



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

◆ **Our Story**

FROM THE SCHOOL PRINCIPAL

Karin Lisle



At Clarence Valley Anglican School we are committed to educating our students, empowering them to become responsible global citizens who embrace the values of respect, community, compassion, opportunity and diversity. We prioritise the development of our students' knowledge and understanding of their place in the world, ensuring they feel supported and well-prepared for the rapidly changing landscape of life. Equipping our students with the necessary tools and opportunities to cultivate these values is an investment in the future of our community, country, and the world. We emphasise the importance of standing up for what is right and good, and we instill a sense of responsibility in our students.

As a school we continue to recognise the crucial importance of mental wellbeing and we have welcomed our school psychologist, Robyn McCann, to be part of our Wellbeing Team. Additionally, Simon Dewar from Real Schools continues to support both staff and students in Restorative Practices. We use this approach to foster a supportive and respectful school culture, promoting accountability for one's actions and emphasising the repair of harm caused to others. We are building a strong partnership and realising our school's full potential through committed teachers, caring students, and connected communities.

Our school continues to grow, with many new families in the area joining our school. Since COVID-19 restrictions have continued to ease we have learned how to effectively incorporate online platforms such as Google Classroom and Zoom to ensure continuous access to the curriculum so that students have access at home. Assignments can be posted (no more 'my dog ate my homework!') and parents have deeper access to student learning.

To enhance the learning experience and promote the joy of exploration, Many Paths Initiative (MPI) for Years 3-8. MPI has been developed to foster a love of learning. There are no assessments or grades associated with MPI, as its primary aim is to nurture the pleasure of learning in areas of personal interest within a safe environment. Some of the subjects we have offered are Graffiti Art, Gardening, Dance and a variety of sports that are new to our students.

We offer a wide range of subject choices in the senior years, allowing students to pursue pathways beyond school, whether that be university or vocational education. We continuously expand our subject offerings, particularly focusing on practical subjects and those not available at other local schools.

Our ongoing Literacy and Numeracy Action Plan has now expanded to all primary students, ensuring that our staff is well-trained in effective literacy and numeracy instruction. We have also designated a lead teacher to provide support in the classrooms three days a week.

Our primary students at the Clarenza Campus now have a large sandpit and play space with which to enjoy friendships. The Senior Construction crew completed a purpose-built cubby house for students to enhance their play. As another project these enthusiastic students have created seating for the playground as well, much appreciate by our senior primary students.

We have made significant improvements to our CASS (Community Activities, Sport and Service) course for Years 7-11, incorporating a wider range of topics to engage student interest. The CASS (Community Activities, Service, and Sports) program has also been revitalised, allowing students to select new topics every five weeks based on their evolving interests. These programs operate in small groups of no more than twenty students, spanning Years 7 to Year 11. Some students go to the local charity shop to assist, others clean up the environment in town, while others are creating items for sharing at the local nursing homes.

Our stable staffing structure has meant that even in times of staffing difficulty we have been able to ensure that there is a teacher in front of every class. Our curriculum remains exciting and dynamic and we are proud of our Small School with a Big Heart.

FROM THE SCHOOL COUNCIL CHAIR

Phillip Bonser



The CVAS School Council in 2022 comprised:

- Greg Jenks (Chair – resigned 31 October 2022 following his retirement as Dean of the Cathedral).
- Kieran McAndrew (Deputy Chair – resigned 31 August 2022 due to work and personal commitments)
- Rachel Choy (resigned 23 May 2022)
- Joanne Reid (resigned 4 March 2022 due to work commitments)
- Stephen Timms
- Vishal Sharma
- Margaret White
- Desmond Schroder
- Rev David Morgan (appointed 11 October 2022)
- Mr Phillip Bonser (appointed as Chair in December 2022)

The Council is indebted to the members who resigned during the year each of whom made a significant contribution to the work of the Council and the life of the school over a significant and at time difficult period.

