



Clarence Valley  
ANGLICAN SCHOOL



Learning to Live; Learning for Life!

# 2016 ANNUAL REPORT

Clarence Valley Anglican School  
Grafton NSW

**CONTENTS**

<b>1. Message from Key School Bodies .....</b>	<b>2</b>
Message from the School Council.....	2
Message from the Principal.....	3
Message from the Parents and Friends Association .....	3
<b>2. Contextual information about Clarence Valley Anglican School.....</b>	<b>4</b>
Vision Statement .....	4
School Profile .....	4
<b>3. Student Performance in standardised national literacy and numeracy tests.....</b>	<b>5</b>
HSC Results.....	5
The granting of Records of School Achievement.....	7
NAPLAN.....	7
<b>4. Senior Secondary Outcomes.....</b>	<b>9</b>
<b>5. Post-School Destinations .....</b>	<b>9</b>
<b>6. Professional Learning and Teacher Standards.....</b>	<b>10</b>
Staff Professional Learning .....	10
Teaching Standards .....	10
<b>7. Workforce Composition.....</b>	<b>11</b>
<b>8. Student Attendance and Retention Rates .....</b>	<b>12</b>
Student Attendance.....	12
Student Retention Rates .....	12
Management of non-attendance.....	12
<b>9. Enrolment Policies and characteristics of the student body.....</b>	<b>13</b>
Enrolment Policy .....	13
Enrolment Procedures.....	14
Behaviour Support Policy .....	15
Characteristics of the Student Body .....	18
<b>10. School Policies.....</b>	<b>19</b>
Policies for Student Welfare .....	19
Policies for Student Discipline .....	20
Policies for Complaints and Grievances Resolutions .....	20
<b>11. School Determined Improvement Targets.....</b>	<b>21</b>
<b>12. Initiatives Promoting Respect and Responsibility.....</b>	<b>24</b>
<b>13. Parent, Student and Teacher Satisfaction.....</b>	<b>25</b>
<b>14. Summary Financial Information .....</b>	<b>27</b>

## 1. Message from Key School Bodies

### Report from Chairman of School Council

We welcomed Mr Martin Oates as Principal of the School at the beginning of the second Semester of this year and his appointment quickly created a noticeable change for the better. We look forward to all that is yet to come and his continuing leadership of the School for the longer term. Mr Oates' Commissioning as the 7<sup>th</sup> Principal of CVAS was combined with the official opening of our C Block class rooms, which has been a very welcomed addition to the Clarenza Campus.

We have welcomed two new members to the School Council; Ms Terri Jackson and Mr David Mulvaney, who each bring the richness of their knowledge and experience with them to the great benefit of the School. Sadly the time came when Janet Croft decided that it was time to retire from the Council. We thank her very much for the many ways in which she has supported the School during her time on Council.

School Council Members for 2016 were:

The Very Reverend Donald Kirk, Dean of Grafton (Chairman)

Mrs Janet Croft

Mr Derek Alden

Mr Jim Barnett

Mr Bill Adler

Ms Terri Jackson

Mr David Mulvaney

At its last meeting the Council passed a Strategic Plan for 2017-2021 which is available on the School website for anyone who is interested to see it. As part of our Strategic Planning for the future, thanks to a Grant received, we will be building a new Amenities Block and Change Rooms for Students at the Clarenza Campus – a welcome improvement to the School's facilities.

Members of School Council are very aware of the present, hard economic times with the potential for these conditions to continue.

I am pleased to report that through the hard work and attention to detail of our Finance Manager, Ms Maree Cook, Council has approved a budget that has only a 2% increase in tuition fees with a reduction in the Activity Levy which actually delivers an overall decrease in fees for families and still returns a very modest surplus for the School.

We have been able to do this by passing on the benefits of stronger enrolments, and by passing on the savings gained from lower interest rates.

On behalf of the School Council I wish to express my thanks to the Principal and the hard working teachers and support staff of the School for all that they do to help make CVAS a welcoming, safe and thriving place of education.

The Very Reverend Donald Kirk  
**Chairman**

## **Report from the Principal**

I wish to begin by thanking the School Council, staff, parents and students for the warm welcome extended to Caroline and me since our arrival to the Clarence Valley Anglican School. I also acknowledge the support and assistance of Mr Alan Green in the transition period of commencing at the school. It was very much appreciated. The school has a wonderful set of core values that will underpin its growth in future years.

This year three new classrooms were opened at the Clarenza Campus. These were donated by Emmanuel Anglican College in Ballina, renovated and are now as good as new. We thank EAC for this generous offer and the BGA for their financial assistance. We also received news from the BGA that a new amenities block with change rooms has been approved to be built in 2017.

At the beginning of 2016 the school surveyed parents as part of the Association of Independent Schools Embedding Excellence program. As a consequence areas that have been a focus for improvement have been Professional Growth and Practice (including communication), Leading for the Future, Pedagogical Practice, CVAS Identity and Culture. I thank staff for the positive energy shown, as each of these pillars contributed to a positive improvement in the School which will continue for some time.

The Clarence Valley Anglican School also undertook an IT Audit. This highlighted the needs and focus for the immediate years to come. The School will move in 2017 to The Alpha School System (TASS), which is a browser-based administration and portal software system for K-12 schools. It has improved its wireless capabilities so as to have the option of moving to BYOD's in the future.

Perhaps the highlight in 2016 was the excellent Year 12 HSC results achieved by the School, achieving results that were arguably the best in the Clarence Valley. Our Dux, Ms Rani Singh will study medicine at the University of NSW.

The school is embracing change in a very positive way. The hard working Parents and Friends Association contribute greatly to friend and fund raising. The School Council is a dedicated group of individuals determined to see the School succeed. The Staff show daily that they care and want the best outcomes for the students. The parents are supportive and the students are great people to work with. It is a pleasure to lead such an organisation.

Mr Martin Oates  
**Principal**

## **Report from the Parents and Friends Association**

The P & F once again has had a very successful year. We have held many events including Mothers' Day & Fathers' Day stalls, Easter & Grandparents' Day raffles, Music Bingo Night, BBQ at School discos and a Movie Ticket fundraiser.

