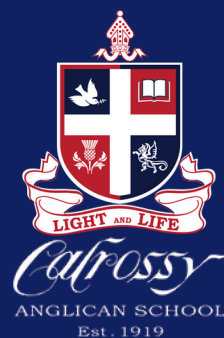


Annual Report



2024

CALROSSY HOUSE
BRISBANE STREET CAMPUS

About Us

THEME 1 - A MESSAGE FROM KEY SCHOOL BODIES



We formally acknowledge the contributions of our departing Board members Rev Hugh Cox, Mr Cameron Stewart, Mrs Karen Madirazza, and Mr Andrew Corbett - along with all those who volunteer their time and support to governing our School.

The Board's work this year focused on several key areas:

- Strengthening the Christian mission, vision and ethos of Calrossy;
- Reviewing governance practices, including Board renewal, policy development, and risk management;
- Prioritising student and staff wellbeing, child safety, and positive behaviour frameworks;
- Monitoring financial sustainability, enrolment trends, and staff remuneration;
- Supporting the Calrossy Foundation under new leadership (and we are immensely thankful to Louise Ingall our new Foundation Chair, and to our three new alumni Committee members);
- Overseeing the development of the School MasterPlan and progress on key infrastructure, including the Dr Ted Giblin OAM Centre;
- Beginning work on a new Strategic Plan to guide our future.

We seek God's guidance as we look ahead to continue improving student learning outcomes, addressing property and financial needs, growing enrolments, and supporting our dedicated staff.

At Calrossy, we strive not only for excellence in education but also to be a community that reflects the love and hope found in Christ. We continue to pray for God's provision and guidance as we seek to serve faithfully into the future.

In His service,
Ven Ian Millican
Chair, Calrossy Anglican School Board

From the School Board

It is with much pleasure and thanksgiving that I present this report on behalf of the Calrossy Anglican School Board. Over the past year, our School community has continued to navigate a complex and ever-changing world, seeking to benefit from the opportunities that presents, whilst also meeting the challenges. In all things, we remain grounded in our Christian faith, drawing strength and wisdom from our great God as all the School stakeholders work together to serve our students and families.

We are indeed thankful for all our stakeholders - our staff, Executive, Board and Committee members, parent groups and the wider School community - and for their dedication and efforts during the year to make Calrossy the vibrant and caring place it is. Each has played a vital role in the life of the School throughout 2024.



"AT CALROSSY, WE STRIVE NOT ONLY FOR EXCELLENCE IN EDUCATION BUT ALSO TO BE A COMMUNITY THAT REFLECTS THE LOVE AND HOPE FOUND IN CHRIST."
- VEN IAN MILLICAN, CALROSSY BOARD CHAIR

About Us

THEME 1 - A MESSAGE FROM KEY SCHOOL BODIES



From the Principal

2024 was our 'Year of Courage' at Calrossy. The theme spoke into our School values, one of which is resilience. Courage relates to learning, where one must be prepared to struggle and sometimes fail in learning and other school pursuits. As a Christian school, the development of character in our students is an important additional goal, central to our School identity and core to our education. It is integral to the culture we seek to nurture and promote. Determination, courage of conviction, commitment to what is right (integrity), self-control, emotional regulation and being people of our word are all related to the values we seek to develop in our students. We encourage students, staff and our community to attempt difficult and new things, often relating to change. All of these require courage and perseverance as we seek to pursue "Excellence in Christian Education".

I am pleased to report that 2024 was a positive year for our School and we saw many signs of a community that was keen to engage more fully in school life. The participation of parents in many aspects of school life is valued and we enjoyed greater opportunity to interact with and share with our community.

Our Strategic themes of Living with Purpose, Learning in Partnership and Growing our People continued to provide focus to the school and our planning. 2024 saw changes to the Senior leadership team of the school. We welcomed Kelli Cato (Deputy Principal) and Sam Anderson (Head of Calrossy 7 - 9), with Courtney Coe resuming the role as Head of Boarding. Colin Chandler joined us as Chief Operating Officer in March. In addition, we employed a new Head of Enrolments and Community, Lisa Hinwood, and Operations Manager, Paul Newall. Change in the senior leadership of a school is significant and adjusting to a reformed team and building the capacity to collaborate closely requires time, energy and focus.

The educational setting of Australian schools across all sectors has been recently somewhat turbulent, with the media focusing on declining literacy and numeracy standards, teacher shortages, the advent of Artificial Intelligence, lower levels of behaviour in Australian schools and an increase of anxiety and mental health problems amongst young people. Whilst Calrossy is a well-resourced and calm school, possessing great staff expertise in confronting many of these challenges, we were not immune to the impact of some of these things. Our team was challenged to respond to these in an evidence-informed manner. Developing a strong sense of belonging in a community has been a distinctive focus, to support student learning and engagement.

We introduced the AISNSW Teaching Schools Hub to Calrossy, initially employing two teacher trainees being mentored by staff at Calrossy one day per week. A key goal as part of Growing our People was to provide support to those trainee teachers and to enhance the capacity of the teachers undertaking the mentorship. One of these teachers was appointed to the fulltime staff in 2025. Participation in this scheme will produce fruit for Calrossy in years to come as we grow our teacher mentoring and coaching.

Despite transitions in Senior Leadership, our School has continued to perform highly, supporting excellent outcomes in most areas of school life, including in academic achievement. Engaged focus in the classroom remained a positive feature and the varied measures of growth indicated that this was strong. We are blessed with a highly motivated and capable teaching staff, committed to student growth and development at all stages from P - 12.

For the first time in many years, we were not part of any specific school improvement project, though the initiatives developed through participation with the AISNSW Effective Schools Service in 2023 were continued. Areas of focus included Achievement and Assessment Reporting, Schoolwide Communication, Christian Education, Wellbeing Data Collection and Master Planning. All of these had ongoing work for 2024 as we sought to measure and evaluate progress and growth. A significant development was the formation of a new Master Plan, looking to the future of learning and Boarding at Calrossy.

Teaching and learning is the core function of any school and much of our attention was directed towards this. Staff Professional learning was directed towards implementation of NESA Syllabus reform, particularly in our Junior School. Time was also directed towards the embedding of Indigenous perspectives into our curriculum processes as mandated by NESA. Work on improving the use and understanding of terminology in learning was profitable for our teaching staff. Child protection and student wellbeing remain important focus areas.

