



Clarence Valley
ANGLICAN SCHOOL

Learning to Live; Learning for Life!



2015 ANNUAL REPORT

Clarence Valley Anglican School
Grafton NSW

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1. Message from Key School Bodies

Report from Chairman of School Council

2015 saw a new Principal of Clarence Valley Anglican School. Mr Alan Green, formerly of Newcastle Grammar School, took up the challenge of leading our School. Ably assisted by Mrs Cheryl Freeman as Head of Junior School and Mr Aaron Dewhurst as Director of Teaching and Learning at the Senior School, Mr Green set about refocusing the School on academic endeavour and achievement. This task was given to him by the School Council, along with streamlining the operation of the school to better support good educational outcomes.

The School Council has sought to the best of its ability to support the Principal and Staff in providing all that is needed to facilitate the life of the School. The School continues to receive support from the Diocese of Grafton financially and in other ways. This support and helpful guidance to the School has enabled the School Council to envision a confident future for the School.

The 2015 members of the School Council were:

The Right Reverend Dr Sarah Macneil, Bishop of Grafton (President)

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

Mrs Janet Croft

Mr Derek Alden

Mr Jim Barnett

Mr Green's time as Principal was intentionally an interim leadership role to prepare the School for its next Principal, so at the December meeting of the Council he advised that he would continue in his role until the next Principal was appointed. His time at the School will conclude at the end of Term 2 in 2016. We wish to thank him for the extraordinary effort he, and his wife Bronwyn, have put in for the good of the School. His leadership has fulfilled the tasks we asked of him and laid a solid foundation for the future.

As Term 3 begins in 2016 Mr Martin Oates, formerly Principal of St Luke's Anglican School in Bundaberg Qld, will commence as the 7th Principal of Clarence Valley Anglican School. We look forward to all that he will bring to the life of the School and as we seek to provide the best educational opportunity in the Clarence Valley.

The Very Reverend Donald Kirk
Chairman

Report from the Principal

In 2015 the School successfully completed the BOSTES Registration & Accreditation process, and was granted a further five years of registration and accreditation. This is the maximum allowable timeframe that BOSTES can register and accredit an Independent School. This maximum registration and accreditation reinforces and validates the professional programmes conducted at CVAS. I want to thank and congratulate the staff on setting such a high standard which enables the School to offer so much to our students.

During 2015 the senior leadership of the School was restructured with a greater emphasis on academic rigour and outcomes, as well as student wellbeing. The House system has been strengthened and a greater emphasis on literacy & numeracy across the School has been implemented.

It has been decided to implement the Association of Independent School's Embedding Excellence programme in 2016. This will enable the School to set priorities for improvement. The School will

survey parents, staff and students during the first half of 2016, and then set the improvement agenda during the second half of the year. It has also been decided to conduct an ICT review during Term III, 2016. Both these programmes will benefit CVAS enormously.

2015 continued to see student outcomes improve and the School is confident that with the changes made in 2015, student outcomes will continue to improve in 2016.

Mr Alan G. Green
Principal

Report from the Parents and Friends Association

The Parents and Friends Association is an integral part of the Clarence Valley Anglican School community. It aims to create an inclusive and vibrant parent community, providing opportunities for all parents to be involved in school life.

The P & F help organise many social events throughout the year, including the well-attended “Hit That Hit” Musical Bingo. Additionally, there were Mothers’ Day and Fathers’ Day stalls, Easter and Grandparents’ Day raffles and the successful barbeques operated during School socials.

The P & F’s work involves an element of fundraising each year, which directly benefits students at the School. One particular initiative, of which we are especially proud, is a donation to the School’s Literacy Program.

Each year many members of the parent community provide much needed support and assistance to families in need within the School community. This support is provided in the true spirit that forms the objectives of the P & F.

The P & F look forward to continuing their strong relationship with the staff and School community.

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 360 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 Alan G. Green, commenced in this role in January, 2015.

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 2015, 18 students completed the NSW Higher School Certificate in 17 subjects (not including Life Skills) offered at Clarence Valley Anglican School. In general, student achievement was around state level.

