



SECONDARY SCHOOL CROSS COUNTRY

# Annual Report

# 2025

# About Us

## THEME 1 - A MESSAGE FROM KEY SCHOOL BODIES



### From the School Board

It is with much pleasure and thanksgiving that I present this report on behalf of the Calrossy Anglican School Board.

2025 brought a number of significant challenges and changes for Calrossy, not least of which was the change in School Principal as of 1 January, 2026. During the past year the Board, the School and the school community took a number of opportunities to thank and acknowledge Mr David Smith for his 9 years of hard work as Principal. In January 2026 we will formally welcome and commission Mr Mark Lewis as Calrossy's new Principal.

The year also presented a number of challenges with increasing governance complexity, financial pressure from wage and other cost increases, and pressure on enrolments from increased competition from other schools. We remain thankful to God for his generous provision of all we need – and in particular for the people he has placed at Calrossy.

We are thankful for each person who makes up our Calrossy community – our students, staff, Executive, Board and Committee members, parent groups and the wider school community – and for their commitment and labours for the good of those who work and study here. Each has played a vital role in the life of the School throughout 2025.

We formally acknowledge the contributions of our departing Board members – Mrs Kim Scott, Mr Geoff Deane and Rev Paul Foster – who all significantly contributed to the School.

The Board's work in 2025 focussed on several key areas:

- Finding a new Principal;
- Continuing to strengthen the Christian mission, vision and ethos of Calrossy;
- Further work on strategic planning;
- Completion of the Dr Ted Giblin OAM Centre;
- Reviewing governance practices including risk management;
- Formation of a Health, Safety and Wellbeing sub-Committee to oversee this important part of our school life;
- Monitoring financial sustainability; especially in light of a new MEA;
- Considering ways to improve the academic performance of our students, and how to provide appropriate non-ATAR pathways of learning.

In all this we are immensely thankful that our God is active and alive, wise and sovereign over all things. He knows what we need and can give it to us. He loves us beyond measure.

At Calrossy we seek to reflect that same love in all our relationships. 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**



"AT CALROSSY WE SEEK TO REFLECT THAT SAME LOVE IN ALL OUR RELATIONSHIPS. WE CONTINUE TO PRAY FOR GOD'S PROVISION AND GUIDANCE AS WE SEEK TO SERVE FAITHFULLY INTO THE FUTURE."  
"

- VEN IAN MILLICAN, CALROSSY BOARD CHAIR

# About Us

## THEME 1 - A MESSAGE FROM KEY SCHOOL BODIES



### From the Principal

2025 has been a year of significant activity, challenge and progress for Calrossy Anglican School. Across the year the School has continued to pursue its Christian mission, strengthen student learning and wellbeing, sustain enrolment growth, advance strategic and capital priorities, and manage a changing financial environment.

The year has also required resilience and wise leadership as the School responded to major industrial changes affecting remuneration, community grief following tragic losses, ongoing legal and compliance matters, and the final stages of a major building project.

Despite these pressures, Calrossy has remained well positioned, with strong community engagement, encouraging student outcomes, continued service initiatives and a clear commitment to faithful Christian education.

#### Christian Mission and Community Life

Calrossy's identity as a Christian school has remained central throughout 2025. Easter services were held in local churches, with students and staff reminded of the hope of the death and resurrection of Jesus Christ. Chaplaincy continued to play an important part in school life, including the growth of regular staff prayer groups across campuses.

Christian witness was also evident in the School's support for students and families during times of grief, particularly following two deaths within the school community during the year.

The School continued to embed service within its programs and culture. Significant community initiatives included fundraising support for close to 400 Anglicare food hampers, the preparation of more than 240 Operation Christmas Child boxes by boarders, and strong participation in charitable activities such as Shave for a Cure.

Partnerships with local churches, the Diocese, North Tamworth Anglican Church, parents, TAFE NSW and tertiary institutions continued to enrich school life and strengthen Calrossy's role as a Christian educational community serving the wider region.

#### Student Outcomes and School Life

Calrossy celebrated another year of strong student achievement and broad participation.

The 2024 HSC results, reported at the beginning of 2025, were particularly encouraging. The School again recorded the strongest Top Band outcomes in Northern New South Wales, with 40 Top Band results achieved by 21 students across 21 courses. Students also featured in major project selections and university pathways, reflecting both academic quality and the breadth of opportunity available at the School.

Beyond the classroom, students participated with distinction in ANZAC Day commemorations across the North West, achieved outstanding success at the Royal Easter Show, and continued to contribute to the School's strong culture of leadership, service and representation.

Year 12 students completed their schooling well, with graduation supported by a Christian message that challenged students to connect success with purpose and faith. New student leaders for 2026 were installed during Term 4, ensuring continuity of leadership into the new year.

#### Enrolment, Staffing and People

Enrolments remained a positive feature of 2025. The School began the year close to budget, then moved ahead of budget during the year, with growth reported across several areas including Junior School and Boarding. By August, enrolments had grown further and the outlook for the following years remained positive. This growth provided encouragement in a competitive environment and reflected continued confidence in the School from families across the region.

