitude to Robert Faithfull for stepping into that role and making a significant contribution already).

We rejoiced with humble thankfulness in the fine academic results of the Class of 2022; achieving a school ranking of 118, an improvement of 39 places from 2021. This was a wonderful outcome and reflects so well on our teachers and our students across all year groups, not just Year 12.

We also experienced significant frustrations on the property front over the delays to our 2 main projects, caused by a host of factors (some of which were beyond our control). We need to learn from these frustrations so we can better manage future projects.

We congratulated all those involved with eCalrossy for a wonderful initiative and for the excellent progress of this model of education over the past years.

We continue operations in line with our 2022-2025 Strategic Plan, and need to concentrate further on implementation and evaluation; and a review of our master plan for our School.

In his mercy God has put Calrossy in a strong position at this time in its history. Under his guidance and provision we can continue that good work, to his praise and glory, and the blessing of all who work and study here.

In His service,

Ian Millican  
Chair, Calrossy Anglican School Board

## From the Principal

Extensive research into human flourishing indicates that humans and communities who practise thankfulness experience a higher level of wellbeing and improved mental health. This reality has shaped our approach to schooling, and we have sought to build gratitude and thankfulness into the Calrossy culture, based on the Christian mandate to give thanks in all circumstances.

The 2022 theme of 'Gratitude' at Calrossy Anglican School was appropriate following difficult years of COVID, involving regular pivoting, change and anxiety. We were thankful that we had been sustained through this time, coming out of it stronger as a result. Amidst all this, the wellbeing of students and staff remained a focus and thankfulness contributed to how we were sustained through these circumstances. Calrossy, as a Christian School, also seeks to portray a sense of generosity, reflecting the character of a God who knows and loves us all.

We were delighted that 2022 saw a return towards normal after the impact of lockdowns and a global pandemic. This allowed us to consolidate upon changes in school structure and shape over the previous two years. The rhythms and patterns of the school year returned to more regular form, however the impact of COVID continued to affect school life, though less obviously. Co-curricular activities resumed, including sporting and cultural events, enabling students to be more engaged in school life beyond the classroom. Despite the regular Rapid Antigen Testing and higher absence rates, our community showed strength and commitment in facing the challenges to maintain a positive learning environment, a resilient culture and a cohesive community.

An important goal for the year was to maintain our academic focus and support student learning. The 2022 HSC results demonstrated that this was successfully achieved with outstanding results released in December. The number of top band scores achieved placed us once again as the leading school in the New England/North-West. Our results were arguably the best ever achieved in our history. Students were awarded the highest number of top bands in the region by a large margin, ranking us 118th in the SMH list of Top 150 schools, a 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 three NSW top ten subject rankings and three others were All Round Achievers, gaining top bands in all their courses. Subjects with results more than 5% above the NSW average included Agriculture, Modern History, Geography, Industrial Technology, Investigating Science, Modern History, Textiles and Design and Primary Industries. Statistics don't always tell the full story. Our improvement scores were excellent, and most students scored in the top 3 bands. This success maintained the school reputation of high achievement and valued-added academic progress.





What was most pleasing was that more than 30 students received top bands in 21 subjects, indicating breadth across the curriculum and strong all-round achievement. This emphasized the quality of teaching, learning and preparation conducted by our teachers.

Just as positive was the number of students nominated in the various HSC showcases, with students achieving excellence in major works in Visual Arts, Textiles and Design and Industrial Technology.

An important focus at Calrossy is not just supporting students to achieve to their potential whilst at school but preparing them to make the leap beyond school, into study and the workforce. Not only do we seek to maximise the school experience but to equip and inspire our students to make a difference as adults, serving others, contributing to society and making an impact in whatever sphere their life journey leads them. The values of Selflessness, Integrity, Resilience and Inclusiveness will not only shape them during the school years but affect their make-up as adults. This focus from Prep to Year 12 informs our culture. Character is just as important as achievement and this is a message that is reinforced across the grades, seeking to produce graduates who make a difference.

Another important focus of the year was the implementation of the Calrossy Strategic Plan, developed in 2021. Our Vision and Mission were refreshed - "Creators of Hope and Change that Matters", and "Excellence in Christian Education". To support these, the three themes of Living with Purpose, Learning in Partnership and Growing our People, have been established around which to build strategic intent to develop the school and its culture, emphasising our Christian character and emphasis in the education context. Positive steps in the implementation of the plan took place in 2022, including improvements to our Co-curricular programme, enhancement of staff professional learning, expanding and strengthening student leadership and rebuilding our approach to student and staff wellbeing.

There were other notable achievements during 2022. The school has grown its eCalrossy programme of distance learning, acting as a leader in this area. Provision of new studios, the building of an effective staff team and growing acceptance amongst the rural community were all positives for us. We were delighted to be a finalist in the Remote Learning category of the Australian Education awards. We are delighted to be adding Year 9 and Stage 3 (Years 5 & 6) classes in 2023.

2021 had seen a change in our school structure and this was consolidated upon. One of the challenges of 2022 was to simultaneously manage significant growth, particularly in Year 7, in which we experienced record enrolments. Our growth forced us to re-examine our structures and consider how we might pastorally and academically support larger numbers of students, particularly on the William Cowper Campus. This process relates to more than just desks and classroom, developing a culture and environment in which students of all ages and stages would flourish.



The second year of twin Secondary campuses under our unique Diamond Model of coeducation was also successful and appropriate positive cultures are being embedded in each location. Staff leadership, student ownership and positive transitions have contributed to this, as has been the establishment of teacher teams to support the welfare of students on the respective sites. This is a work in progress.

In 2022 the school adopted and rolled out new uniforms successfully, reinforcing the 'one school' concept and recognizing the 'diamond' shape of our school structure. At the end of 2023 the transitional period will finish, and all students (with the exception of Year 12) will be displaying the updated school uniform.

The growth of the newly established House Culture was pleasing, with strong house spirit in clear evidence from K – 12. Leadership at all levels of the school was nurtured and the extra tier of leadership at Year 9 level added to the student voice in the school.