The staff at Clarence Valley Anglican School would like to congratulate graduating class of 2015 on their outstanding efforts and Higher School Certificate results. The highlights include:

100% of students who applied for early entry into university received an offer of placement
 100% of students achieved 60% or more (Band 3) in at least one subject
 63% of students achieved 70% or more (Band 4) in at least one subject
 13% of students achieved 80% or more (Band 5) in at least one subject

Congratulations to our Dux for 2015, Nikita Avery, who achieved an ATAR of 86.2.

While the majority of students (18) in the 2015 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:

- Pathways
- Distance Education
- Vocational Education and Training Courses

Table 1 – Individual HSC Subject Results

Subject	Number of Students	Performance Band Achievement by Percentage		Average HSC Examination Result	
		Bands 3 – 6	Bands 1 – 2	CVAS	State
Agriculture	3	100	0	67	71
Ancient History	6	67	33	63	71
Biology	9	78	22	67	71
Business Studies	1	100	0	61	74
Chemistry	4	100	0	72	76
Community & Family	1	100	0	74	
English Advanced	10	100	0	71	80
English Standard	8	25	75	59	67
English Extension 1	1	100	0	74	84
Food Technology	3	100	0	69	71
Geography	4	100	0	73	74
History Extension	3	33	67	64	78
Industrial Technology	3	100	0	66	70
Mathematics General	11	82	18	62	69
Mathematics	4	100	0	74	78
Maths Extension 1	2	50	50	71	81
Modern History	8	88	12	69	75
PDHPE	7	86	14	71	73
Senior Science	4	100	0	69	71
Visual Arts	2	100	0	81	79

Table 2 – Band Results

	2008	2009	2010	2011	2012	2013	2014	2015
Cohort Size	17	12	13	8	18	18	21	18
% Band 5 and 6 Results (including Extension E3 & E4)	23	38	42	22	23	19	14	10
% 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

RoSA

In 2014, 27 students completed their Year 10 studies. Two students required the issuance of a Record of School Achievement. This was based on both students leaving for the workforce.

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 2015, 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 – 2015 NAPLAN Results

Year 3	CVAS Bands 4 – 6	State Bands 4 – 6	CVAS Bands 1 – 3	State Bands 1 – 3
Reading	65	71	35	29
Writing	81	77	19	23
Spelling	65	68	35	32
Grammar & Punctuation	68	76	32	24
Numeracy	47	62	53	38
Measurement, Data, Space & Geometry	53	63	47	37
Number, Patterns & Algebra	41	65	59	35
Year 5	CVAS Bands 6 – 8	State Bands 6 – 8	CVAS Bands 3 – 5	State Bands 3 – 5
Reading	66	60	34	40
Writing	66	53	34	47
Spelling	72	65	28	35
Grammar & Punctuation	72	60	28	40
Numeracy	63	56	37	44
Measurement, Data, Space & Geometry	70	61	30	39
Number, Patterns & Algebra	60	56	40	44
Year 7 (26 students)	CVAS Bands 7 – 9	State Bands 7 – 9	CVAS Bands 4 – 6	State Bands 4 – 6
Reading	54	58	46	42
Writing	38	41	62	59
Spelling	75	67	25	33
Grammar & Punctuation	53	57	47	43

Numeracy	48	55	52	45
Measurement, Data, Space & Geometry	60	56	40	44
Number, Patterns & Algebra	43	53	57	47
Year 9 (35 students)	CVAS Bands 8 – 10	State Bands 8 – 10	CVAS Bands 5 – 7	State Bands 5 – 7
Reading	50	50	50	50
Writing	10	38	90	62
Spelling	53	59	47	41
Grammar & Punctuation	33	46	67	54
Numeracy	46	55	54	45
Measurement, Data, Space & Geometry	34	53	66	47
Number, Patterns & Algebra	49	54	51	46

The 2015 NAPLAN results reflected the staff perceptions of each of the respective year groups. The results have indicated:

- Year 3 had particularly commendable achievement in Writing. However, the areas for improvement include: reading, grammar/punctuation and all areas in numeracy.
- Year 5 was a particularly strong cohort and demonstrated above state average results in all literacy and numeracy skills areas.
- Year 7 achieved commendable results in both spelling and measurement/data/space/geometry. However, numeracy and number/patterns/algebra needs attention.
- Year 9 needs particular focus on writing, grammar/punctuation and measurement/data/space/geometry.

