



CALROSSY SCHOOL



EDUCATIONAL & FINANCIAL REPORT

2005

School performance in statewide tests and examinations

Higher School Certificate

In 2005 49 students sat for the NSW Higher School Certificate in 28 courses. In total 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 45% of these placed in Bands 5 and 6 (80-100 marks). Of the 24 candidates who sat for a one-unit extension course 100% achieved 25 marks or more out of 50 with 25% of these achieving in the highest bands with 40 marks or more. In general, student achievement was at or above state level.

Higher School Certificate Test Results

Subject	No of students	Performance band achievement by number and/or %	
		Bands 3-6	Bands 1-2
Agriculture	10	10 (100%)	0 (0%)
Ancient History	8	8 (100%)	0 (0%)
Biology	19	19 (100%)	0 (0%)
Business Studies	13	13 (100%)	0 (0%)
Drama	4	4 (100%)	0 (0%)
Design & Technology	3	3 (100%)	0 (0%)
Advanced English	29	29 (100%)	0 (0%)
Mathematics	13	11 (85%)	2 (15%)

School Certificate

Students performed significantly above state level in the external SC examinations. Particularly pleasing was the number of students performing in Band 6 in the English Literacy Examination – in excess of 4 times the state average.

Subject	No. of Students	Performance Band achievement	
		Bands 4-6	Bands 1-3
English Literacy	74	88%	11%
Mathematics	74	61%	37%
Science	74	88%	11%
Australian Geography	74	85%	13%
Australian History	74	85%	13%

Literacy & Numeracy Assessments in Year 7

ELLA and SNAP

In 2005 all Calrossy Year 7 students participated in statewide literacy and numeracy testing.

In the English Language and Literacy Assessment (ELLA) test Calrossy students performed above the state level in each of the three components.

Similarly in the Secondary Numeracy Assessment Program (SNAP) test Calrossy students performed above statewide trends.

ELLA and SNAP Results

2005 Test	Percentage of students achieving proficient or high band results
	Year 7
English Language and Literacy Assessment (ELLA)	
Writing	97%
Reading	95%
Language	99%
Secondary Numeracy Assessment Program (SNAP)	78%

Details of all teaching staff for 2005

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 (AEI-NOOSR) guidelines, or	42
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	1
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 (Manual, page 39)	0

Retention Rates

Years compared	Year 10 total enrolment on May 1 st	Year 12 total enrolment on May 1 st	Year 10 enrolment on May 1 st remaining in Year 12 same date 2 years later	Apparent retention rate	Actual retention rate
2001/2003	63	63	54	100%	86%
2002/2004	54	52	45	96%	83%
2003/2005	47	51	39	100%	83%

The retention rates are consistent across the three cohorts listed above. While a few of those who leave Calrossy at the end of Year 10 do so in order to change school environments, most who leave do so due to family relocation or because school is not the best option for them. In some cases, those who leave at the end of Year 10 to attend other schools do so for financial reasons rather than dissatisfaction with Calrossy as a suitable school. In each cohort there tends to be one student who leaves because their particular subject choice can be better met at another school.

Enrolment Policy

Calrossy School is an Anglican day and boarding school for girls in Years 7 through 12. Calrossy School provides an education underpinned by Christian values and operating within the policies of the New South Wales Board of Studies.

All applications for Calrossy are processed in order of receipt. Consideration will be given to students from William Cowper Anglican Primary School as the feeder school to Calrossy, to siblings of students already attending the School, and other criteria determined by the School from time to time. In the case of special needs students, the School requires diagnostic information plus completed programmes to ascertain what level of support the School is able to provide. Consideration will also be given to maintaining the balance between day and boarding students, which may vary around fifty fifty.

Once enrolled, students are expected to support the School's ethos and comply with the School rules to maintain their enrolment.

Procedures

1. All applications should be processed within the School's enrolment policy.
2. Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the School's ethos.
3. Consider each applicant's educational needs. To do this, the School will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies, which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

Student population

The School can cater for 450 students. In 2005 the student population was 432 made up of 173 boarders and 259 daygirls. As a day and boarding School, the students come from a wide range of backgrounds with boarder families being mainly from the land. There are a number of students of aboriginal descent and a number with special needs.

