



Our Story

FROM THE SCHOOL PRINCIPAL



Karin Lisle

A Year of Growth, Opportunity, and Community

Looking back on the year 2024, we can reflect on a year marked by achievement, innovation, and community spirit at Clarence Valley Anglican School (CVAS). Our shared commitment to nurturing the whole child—academically, socially, emotionally, and spiritually—has driven every initiative and success. This report provides a detailed account of the milestones reached and the foundations laid for continued excellence.

Transformative Growth and Enrolment

Over the past four years, CVAS has pleasing growth, evolving from a small regional school into a vibrant, dynamic community serving over 360 students from Pre-Kinder to Year 12. This steady growth reflects the strong confidence families place in our school, driven by our emphasis on personalised learning, wellbeing, and inclusive culture.

Infrastructure development has been a key focus in 2024. The three new general learning areas at Clarenza campus, due for completion early in 2025, alleviated pressure on classroom capacity and incorporated modern design principles featuring spacious areas for learning, reflecting our commitment to future-focused education.

The creation of the encircled playground symbolises our village ethos—fostering a safe, nurturing environment where every child feels supported and valued.

Academic Achievement and Curriculum Innovation

Academic excellence remains at the core of CVAS's mission. Our 2024 NAPLAN results further cemented our position as the leading school in the Clarence Valley. The outcomes reflect the dedication of our teachers, who embrace evidence-based practices, continuous professional development, and data-driven instruction tailored to individual student needs. Most Year 12 students secured Early Entry offers to university, opening doors to tertiary study and career pathways aligned with their aspirations.

The senior school expanded offerings to include extension classes in Mathematics, English and Science, as well as offering both Physics and Chemistry, alongside accelerated Studies of Religion. Partnerships with TAFE and other external providers offer vocational education, enabling students to explore diverse pathways beyond traditional academia.

Primary school growth was similarly supported by the straight classes in Years K-6. The Pre-Kinder program continues to thrive with full enrolment and a waiting list, a testament to its quality and reputation.

Innovation and Sustainability

Curriculum innovation is supported by ongoing teacher professional development in cutting-edge pedagogy. Workshops on differentiated instruction, digital tools, and student wellbeing empower staff to refine their teaching and meet the evolving needs of students. Faculty forums encourage collaboration, reflection, and the sharing of best practices."

Wellbeing at the Centre of Learning

Student wellbeing is central to CVAS's ethos. The Wellbeing Hub, staffed by a multidisciplinary team including a school psychologist, wellbeing coordinators, and chaplaincy—offers a safe, welcoming space where students receive support tailored to their emotional and social needs.

Our school's embrace of Restorative Practices has fundamentally enhanced relationships and community dynamics. Feedback from families highlights the impact. The launch of the Open Parachute Initiative in Term 3 was a major highlight. Senior students benefit from dedicated study spaces and resources that support academic focus alongside wellbeing. The addition of a new Senior Common Room as well as a Senior Study provide a comfortable, quiet environment encouraging collaboration and independent study, further fostering a sense of belonging and ownership.

Honouring Indigenous Culture and Inclusion

CVAS's commitment to Indigenous education continues to deepen. Our Goori Group, led by Uncle John, has flourished as a vital cultural space offering mentoring, storytelling, and community connection for Indigenous students.

The continuation of Gumbaynggirr language classes for Year 7 students is embraced by the entire cohort, enriching understanding of the traditional custodians of our land. These classes combine language learning with cultural knowledge and history, fostering respect and reconciliation.

The Waratah Team has expanded initiatives to embed Indigenous perspectives across all subjects and year levels. Curriculum integration ensures that all students learn about Aboriginal and Torres Strait Islander histories, arts, and contributions through authentic and respectful programming.

Outdoor Education and Experiential Learning

Outdoor education remains a cornerstone of CVAS's holistic development approach. The Adventures for Life program expanded in 2024 to serve Years 2, 4 and 6, delivering immersive, resilience-building camps at our local site. These Rites-of-Passage experiences focus on personal growth, teamwork, and connection to nature, with students reporting lasting positive impacts. The Year 7-12 camp at Tea Gardens united secondary students in challenging activities fostering leadership, cooperation, and friendships across year groups. Meanwhile, joint camps for Years 3 and 5 with sister school Bishop Druitt College strengthened peer networks and cross-school camaraderie, providing opportunities for social and emotional development in supportive environments.