There were many areas of achievement and success during 2024:

The Calrossy 2024 HSC results remained outstanding and individual successes include:

- Alistair Scott was listed as an All Round Achiever, with top band results in 14 units, over 2 years. Alistair achieved the top ATAR in our part of NSW at 99.5
- Eleanor Walker achieved top band in 4 courses (scoring 88 in her other subject) and Ella Fittler & Vinethmi Balasuriya achieved 3 Band 6 results.

As a cohort, students achieved 40 top band results earned by 21 different students, across 21 different courses. This ranked us at 220 on the SMH list of top schools, a solid result for a comprehensive regional school. We were once again far and away the most successful school in Northern NSW in terms of Top Bands, significantly outperforming our nearest competitor schools in Tamworth and the North West. Students achieved many ATAR rankings in the 80s and 90s, demonstrating that talented students who work hard will achieve highly at Calrossy.

In most courses Calrossy's average was well above the State mean, and in over a quarter of our courses, significantly above NSW averages.

Other highlights included:

- Extension 2 Mathematics: 75% of students in the top
- Extension 1 English: 66% of students in the top band
- Textiles & Design: 14% above the State average with six students nominated for TextStyles exhibition, all receiving top bands. Two students had their projects included in this prestigious display.
- Music 1: all students in top 2 Bands
- Extremely strong results in Agriculture and Primary Industries
- Twelve students were nominated for the various displays of major projects including those in Dance, Industrial Technology (Wood), Music and Textiles and Design Technology
- Two girls were included in the Shape Exhibition in Sydney and one musician performed at the Bravissimo Concert.

"DEVELOPING A STRONG SENSE OF BELONGING IN A COMMUNITY HAS BEEN A DISTINCTIVE FOCUS, TO SUPPORT STUDENT LEARNING AND ENGAGEMENT. " - DAVID SMITH, PRINCIPAL

From the Principal continued

Academically, it has been a positive step that Mark Doran was appointed to manage data, supporting leaders and staff through result and program analysis, allowing the use of information to measure and support progress. Analysis of HSC results through RAP data and scrutiny of NAPLAN and other available academic information has commenced, which will inform our teaching and learning teams.

There were other successes in 2024, which were celebrated. We were delighted to remain the top Equestrian School at the North-West Expo for the 11th time running. Other high-level achievements were recorded in Dance and Music at Eisteddfods, Science and Engineering Challenges, Da Vinci Decathlons, Debating Competitions, Sport and Agriculture Shows (cattle and sheep). The continuing success of our Cattle Team was emphasised in many awards and commendations at events in Sydney, Wingham, Scone and Dubbo.

Our distance learning program, eCalrossy grew in 2024 and we were pleased to have a larger Year 7 class. This is an innovative program that allows students to learn from home remotely, maintaining contact with teachers and classmates through our online learning platform. It has been positive that some eCalrossy students have made the move to our Boarding and learning on campus as a response to contact with the School. This relates to positive experiences at residential schools. Whilst the data sources indicate a national growth in home schooling, we will continue to monitor the setting and promote the strengths of our program.

Boarding remains an integral part of Calrossy's DNA, shaping our character and identity. It was positive to welcome back Courtney Coe as Head, after her time in Enrolments. That school is also home for many of our students is an important reality. Surveys and discussion with students indicate a high sense of belonging and a positive culture amongst our boarding community. Enhancing and maintaining this is an ongoing concern and central to our future strategic focus. The vibrancy of our Boarding Houses, the leadership of students and the provision of a rich co-curricular experience are special features of Calrossy boarding.

Over 2024 Music students performed with distinction at Tamworth and Gunnedah Eisteddfods and at Calrossy special events. I received very strong community support for Calrossy to continue with Music as an area of excellence in the school. The Department is greatly looking forward to enjoying the new facilities in the Dr Ted Giblin OAM Centre in years to come and is excited about its completion in 2025.

Calrossy Sport is being reinvigorated, and it was pleasing that we competed in the Grand Finals of two of the three divisions of the boys North West Rugby competition, ending up as Runners-up in both. Girls' sport is growing with increased participation in Netball and Rugby. Netball, Basketball and Mountain Bike Riding saw notable success and Calrossy competed with distinction in a variety of local and HRIS events. Our Secondary Athletics squad was successful in being promoted to HRIS Division 1 and we were delighted to support many students progressing to NSW and National level through the HRIS and CIS pathways in a variety of sports.

Student voice and agency in service are essential to the core goals of Calrossy and our students community oversaw a range of events that supported 'Shave for a Cure' raising over \$45,000 for the Leukemia Foundation, over 300 hampers to be distributed by Anglicare (packed by students), sponsoring Compassion Children overseas, Christian Boxes for Samaritan's Purse and student and parent seminars on R U OK? Day. Our goal is to encourage our students to be 'creators of hope' and student led endeavour is one integral aspect of this.

The task of curating a culture that reflects our Christian mission continues. There are undoubted challenges for contemporary Christian schools in an increasingly secular environment. Maintaining a razor like focus but also articulating our mission, philosophy and culture are vital. We are blessed with opportunities to speak into the lives of the students, staff and community and our goal is that Calrossy would be good stewards of culture and resources we oversee in the School.

The Calrossy Board has supported the governance of Calrossy throughout 2024. I would like to acknowledge our Board committees and their dedication over the past year. I am grateful for Finance Committee Chair Kim Scott, Jade Heffernan (Head of Finance) and other members of the Committee who oversaw careful fiscal management. That we concluded 2024 in a strong financial position was a result of their leadership. The Governance Committee (Neil Smith) made important contributions to policy development and we appreciated the 'legal eyes' of Joanna Ingall and Wayne Riggien. The Risk Committee enabled us to prioritise a responsible and considered approach to this important aspect of student and staff safety. The work of Calrossy Foundation with Louise Ingall as the new Chair this year is acknowledged and appreciated. The future prospect of the Foundation is exciting, already supporting students and projects. The Master Planning Committee under Cameron Stewart had a big agenda, with much focus being paid to the construction of the Ted Giblin OAM building, named after a significant benefactor and past contributor to Calrossy. Thanks to Cameron Stewart, Todd McDonald and Geoff Deane for their commitment, time and expertise. We are excited about the opening of this building and the contribution it will make to school life on the William Cowper Campus.

I thank the Executive team of 2024 in leading what is a vibrant school. May we continue to demonstrate thankfulness and gratitude to our good God, seeking to point people to the ultimate hope, life with Jesus and being part of his family.