We have also continued with the funding of the Literacy Program, supplying Reading Eggs and literacy books. This year we also made a contribution to the Year 12 Valedictory dinner.

We have also supported the Addison's Disease Foundation, by supplying money tins and collecting 5 cent pieces on Fridays. Heidi Teare kindly donated the tins, and all money raised from this collection will go directly to the Addison Foundation to further research this disease in children. I would personally like to thank the parents and staff for supporting the P & F during the year. To the P & F Committee, I thank you for your support over the period of time that I have been President. I wish the incoming committee all the very best for the next 12 months.

Mrs Sonia Lloyd  
**President**

## 2. About Clarence Valley Anglican School

### Vision Statement

Clarence Valley Anglican School seeks to provide each child with the opportunity to cultivate the skills to develop as an individual. The school endeavours that each child achieves this through:

- *Being*

Membership of an Anglican Community where Christian truths and values form the framework of the community structure.

- *Living*

Membership of a nurturing environment where each child has the opportunity to grow in confidence, embrace life and prepare for the challenges and demands they will encounter in life, recognising that each of them as an individual can make a difference.

- *Doing*

Membership of a learning community within a family atmosphere where each child is encouraged to harness and extend the abilities, gifts and talents they possess.

### School Profile

Clarence Valley Anglican School (formerly The Cathedral School, Grafton) is a small low-fee co-educational Anglican School of over 300 students, including Pre-Kinder, serving the Clarence Valley. Situated in Grafton, the school was founded in 1998 and forms part of a network of schools within the Anglican Diocese of Grafton and provides a curriculum for Kindergarten to Year 12. The school has two campuses; the Cathedral Campus is situated opposite the Christ Church Cathedral in Grafton itself, and the Clarenza Campus, situated a short distance out of town.

The School Council governs the School; chaired by The Very Reverend Donald Kirk. The Principal, Mr Martin Oates, commenced in this role in June, 2016.

The school's ethos is based on a strong Christian foundation. It draws students from a diverse rural and coastal area in and around Grafton, from Woolgoolga to the south and Iluka to the north. The school aims to create a learning community where each student is valued as an individual. The programs at the School foster students' intellectual, social, physical, spiritual and cultural growth and a love of learning.

### 3. Student Performance in National and State-wide tests and exams

#### Higher School Certificate Results

In 2016, 16 students completed the NSW Higher School Certificate in 19 subjects offered at Clarence Valley Anglican School. In general, student achievement was around NSW state level.

Fourteen of these subjects achieved an average above 70% and we congratulate our Biology, Chemistry, English Extension 2, Mathematics 2 Unit, Physics, Senior Science and Society & Culture students on attaining a mean above the state average. In most courses studied, there were students who achieved above the state average.

Of particular note were the achievements of our 2016 Dux, Rani Singh, who attained excellent results in all subjects and Band 6 (above 90%) in Mathematics 2 Unit, English Extension 1 and Extension 2 English where she achieved an outstanding 94%. She attained an ATAR of 94.75.

100% of students who applied for early entry into university received an offer of placement

The executive and teaching staff at Clarence Valley Anglican School congratulate the graduating class of 2016 HSC on their outstanding HSC achievements and results. As a small non-selective school we are very proud that so many of our Year 12 cohort were able to achieve results that not only surpassed the rest of the state but also allowed them access to further study. CVAS collectively wish all students every success in their future studies and endeavours.

While the majority of students (16) in the 2016 HSC cohort completed their courses over a two year period, students were able to access a number of flexible delivery and study pattern options including:

- Distance Education
- Vocational Education and Training Courses
- Pathways

**Table 1 – Individual HSC Subject Results**

Subject	Number of Students 2016	2016 Average HSC Examination Result			2015 Average HSC Examination Result	
		CVAS Actual	CVAS Predicted	State Actual	CVAS	State
Agriculture	5	70.32	70	71	67	71
Ancient History	4	60.80	66	71	63	71
Biology	3	77.67	71	73	67	71
Business Studies	4	72.15	70	73	61	74

Chemistry	2	77.90	78	75	72	76
English Advanced	9	74.80	75	80	71	80
English Standard	5	62.52	65	68	59	67
English Extension 1	5	38.54	40/50	41	74	84
English Extension 2	2	43.85	37/50	38	NA	NA
Food Technology	NA	NA	NA		69	71
Geography	3	73.80	76	74	73	74
History Extension	NA	NA	NA		64	78
Industrial Technology	2	67.80	66	69	66	70
Mathematics General	14	60.60	67	68	62	69
Mathematics	2	87.70	77	77	74	78
Maths Ext. 1	2	77.80	80	79	71	81
Modern History	5	65.04	70	74	69	75
PDHPE	4	69.95	72	72	71	73
Physics	2	73.60	74	72	NA	NA
Senior Science	4	77.65	71	73	69	71
Society & Culture	1	78.20	72	77		
Visual Arts	55	75.60	77	79	81	79

Green denotes above State level

Yellow denotes at State level

**Table 2 – Band Results**

	2008	2009	2010	2011	2012	2013	2014	2015	2016
Cohort Size	17	12	13	8	18	18	21	18	16
% Band 5 and 6 Results (including Extension E3 & E4)	23	38	42	22	23	19	14	10	24
% Band 5 and 6 Results (excluding Extension E3 and E4)	27	40	51	24	20	19	11	7	
% Band 4, 5 and 6 Results (including Extension E2, E3 & E4)	59	84	88	51	67	51	45	47	62

**RoSA**

In 2016, 15 students completed their Year Preliminary Course and 32 students completed their Stage 5 studies. One student required the issuance of a Record of School Achievement. This was based on the student being offered a position in the Defence Force.

**NAPLAN**

The National Assessment Program – Literacy and Numeracy (NAPLAN) is a measure of student performance across five domains mapped against national standards, providing a longitudinal view of students' progress through schooling. NAPLAN offers valuable data about student's knowledge and skills in various components of literacy and numeracy.

