

Clarence Valley
ANGLICAN SCHOOL

**2008 ANNUAL REPORT
Educational and Financial
Reporting
Clarence Valley Anglican School**

N u r t u r i n g a L o v e f o r L e a r n i n g

ANNUAL SCHOOL REPORT – 2008

Vision Statement

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

- **Being**

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

- **Living**

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

- **Doing**

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

School Profile

Clarence Valley Anglican School is a small low-fee Anglican School of 300 students serving the Clarence Valley. Situated in Grafton, the school was founded in 1998 and in 2004 graduated the first cohort of Year 12 students. The school has two campuses; the Junior School is situated opposite the Cathedral in Grafton itself and the High School is 3 kilometres outside of town at Clarenza. The school attracts students from the Clarence Valley, with many students travelling from Woolgoolga to the south and Iluka to the north.

The School Council governs the School; chaired by Very Reverend Donanld Kirk and the President is the Bishop of the Diocese of Grafton. The Principal, Mr Gareth Leechman took up his position from Monday 9 July 2007.

Report from Chairman of School Council

For a variety of reasons 2008 was an excellent year for Clarence Valley Anglican School and the School Council are extremely pleased with how the school progressed. Financially we have worked collaboratively with the Diocese of Grafton to improve the school's financial position and the school is now in a much healthier position than it was in 2007, Educationally we noted significant improvements in the quality of teaching that our staff provide for the students under our care and this has resulted in a marked improvement in external assessment results. Both the School Certificate and Higher School Certificate results were the strongest we have produced thus far and we had our first national winner in the National History Competition.

On the sporting field the number of school based teams continues to grow and their performance in local sporting competitions was very impressive indeed. Numerous teams made it through to the final stages of competition and we look forward to continued success in this area. Culturally the school continues to encourage student involvement in a range of activities from music to drama and art.

The School Council has also reviewed its performance and we welcome the new members of School Council to our board and look forward to the contribution that they will make in the future. CVAS can look towards 2009 with much confidence as we continue to trust in God's strength as we provide quality education to the children in the Clarence Valley.

P&F Reflections

The past and present members of the Parents & Friends (P&F) Association at Clarence Valley Anglican School (CVAS) have had the pleasure of seeing our school become a dynamic and forward-moving educational facility over the past 10 years. The quality of the staff and students at CVAS is to be highly commended. We are proud to be associated with such an amazing school!

In 2008, CVAS started the year with all-new members of the P&F. We took on this challenge with the full support of the school's staff and parents. Funds were raised at important events such as the new Annual Trivia Night, the Spring Fair, Mother's Day Stall and Father's Day Stall. The P&F welcomed the support of parents, staff and students in the co-ordination of these events.

We were successful in our endeavours to raise funds for various school projects and resources. These funds were spent on buying resources in the areas of Literacy, Technology, Sport and Performing Arts for both the junior and senior schools. We are also continuing to raise funds for playground equipment at the junior school.

2009 promises to be another exciting year for the P&F. We are planning an Easter morning tea, the Trivia Night, Mother's Day Stall and the Spring Fair. We are excited to be trialling a new event which will be the Father's Day Car Rally. We look forward to the continued support of parents, staff and students at CVAS.

School Performance in State Wide Tests and Examinations

Higher School Certificate

In 2008, seventeen students sat for the NSW High School Certificate in 19 subjects offered at Clarence Valley Anglican School, TAFE or by Distance Education. In general, student achievement was above state level.

Subject	Number of Students	Performance Band Achievement by Percentage	
		Bands 3 - 6	Bands 1 - 2
Agriculture	3	100%	0%
Biology	7	85.69%	14.28%
Business Studies	6	100%	0%
Chemistry	5	60%	40%
Drama	3	100%	0%
English Advanced	9	88.89%	11.11%
English Standard	8	100%	0%
Food Technology	8	75%	25%
General Mathematics	11	90.9%	9.09%

Industrial Technology	3	100%	0%
Legal Studies	3	100%	0%
Mathematics 2 Unit	3	66.67%	33.33%
Modern History	3	100%	0%
Physics	2	100%	0%
Visual Arts	4	100%	0%

Subject	Number of Students	Bands 3 - 4	Bands 1 - 2
English Extension 1	2	100%	0%
Maths Extension 1	1	100%	0%
Maths Extension 2	1	100%	0%

School Certificate

In 2008, 18 students sat for and received a School Certificate. This year, the school hosted the examination for the second time. Student achievement is reported in bands from 2 – 6.

