



Clarence Valley
ANGLICAN SCHOOL



Learning to Live; Learning for Life!

2017 ANNUAL REPORT

Clarence Valley Anglican School
Grafton NSW

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1. Message from Key School Bodies

Report from the Principal

2017 was a very progressive year with a little change and a lot of consolidation under the banner of *Kaizen* which means continuous improvement.

Some of the changes that occurred were the introduction of the *Sport Activities Community Service (SACS)* Program and the new *Literacy and Numeracy Action Plan (LNAP)*. We consolidated the subjects offered, introducing Hospitality and Engineering as this was what the students said they would like to study, while maintaining the usual HSC subject choices. We also put energy into improving the standard of uniform and respect among the students, which has created better relationships between students and staff.

The SACS program is for students in Years 7 – 10 which involves them choosing to do a Sport or Activity or Community Service on Friday afternoons. They get to choose each term with the proviso that they choose one term of community service each year. I acknowledge the success of the SACS Program has been largely due to the expertise of staff and the way they have positively embraced this new part of the timetable. Feedback from students is that they are really enjoying having the opportunity to try new things and take on projects of which they are passionate.

The LNAP was in its first phase in 2017, involving the lower Primary classes with the goal of introducing it “up” the school in subsequent years. The Program is supported by AISNSW Professional Development. While LNAP came as a bit of a shock to many of the experience teachers, is now embraced as the improved outcomes are shining through. The LNAP Program will make a huge difference to the learning of the students and it is a credit to our dedicated teachers that the changes are so quickly applied for the benefit of those in their care.

The mood across the School community changed throughout the year with the students, staff and parents all feeling more positive about their school. The hard working Parents and Friends Association contribute greatly to friend and fund raising. The School Council is a dedicated group of individuals determined to see the School succeed. The Staff show daily that they care and want the best outcomes for the students. The parents are supportive and the students are great people with which to work. This has resulted in a more cohesive and progressive working environment of which we can all be proud.

Mr Martin Oates
Principal

Report from Chairman of School Council

2017 has been a time of change for the Clarence Valley Anglican School Council. At the beginning of the year Father Donald Kirk was farewelled after nine years as Chair as he left Grafton to take up a new position as Archdeacon in the Diocese of Ballarat. I would like to take this opportunity to thank Fr Donald for his contribution to the life of the school and his leadership of School Council over such a long period.

Fr Donald was replaced by Mr David Mulvaney whose enthusiasm and expertise in planning and in financial matters had Council members considering a range of new ideas for growing the school and making it more sustainable through the inevitable ups and downs of a community experiencing significant changes. Mid-way through the year, though, David also left to accept a role with BHP in Brisbane. It was at this point that Bishop Sarah appointed me as Interim Chair in order to “fill the gap” until a suitable local person could be found.

During the year we welcomed Ms Nicole Townley and Mr Kieran McAndrew to the Council and towards the end of the year farewelled long-standing Council members Derek Alden and Dr James Barnett. We thank them both for their significant contributions to the Council over a number of years.

During 2017 Council focused much of its attention on continuing work initiated by David Mulvaney to develop and refine strategies to grow the enrolment of the school. Tangible evidence of these strategies include advertising on the north and south “entrances” to Grafton and the introduction of bus services direct to the school from Iluka and Woolgoolga. During the year Council approved a marketing plan to be implemented in 2018. These strategies are all designed to attract students and families to visit the school and to experience what life can be like at CVAS.

2017 also saw further changes in the senior leadership of the school with the departure of long-serving Business Manager, Maree Cook, and her replacement by Mr Ian Morris. I would like to take this opportunity to thank Maree for her dedicated service to the school and her commitment to the students and families of the CVAS community. Our new Business Manager has brought particular skills in financial management and the marketing and promotion of independent schools.

At Clarence Valley Anglican School, we hope that every student, parent and staff member feels valued and safe, irrespective of background and personal circumstances. We celebrate and encourage diversity and uniqueness. We encourage our students to achieve their best, whether it be academically, on the sporting field, in cultural pursuits or in some other field of endeavour. Most importantly we hope that whenever prospective students and parents visit the school they can immediately feel the quality of the relationships and the caring support that is so characteristic of the school community, reflecting its basis in the love of God.