In 2016, Year 3, 5, 7 and 9 students participated in the national NAPLAN testing. The percentage of CVAS students achievements compared to State achievement is shown in the table below.

**Table 3 – 2016 NAPLAN Results****Percentage of students at proficiency (top two bands)**

Years	Year 3 School (Bands 5 & 6)	3 NSW	Year 5 School (Bands 7 & 8)	5 NSW	Year 7 School (Bands 8 & 9)	7 NSW	Year 9 School (Bands 9 & 10)	9 NSW
Reading	45%	52%	43%	39%	33%	30%	29%	25%
Writing	73%	54%	29%	19%	8%	18%	7%	12%
Spelling	73%	55%	36%	33%	25%	31%	21%	26%
Grammar & Punctuation	82%	53%	43%	41%	25%	31%	21%	22%
Numeracy	64%	39%	29%	31%	33%	31%	23%	27%

- Green indicates above NSW State level
- Yellow indicates within 5% of NSW State level
- Red indicates below NSW State level

### Percentage of students at or below National Minimum Standard

The % at or below NMS tab shows percentages of the bottom two bands but excludes exempt students. This is a requirement of state reporting for the state plan where only those students who participated in testing sessions are reported in the results. For example in Year 3 it is Bands 1 and 2.

Years	Year 3 School (Bands 1 & 2)	3 NSW	Year 5 School (Bands 3 & 4)	5 NSW	Year 7 School (Bands 4 & 5)	7 NSW	Year 9 School (Bands 5 & 6)	9 NSW
Reading	0%	12%	36%	19%	21%	20%	14%	22%
Writing	0%	6%	14%	16%	29%	27%	50%	39%
Spelling	0%	12%	21%	15%	17%	17%	7%	21%
Grammar & Punctuation	9%	8%	7%	15%	29%	23%	14%	27%
Numeracy	0%	15%	14%	17%	8%	16%	15%	19%

- Green indicates below NSW State level
- Orange indicates within 5% of NSW State level
- Red indicates above NSW State level

The 2016 NAPLAN results reflected the staff perceptions of each of the respective year groups. The results have indicated:

- Year 3 was a particularly strong cohort and had excellent achievement in most Literacy and Numeracy areas, with Grammar and Punctuation particularly commendable at the high range. However, Reading is an area for improvement as is Grammar and Punctuation for the lower ability.
- Year 5 demonstrated high competency in all Literacy areas for the capable students but remedial attention needed in Reading and Spelling. Numeracy was not as accomplished at the higher end of student achievement.

- The Year 7 cohort is affected by the significant number of students who enter CVAS from other schools in the region. The cohort achieved commendable results in Numeracy and strong skills in Reading for the higher ability students. However, all other Literacy areas highlighted a need for remediation.
- The Year 9 cohort have high competency across all areas except Writing.

These results have assisted teaching staff in their programming to ensure that these outcomes are improved.

## 4. Senior Secondary Outcomes

In 2016, all students in the Year 12 cohort were awarded a Higher School Certificate.

In 2016, two students of the Year 12 cohort participated in vocational or trade training.

**Table 4 – Year 12 attaining a certificate/ VET qualification**

Year 12	Qualification/ Certificate	Percentage of students
2016	HSC	100%
2016	VET qualification	12.5%

## 5. Post-School Destinations

There were 27 students in Year Ten (2014), and of these, eleven students left CVAS prior to their completion of the HSC in 2016. The post-school destinations for these students included: employment, relocation to other schools in the area for subject choices, relocation to other schools outside the area due to family relocation, departure from school for full-time employment or traineeship.

Of the 16 graduating HSC (2016) cohort, post-school destinations included: university, TAFE, traineeships, full-time employment, ADF/A, travel/GAP year.

## 6. Professional Learning and Teacher Standards

### Staff Professional Learning

All teaching and the majority of the support staff undergo regular staff professional development in areas such as Information Technology, Pastoral Care, WH&S, First Aid Training and significant curriculum development. Professional Development consists of days at the commencement of each term, Department Meetings, visiting presenters, inter-school relationships with the other four schools in the Grafton Anglican Diocese, as well as individual in-service activities. The School Executive participated in courses conducted by the Leadership Centre of the Association of Independent Schools.

All staff are encouraged to participate in professional learning. Staff are encouraged to share new and innovative ideas with each other and have the opportunity to present these at in-School workshops.

**Table 5 – Professional Learning 2016**

Professional Learning Event	Number of Staff Participating
Senior First Aid	1
CPR Update	15
Anaphylaxis Training	32
Learning Behaviour and nutrition	1
Beyond Blue online modules	1
Staff Training: Diploma of Leadership & Management	1
Blue Earth Physical Activity Workshop	1
Autism Workshop	26
Black Dog Institution Presentation	25
Mind Matters	1
AIS Embedding Excellence	42

**Table 6 – Teaching Standards: Number of Teachers (per Category)**

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AE-NOOSR) guidelines, or	36
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSE guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0
Teacher Accreditation Details	Number of Teachers
Commenced Teaching prior to 1 October 2004	22
Professional Competence	12
Provisional Beginning	7

## 7. Workforce Composition

### Workforce Composition

In 2016 Clarence Valley Anglican School had 52 teaching and non-teaching staff members. Of these 25% were male and 75% were female. One staff member is identified as being from an indigenous background.

The School had:

- 21 full-time teaching staff
- 12 part-time teaching staff
- 4 full-time support staff
- 15 part-time support staff

### Average teacher attendance

Total school days	187
Total staff	29
Total teaching days	5423
Total days absence	202
As % of total days	3.72%
Average attendance per staff member	96.28 %
Average number of days per staff member	180.03

## 8. Student Attendance and Retention Rates

### Student Attendance

Attendance by Year on an average day in 2016:

Kindergarten	93.35%	Year 7	92.08%
Year 1	92.47%	Year 8	93.94%
Year 2	93.72%	Year 9	94.06%
Year 3	91.14%	Year 10	90.78%
Year 4	90.36%	Year 11	91.50%
Year 5	95.80%	Year 12	95.70%
Year 6	95.22%		

93.08% of students attended school, K to Year 12, on average each school day in 2016, which was an increase from 90.68% of students attended school, K to Year 12, in 2015.