Council is ultimately responsible for the successful operation of the School and pays particular attention the the School's vision, strategic direction and governance. Its responsibilities derive from the School's Constitution and it is accountable to the Synod of the Anglican Diocese of Grafton as well as the State and Commonwealth Governments.

The Council pays special attention to the finances to ensure we have the funds for our immediate expenses, as well as the reserves needed for future developments including upgrades to our buildings and equipment. As a small school, our finances are always tight as we seek to offer an innovative curriculum while still covering all our costs.

In this area 2022 saw the commencement of banking arrangements with Anglican Funds South Australia, with all loan repayment schedules achieved. 2022 also saw significant improvements in the school's operating surplus and cash on hand. Enrolment growth continued during the year, significantly exceeding expectations. Feedback from parents and students suggests that this is partly the result of renewed focus on Teaching and Learning and improvements in pastoral support programs and student engagement.

Other significant changes approved by Council in 2022 included:

- Re-location of Years 3 and Year 4 to the Clarenza Campus.
- Establishment of a Business Services Agreement with Bishop Druitt College, commencing on 1st July 2022, which sees the role of Business Manager being filled by Mr Shane Oxley and the provision of a range of business services being provided by Bishop Druitt College administration staff in close collaboration with existing Clarence Valley Anglican School staff.
- Lodgment of a Development Application which, when approved, will allow the commencement of the development of an Outdoor Education Centre at Farnworth.
- Sub-leasing of Farnworth to Bishop Druitt College following Mr and Mrs Clarke's decision to move from their residence at Farnworth. This will enable both the ongoing maintenance and care of the property and give time for the necessary planning and negotiation with Council.

ABOUT CLARENCE VALLEY ANGLICAN SCHOOL

Clarence Valley Anglican School is a small low-fee co-educational Anglican School of over 320 students, including Pre-Kinder, serving the Clarence Valley. Situated in Grafton, the School was founded in 1998 and forms part of a network of schools within the Anglican Diocese of Grafton and provides a curriculum for Kindergarten to Year 12. The school has two campuses; the Cathedral Campus is situated opposite the Christ Church Cathedral in Grafton itself, and the Clarenza Campus, situated a short distance out of town.

The School Council governs the School; chaired by The Very Reverend Dr Gregory Jenks. The Principal, Mrs Karin Lisle joined the School in June 2020.

The School's ethos is based on a strong Christian foundation. It draws students from a diverse rural and coastal area in and around Grafton, from Woolgoolga to the south and Iluka to the north.

The School aims to create a learning community where each student is valued as an individual. The programs at the School foster students' intellectual, social, physical, spiritual and cultural growth and a love of learning.

STUDENT ATTENDANCE RATES

Year Level	Average Days Absent	Average Attendance
K	12	87.6
1	8.71	91
2	9	91
3	9.83	90
4	6.48	94
5	10.62	89
6	7.29	93
7	6	94
8	14.28	86
9	16.27	84
10	11.87	88
11	8	92
12	5	95

STUDENT OUTCOMES IN NAPLAN 2022

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. NAPLAN results are measured at a student level against an assessment scale in each of the areas tested. The scales span all of the year levels from Year 3 to Year 9, and are divided into 10 bands.

The assessment results are measured against a proficiency scale for each domain. The proficiency scales are grouped into a number of different levels. For NAPLAN results, a national minimum standard is defined and located on the assessment scale for each year level. Band 2 is the minimum standard for Year 3, band 4 is the minimum standard for Year 5, band 5 is the minimum standard for Year 7 and band 6 is the minimum standard for Year 9. These standards represent increasingly challenging skills and require increasingly higher scores on the NAPLAN scale.

In 2022, NAPLAN assessments were completed for students enrolled in Years 3, 5, 7 and 9. Testing for all 5 domains was completed by 13 students in Year 3, 30 students in Year 5, 46 students in Year 7 and 28 students in Year 9.