School Council is looking forward to 2018 with great enthusiasm, knowing that the groundwork has been laid for growth in numbers, strengthening of the culture of caring support and the continuing growth and development of our students as active and vibrant contributors to the school and the community.

Mr Phillip Bonser
Chairman

Report from the Parents and Friends Association

The P & F Association has had another successful year in 2017. I was honoured to become President 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 we are working towards providing a defibrillator for the Clarenza Campus.

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

- Easter Raffle
- Mothers' & Fathers' Day stalls
- BBQs at the Junior School Discos
- Trivia With A Twist
- Colour Run
- Bingo Night
- Five Cent Friday
- Saraton Movie Ticket fundraiser

I would like to thank all the parents and staff who help 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

2. About Clarence Valley Anglican School

Vision Statement

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

- *Being*

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

- *Living*

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

- *Doing*

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

School Profile

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

The School Council governs the School; chaired by Mr Phillip Bonser. The Principal, Mr Martin Oates, commenced in this role in June, 2016.

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

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

Higher School Certificate Results

In 2017, 14 students completed the NSW Higher School Certificate in 16 subjects offered at Clarence Valley Anglican School. In general, student achievement was around NSW state level.

Seven of these subjects achieved an average above 70. Special acknowledgement is deserved of the achievement of the students in Biology, Geography, Industrial Technology and Senior Science where the results were above state average. In most courses studied, there were students who achieved above the state average.

Of particular note were the achievements of our 2017 Dux, Mara Steen, who attained excellent results in all subjects, 89% in Mathematics General and Band 6 (above 90%) in Biology.

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

The executive and teaching staff at Clarence Valley Anglican School congratulate the graduating class of 2017 HSC on their outstanding HSC achievements and results. As a small non-selective school we are very proud that so many of our Year 12 cohort were able to achieve results that not only surpassed the rest of the state but also allowed them access to further study. CVAS collectively wish all students every success in their future studies and endeavours.

While the majority of students (14) in the 2017 HSC cohort completed their courses over a two year period, students were able to access a number of flexible delivery and study pattern options including:

- Distance Education
- Vocational Education and Training Courses
- Pathways

Table 1 – Individual HSC Subject Results

| | Number of Students 2017 | 2017 Average HSC Result | | | 2016 Average HSC Result | |
|------------------|-------------------------|-------------------------|----------------|--------------|-------------------------|-------|
| | | CVAS Actual | CVAS Predicted | State Actual | CVAS | State |
| Agriculture | 3 | 67.73 | 70 | 70.58 | 70.32 | 71 |
| Ancient History | 0 | | NA | | 60.80 | 71 |
| Biology | 3 | 81.63 | 78 | 74.3 | 77.67 | 73 |
| Business Studies | 0 | | NA | | 72.15 | 73 |

| | | | | | | |
|-----------------------|----|-------|----|-------|-------|----|
| Chemistry | 3 | 63.27 | 65 | 75.28 | 77.90 | 75 |
| English Advanced | 10 | 71.82 | 70 | 80.96 | 74.80 | 80 |
| English Standard | 4 | 64.7 | 65 | 69.19 | 62.52 | 68 |
| English Extension 1 | 2 | 22.4 | 25 | 41.26 | 38.54 | 41 |
| English Extension 2 | 1 | 28.6 | 30 | 38.68 | 43.85 | 38 |
| Food Technology | 2 | 70.9 | 70 | 71.52 | NA | |
| Geography | 1 | 79 | 75 | 74.87 | 73.80 | 74 |
| Industrial Technology | 3 | 70.2 | 68 | 67.54 | 67.80 | 69 |
| Mathematics General | 12 | 64.84 | 65 | 68.51 | 60.60 | 68 |
| Mathematics | 2 | 59.4 | 65 | 77.96 | 87.70 | 77 |
| Maths Extension 1 | 0 | | NA | | 77.80 | 79 |
| Modern History | 5 | 63.05 | 65 | 73.73 | 65.04 | 74 |
| PDHPE | 4 | 69.5 | 70 | 71.03 | 69.95 | 72 |
| Physics | 3 | 65.47 | 65 | 73.45 | 73.60 | 72 |
| Senior Science | 4 | 70.92 | 70 | 70.91 | 77.65 | 73 |
| Society & Culture | 2 | 62.6 | 60 | 77 | 78.20 | 77 |
| Visual Arts | 5 | 77.36 | 75 | 79.74 | 75.60 | 79 |