Vibrant Community Spirit and Engagement

Our school community continues to be the heart and soul of CVAS. 2024 featured numerous events that celebrated our collective spirit. The Mother's Day and Father's Day Breakfasts and Book Week Parade brought families and staff together in joyful celebration, while the November Twilight Community Fair showcased student creativity and fundraising efforts.

The Parent Ambassadors Program has strengthened the partnership between families and school leadership. Termly meetings allow parents to provide feedback, voice concerns, and collaboratively contribute to strategic decisions, ensuring that the school remains responsive and community-centred.

Staff Development and Collaborative Culture

Investing in staff wellbeing and professional growth has been a priority in 2024. Teachers participated in ongoing professional learning covering differentiated instruction, digital pedagogy, and student wellbeing, with many reporting renewed enthusiasm and effectiveness. Internal faculty forums promote the sharing of innovative practices, fostering a collaborative culture of continuous improvement.

We extend heartfelt thanks to our exceptional students, dedicated staff, supportive families, and engaged School Council and volunteers. Together, we are building a school that embodies learning, wellbeing, and community—a place where every child is empowered to thrive.



FROM THE SCHOOL COUNCIL CHAIR

Phillip Bonser



In 2024 the Clarence Valley Anglican School Council consisted of: Phillip Bonser (Chair), Margaret White, Reverend David Morgan, Dr Wendy Gilleard, Des Schroder, Stephen Timms and Reverend Naomi Cooke. Mrs Karin Lisle (Principal) and Mr Shane Oxley (Business Manager) attend all Council meetings and are a constant source of information and advice.

Council is responsible for the successful governance and strategic direction of the school. Members are either appointed by the Grafton Anglican Schools Commission or the Bishop of Grafton. Between them the current members of Council have extensive experience in educational leadership, school leadership and management, urban planning, health and well-being, school chaplaincy and local government.

During 2024 the Council focused on its key priorities for the school of: sustainable growth, educational (academic) achievement and Anglican heart (with a focus on the wellbeing of the entire CVAS community).

In 2024, consistent with these priorities Council, along with senior staff of the school, have:

- Contracted a before and after school care provider to commence operation from the Cathedral campus at the beginning of 2025.
- Continued the development of the school farm (Farnworth) in collaboration with Bishop Druitt College with a view to gaining Council approval to operate as a primitive campsite commencing in 2025 or 2026.

- Re-envisaging the terms of a Business Services agreement for Bishop Drutt College to continue providing business services to CVAS but with an expanded emphasis on developing and expanding administrative capability and capacity across the two schools.
- Commencing negotiations with the Corporate Trustees about the ongoing development and future of the Cathedral Campus as an ongoing strategic presence for the school in the CBD. The campus currently houses Kindergarten to Year 2 students along with a Pre-Kinder group.
- Preparing for assessment for re-registration by the NSW Education Standards Authority (to take place in 2025). This involved significant review, development and approval by Council of a range of policies and procedures.

Improved the school's financial performance to the point where it is generating a significant annual surplus. This will be necessary in 2025 and beyond to absorb the cost of anticipated increases to staff salaries, mitigate the effects of changes to government funding that may impact the school's income in the medium term and ultimately enable the purchase or lease of new teaching spaces as enrolment grows.

Re-appointed the current Principal for a further two-year term (2025-2026).

Looking ahead to 2025 and beyond it is anticipated that the school's enrolment will continue to grow gradually. Current indications are that there will be a larger senior school in 2025 and that several primary and junior classes will begin to reach capacity. In anticipation of this growth the Council has begun strategic discussions as to whether there is an optimum size for the school that will enable financial comfort while retaining the current intimate, community atmosphere.

The Council is particularly grateful to the Principal, Business Manager, senior staff and teachers who, continue to make the educational progress and personal development of students their first priority.

Clarence Valley Anglican School (CVAS) is a dynamic and future-focused learning community, offering a seamless education journey from Pre-Kindergarten to Year 12. In 2024, CVAS continues to prepare students for an ever-evolving world, equipping them with the knowledge, skills, and values needed to thrive locally and globally. Rooted in Anglican tradition, the school fosters a culture grounded in respect, opportunity, community, compassion, and diversity—values that guide every aspect of school life.