Staffing in 2025 was shaped by the implementation of the 2025-2027 Cooperative Multi-Enterprise Agreement, which significantly increased salary costs and added complexity to school budgeting. Even so, Calrossy continued to invest in staff capability and recruitment, including support for teaching trainees and innovation partnerships such as the staff trial of an artificial intelligence platform in collaboration with the University of New England.

Staff turnover for 2026 is expected to be modest. During the year, the Board also began planning for principal succession, with the current Principal due to conclude his contract at the end of 2025.

#### Governance, Compliance and Strategic Direction

Governance work remained substantial throughout 2025.

The Board continued to address membership needs, welcomed a new board member during the year, and maintained oversight of ACNC responsibilities and broader governance compliance.

Strategic planning also commenced for the School's next planning horizon, with facilitated work involving board members, staff and other contributors to help shape the future direction of Calrossy.

The School also gave significant attention to compliance and regulatory matters. A NESA short notice inspection in September provided helpful feedback and supported preparation for the five-year registration process due in 2026. Considerable policy and curriculum work was undertaken in readiness for this process.

#### Property, Facilities and Capital Development

The major capital priority during 2025 remained the completion of the Dr Ted Giblin OAM Centre.

While the building reached practical completion during the year and parts of the facility came into use, the issue of the final occupation certificate was delayed by stormwater management requirements associated with the development application.

The required swale works expanded materially in scope and cost, delaying final completion and increasing the overall project budget. Despite these setbacks, the project represents a major investment in the future educational capacity of the School.

**From the Principal continued**

Master planning work also continued, including consideration of how all students might in time be located on the William Cowper Campus. Other site improvements and partnerships were also advanced during the year, including irrigation works for the Junior School oval and landscaping along Moore Creek Road.

The School also continued to advocate for improved safety infrastructure, including a footpath and bike path along Moore Creek Road.

**Finance and Operations**

Financially, the School remained stable throughout 2025, though under greater pressure than in previous years.

Early forecasts projected a healthy operating surplus, but the full impact of the new Cooperative Multi-Enterprise Agreement, together with inflation in catering and other operating costs, materially reduced the expected result across the year.

Even so, Calrossy maintained a sound cash position, continued to meet lending obligations, and remained able to meet its liabilities as they fell due.

Fee increases in both 2025 and the announced 2026 schedule reflected the unavoidable pressure of rising salary and operating costs.

The Board and Finance Committee worked carefully to balance affordability for families with responsible stewardship of the School's resources. The School's external audit process was completed without matters of concern, financial reporting was strengthened through a move to general purpose accounts.

**Conclusion and Outlook**

As the School approaches the 2025 AGM, the Board can do so with gratitude for God's provision and with confidence in the strength of the School's mission and operations.

The year has required faithful leadership, careful decision-making and resilience across the community.

Calrossy enters 2026 with clear priorities: completing the remaining capital works, preparing thoroughly for NESAs registration, managing the financial impact of sector-wide salary changes, supporting leadership transition, and continuing to provide high-quality Christian education for students and families across the region.

Created from a summary of Armidale Diocesan Reports for 2025.

**David Smith, Principal**

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

**From the Junior School SRC**

The Calrossy Junior School Student Representative Council (SRC) was made up of student representatives from each class in Years 2-6, supported by the School Captains.

In 2025, the Junior School SRC organised a range of fun events and fundraising activities that helped build school spirit and support student voice across the Junior School. In Term 1, the SRC helped run the Easter Egg Hunt and organised a 'Summer Send Off' Zooper Dooper Day. In Term 2, students enjoyed a successful Doughnut Day, while Term 3 saw the SRC run Pie Day as another popular fundraising event.

The year also saw the installation of the EDU Markings, which were funded through the fundraising efforts of the 2024 Junior School SRC. These colourful playground markings were a wonderful addition to the Junior School play spaces, encouraging active play, creativity and social interaction. The SRC also proudly contributed funding towards the irrigation of the Junior School Oval, supporting the development of a more enjoyable and usable outdoor space for students.

The SRC also supported student wellbeing and service throughout the year. In Term 4, SRC members helped with R U OK? Day, encouraging students to think about kindness, checking in on others and looking after their friends. The SRC assisted with Operation Christmas Child by reminding students to bring in donations and helping to pack shoeboxes for children in need. Through these events and initiatives, SRC members developed their leadership skills, worked together as a team and contributed to a positive and caring Junior School community.

Junior School SRC

**From the Secondary School SRC**

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

In 2025, the Secondary SRC Year 12 leadership team was expanded and took on responsibility for the World's Greatest Shave event. Across both campuses, the SRC has helped organise fundraising activities to support school projects, specifically improved shade and bubbler facilities at the William Cowper Campus. The "Caravan of Courage" continues to be a much-valued and appreciated asset, allowing for student-run food stalls and providing students with the opportunity to learn about safe food handling and commerce.

At the Brisbane Street campus, students have worked to drive conversations about bullying, hosting a BBQ to support the Do It For Dolly Foundation and partnering with Christian Studies teachers to create anti-bullying resources. The Senior SRC is heavily involved in the Weeks of Wellbeing activities run each term across both campuses of the school.