Green denotes above State level, Yellow denotes at State level.

Table 2 – Band Results

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--|------|------|------|------|------|------|------|------|------|------|
| Cohort Size | 17 | 12 | 13 | 8 | 18 | 18 | 21 | 18 | 16 | 14 |
| % Band 5 and 6 Results (including Extension E3 & E4) | 23 | 38 | 42 | 22 | 23 | 19 | 14 | 10 | 24 | 29 |
| % Band 4, 5 and 6 Results (including Extension E2, E3 & E4) | 59 | 84 | 88 | 51 | 67 | 51 | 45 | 47 | 62 | 79 |

RoSA

In 2017, 26 students completed their Year Preliminary Course and 19 students completed their Stage 5 studies. No students required the issuance of a Record of School Achievement.

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 2017, Year 3, 5, 7 and 9 students participated in the national NAPLAN testing. The percentage of CVAS students' achievements compared to State achievement is shown in the table below.

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

| 2017 % at proficiency | | | | | | | | |
|--------------------------|------------------------------------|---------|---------------------------------|---------|------------------------------------|---------|------------------------------------|---------|
| | Year 3 CVAS (Bands 5 & 6) | 3 State | Year 5 CVAS (Bands 5 & 6) | 5 State | Year 7 CVAS (Bands 5 & 6) | 7 State | Year 9 CVAS (Bands 5 & 6) | 9 State |
| Reading | 74% | 51% | 32% | 40% | 26% | 31% | 21% | 25% |
| Writing | 82% | 53% | 12% | 18% | 20% | 21% | 11% | 18% |
| Spelling | 55% | 53% | 27% | 38% | 37% | 41% | 21% | 31% |
| Grammar & Punctuation | 77% | 62% | 30% | 36% | 20% | 30% | 16% | 25% |
| Numeracy | 57% | 43% | 31% | 33% | 33% | 35% | 21% | 30% |

Preliminary Findings in higher-ability

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 writing. More extension required in literacy, especially grammar and punctuation.

Year 9 Some support evident in reading extension. More extension required in all other areas.

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

Percentage of students at or below National Minimum Standard

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

| Years | Year 3 School (Bands 1 & 2) | 3 NSW | Year 5 School (Bands 3 & 4) | 5 NSW | Year 7 School (Bands 4 & 5) | 7 NSW | Year 9 School (Bands 5 & 6) | 9 NSW |
|-----------------------|-----------------------------|-------|-----------------------------|-------|-----------------------------|-------|-----------------------------|-------|
| Reading | 0% | 6% | 6% | 6% | 9% | 7% | 0% | 7% |
| Writing | 0% | 3% | 3% | 8% | 19% | 10% | 5% | 18% |
| Spelling | 0% | 5% | 3% | 7% | 8% | 6% | 5% | 8% |
| Grammar & Punctuation | 5% | 8% | 9% | 8% | 14% | 9% | 0% | 10% |
| Numeracy | 0% | 5% | 3% | 5% | 11% | 4% | 0% | 3% |

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

Preliminary Findings in lower-ability

| | |
|--------|--|
| 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 reading and spelling. Greater support required in writing, grammar, punctuation and numeracy |
| Year 9 | Excellent support for low-ability students in reading, writing, grammar, punctuation and numeracy. Greater support could be given for spelling |

The groundwork for our HSC results are reflected through following outstanding 2017 NAPLAN achievements:

Our Year 3 students achieved proficiency:

- 14% above NSW average in Numeracy
- 29% above NSW average in Writing
- 23% above NSW average in Reading
- 15% above NSW average in Grammar and Punctuation

Our Year 9 students also performed exceedingly well with:

- 100% of our students reaching National Minimum Standard in Reading, Grammar, Punctuation, and Numeracy.
- In Writing, where an average of 18% of NSW students do not reach National Minimum Standard, 95% of CVAS students achieved this Minimum Standard in 2017.