Resuming the broad spectrum of activities in 2022 enhanced connectedness across our community. We were delighted to be the top Equestrian School at the North-West expo for the 9th time running. High level involvement was exhibited in Dance and Music at Eisteddfods, Science and Engineering Challenges, Da Vinci Decathlons, Debating, Agriculture Shows (cattle and sheep) and a three-day season of Aladdin the Musical, demonstrating a broad and healthy involvement of staff and students across the co-curricular life of the school. There were significant sporting successes as well, with many students participating in a range of teams, competing locally, at Hunter Region and State level.

Boarding remains an integral aspect of Calrossy, shaping our character and operation. Our history, and school DNA is embedded with residential education and creation of a home away from home for boarders to thrive and flourish and grow.

Other things to note are that Calrossy engaged with the Association of Independent Schools NSW in two important projects:

- The Compass Programme, exploring evidence-based practice in Wellbeing across the school. An important goal of this involvement was to build small groups in which individuals belong and in which to develop social emotional learning to equip students for success.
- The School Improvement Programme, using data and research to guide our approach to teaching and learning.





The School leadership looks forward to implementing the practices and learning that have been identified and targeted. Involvement aligned with our strategic goals of Living with Purpose and Learning in Partnership.

Calrossy has continued to develop its facilities, making each of our campuses stand-alone sites. The first step to allowing the commencement of the next William Cowper Campus project was to complete the construction of new sports courts, which have been enthusiastically embraced, particularly by the Primary students. Projects undertaken in 2022 include:

The completion of the renovation of Boarding facilities to provide improved accommodation for our resident students who remain very much part of our 'DNA' as a Boarding school also including the upgrade of dining facilities

- Completion of Multipurpose courts on the William Cowper Campus
- Planning for the new carpark on the William Cowper Campus
- Continued refurbishment and refurnishing of Junior School classrooms
- Master planning

Change and uncertainty is hard in any organisation. The progress over the past few years in terms of shape of the school, intentional culture change and the management of a world-wide pandemic have been important achievements. I believe that the changes and growth we have affectively established should be acknowledged and celebrated.

Despite the challenges of 2022, I am delighted that Calrossy has thrived and flourished, notwithstanding important change and through an uncertain climate, as we transitioned beyond COVID. Consistent with the theme of gratitude, it is appropriate that we give thanks to our community and our God. As we emerged from challenge and difficulty, we were able to focus on the wonderful opportunities we enjoy, living with purpose, learning in partnership and growing our community together. Fulfilling our mission of Excellence in a Christian environment remains a clear focus. I am thankful for the teachers and support staff of Calrossy, our Executive team, our committees and the Board for their commitment to our students, whose growth is our purpose and goal.

David Smith - Principal

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



## **Junior School Student Representative Council (SRC)**

The Student Representative Council (SRC) takes pride in our job to represent the Calrossy Junior School and support the student ideas to continue to improve our school and help our local community. We have positions of Chairperson, Secretary and Treasurer, each of which has multiple students selected to represent in each of these roles.

This year, we have put SRC idea boxes in each classroom to encourage the student voice and suggestions. We bring those boxes to each meeting and share them and discuss these ideas. We then choose which ideas to put into action.

In Term 1 the SRC ran the Easter Guessing Competition for the P&F and with help of the Calrossy community, we raised over \$1,000 for the school.

In Term 2 we were busy; we partnered with our Sports Department to upgrade our bins that hold our sport balls. At the moment we have a red bin and a small white bin and it's hard for kids to reach in and get the ball they want. The SRC decided that a change was needed. We purchased three sturdy sports cages on wheels that now house our playground equipment.

Researching Cricket nets: we have been looking at cricket nets and we know that all of you would really love cricket nets, but we are deciding whether it would interfere with anyone, so will be exploring this idea for approval.

Winter Wednesday Hot Chocolate: Winter Wednesday was a fundraiser going to the SRC. Hot chocolates were only \$2 a cup and they were delicious. They came with an optional marshmallow and were served by the SRC representatives. We made \$390 dollars and would like to thank the Calrossy Kitchen staff for their help and of course you, the Junior School for supporting us by buying lots of hot chocolates.

Notice Board: the SRC have decided a notice board would be great for our school because it will help remind us about important things the students need to know. After researching the prices of glass covered notice boards, we have decided to hold off on this and concentrate our efforts on other more pressing issues.

In Term 3 the SRC held Comfort for Cancer Day - pyjamas and donuts. Comfort for Cancer was a fundraiser for cancer research. On Comfort for Cancer Day, we could wear Pyjamas, beanies, and anything warm and comfy if we brought in a gold coin donation. We also could buy donuts that were donated by a school family/Donut King in Tamworth. The Junior School raised close to \$1,000 to support local families dealing with cancer. Also, in Term's 3 and 4, the SRC have busily been organising a fundraiser to support 'Hope in a Suitcase'. This is a local Charity that supports children who are living in Out-of-Home Care (Foster Care) so that they may have a suitcase of personal belongings when they are removed from their family home, sometimes with little or no notice. The school community rallied behind this good cause. They donated thousands of dollars' worth of pyjamas, toothbrushes, toys, colouring equipment and clothing.

Our goal was to fill 2 suitcases and we were able to fill 21, with additional items in boxes. These suitcases will be given to regional boys and girls. Thank you to everyone who contributed.

Some really exciting news came in Term 3 also. The Senior school purchased an old caravan to renovate as a 'Snack Shack' or 'Food Van' for Calrossy. The Junior School are excited to help out with money from our fundraising account and provide our time to help renovate. We can use it to sell tasty treats from, hold fundraisers throughout the year, and maybe even use it as our own coffee/hot chocolate van on special days like Grandparents Day, Winter Wednesdays, Infants Carnivals, Cross Country etc.

We have enjoyed the privilege of being part of the Calrossy Junior School SRC in 2022 and representing our class mates in this way.

Junior School SRC Members

### **Secondary Student Representative Council (SRC)**

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

In 2022 as we emerged from Covid restrictions, the SRC was pleased to be able to organise social functions including running a successful school dance. The SRC was also responsible for arranging for the provision of a tea and coffee station in the senior study centre as a privilege for Year 12 students.