I am delighted to report that Calrossy thrived and flourished in 2024. Consistent with the theme of courage, it is appropriate that we are grateful and embrace the challenges we have ahead. Fulfilling our mission of 'Excellence in a Christian environment' must remain clear as a focus. I am thankful for the teachers and support staff of Calrossy, our Executive team, our committees, and the Board for their commitment to the growth of our students. Living with Purpose, Learning in Partnership and Growing our People (holistically) remain important goals.

David Smith, Principal

M.A.; B.Ed (Distinction); Dip. Teach; MACEL, MAICD



"I AM THANKFUL FOR THE TEACHERS AND SUPPORT STAFF OF CALROSSY, OUR EXECUTIVE TEAM, OUR COMMITTEES, AND THE BOARD, FOR THEIR COMMITMENT TO THE GROWTH OF OUR STUDENTS." - DAVID SMITH, PRINCIPAL

From the Junior School SRC

Term 1

In Term One, the SRC supported the P&F Easter Raffle by designing eye-catching posters and helping to sell tickets. The raffle is always a favourite event for students and families, creating lots of excitement around school. As well as being fun, it helped us explore important life lessons—like how we don't always win—and linked directly to our maths learning. We talked about chance and probability, how likely it is to win, and what fair means. It was a great way to connect classroom maths to real life!

Term 2

This term we held a very successful Sushi Day! We surveyed students and used the data to find out the most popular sushi flavours. From this, we selected five varieties to sell. The event was a huge success, and we've already had lots of students asking if we'll do it again in 2025!

Term 3

We brought back the Lolly Jar Guessing Competition. Students practised their estimation skills to guess how many lollies were in the jar—a fun and practical way to use maths. We also helped plan R U OK? Day by suggesting meaningful activities for Junior School students to take part in and raise awareness about checking in on others.

Term 4

During the Week of Wellbeing, we ran an Ice Cream Day! We planned, promoted, and sold ice creams to students across Junior School. It was a cool way to end the year on a high. We also helped coordinate Operation Christmas Child, organising shoebox gifts to send to children in need overseas—a wonderful way for our School to share God's love with others.

Thanks to our SRC fundraising, we were able to:

- Help pay for a new bubbler on the Junior School Oval
- Buy new toys for all three sandpits in Junior School and Prep
- Fund seven thermoplastic ground activity markings for students to enjoy during play.

We've had a fantastic year leading and serving our School. In 2025, we're excited to expand our team and welcome students from eCalrossy into the SRC!

From the Secondary School SRC

The Calrossy Secondary Student Representative Council (SRC) is comprised of student elected female and male students from Years 7-12.

In 2024, the Secondary SRC was pleased to be able to organise social functions and fundraising activities to help support projects both within the school and the wider community. This has included being heavily involved in the Weeks of Wellbeing activities run each term across both campuses of the school. The SRC was also responsible assisting in various other events and barbeques throughout the year, helping to build our inclusive community across the school.

This year also saw the continuation of the "Caravan of Courage" project. The SRC are very grateful for the generous support of the Calrossy P&F, numerous local businesses and groups of volunteers that helped to see this project turn from idea to reality. The Caravan of Courage is a fantastic addition to our school and is now used on a regular basis by the SRC to help in our fundraising efforts, with plans to expand its offering into the future.

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

Established in Tamworth NSW in 1919, Calrossy Anglican School has a rich heritage and long history of providing outstanding education to students in the North West region. Our mission is "Excellence in a Christian Environment. The school provides dynamic learning to boys and girls from Prep to Year 12.

Calrossy features a unique Diamond School model designed to provide coeducation with a difference, as supported by educational research. Students enjoy a coeducational Primary School experience, transitioning to gendered classes in Years 7 to 9 on a purpose-built campus and recombining in Year 10 for fully coeducational classes in Years 11 and 12. The model meets the needs of individual learners at each stage of the educational journey. Our structure supports a strong foundation to learning in the Infants and Primary years, single sex classes in which early adolescents are supported to grow in confidence and courage as learners and socially through what can be a challenging period. For the final years of Secondary, boys and girls learn in coeducational classes, maximising subject choices, social development and working together in a Senior School environment. They are equipped as lifelong learners for future study, work and life beyond school.

In 2024, 301 students were enrolled in the Infants/Primary section with an additional 39 students attending Prep. We enrolled a total of 668 Secondary students across our two campuses, with approximately a quarter being resident Boarders. In addition, the School had 50 students attending the separate Calrossy Pre-School meaning that almost 1,100 children learn each day on one of our campuses.

Calrossy also features eCalrossy, a unique distance education program in which students utilise the benefits of live video conferencing to be in contact with their teachers and classmates for 100% of class time. Students enjoy 3 one-week residential sessions each year. This program covers separate classes in Year 5/6 and Years 7, 8 and 9 with 42 students enrolled.

Calrossy's regional setting shapes the distinctive school experience we offer to our students. Located on Kamilaroi country we are embedded into the Tamworth Regional community as the city's longest standing school. Our relationship with the area is significant and we enjoy access to local resources in agriculture and primary industry, through regional networks and locally based national companies. Students enjoy many opportunities through the excellent local sporting, music and cultural facilities Tamworth has to offer. Our curriculum is firmly anchored in our rural and regional setting, with classes making frequent use of the many resources available in Northern NSW's largest centre. Participation in the Hunter Region Independent Schools (HRIS) association provides sporting and cultural pathways to State and National competition. Many students excel at Regional and State level. Our academic reputation is based on top level results in the region over the past fifteen years, demonstrating that regional students can achieve amongst the best in NSW. In the past five years students have topped NSW in subjects and placed in the top ten in courses regularly.

Calrossy is home to approximately 180 boarders from the Hunter, North Coast, New England and North-West. The broad spectrum of subject options studied by Calrossy students reinforces that there is no 'typical' mould for our students. Many of our students attend university after school, some winning prestigious scholarships and awards to do so. However, we are very proud of our broad range of pathways that support students into a variety of professions and workplaces.

Our Junior School inspires a strong start to learning through small class sizes, specialist Music, PDHPE, Language, Christian Studies and Library classes. We provide learning enrichment for high potential learners. The focus on the early development of fundamental skills and support for student growth sets students up for success in later years.