**Table 7 – Retention Rates (Secondary) Year 10 – Year 12**

Years Compared	Year 10 Census	Year 12 Census	Year 10 to 12	Retention Rate
2004 – 2006	8	3	3	37.50%
2005 – 2007	16	5	5	31.25%
2006 – 2008	20	17	14	70.00%
2007 – 2009	27	12	12	44.44%
2008 – 2010	20	13	11	55.00%
2009 – 2011	17	8	7	41.17%
2010 – 2012	24	19	18	75.00%
2011 – 2013	22	18	15	68.18%
2012 – 2014	32	21	20	62.50%
2013 - 2015	36	20	20	55.56%
2014 - 2016	27	16	16	59.25%

Note: The Retention rate is calculated on the number of students enrolled at the end of Year 10 who remained at Clarence Valley Anglican School to the end of Year 12.

### Management of Non-Attendance

Absences are recorded each day by the class teacher in Primary School and the Tutor Teacher in Secondary School. Attendance rolls are returned to the office each morning after roll-call. Parents or guardians of students who are absent due to illness or family matters, inform the Office Administrator on the morning of the absence. If the student is absent and the School is not informed, an administration staff member contacts the student's parent or guardian to ascertain the reason for the absence. Any requests by parents or guardians for extended periods of leave for a student, need to be approved by the Principal. Parents or guardians with students who have

unexplained absences or a large number of absences, will be required to discuss the matter with the Principal.

Student absences are recorded each semester on the student's academic report.

## 9. Enrolment Policies and Characteristics of the Student Body

### Enrolment Policy

Clarence Valley Anglican School is a co-educational, Pre-Kinder to Year 12 day school underpinned by the ethos of the Anglican Church and operating within the policies of the NSW Board of Studies. The School considers every application for enrolment, carefully considering the guidelines of appropriate government policy. Applications are processed on order of receipt and considerations will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the School's ethos and comply with the Behaviour Support Policy to maintain their enrolment.

Our enrolment framework encompasses the following:

- Clarence Valley Anglican School will not be academically selective but will cater for boys and girls of all abilities. Preference for enrolment will be given in the following order:
  - siblings of students currently enrolled at the school
  - the date order in which Enrolment Applications are received
- The School has an Anglican Christian ethos and welcomes applications from students regardless of their ethnic origin, religious beliefs and chosen future career pathway.
- Children entering Pre-Kinder must be four (4) years of age by 31 March in the year they are entering the program. It is an expectation that children enrolled in Pre-Kinder will advance through to Kindergarten. Parents whose children do not proceed to Kindergarten are required to provide one term's notice, in writing, to the Principal. The penalty for non-compliance will be payment of one term's fees being charged in lieu of notice.
- Children entering the Kindergarten must be five (5) years of age by 31 March in the year they are entering the program.
- During the enrolment process, the school reserves the right to request additional information or assessment (conducted by either senior Clarence Valley Anglican School staff or external professionals) to ensure the individual learning needs of students can be fully catered for on enrolment.
- Application for enrolment will involve an interview between the school, the student and the parent/s or guardian/s prior to offering an enrolment place.
- Failure to disclose information or the provision of misleading information during the enrolment process may result in an enrolment being declined.
- The School does not hold places for students if the offer of enrolment, the Enrolment Acceptance Fee and accompanying paperwork has not been returned within the 14 day time frame.
- When accepting a place at Clarence Valley Anglican School parents are giving their agreement to the School's program, philosophy and practice. To this end, students are expected to be fully involved in the life of the School and its curricular and co-curricular activities.
- A Student Withdrawal Form must be completed and returned to the Principal, giving one full term's notice in advance otherwise an additional term's fees will be charged.

## Enrolment Procedures

1. Complete the Application for Enrolment and return it to the school with the Application Fee
2. Following receipt of the Application for Enrolment, an interview with the Principal or Head of Cathedral Campus will be arranged through either Cathedral or Clarenza Campus Reception.
3. The Reception will arrange an Orientation visit for your child at a mutually convenient time if required.
4. An offer of placement, if available, will be confirmed in writing by the Principal. This offer is open for a period of two weeks, subject to a place being available, allowing time for return of documentation. If the particular class is full an offer will be made to place the child on the waiting list. Once a space is available a new offer will be made.
5. Confirmation of enrolment is made by returning the completed Acceptance Form and documentation with the non-refundable Enrolment Fee.

Enrolment is based on criteria set by the School Council. Students are placed in order for offer of places. Criteria may include:

- Siblings already at School
- Multiple family enrolment
- Date of interview
- Children of Staff Members
- Commitment to Ethos of School
- Communicant member of Anglican Church of Australia

Parents are welcome to inspect the School or speak with the Principal or Head of Campus at any stage. Prospective students are always welcome to spend an introductory day at the School to familiarise themselves with the surroundings. Please do not hesitate to contact either Campus Reception if you have any questions or require further information.

## **Behaviour Support Policy**

### **INTRODUCTION**

Clarence Valley Anglican School's Student Behaviour Support Plan teaches students to behave in ways which increase academic success and which strengthen students' relationships with their teachers and peers. Modern school classrooms should be calm, safe, pleasant and purposeful; students flourish in the presence of teachers who set clear and consistent limits to student behaviour and who provide positive directional focus, encouragement and recognition of behaviours which support student learning.

Clarence Valley Anglican School's program of student behaviour support has been implemented to ensure the highest possible standards of:

- Student learning
- Behaviour towards others
- Student self-esteem, student appearance and general school tone.

Our program is based on the following guiding principles:

- The purpose of discipline is not to control but to educate.
- Positive, clear and consistent expectations are the keys to successful classrooms that maximise student learning and relationships with teachers and peers.
- Teacher behaviour affects and influences student behaviour.
- Recognition and appropriate reward of positive behaviour is a powerful motivator of students.
- Students respond well to structures that clearly define acceptable and unacceptable behaviour.
- Each student is entitled to procedural fairness.
- It is not the policy of Clarence Valley Anglican School to exclude a student from other Schools.

