



Clarence Valley  
ANGLICAN SCHOOL



# 2018 ANNUAL REPORT

*Clarence Valley Anglican School*  
*Grafton NSW*

Learning to Live; Learning for Life!

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# Message from Key School Bodies

## Report from the Principal

In 2018 Clarence Valley Anglican School celebrated its 20 Year anniversary. It was a time to reflect on the vision of those members of the diocese who first mooted the idea of an Anglican School in Grafton. Bishop Huggins laid the Foundation stone and Mr Ken Langford - Smith was the first Principal. A lot of members of the diocese, staff, parents but most importantly students, have done so much to make CVAS the wonderful school that it is. I wish to acknowledge them all. 20 years on we have had some ups and downs but there is no doubt that we are here to stay and grow with above budget enrolments in 2018 reflecting this. The vision is to be the best school in the Clarence Valley in the short term and a leading educational institution within the state in the next 20 years.

The Cocktail Evening run in Term 1 as part of our Foundation Day slash 20 Year Celebration was a lot of fun and it was wonderful that past Principals Chris Ivey and Alan Green were able to come back to help us celebrate. At our Foundation Service we started our second time capsule and we have been adding to it throughout the year. The time capsule will be placed next to the Flagpole at the Clarenza Campus at the end of paving with tiles from school families that was organised by the P&F.

This year, as CVAS sits within two traditional lands and borders a third, we successfully implemented Aboriginal Languages as our 100 hours of mandatory language. We were fortunate to have a Gumbaynggir language specialist come on board to deliver an engaging program of language and culture to our Year 7 cohort. One particular highlight was the cultural excursion to Coffs Harbour. The class travelled to Sealy Lookout, where students were introduced to some important stories, language and culture; including, fire-making, a dance workshop, bush-tucker, a bush-medicine demonstration and landmark identification. We look forward to growing the course further in 2019.

The School is now hosting four of the five rounds of the Northern Division HICES Debating Competition. Our debaters are winning best speaker awards and at the local Philosothon a

student was recognised as the most promising philosopher. As part of our Christian Studies Program we have introduced a course in partnership with the local diocese so that students in Year 4 can be Admitted to Holy Communion. I am proud to report that the school held a music concert at both campuses. These are the first concerts since I have been Principal and the relationship with the Grafton Conservatorium is growing.

While there were many sporting highlights in 2018, success at the Jacaranda Festival and winning the percentage trophy at the NCIS Athletics Carnival spring to mind. The Equestrian team continues to go from strength to strength and is representing the school at more competitions.

This year we opened a new amenities block at Clarenza Campus and established amenities at our property at Glenreagh. This will accommodate many more excursions and visits to *Farnworth*.

The mood across the School community continues to be positive about their school. The hard working Parents and Friends Association contribute greatly to friend and fund raising. This year they have donated a defibrillator to each campus and have supported the 20 Year celebrations. 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 with which to work. The combination of all of these things has made 2018 a memorable year.

Mr Martin Oates  
**Principal**



# Report from Chairman of School Council

2018 was a busy year for Clarence Valley Anglican School (CVAS). There was much to be excited about, and many things for me to write about on behalf of our School Council.

School Council members all contribute to the effective governance of CVAS, which is a very important and rewarding experience. Throughout 2018 Phillip Bonser continued in the role of Interim Chair of School Council. Phillip provided excellent leadership of the School Council during the year. I took over the role of Chair in early 2019, so I write this report on Phillip's behalf. In 2018 we lost two experienced and valuable School Council members in Bill Adler and Terri Jackson. I wish to publically thank both Bill and Terri for their contributions toward School Council discussions over their years of involvement. To compensate for this loss we were able to find two capable replacements in The Very Rev'd Dr Greg Jenks and Sonia Lloyd. Thank you Greg and Sonia for joining our School Council in 2018.

Several School Council members attended the CVAS 20 year anniversary celebration on the 23<sup>rd</sup> March 2018. It was nice to reflect on the journey CVAS has taken, whilst also contemplating the exciting opportunities that the future brings as CVAS enters a renewed growth phase. With that in mind, I am pleased to report that enrolment numbers grew by 7.5% in the 2018 calendar year. At School Council we are very pleased with that result, and believe it is an exciting time to be involved in the School.

In 2018 School Council created and adopted a Marketing Plan for the school. You may have noticed the Pacific Highway billboards which were just one of the traditional media channels nominated in this plan. It is great to see the CVAS image around our beautiful Clarence Valley.

School Council made several resolutions throughout 2018 with the broader goals of inclusiveness and community in mind. At the forefront of those decisions was an expanded Scholarships Program and some changes to the current fee structure for continuing and new CVAS families (including a fee-freeze position and the removal of the enrolment application fee).

