

Clarence Valley Anglican School Annual Report 2020



Message from Key School Bodies

Principal

During 2020 along with the COVID restrictions there was a change in leadership with the retirement of Mr Martin Oates and the appointment of Mrs Karin Lisle in June. The School has continued to support all students to develop into responsible citizens despite the lost opportunities where students were encouraged to stay at home and receive online learning in the time of COVID-19.

The School was again registered and accredited with the NSW Educational Standards Authority (NESA) in 2020, and passed with the best possible outcome. Apart from accreditation, 2020 was a year where the School Council worked on a Strategic Plan for 2020 – 2025, developing the Vision, Mission and Core Values that we hold dear. We commenced (and are progressing) the legal process to trademark a School motto and mascot. The development of a School Improvement Plan 2020 - 2021 was developed and is a working document.

The commencement of the construction of the Performance Centre during the year excited us all as it took shape, a 'jewel in the crown' of Grafton. The building will be opened on 28 July 2021, providing 6 new teaching spaces as well as a state-of-the-art theatre to seat 360 people.

The Junior School has introduced Walker Learning in the younger years with play-based learning the key in Pre - Kindergarten to Year 2. The School has again been awarded a significant funding opportunity to support staff in LNAP (Literacy and Numeracy Action Plan) that now extends to Years 5 and 6.

Our classes at the Clarenza Campus have seen many changes. The Yarning Circle was built to recognise the indigenous element at the School and the Gumbaynggirr language is continuing to be learned by Year 7 students. The P&F fundraised to build the

playground situated near the Years 5 and 6 classrooms to encourage our students to exercise regularly.

Planning continued for the development of a new suite of courses (Many Paths Initiative) offered to Years 5 to 8 to develop independence and create and follow passions of students in a learning environment. The SACS (Sport and Community Services) course for Years 7 to 11 was refined to create more topics that would interest students and CASS (Community Service and Sports) was revamped for the following year.

The focus continues to be on the wellbeing of staff and students as well as providing opportunities for our young people to achieve success. Our HSC results were the best in the Clarence Valley with our Dux, Eden Annesley, achieving an ATAR of 99.6. We are proud of the opportunities our young people are offered at this 'small school with a big heart'. We encourage all our students to develop independence of thinking and of action, bearing the responsibilities of being a member of our small and tight knit community.

The staffroom has been relocated into the previous library in preparation for the proposed development of a Wellbeing Hub. This has given staff the opportunity for more collaboration as well as a separate space for staff to meet for morning tea and lunch.

Our focus is on our students, developing their learning and their understanding of their place and responsibility in the world, ensuring that every student feels nurtured and prepared for life in a rapidly changing world. We educate our students to be responsible citizens who realise that service to others is part of everyday life and respect, compassion and diversity are part of every community. Giving students the tools and opportunities to develop these values is an investment in the future of our community, our country and our world.

Karin Lisle

Report from the Chair of School Council

Dreaming, planning and counting ... During 2020 School Council has been doing all of these three things.

They are very different skill sets, so the School Council draws together people from various backgrounds to provide the mix of people to help us imagine the future we want, plan how to get

there, and measure the outcomes. The School Council has welcomed several new members during the past year, and all of us are committed to professional development so we can be the best bunch of dreamers, planners and counters around.

Our dream for the School is expressed in the updated Strategic Plan, centred on our Core Values of Respect, Opportunity, Community, Compassion and Diversity. This is the kind of learning community we want CVAS to become and we have been pleased to see how the school leadership has taken up the challenge of creating that kind of school.

Dreams usually only come true if someone does the hard work to plan for that to happen. School Council makes sure the plans are in place and that we have the school leaders to ensure they are implemented.

After the dreaming and planning comes the counting. How well did that go? Are we there yet? What did it cost? Do we have the funds needed for the next stage? Are our resources being well managed? Have we met all the requirements of the government and the church? Where is the evidence for Respect, Opportunity, Community, Compassion and Diversity being embedded in the life of our school?

As a School Council it has been a privilege to dream the CVAS dream, to plan for the future and to keep track of our progress in becoming the very best school we can be.

The Very Reverend Dr Gregory Jenks

About Clarence Valley Anglican School

Clarence Valley Anglican School is a small low-fee co-educational Anglican School of over 320 students, including Pre-Kinder, serving the Clarence Valley. Situated in Grafton, the School was founded in 1998 and forms part of a network of schools within the Anglican Diocese of Grafton and provides a curriculum for Kindergarten to Year 12. The school has two campuses; the Cathedral Campus is situated opposite the Christ Church Cathedral in Grafton itself, and the Clarenza Campus, situated a short distance out of town.

The School Council governs the School; chaired by The Very Reverend Dr Gregory Jenks. The Principal, Mrs Karin Lisle joined the School in June 2020.

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

Empower students to develop their skills, knowledge and values as members of the local and global communities.

Mission

Nurture and prepare our students for life in a rapidly changing world.