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

4. Senior Secondary Outcomes

In 2015, all students in the Year 12 cohort were awarded a Higher School Certificate, except those completing their HSC through Pathways.

In 2015, no 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
2015	HSC	100%
2015	VET qualification	0

5. 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 2015

Professional Learning Event	Number of Staff Participating
Senior First Aid	3
Raising Girls, Raising Boys	1
Early Learners Leadership Conference AIS	1
Staff Training: HSC Marking	1
DSE and planning for NCCD	1
Staff Training: Business Administration Certificate IV	1
Staff Training: Diploma in Business	1
Edval Timetable training	2
Building Learning Communities Conference	1
TAA Briefing	1
Managing Challenging Behaviours	2
ETA Conference	2
Draft writing Briefing – senior years	1
AIS Special Education	1
BOSTES Consistent Teacher Judgement workshop	2
AIS NSW Primary Conference	1
Song-writing for Teachers	1

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

6. Workforce Composition

Workforce Composition

In 2015 Clarence Valley Anglican School had 55 teaching and non-teaching staff members. Of these 29% were male and 71% were female. One staff member is identified as being from an indigenous background.

The School had:

- 26 full-time teaching staff
- 9 part-time teaching staff
- 3 full-time support staff
- 14 part-time support staff

Average teacher attendance

Total school days	187
Total staff	29.41
Total teaching days	5499.7
Total days absence	196
As % of total days	3.56 %
Average attendance per staff member	96.44 %
Average number of days per staff member	180.34

7. Student Attendance and Retention Rates

Student Attendance

Attendance by Year on an average day in 2015:

Kindergarten	93.20%	Year 7	93.81%
Year 1	92.22%	Year 8	92.76%
Year 2	83.76%	Year 9	87.28%
Year 3	88.83%	Year 10	85.92%
Year 4	87.35%	Year 11	88.33%
Year 5	94.78%	Year 12	96.00%
Year 6	94.69%		

90.68% of students attended school, K to Year 12, on average each school day 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%

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.

8. Post-School Destinations

Of the 37 students in Year Ten (2013), 19 left CVAS prior to their completion of the HSC in 2014. 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 on health grounds.

Of the 20 graduating HSC (2015) cohort, post-school destinations included: university, TAFE, work, ADFA, Chaplaincy programmes, travel/GAP year.

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 2015, Clarence Valley Anglican School had an enrolment of 323 students in Kindergarten to Year 12. There are slightly more boys than girls 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
K – 6	145	161	158	153	160	179	169	173	188
7 – 10	118	106	109	109	117	129	148	128	124
11 – 12	23	30	25	24	28	38	41	41	38
Total	286	297	292	286	305	346	358	342	323

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 (or developed) during 2015.

Policy	Changes in 2015	Access to full text
Child Protection Policy encompassing: definitions and concepts; legislative requirements; preventative strategies; reporting and investigating "reportable conduct"; investigation processes; documentation	updated	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	updated	On School Intranet & in Staff Handbook
Code of Conduct (Students)		School Intranet

Encompassing: Code of conduct for students; Behaviour management.		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	updated	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	2015 Priorities	2015 Achievements
Primary School		
Teaching and Learning	<p>Development of school policy in the area of History K – 6.</p> <p>Review of Science & Technology policy, including a focus on the reporting outcomes, ensuring they reflect the scientific ability within the children.</p>	<p>New History policy developed for implementation February 2016. Staff developed scope and sequence to link to current HSIE policy.</p> <p>New Science policy developed and implemented. Reporting outcomes reviewed and focused on the assessment of scientific skills.</p>
Student Welfare	<p>Continued focus on the role of the Chaplain within the school and effective Chapel services for students in K-6.</p> <p>Development of “star student” award system K-6 to focus on rewarding children outside of academic and sporting achievements.</p> <p>Focus on anti-bullying measures in the Junior School, catering for children of this age.</p>	<p>Class groups rostered on to lead Chapel each week to engage students and enhance participation.</p> <p>Star student implemented and reviewed. The title was changed to “student of the week” and focused on individual achievements across all areas of school life.</p> <p>Staff discussed and reviewed classroom strategies to introduce anti-bullying principles at an appropriate level for the students.</p>
Staff Development	<p>Access AIS consultants to work with staff in the areas of differentiating and managing children with needs in the classroom.</p> <p>Focus on sending staff to in-service courses and then having internal PD with staff presenting information to colleagues at staff meetings. Ensure that new scheme teachers have the opportunity to attend accredited in-service courses so they can fulfil their mandatory hours.</p> <p>Staff to be in-serviced on effective use of the IWB</p>	<p>Sue Cairns AIS Consultant in-serviced staff and worked with Head of Cathedral Campus and Learning support Co-ordinator.</p> <p>There was an increase in staff sent out on in-services. Head of Cathedral Campus alerted staff to online in-service courses, which many staff completed.</p> <p>Staff shared programs being used on the IWB for other staff to look into. Sharing of information was encouraged at staff meetings.</p>
Facilities and resources	<p>Update data projectors in Junior School classrooms.</p> <p>Review of resources used outside eg: PE & sport, maintenance of resource rooms.</p>	<p>Data projectors were purchased and installed at the Cathedral Campus.</p> <p>Stage One Co-ordinator maintained resource room for outdoor equipment. New items were ordered where needed.</p>