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

4. Senior Secondary Outcomes

In 2017, all students in the Year 12 cohort were awarded a Higher School Certificate.

In 2017, two students of the Year 12 cohort participated in vocational or trade training.

Table 4 – Year 12 attaining a certificate/ VET qualification

| Year 12 | Qualification/ Certificate | Percentage of students |
|---------|----------------------------|------------------------|
| 2017 | HSC | 100% |
| 2017 | VET qualification | 14.3% |

5. Post-School Destinations

Of the 26 students in Year Ten (2015), 12 left CVAS prior to their completion of the HSC in 2016. The post-school destinations for these students included: employment, relocation to other schools in the area for subject choices, relocation to other schools outside the area due to family relocation, departure from school for full-time employment or traineeship.

Of the 14 graduating HSC (2017) cohort, post-school destinations included: university, TAFE, traineeships, full-time employment, ADFA, travel/GAP year.

6. Professional Learning and Teacher Standards

Staff Professional Learning

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

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

Table 5 – Professional Learning 2017

| Professional Learning Event | Number of Staff Participating |
|--|-------------------------------|
| First Aid | 4 |
| CPR Update | 44 |
| Cyber bullying Seminar | 47 |
| Fire Training | 47 |
| TASS Training | 47 |
| Wellbeing Facilitators Course | 2 |
| Staff Training: Diploma in Business | 1 |
| Kids Matter Introductory Course | 2 |
| Mind Matters Seminar | 2 |
| AIS - Explicit Instruction and Assessment Module 1 & 2 | 1 |
| NCIS Meet Manager Training | 2 |
| Revised Stage 6 Syllabuses Familiarisation Workshops | 3 |
| Depth of Learning in Stage 6 Science Webinar | 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 | 29 |
| 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 | 27 |
| Provisional | 2 |

7. Workforce

Workforce Composition

In 2017 Clarence Valley Anglican School had 29 teaching and 18 non-teaching staff comprising 23% males and 77% females. 1 staff member was identified as being from an indigenous background.

The split of full-time and non-teaching staff was:

- 21 full-time teaching staff
- 8 part-time teaching staff
- 3 full-time non-teaching staff
- 15 part-time non-teaching staff

Average Teacher Attendance

| | |
|--|---------|
| Total school days | 184 |
| Total staff (full-time equivalent) | 26.4 |
| Total teaching days | 4,857.6 |
| Total absence days | 194.6 |
| Proportion of absence days to total teaching days | 4.0% |
| Proportion of attendance days to total teaching days | 96.0% |
| Average attendance days per staff member | 176.6 |

8. Student Attendance and Retention Rates

Student Attendance

Attendance by Year on an average day in 2017:

| | | | |
|--------------|--------|---------|--------|
| Kindergarten | 90.69% | Year 7 | 89.24% |
| Year 1 | 92.63% | Year 8 | 86.20% |
| Year 2 | 87.87% | Year 9 | 91.33% |
| Year 3 | 93.58% | Year 10 | 90.09% |
| Year 4 | 90.86% | Year 11 | 90.68% |
| Year 5 | 93.23% | Year 12 | 89.39% |
| Year 6 | 88.98% | | |

90.37% of students attended school, K to Year 12, on average each school day in 2017.