CVAS champions a personalised, student-centred approach to education. Through differentiated teaching and a responsive curriculum, students are empowered to learn in ways that suit their unique strengths and aspirations. The school blends academic excellence with practical learning, encouraging curiosity and real-world application.

Signature programs like the Many Paths Initiative (MPI) and the Futures Program, including the RIVER Program, support diverse learners by offering tailored pathways that develop critical thinking, global awareness, and problem-solving skills. Christian values are meaningfully embedded throughout school life, nurturing spiritual growth, ethical decision-making, and a commitment to service.

CVAS plays an active role in enriching the broader community, with initiatives that promote cultural understanding and inclusion. The Goori Group proudly celebrates First Nations culture and supports Indigenous students, while CRICOS enrolments create opportunities for global connection and cultural exchange.

Beyond the classroom, programs such as Adventures for Life build resilience, teamwork, and a love of the outdoors. Literacy and numeracy are strengthened through targeted teaching strategies that ensure strong foundational skills.

In every way, CVAS is more than a school—it is a caring, inclusive environment where students are supported to become compassionate, capable, and confident contributors to the world. Through innovation, values, and community, CVAS is shaping the leaders of tomorrow.

Phillip

Integrating service learning as students participate in, reflect on and benefit from contributions to the community while contributing to their own learning.



OUTCOMES AND RESULTS

NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is a measure of student performance across five domains mapped against national standards, providing a longitudinal view of students' progress through schooling. NAPLAN offers valuable data about students' knowledge and skills in various components of literacy and numeracy.

TABLE OF NAPLAN TESTING IN 2024

CVAS Results Compared with Students with a Similar Background

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	450	421	423	444	427
Year 5	479	489	471	477	475
Year 7	536	523	523	516	526
Year 9	567	566	562	557	557

CVAS Results Compared with All Australian Students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	450	421	423	444	427
Year 5	479	489	471	477	475
Year 7	536	523	523	516	526
Year 9	567	566	562	557	557

Interpreting the Table

 Well above average	 Below Average
 Above average	 Well below average
 Close to average	 No comparison available

NAPLAN participation for CVAS was 95%

NAPLAN participation for all Australian students was 95%

RECORD OF SCHOOL ACHIEVEMENT

All students completing Year 10 in 2024 satisfied the mandatory curriculum requirements for the Record of School Achievement (RoSA) in individual key learning areas (KLA's) by completing the courses based on outcomes and content. The KLA's are English, Mathematics, Science, Human Society and Its Environment, Technological and Applied Studies (Technologies), Creative Arts, Personal Development, Health and Physical Education, and Languages other than English.

SNAPSHOT OF SCHOOL IMPROVEMENT TARGETS

Improve Literacy and Numeracy Outcomes

Target: Enhance academic outcomes across core subjects to position the school among the top performers in the Clarence Valley region.

Outcome: Clarence Valley Anglican School achieved the highest average NAPLAN score for secondary schools in the region, with an impressive 561.8. This accomplishment reflects the school's dedication to academic excellence and effective teaching strategies.

Enhance Teaching Practice

Target: Strengthen evidence-based teaching through ongoing professional learning

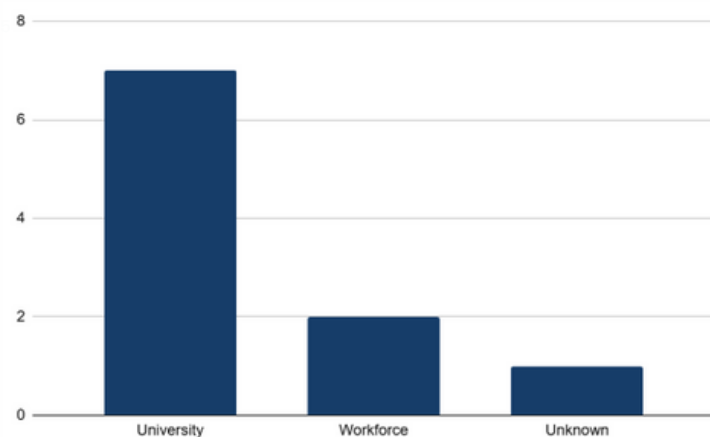
Outcome: Staff engaged in collaborative planning and peer observation

Support Student Wellbeing

Target: Promote a positive school culture and emotional resilience

Outcome: Reduction in behavioural incidents and increased student wellbeing survey results

POST SCHOOL DESTINATIONS



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

CVAS means results in comparison to the state mean.