## 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 gender 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 2025, 330 students were enrolled in the Infants/Primary section with an additional 60 students attending Prep. We enrolled a total of 703 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 over 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 39 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 & 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 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 170 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, STEM, 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 programme. 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 programme)
- 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 - Extra 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, Cycling
- 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, Chickens

**Secondary School - Extra 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, Cycling, 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 2025 NAPLAN result summary is found below.

|        | Reading | Writing | Spelling | Grammar | Numeracy |
|--------|---------|---------|----------|---------|----------|
| Year 3 | 425     | 430     | 424      | 432     | 426      |
| Year 5 | 515     | 503     | 500      | 529     | 509      |
| Year 7 | 571     | 563     | 563      | 574     | 579      |
| Year 9 | 583     | 586     | 567      | 568     | 574      |

**NAPLAN participation for this school is 97%**  
**NAPLAN participation for all Australian students is 95%**

The 2025 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.

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 nine percent (89%) of the 2023 Year 10 cohort completed Year 12 in 2025. This is higher than the previous years' retention rate which was closer to 80%. 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 2025, many undertook a GAP year, with some choosing overseas schools given the opportunity to travel, and others staying local 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 2025 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 20 students in 2025, 8 in Years 10, 10 in Year 11 and 2 in Year 12.

### Higher School Certificate

| Subject         | Year | No. Students | Subject Bands 4-6 |       | Subject Bands 1-3 |       |
|-----------------|------|--------------|-------------------|-------|-------------------|-------|
|                 |      |              | School            | State | School            | State |
| Agriculture     | 2021 | 18           | 94%               | 55%   | 6%                | 45%   |
|                 | 2022 | 18           | 83%               | 52%   | 17%               | 46%   |
|                 | 2023 | 28           | 86%               | 58%   | 14%               | 42%   |
|                 | 2024 | 17           | 94%               | 58%   | 6%                | 42%   |
|                 | 2025 | 16           | 81%               | 62%   | 19%               | 38%   |
| Ancient History | 2021 | 6            | 67%               | 62%   | 33%               | 38%   |
|                 | 2022 | 5            | 100%              | 63%   | 0%                | 36%   |
|                 | 2023 | -            | -                 | -     | -                 | -     |
|                 | 2024 | -            | -                 | -     | -                 | -     |
|                 | 2025 | 10           | 100%              | 66%   | 0%                | 34%   |
| Biology         | 2021 | 23           | 96%               | 66%   | 4%                | 34%   |
|                 | 2022 | 37           | 70%               | 53%   | 30%               | 46%   |
|                 | 2023 | 40           | 68%               | 64%   | 33%               | 36%   |
|                 | 2024 | 36           | 94%               | 70%   | 6%                | 30%   |
|                 | 2025 | 41           | 66%               | 65%   | 34%               | 35%   |

## HSC and Secondary Outcomes

| Subject                      | Year                     | No. Students | Subject Bands 4-6 |       | Subject Bands 1-3 |       |
|------------------------------|--------------------------|--------------|-------------------|-------|-------------------|-------|
|                              |                          |              | School            | State | School            | State |
| Business Studies             | 2021                     | 16           | 50%               | 66%   | 50%               | 34%   |
|                              | 2022                     | 15           | 33%               | 64%   | 67%               | 35%   |
|                              | 2023                     | 24           | 50%               | 64%   | 50%               | 36%   |
|                              | 2024                     | 31           | 48%               | 64%   | 52%               | 36%   |
|                              | 2025                     | 32           | 53%               | 67%   | 47%               | 33%   |
| Chemistry                    | 2021                     | 14           | 71%               | 66%   | 29%               | 34%   |
|                              | 2022                     | 10           | 90%               | 64%   | 10%               | 36%   |
|                              | 2023                     | 11           | 73%               | 66%   | 27%               | 34%   |
|                              | 2024                     | 11           | 73%               | 67%   | 27%               | 33%   |
|                              | 2025                     | 12           | 58%               | 71%   | 42%               | 29%   |
| Community and Family Studies | 2021                     | 10           | 100%              | 72%   | 0%                | 28%   |
|                              | 2022                     | 13           | 92%               | 73%   | 8%                | 25%   |
|                              | 2023                     | 14           | 93%               | 72%   | 7%                | 28%   |
|                              | 2024                     | 15           | 73%               | 72%   | 27%               | 28%   |
|                              | 2025                     | 14           | 100%              | 71%   | 0%                | 29%   |
| Drama                        | 2021                     | 5            | 80%               | 83%   | 20%               | 17%   |
|                              | 2022/ 2023 / 2024 / 2025 | -            | -                 | -     | -                 | -     |