Core Values

Respect - Opportunity -Community - Compassion - Diversity

Student Outcomes in Standardised National Literacy and Numeracy Testing

Student Outcomes in NAPLAN 2020

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. Education ministers made the decision to cancel **NAPLAN** in **2020** due to the COVID-19 pandemic. This means students in Years 3, 5, 7 and 9 in **2020 did not** undertake the assessment in **2020**.

Record of School Achievement

All students in Year 10 achieved a Record of School Achievement (ROSA) in 2020.

Minimum Standards Testing

In 2019 NESA introduced compulsory Minimum Standards Testing for all students wishing to obtain a High School Certificate in 2020 and beyond. The testing aims to improve literacy and numeracy outcomes for students. From 2020, students in NSW will need to demonstrate a minimum standard of literacy and numeracy to receive their HSC. Once the HSC minimum standard is achieved in all three areas, a student is eligible to receive the HSC. Our goal at CVAS was to have every student begin the testing regime in Year 10 as soon as they are eligible for assessment. This allows the school to determine the levels of literacy and numeracy of each of our students against a National Standard. An internal assessment of the results allows for the academic extension of students and application of any intervention and learning support that may be required for individuals. Students can sit the online tests twice a year, in Years 10, 11 and 12 and up to five years after they start the HSC. Students sit the HSC minimum standards online tests in reading, writing and numeracy. Each of the three tests is completed at school under teacher supervision. Students must achieve a level 3 in each test in order to meet the Minimum Standards. This aligns with level 3 of the Australian Core Skills Framework (ACSF) which is considered the level required to function in everyday life, for work and further study beyond school. In 2020, 28 students enrolled at CVAS in Year 10 completed the testing and 3 students in Year 11 were required to complete the testing. No students were determined to have additional needs making them eligible for provisions, or exemption, for the testing.

Table of Minimum Standard Testing in 2020 at CVAS

Test	Year 10				Year 11			
	Level achieved and number of students achieving this level							
	1	2	3	4	1	2	3	4
Numeracy	2	2	20	4	-	-	2	1
Writing	1	8	17	2	-	1	4	1
Reading	*	1	11	15	-	-	-	-
Preliminary Findings								
Year 10	28 students were eligible to sit the minimum standards testing. Of these students 4 did not meet the standard for numeracy, 9 did not meet the standard for writing and 2 did not meet the standard for reading (* 1 of these students did not sit the testing). These students will have the opportunity to sit this testing in 2021.							
Year 11	3 students from the cohort were required to sit the testing for numeracy. All students met the minimum standards numeracy to receive their HSC in 2021. 5 students from the cohort were required to sit the testing for writing. 1 student did not meet the minimum standards for writing and will have the opportunity to this testing in 2021.							

Results in HSC 2020

CVAS mean results in comparison to the state mean.

SUBJECT	CVAS (%)	STATE (%)
Agriculture	76.13	72.61
Biology	74.84	72.39
Business Studies	66.52	71.99
Chemistry	57.70	75.52
Engineering Studies	76.72	74.20
English Advanced	75.31	81.33
English Extension 1	48.20	41.66
English Extension 2	47.50	39.43
English Standard	61.54	69.93
Industrial Technology (Timber)	77.20	69.45
Mathematics Advanced	64.92	79.20
Mathematics Standard 2	59.03	68.40
Modern History	69.68	72.53
Music 1	94.00	81.56
PDHPE	72.57	72.46
Physics	61.70	73.99
Science Extension 1	31.40	37.04
Society & Culture	70.84	76.78
Visual Arts	82.56	81.02

Distinguished achievers

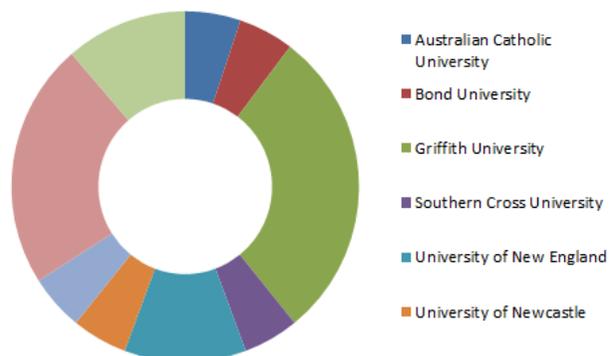
22% of students achieved a mark of 90 or above in one or more subjects.

ATAR Highest ATAR of 2020 - 99.45

Achievements

Individual student made the All Rounders list.
Extension subjects a standout in the region with 3 x E4 results.
89% of students received at least one Band 4 or above.
9 Band 6 or Notional Band 6/E4 results
8 Band 5, Notional and E3 results with 44% of learners achieving at least one Band 5 or 6 results.

Post School Destinations



Qualifications attainment

5% of students undertook vocational or trade training.

100% of students in Year 12 attained Year 12 certificate or equivalent VET qualification.

Retention

95% of Year 10 students in 2018 were retained through to Year 12 in 2020.