During Term 3 we purchased a caravan in need of quite a bit of renovation. The plan is to use this for school events and some fundraising activities with our students being the ones to learn and operate a coffee machine along with other bits and pieces.

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 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, 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. They are equipped to be ready for study and work in life beyond school.

In 2022, 296 students were enrolled in the Infants/Primary section with an additional 40 students attending Prep. We enrolled a total of 676 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 well over 1,000 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 7 and 8, with the addition of Year 9 and a Years 5/6 class in 2023.

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, located on Kamilaroi country. Our relationship with the area is significant. 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 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 2022 Calrossy students achieved the topmost number of Band 6 HSC rankings in Northern NSW, many ATARs in the high 90s, three all-rounders, and three top ten in the state subject results. Calrossy is home to approximately 180 boarders from the Hunter, North Coast, New England and North West. The broad spectrum of subject options for Calrossy reinforces that there is no 'typical' mould for our students. The majority of our students attend university after school, some winning very 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. Students have access to learning enrichment for gifted and talented students high achieving learners. 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 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 engage learners through this stage.

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 aims to ensure all students are 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 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, NSW. The school has CRICOS Registration with the facility to enrol international students. Our Learning Support Programs exist across the school 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 specialist staff from our Independent Learning Centre provide 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, 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 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 2022 NAPLAN summary is found below

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	428	416	393	407	406
Year 5	501	475	477	482	488
Year 7	542	530	550	536	534
Year 9	590	579	574	577	583

**NAPLAN participation for this school is 96%**  
**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 2022 results shown indicate that Calrossy's student outcomes meet or exceed the national average in Reading, Writing and Numeracy for all year groups tested. Results in Spelling and Grammar are below the national average in Years 3 and 5 but close to the national average in Years 7 and 9.

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/results>

#### Theme 4: Senior secondary outcomes (student achievement)

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 11 students in 2022, 5 in Year 10, 5 in Year 11 and 1 in Year 12.

Subject	Year	No. Students	Performance band achievement by percentage (state figures in brackets)	
			Bands 4-6	Bands 1-3
Agriculture	2020	10	100% (60%)	0% (40%)
	2021	18	94% (55%)	6% (45%)
	2022	18	83% (52%)	17% (46%)
Ancient History	2020	4	75% (62%)	25% (38%)
	2021	6	67% (62%)	33% (38%)
	2022	5	100% (63%)	0% (36%)
Biology	2020	39	58% (61%)	42% (39%)
	2021	23	96% (66%)	4% (34%)
	2022	37	70% (53%)	30% (46%)
Business Studies	2020	25	48% (61%)	52% (39%)
	2021	16	50% (66%)	50% (34%)
	2022	15	33% (64%)	67% (35%)







Chemistry	2020	12	92% (69%)	8% (31%)
	2021	14	71% (66%)	29% (34%)
	2022	10	90% (64%)	10% (36%)
Community and Family Studies	2020	18	100% (69%)	0% (31%)
	2021	10	100% (72%)	0% (28%)
	2022	13	92% (73%)	8% (25%)
Drama	2020	-	-	-
	2021	5	80% (83%)	20% (17%)
	2022	-	-	-
Earth and Environmental Science	2020	6	83% (61%)	17% (29%)
	2021	14	71% (62%)	29% (38%)
	2022	5	100% (68%)	0% (31%)
Economics	2020	-	-	-
	2021	-	-	-
	2022	7	86% (76%)	14% (24%)
Engineering Studies	2020	7	71% (69%)	29% (31%)
	2021	2	100% (71%)	0% (29%)
	2022	-	-	-

English Standard	2020	48	58% (58%)	42% (42%)
	2021	41	59% (58%)	41% (42%)
	2022	57	67% (55%)	33% (44%)
English Advanced	2020	46	93% (94%)	7% (6%)
	2021	32	84% (94%)	16% (6%)
	2022	40	98% (93%)	3% (7%)
English Studies Examination	2020	-	-	-
	2021	7	0% (7%)	100% (93%)
	2022	-	-	-
Geography	2020	42	64% (60%)	36% (40%)
	2021	29	79% (74%)	21% (26%)
	2022	37	97% (72%)	3% (27%)
Industrial Technology	2020	6	67% (52%)	33% (48%)
	2021	11	55% (53%)	45% (47%)
	2022	9	100% (51%)	0% (49%)
Investigating Science	2020	15	53% (57%)	47% (43%)
	2021	9	100% (75%)	0% (25%)
	2022	9	89% (62%)	11% (36%)
Legal Studies	2020	12	75% (62%)	25% (38%)
	2021	11	82% (69%)	18% (31%)
	2022	33	70% (66%)	30% (33%)







Mathematics Standard 2	2020	61	47% (50%)	53% (50%)
	2021	54	50% (51%)	50% (49%)
	2022	61	48% (54%)	52% (46%)
Mathematics Advanced	2020	20	80% (81%)	20% (19%)
	2021	13	77% (79%)	23% (21%)
	2022	21	48% (76%)	52% (24%)
Modern History	2020	10	70% (65%)	30% (35%)
	2021	14	57% (65%)	43% (35%)
	2022	14	86% (67%)	14% (32%)
Music 1	2020	3	100% (90%)	0% (10%)
	2021	7	100% (89%)	0% (11%)
	2022	2	100% (89%)	0% (10%)
Music 2	2020	2	100% (88%)	0% (12%)
	2021	2	100% (100%)	0% (0%)
	2022	-	-	-
PDHPE	2020	26	73% (61%)	27% (39%)
	2021	7	86% (60%)	14% (40%)
	2022	29	59% (50%)	41% (49%)

Physics	2020	5	80% (66%)	20% (34%)
	2021	7	86% (71%)	14% (29%)
	2022	6	83% (68%)	17% (32%)
Society and Culture	2020	19	84% (80%)	16% (20%)
	2021	21	100% (80%)	0% (20%)
	2022	25	88% (75%)	12% (25%)
Textiles and Design	2020	4	100% (84%)	0% (16%)
	2021	-	-	-
	2022	7	86% (79%)	14% (21%)
Visual Arts	2020	11	100% (89%)	0% (11%)
	2021	-	-	-
	2022	3	100% (92%)	0% (8%)
Primary Industries Examination	2020	15	87% (55%)	13% (45%)
	2021	20	95% (73%)	5% (27%)
	2022	25	96% (59%)	4% (24%)