HSC Subjects 2024	CVAS (%)	State (%)
Ancient History	72.80	72.92
Biology	65.00	73.89
Business Studies	68.97	73.45
English Advanced	73.10	82.03
English Extension 1	38.30	42.42
English Extension 2	41.90	40.70
English Standard	64.25	71.40
Mathematics Advanced	58.40	78.43
Mathematics Standard 2	56.08	71.63
Modern History	70.00	75.02
Personal Development, Health and Physical Education	63.10	74.03
Society and Culture	74.80	77.01
Visual Arts	78.53	81.90

Distinguished achievers

100% of students achieved a mark of 70 or above in one or more subjects and 30% of students received an examination mark of 80 or above in one or more subjects.

Achievements

100% of students received at least one Band 4 or above.



STAFFING

Professional Development

Clarence Valley Anglican School is committed to the ongoing professional development of all staff, providing regular opportunities for training, collaboration, and growth to ensure excellence in teaching and learning.

During 2024, 66 staff members at Clarence Valley Anglican School actively engaged in a wide range of professional development opportunities, attending multiple conferences, workshops, and training sessions. These experiences supported staff in enhancing their skills, staying up to date with current educational practices, and fostering continual improvement across academic, pastoral, and operational areas of the school. These included: First Aid, Child Protection, Open Parachute, Talk 4 Write, Numeracy Screener Training PK - 6, Dibbles, LNAP, Walker Learning, AIS Managing Challenging Behaviours, High Impact Teaching Strategies (HITS) and Crisis Intervention Prevention.

Individual staff chose to complete professional development in the following areas: Powerful Conversations, Strive for Success in Community and Family Studies, Quality Teaching in Practice, Reading Fluency, Generative AI for Educators and Google AI in the Classroom, New PDHPE Syllabus, Timetable Solutions, UNSW Pedagogical Narrative Learning, Work, Health and Safety in Schools, Edutech, Structured Literacy, Youth Mental Health First Aid, Autism and Neurodiversity Master Class, Learning about Country, Registration Preparedness, Pathological Demand Avoidance, Trauma Informed Workshops and Duke of Edinburgh Training.

QUALIFICATIONS ATTAINED

100% of students in Year 12 attained the Year 12 Certificate.

RETENTION

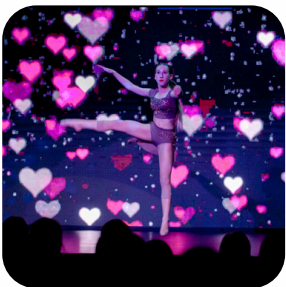
Of the Year 12 2024 students, 80% were retained from Year 10 2022.

WORKFORCE COMPOSITION

Staff	Total	%	FTE	Female	%	Male	%
Teacher	35.0	68.6%	31.8	23	65.7%	12	34.3%
Non Teaching	16.0	31.4%	16.9	18	72.0%	7	28.0%
Total	51.0	100.0%	48.7	41	68.3%	19	31.7%

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

Source: Non-Government Schools Census 2024



Details of teaching staff for 2024

Clarence Valley Anglican School has 25 Proficient staff, 2 Provisional staff and 6 Conditional staff members.

ATTENDANCE

Attendance Records

Absences are recorded each day electronically by the class teacher in Primary School and the Tutor Teacher in Secondary School. Parents or guardians of students, who are absent due to illness or family matters, inform the Office Administrator on the morning of the absence. If the student is absent and the School is not informed, the attendance officer will contact the student's parent or guardian via SMS or telephone call to ascertain the reason for the absence. Any requests by parents or guardians for extended periods of leave for a student need to be approved by the Principal. Coordinators are notified by the Attendance Officer of any students who have unexplained absences or a large number of absences. These are then discussed at fortnightly wellbeing meetings with Executive and Coordinators. Serious breaches will be required to attend a meeting with the Principal.