Year	Test	Band									
		1	2	3	4	5	6	7	8	9	10
3	Writing	-	8.3	8.3	25.0	25.0	25.0	8.3	-	-	-
	Reading	15.4	-	15.4	23.1	15.4	23.1	7.7	-	-	-
	Numeracy	-	7.7	23.1	38.5	15.4	15.4	-	-	-	-
	Spelling	7.7	15.4	7.7	-	46.2	7.7	7.7	7.7	-	-
	Grammar & Punctuation	-	23.1	23.1	15.4	15.4	-	23.1	-	-	-
Year	Test	Band									
5	Writing	-	-	6.7	16.7	16.7	30.0	26.7	3.3	-	-
	Reading	-	-	-	3.3	10.0	30.0	50.0	-	6.7	-
	Numeracy	-	-	3.4	3.4	41.4	24.1	20.7	6.9	-	-
	Spelling	-	-	3.3	3.3	20.0	30.0	30.0	10.0	3.3	-
	Grammar & Punctuation	-	-	3.3	3.3	30.0	40.0	13.3	6.7	3.3	-
Year	Test	Band									
7	Writing	-	-	2.2	8.7	17.4	28.3	19.6	19.6	4.3	-
	Reading	-	-	-	4.3	10.9	28.3	30.4	17.4	8.7	-
	Numeracy	-	-	-	4.3	15.2	21.7	39.1	10.9	8.7	-
	Spelling	-	-	2.2	4.3	13.0	8.7	32.6	26.1	13.0	-
	Grammar & Punctuation	-	2.2	2.2	6.5	15.2	28.3	21.7	10.9	10.9	2.2
Year	Test	Band									
9	Writing	3.4	-	-	3.4	6.9	24.1	20.7	27.6	10.3	3.4
	Reading	-	-	-	3.6	10.7	3.6	42.9	28.6	3.6	7.1
	Numeracy	-	-	-	-	-	17.9	53.6	21.4	7.1	-
	Spelling	-	-	3.6	-	7.1	7.1	57.1	17.9	7.1	-
	Grammar & Punctuation	-	-	-	3.6	3.6	7.1	46.4	25.0	14.3	-

VISION

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





TABLE OF MINIMUM STANDARD TESTING IN 2022

Test	Year 10				Year 11				Year 12			
	Level achieved and number of students achieving in this total											
	1	2	3	4	1	2	3	4	1	2	3	4
Numeracy	-	2	9	6	-	1	-	-	-	-	1	-
Writing	-	4	12	1	-	2	2	-	-	3	-	-
Reading	-	1	5	11	-	-	-	-	-	-	-	-
Preliminary Findings												
Year 10	17 students were eligible to sit the minimum standards testing. Of these students 2 did not meet the standard for numeracy, 4 did not meet the standard for writing and 1 did not meet the standard for reading. These students will have the opportunity to sit this testing in 2023.											
Year 11	1 student from the cohort was required to sit the testing for numeracy. They did not meet the minimum standard and they will have the opportunity to sit this testing in 2023. 4 students from the cohort were required to sit the testing for writing. 2 students did not meet the minimum standards for writing and will have the opportunity to sit the testing in 2023. No students from the cohort were required to sit the testing for reading as these standards had been previously met.											
Year 12	1 student from the cohort was required to sit the testing for numeracy. They did not meet the minimum standard for numeracy, and they will have opportunity through NESA to sit the testing post 2022. No students from the cohort were required to sit the testing for reading as these standards had been previously met. Three students from the cohort were required to sit the testing for writing. None of these students met the minimum standard and they will have opportunity through NESA to sit the testing post 2022.											

RECORD OF SCHOOL ACHIEVEMENT

All students completing Year 10 in 2022 satisfied the mandatory curriculum requirements for the Record of School Achievement (RoSA) in individual key learning areas (KLAs) by completing the courses based on outcomes and content. The KLAs are English; Mathematics, Science, Human Society and Its Environment, Technological and Applied Studies (Technologies), Creative Arts, Personal Development, Health and Physical Education, Languages other than English.