The early Secondary approach supports boys and girls in their academic, social and emotional development through early adolescence, assisting the growth of independence and essential life and academic skills. Via staff led mentor groups that are gender-based, the development of positive relationships and being valued and known is central to creating a sense of purpose and belonging. In recognition that this stage is a period at which there are greater risks of disengagement, we provide many opportunities for meaningful involvement, strong adult role-modelling and encouragement for students to develop their own interests and passions. Leadership is a pillar of our 7 - 9 program. School co-curricular activities support and promote the achievement of these goals. The development of high expectations and the building of confidence are aims of our program. The intention is to develop courageous and engaged learners through this stage.



In Years 10 - 12 our boys and girls learn together, equipping and preparing them for the NSW HSC, and importantly, life beyond school. There is a focus on the development of independence, promoting wellbeing and creating leadership opportunities and supportive frameworks that enable collaboration and growth. Years 10 - 12 learn together on a bespoke campus, customised to support the increasing maturity and independence of senior students. Calrossy offers a broad range of subjects in the Senior years and provides flexibility for enrolment in TVET and School Based Apprenticeship Training.

Calrossy has an inclusive enrolment policy and is a diverse community. We seek to develop an authentic and open approach to learning, assisting students to think critically and to develop a compassionate social conscience. Our student wellbeing program aims to ensure all students belong, are known, feel valued and respected. Student leadership at all levels of schooling is integral to our program. Calrossy provides students with a variety of opportunities, within and outside the classroom, to enrich their education, promoting the development of well-rounded citizens at the end of the school journey.

Calrossy is a diverse school that meets the learning needs of a large variety of students. Our population is comprised of approximately 8% of students of Aboriginal or Torres Strait Island heritage. They are supported by the School's participation in the Waratah Project, facilitated by the Association of Independent Schools, NSW. The School has CRICOS Registration with the facility to enrol international students. Learning Support is provided from Kinder to Year 12. Specialist staff from our Independent Learning Centre provide support, Individual Educational Plans, Healthcare and Mental Health, Behaviour Management and Risk Management plans. Wellbeing support is based on a three-tiered model of response of intervention. The School is compliant with the NCCD funding agreement, providing access to various levels of support and intervention based on assessed individual needs.

Calrossy Anglican School is focused on the wellbeing of each individual in the School community, including our boarders. Our size and structure allows students to be known, valued and recognised. The School embraces cultural diversity and encourages a sense of belonging and community through its core values of Integrity, Resilience, Selflessness and Inclusiveness.

Calrossy operates 3 academic campuses and an offsite boarding facility:

- Brisbane Street Campus – Years 10 - 12 – including Secondary Girls Boarding
- William Cowper Campus – Prep to Year 6, Years 7 - 9
- Tangara Campus (Trade Training Centre – Primary Industries, Agriculture and Shorthorn Cattle Breeding program)
- Simpson House Boarding Facility (Secondary Boys Boarding).

Ours is a strong value-added environment. Opportunities exist for academic excellence, support, enrichment and development. Personal health and well-being are valued, a wide variety of sporting opportunities exist, and spiritual development is nurtured. In-school groups and co-curricular activities abound to support the holistic development of each child.

Junior School - Co-Curricular Activities

- Sports: HRIS pathways to State level sport in Athletics/Swimming/Cross Country and a wide range of representative sports. Cricket, Flipper Ball, Hockey, Equestrian Sports, Netball, Rugby Union, Swimming Survival, Learn to Swim, Basketball
- Cultural: Choir, Band, Theatre Sports, Dance, Instrumental Music, 'Light voluntary Christian Group'
- Academic: Debating, Chess, Tournament of Minds, Da Vinci Decathlon, ICAS - Maths, English, Science, Maths Olympiad, Science and Engineering Challenge, Mathematics Camp, Coding Club, Gardening Club, Cooking, Lego.

Secondary School - Co-Curricular Activities

- Sports: HRIS pathways to State level sport in Athletics/Swimming/Cross Country and a wide range of representative sports, Netball, Basketball, Rugby (girls and boys) including Rugby 7s, Football, Hockey, Lifesaving, Equestrian Sports, Water Polo, Cricket, Rifle Shooting, Oz- Tag and Rugby League Gala Days
- Cultural: Debating and Public Speaking, Duke of Edinburgh Award Scheme, Eisteddfods, Driver Education, Musicals/Drama productions, Orchestra/Concert Band/Jazz Band, Dance Productions – Performances, Participation in Indigenous celebrations, HRIS Cultural Festival – dance, voice, orchestral
- Spiritual: Volunteer Christian groups
- Academic: Cattle team - judging and parading, Sheep team – judging and parading, Chess, After School Assistance and Tutoring, Science/Enviro Club, Science/Engineering Challenge, Mock Trial, MUNA, Tournament of Minds, Student Leadership Programmes, Year Group Expeditions/Excursions, various subject based challenges and competitions.



Our Vision

"The Calrossy Vision is to be creators of hope and change that matters."

Our Mission

The Calrossy Mission is to strive for Excellence in a Christian Environment.

Our School is founded on the truths of the Gospel of Jesus Christ. We seek to honour God in the excellence of our learning and life together. In their time at Calrossy students will grow in their understanding of their world, themselves and their creator. This means being distinctively Christian. As an inclusive community we accept students of all faiths and backgrounds.

Our Values

1

Integrity

Integrity is foundational at Calrossy, instilling honesty, responsibility, and moral strength in our students, preparing them to navigate life with authenticity and honour.

2

Resilience

We empower students to overcome challenges, bounce back from setbacks, and thrive in adversity, fostering grit, determination, and a steadfast commitment to personal growth.

3

Selflessness

Selflessness is key to our values, emphasising empathy, kindness, and putting others' needs before our own. It's about fostering a community where we support and uplift one another, creating a caring environment for all.

4

Inclusiveness

We want to ensure that every individual, regardless of background or identity, feels welcomed, heard, and respected. It's about creating a culture of belonging where diversity is celebrated and differences are embraced.

THEME 2 - OUTCOMES AND RESULTS

Student Outcomes in Standardised National Literacy and Numeracy Testing

The School’s 2024 NAPLAN result summary is found below.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	437	436	421	421	427
Year 5	488	475	459	504	487
Year 7	549	549	543	556	548
Year 9	578	580	572	574	567

NAPLAN participation for this school is 95%
NAPLAN participation for all Australian students is 95%

The 2024 results shown indicate that Calrossy’s student outcomes meet or exceed the national average in Reading, Writing, Spelling, Grammar and Numeracy for most year groups tested. The Spelling result for Year 5 fell below the national average.