We were fortunate in 2018 to receive a commitment for a significant donation, which we are aiming to utilise for the construction of a Performance Centre. At this stage the donor remains anonymous and the project remains in the early planning phase. School Council are hoping to be able to provide the wider School Community with more information about this donor and this project in late 2019.

In late 2018 School Council also commenced the creation of a Clarenza Campus Masterplan. This is another exciting initiative and we look forward to sharing more about this with the School community in 2019.

Investing in the education of our Clarence Valley children is probably the wisest and most worthwhile of any investment. On behalf of School Council, my thanks go to the anonymous donor referred to above and also to the broader School Community who continue to invest in our children's education, enabling our excellent staff to deliver the finest of educational experiences for all of our children.

Kieran McAndrew  
**Chair**  
**Clarence Valley Anglican School Council Inc**  
**31 May 2019**



# Report from the Parents and Friends Association

The P & F has had another successful year in 2018. I was honoured to become president again this year and to work with our new executive and committee members to organise some great fundraisers. We have also been pleased to welcome some new members, and the change in venue for our meetings has been fantastic.

The P & F has continued to support the Literacy Programme, provide the shade cover over the play area at the Cathedral Campus, and provided a defibrillator for the Clarenza Campus.

We have held many successful fund (and fun) raisers, including:

- Easter Raffle
- Mothers' & Fathers' Day stalls
- BBQs at Bunnings
- Colour Run
- Bingo Night
- Saraton Movie Ticket fundraiser

I would like to thank all the parents and staff who helped us by giving up their time to support our fundraising efforts this year. I would also like to thank all the businesses for their support throughout the year, assisting the P & F to carry out our fundraising efforts. Our committee believe it is an honour and privilege to work for the students of our School, providing funds to enhance the educational resources and school environment, for the benefit of our children and staff.

Being involved with Parents & Friends is so rewarding and we encourage all families and friends to join us to experience the community spirit that is so much a part of Clarence Valley Anglican School.

Heidi Teare  
**P & F President**

# About Clarence Valley Anglican School

## 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 Mr Kieran McAndrew. 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.

## 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.

## Characteristics of the Student Body

At the conclusion of 2018, Clarence Valley Anglican School had an enrolment of 328 students in Kindergarten to Year 12. There are slightly more boys (55.79%) than girls (44.21%) 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.

### Total School Enrolments

Year level	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
K – 6	145	161	158	153	160	179	169	173	188	178	160	164
7 – 10	118	106	109	109	117	129	148	128	124	99	103	121
11 – 12	23	30	25	24	28	38	41	41	38	32	39	43
<b>Total</b>	286	297	292	286	305	346	358	342	323	309	302	328

## Student Outcomes in Standardised National Literacy and Numeracy Testing

### 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 students' knowledge and skills in various components of literacy and numeracy.

In 2018, 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.

## 2018 NAPLAN Results

### Percentage of students at above national minimum standard (top two bands)

	Year 3 CVAS (Bands 5 & 6)	3 NSW	Year 5 CVAS (Bands 7 & 8)	5 NSW	Year 7 CVAS (Bands 8 & 9)	7 NSW	Year 9 CVAS (Bands 9 & 10)	9 NSW
Reading	73%	54%	38%	39%	21%	28%	27%	22%
Writing	73%	45%	8%	16%	7%	16%	4%	14%
Spelling	57%	51%	31%	39%	32%	34%	4%	26%
Grammar & Punctuation	67%	56%	62%	38%	21%	31%	15%	21%
Numeracy	60%	42%	29%	31%	31%	31%	15%	28%
<b>Preliminary Findings in higher-ability</b>								
Year 3	Outstanding support strategies in place for higher-ability students. Potential for more attention in promoting spelling.							
Year 5	Sound support strategies in place for higher-ability numeracy. More focus needed in literacy, especially spelling.							
Year 7	Sound support for higher-ability students in numeracy and spelling. More extension required in literacy; reading, grammar and punctuation.							
Year 9	Some support evident in reading extension. More extension required in all other areas.							

*Green Shading* – indicates above NSW level

*Yellow Shading* – indicates within 5% below NSW State Level

*Red Shading* – indicates below NSW State Level

## Percentage of students at or below National Minimum Standard (NMS)

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.

	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
<b>Reading</b>	7%	8%	14%	13%	29%	17%	15%	18%
<b>Writing</b>	7%	8%	25%	22%	50%	30%	64%	39%
<b>Spelling</b>	13%	11%	21%	13%	18%	16%	31%	20%
<b>Grammar &amp; Punctuation</b>	3%	10%	21%	14%	29%	17%	23%	20%
<b>Numeracy</b>	0%	11%	7%	14%	12%	15%	15%	14%

<b>Preliminary Findings in lower-ability</b>	
Year 3	Outstanding support for lower-ability students in all areas.
Year 5	Sound support for low-ability students in all areas but more attention could be given in grammar and punctuation.
Year 7	Sound support for students in spelling and numeracy. Greater support required in reading, writing, grammar and punctuation.
Year 9	Excellent support for low-ability students in reading, numeracy, grammar and punctuation. Greater support could be given for writing and spelling.