### Extension Courses

Subject	Year	No. Students	Performance band achievement by percentage (state figures in brackets)	
			Bands E3-E4	Bands E1-E2
English Extension 1	2020	3	0% (92%)	100% (8%)
	2021	3	100% (94%)	0% (6%)
	2022	5	100% (90%)	0% (10%)
English Extension 2	2020	3	0% (82%)	100% (18%)
	2021	1	100% (84%)	0% (16%)
	2022	-	-	-
Mathematics Extension 1	2020	5	60% (75%)	40% (25%)
	2021	4	100% (74%)	0% (26%)
	2022	4	100% (70%)	0% (30%)
Mathematics Extension 2	2020	1	100% (84%)	0% (16%)
	2021	2	100% (87%)	0% (13%)
	2022	2	100% (90%)	0% (10%)
Music Extension	2020	2	100% (97%)	0% (3%)
	2021	1	100% (95%)	0% (5%)
	2022	-	-	-
History Extension	2020	2	50% (76%)	50% (24%)
	2021	8	38% (77%)	63% (23%)
	2022	8	100% (80%)	0% (20%)

In 2022, 100 students sat for the NSW Higher School Certificate through Calrossy Anglican School in 30 school-based courses. In total, 98% of candidates across all 2 unit courses achieved marks of 50 or more (Band 2 or higher) with 41% of these placed in Bands 5 and 6 (80-100 marks out of 100). Of the 19 candidates for 1 unit extension courses, 100% 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 three years. In 2022, Calrossy had three students appear on the HSC All-Rounders list for achieving Band 6 in 10 or more units. Three students were placed in the top 5 in the state for Primary Industries. There were 71 listings on the Distinguished Achievers (top band) list from 30 Calrossy students.

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

In 2022, 33% of Year 12 students participated in vocational or trade training that contributed towards an HSC. 27% of Year 12 students studied a school-offered VET course (Primary Industries), and the remainder studied an EVET course through TAFE NSW.







## 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
AIS Principal Shadowing	AIS	1
PDHPE Conference	AIS	1
Athletics Training	LAPS	K-6 Teaching Staff
Leading the Information of the new K-2 Syllabus	AIS	2
AIS Curriculum	AIS	2
Difficult Conversations	HRIS PD	3
Heads of Sport Conference	AIS	1
Leading the information of new K-2 Syllabus	AIS	2
Literary Worlds		2
eSafety	ABSA Training Academy	1
Drugs, Mental Health and School Based Young People		1
HTA Stage 6 Day	HTA	1
AIS Compass Wellbeing	AIS	6

Meet the Markers	STANSW	1
Maths	MANSW	1
Whole School Approach to Respectful Relationships	AIS	1
Diocese In-training service	Armidale Diocese	1
Meet the Markers – Chemistry	STANSW	1
Meet the Markers	STANSW	1
Meet the Markers - Physics	STANSW	1
Leading Staff Wellbeing	AIS	1
Common Module English Marking		2
AHISA Directors of Studies Conference	AHISA	1
HRIS Directors of Studies Meeting	HRIS	1
ASA Chaplains Consultative Committee	ASA	1
Body Image and Boys Educators	Butterfly Association	2
AIS NSW Geography Conference	AIS	1
HSC Maths Advanced	Steve Howard	1
Unpacking the HSC Geography Exam		3
SCEG – of books there is no end	The Excellence Centre	1
Annual Diocesan Clergy Conference	Anglican Schools	1
Timetable v10 Webinar		1







Project based learning in PDHPE	AIS	1
Cyber Safety and Social Media Certificate	ABSA Training Academy	1
IPSHA Conference	IPSHA	1
AIA Heads of Sports Conference		1
IPSHA NSW Deputies Curriculum Coordinators Conference	IPSHA	2
Planning and programming the new English K-2	AIA	1
Discursive writing in Junior English Faculty	INTO English	English Department
Literary Worlds online PD course	Literary World	English Department
HTA NSW History Curriculum Symposium	HTA	2
Adolescent Success Conference	Adolscent Success	1
AIS Curriculum Leadership Conference	AIS	2
Reimaging Assessment in PE		1
Primary Mathematics Webinar Series		2
Theory for HSC Chemistry Teachers	Steve Howard	1
AIS Wellbeing Conference	AIS	1
HRIS Directors of Studies meeting	HRIS	1

Child Protection and Mental Health	AIS	3
The Cultural Mosaic	AIS	1
Senior Maths Extension 1	Steve Howard	1
Advanced Maths	Steve Howard	1
Mathematics Advanced	Steve Howard	1
Maths Planning Days	Inhouse	Maths Department
The CAFS Collective	The Learning Network	1
Rising from the ASHES	Mantle	1
HSC Holiday Masterclass	Sydney Catholic Schools	1
HSC Masterclass 3	Sydney Catholic Schools	1
Leading Evidence Informed Practice	AIS	1
VET Primary Industries Day		2
AHISA Director of Studies Regional Conference	AHISA	12
Distressed Behaviour in Children	Committed to Childhood Conferences	1
InitialLit Extension PD	Initialit	1
AIS English Conference	AIS	2
Schoolbox Hunter Region User Forum	Schoolbox	







### Teacher accreditation

Level of accreditation	Number of Teachers
Conditional	3
Provisional	2
Proficient Teacher	93
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	97
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 2022 as recorded on the August 2022 school census and published on My School (<http://www.myschool.edu.au>).

Teaching staff	133
Full time equivalent teaching staff	83.5
Non-teaching staff	92
Full time equivalent non-teaching staff	51
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	90.7		Year 5	88.5		Year 10	85.5
Year 1	91.6		Year 6	92.9		Year 11	86.2
Year 2	89.0		Year 7	86.7		Year 12	86.8
Year 3	88.7		Year 8	86.7		Whole School	88.6
Year 4	91.4		Year 9	86.9			

89% of students attended school on average each day in 2022 (compared with 92% in 2021 and 81% in 2020). 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 seven percent (87%) of the 2020 Year 10 cohort completed Year 12 in 2022. This is an increase 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 2022, 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.