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 2005:

Policy	Changes in 2005	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating “reportable conduct” • investigation processes • documentation 	Policy reviewed and updated in 2005.	<ul style="list-style-type: none"> • Issued to all staff and members of School Council • Parents may request copy by contacting Principal • Blue Staff Handbook • Boarding House Manual • Calrossy Intranet
Security Policy encompassing <ul style="list-style-type: none"> • procedures for security of the grounds and buildings • use of grounds and facilities • emergency procedures • travel on school-related activities 	<ul style="list-style-type: none"> • New evacuation procedures implemented • Reviewed risk management • Reviewed lockdown procedure 	Full text in staff blue folder Parents may request a copy by contacting the Principal or accessing the student diary.
Supervision Policy encompassing <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on-site and off-site activities • guidelines for supervisors 	<ul style="list-style-type: none"> • Updated 2005 	Full text in <ul style="list-style-type: none"> • Blue folder • School intranet • Boarding House manual • Staff handbook
Codes of Conduct Policy encompassing <ul style="list-style-type: none"> • Code of conduct for staff and students • Behaviour management • The role of the student leadership system 	<ul style="list-style-type: none"> • Anti-bullying policy and strategies revised and included in code of conduct • Discipline policy revised • Role of prefects reviewed and new structure designed and implemented 	Full text in <ul style="list-style-type: none"> • Blue folder • student diary • School intranet • Deputy Principal office • Staff handbook
Pastoral Care Policy encompassing <ul style="list-style-type: none"> • The pastoral care system • Availability of and access to special services such as counselling • Health care procedures • Critical incident policy • Homework policy 	<ul style="list-style-type: none"> • Moved information into student diary • Continued employment of counsellor to support student welfare 	Full text in blue staff folder. Text of health and homework policy in <ul style="list-style-type: none"> • Parent handbook • Student diary • Orientation booklet • Boarding House manual
Communication Policy encompassing <ul style="list-style-type: none"> • Informal mechanisms in place for facilitating communication between the school and those with an interest in the student’s education and well-being. 	<ul style="list-style-type: none"> • Updated website • Updated intranet • Discussions re this policy 	Text contained in <ul style="list-style-type: none"> • Blue folder • Staff handbook • Parent handbook • Contact card (magnetised)

A. Welfare

Calrossy operates within a Christian framework and provides an extensive pastoral care system. This system incorporates the concepts of care and protection for its students.

The responsibility for the overall development and well being of young people is a shared concern. Together with parents and the broader community, the School has an important role in the lives of the young people in its care. A number of community agencies may also provide valuable, expert advice and support.

The word “welfare” is used here in its broadest sense and means “well being”. Student welfare encompasses everything the School community does to meet the personal, spiritual, social, emotional and learning needs of the students. Our aim is to provide students with understanding, attitudes and skills required to live safe and healthy lifestyles. Staff members are expected to interact with students in accordance with Christ’s teachings and to promote the Christian ethos.

Calrossy aims to implement a combined approach to welfare by processes encouraging communication between Boarding Staff and Academic Staff where student welfare is concerned. A reasonable and sensible use of confidentiality is required in dealing with such situations. In addition to the expectation and encouragement of all staff to be involved in welfare and pastoral care, Calrossy has a formal welfare structure under the leadership of the College Chaplain and a Deputy Principal. There is a Welfare Committee that meets regularly to discuss issues impacting on staff and students and to provide a link between the day and boarding areas. Form teachers also have an important role in welfare as does the College Counsellor.

Staff members aim to be aware of, and to respect, the diversity, backgrounds and abilities of students. Academic programs aim to fulfil both the requirements of the Board of Studies and the needs of students. Students identified with special and extended learning needs will be encouraged to access the network of support services available at Calrossy. These services provide remediation, extension and acceleration. The adoption of particular special programs for students will be based on discussion with students, parents and staff.

Welfare Policy

The student welfare policy aims to “*Make Calrossy a better place for all of us*”.

The welfare policy at Calrossy subsumes the legislation concerning

- Child Protection
- Sexual Harassment

As contained in

- Ombudsman Amendment Act 1998
- Children and Young Persons (Care and Protection) Act 1998
- Child Protection (Prohibited Employment) Act 1998
- Commission for Children and Young People Act 1998
- Child Protection Legislation Amendment Act 2003

Policies for Student Welfare

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

- Minimises 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 College’s mission for providing for a student’s welfare are implemented, the following policies and procedures were in place or in the process of being developed during 2005.