MINIMUM STANDARDS TESTING

Compulsory Minimum Standards Testing for all students wishing to obtain a Higher School Certificate (HSC) in 2020 and beyond was introduced by NESA in 2019. From 2020, students in NSW will need to demonstrate a minimum standard of literacy and numeracy to receive their HSC. The testing aims to improve literacy and numeracy outcomes for students. Once the HSC minimum standard is achieved in all three areas, a student is eligible to receive the HSC. At CVAS we aim to have every student begin the testing regime in Year 10 as soon as they are eligible for assessment. This allows the school to determine the levels of literacy and numeracy of each of our students against a National Standard. An internal assessment of the results allows for the academic extension of students and application of any intervention and learning support that may be required for individuals. NESA altered the testing regime during 2021 to allow students to sit the online tests four times a year, in Years 10, 11 and 12 and up to five years after they start the HSC. Students sit the HSC minimum standards online tests in reading, writing and numeracy. Each of the three tests is completed at school under teacher supervision. Students must achieve a minimum level 3 in each test in order to meet the Minimum Standards. This aligns with level 3 of the Australian Core Skills Framework (ACSF) which is considered the level required to function in everyday life, for work and further study beyond school.

In 2022, 17 students enrolled at CVAS in Year 10 completed the testing for all 3 domains. Four students in Year 11 and 3 students in Year 12 were required to complete the testing for domains that had either not been satisfied in the 2021 testing or who were new to the school in 2022. One student from Year 12 did not meet the testing for numeracy, this student was new to Australia and an English as a Second Language (ESL) student who had joined the school midway through their Year 11 studies. Three students from Year 12 were determined to have not met the minimum standard for writing, each of these students were either an ESL student or were a student with additional learning needs, they each have until the age of 25 to complete this testing through NESA.

SNAPSHOT OF SCHOOL IMPROVEMENT TARGETS

Teaching & Learning

- Continued participation in the Literacy and Numeracy Action Plan (LNAP).
- Regular tracking and monitoring of literacy and numeracy skills in K-2 which informed teaching and learning in the classroom.
- Our Years 9 and 10 students have been studying Dance as a subject for the first time this year. This has been made possible with the development of the Performance Centre.
- Our Math Pathways program for students in Years 5-8, which enables individualized instruction and targeted support to address any gaps in numeracy skills. The program has shown impressive growth among participating students.

Student Wellbeing

- The 2022 Youth Mental Health Survey took place in May for our Year 7 - 12 students.
- Students in Years 8, 9 and 10 participated in a mental health screening with a PhD student from Griffith University.
- Extra teaching support services were continued in accordance with a 2021 COVID Intensive Learning Support Program Grant.
- Art for Wellbeing students held an exhibition for their families and a morning tea to display the work that they had done over the year.
- Year 6 students took place in a Headspace workshop in October.

Staff Development

- Certificate II Construction was introduced as TVET Course in 2022 for our Stage 6 students.
- Real Schools Restorative Practices continued to be an integral part of our school community and our staff continued with PD in the next phase in Restorative Practices. Simon Dewar visited the School to upskill our new staff and all staff continued to use the online program.
- CVAS became part of the North Coast Teaching Hub that is aimed to support the universities in developing good teachers. The Principal attended the Information and Training session at the AIS in November along with two staff who applied for the opportunity.