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

| Years Compared | Year 10 Census | Year 12 Census | Year 10 to 12 | Retention Rate |
|----------------|----------------|----------------|---------------|----------------|
| 2004 – 2006 | 8 | 3 | 3 | 37.50% |
| 2005 – 2007 | 16 | 5 | 5 | 31.25% |
| 2006 – 2008 | 20 | 17 | 14 | 70.00% |
| 2007 – 2009 | 27 | 12 | 12 | 44.44% |
| 2008 – 2010 | 20 | 13 | 11 | 55.00% |
| 2009 – 2011 | 17 | 8 | 7 | 41.17% |
| 2010 – 2012 | 24 | 19 | 18 | 75.00% |
| 2011 – 2013 | 22 | 18 | 15 | 68.18% |
| 2012 – 2014 | 32 | 21 | 20 | 62.50% |
| 2013 – 2015 | 36 | 20 | 20 | 55.56% |
| 2014 – 2016 | 27 | 16 | 16 | 59.25% |
| 2015 – 2017 | 20 | 14 | 14 | 70.00% |

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 on the electronic roll 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 to ascertain the reason for the absence. Any requests by parents or guardians for extended periods of leave for a student, need to be approved by the Principal.

Parents or guardians with students who have unexplained absences or a large number of absences, will be required to discuss the matter with the Principal.

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

9. Enrolment Policies and Characteristics of the Student Body

Enrolment Policy

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

Our enrolment framework encompasses the following:

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

Enrolment Procedures

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

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

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

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

Behaviour Support Policy

INTRODUCTION

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

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

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

Our program is based on the following guiding principles:

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

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

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

Education Act 1990 No: 8 – Definition of Corporal Punishment

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

GUIDELINES – RIGHTS AND RESPONSIBILITIES

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

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

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

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

Students Rights

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

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

Student Responsibilities

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

Teacher Rights

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

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

Teacher Responsibilities

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

GUIDELINES – BEHAVIOUR SUPPORT PROGRAM

1. ACKNOWLEDGMENT OF POSITIVE BEHAVIOURS

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

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

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

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

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

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

- Rewards may include:
 - Praise
 - Positive notes and telephone calls/emails home
 - Specific privileges
 - Certificates

- **Secondary ACE Merit Award Program**
 This is based on positive signatures being awarded to students in the following categories:
 - A: Academic** – anything to do with academic achievement/attainment (e.g. excellence in a project)
 - C: Community** – this can incorporate House activities, camps, excursions, House sport, community service, helping staff, representing the School (e.g. debating, co-curricular involvement)
 - E: Effort** – any student who has a great approach and makes an improved effort or consistent effort.

There are five levels of achievement:

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

2. BEHAVIOUR SUPPORT

2.1 GENERAL POLICIES

- Students are required to abide by the School's Rules and to follow the direction of teachers and other people with authority delegated by the School.

- Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action.

- The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence. When advised of the allegation, the student and possibly the parents or caregiver, will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations. Principles of procedural fairness will apply.

- The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, a reprimand or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

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

2.2 PRINCIPLES OF PROCEDURAL FAIRNESS

1. The right to be heard which includes:

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

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

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

Characteristics of the Student Body

At the conclusion of 2017, Clarence Valley Anglican School had an enrolment of 302 students in Kindergarten to Year 12. As it is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English, and a number of students with special needs.

Table 10 – Total School Enrolments

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

10. School Policies

A. Policies for Student Welfare

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

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

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures were in place during 2017.