This information, along with further detail about the school’s performance in National Literacy and Numeracy assessments, is available on the MySchool profile for Calrossy located at:
<https://myschool.edu.au/school/40672/naplan/results>

Interpreting the table



Student retention rates and post school destinations

Eighty percent (80%) of the 2022 Year 10 cohort completed Year 12 in 2024. This is consistent with the previous years’ retention rate. Of the students who left our school before completing Year 12, most were to pursue further training via non-school avenues. Of the students who completed Year 12 in 2024, many undertook a GAP year, with some choosing overseas schools given the opportunity to travel and many locally due to ease of access to jobs. Many chose to commence university study with some accessing this online given they could work and study from their home area. Others have planned to commence study following their GAP year.



THE 2024 RESULTS SHOWN INDICATE THAT CALROSSY’S STUDENT OUTCOMES MEET OR EXCEED THE NATIONAL AVERAGE IN READING, WRITING, SPELLING, GRAMMAR AND NUMERACY FOR MOST YEAR GROUPS TESTED.

HSC and Secondary Outcomes

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 18 students in 2023, 16 in Years 10 or 11 and 2 in Year 12.

Subject	Year	No. Students	Subject Bands 4-6		Subject Bands 1-3	
			School	State	School	State
Agriculture	2020	10	100%	60%	0%	40%
	2021	18	94%	55%	6%	45%
	2022	18	83%	52%	17%	46%
	2023	28	86%	58%	14%	42%
	2024	17	94%	58%	6%	42%
Ancient History	2020	4	75%	62%	25%	38%
	2021	6	67%	62%	33%	38%
	2022	5	100%	63%	0%	36%
	2023	-	-	-	-	-
	2024	-	-	-	-	-
Biology	2020	39	58%	61%	42%	39%
	2021	23	96%	66%	4%	34%
	2022	37	70%	53%	30%	46%
	2023	40	68%	64%	33%	36%
	2024	36	94%	70%	6%	30%

HSC and Secondary Outcomes

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 18 students in 2023, 16 in Years 10 or 11 and 2 in Year 12.

Subject	Year	No. Students	Subject Bands 4-6		Subject Bands 1-3	
			School	State	School	State
Business Studies	2020	25	48%	61%	52%	39%
	2021	16	50%	66%	50%	34%
	2022	15	33%	64%	67%	35%
	2023	24	50%	64%	50%	36%
	2024	31	48%	64%	52%	36%
Chemistry	2020	12	92%	69%	8%	31%
	2021	14	71%	66%	29%	34%
	2022	10	90%	64%	10%	36%
	2023	11	73%	66%	27%	34%
	2024	11	73%	67%	27%	33%
Community and Family Studies	2020	18	100%	69%	0%	31%
	2021	10	100%	72%	0%	28%
	2022	13	92%	73%	8%	25%
	2023	14	93%	72%	7%	28%
	2024	15	73%	72%	27%	28%
Drama	2020	-	-	-	-	-
	2021	5	80%	83%	20%	17%
	2022/2023/2024	-	-	-	-	-

HSC and Secondary Outcomes

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 18 students in 2023, 16 in Years 10 or 11 and 2 in Year 12.

Subject	Year	No. Students	Subject Bands 4-6		Subject Bands 1-3	
			School	State	School	State
Earth and Environmental Science	2020	6	83%	61%	17%	29%
	2021	14	71%	62%	29%	38%
	2022	5	100%	68%	0%	31%
	2023	-	-	-	-	-
	2024	9	100%	64%	0%	36%
Economics	2020/2021	-	-	-	-	-
	2022	7	86%	76%	14%	24%
	2023	8	63%	77%	38%	23%
	2024	8	63%	78%	38%	22%
Engineering Studies	2020	7	71%	69%	29%	31%
	2021	2	100%	71%	0%	29%
	2022/ 2023 / 2024	-	-	-	-	-
English Standard	2020	48	58%	58%	42%	42%
	2021	41	59%	58%	41%	42%
	2022	57	67%	55%	33%	44%
	2023	56	57%	60%	43%	40%
	2024	54	74%	67%	26%	33%

HSC and Secondary Outcomes

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 18 students in 2023, 16 in Years 10 or 11 and 2 in Year 12.

Subject	Year	No. Students	Subject Bands 4-6		Subject Bands 1-3	
			School	State	School	State
English Advanced	2020	46	93%	94%	7%	6%
	2021	32	84%	94%	16%	6%
	2022	40	98%	93%	3%	7%
	2023	31	94%	95%	6%	5%
	2024	40	98%	97%	3%	3%
English Studies Examination	2020	-	-	-	-	-
	2021	7	0%	7%	100%	93%
	2022	-	-	-	-	-
	2023	4	25%	10%	75%	90%
	2024	1	0%	11%	100%	89%
Geography	2020	42	64%	60%	36%	40%
	2021	29	79%	74%	21%	26%
	2022	37	97%	72%	3%	27%
	2023	31	68%	78%	32%	22%
	2024	29	76%	73%	24%	27%

HSC and Secondary Outcomes

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 18 students in 2023, 16 in Years 10 or 11 and 2 in Year 12.

Subject	Year	No. Students	Subject Bands 4-6		Subject Bands 1-3	
			School	State	School	State
Industrial Technology	2020	6	67%	52%	33%	48%
	2021	11	55%	53%	45%	47%
	2022	9	100%	51%	0%	49%
	2023	9	78%	55%	22%	45%
	2024	4	75%	55%	25%	45%
Investigating Science	2020	15	53%	57%	47%	43%
	2021	9	100%	75%	0%	25%
	2022	9	89%	62%	11%	36%
	2023	10	90%	71%	10%	29%
	2024	6	83%	69%	17%	31%
Legal Studies	2020	12	75%	62%	25%	38%
	2021	11	82%	69%	18%	31%
	2022	33	70%	66%	30%	33%
	2023	11	36%	69%	64%	31%
	2024	27	41%	69%	59%	31%

HSC and Secondary Outcomes

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 18 students in 2023, 16 in Years 10 or 11 and 2 in Year 12.