*Green Shading* – indicates below NSW level

*Yellow Shading* – indicates within 5% above NSW State Level

*Red Shading* – indicates above NSW State Level

The groundwork for our HSC results are reflected through following outstanding 2018 NAPLAN achievements:

Our Year 3 students achieved proficiency:

- 18% above NSW average in Numeracy
- 28% above NSW average in Writing
- 19% above NSW average in Reading
- 11% above NSW average in Grammar and Punctuation

Our Year 9 students also performed exceedingly well in Writing, where an average of 39% of NSW students do not reach National Minimum Standard, 95% of CVAS students achieved this Minimum Standard in 2018.

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

## Senior Secondary Outcomes

### RoSA

In 2018, 18 students completed their Preliminary Course and 18 students completed their Stage 5 studies. No students required the issuance of a Record of School Achievement.

### Higher School Certificate Results

In 2018, 26 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.

Four of these subjects achieved an average above 70. In most courses studied, there were individual students who achieved above the state average.

Of particular note were the achievements of our 2018 Dux, Caitlin Annesley, who attained high Band 5's and E3 in all of her subjects.

95% of students who applied for early entry into university received an offer of placement.

Clarence Valley Anglican School executive and teaching personnel wish to congratulate the graduating class of 2018 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 wishes all students every success in their future studies and endeavours.

While the majority of students (26) in the 2018 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

### Individual HSC Subject Results

	Number of Students 2018	2018 Average HSC Result			2017 Average HSC Result	
		CVAS Actual	CVAS Predicted	State Actual	CVAS	State
Aboriginal Studies	7	65.17	61.0	67.05	NA	68
Agriculture	7	67.26	65.1	71.39	67.73	70.58
Ancient History	4	69.30	64.0	72.76	NA	74
Biology	6	63.33	55.0	74.09	81.65	74.30
Business Studies*	1	74.35	NA	75	NA	75
Chemistry	5	63.32	65.0	74.82	63.27	75.28
Engineering Studies	6	67.10	72.7	74.55	NA	75

English Advanced	12	73.85	68.2	80.60	71.82	80.96
English Extension 1	1	37.30	43.0	42.08	22.40	41.26
English Standard	14	62.77	53.0	68.66	64.70	69.19
English Extension 2	0		NA		28.60	38.68
Food Technology	1	-	NA	72.91	70.90	71.52
Geography	5	74.08	69.9	74.71	79.00	74.87
Hospitality Examination (Food and Beverages)	6	63.27	NA	72.00	NA	74
Timber Industrial Technology	10	63.50	73.6	68.01	70.20	67.54
Maths Extension 1	1	25.60	30.5	39.65	NA	42
Mathematics General 2	18	60.68	60.0	69.92	64.84	68.51
Mathematics	7	59.71	60.0	78.20	59.40	77.96
Modern History	8	67.38	70.1	73.88	63.05	73.73
PDHPE	5	60.68	53.0	72.29	69.50	71.03
Physics	3	63.73	74.3	73.18	65.47	73.45
Senior Science	0		NA		70.92	70.91
Society & Culture	0		NA		62.60	77.00
Visual Arts	6	77.27	75.6	79.80	77.36	79.74
*Community and Family Studies	1	56	NA	73	NA	75
*Music 2	1	88	NA	88	NA	87
*Primary Industries	1	87	NA	75	NA	75

*Green Shading* - denotes above State level.

*Yellow Shading* - denotes at State level.

\* Denotes either studied via Distance Education or TVET.

- Denotes student did not sit examination.

## Band Results

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Cohort Size	12	13	8	18	18	21	18	16	14	26
% Band 5 and 6 Results (including Extension E3 & E4)	38	42	22	23	19	14	10	24	29	10
% Band 4, 5 and 6 Results (including Extension E2, E3 & E4)	84	88	51	67	51	45	47	62	79	46

## Vocational Training

In 2018, 96% of the Year 12 cohort were awarded a Higher School Certificate.

In 2018, one student of the Year 12 cohort participated in vocational or trade training.