Test	No of Students	Performance Band Achieved by %	
		Band 4 - 6	Band 2 - 3
English-Literacy	18	88.88%	11.11%
Mathematics	18	72.20%	27.80%
Science	18	73.32%	26.68%
Australian History	18	72.21%	27.79%
Australian Geography	18	77.76%	22.24%

NAPLAN

In 2008, all Year 3, 5, 7 and 9 students participated in the national NAPLAN testing.

2008 Test	Year 3		Year 3	
	CVAS Bands 5 - 6	State Bands 5 - 6	CVAS Bands 1 - 4	State Bands 1 - 4
Overall Literacy	61%	49%	39%	51%
Overall Numeracy	47%	40%	53%	60%

2008 Test	Year 5		Year 5	
	CVAS Bands 6 - 8	State Bands 6 - 8	CVAS Bands 3 - 5	State Bands
Overall Literacy	44%	63%	56%	37%
Overall Numeracy	40%	52%	60%	52%

2008 Test	Year 7		Year 7	
	CVAS Bands 7 - 9	State Bands 7 - 9	CVAS Bands 4 - 6	State Bands 4 - 6
Overall Literacy	68%	56%	32%	44%
Overall Numeracy	86%	58%	14%	42%

2008 Test	Year 9		Year 9	
	CVAS Bands 8 – 10	State Bands 8 – 10	CVAS Bands 5 - 7	State Bands 5 – 7
Overall Literacy	54%	48%	46%	52%
Overall Numeracy	64%	53%	36%	47%

The 2008 NAPLAN results reflected the staff perceptions of each of the respective year groups. Our Year 5 cohort do have some weaknesses in Literacy and Numeracy and the results achieved in the NAPLAN testing reflected this, this has enabled the school to put in place some teaching strategies for 2009 to assist this year group in improving identified areas. Overall the results were very pleasing as in the other three year groups CVAS students performed well above the state averages.

Details of All Teaching Staff

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AE-NOOSR) guidelines, or	27
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSE guidelines but lack formal teacher education qualifications, or	2
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

The school had:

- 20 full-time teaching staff
- 13 part-time teaching staff
- 4 full-time support staff
- 8 part-time support staff

All teaching and the majority of the support staff undergo regular staff professional development in areas such as Information Technology, Pastoral Care, OH&S, First Aid Training and significant curriculum development. Professional Development consists of days at the commencement of each term, Department Meetings as well as individual in-service activities.

The school provides After School Care, has one learning support staff member as well as two teacher aides to assist in the integrated program for special needs students.

RETENTION RATES

Enrolments

Year level	2004	2005	2006	2007	2008
K – 6	91	107	127	145	161
7 – 10	64	74	101	118	106
11 – 12	15	18	20	23	30
Total	170	199	248	286	297

- The improved quality of teaching staff, curriculum development and subject choice and increased access to facilities have been the key determinants in the increasing demand for places at our school.

Table 2: Year 10 – Year 12

Years Compared	Year 10	Year 12	Retention Rate
2004	8	7	87.5%
2005	16	10	62.5%
2006	9	3	33.33%
2007	15	5	33.33%
2008	28	13	46.24%

Enrolment Policy

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

Procedures

- All applications are processed within the school's enrolment policy.
- Each applicant is considered, including the use of a supporting statement, interview responses and their ability and willingness to support the school's ethos.

- Each applicant is considered on his or her educational needs. The school gathers information and consults with families/parents and other relevant persons.
- The School complies with the guidelines and expectations as set out in the Disability Discrimination Act in the enrolment of the student.
- Strategies, which may need to be put in place, are identified to accommodate the applicant before a decision regarding the enrolment is made.
- The applicant is informed of the outcome.

Policies – Other

A. Policies for Student Welfare

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

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

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures were in place during 2005. Currently all policies are reviewed according to a set schedule by the Governance Committee of the School Council.

Policy	Changes in 2008	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating “reportable conduct” • investigation processes • documentation 	Nil	Issued to all staff and members of school Council Parents may request copy by contacting School Reception
Premises and Buildings Policy Emergency Procedure Policy Excursion Management Policy Encompassing <ul style="list-style-type: none"> • procedures for security of the grounds and buildings • use of grounds and facilities • emergency procedures • travel on school-related activities 	Emergency procedures updated in light of OHS regulations. Excursion Policy improved once again to cover concerns with transport of students along the Pacific Highway.	Full text in staff handbook & OHS Manual Parents may request a copy by contacting School Reception
Code of Conduct (All staff) Excursion Management Policy encompassing <ul style="list-style-type: none"> • duty of care and risk management • levels of supervision for on-site and off-site activities • guidelines for supervisors 	Nil	Full text in <ul style="list-style-type: none"> • Staff Handbook • School Website