Workforce composition

Staff	Total	%	FTE	Male	%	Female	%
Teaching	34	61	28.3	8	24	26	76
Non-Teaching	22	39	13.2	5	23	17	77
Total	56	100	41.50	13	23	43	77

Excludes casual staff; includes 1 Aboriginal and Torres Strait Islander staff member.

Source: *Non-Government Schools Census 2020*

Professional learning undertaken by teachers

The professional development of all staff at Clarence Valley Anglican School is considered to be pivotal to the education, wellbeing and learning of our students.

During 2020, 32 staff attended 160 professional development conferences and sessions. These included: Mandatory Child Protection Training 2020, Preparing for Remote Learning,

Dynamiq Fire Warden Training, Provide First Aid Training, The Impact of Trauma on Learning and First Aid for the Mind.

Details of teaching staff

Clarence Valley Anglican School has 33 Proficient staff and 1 Provisional staff member.

Satisfaction data

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 School newsletter is published fortnightly and this is sent home to families via email and social media. The School website has been updated and is a source of up-to-date information on a range of events held at the School. The website provides families will access to photos, policies and is a strong source of communication. The CVAS app provides an efficient means of communicating with parents.

The School receives feedback from many sources including:

- Parent Teacher Interviews
- Fortnightly Newsletter
- Parents attending assemblies and chapel services via Zoom due to COVID-19 restrictions
- The Parents and Friends Association
- Information sessions via Zoom.

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.

Staff Satisfaction

Staffs 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.

Snapshot of school improvement targets

Teaching & Learning

- Continued participation in the Literacy and Numeracy Action Plan (LNAP)
- Regular tracking and monitoring of literacy and numeracy skills in K-2 which informed teaching and learning in the classroom
- Introduction of Maths Pathway for students in Years 5-8.

Student Wellbeing

- School Counsellor implemented Art for Wellbeing program in the Year 4 classroom
- Review and upgrade of K-6 pride award system

Staff Development

- Inclusion of PK-6 staff in on site professional development with AIS NSW consultants focused on strengthening literacy and numeracy skills of students in the Junior School
- Continual provision of on-site professional development for all staff PK-12

Facilities & Resources

- All rooms updated with digital televisions and video-conferencing facilities installed
- Cathedral Campus computer lab updated
- Campus servers replaced
- Upgrade of wi-fi network doubling the internet capacity across the School
- Expanded the PA and Emergency evacuation system to reach all areas of the School.

Community

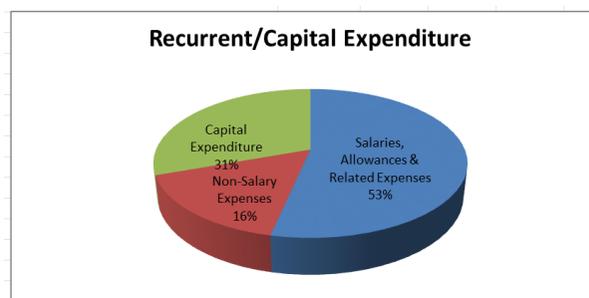
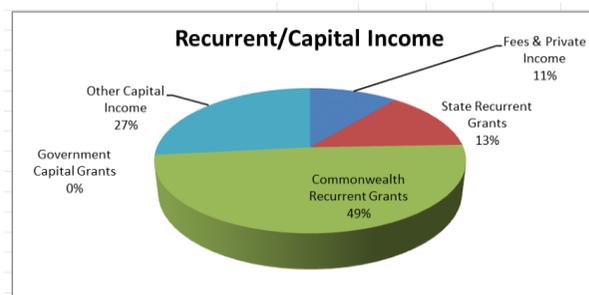
- Regular, timely promotion of school events and student achievements on social media
- Pre-Kindergarten program showcased through Come and Play mornings
- School updates and promotion of events on Loving Life FM

Student attendance rates

YEAR LEVEL	AVG. DAYS ABSENT	AVERAGE ATTENDANCE
0	6.0	94.17
1	6.0	95.46
2	7.1	95.05
3	4.9	93.69
4	10.3	95.83
5	2.6	94.89
6	13.1	93.64
7	8.8	93.99
8	6.5	89.13
9	10.9	91.29
10	16.1	90.39
11	14.8	90.95
12	26.3	91.47

Summary financial information

Summary financial information for the year-ended 31 December 2020 is represented graphically as follows:



School policies

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.

School Enrolment

Full text by link:

cvas.digistormenrol.com.au/applications/enrolment

Student welfare, anti-bullying, discipline, complaints and grievances

Full text by link: <https://www.cvas.nsw.edu.au/annual-reports>

School policies are made available to current parents via the CVAS website and Parent Lounge.

The following policies were updated in 2020.

- Anti-Bullying and Harassment Policy
- Child Protection Policy
- Electronic Device Policy
- Mobile Phone Policy

All updated policies are in line with NESA's accreditation requirements.