Subject	Year	No. Students	Subject Bands 4-6		Subject Bands 1-3	
			School	State	School	State
Mathematics Standard 2	2020	61	47%	50%	53%	50%
	2021	54	50%	51%	50%	49%
	2022	61	48%	54%	52%	46%
	2023	59	58%	58%	42%	42%
	2024	60	65%	59%	35%	41%
Mathematics Advanced	2020	20	80%	81%	20%	19%
	2021	13	77%	79%	23%	21%
	2022	21	48%	76%	52%	24%
	2023	18	78%	75%	22%	25%
	2024	14	93%	77%	7%	23%
Modern History	2020	10	70%	65%	30%	35%
	2021	14	57%	65%	43%	35%
	2022	14	86%	67%	14%	32%
	2023	13	77%	64%	23%	36%
	2024	20	80%	72%	20%	28%

HSC and Secondary Outcomes

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 18 students in 2023, 16 in Years 10 or 11 and 2 in Year 12.

Subject	Year	No. Students	Subject Bands 4-6		Subject Bands 1-3	
			School	State	School	State
Music 1	2020	3	100%	90%	0%	10%
	2021	7	100%	89%	0%	11%
	2022	2	100%	89%	0%	10%
	2023	4	100%	90%	0%	10%
	2024	4	100%	90%	0%	10%
Music 2 No entries 2022 / 2024	2020	2	100%	88%	0%	12%
	2021	2	100%	100%	0%	0%
	2023	1	100%	99%	0%	1%
PDHPE	2020	26	73%	61%	27%	39%
	2021	7	86%	60%	14%	40%
	2022	29	59%	50%	41%	49%
	2023	18	78%	63%	22%	37%
	2024	20	85%	67%	15%	33%

HSC and Secondary Outcomes

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 18 students in 2023, 16 in Years 10 or 11 and 2 in Year 12.

Subject	Year	No. Students	Subject Bands 4-6		Subject Bands 1-3	
			School	State	School	State
Physics	2020	5	80%	66%	20%	34%
	2021	7	86%	71%	14%	29%
	2022	6	83%	68%	17%	32%
	2023	7	71%	68%	29%	32%
	2024	8	100%	65%	0%	35%
Society and Culture	2020	19	84%	80%	16%	20%
	2021	21	100%	80%	0%	20%
	2022	25	88%	75%	12%	25%
	2023	17	88%	80%	12%	20%
	2024	26	92%	79%	8%	21%
Software Design and Development	2024	7	100%	68%	0%	32%
Textiles and Design	2020	4	100%	84%	0%	16%
	2021	-	-	-	-	-
	2022	7	86%	79%	14%	21%
	2023	5	100%	79%	0%	21%
	2024	7	100%	76%	0%	24%

HSC and Secondary Outcomes

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 18 students in 2023, 16 in Years 10 or 11 and 2 in Year 12.

Subject	Year	No. Students	Subject Bands 4-6		Subject Bands 1-3	
			School	State	School	State
Visual Arts	2020	11	100%	89%	0%	11%
	2021	-	-	-	-	-
	2022	3	100%	92%	0%	8%
	2023	11	100%	91%	0%	9%
	2024	7	100%	94%	0%	6%
Primary Industries Examination	2020	15	87%	55%	13%	45%
	2021	20	95%	73%	5%	27%
	2022	25	96%	59%	4%	24%
	2023	22	95%	70%	5%	30%
	2024	13	100%	74%	0%	26%

Extension Courses

English Extension 1	2020	3	0%	92%	100%	8%
	2021	3	100%	94%	0%	6%
	2022	5	100%	90%	0%	10%
	2023	1	100%	94%	0%	6%
	2024	3	100%	96%	0%	4%

Extension Courses

Subject	Year	No. Students	Subject Bands 4–6		Subject Bands 1–3	
			School	State	School	State
English Extension 2 No entry in 2022 & 2024	2020	3	0%	82%	100%	18%
	2021	1	100%	84%	0%	16%
	2023	1	0%	86%	100%	14%
Mathematics Extension 1	2020	5	60%	75%	40%	25%
	2021	4	100%	74%	0%	26%
	2022	4	100%	70%	0%	30%
	2023	3	100%	72%	0%	28%
	2024	5	80%	80%	20%	20%
Music Extension No entry in 2022 & 2024	2020	2	100%	97%	0%	3%
	2021	1	100%	95%	0%	5%
	2023	1	100%	96%	0%	4%
History Extension	2020	2	50%	76%	50%	24%
	2021	8	38%	77%	63%	23%
	2022	8	100%	80%	0%	20%
	2023	6	100%	85%	0%	15%
	2024	9	78%	86%	22%	14%

HSC and Secondary Outcomes Overview

The formal Record of School Achievement (RoSA) was awarded by the NSW Education Standards Authority (NESA) to 18 students in 2023, 16 in Years 10 or 11 and 2 in Year 12.

In 2024, 99 students sat for the NSW Higher School Certificate through Calrossy Anglican School in 30 school-based courses. Of these courses, 22 had school averages that met or exceeded the State mean mark. In total, 99.6% of candidates across all 2 unit courses achieved marks of 50 or more (Band 2 or higher) with 35.3% of these placed in Bands 5 and 6 (80-100 marks out of 100). Of the 21 candidates for extension courses, 81% placed in Bands E3 and E4 (25-50 marks out of 50).

In most courses offered at Calrossy, student achievement was above State level, with a higher proportion of students gaining results in Bands 5 and 6 and a small proportion, compared to State-wide figures, in Bands 1 and 2. This has been a consistent trend over the past five years. In 2024, Calrossy had one student appear on the HSC All-Rounders list for achieving Band 6 in 10 or more units. There were 40 listings on the Distinguished Achievers (top band) list from 21 Calrossy students.

100% of students in the Year 12 cohort who completed their schooling at Calrossy were awarded an HSC.

In 2024, 22% of Year 12 students participated in vocational or trade training that contributed towards an HSC. 15% of Year 12 students studied a school-offered VET course (Primary Industries), and 10% studied an EVET course through TAFE NSW. (Some students studied both)



THEME 3 - STAFFING

Level of accreditation	Number of Teachers
Conditional	4
Provisional	4
Proficient Teacher	97
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0

School Staff as recorded on the August 2024 school census and published on My School (<http://www.myschool.edu.au>).

Teaching staff	155
Full time equivalent teaching staff	94.5
Non-teaching staff	108
Full time equivalent non-teaching staff	57.7
Aboriginal and Torres Strait Islander Staff	0 (Unknown)

At our School we embrace all faiths and backgrounds for all our staff and students. We strongly encourage applications from First Nations teachers and other staff.