## 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](http://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](http://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

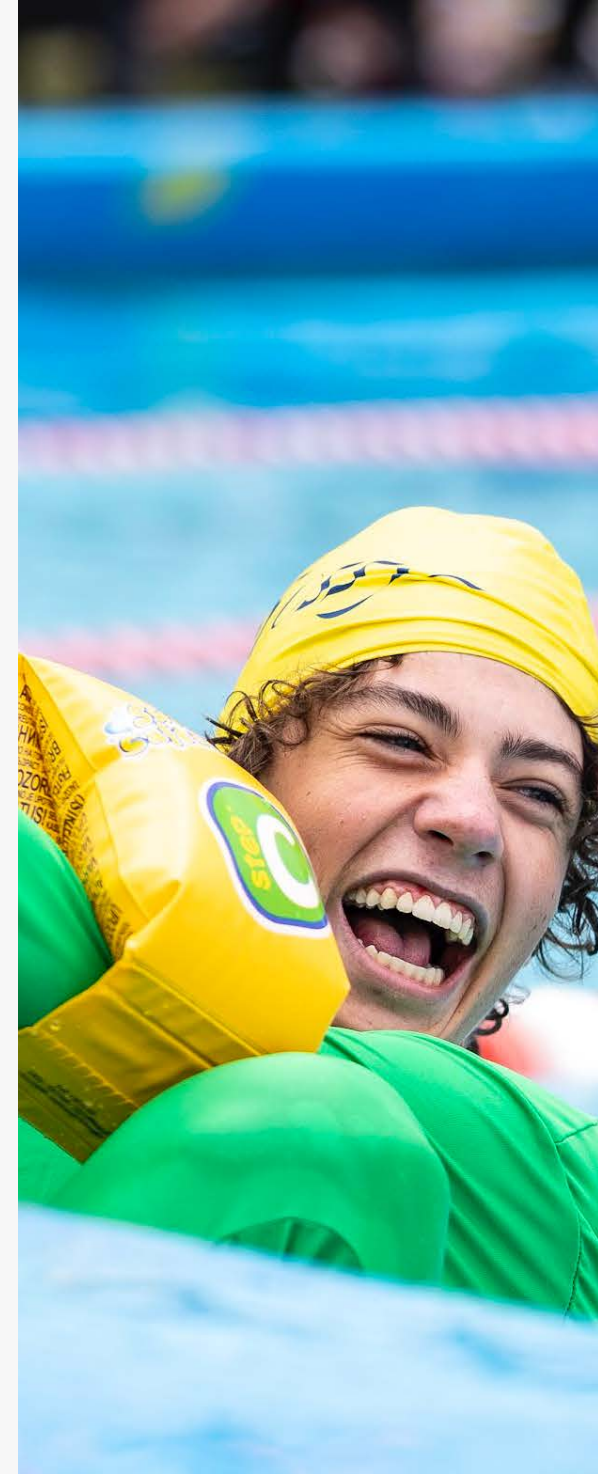
12.1 CAS may suspend or terminate the enrolment of a student, either temporarily or permanently at any time for reasons which may include, but are not limited to:

- 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](http://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 approach to wellbeing encompasses pastoral care, spiritual, social and emotional development as well as catering to the physical and learning needs of the students and staff, encompassing every aspect of school life.

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

The link between learning outcomes and the 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 and other aspects of school life, both in the day school and boarding.

The following principles inform 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 where appropriate and students who make mistakes are provided with feedback and opportunities to address them
- 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 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 and wellbeing programme is explicit and is based around our core values of Integrity, Resilience, Inclusiveness and Selflessness
- We hold high expectations for our students

### **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](mailto:reportbullying@calrossy.nsw.edu.au) to allow easy reporting. A student has the right to seek advice and support should they experience bullying of any kind. It is regarded as being completely unacceptable behaviour and is looked upon as a serious welfare and discipline issue. Possible responses to bullying may include disciplinary sanctions, mediation, separate reflection and discussion with the victim and perpetrator or 'the Shared Concern' method. The Wellbeing team and school psychologists support an informed response to assist both those who have been bullied and those who engage in the behaviour. The school policy provides a variety of processes for responding and managing allegations of bullying including relevant contact information.

## **Discipline Policy**

Calrossy Anglican School has a Positive Behaviour framework which focuses on reflection and restoration, allowing students to receive feedback in order to improve. It is outlined on the School HUB and in student diaries. 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. Calrossy is a Childsafe School and provides regular, Board, staff and student training to support the application of the Ten Childsafe Principles. All employees follow mandatory reporting guidelines and 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 2022	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		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	The Positive Behaviour system was revised in 2022 as part of involvement in the Compass Programme and through Executive attention.	The Positive Behaviour system can be accessed by request from the Principal, via the School Website and the School intranet – The HUB
Grievance		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 2021 School Annual Report

AREA	PRIORITIES	ACHIEVEMENTS/COMMENT
<b>Teaching &amp; Learning</b>	Supporting Teaching and Learning of Students in Years 7 – 9.	The school continues its institutional membership of Adolescent success and attended specific courses, conferences designed to assist in the support of adolescents.
	Using Data to inform Quality Teaching and Learning.	Partnership with the AIS Improvement Program saw a focus on using data to inform learning.
	Contributing to the NSW Curriculum Reform Process.	The School Principal was a member of AHISA Academic Committee, who contributed to feedback to NESAs following the Masters Review. Some school staff participated in subject panels to provide feedback.
	Specific Training in stage level courses at all levels.	Professional learning was provided, both internally and externally that supported specific knowledge in curriculum and stage related areas.
	Maintain commitment to continual school improvement in partnership with AIS NSW.	The school Executive team continued to work with the AIS consultant. She was also involved in our strategic planning process.
	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.	PLPs for all students were targeted and specific training was provided for staff. Our Coordinator and other Executive continued to be part of the support network, partnering with the AIS and a team led by Pymble Ladies College. This is a continual process.