College policies and procedures are contained in: the *Blue Folder* which is issued to all staff and the College Council, Boarding Manual, Parent Handbook (Calrossy Campus), the student diary, on the College intranet and the Calrossy campus newsletter (*Newsbitz*).

Policy	Changes in 2005	Access to full text
<p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating “reportable conduct” • Investigation processes • documentation 	<p>This policy was reviewed and updated in 2005 to incorporate the legislative changes of 2003</p>	<ul style="list-style-type: none"> • Issued to all staff members and College Council members through the <i>Blue Folder</i> • Copy on College intranet • Information in boarding manual • Parents informed through parent handbook; full copy may be requested by contacting the Principal

<p>Security Policy encompassing</p> <ul style="list-style-type: none"> • Procedures for security of the grounds and buildings • Use of grounds and facilities • Emergency procedures • Travel on school related activities 	<ul style="list-style-type: none"> • Visitors required to report to Reception and given a visitor pass • Evacuation and lock-down procedures updated- reviewed annually • drills are held on a regular basis both in day school and boarding school • Risk management for both school based and outside school activities updated • Critical Incident Policy and Guidelines reviewed 	<ul style="list-style-type: none"> • Detailed information available in the <i>Blue Folder</i> and intranet • Parents may request a copy from the Principal • Information in student diary
<p>Supervision Policy encompassing</p> <ul style="list-style-type: none"> • Duty of care and risk management • Levels of supervision for on-site and off-site activities • Guidelines for supervisors 	<ul style="list-style-type: none"> • As above • Play Ground Duty roster reviewed • Procedures and supervision levels for excursions reviewed 	<ul style="list-style-type: none"> • As above
<p>Student Drug Policy encompassing</p> <ul style="list-style-type: none"> • Definitions • Procedures • Management and consequences 	<ul style="list-style-type: none"> • Developed in 2005 for implementation in 2006 	<ul style="list-style-type: none"> • As above
<p>Codes of Conduct Policy encompassing</p> <ul style="list-style-type: none"> • Code of conduct for staff and students • Behaviour management • Role of student leadership system 	<ul style="list-style-type: none"> • Continued evaluation and fine tuning of the new student leadership structure planned at the end of 2004 and implemented at the beginning of 2005 	<ul style="list-style-type: none"> • as above

<p>Student Bullying Policy encompassing</p> <ul style="list-style-type: none"> • Definitions • Procedures for reporting bullying • Communication with parents • Management and consequences 	<ul style="list-style-type: none"> • Section on e-bullying included 	<ul style="list-style-type: none"> • As above
<p>Pastoral Care/Welfare Policy encompassing</p> <ul style="list-style-type: none"> • pastoral care system • availability of and access to special services such as counselling • health care procedures • critical incident policy 	<ul style="list-style-type: none"> • new and enhanced role for form teachers was developed for implementation in 2005 • continued employment of a part time counsellor • planning for the employment of a full time college counsellor in 2005 • critical incident policy and procedures updated for implementation in 2005 	<ul style="list-style-type: none"> • as above
<p>Behaviour Management encompassing</p> <ul style="list-style-type: none"> • appropriate student conduct • homework • attendance • uniform • excursions 	<ul style="list-style-type: none"> • updated during 2005 	<ul style="list-style-type: none"> • Available to staff, parents and students through staff handbook, <i>blue folder</i>, student diary, parent handbook, orientation day booklet

<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> • Informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being 	<ul style="list-style-type: none"> • Work begun on updated parent handbook for use in 2006 • Work begun on an updated student/parent grievance policy for implementation in 2006 	<ul style="list-style-type: none"> • As above • Contact card distributed to parents
<p>Pastoral Care, Behaviour Management and Conduct for Boarding Staff and Students</p>	<ul style="list-style-type: none"> • Reviewed each year 	<ul style="list-style-type: none"> • Boarding staff manual • <i>Blue Folder</i> • Boarder parent manual

B. Policies for Student Discipline

Students are required to abide by the School's rules and to follow the directions 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 discipline policy and associated procedures is provided to all members of the school community through

- The staff handbook
- Parent handbook
- The Student Diary (summary)
- Blue folder
- Boarder Parent Handbook

A copy is also contained on the School's intranet.