**Clarence Valley Anglican School expressly forbids the use of Corporal Punishment for the enforcement of discipline of the students by staff of the School.**

**Clarence Valley Anglican School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the School.**

### **Education Act 1990 No: 8 – Definition of Corporal Punishment**

**Corporal punishment** of a student means the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to or the destruction of property of, any person (including the student).

### **GUIDELINES – RIGHTS AND RESPONSIBILITIES**

Students have the right to learn and to be treated as individuals. Rights also require responsibility and, therefore students in the School will be encouraged to understand there are choices and consequences for inappropriate and unacceptable and recognition for acceptable and appropriate behaviour.

Each one of us has the right to be a member of CVAS. Our general rights include:

- To be spoken to respectfully and treated fairly.
- To work, play and learn in a happy and safe environment.
- To own personal property, and use School property, equally.
- To represent the School community to the best of our ability.

Therefore, staff and students each have the responsibilities in acknowledging and safeguarding the rights of others in our School community.

### ***Students Rights***

- To learn in an environment that is orderly, peaceful, safe, non-threatening and conducive to learning.
- To have caring, well-prepared teachers who instruct effectively and who provide positive feedback when expectations are met.
- To be informed of classroom and playground expectations and consequences when those rules are broken.
- To trust teachers to maintain confidentiality pertaining to student behaviour.

Policy Link: **Anti-Bullying and Harassment Policy**

### ***Student Responsibilities***

- It is the responsibility of each student to uphold the values of our school by following the Student Code of Conduct.

### ***Teacher Rights***

Teachers at CVAS have rights and responsibilities in order to cater for the student's needs and to maintain the values and aims of the school. Therefore, teachers have the right:

- To expect behaviour from students that contributes to the student's growth while also meeting their needs.
- To teach in a climate that is free from distractions.
- To ask and seek help and support from administration and parents/guardians.

### ***Teacher Responsibilities***

- To provide a quality learning program for all students under their care.
- To ensure that students follow safety procedures.
- To ensure that the classroom is left tidy after use.
- To ensure that students are treated with respect and dignity.
- To explain the Behaviour Support Policy and procedures, and ensure that they and their students comply with it.
- To implement the Behaviour Support Policy to ensure that all students can exercise their right to learn.
- To ensure that they provide appropriate duty of care at all school-based activities.

## **GUIDELINES – BEHAVIOUR SUPPORT PROGRAM**

### **1. ACKNOWLEDGMENT OF POSITIVE BEHAVIOURS**

- All staff are responsible for the clear and equitable management and expression of the School's Positive Behaviour program.

It is our aim to encourage all students to co-operate with the happy and effective running of the school by affirming them as partners in this process, both in learning and playing situations.

Assemblies will be used as an opportunity to acknowledge individual achievement and in building the team and community ethos of the School.

Examples of student's work will be displayed in class and around the School.

Staff should praise and offer recognition of students who follow playground rules. Many opportunities are present to recognise and encourage students who comply with our requirements. An alert, proactive teacher on duty can make a major difference to playground demeanour.

Subtle recognition of correct uniform and consistent reminders by alert, proactive staff will encourage significant improvement in student appearance.

- Rewards may include:

- Praise
- Positive notes and telephone calls/emails home
- Specific privileges
- Certificates

- **Secondary ACE Merit Award Program**

This is based on positive signatures being awarded to students in the following categories:

**A: Academic** – anything to do with academic achievement/attainment (e.g. excellence in a project)

**C: Community** – this can incorporate House activities, camps, excursions, House sport, community service, helping staff, representing the School (e.g. debating, co-curricular involvement)

**E: Effort** – any student who has a great approach and makes an improved effort or consistent effort.

There are five levels of achievement:

1. ACE Award
2. Bronze Award
3. Silver Award
4. Gold Award
5. Principal's Award

## **2. BEHAVIOUR SUPPORT**

### **2.1 GENERAL POLICIES**

- Students are required to abide by the School's Rules and to follow the direction of teachers and other people with authority delegated by the School.
- Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action.
- The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence. When advised of the allegation, the student and possibly the parents or caregiver, will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. Principles of procedural fairness will apply.
- The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, a reprimand or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

- The Head of Campus will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of that view. The student (and parent/s) will be advised that if they wish this preliminary decision to be reviewed they may make application for a review process. The Principal will then either reconfirm the preliminary decision as final or amend the preliminary decision based on the additional information provided.

## 2.2 PRINCIPLES OF PROCEDURAL FAIRNESS

### 1. The right to be heard which includes:

- To know why the action is happening
- To know the way in which the issues will be determined
- To know the allegations in the matter and any other information which will be taken into account
- The right of the person against whom the allegations have been made to respond to the allegations.

### 2. The right of a person to an impartial decision that includes:

- To impartiality in the investigation and decision making phases
- To an absence of bias by the decision maker.

## Characteristics of the Student Body

At the conclusion of 2016, Clarence Valley Anglican School had an enrolment of 309 students in Kindergarten to Year 12. There are slightly more boys (56%) than girls (44%) across the school. As it is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English, and a number of students with special needs.

**Table 10 – Total School Enrolments**

Year level	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
K – 6	145	161	158	153	160	179	169	173	188	178
7 – 10	118	106	109	109	117	129	148	128	124	99
11 – 12	23	30	25	24	28	38	41	41	38	32
Total	286	297	292	286	305	346	358	342	323	309

## 10. School Policies

### A. Policies for Student Welfare

The school seeks to provide a safe and supportive environment which:

- minimizes risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development
- 

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures were in place during 2016.