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

B. Policies for Student Discipline

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

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

- The School Website

C. Policies for Complaints and Grievances Resolutions

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

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

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

11. School-Determined Improvement Targets

| Area | 2017 Priorities | 2017 Achievements |
|--------------------------|---|--|
| Primary School | | |
| Teaching and Learning | <p>Development and review of school policy in the area of English to follow recommendations from K-2 screeners</p> <p>Review of Mathematics policy document to ensure that it supports the development of Mathematics concepts to mastery level K-6</p> <p>To support staff in the implementation of the new Geography Syllabus K-6</p> | <p>Development of K-2 scope and sequence in the areas of phonological awareness, phonics and high frequency words based on screener recommendations.</p> <p>Introduction of warm-ups in the classroom to develop number sense. Policy reviewed, particularly sequence of reporting outcomes.</p> <p>Geography syllabus implemented K-6. Staff worked on developing a scope and sequence following the syllabus outcomes.</p> |
| Student Welfare | <p>Review and development of K-6 Behaviour policy</p> <p>Continued focus on mental health issues for Junior School students</p> | <p>Updated policy written and implemented K-6. Focus on the implementation of the Pride Award system K-6.</p> <p>HoJS and Stage One Coordinator attended Kids Matter Primary training.</p> |
| Staff Development | <p>Continued focus on providing professional development for staff in the area of literacy and numeracy, both within the school and externally.</p> <p>Continued focus on staff meeting sessions being led by staff at staff meetings</p> <p>Introduction of staff reviews</p> | <p>Staff completed a number of professional development sessions in the areas of literacy and numeracy through AIS consultant linked to LNAP project.</p> <p>Staff led PD sessions and encouraged to share new pedagogy and ideas during staff meetings.</p> <p>Staff reviews were completed and staff engaged with HoJS in developing goals for 2017.</p> |
| Facilities and Resources | <p>Continued update of classroom resources, particularly carpeting</p> <p>Review and inventory of resources needed for the effective implementation of the Mathematics Syllabus K-6</p> <p>Purchase of additional decodable big book readers for Stage One teachers to use</p> | <p>Year Two classroom had carpeting updated.</p> <p>New Mathematics resources purchased including unifix cubes, scales, ten frames, extendable number lines. Storeroom was rearranged to support easy access of resources.</p> <p>Decodable big books were purchased and linked to the scope and sequence</p> |
| Community | <p>Continued focus on media coverage of CVAS Junior School, including advertising of PreKinder and the new Early Learning Centre</p> | <p>Emphasis on regular Facebook updates across all grades PK-6. Decision made to continue with PreKinder format.</p> |

| Area | 2017 Priorities | Achievements |
|-------------------------|---|---|
| Secondary School | | |
| Teaching and Learning | <p>Identification of Literacy and Numeracy skills designated to particular subjects - long term plan to be implemented explicitly into assessment tasks.</p> <p>Introduction of Engineering Studies, Design & Technology, Hospitality and Aboriginal Studies to the Stage 6 curriculum.</p> <p>Increase of Year 12 face-to-face through removal of Half-Yearly Examinations and evaluation of UNE HSC Booster Days.</p> <p>Taster Sessions/Days to be brought forward to enable earlier timetabling of classes.</p> <p>Appointment of full-time Head of STEM.</p> <p>Year 11 2018 Academic Options Meeting Programme formalised.</p> <p>Growth of Performing Arts (Peripatetics programme, Music Elective and Music as a SACs option).</p> <p>Introduction of HICES Debating</p> <p>Implementation of Staff Review Programme.</p> | <p>Staff introduced to Explicit-Direct Instruction as a means to embedding Literacy and Numeracy in classes and assessments for 2018.</p> <p>Successful introduction of Engineering Studies, Design & Technology, Hospitality and Aboriginal Studies to the Stage 6 curriculum complemented by resourcing and professional development.</p> <p>Half-Yearly Examination block removed and UNE HSC Booster Days made optional based on subjects and Major Works.</p> <p>Taster Sessions took place in Term 2.</p> <p>Full-time Head of STEM appointed.</p> <p>Year 11 2018 Academic Option Meetings part of the annual calendar in early Term 3.</p> <p>Two peripatetic Music teachers employed, Growth of Elective Music Subject, appointment of Qualified Music Teacher at the end of 2017.</p> <p>HICES Debating formalised across the district and part of the annual calendar for 2018 onwards.</p> <p>Secondary staff upskilled in SMART data.</p> <p>Maintenance of ICAS Competition to offer extension.</p> |