	Review of resources needed for effective implementation of the new History syllabus in 2016.	New resources purchased with points from Woolworths Earn & Learn initiative.
Community	<p>Development of the Community Garden with grants from Live Life Well. Commencement of CVAS 'Pop Up' stalls where fresh produce is sold to parents.</p> <p>Increased focus on media coverage of CVAS Junior School events.</p> <p>Invitations extended to CVAS School Council to attend Junior School events.</p>	<p>Garden commenced and pop-up stalls created when fresh produce was available.</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	Achievements
Secondary School		
Teaching and Learning	<ul style="list-style-type: none"> Implementation of Australian Curriculum and focus on the 2015 updates. Professional Development for more staff across a wider range of courses. Focus on differentiation in the classroom. Streaming of English, Maths and Science Classes in 8-10. 	<ul style="list-style-type: none"> PD support given to all subjects required to implement the Australian Curriculum. AIS, BOSTES, TAA and other PD opportunities offered to all staff on a regular basis. Whole school PD on differentiation in the classroom and adjusted tasks for specific students. Support provided through Head of Learning Support role and classroom. Continued streaming of core classes. Complete review of teaching and learning programmes in consultation with the AIS in preparation for BOSTES Registration and Accreditation
Student Welfare	<ul style="list-style-type: none"> Anti- Bullying measures and pastoral support. Focus on creating a "Happy School" environment. More intensive Pastoral Care support for students. Implementation of new Tutor group system Pastoral Care Executive Team 	<ul style="list-style-type: none"> Behaviour Support Policy reviewed and updated including anti-bullying measures. K-12 programs researched and evaluated for usefulness for CVAS. Planning for Mindmatters and Kidsmatter. Well-being program implemented. Transition to Heads of House structure Regular Pastoral Care Executive team meetings.
Staff Development	<ul style="list-style-type: none"> Workshops for staff across a range of KLAs. Internal PD Days at CVAS led by CVAS staff. Mentoring of beginning teachers by senior teachers. HODs team. 	<ul style="list-style-type: none"> In-School PL provided on best practice for teaching and learning programmes. All staff given time to revisit programming and enhance learning culture across all KLAs. HODs team reshaped to Academic Leadership Team: HOF: Humanities, STEM and PDHPE.
Facilities and resources	<ul style="list-style-type: none"> Computer Lab being used regularly as a normal classroom. iPads being used from Library for all classes. Rooms set for KLAs to incorporate learning 	<ul style="list-style-type: none"> Computer lab usage at 100% with regular access for Technology subjects. iPad booking records demonstrate high and regular usage. KLA based subjects not possible due to shortage of classrooms. COLA regularly used for classes, in particular Sport

	spaces related to set content. <ul style="list-style-type: none"> Utilising of undercover external areas as teaching space. Redevelopment of Library Area as teaching space. 	and PDHPE. <ul style="list-style-type: none"> Library Classroom regularly used for lessons and separate designated space provided.
Community	<ul style="list-style-type: none"> Continued encouragement of involvement of parents and the wider community within the school. Links to local businesses supporting co-curricular activities at the school. Use of local media to encourage presentation of the school across a range of activities. 	<ul style="list-style-type: none"> Reinforcement of P/T evenings to ensure that community received feedback from staff. Electronic booking approach implemented. Continued connections between businesses and newsletter advertising Increased use of social media, through facebook and twitter, to raise the profile of the School. Maintained connection with local newspapers.