### Year 12 attaining a certificate/ VET qualification

Year 12	Qualification/ Certificate	Percentage of students
2018	HSC	96.2%
2018	VET qualification	3.8%

# Teacher Professional Learning, Accreditation and Qualifications

## 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.

### Professional Learning 2018

Professional Learning Event	Number of Staff Participating
Anaphylaxis First Aid Training	37
Dynamiq Fire Warden Training	40
Asthma First Aid for Schools Online Training	37
Headspace Workshop on Anxiety/Stress/Resilience	27
TASS Training	37
The Impact of Physical Activity and Nutrition on Classroom Behaviour and Academic Performance Seminar	30
NESA Effective Practices in Stage 6 Assessment Workshop	15
New Syllabus Workshops – separate workshop for Biology, PDHPE, Physics, History, Technology and Mathematics	6
NCCD Moderation Network Workshop	2
AIS Training – Introduction to Arduino	1
NESA Training – Introduction to Highly Accomplished and Lead Teacher Accreditation	1



VALID Marking Workshop	1
AHISA Director of Studies Conference	1
ETA Webinar Series -The Craft of Writing - English Advanced & Standard Module C	1
Technology and Coding for Teachers of K-6 Workshop	1
Mandatory Upgrade of Certificate VI Training and Assessing Course	1
Printmaking Course for Art Teachers	1
Fusion 360 Course – Autodesk 360 Printing CAD/CAM Training	1
Daytime 2018 – Technology in Music Education Training	1
Duke of Edinburgh – AAT Training and Networking	1

#### 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	32
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
Proficient	28
Provisional	4

# Workforce Composition

In 2018 Clarence Valley Anglican School had 31 teaching and 19 non-teaching staff comprising 28% males and 72% females. 1 staff member was identified as being from an indigenous background.

The split of school staff was:

<b>School Staff 2018</b>	
<i>Teaching Staff</i>	
Full Time	20
Part Time	12
Full Time Equivalent (FTE)	26.35
<i>Non-Teaching Staff</i>	
Full Time	3
Part Time	16
Full Time Equivalent (FTE)	11.67

## Average Teacher Attendance

Total school days	188
Total staff (full-time equivalent)	26.2
Total teaching days	4,925.6
Total absence days	250
Proportion of absence days to total teaching days	5.0%
Proportion of attendance days to total teaching days	95.0%
Average attendance days per staff member	178.5

# Student Attendance and Retention Rates

## Student Attendance Rates

Attendance by Year on an average day in 2018:

Year	Attendance Rate	Year	Attendance Rate
Kindergarten	93.00%	Year 7	88.65%
Year 1	93.86%	Year 8	88.97%
Year 2	92.30%	Year 9	88.87%
Year 3	93.00%	Year 10	87.45%
Year 4	94.43%	Year 11	93.00%
Year 5	87.97%	Year 12	91.22%
Year 6	90.05%		

90.98% of students (K to Year 12) attended school on average each school day in 2018. This is a very slight improvement to 90.37% of students (K to Year 12) who attended school on average each school day in 2017.

## Management of Non-Attendance

Absences are recorded each day electronically by the class teacher in Primary School and the Tutor Teacher in Secondary School. 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 via SMS or telephone call 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.

## Retention Rates

71.88% of the 2016 Year 10 cohort completed Year 12 in 2018. The retention rate over the past three years has been increasing.

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%
2015 – 2017	20	14	14	70.00%
2016 – 2018	32	26	23	71.88%

**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.

## Post-School Destinations

Of the 32 students in Year Ten (2016), 6 left CVAS prior to their entering the HSC course in 2017. The post-school destinations for these students included: employment, relocation to other schools outside the area due to family relocation, departure from school for full-time employment or traineeship, VET courses.

Of the 26 graduating HSC (2018) cohort, post-school destinations included: university, TAFE, traineeships, full-time employment, ADFA, travel/GAP year.

# Enrolment Policy

## INTRODUCTION

Clarence Valley Anglican School is a co-educational, PreKinder to Year 12 day school underpinned by the ethos of the Anglican Church and operating within the policies of the NSW Education Standards Authority. The School considers every application for enrolment carefully considering the guidelines of appropriate government policy.

Procedure Link: ***Enrolment Procedure***

## Policy

Our enrolment framework encompasses the following:

1. 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:
  - a. siblings of students currently enrolled at the school
  - b. Multiple family enrolment
  - c. the date order in which Enrolment Application Forms are received
2. The School has an Anglican Christian ethos and welcomes applications from students regardless of their ethnic origin, religious beliefs and chosen future career pathway.
3. Children entering PreKinder must be four (4) years of age by 31st July in the year they are entering the program. However, the school recommends that the child turns four (4) before the 31st March in the year they are entering the program. Children who commence in the PreKinder program must be fully toilet trained prior to their commencement at the school.
4. Parents whose children do not proceed to Kindergarten are required to provide one term's notice, in writing, to the Principal.
5. Children entering Kindergarten must be five (5) years of age by 31st July in the year they are entering the program. However, the school recommends that the child turns five (5) before the 31st March in the year they are entering the program.
6. During the enrolment process, the school reserves the right to request additional information or assessment conducted internally or externally to ensure the individual learning needs of students can be fully catered for on enrolment.