Policy	Changes in 2016	Access to full text
Child Protection Policy encompassing: definitions and concepts; legislative requirements; preventative strategies; reporting and investigating "reportable conduct"; investigation processes; documentation		Issued to all staff and members of school Council. School Website. Parents may request copy by contacting School Reception.
Premises and Buildings Policy Emergency Procedure Policy Excursion Management Policy Encompassing: procedures for security of the grounds and buildings; use of grounds and facilities; emergency procedures; travel on school-related activities		Parents may request a copy by contacting School Reception.
Code of Conduct (All staff) Encompassing: duty of care and risk management; levels of supervision for on-site and off-site activities; guidelines for supervisors		On School Intranet & in Staff Handbook
Code of Conduct (Students) Encompassing: Code of conduct for students; Behaviour management.		School Intranet School Website
Behaviour Support Policy Encompassing: The pastoral care system and positive behaviour program.		School Website & Intranet Parents may request a copy by contacting School Reception.
Parent – School Communication Procedure Encompassing: Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being; Internet policy		Parents may request a copy by contacting School Reception. Internet policy in student enrolment form & School website.
Procedural Fairness Policy Encompassing: Grievance and Dispute Procedures		School Website Parents may request a copy by contacting School Reception.
Anti-Bullying and Harassment Policy including Safe and Supportive Environment Policy		School Website Parents may request a copy by contacting School Reception.
Privacy Policy		School Website
Staff Grievance procedures		Staff Handbook

## **B. Policies for Student Discipline**

Students are required to abide by the school's rules and follow the direction of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances. All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the school's Behaviour Support Policy and associated procedures is provided to all members of the school community through:

- The School Website

## **C. Policies for Complaints and Grievances Resolutions**

The School's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The full text of the School's policy and processes for complaints and grievances resolution is provided on request.

All School Policies are available for viewing through the front office.

## 11. School-Determined Improvement Targets

Area	2016 Priorities	2016 Achievements
<b>Primary School</b>		
Teaching and Learning	<p>Development of school policy in the area of Geography</p> <p>To support staff in the implementation of the new History Syllabus K-6</p>	<p>New Geography policy developed for implementation February, 2017. Staff developed scope and sequence to link to current HSIE policy.</p> <p>New History policy developed and implemented. Reporting outcomes reviewed and focused on the assessment of Historical concepts and skills.</p>
Student Wellbeing	<p>Review and development of pastoral care programs</p> <p>Continued focus on mental health issues for Junior School students</p>	<p>Review of Student of the week' award. The title was changed to 'Pride' award for implementation in 2017. Focus will continue to be on individual achievements across all areas of School Life.</p> <p>Three Junior School executive staff members joined the Wellbeing committee to review and further develop school policy in the areas of mental health. School approached Kids Matter for implementation across the school in 2017.</p>
Staff Development	<p>Continued focus on sending staff to in-service courses</p> <p>Workshops to be led by internal staff at staff meetings</p>	<p>Sue Cairns AIS Consultant in-serviced staff and worked with Head of Cathedral Campus and Learning Support Co-ordinator.</p> <p>Staff attended in-service courses related to mental health and student wellbeing, caring for ASD students in the classroom and the implementation of the new Science and Technology curriculum using Primary Connections.</p> <p>Staff led professional sharing sessions in staff meetings in the areas of programming and pedagogy and the implementation of updated curriculum areas, including Science and Technology.</p> <p>Sharing of information was encouraged at staff meetings.</p>
Facilities and resources	<p>Review and update of classroom resources, including tables and carpeting</p> <p>Review of resources needed for the effective implementation of the new Geography Syllabus K-6</p>	<p>New table tops were purchased and placed onto the Kindergarten and Year One desks.</p> <p>New resources purchased with points from Woolworths Earn and Learn initiative, including resources for History and Geography.</p>
Community	<p>Continued focus on media coverage of CVAS Junior School events</p>	<p>Development and use of CVAS Facebook page. Junior School staff encouraged to take pictures of exciting classroom events and school events for placement of Facebook</p> <p>Daily Examiner invited to all CVAS Junior School events and Junior School representatives attended all community events.</p> <p>School Council members invited and attended all events held at the Cathedral Campus.</p>

Area	Priorities 2016	Achievements 2016
<b>Secondary School</b>		
Teaching and Learning	<ul style="list-style-type: none"> <li>• Building the integrity of teaching, learning and assessment, in particular for senior years.</li> <li>• Encouraging active learning and educational risk taking</li> <li>• Building an academic and learning culture in senior grades particularly.</li> <li>• Renewed focus on literacy and numeracy.</li> <li>• Implementation of Google Drive.</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of Senior Silent Study to encourage academic learning culture in Stage 6.</li> <li>• Creation of assessment submission box</li> <li>• Google Drive and classroom implemented across the school. Movement to all forms electronically submitted</li> <li>• VTR Secondary Leadership Team Meetings met weekly to reduce loss of face-to-face teaching time. Decision to prioritise NCIS events over local groundswell events.</li> <li>• Creation of Stage 5 Elective Taster Session and Stage 6 Subject Taster Days to greater inform student choice.</li> <li>• Year 10 Academic Meetings trialled in Term 4</li> <li>• Secondary staff upskilled in RAP data and SMART data.</li> <li>• Re-introduction of Academic Assemblies at the beginning of Term 3.</li> <li>• Maintenance of ICAS Competition</li> </ul>
Student Wellbeing	<ul style="list-style-type: none"> <li>• Implementation of Mind Matters and SenseAbility programs (7-12) in Tutor.</li> <li>• Regular Wellbeing meetings with Heads of House and HOSWB.</li> <li>• Intensive wellbeing sessions/days for each grade.</li> <li>• Continuation of building Tutor system and referrals.</li> <li>• Update MAP files with greater communication levels electronically</li> <li>• Appointment of qualified counsellor once a week.</li> <li>• Involvement in community focus groups, such as suicide prevention and awareness.</li> <li>• Recognise need for specific staff to be trained to better cater for student wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• MAP files updated to Google docs with email notifications and spreadsheet overviews</li> <li>• Counsellor appointed with high number of appointments weekly. Occasional need for additional days during peak times.</li> <li>• Regular attendance of HOSWB at community focus groups</li> <li>• Stage and Year-based Wellbeing Days conducted throughout the year</li> <li>• Presentation to students and staff from Black Dog representatives, and evening session held for parents</li> <li>• "Sticks and Stones" incursion presentation to Clarenza Campus</li> <li>• Staff specific P/D</li> <li>• Individual student mediation sessions throughout the year</li> <li>• Identified "at risk" student behaviours, resulting in parent interviews</li> <li>• Head of Wellbeing participated in direct involvement in establishment of "Our Healthy Clarence" in response to youth suicide rates in area.</li> <li>• Headspace presentations</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>• Secondary School teachers online PL on autism and mental health.</li> <li>• Mental Health and Behaviour Management PD.</li> <li>• Learning PD through in-school PL</li> <li>• Additional subject-based PL and learning PL through AIS and other associated bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Learning sessions weekly on Wednesday afternoon and weekly Briefings on Friday mornings. Timing based on highest ratio of part-time staff present on site.</li> <li>• TEAMS Diploma of Business/Leadership offered to all staff</li> <li>• Embedding Excellence collaborative team Meetings</li> </ul>