Codes of Conduct Policy Behaviour Management Policy encompassing <ul style="list-style-type: none"> • Code of conduct for staff and students • Behaviour management • The role of the student leadership system 	Code of conduct for volunteers and parents amended and a new document for them to sign was created	Full text in <ul style="list-style-type: none"> • Staff Handbook • Student Diary • School Website
Behaviour Management Policy Encompassing <ul style="list-style-type: none"> • the pastoral care system • availability of and access to special services such as counselling 	Changes to the Pastoral Care system will be in 2008, so no changes this as a result.	Full text in Staff handbook. Text of health and homework policy in <ul style="list-style-type: none"> • student diary • parent information book

<ul style="list-style-type: none"> • health care procedures • critical incident policy • homework policy 		
<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> • formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being. 	<p>Nil</p>	<p>Full text contained in</p> <ul style="list-style-type: none"> • Staff handbook

B. Policies for Student Discipline

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

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through:

- The Staff Handbook
- The Student Diary
- Copt given to all new enrolments.

C. Policies for Complaints and Grievances Resolutions

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

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook and the information booklet for the School Council. An appropriate outline of the policy and processes is also provided in the student diary and on the School's Website.

All School Policies are available for viewing through the front office. Relevant to the Annual Report are the following:

- Behaviour Management Policy
- Child Protection Policy
- Code of Conduct (all staff)
- Code of Conduct (visitors)
- Critical Incident Management Policy
- Educational and Financial Reporting Policy
- Excursion Management Policy

- Emergency Procedures
- Grievance Policy
- Leave and Absence Policy
- Management Compliance Policy
- Premises and Buildings Policy
- Procedural Fairness Policy
- Staff Compliance Policy

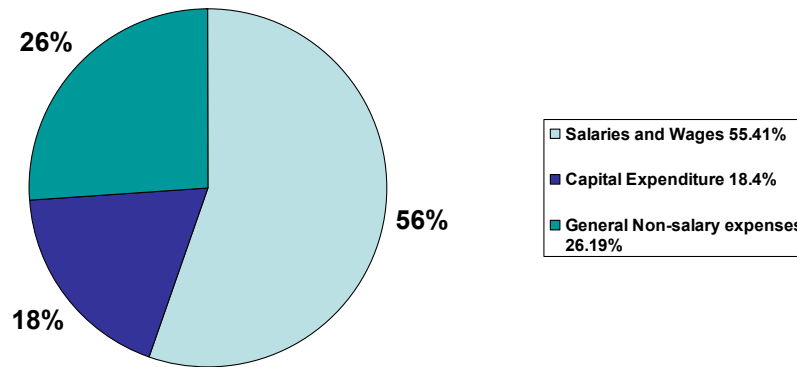
A comprehensive review of all policies was conducted in 2008 by the Governance Committee of the School Council, only minor and necessary changes were made to the policies.

SCHOOL DETERMINED IMPROVEMENT TARGETS.

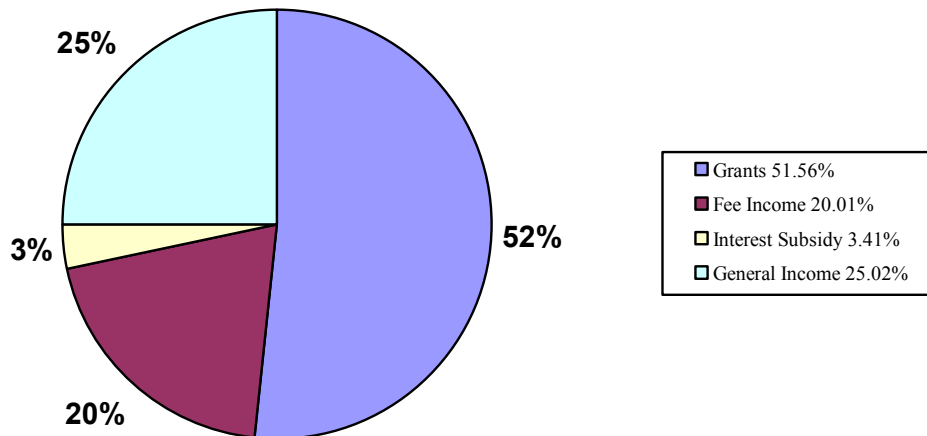
Area	Priorities	Achievements
Teaching and Learning	<ul style="list-style-type: none"> ○ Improved formative assessment strategies for Years 7 - 12. 	<ul style="list-style-type: none"> ○ Best set of School Certificate and Higher School Certificate results.
Student Welfare	<ul style="list-style-type: none"> ○ Improved Pastoral Care and Peer Support across the school. ○ Greater focus on developing House spirit. 	<ul style="list-style-type: none"> ○ Vertical House structure for Pastoral Care. ○ House Activities ○ Continued lessons with Pastoral Care teacher ○ Appointments of Heads of House ○ Appointment of House Tutors
	<ul style="list-style-type: none"> ○ Leadership training 	<ul style="list-style-type: none"> ○ Leadership retreat for year 11 students ○ More rigorous selection and appointment of students leaders
Staff Development	<ul style="list-style-type: none"> ○ Greater in-service on Teaching and Learning 	<ul style="list-style-type: none"> ○ Creation of Staff Committees to look at issues such as assessment and school leadership
	<ul style="list-style-type: none"> ○ Improved library resources 	<ul style="list-style-type: none"> ○ Increased resources through funding and sponsorship
Facilities and resources	<ul style="list-style-type: none"> ○ Ensure compliance with OHS 	<ul style="list-style-type: none"> ○ New fire exits, specialised designed PreKinder equipment, including toilets and furniture.