THEME 4 - ATTENDANCE

Year	Attendance Rate %	Year	Attendance Rate %	Year	Attendance Rate %
Kinder	93.4	Year 5	91.5	Year 10	84.9
Year 1	91.5	Year 6	89.2	Year 11	88.6
Year 2	92.5	Year 7	89.0	Year 12	83.2
Year 3	91.9	Year 8	89.2	Whole School	89.3
Year 4	90.2	Year 9	86.2		

Management of non-attendance

Administration staff send an SMS to parents of students who are absent without prior explanation, to ensure no mishap has occurred in the student's travel to school. Poor attendance is very rare and hence causes teachers to express concern to Heads of Junior, Middle, Senior School and Deputy before this becomes too significant a problem. In such cases the practice is generally for the Heads of Junior, Middle or Senior School or their delegate, to contact parents and/or students to discuss the situation and to see whether the school needs to facilitate better attendance in some way.

89% OF STUDENTS ATTENDED SCHOOL ON AVERAGE EACH DAY IN 2024 (COMPARED WITH 91% IN 2023 AND 89% IN 2022).

THEME 5 - SCHOOL POLICIES

The following School policies are publicly available on our website:

- [Enrolment Policy](#)
- [Child Protection Policy](#)
- [Complaints Handling Policy](#)
- [Anti-Bullying Policy](#)
- [Discipline Policy](#)



THEME 6 - STAKEHOLDER SATISFACTION

Student

"I've been at Calrossy from Prep to Year 12, graduating in 2024. I have loved the experience, the excursions, and the friendships. I feel I have achieved much more than I expected. The teachers have always gone above and beyond and I'm excited to become a Calrossy Alumni and see where life takes us all."

"I like Calrossy because my teachers are kind and help me learn lots of things. We learn about being respectful and helping others. I have lots of friends here and we all try to be caring and do our best."

"Calrossy teaches us to be good people, not just good students. I like that our teachers care about us and help us make the right choices. We learn to respect others, work hard, and look out for our friends. It feels like a really supportive place to grow up."

"Calrossy has given me so much more than an education. It's taught me to think for myself, respect others, and stay true to my values. The support from teachers and friends has prepared me for whatever comes next. I'm proud to have grown up here."

Parent

"...we would like to express our heartfelt gratitude for the enthusiasm and diligence of the students who were a part of the community service group..."

"Thank you so much for the brilliant Calrossy in Concert night. We really appreciate the opportunity to listen to the music groups once/year at this event and hear the students as well as individuals and a fun year 9 dance tradition. Thank you to the staff for so much extra work and organisation for this event."

"I would like to take this opportunity to acknowledge and thank the Music team for their unwavering support and commitment to our son's obsession and passion for his Music. Their impact goes well beyond music, they provide him with his 'happy place' and when typical teenager days happen, he seeks refuge in their company, something so unique and treasured by us."

"We chose Calrossy for our Daughter who has just completed year 12, because of the variety and amount of opportunities available for all students, not just those that participate in main stream sports."

"We chose Calrossy for its strong academic reputation, but what truly sets it apart is its values-based education. Our child is not only thriving academically but is also developing into a kind, respectful and responsible young person. We are grateful for the way Calrossy partners with families to nurture character, faith, and lifelong values."

Re: Cattle team: They represent themselves, the school and the team with great sportsmanship and commitment. They work tirelessly with very early morning starts and late evenings preparing their cattle, looking after and supporting their team mates and participating in all of the activities offered... the team were rewarded with a swag of ribbons and accolades and are a credit to the school. Their conduct and success is a credit to the work Kathy de Jong and her team put into the students, and the investment into the Calrossy cattle program."

"We are so very thankful for Calrossy. There are so many wonderful things about the school. It is lovely driving up to the William Cowper campus seeing horses, cows, kangaroos and hills, and wide open spaces!!! And we are so thankful for sporting, debating, academic, public speaking opportunities. It is a great school and there is so much going on!!! We are super happy and just wanted to let you know."

"The school hats look so smart and I feel they really make Calrossy stand out in the community of Tamworth!!!"

Staff

"Thanks for your contribution to what continues to be a positive start to the school year. There seems to be an engaged approach to school life from the large majority of our students, which is very much the result of the excellent work of the Academic staff."

"Special shout to all involved in the Swimming Carnivals - our Sport Team, the property crew and all who supervised and oversaw really good events. The work and team work of staff was very visible so thanks."

"Our camps are an integral part of our program, for both staff and students, in which relationships are developed and our cohorts are pushed out of their comfort zones (learning to surf, to climb high walls, solving problems). I am thankful to the staff who promoted a positive experience. A feature of camp (and a strong part of Calrossy culture) was the superb contribution of ten Year 9 girls and boys who attended, supporting leadership, guidance and that sense of belonging across the years."

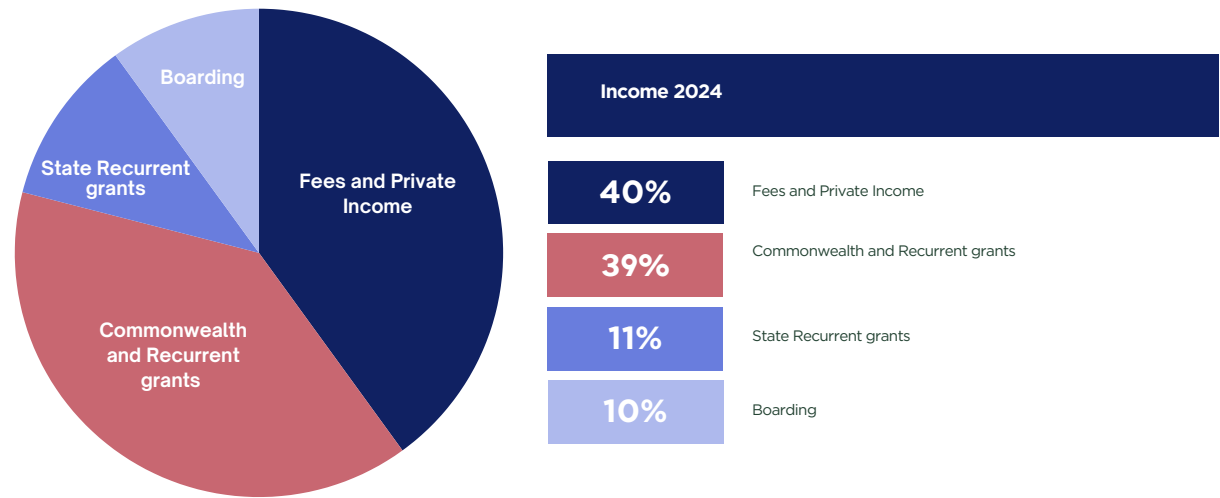
"Thank you to both Secondary campuses for your support and contribution to Book Week and the parades..... It has been positive to have Secondary students involved this year. (Why should Primary and Infants have all the fun?) Special mention to the faculties that collaborated to develop themed costumes and embraced the spirit of the day..... Junior School held their parade today, which was equally stunning and great fun with many parents present. Of course, an important goal of the week is encouraging our students to love reading and engage with books/literature."