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

Facilities & Resources

- Our amazing Schwinghammer Performance Centre, which includes six learning spaces and a theatre with a seating capacity of 360 people has been well utilised in the past year with many events including the Semester Showcase, Bendigo Bank Gala Concert and the Bendigo Bank STEAM Days for Primary and Secondary Schools in the Clarence Valley. This outstanding facility serves as a valuable resource for our school and a prized asset within the Clarence Valley community. Through the Grafton Conservatorium of Music we can provide individual lessons for our students in our dedicated practice rooms.
- For continuity and moving forward into the future we moved from Edval to Timetabler and this has been a successful move forward.
- The Adventures for Life Program is in full swing this year with many camping opportunities for students. Each grade has a developmental theme to guide the implementation of camps and all students are encouraged to participate. The development of our farm, Farnworth into a camping facility will allow for students Years 2, 6 and 9 to undertake the Rites of Passage experiences.

Community

- Ongoing regular, timely promotion of school events and student achievements on social media and local radio station.
- Pre-Kinder program showcased through Come and Play mornings.
- Staff presenting Storytime to the community at Grafton Shopping World on a weekly basis.
- The School won the Bendigo Bank March of Youth Banner Competition as part of the Jacaranda Festival.
- The Anglicare Christmas Appeal was very successful and the hampers were presented to Anglicare in early December, making Christmas a happier one for many in our community.
- For the first time we had past students return to CVAS to share their stories with current students about their journey post school. We had a number of presenters from a range of years with diverse stories to share with us about opportunities open to students after school.

Results in HSC 2022

CVAS means results in comparison to the state mean.

HSC Subject 2022	CVAS (%)	State (%)
Biology	58.13	70.03
Business Studies	67.25	73.95
Chemistry	62.73	72.51
Drama	66.60	80.71
Earth and Environmental Science	71.67	73.77
Engineering Studies	66.53	72.64
English Advanced	70.28	81.53
English Extension 1 (1 unit)	40.85	41.79
English Extension 2 (1 unit)	35.00	39.89
English Standard	61.23	69.88
Information Processes and Technology	65.53	71.60
Mathematics Advanced	78.80	78.31
Mathematics Extension 1	58.00	77.45
Mathematics Standard 2	63.00	70.87
Modern History	71.80	73.67
PDHPE	60.90	69.75
Physics	55.87	74.25
Society & Culture	68.20	76.13
Studies of Religion I (1 unit)	33.67	37.91
Visual Arts	74.85	81.36

Distinguished achievers

12.5% of students achieved a mark of 80 or above in one or more subjects.

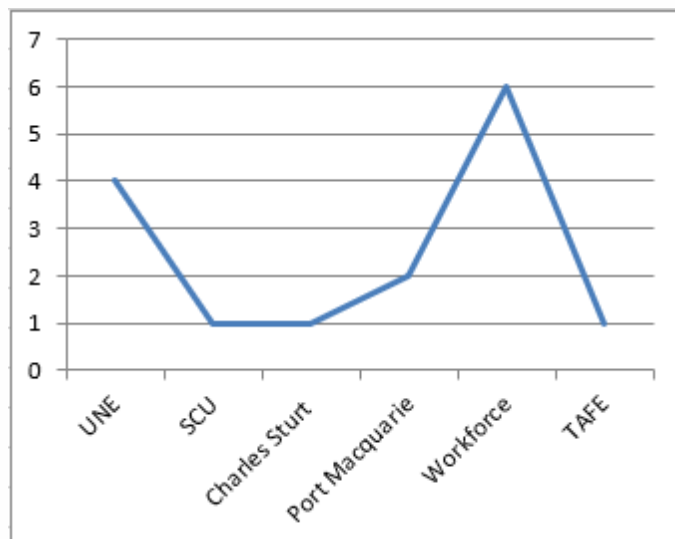
ATAR

Highest ATAR of 2022 - 80.9

Achievements

60% of students received at least one Band 4 or above. 7 Band 5 or Notional Band 5/E3 results with 27% of learners achieving at least one Band 5 result.

POST SCHOOL DESTINATIONS



QUALIFICATIONS ATTAINED

1% of students undertook vocational or trade training.

100% of students in Year 12 attained Year 12 certificate or equivalent VET qualifications.

RETENTION

46.43 of Year 10 students in 2020 were retained at CVAS through to Year 12 in 2022.