	<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 'InitialLit' program, focusing on building skills and knowledge in spelling, reading and writing.</p>	<p>Two staff were mentored to successfully achieve ET accreditation through ISTAA.</p> <p>Training provided by AIS supported staff teams in regularly meeting to collect data and make informed judgements on the learning needs of specific students.</p> <p>InitialLit was successfully launched and implemented, with positive results. Staff have been trained in its application.</p>
<b>Student Welfare</b>	<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>	<p>This has been undertaken in partnership with special wellbeing staff (boarding) and the PDHPE Department. A scope and sequence has been developed.</p> <p>The Executive, Board and Staff had a specific focus on embedding the new Strategic Plan, identifying priorities and making goals for the year.</p> <p>This was a focus of the Calrossy Board, which closely scrutinised and evaluated effectiveness. Training of key school staff took place and we sought partnership with Police and other professionals</p> <p>This has been launched and continued to be modified from staff feedback.</p> <p>Participation in the Compass Programme with AISNSW saw specialist training for some school staff and a connection established with the PDHPE department. Specific goals were established from evidence-based research. There was specific attention and support provided to Boarders, including engagement in service opportunities.</p>







<p><b>Facilities &amp; Resources</b></p>	<p>Audit school facilities and enhance them to suit the age and stage of students on each of our specific campuses.</p> <p>Provision of shade and security.</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>	<p>Planning was undertaken to support the growth the school. Future planning remains focused in this area.</p> <p>Shade structures were erected on each of our campuses, supported by proceeds from the Colour Run.</p> <p>This project was delayed for a variety of reasons, mostly related to COVID and staff shortage. The building will commence in 2023.</p> <p>A team was tasked with providing information to support a brief for a Master Plan. This will be completed in future years.</p> <p>Some revisions to plans and COVID impact on construction slowed down progress. Tenders went out and the project is predicted to be finished in early 2023.</p> <p>This work was completed and effectively implemented.</p> <p>Additional studios have been completed, converting disused William Cowper Campus Science Rooms.</p>
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## 2022 Priority Areas for Improvement

AREA	PRIORITIES
<b>Teaching &amp; Learning</b>	<p>A major pillar of our strategic plan is Learning in Partnership, seeking to support staff, students and parents in embedding effective learning</p> <p>Involvement of relevant staff in Curriculum Reform, including specific feedback provided to NESA</p> <p>Preparation of staff and resources for new curriculum releases</p> <p>Principal involvement in providing specific advice to NESA on curriculum reform recommendations as part of CAP Principal Committee</p> <p>Training/Preparation for the implementation of K – 6 English and Maths syllabus</p> <p>Evaluation of current reporting process and establishment of a working group exploring research on how feedback can be more meaningful and relevant to support future learning</p> <p>Specific subject based training</p> <p>Implementation of School Learning Model</p>
<b>Student Welfare</b>	<p>Articulate and communicate new purpose statements relating to growth, learning and purpose</p> <p>Establishing service opportunities and leadership opportunities</p> <p>Participation in the Compass Wellbeing Programme with AISNSW, looking to identify and align evidence-based practice into the school including Social-Emotional Learning</p> <p>Careful examination of research in Mobile Phone use at school</p> <p>Audit of student involvement in co-curricular programme</p> <p>Establishment student voice opportunities</p> <p>Refinement of Positive Behaviour Framework</p> <p>Embed faith component and purpose in expeditions and relevant co-curricular activities</p>







<b>Facilities &amp; Resources</b>	<p>Construction of William Cowper Campus Multi-use Classroom Block 2</p> <p>Completion of Car Park on the William Cowper Campus</p> <p>Planning for Construction of WCC Administration Building</p> <p>Development of Brief for new Master Plan up to 2030</p>
<b>Staff Development</b>	<p>Development of Professional Learning Programmes for Support and Operational Staff</p> <p>Provide resources for Teacher Accreditation</p> <p>Professional Learning in areas targeted by NESA</p> <p>NSW Syllabus Review and Implementation</p> <p>Enhancement of staff communication</p> <p>Support for eCalrossy teachers, delivering hybrid and online lessons</p> <p>Develop a new staff induction program with HR</p> <p>Encourage staff towards ET and HALT accreditation</p> <p>Support staff involvement in NESA TENS network</p> <p>Develop a Staff Professional Learning programme</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 suitcases for foster care children, going through the transition from home to a new place. The project run by 'Hope in a Suitcase', aims to ensure children have what they need despite their circumstances.

Our school camps 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.

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.

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.





Calrossy Secondary also has several initiatives and programs designed to promote the development of respect and responsibility.

We work hard in our mentor groups and through Year Advisors to build a culture of respect and responsibility. We are equipping our students with the skills and knowledge to understand the complexities of life and learning and develop this as they grow and mature through the secondary. We make the most of our Assemblies, Chapels 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 on those around us and how our actions can impact them.

Our focus stretches into break times, where our Calrossy students mix with different year groups throughout the day. This is where we live out our learning in the real world as our students navigate their own socialising amongst their peers, taking responsibility for their actions and decisions. All our students are encouraged to be role models, setting a good example for those around them.

To support our students as they settle into school, we have a Peer Support Program, which commences with a partnership between our Year 7 and Year 9 students. These strong relationships, which commence in our Head Start Program, ensure our students have someone to look up to and look after and interact with.

Our students prepare for leadership roles and build on their understanding of helping others. This prepares them for various leadership roles across the school, which our students undertake in Year 9 and Year 12. Student leaders must always be respectful and take great responsibility for the role to which they have been entrusted.

Once chosen, our Year 9 and Year 12 Leaders undertake leadership training to develop and refine their skills. The Year 9 and Year 12 Leaders meet regularly with the relevant Head of School to give student voice to the general running and direction of the school.

Students are assigned areas of responsibility, such as House Captains, Boarding Prefects, Chapel Prefects and Student Representative Council members. These various roles of responsibility provide opportunities for students to learn and grow.



Our school camps are designed to build and develop the level of responsibility in each year group. Students step out of their comfort zone and participate in activities away from home, in a collaborative setting, amongst their peers, and their adventures ensure learning continues in a varied environment.