| | | |
|--------------------------|--|--|
| <p>Student Wellbeing</p> | <p>Award system (such as Long Tan) to be self-nominated and require demonstration of experiences and qualifications.</p> <p>Campus-wide implementation of Cyber-safety awareness campaign (parents, students and staff)</p> <p>Professional learning for staff on Anxiety in students.</p> <p>House Leaders faculty staffroom.</p> | <p>Award system (such as Long Tan) self-nominated and included demonstration of experiences and qualifications.</p> <p>Campus-wide implementation of Cyber-safety awareness campaign (parents, students and staff)</p> <p>Professional learning for staff on Anxiety in students and other wellbeing matters.</p> |
| <p>Staff Development</p> | <p>Weekly Monday afternoon meetings with a range of focus areas.</p> <p>Instruction-based PD filmed and placed on Staff Google Classroom.</p> <p>Professional Learning sessions documented via Google classroom and attendance/reflections recording in the lead-up to roll-out of Teacher Accreditation.</p> <p>'Teach Meets' for interested teachers.</p> <p>Explicit Instruction PD (literacy and numeracy) a focus for the year to tie in with Primary focus.</p> <p>Collaborative Sessions on Individual Education Plans.</p> | <p>Weekly meetings took place.</p> <p>PD more regularly recorded for communication purposes.</p> <p>Reflections following Professional Learning implemented but staff slow on take up.</p> <p>Staff resistance to 'Teach Meets' due to perceived inequity.</p> <p>Regular Professional Learning sessions on Explicit Direct Instruction.</p> <p>Collaborative Sessions on Individual Plans on a regular basis.</p> <p>Curriculum PD areas for subjects with syllabus change.</p> |

| | | |
|--------------------------|--|---|
| Facilities and resources | <p>Construction of Amenities block.</p> <p>Investigation of new purpose-built STEM building.</p> <p>Purchase of new computers for B8.</p> <p>Update of outdated hardware - smartboard projectors, old staff computers.</p> <p>Purchase and roll-out of new ICT hardware: ubiquitous wireless ready for BYOD and new ICT Software: TASS.web school-wide database.</p> | <p>Amenities block postponed until 2018.</p> <p>STEM facilities postponed until Master Plan completed.</p> <p>12 new computers purchased for B8. Replacement of redundant computers.</p> <p>All staff provided with a tablet and PC on staff desk. All classrooms provided with a PC and projector.</p> <p>Ubiquitous wireless enabled across the campus.</p> |
| Community | <p>Second round of Embedding Excellence surveys at the end of Term 3.</p> <p>Introduction of Sports, Activities and Community Service (SACS) to develop the whole-child.</p> | <p>Embedding Excellence Second round Surveys conducted and responses evaluated.</p> <p>Regular P&F Meetings attended by Executive members.</p> <p>Facebook usage increased.</p> <p>Stalls at community events such as Loving Life and Curry Fest.</p> <p>Successful introduction of Sports, Activities and Community Service (SACS) to develop the whole-child.</p> |

2018 PRIORITIES – AREAS FOR IMPROVEMENT

| Area | Priorities |
|-----------------------|---|
| Primary School | |
| Teaching and Learning | <p>Development and review of school policy in the area of Science and Technology</p> <p>Focus on review of Mathematics scope and sequence PK-6</p> |
| Student Welfare | <p>Continued focus on providing a range of co-curricular opportunities for the students to enjoy and develop their social skills</p> <p>Continued focus on promoting positive mental health</p> |
| Staff Development | Professional development in the area of literacy and numeracy in line with LNAP project |

| | |
|--------------------------|--|
| | Focus on staff professional development in readiness for the implementation of the new Science and Technology syllabus in 2018 |
| Facilities and Resources | Continued purchase of literacy and numeracy resources to support the recommendations from LNAP project |
| Community | Focus on regular updates on Facebook PK-6 and advertising on the radio, including inviting members of the community for PK Come and Play mornings via local radio 103.1. |