## HSC and Secondary Outcomes

| Subject                         | Year                     | No. Students | Subject Bands 4-6 |       | Subject Bands 1-3 |       |
|---------------------------------|--------------------------|--------------|-------------------|-------|-------------------|-------|
|                                 |                          |              | School            | State | School            | State |
| Earth and Environmental Science | 2021                     | 14           | 71%               | 62%   | 29%               | 38%   |
|                                 | 2022                     | 5            | 100%              | 68%   | 0%                | 31%   |
|                                 | 2023                     | -            | -                 | -     | -                 | -     |
|                                 | 2024                     | 9            | 100%              | 64%   | 0%                | 36%   |
|                                 | 2025                     | 8            | 88%               | 70%   | 13%               | 30%   |
| Economics                       | 2021                     | -            | -                 | -     | -                 | -     |
|                                 | 2022                     | 7            | 86%               | 76%   | 14%               | 24%   |
|                                 | 2023                     | 8            | 63%               | 77%   | 38%               | 23%   |
|                                 | 2024                     | 8            | 63%               | 78%   | 38%               | 22%   |
|                                 | 2025                     | 12           | 67%               | 78%   | 33%               | 22%   |
| Engineering Studies             | 2021                     | 2            | 100%              | 71%   | 0%                | 29%   |
|                                 | 2022/ 2023 / 2024 / 2025 | -            | -                 | -     | -                 | -     |
| English Standard                | 2021                     | 41           | 59%               | 58%   | 41%               | 42%   |
|                                 | 2022                     | 57           | 67%               | 55%   | 33%               | 44%   |
|                                 | 2023                     | 56           | 57%               | 60%   | 43%               | 40%   |
|                                 | 2024                     | 54           | 74%               | 67%   | 26%               | 33%   |
|                                 | 2025                     | 53           | 66%               | 68%   | 34%               | 32%   |

## HSC and Secondary Outcomes

| Subject                     | Year | No. Students | Subject Bands 4-6 |       | Subject Bands 1-3 |       |
|-----------------------------|------|--------------|-------------------|-------|-------------------|-------|
|                             |      |              | School            | State | School            | State |
| English Advanced            | 2021 | 32           | 84%               | 94%   | 16%               | 6%    |
|                             | 2022 | 40           | 98%               | 93%   | 3%                | 7%    |
|                             | 2023 | 31           | 94%               | 95%   | 6%                | 5%    |
|                             | 2024 | 40           | 98%               | 97%   | 3%                | 3%    |
|                             | 2025 | 41           | 95%               | 97%   | 5%                | 3%    |
| English Studies Examination | 2021 | 7            | 0%                | 7%    | 100%              | 93%   |
|                             | 2022 | -            | -                 | -     | -                 | -     |
|                             | 2023 | 4            | 25%               | 10%   | 75%               | 90%   |
|                             | 2024 | 1            | 0%                | 11%   | 100%              | 89%   |
|                             | 2025 | 9            | 22%               | 11%   | 78%               | 89%   |
| Geography                   | 2021 | 29           | 79%               | 74%   | 21%               | 26%   |
|                             | 2022 | 37           | 97%               | 72%   | 3%                | 27%   |
|                             | 2023 | 31           | 68%               | 78%   | 32%               | 22%   |
|                             | 2024 | 29           | 76%               | 73%   | 24%               | 27%   |
|                             | 2025 | 17           | 100%              | 73%   | 0%                | 27%   |

## HSC and Secondary Outcomes

| Subject                                     | Year | No. Students | Subject Bands 4-6 |       | Subject Bands 1-3 |       |
|---|------|--------------|-------------------|-------|-------------------|-------|
|   |      |              | School            | State | School            | State |
| Industrial Technology                       | 2021 | 11           | 55%               | 53%   | 45%               | 47%   |
|   | 2022 | 9            | 100%              | 51%   | 0%                | 49%   |
|   | 2023 | 9            | 78%               | 55%   | 22%               | 45%   |
|   | 2024 | 4            | 75%               | 55%   | 25%               | 45%   |
|   | 2025 | 11           | 64%               | 54%   | 36%               | 46%   |
| Investigating Science<br>No entries<br>2025 | 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                               | 2021 | 11           | 82%               | 69%   | 18%               | 31%   |
|   | 2022 | 33           | 70%               | 66%   | 30%               | 33%   |
|   | 2023 | 11           | 36%               | 69%   | 64%               | 31%   |
|   | 2024 | 27           | 41%               | 69%   | 59%               | 31%   |
|   | 2025 | 17           | 65%               | 68%   | 35%               | 32%   |

## HSC and Secondary Outcomes

| Subject                | Year | No. Students | Subject Bands 4-6 |       | Subject Bands 1-3 |       |
|------------------------|------|--------------|-------------------|-------|-------------------|-------|
|                        |      |              | School            | State | School            | State |
| Mathematics Standard 2 | 2021 | 54           | 50%               | 51%   | 50%               | 49%   |
|                        | 2022 | 61           | 48%               | 54%   | 52%               | 46%   |
|                        | 2023 | 59           | 58%               | 58%   | 42%               | 42%   |
|                        | 2024 | 60           | 65%               | 59%   | 35%               | 41%   |
|                        | 2025 | 62           | 53%               | 60%   | 47%               | 40%   |
| Mathematics Advanced   | 2021 | 13           | 77%               | 79%   | 23%               | 21%   |
|                        | 2022 | 21           | 48%               | 76%   | 52%               | 24%   |
|                        | 2023 | 18           | 78%               | 75%   | 22%               | 25%   |
|                        | 2024 | 14           | 93%               | 77%   | 7%                | 23%   |
|                        | 2025 | 17           | 82%               | 80%   | 18%               | 20%   |
| Modern History         | 2021 | 14           | 57%               | 65%   | 43%               | 35%   |
|                        | 2022 | 14           | 86%               | 67%   | 14%               | 32%   |
|                        | 2023 | 13           | 77%               | 64%   | 23%               | 36%   |
|                        | 2024 | 20           | 80%               | 72%   | 20%               | 28%   |
|                        | 2025 | 22           | 68%               | 70%   | 32%               | 30%   |