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 critical features of all we do. It is not always directly taught but rather inherently known and passed on through years of culture and generations of students who both know and love Calrossy.





## Theme 12: A description in plain language of parent, student and teacher satisfaction

### Parents

I'm really impressed with how responsive teachers are when I have sent emails!! Just wanted to say a big thank you!! I've had a few enquires lately about different things. I'm really grateful for teachers responding so promptly and with helpful information!! Thank you, it is much appreciated!

Parent of Primary & Secondary students

I attended the Yr 7 - 9 Parent Information Evening this week and wanted to pass on a thank you to all staff that contributed to this evening after a full day at work! Their time and commitment is appreciated.

Secondary Parent

The communication from the school to parents has been wonderful. We are brand new to the school and are very informed about everything. It has been so smooth coming into Calrossy. Thank you so much. The orientation process has been very streamlined and easy to navigate!!! Thank you!

Secondary Parent

I am so impressed with the drop off and pick up in the car park. A massive thank you to the teachers who are so diligent at keeping the students safe. I feel like each child is so well cared for and yes there is a short wait but honestly having our children delivered to the car is amazing!!! The short wait means I can chat to our high schooler one on one in the car. Thank you for all the hard work. I'm really impressed with the service and safety!! It's wonderful!! Thank you for your care it is greatly appreciated!

Junior School Parent

I want to congratulate the Calrossy year 1/2 dance group on their performance today. Also I would like to pay compliment to the wonderful staff who trained up and organised the little dancers. It was super cute to watch them on stage. Well done!

Junior School Parent

I would like to thank the teachers of my son this year, you have done well ..... you guys have been great and he has learnt a lot and I appreciate the time and effort you put into him.

Secondary Parent



I wanted to take the time to congratulate staff on pulling together yet another fun, vibrant, age appropriate, professionally presented and entertaining musical with 'Aladdin'. ..... I witnessed students across age groups and social cliques communicating, working as a team, showing leadership, supporting one another practically and emotionally, and performing with confidence and maturity in front of hundreds of people. So often schools see prowess on the sporting field as synonymous with leadership, and worthy of 'time off' for training, carnivals and trips away - but that same support and credit is not always extended to students who excel in other fields. Well done on providing a safe space for students to explore their creativity and share their talents ..... Thank you  
Secondary Parent

We as a family would like to thank you all for the smooth transition into Kindy. It has been a brilliant first week. The wonderful teacher and all of the Kindy kids have welcomed her beautifully and she hasn't stopped talking about all the wonderful new things she has experienced. She said the dance/gym routine at assembly was amazing! Really thank you, we as a family were quite anxious about the transition and after her first two days we are so very confident we have made the right decision.  
Junior School Parent

## Students

Year 10 student.

"I really enjoyed moving to the Brisbane Street Campus for my senior years. I feel changing campuses has made us realise that the expectations from us as students and our efforts needs to increase as senior students and we have more independence."

Year 5 student

"I love school, I especially the music lessons and learning how to play an instrument, it was something that I never thought I would be able to do."

Kindy

"My favourite thing is when we go to the garden and plant vegetables and watch them grow. We grew strawberries they are my favourite and need lots of water."





Year 12 student

"I really appreciate that my teachers go above and beyond for us. The revision classes during the holidays before the HSC were invaluable, as well as all the time taken to help us review drafts and prepare for exams. This coupled with the dedication of our Careers Adviser made a huge difference in a stressful year."

Year 7 student

"I was worried about starting a new school but the other students and teachers were very helpful, especially whenever I had a problem with my work."

eCalrossy

"I love that I get to see my classmates and teachers, I have never had that before with distance education and it makes it easier to learn."

### **Teachers**

"I enjoy working with young people and seeing them grow, when you have those moments when students achieve growth, success and self-confidence- that is the reward. It is a pleasure and privilege to teach, to work at Calrossy and to attempt to impart wisdom, experience and knowledge to students." - Secondary Teacher