Year Level	Attendance Rate %
K	91.97
1	91.39
2	88.525
3	91.18
4	88.735
5	88.47
6	89.435
7	86.205
8	80.81
9	85.625
10	82.01
11	81.9
12	81.29
Whole School Attendance Rate	
Average	87.08

The above whole school attendance rate has been derived from attendance data on My School [website](#) noting it is only for Semester 1 and Term 3, and not the annual figure required.

School Enrolment

Full text by link:

<https://www.cvas.nsw.edu.au/enrolments/enrolment-application-form>

SCHOOL POLICIES

All policies relating to child protection, anti-bullying, discipline, managing complaints and enrolment are available on our website.

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

All other school policies are made available to current parents via the CVAS website and Parent Lounge.

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

STAKEHOLDER SATISFACTION

Parent Satisfaction

Clarence Valley Anglican School continues to enjoy strong support from our parent community. Feedback gathered through surveys and informal conversations indicates high levels of satisfaction with the school's commitment to student wellbeing, academic growth, and inclusive Christian values. Parents consistently praised the dedicated teaching staff, the sense of community, and the school's focus on developing the whole child. Many families also expressed appreciation for the school's communication, co-curricular opportunities, and the safe, nurturing environment provided for students from Kindergarten through to Year 12. This positive feedback reflects the strong partnership between the school and its families, and guides our ongoing commitment to continuous improvement.

The School receives feedback from many sources including:

- Fortnightly Newsletter
- Social Media Platforms
- School Website and Calendar
- Parent Lounge (school based parent portal)
- Parents Ambassador Program
- Parent Teacher Interviews



MISSION

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

CVAS: Learning for Life™

Student Satisfaction

Students at Clarence Valley Anglican School report a strong sense of belonging, pride, and engagement in their school community. Feedback from Student Representative Council, student surveys and leadership forums highlights high levels of satisfaction with teacher support, learning experiences, and the wide range of co-curricular activities on offer. Students value the caring and inclusive environment, where they feel safe, respected, and encouraged to achieve their best. They also appreciate the opportunities to develop leadership skills, build friendships across year levels, and explore their interests both inside and outside the classroom. These insights affirm the school's commitment to nurturing confident, capable, and compassionate learners across the K-12 environment where students can express their concerns. They meet weekly and are always encouraged to communicate with other students, with teachers and with parents.

Staff Satisfaction

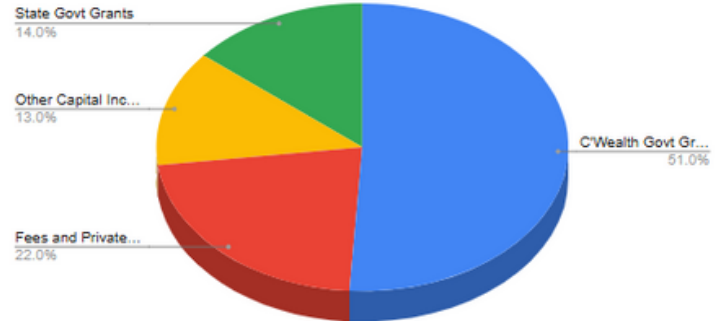
Staff at Clarence Valley Anglican School continue to express high levels of satisfaction with their roles, the school culture, and leadership support. Survey results and staff feedback reflect a deep appreciation for the collegial environment, professional respect, and shared commitment to student growth and wellbeing. Teachers and support staff value the school's investment in professional development, collaborative practice, and the clear alignment with the school's values and mission. There is a strong sense of purpose and pride in being part of a nurturing, future-focused educational community. This ongoing staff engagement is a vital foundation for delivering high-quality learning experiences across the school.

Staff are actively encouraged to share their perspectives through regular weekly meetings and staff briefings held at each campus. Dedicated meetings focused on Behaviour Management, Academic progress, Pastoral Care, and Sport provide structured opportunities for open discussion. These forums ensure all staff have a voice and can raise concerns, contribute ideas, and collaborate on solutions.

SUMMARY OF FINANCIAL INFORMATION

Summary Financial Information for the Year ending 31 December 2024.

SOURCES OF FUNDING 2024



RECURRENT/CAPITAL EXPENDITURE 2024