## HSC and Secondary Outcomes

| Subject                              | Year | No. Students | Subject Bands 4-6 |       | Subject Bands 1-3 |       |
|--------------------------------------|------|--------------|-------------------|-------|-------------------|-------|
|                                      |      |              | School            | State | School            | State |
| Music 1                              | 2021 | 7            | 100%              | 89%   | 0%                | 11%   |
|                                      | 2022 | 2            | 100%              | 89%   | 0%                | 10%   |
|                                      | 2023 | 4            | 100%              | 90%   | 0%                | 10%   |
|                                      | 2024 | 4            | 100%              | 90%   | 0%                | 10%   |
|                                      | 2025 | 5            | 100%              | 87%   | 0%                | 13%   |
| Music 2<br>No entries<br>2022 / 2024 | 2021 | 2            | 100%              | 100%  | 0%                | 0%    |
|                                      | 2023 | 1            | 100%              | 99%   | 0%                | 1%    |
|                                      | 2025 | 2            | 100%              | 100%  | 0%                | 0%    |
| PDHPE                                | 2021 | 7            | 86%               | 60%   | 14%               | 40%   |
|                                      | 2022 | 29           | 59%               | 50%   | 41%               | 49%   |
|                                      | 2023 | 18           | 78%               | 63%   | 22%               | 37%   |
|                                      | 2024 | 20           | 85%               | 67%   | 15%               | 33%   |
|                                      | 2025 | 24           | 75%               | 68%   | 25%               | 32%   |
| Physics                              | 2021 | 7            | 86%               | 71%   | 14%               | 29%   |
|                                      | 2022 | 6            | 83%               | 68%   | 17%               | 32%   |
|                                      | 2023 | 7            | 71%               | 68%   | 29%               | 32%   |
|                                      | 2024 | 8            | 100%              | 65%   | 0%                | 35%   |
|                                      | 2025 | 12           | 58%               | 63%   | 42%               | 37%   |

## HSC and Secondary Outcomes

| Subject   | Year | No. Students | Subject Bands 4-6 |       | Subject Bands 1-3 |       |
|---|------|--------------|-------------------|-------|-------------------|-------|
|   |      |              | School            | State | School            | State |
| Society and Culture   | 2021 | 21           | 100%              | 80%   | 0%                | 20%   |
|   | 2022 | 25           | 88%               | 75%   | 12%               | 25%   |
|   | 2023 | 17           | 88%               | 80%   | 12%               | 20%   |
|   | 2024 | 26           | 92%               | 79%   | 8%                | 21%   |
|   | 2025 | 20           | 90%               | 82%   | 10%               | 18%   |
| Software Engineering<br><small>Formally Software Design and Development</small> | 2024 | 7            | 100%              | 68%   | 0%                | 32%   |
|   | 2025 | -            | -                 | -     | -                 | -     |
| Textiles and Design   | 2021 | -            | -                 | -     | -                 | -     |
|   | 2022 | 7            | 86%               | 79%   | 14%               | 21%   |
|   | 2023 | 5            | 100%              | 79%   | 0%                | 21%   |
|   | 2024 | 7            | 100%              | 76%   | 0%                | 24%   |
|   | 2025 | 6            | 100%              | 77%   | 0%                | 23%   |
| Visual Arts   | 2021 | -            | -                 | -     | -                 | -     |
|   | 2022 | 3            | 100%              | 92%   | 0%                | 8%    |
|   | 2023 | 11           | 100%              | 91%   | 0%                | 9%    |
|   | 2024 | 7            | 100%              | 94%   | 0%                | 6%    |
|   | 2025 | 7            | 100%              | 92%   | 0%                | 8%    |