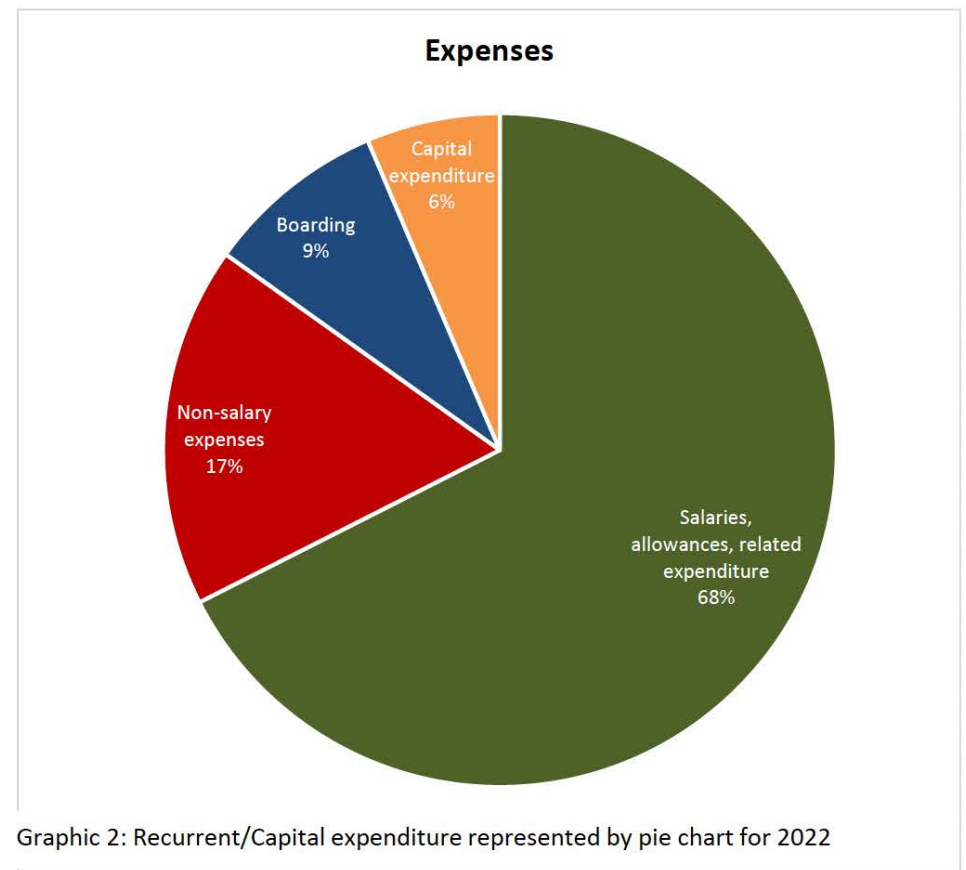
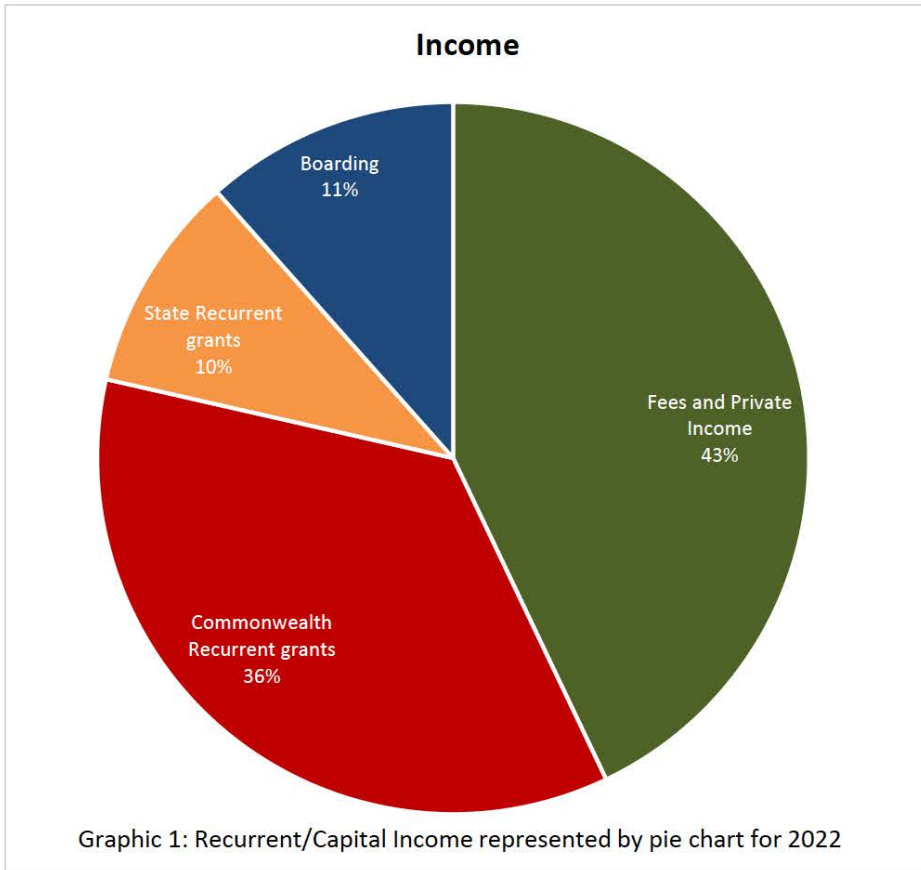
"I love being part of a school that teaches the whole child. Where success is celebrated and the students are happy. I love that the Junior school runs lunch time clubs to cater for students who may struggle on the playground or have specific interests. I love that we offer music, languages, sport and that we give back to the community. I love the students." - Junior School Teacher

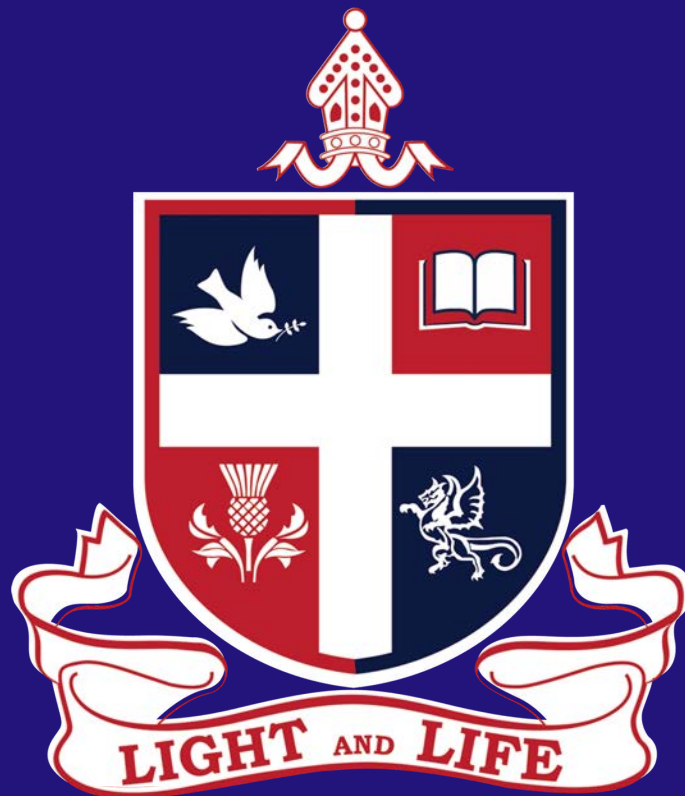
"I do a lot of extracurricular activities outside school, and if students see you in a different setting or not always in a really formal setting, they see you in a different light as well. They're more willing to try and get on board with what you're doing in the classroom and being engaged" - Secondary Teacher

"In terms of student life at Calrossy, there is a general respect between teachers and students that is visible in the interactions both on the playground and in the classroom. Students walk by the staff and always ask how they are or stop in for a chat. After working at a larger school i value the smaller year groups at Calrossy's Junior School. This leads to a greater appreciation of differences and inclusiveness amongst students, which is one of Calrossy's core values. - Junior School Teacher



**THEME 13: Summary of financial information**





*Calrossy*

ANGLICAN SCHOOL

Est. 1919