2016 PRIORITIES – AREAS FOR IMPROVEMENT

Area	Priorities
Primary School	
Teaching and Learning	Development of school policy in the area of Geography. To support staff in the implementation of the new History Syllabus K-6.
Student Welfare	Review and development of pastoral care programs. Continued focus on mental health issues for Junior School students.
Staff Development	Continued focus on sending staff to inservice courses. Workshops to be led by internal staff at staff meetings.
Facilities and resources	Review and update of classroom resources, including tables and carpeting. Review of resources needed for the effective implementation of the new Geography Syllabus K-6.
Community	Continued focus on media coverage of CVAS Junior School events.
Secondary School	
Teaching and Learning	<ul style="list-style-type: none"> Building the integrity of teaching, learning and assessment, in particular for senior years. Encouraging active learning and educational risk taking Building an academic and learning culture in senior grades particularly. Renewed focus on literacy and numeracy. Implementation of Google Drive.
Student Welfare	<ul style="list-style-type: none"> Implementation of Mind Matters and Senseability programs (7-12) in Tutor. Regular Well-being meetings with Heads of House and HOSWB. Intensive well-being sessions/days for each grade. Continuation of building Tutor system and referrals. Updated MAP files with greater communication levels electronically via Google Drive. Appointment of qualified counsellor once a week. Involvement in community focus groups, such as suicide prevention and awareness.
Staff Development	<ul style="list-style-type: none"> Secondary School teachers online PL on autism and mental health. Mental Health and Behaviour Management PD. Learning PD through in-school PL Additional subject-based PL and learning PL through AIS and other

	associated bodies.
Facilities and resources	<ul style="list-style-type: none"> • Creation of faculty-based staff areas and new Common Room. • 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.
Community	<ul style="list-style-type: none"> • Consultation of the community through Embedding Excellence Survey • Continued encouragement of involvement of parents and the wider community within the school. • Use of social media to encourage presentation of the School across a range of activities. • Use of Tutor system to encourage parent-teacher communication.

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.

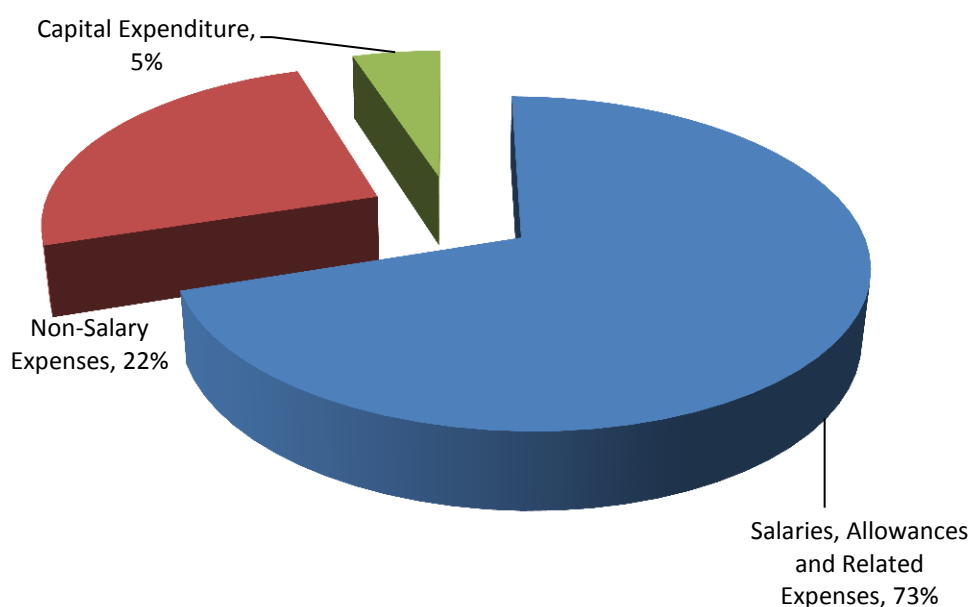
Teacher feedback indicates the following:

- 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 2015

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 2 – CVAS Expenditure Summary 2015



Graph 3 – CVAS Income Summary 2015