Facilities and resources	<ul style="list-style-type: none"> <li>• Creation of faculty-based staff areas and new Common Room.</li> <li>• Construction of 3 new classrooms and break-out rooms for implementation with Stage 3 but adaptable space for future expansion. Additional pergola for Stage 3 outdoor activities.</li> </ul>	<ul style="list-style-type: none"> <li>• New Common Room and faculty areas implemented.</li> <li>• New classrooms constructed and utilised at high capacity.</li> </ul>
Community	<ul style="list-style-type: none"> <li>• Consultation of the community through Embedding Excellence Survey</li> <li>• Continued encouragement of involvement of parents and the wider community within the school.</li> <li>• Use of social media to encourage presentation of the School across a range of activities.</li> <li>• Use of Tutor system to encourage parent-teacher communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding Excellence Surveys conducted and responses evaluated.</li> <li>• Regular P&amp;F Meetings</li> <li>• Facebook usage increased</li> <li>• Newsletter discussed at weekly Executive meetings to ensure consistency of communication.</li> <li>• Electronic booking system for Parent-Teacher Evenings maintained.</li> <li>• Increased use of social media, through facebook and twitter, to raise the profile of the School. Maintained connection with local newspapers.</li> </ul>

## 2017 PRIORITIES – AREAS FOR IMPROVEMENT

Area	Priorities
<b>Primary School</b>	
Teaching and Learning	<p>Development and review of school policy in the area of English to follow recommendations from K-2 screeners</p> <p>Review of Mathematics policy document to ensure that it supports the development of Mathematics concepts to mastery level K-6</p> <p>To support staff in the implementation of the new Geography Syllabus K-6</p>
Student Wellbeing	<p>Review and development of K-6 Behaviour policy</p> <p>Continued focus on mental health issues for Junior School students</p>
Staff Development	<p>Continued focus on providing professional development for staff in the area of literacy and numeracy, both within the school and externally.</p> <p>Continued focus on staff meeting sessions being led by staff at staff meetings</p> <p>Introduction of staff reviews</p>
Facilities and resources	<p>Continued update of classroom resources, particularly carpeting</p> <p>Review and inventory of resources needed for the effective implementation of the Mathematics Syllabus K-6</p> <p>Purchase of additional decodable big book readers for Stage One teachers to use</p>

Community	Continued focus on media coverage of CVAS Junior School, including advertising of Pre-Kinder and the new Early Learning Centre
<b>Secondary School</b>	
Teaching and Learning	<ul style="list-style-type: none"> <li>• Identification of Literacy and Numeracy skills designated to particular subjects - long term plan to be implemented explicitly into assessment tasks.</li> <li>• Introduction of Engineering Studies, Design &amp; Technology, Hospitality and Aboriginal Studies to the Stage 6 curriculum.</li> <li>• Increase of Year 12 face-to-face through removal of Half-Yearly Examinations and evaluation of UNE HSC Booster Days</li> <li>• Taster Sessions/Days to be brought forward to enable earlier timetabling of classes.</li> <li>• Appointment of full-time Head of STEM.</li> <li>• Year 11 2018 Academic Options Meeting Programme formalised.</li> <li>• Growth of Performing Arts (Peripatetics programme, Music Elective and Music as a SACs option)</li> <li>• Introduction of HICES Debating</li> <li>• Implementation of Staff Review Programme</li> </ul>
Student Wellbeing	<ul style="list-style-type: none"> <li>• Award system (such as Long Tan) to be self-nominated and require students</li> <li>• Campus-wide implementation of Cyber-safety awareness campaign (parents, students and staff)</li> <li>• Professional learning for staff on Anxiety in students.</li> <li>• House Leaders faculty staffroom</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>• Weekly Monday afternoon meetings with a range of focus areas.</li> <li>• Instruction-based PD filmed and placed on Staff Google Classroom.</li> <li>• Professional Learning sessions documented via Google classroom and attendance/reflections recording in the lead-up to roll-out of Teacher Accreditation</li> <li>• 'Teach Meets' for interested teachers.</li> <li>• Explicit Instruction PD (literacy and numeracy) a focus for the year to tie in with Primary focus.</li> <li>• Collaborative Sessions on Individual Education Plans</li> </ul>
Facilities and resources	<ul style="list-style-type: none"> <li>• Construction of Amenities block</li> <li>• Investigation of new purpose-built STEM building</li> <li>• Purchase of new computers for B8</li> <li>• Update of outdated hardware - smartboard projectors, old staff computers</li> <li>• Purchase and roll-out of new ICT hardware: ubiquitous wireless ready for BYOD and new ICT Software: TASS.web school-wide database</li> </ul>
Community	<ul style="list-style-type: none"> <li>• Second round of Embedding Excellence surveys at the end of Term 3.</li> <li>• Introduction of Sports, Activities and Community Service (SACS) to develop the whole-child.</li> </ul>

## 12. Initiatives promoting Respect and Responsibility

The School wants all students to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility.