"The professionalism of Secondary staff, demonstrated in Parent/Teacher interviews yesterday afternoon was very noticeable. These events are vital in providing feedback to parents, reinforcing to them that we know, and understand their children, standing committed to their growth. It is an important aspect of our Learning in Partnership theme."

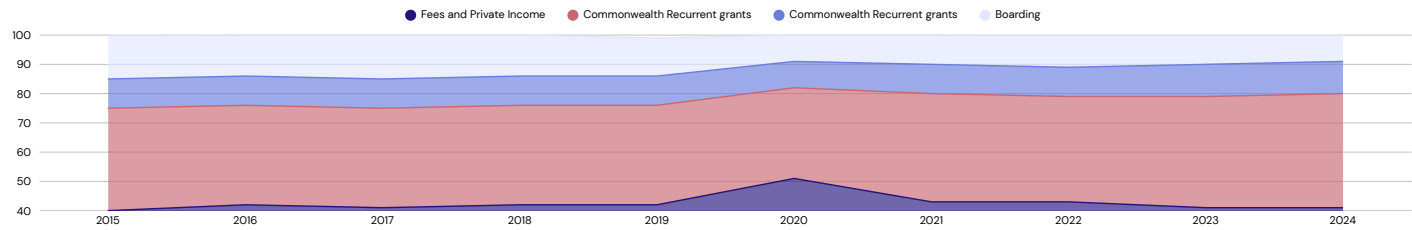
I FEEL BLESSED AND ENCOURAGED BY THE STAFF AND STUDENTS OF THIS SCHOOL. SO MANY INDIVIDUALS WITH DIFFERENT PATHS, SKILLSETS AND INTERESTS UNIFIED IN ONE COMMUNITY. - CURRENT STAFF MEMBER

THEME 7 - FINANCIAL INFORMATION

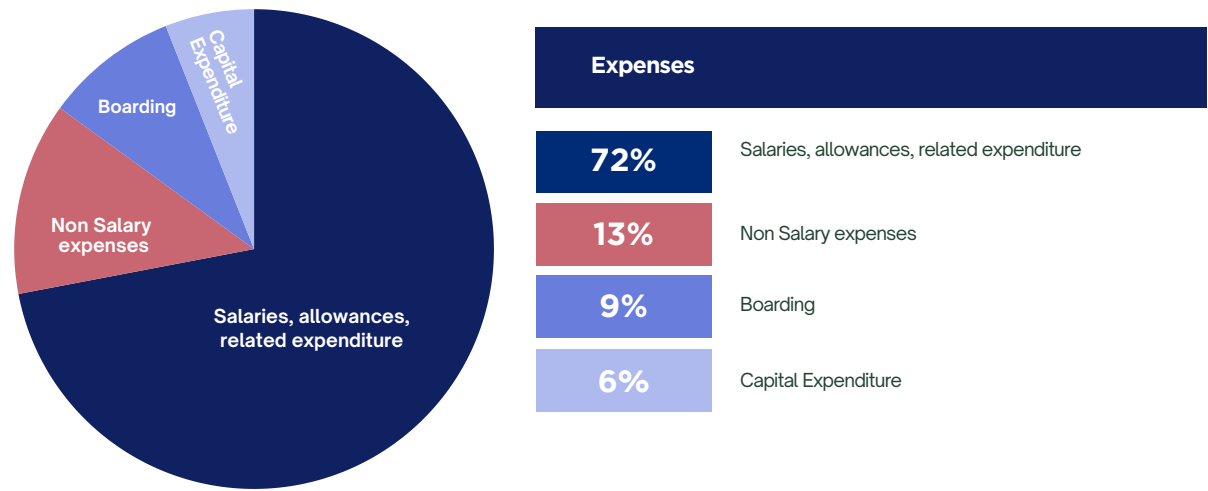
Graphic 1: Recurrent/Capital Income represented by pie chart for 2024



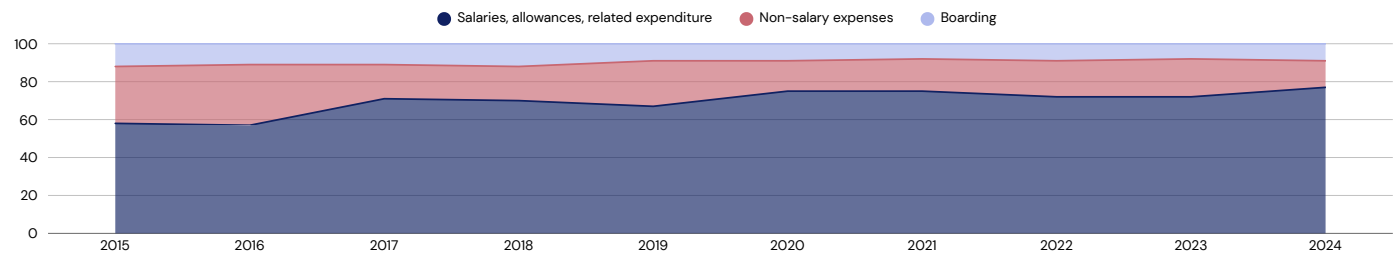
Graphic 2: Recurrent/Capital Income represented by an area chart since 2015

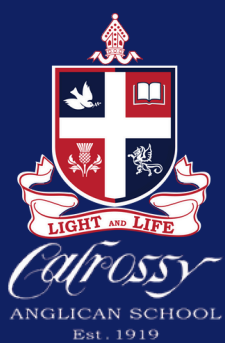


Graphic 3: Recurrent/Capital Expenditure represented by pie chart for 2024



Graphic 2: Recurrent/Capital Expenditure represented by an area chart since 2015





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