| Secondary School Priorities for 2017 | |
|---|--|
| Teaching and Learning | <p>Staff Appraisal System including peer observation</p> <p>Embedding of Literacy and/or numeracy into programmes through Explicit & Direct Instruction and formal assessment and recording of these skills</p> |
| Student Wellbeing | |
| Staff Development | <p>Staff sharing of Professional Learning or exemplary practice</p> <p>Weekly Wednesday Professional Learning Meetings (with Teacher Standards Identified regularly) and Friday Briefings for communication</p> <p>Professional Learning Sessions on:</p> <ul style="list-style-type: none"> ○ Behaviour Management ○ Records and Reporting ○ Anaphylaxis ○ NCCD and Learning Support ○ Wellbeing ○ Raising academic standards ○ Positive Psychology ○ NESAC Accreditation protocols |
| Facilities and resources | <p>To have the new amenities block operational by the start of Term 2, 2018 and the old amenities block operational at <i>Farnworth</i>.</p> <p>Purchase of 64 Chromebooks for classroom use</p> <p>Purchasing of new textbooks and resources for new syllabus documents</p> <p>Purchase new lockers for Year 10</p> |
| Community | <p>Consistency in regards to uniform across all year levels</p> <p>Staff make a conscious effort to make parents feel appreciated and valued.</p> |

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. Finance

Clarence Valley Anglican School achieved a comprehensive income net operating deficit of \$44,447 (after allowing \$272,164 depreciation expense) for the financial year-ended 31 December 2017. Summarised income and expenses are as follows:

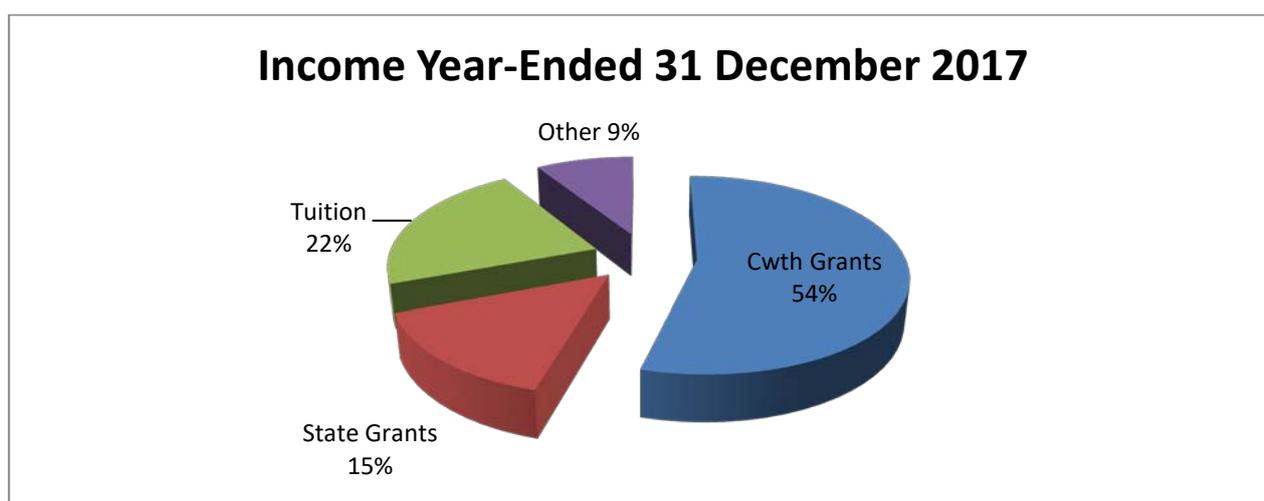
Income

| Category | \$'000 | % |
|--|--------------|------------|
| Commonwealth government recurrent grants | 3,186 | 54 |
| State government recurrent grants | 875 | 15 |
| Tuition fees and charges | 1,280 | 22 |
| Other income | 525 | 9 |
| Total | 5,866 | 100 |

Expenses

| Category | \$'000 | % |
|---------------------------|--------------|------------|
| Employee benefit expenses | 4,200 | 71 |
| Administration expenses | 346 | 6 |
| Occupancy expenses | 295 | 5 |
| Borrowing costs | 158 | 3 |
| Other expenses | 911 | 15 |
| Total | 5,910 | 100 |

Represented graphically:



Expenses Year-Ended 31 December 2017