## HSC and Secondary Outcomes

| Subject   | Year | No. Students | Subject Bands 4-6 |       | Subject Bands 1-3 |       |
|---|------|--------------|-------------------|-------|-------------------|-------|
|   |      |              | School            | State | School            | State |
| <b>Hospitality</b><br>(Kitchen Operations<br>and Cookery)<br><b>Examination</b> | 2025 | 4            | 100%              | 80%   | 0%                | 20%   |
| <b>Primary Industries Examination</b>   | 2021 | 20           | 95%               | 73%   | 5%                | 27%   |
|   | 2022 | 25           | 96%               | 59%   | 4%                | 24%   |
|   | 2023 | 22           | 95%               | 70%   | 5%                | 30%   |
|   | 2024 | 13           | 100%              | 74%   | 0%                | 26%   |
|   | 2025 | 21           | 100%              | 77%   | 0%                | 23%   |
| <b>Extension Courses</b>  |      |              |                   |       |                   |       |
| <b>English Extension 1</b>  | 2021 | 3            | 100%              | 94%   | 0%                | 6%    |
|   | 2022 | 5            | 100%              | 90%   | 0%                | 10%   |
|   | 2023 | 1            | 100%              | 94%   | 0%                | 6%    |
|   | 2024 | 3            | 100%              | 96%   | 0%                | 4%    |
|   | 2025 | 8            | 100%              | 95%   | 0%                | 5%    |
| <b>English Extension 2</b><br><br>No entry in<br>2022,<br>2024 & 2025           | 2021 | 1            | 100%              | 84%   | 0%                | 16%   |
|   | 2023 | 1            | 0%                | 86%   | 100%              | 14%   |
|   | 2025 | 3            | 100%              | 88%   | 0%                | 12%   |

**Extension Courses**

| Subject                                    | Year | No. Students | Subject Bands 4-6 |       | Subject Bands 1-3 |       |
|--|------|--------------|-------------------|-------|-------------------|-------|
|  |      |              | School            | State | School            | State |
| Mathematics Extension 1                    | 2021 | 4            | 100%              | 74%   | 0%                | 26%   |
|  | 2022 | 4            | 100%              | 70%   | 0%                | 30%   |
|  | 2023 | 3            | 100%              | 72%   | 0%                | 28%   |
|  | 2024 | 5            | 80%               | 80%   | 20%               | 20%   |
|  | 2025 | 5            | 60%               | 77%   | 40%               | 23%   |
| Mathematic Extension 2                     | 2021 | 2            | 100%              | 87%   | 0%                | 13%   |
|  | 2022 | 2            | 100%              | 90%   | 0%                | 10%   |
|  | 2023 | 2            | 100%              | 86%   | 0%                | 14%   |
|  | 2024 | 4            | 75%               | 86%   | 25%               | 14%   |
|  | 2025 | 3            | 67%               | 84%   | 33%               | 16%   |
| Music Extension<br>No entry in 2022 & 2024 | 2021 | 1            | 100%              | 95%   | 0%                | 5%    |
|  | 2023 | 1            | 100%              | 96%   | 0%                | 4%    |
|  | 2025 | 2            | 100%              | 98%   | 0%                | 2%    |
| History Extension                          | 2021 | 8            | 38%               | 77%   | 63%               | 23%   |
|  | 2022 | 8            | 100%              | 80%   | 0%                | 20%   |
|  | 2023 | 6            | 100%              | 85%   | 0%                | 15%   |
|  | 2024 | 9            | 78%               | 86%   | 22%               | 14%   |
|  | 2025 | 8            | 100%              | 87%   | 0%                | 13%   |

## HSC and Secondary Outcomes Overview

In 2025, 110 students sat for the NSW Higher School Certificate through Calrossy Anglican School in 35 school-based courses. Of these courses, 20 had school averages that met or exceeded the State mean mark. In total, 99.1% of candidates across all 2 unit courses achieved marks of 50 or more (Band 2 or higher) with 35.4% of these placed in Bands 5 and 6 (80-100 marks out of 100). Of the 29 candidates for extension courses, 89.7% 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 2025, Calrossy had one student appear on the HSC All-Rounders list for achieving Band 6 in 10 or more units. There were 45 listings on the Distinguished Achievers (top band) list from 21 Calrossy students.

98% of students in the Year 12 cohort who completed their schooling at Calrossy were awarded an HSC, with 2% awarded a Year 12 RoSA in accordance with their career planning.

In 2025, 35% of Year 12 students participated in vocational or trade training that contributed towards an HSC. 22% of Year 12 students studied a school-offered VET course (Primary Industries or Hospitality), and 18% studied an EVET course through TAFE NSW. (Some students studied multiple VET courses)



### 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 2025 school census and published on My School (<http://www.myschool.edu.au>).

|   |           |
|---|-----------|
| Teaching staff                              | 163       |
| Full time equivalent teaching staff         | 100.6     |
| Non-teaching staff                          | 98        |
| Full time equivalent non-teaching staff     | 58        |
| Aboriginal and Torres Strait Islander Staff | 1 (known) |

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

#### Student Attendance Rates

| Year         | Attendance Rate % | Year   | Attendance Rate % | Year         | Attendance Rate % |
|--------------|-------------------|--------|-------------------|--------------|-------------------|
| Kindergarten | 94.3              | Year 5 | 92.1              | Year 10      | 87.9              |
| Year 1       | 91.6              | Year 6 | 91.6              | Year 11      | 86.6              |
| Year 2       | 93.5              | Year 7 | 91.6              | Year 12      | 88.6              |
| Year 3       | 92.6              | Year 8 | 90.2              | Whole School | 90.9              |
| Year 4       | 91.5              | Year 9 | 90.0              |              |                   |

#### 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 the 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.

**91% OF STUDENTS ATTENDED SCHOOL ON AVERAGE EACH DAY IN 2025 (COMPARED WITH 89% IN 2024 AND 91% IN 2023).**

## 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 really enjoyed the whole process — working in a team with a friend and designing everything, like logos — and then seeing it all come together like a real restaurant." Year 7 pop-up restaurant

"I was a little nervous about starting Year 7, but Calrossy made the transition really easy. The Experience Day, meeting my teachers, and getting to know other students before the year started helped me feel confident. By the first week, it already felt like I belonged."