During 2005 the School's discipline policies and procedures were reviewed as part of an ongoing review of pastoral care in the School.

C. Policies for Complaints and Grievances Resolution

During 2005 the College has produced policies to handle complaints and grievances. This policy is available in the OH&S manual in reference to staff and employer complaints and grievances, and the blue policy manual in relation to students and parents. See attached.

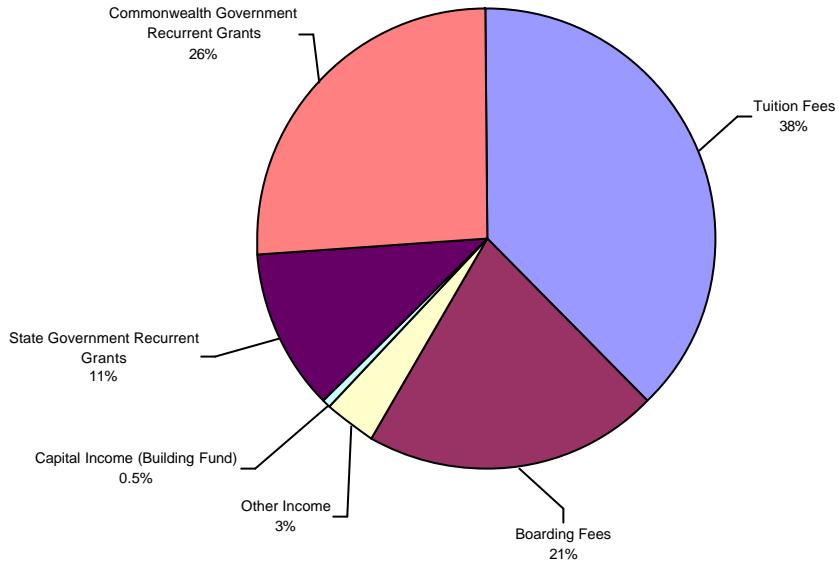
School-determined improvement targets

Achievement of priorities for 2005

Area	Priorities	Achievements
Teaching and Learning	Development of a rotation of teachers and units between the four Year 10 classes to allow greater refinement in teaching and learning techniques.	Extremely successful School Certificate results (see relevant previous section of this annual report).
	Development of a film study unit of work for Year 10 English to follow the School Certificate exams and more deeply develop students' understanding of human rights issues.	Greater student involvement and engagement at the end of Year 10.
	Continuation of Year 10 History Days (2 per year).	Improved results in the Australian Studies History external examination.
	Introduction of the Beginner's French course and introduction of a two year cyclical programme for Years 9 and 10 French and Japanese.	Pleasing ACER Language Certificate results.
Student Achievements		<ul style="list-style-type: none"> • Three Year 11 students received awards for outstanding Senior Geography Projects in the Arthur Phillip Competition. Only five awards in each Section were presented • One Year 12 student was awarded full marks for her Extension History Research Project. She will be published in the annual Extension History Essay Book.
Student Welfare	<ul style="list-style-type: none"> • Welfare team consolidated • Trained counsellor • Increased access to an 	<ul style="list-style-type: none"> • Employment of a full time College Counsellor • Enhanced role in welfare

	<p>experienced counsellor</p> <ul style="list-style-type: none"> • Review of welfare policy and practices 	<p>for form teachers</p> <ul style="list-style-type: none"> • Counsellor employed for one day a week • Ongoing review was conducted with an aim of introducing improvements in 2006.
Staff Development	<ul style="list-style-type: none"> • Continue to update first aid training • Child Protection • Maintain professional development in all curriculum areas • Continued updating first aid training • Improvements to staff induction programme • IT training 	<ul style="list-style-type: none"> • Staff trained at different levels in first aid • AIS courses completed • Successful. All staff accessed some professional development in their areas. • Most staff had up to date qualifications • An introductory session was held with follow-up meetings during Term 1 • Successfully implemented on staff development days
Facilities & Resources	<ul style="list-style-type: none"> • Master Plan • Maintain facilities • Technology upgraded 	<ul style="list-style-type: none"> • Begun and set into 3 stages • Programme Maintenance contracted • Full upgrade of computer blocks • Establish theatrette

Calrossy Income 2005



Calrossy Expenditure 2005