Our conscious efforts to promote respect and responsibility include:

**Primary**

- A K-12 Behaviour Support Policy is implemented effectively
- Year 5 and 6 Student Representatives on the school SRC
- Year 6 students leading House Championship afternoon for PK-2 students
- Year 4 buddies with Pre-Kinder to develop leadership skills in Year 4
- Kindergarten and Pre-Kinder integrated activities throughout the year
- Kindergarten staff provide relief from face to face (RFF) lessons with Pre-Kinder weekly
- Weekly assemblies (K-2, 3-4 and 5-6) where awards and certificates are given for achievements and recognition of improvements that have been made
- A 'Student of the Week' is awarded weekly, acknowledging achievements in areas other than academic and sporting achievements
- Students are formally recognised for community involvement and after school activities in our newsletter, class page on the extranet and on school reports
- Weekly Chapel and whole school services
- Life Education
- School discos each semester
- Participation in the ANZAC Day March and the March of Youth during the Jacaranda Festival

**Secondary**

- Wellbeing program for Senior School.
- An active anti-bullying policy.
- An effective Behaviour Support Policy
- Fortnightly assemblies in which students are given awards and certificates for achievement and improvement.
- Students are formally recognised for community involvement and after school activities.
- Fortnightly Chapel and whole school worship.
- Seminars for students regarding respect, bullying, cyber-safety.
- Peer support programs.
- Foundation Day ceremonies and activities led by senior students.
- The Student Representative Council.
- Socials/Discos – organised by the SRC.
- Participation in community events (eg. Red Cross Appeal, Salvation Army Red Shield Appeal, Shave for a Cure, Anzac Day March).
- Participation in Rotary and other Leadership programs.
- A community service program at local Anglican parishes.

**13. Parent, Student and Teacher Satisfaction****Parent Satisfaction**

Clarence Valley Anglican School places a strong emphasis on the three-way relationship between student – teacher – home and values ongoing communication. We have developed a wide means of communication with our community so that open and transparent communication is available to all. The fortnightly newsletter is sent via email to all parents and if this is not possible, a printed version is made available. The School website has been redeveloped and is a source of up-to-date information on a range of events held at the School as well as a place to access photos, policies and is a wonderful source for communication. The Skoolbag App provides a very efficient means of communicating with parents. Contributors encourage feedback, whether positive or negative.

The School receives feedback from many sources including:

- Parent/Teacher Interviews.
- Parents attending chapels and assemblies.
- A fortnightly CVAS newsletter is praised for its informative content.
- Parents felt they had a real input into the life of their children's school by joining the Parents and Friends Association. The P&F is an active and supportive group of parents who are enthusiastic in helping fundraise for necessary items at the School and senior staff members regularly attend these meetings to let people know what is happening. Feedback is always appreciated at these meetings.
- A series of information evenings are held annually at the school to cover topics such as; homework, pastoral care, subject selection, careers advice, essay writing, but to name a few.

### **Student Satisfaction**

Student feedback indicates the following:

- The School is a safe and caring place that values the whole person
- The teaching staff are respectful of the students in their care
- The teachers create positive learning environments and are well-prepared
- Students are given a suitable range of academic subject choice
- Students are given a suitable range of co-curricular choice
- The School has a strong Christian foundation and encourages personal responsibility
- Students feel that they can speak to staff at any time, either directly to the teachers or by emailing them.

Students are also encouraged to communicate with other students, with teachers and with parents. There are several Student Representative Councils across the K-12 environment where students can express their concerns.

### **Teacher Satisfaction**

Staff are involved in regular Meetings and Briefings in which matters can be raised and discussed. Specific meetings are put in place for Pastoral Care, Academic and Sporting matters. These meetings give the wider staff an opportunity to raise and discuss issues.

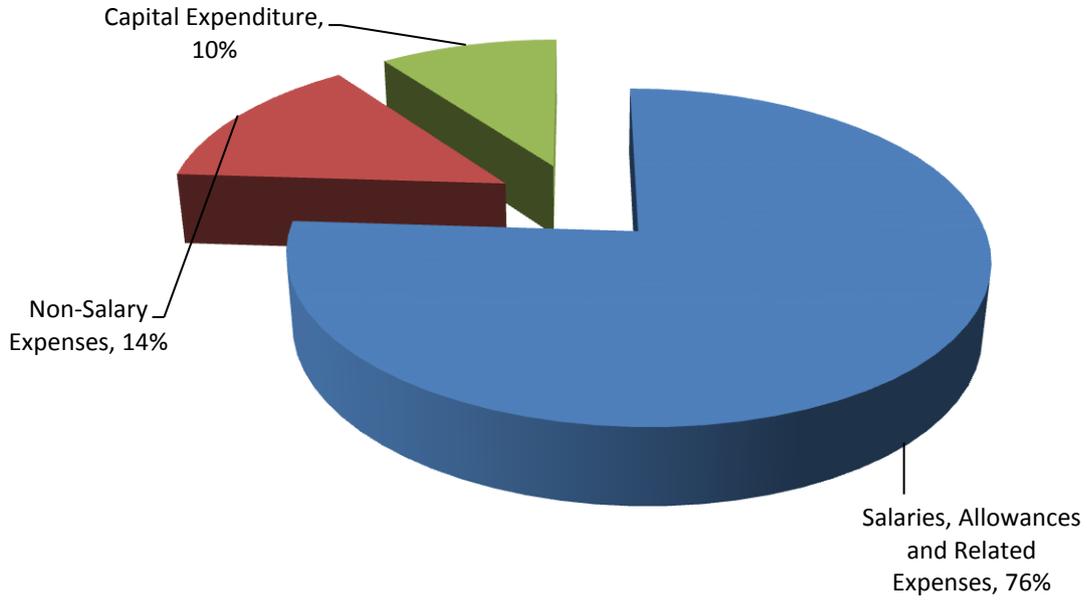
Teacher feedback indicates the following:

- The strong focus on student wellbeing and learning
- The sound administration and general operation of the School
- The presentation, cleanliness and general upkeep of the School grounds and facilities
- The overall culture of learning and respect reflected by the student body

## **14. Summary Financial Information 2016**

The following charts show income and expenditure percentages and are a representation of the information provided to the Commonwealth as part of our reporting requirements under the *State Grants (Primary and Secondary Education Assistance) Act 2000*; and in agreement between the Commonwealth and the School.

### Graph 1 – CVAS Expenditure Summary 2016



### Graph 2 – CVAS Income Summary 2016