"One of the things I enjoy most about Year 9 is having more choice in what I learn. Being able to select subjects that match my interests has made school more enjoyable and has helped me start thinking about what I might like to do in the future. The teachers were really helpful in guiding me through the subject selection process."

### Parent

I want to thank everyone involved in organising the Mother's Day event ..... It was delightful. My son and I feel very grateful to be part of such a wonderful community.

Year 7 paddock to plate assignment: "It felt like a real restaurant — but better, because my child made the pizza!" laughed one parent (Year 7 pop-up restaurant) "I really enjoyed the meal and the special time this created with my son. I also appreciate the focus this activity, and the entire unit, places on teaching these students life skills and informing them about food, from paddock to plate." (Year 7 pop-up restaurant)

"I just wanted to send an email to the school to congratulate you on the truly wonderful experience of attending the Calrossy House Music. It is the first time I have been able to attend and I can assure I won't be missing another one. I found the enthusiasm of the students infectious and it was clear how much they all enjoy it. Your staff and students should be commended on putting on such a professional, fun and enjoyable event. The Gallery upstairs was packed to the gunnels with parents and it was an absolute joy to be there. I loved the fact it wasn't a sporting or academic event but a cultural one."

A MASSIVE thank you for coordinating and taking the students to HICES music. This was a fabulous week which had a huge impact on student enthusiasm for music. It opened my child's eyes to possibilities and spurred ..... on to improve. As part of the music program this is a brilliant opportunity. We are looking forward to other children having the same opportunity. Thank you .... for supporting the program.

We love Calrossy. It has been fabulous for our children. They are working hard and the standard is high! We love the great uniform and just how smart it looks. It has made a difference to see students wearing the hats. They all look so smart. I am keenly aware that the uniform looks as good as it does because teachers are enforcing it! That is hard work and it is very much appreciated!!



Thank you for the information evening and the follow-up notes..... I am a supportive parent who wants Calrossy to thrive.  
.....teachers have been excellent...  
I respect the school's Christian identity.

Thank you for all the celebration assemblies this year. It has been an excellent addition, especially for students who do not like the spotlight, and it showcases all the amazing things the students at Calrossy participate in throughout the year. I have really appreciated this.

### Staff

"This event is something our Department looks forward to every year. It's more than just a meal — it's an opportunity for students to gain confidence, learn real-world skills and celebrate their learning in a meaningful way." Year 7 pop-up restaurant

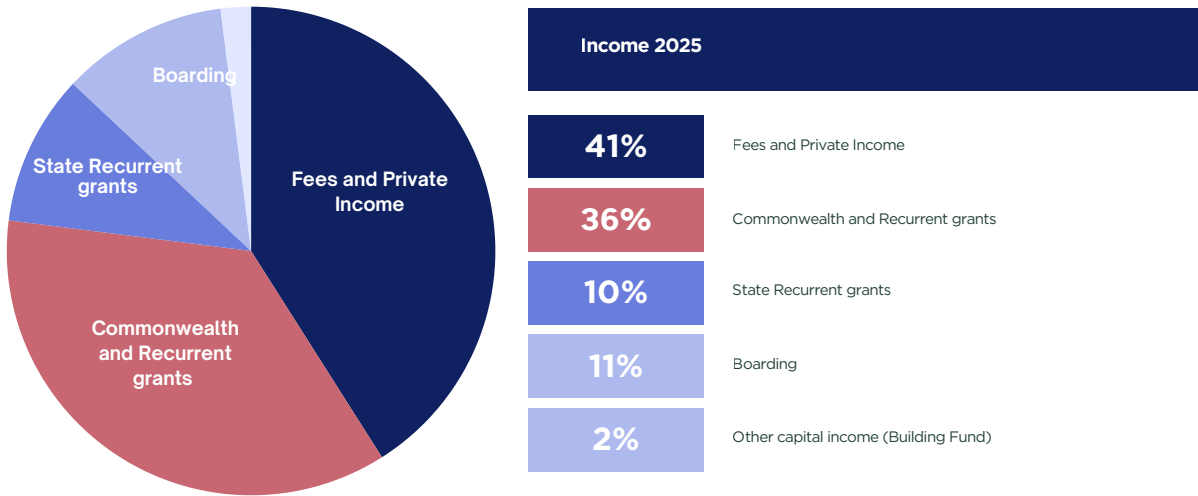
"Teaching Year 12 at Calrossy is incredibly rewarding. It's a privilege to walk alongside students during such an important stage of their lives, helping them achieve their academic goals while preparing them for life beyond school. Watching them grow in confidence, resilience and character is one of the most fulfilling parts of my role."

"One of the things I value most about Calrossy is the genuine sense of community. Every day, you see students, families and staff looking out for one another. Even in a non-teaching role, you feel connected to the purpose of the school and know that your work contributes to helping every student learn, grow and serve."