7. 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.
8. Failure to disclose information or the provision of misleading information during the enrolment process may result in a review of the child's enrolment.
9. When the enrolling student requires adjustments the Principal will meet with the parents and other relevant/appropriate health professionals to consult regarding the identified adjustments, and how/if these can be implemented.
10. Where the school can demonstrate that the enrolment will cause unjustifiable hardship in relation to the student and the circumstances of the school, the enrolment will not proceed.
11. The School does not hold places for students if the offer of enrolment, the Enrolment Application Fee and accompanying paperwork has not been returned within the 14 day time frame.
12. 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.
13. One full term's notice of withdrawal of a student from the School is required in writing, addressed to the Principal, by the first Friday of the term prior to departure, otherwise a full term's tuition fees will be charged in lieu of notice. Continuing enrolment from one year to the next is assumed and the full term notice applies.
14. Requirements for continuing enrolment include: having no outstanding school fees, maintaining acceptable attendance rates and behaving as per the Student Behaviour Policy. Any failure to comply with these requirements may result in the student's enrolment being reviewed. Upon review the student's enrolment may be subsequently terminated at the discretion of the Principal.

**Related Documents:**

- *Behaviour Support Policy*
- *Student Code of Behaviour Policy*
- *Enrolment Procedure Policy*
- *Current Business Notice*

# School Policies

## Policies for Student Welfare

The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:

- Meet the personal, social and learning needs of students;
- Provide early intervention programs for students at risk; and
- Develop student's 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 2018:

Summary	Policy	Changes in 2018	Access to full text
<b>Child Protection Policy</b>			
This policy provides guidelines for ensuring students in our care are safe. The policy encompasses: definitions and concepts; legislative requirements; preventative strategies; reporting and investigating; reportable conduct; investigation processes; and documentation.	<u><a href="#">Child Protection Policy</a></u>	The <u><a href="#">Child Protection Policy</a></u> was revised in February 2018 to include staff PD requirements and new staff induction requirements with regard to Child Protection.	The full text of the <u><a href="#">Child Protection Policy</a></u> is issued to all staff and School Council members.  This Policy is available for viewing on the School website and at either campus reception.
<b>Security Policies</b>			
These policies provide procedures for security of the grounds and buildings; use of grounds and facilities; emergency procedures; and the use of locks and alarms.	<u><a href="#">Premises, Building and Facilities Policy</a></u>	No change in 2018.	Parents may request a copy of these policies by contacting School Reception.  The Policies are also available for viewing at either campus reception.
	<u><a href="#">Emergency Evacuation Policy</a></u>	No change in 2018.	
	<u><a href="#">Lockdown Policy</a></u>	No change in 2018.	
	<u><a href="#">Clarenza Campus Security Policy</a></u>	No change in 2018.	
	<u><a href="#">Cathedral Campus Security Policy</a></u>	No change in 2018.	

<b>Supervision Policies</b>			
This policy encompasses staff duty of care and risk management; levels of supervision for on-site and off-site activities; and guidelines for supervisors	<u><i>Staff Code of Conduct</i></u>	No change in 2018.	The full text of the <u><i>Staff Code of Conduct</i></u> is issued to all staff.  Parents may request a copy of this Policy by contacting School Reception.  This Policy is available for viewing at either campus reception.
<b>Student and Communication Policies</b>			
These policies encompass: expectations of staff and students, 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; ways in which staff and students can raise concerns; and the procedures in place to maintain privacy of information required by the school.	<u><i>Student Code of Behaviour Policy</i></u>	No change in 2018.	Parents may request a copy of these policies by contacting School Reception.  These policies are available for viewing at either campus reception.  The <u><i>Privacy Policy</i></u> is available on the School website.
	<u><i>Staff Code of Conduct</i></u>	No change in 2018.	
	<u><i>Grievance and Disputes Policy and Procedure</i></u>	No change in 2018.	
	<u><i>Parent-School Communication Policy</i></u>	No change in 2018.	
	<u><i>Privacy Policy</i></u>	No change in 2018.	
<b>Pastoral Care Policies</b>			
These policies encompass the pastoral care system and positive behaviour program of the school; the definitions and mechanisms for dealing with bullying and harassment; the schools policy for maintaining a safe environment for students and the school's procedural fairness statement.	<u><i>Behaviour Support Policy</i></u>	No change in 2018.	Parents may request a copy of these policies by contacting School Reception.  These policies are available for viewing at either campus reception.  The <u><i>Behaviour Support Policy</i></u> , <u><i>Anti-Bullying and Harassment Policy</i></u> and <u><i>Procedural Fairness Policy</i></u> are available on the School website.
	<u><i>Anti-Bullying and Harassment Policy</i></u>	No change in 2018.	
	<u><i>Safe and Supportive Environment Policy</i></u>	No change in 2018.	
	<u><i>Procedural Fairness Policy</i></u>	No change in 2018.	