Financial Information 2008

Expenditure



Income Summary



Educational and Financial Reporting

Policy

The school will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Science and Training. This reporting will include public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

Procedures

Annual Report

Procedures for implementing the policy include:

- The Principal is responsible for co-ordinating the final preparation and distribution of the Annual Report to the Board and other stakeholders as required.
- The Principal and Finance Manager are responsible for the collection, analysis and storage of the relevant data for inclusion in the report.
- Determination of the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness.

Average teacher attendance

STAFF ATTENDANCE SUMMARY IN 2008.

Total school days	189
Total Staff	26
Total teaching days	4914
Total days absence	155
As % of total days	3.1%
Average attendance per staff member	96.85%
Average No. of days per staff member	183.04

Proportion of teaching staff retained from previous year

33.33 teaching staff were employed in 2007 but due to a significant restructure of the school our teaching numbers for 2008 was reduced to 26.

Student attendance rate 2008 (single percentage)

94.93 % was the student percentage rate for the whole school, K to Year 12.

Actual retention rate 2008 (secondary only)

At the start of 2008 CVAS secondary school had 143 students, and on the last day of the school year we had 136, an overall loss of 7 students. This loss was largely as a result of family relocations and students being removed from the school.

Post school destinations of our graduating Year 12 – 2008

Of the 17 students 12 have obtained university entrance, 2 have been accepted into agricultural colleges and 3 have sought employment.

Actions to promote respect and responsibility

Our conscious efforts to promote respect and responsibility include:

- Pastoral Care program for both our Junior and Senior School.
- An active anti-bullying policy.
- A whole school booklet has been implemented entitled “It’s my school too” which outlines the consequences of bullying and the measures we will take for students who find they are being bullied.
- Weekly assemblies in which students are given awards and certificates for achievement and improvement.
- Students are formally recognised for community involvement and after school activities.
- We have a Courtesy Policy which is enforced to teach students about manners and co-operation.
- Weekly Chapel.

Parent, Student and Teacher satisfaction outlined

We receive feedback from many sources including:

- Parent/Teacher Interviews
- A weekly CVAS newsletter is praised for its informative content.
- Parents felt they had a real input into the life of their children’s school by joining the Parents and Friends Association.
- Café Amitie is held on the first Wednesday morning of every month at our Junior Campus for parents to share their thoughts.
- Students enjoy the beautiful surroundings of our new Senior Campus at Clarenza, whilst the Junior School feel a sense of space.
- Students have commented that bullying is not tolerated in any form.
- Students feel that they can speak to staff at any time, either directly to the teachers or by emailing them.
- A series of information evenings are held annually at the school to cover topics such as; homework, pastoral care, subject selection, careers advice, essay writing, but to name a few.
- Once a term reporting process

Students are particularly happy with our co-curricular activities such as;

- ASX Sharemarket Club
- Clarenza Jazz Club
- Clarenza Singers

- Junior School Band
- Junior School Guitar Band
- Junior School String Group
- CVAS Chamber Group
- TAS group
- Debating and Public Speaking group
- Homework Club
- Maths club
- Duke of Edinburgh Scheme
- Sydney Uni Programming Challenge

These numerous clubs cater for a range of different interests.