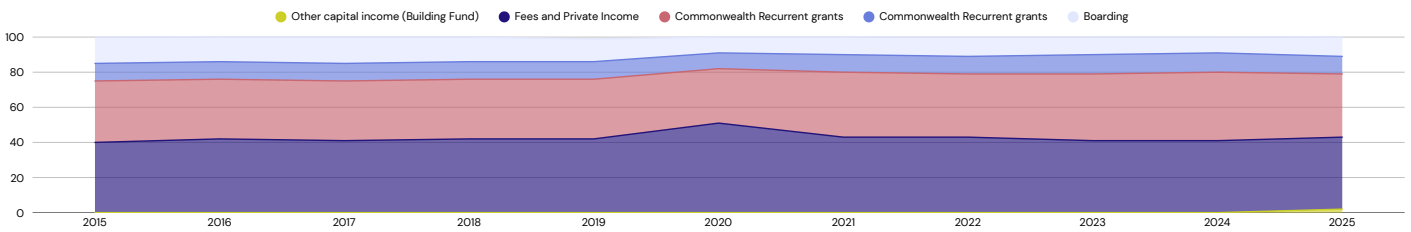
"LEARNING IS FUN BECAUSE WE GET TO TRY NEW THINGS EVERY DAY." - JUNIOR SCHOOL STUDENT

## THEME 7 - FINANCIAL INFORMATION

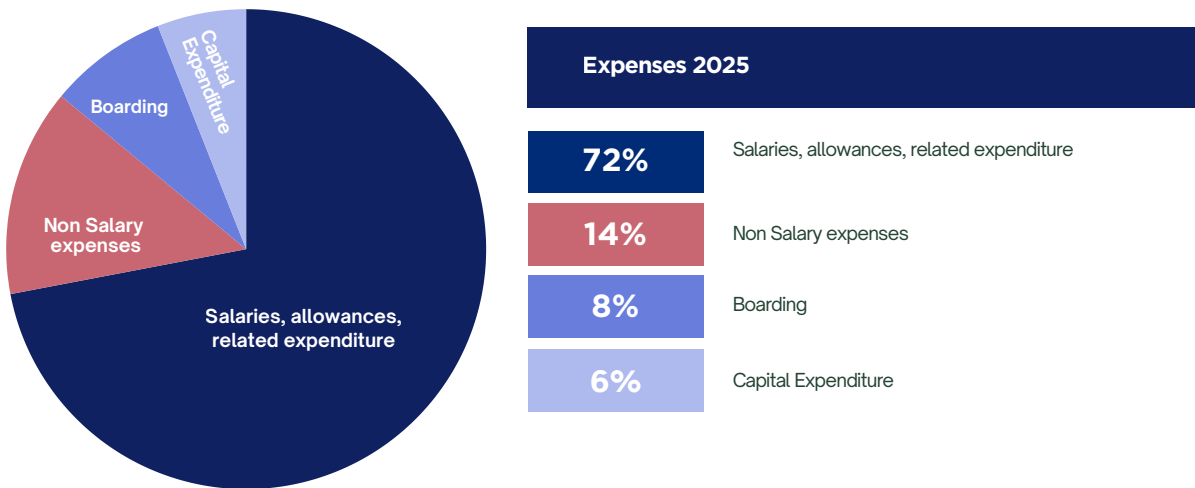
Graphic 1: Recurrent/Capital Income represented by pie chart for 2025



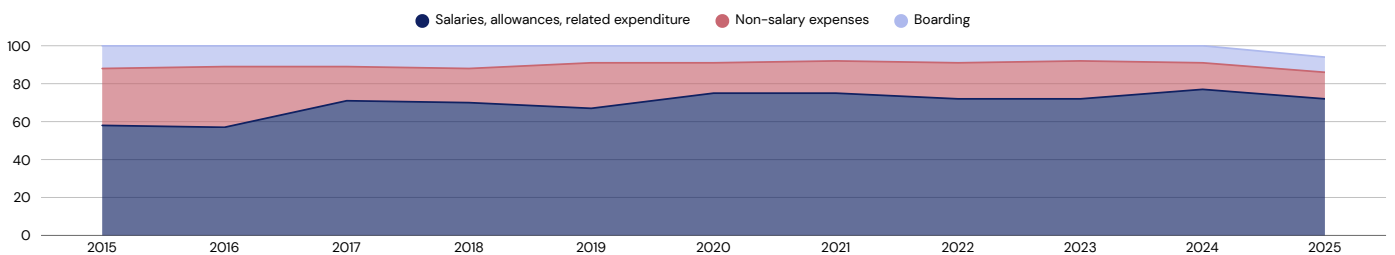
Graphic 2: Recurrent/Capital Income represented by an area chart since 2015

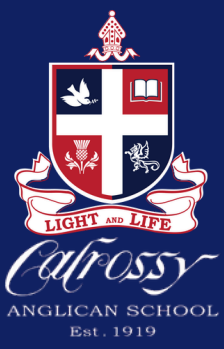


Graphic 3: Recurrent/Capital Expenditure represented by pie chart for 2025



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





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