## Policies for Anti-Bullying

Summary of Policy	Changes in 2018	Access to full text
<p>The School's <u><i>Anti-Bullying and Harassment Policy</i></u> provides processes for responding and managing allegations of bullying or harassment.</p>	No change in 2018.	<p>Parents may request a copy of the policy by contacting School Reception.</p> <p>The policy is available for viewing on the School website or at either campus reception.</p>

## Policies for Student Discipline

Summary of Policy	Changes in 2018	Access to full text
<p>The School's <u><i>Behaviour Support Policy</i></u> and associated procedures provides that 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.</p> <p>Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.</p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> <p>All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.</p>	No change in 2018.	<p>Parents may request a copy of the policy by contacting School Reception.</p> <p>The policy is available for viewing on the School website or at either campus reception.</p>

## Policies for Complaints and Grievances Resolutions

Summary of Policy	Changes in 2018	Access to full text
The school's <u>Parent –School Communication Policy</u> 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.	No change in 2018.	Parents may request a copy of the policy by contacting School Reception.  The policy is available for viewing on the School website or at either campus reception.

## School-Determined Priority Areas for Improvement

### 2018 Priorities and Achievements

Primary School		
Area	2018 Priorities	2018 Achievements
Teaching and Learning	Development and review of school policy in the area of Science and Technology.	K-6 scope and sequence in the area of Science and Technology implemented in 2018.
	Focus on review of Mathematics scope and sequence PK-6.	Scope and sequence reviewed and updated. K-2 removed the use of a set text book in the classroom in line with new scope and sequence. Years 3-6 to move away from textbooks at the commencement of 2019.
Student Welfare	Continued focus on providing a range of co-curricular opportunities for the students to enjoy and develop their social skills.	Co-curricular hours were reviewed and updated for implementation in 2019. Opportunities for after-school sports were sought, along with increased opportunities for co-curricular activities during the school day.
		New Safety on Wheels area designed for the students to access as part of the new PDHPE syllabus. Students have the opportunity to use scooters safely under the supervision of their teacher. Road safety is the basis of

		<p>this initiative but it supports healthy living principles as well.</p>
	Continued focus on promoting positive mental health	<p>Review and update of the K-6 Pride award system occurred. This primarily focused on providing opportunities to promote positive practices which promote positive mental health for our students.</p> <p>School counsellor worked closely with a number of students. A positive mental health arts program was designed and was trialled with a small group of students. It is ready for full implementation with groups in 2019.</p>
Staff Development	Professional development in the area of literacy and numeracy in line with LNAP project.	Staff completed a number of professional development sessions in the areas of literacy and numeracy run by AIS consultants. Additional professional learning opportunities occurred with K-6 staff attending professional learning sessions in Sydney.
	Focus on staff professional development in readiness for the implementation of the new Science and Technology syllabus in 2018.	<p>Stage Two staff attended external professional learning sessions and then internally provided professional learning to the remainder of the staff around the syllabus document. Staff participated in digital technologies training at staff meetings.</p> <p>New resources were purchased to ensure the school had appropriate digital technologies equipment required for addressing this element of the syllabus.</p>
Facilities and Resources	Continued purchase of literacy and numeracy resources to support the recommendations from LNAP project.	<p>Decodable big books were purchased to update our resources. These were linked to the scope and sequence.</p> <p>An inventory of required maths resources was taken and new resources purchased. This included; write and swipe templates, mini-clocks, plastic notes/coins, concrete resources for place value and fractions.</p>

Community	Focus on regular updates on Facebook and advertising on the radio, including inviting members of the community for PK Come and Play mornings via local radio 103.1.	Facebook continued to be the focus for community awareness around the events at the school.
		The Daily Examiner was invited to events and information regarding school community involvement was part of our marketing.
		School held a garage sale and invited the broader community to be part of the event at the Cathedral Campus.

<b>Secondary School</b>		
<b>Area</b>	<b>2018 Priorities</b>	<b>2018 Achievements</b>
Teaching and Learning	Continuation of Literacy and Numeracy skills designated to particular subjects - long term plan to be implemented explicitly into assessment tasks.	Staff continued to employ Explicit-Direct Instruction as a means to embedding Literacy and Numeracy in classes and assessments for 2019.
	Continuation of Engineering Studies, Design & Technology, Hospitality and Aboriginal Studies to the Stage 6 curriculum.	Successful introduction of Engineering Studies, Design & Technology, Hospitality and Aboriginal Studies to the Stage 6 curriculum complemented by resourcing and professional development.
	UNE HSC Booster Days to continue for students of Science, Mathematics, Agriculture, Business and PDHPE.	UNE HSC Booster Days made optional based on subjects and Major Works.
	Taster Sessions/Days to be brought forward to enable earlier timetabling of classes.	Taster Sessions took place in Term 2 first round student selections were completed by the beginning of Term 3.
	Year 11 2020 and Year 12 2019 Academic Mentoring Meeting Programme formalised.	Year 11 2020 and Year 12 2019 Academic Mentoring Meetings completed for all individuals at throughout the Semester.
	Growth of Performing Arts (Peripatetics programme, Music Elective and Music as a SACs option).	Two peripatetic Music teachers employed, Growth of Elective Music Subject in both Stage 5 and 6 since appointment of Qualified Music Teacher at the end of 2017.