WORKFORCE COMPOSITION

Staff	Total	%	FTE	Female	%	Male	%
Teaching	39.0	66.1%	28.9	33.0	84.6%	6.0	15.4%
Non Teaching	20.0	33.9%	9.5	16.0	80.0%	4.0	20.0%
Total	59.0	100.0%	38.4	49.0	83.1%	10.0	16.9%

Excludes casual staff; includes 1 Aboriginal and Torres Strait Islander staff member.
Source: Non-Government Schools Census 2022

CVAS: Learning for Life™



PROFESSIONAL LEARNING UNDERTAKEN BY TEACHERS

The professional development of all staff at Clarence Valley Anglican School is considered to be pivotal to the education, wellbeing and learning of our students.

During 2022, 28 staff attended over 224 professional development conferences and sessions. These included: Australians Together (Indigenous Friendly Classrooms), CPR, Talk 4 Write, 3 x Mental Health Training sessions with AIS, 1 x Mental Health Training session, Child Safe Standard and Restorative Practice.

DETAILS OF TEACHING STAFF

Clarence Valley Anglican School has 25 Proficient staff and 3 Conditional staff member.

SATISFACTION DATA

Parent Satisfaction

Clarence Valley Anglican School places a strong emphasis on the partnership between student – teacher – home and values ongoing communication. We have wide range of communication with our community so that open and transparent communication is available to all. The School newsletter is published fortnightly and this is sent home to families via email and social media. The School website has been updated and is a source of up-to-date information on a range of events held at the School. The website provides families will access to photos, policies and is a strong source of communication. The CVAS app provides an efficient means of communicating with parents. Parent Lounge is another avenue of communication for parents being able to access excursion information and permissions, reports, daily notices, school calendar, parent teacher interviews and absences.

The School receives feedback from many sources including:

- Parent Teacher Interviews
- Fortnightly Newsletter
- Social Media Platforms
- Parents and Friends Association

Student Satisfaction

There are several Student Representative Councils across the K-12 environment where students can express their concerns. Students are always encouraged to communicate with other students, with teachers and with parents.

Staff Satisfaction

Staff are involved in regular weekly meetings and briefings in which matters can be raised and discussed. Specific meetings are put in place for Real Schools – Restorative Practices, Academic, Pastoral Care and Sporting matters. These meetings give all staff an opportunity to raise and discuss issues and or concerns.

SCHOOL POLICIES

Non-attendance

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, an administration staff member contacts 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. Parents or guardians with students, who have unexplained absences or a large number of absences, will be required to discuss the matter with the Principal.

School Enrolment

Full text by link:

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

Student welfare, anti-bullying, discipline, complaints and grievances

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

School policies are made available to current parents via the CVAS website and Parent Lounge.

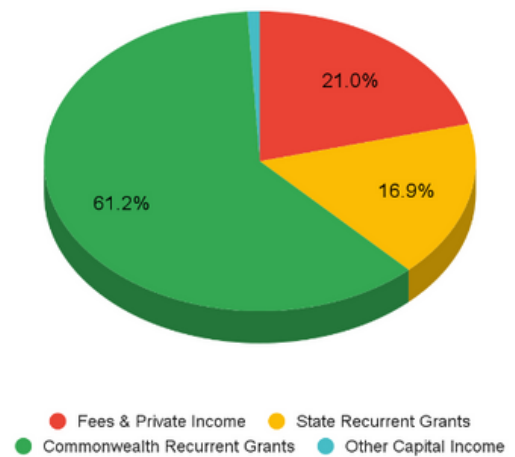
The following policies were updated in 2022: -
Antibullying and Harassment Policy and Procedure and Lockdown Policy and Procedure.

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

SUMMARY OF FINANCIAL INFORMATION

Summary Financial Information for the Year ending 31 December 2022.

Sources of Funding 2022



Recurrent / Capital Expenditure 2022