	Continuation of HICES Debating.	HICES Debating formalised across the district and continues to be part of all future annual calendars.
	Continuation of Staff Review Programme.	New Director of Teaching and Learning and Head of Clarenza Campus appointed.
		New Director of Student Wellbeing appointed.
		Secondary staff upskilled in SMART data.
		Maintenance of ICAS Competition to offer extension.
Student Wellbeing	Award system (such as Long Tan) to be self-nominated and require demonstration of experiences and qualifications.	Award system (such as Long Tan) self-nominated and included demonstration of experiences and qualifications.
	Campus-wide implementation of Cyber-safety awareness campaign (parents, students and staff). Continued support from Safe on Social in the development of an internet usage policy for students.	Campus-wide implementation of Cyber-safety awareness campaign (parents, students and staff). Safe on Social – Kirra Pendergast.
	Professional learning for staff on Anxiety in students.	All Stage co-ordinators completed Mental Health First-Aid Training. Professional learning for staff on Anxiety in students and other wellbeing matters.
	Staffroom to be subject focussed in layout to allow better communication from Stage Co-ordinators.	
Staff Development	Weekly Wednesday afternoon PD sessions with a range of focus areas.	Weekly meetings took place.
	Instruction-based PD filmed and placed on Staff Google Classroom.	PD more regularly recorded for communication purposes.
	Professional Learning sessions documented via Google classroom and attendance/reflections recording in the lead-up to roll-out of	Reflections following Professional Learning implemented but not all staff show buy in to the initiative.

	Teacher Accreditation.	
	Explicit Instruction PD (literacy and numeracy) a focus for the year to tie in with Primary focus.	Regular Professional Learning sessions on Explicit Direct Instruction.
	Collaborative Sessions on Individual Education Plans.	Collaborative Sessions on Individual Plans on a regular basis.
		Curriculum PD areas for subjects with syllabus change.
Facilities and resources	Construction of Amenities block.	Amenities block in Semester 2, 2018.
	Master Plan to be generated for use in future Block Grant Applications and to provide direction and growth of the school.	Completion of Master Plan due for 2019.
	Purchase of laptops to update staff computers.	New laptops purchased for staff and redundant computers replaced.
	Update of B8 computers to run minimum standard testing apps and the new apps required for NAPLAN online.	All staff provided with new laptops.
	Purchase and roll-out of new ICT hardware: ubiquitous wireless ready new ICT Software: TASS.web school-wide database.	Additional Ubiquitous wireless supports enabled across the campus.
Community	Monthly P&F meetings.	Regular P&F Meetings attended by Executive members.
		Facebook usage increased.
		Stalls at community events such as Loving Life and Curry Fest.
	Continuation of Sports, Activities and Community Service (SACS) to develop the whole-child.	Successful continuation of Sports, Activities and Community Service (SACS) to develop the whole-child.

## 2019 Priorities – Areas for Improvement

Primary School	
Area	Priorities
Teaching and Learning	Implementation of the new PDHPE syllabus.
	Continue to build development of units of work in relation to new PDHPE syllabus.
	Continue to build development of the digital technologies strand within the S&T syllabus.
	Reviewing K-6 Assessment Plan policy.
	Continuation of the implementation of EDI throughout the K - 6 teaching cohort.
	Years 3 - 6 follow new scope and sequence for Mathematics without the use of textbooks.
	School subscriptions to Professor Pete (Mathematics support) and Inquisitive (History, Science and Geography support).
	Continued development of peripatetic music/singing program provided by the Clarence Valley Music Conservatorium for students in school hours.
Student Welfare	Continued focus on access to the school counsellor at the Cathedral Campus for younger students.
	School Chaplain to commence working at the Cathedral Campus. School Chaplain to work closely with the School Counsellor in supporting students and their families.
	Continuation of co-curricular options/program available in school and out of school hours for K-6 students.
	Community Garden recreated on Cathedral Campus to support students and families.
	Monitoring of Pride Awards, Win Bins and Class Awards provided to students.
Staff Development	Professional Development continuing for Literacy and Numeracy for Primary Staff as part of our LNAP requirements.
	Executive staff to attend literacy and numeracy Masterclasses in Sydney (LNAP).
	School has been asked to consider presenting our Literacy school story in Sydney.
	PD on new Interactive TV/Tablet.
	Various PD for staff throughout the year.
Facilities and Resources	Increase in aide time to support increasing numbers in PreKinder.
	Sandpits to be sanitized and filled with clean sand. Soft fall topped up.
	Each teaching classroom installation of Interactive tablet/TV.
	Teaching staff access to laptops.

	Big book purchases and math purchases (LNAP).
Community	Facebook posts to continue to be a focus for sharing with the community all things CVAS.
	Representation in local sport competitions - DEX Hockey is an example of one of the local sport comps entered.
	School representation in many community events - ANZAC, Jacaranda, Dragon Boats, Markets, Church services, entering in events such as Grafton Eisteddfod and Grafton Show.
	Prekinder - come and play mornings to continue to be an area of focus.
	Supporting local Community Groups - Storr's Hall is used weekly by Grafton Line Dancers.
	Supporting Local Businesses – Staff from the Clarence Valley Music Conservatorium utilise our space for private lessons during the school day with students.

Secondary School	
Area	Priorities
Teaching and Learning	Staff Appraisal System including peer observation continues with Principal review of all teaching classrooms.
	Embedding of Literacy and/or numeracy into programmes through Explicit & Direct Instruction and formal assessment and recording of these skills to continue.
	English and Science across Stage 5 to be split into three ability based classes to extend talented students and support others.
	Mathematics trial across Year 7 and 10 separating low ability students from the mainstream cohort. This is to extend others and support these students better in numeracy skills.
Student Wellbeing	Interactive wellbeing program for Senior School inclusive of incursions from performing arts companies with a focus on student centred learning. Continuing support and involvement in Our Healthy Clarence initiative. Training of new Chaplain and Director of Student Wellbeing in mental health first aid.
Staff Development	Staff sharing of Professional Learning or exemplary practice.
	Weekly Wednesday Professional Learning Meetings (with Teacher Standards Identified regularly) and Friday Briefings for communication.



	<p>Professional Learning Sessions on:</p> <ul style="list-style-type: none"> <li>○ Behaviour Management</li> <li>○ First Aid</li> <li>○ Fire and Emergency</li> <li>○ Records and Reporting</li> <li>○ NCCD and Learning Support</li> <li>○ Wellbeing</li> <li>○ Raising academic standards</li> <li>○ Positive Psychology</li> <li>○ NESA Accreditation protocols</li> </ul>
Facilities and resources	To have a BGA approved for the new performing arts complex and to have work begin on the construction of this building on the Clarenza Campus.
	Purchase of new interactive whiteboards for all classrooms.
	Purchasing of new textbooks and resources for new syllabus documents.
	Purchase of replacement lockers and classroom furniture for one classroom annually.
Community	Consistency in regards to uniform across all year levels.
	Increased parent acknowledgement of the values of CVAS through the introduction of a Parent and Community expectations protocol and procedure.
	Staff to deliver a customer centred approach to all students and parents to allow individuals to feel appreciated and valued.

## 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 that is implemented effectively.
- Year 5 and 6 Student Representatives on the school SRC.
- Year 6 students leading House Championship afternoon for PK-2 students.
- Kindergarten and Pre-Kinder integrated activities throughout the year.
- Kindergarten staff provide relief from face to face (RFF) lessons with Pre-Kinder.
- 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.
- Pride Awards are 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 and on school reports.
- Weekly Chapel and whole school services.
- Life Education.
- School discos.
- 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 recognition awards and certificates for achievement and improvement.
- Students are formally recognised for community involvement and after school activities.
- Fortnightly Chapel and whole school worship.
- Incursions for students regarding respect, bullying, cyber-safety.
- Peer support programs through daily Tutor.
- 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 Leadership programs.

# Parent, Student and Teacher Satisfaction

## Parent Satisfaction

Clarence Valley Anglican School places a strong emphasis on the partnership 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 recently redeveloped and is a source of up-to-date information on a range of events held at the School. Further to this, the website provides a place to access photos, policies and is a wonderful source for communication. The CVAS 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, which is regularly praised for its informative content.
- The Parents and Friends Association. Parents felt they had a real input into the life of their children's school by joining the P&F. The P&F is an active and supportive group of parents who are enthusiastic in helping fundraise for necessary items at the School. Executive staff members regularly attend the P&F meetings to let people know what is happening. Feedback is always appreciated at these meetings.
- A series of information evenings which are held annually at the school to cover topics such as; homework, pastoral care, subject selection, careers advice and essay writing.
- Parents are also encouraged to contact the school at any time to provide feedback or to raise areas for improvement.

## Student Satisfaction

Students are 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.

Recent 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 choices.
- 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.

## 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 school's 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.

# Summary Financial Information

Summary financial information for the year-ended 31 December 2018 is represented graphically as follows:

