



Clarence Valley
ANGLICAN SCHOOL

Learning to Live; Learning for Life!



2019

ANNUAL REPORT

*Clarence Valley Anglican School
Grafton NSW*

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Message from Key School Bodies

Report from the Principal

2019 was another year of growth for the Clarence Valley Anglican School. The creation of a Master Plan for the Clarenza Campus commenced at the start of the year and the final plan shows that there is much to look forward to in the short and long term. Closely related to the development of the Master Plan was the design of a Performance Centre and late in Term 4 we were told that our grant application had been successful which will see the commencement of the project sometime in 2020.

At our rural property *Farnworth*, we have seen the partnership with Bishop Druitt College in Coffs Harbour work exceptionally well. There have been developments which include storage containers, a mobile kitchen and a yarning circle. We acquired a Native Forestry Plan that will allow harvesting timber that is on the property with any profits being re-invested into improving *Farnworth*. This will include fencing, more infrastructures and pasture improvement. This gives us great confidence in sharing resources with Bishop Druitt College in other areas of mutual interest as a formal Partnership between the two schools will be explored in 2020.

A highlight in 2019 was the musical *Back to the Eighties* that was performed in Term 1. This was the first musical produced by the School in a number of years and was very entertaining. We look forward to more musicals in the future being performed in our new Performance Centre.

Duke of Edinburgh Awards continued to expand. In 2019 we had students completing Bronze and Silver Duke of Edinburgh Awards under the watchful eye of staff both at school and on camps. The goal is to see further expansion so that a number of Gold Awards are presented in the near future.

In August we again hosted Chinese visitors and I thank those parents who take the Chinese students into their home for a week. These visits add another dimension to the life of the school and to the life of the students.

The results of the Perspectives community survey that students, parents, staff and school

council were asked to complete in Term 4 generated discussion among staff and School Council. There were a lot of dimensions across the 5 domains of School Environment, Teaching and Learning, Student Well Being, Leadership and Community. In all areas there was room for improvement but also there were no areas that were alarming. There is further information about this survey within this Annual Report.

In Term 3 we secured a School Chaplain. Unfortunately the Chaplain resigned at the end of term and we were again looking to fill this role during Term 4. This position is 50% CVAS and 50% Cathedral's Associate Minister (Children, Families and Youth). I am pleased to report that we secured the services of a new Chaplain at the end of Term 4. In line with the restructure in the Anglican Diocese of Grafton and the person's role as Associate Minister and a member of the School Executive, the title has been changed from Chaplain to Director of Mission.

In Term 4 the Clarence Valley was blanketed with smoke as bushfires burned on many fronts in our student catchment areas. I am particularly proud of the generosity of students and their families as they have cooked, donated produce and raised funds for families affected by the fires. The fires came as the Clarence Valley was suffering from the worst drought in years. The students and staff also supported families, both local and further afield by buying fodder for stock.

I thank the student body for another fantastic year, the staff for their guidance, positive energy and patience with the students and the parents for being there for the school.

Mr Martin Oates
Principal



Report from Chairman of School Council

Governance

The year under review saw a substantial renewal and consolidation of the Council. We welcomed several new members: Rachel Choy, Kathryn Lentfer, Julie Perkins, Joanne Reid and Robert Wilson. Phillip Bonser completed his term as Acting Chair, while John Griffith and Nicole Townley both resigned from the Council for personal reasons.

Kieran McAndrew was appointed as Chair in March and provided strong leadership across a range of major issues of governance, risk management and strategic development. It was my privilege to work alongside Kieran as Deputy Chair during the year.

All Council members undertook professional development opportunities during the year, including various modules provided by the Association of Independent Schools NSW.

A system of sub-committees was implemented to engage members of Council more directly in key areas of Council business: Anglican Ethos, Finance, and Governance.

To improve communication within the School, a summary of Council minutes is now distributed to all staff after each Council meeting.

An extensive review of school policies was complete during the year, along with the approval of a new set of financial and procedural delegations to senior staff.

Future Developments

Considerable time and energy were invested into the development of a Strategic Plan, but this work was suspended late in the year after a proposal from Bishop Druitt College for our two schools to explore opportunities for working more closely together with a view to an eventual merger. While the goal of a merger has been put aside, the desirability of creating a multi-school group quickly emerged as the principal strategic opportunity for Council to address during 2020/2021.

The seeds for this new strategic partnership were in an agreement for the two schools to collaborate in the development of our Farnworth property as a facility used by both schools. The Council's commitment to a deeper partnership with Bishop Druitt College was

communicated to all families and staff at the time of our end of year presentation day.

Earlier in the year Council approved a Master Plan for the Clarenza campus as well as engaging in a competitive concept development process for the new Performance Centre. These are significant milestones in the historical development of our School and they provide a sound basis for future site development. Special funding from the Block Grant Authority was secured to allow us to proceed with our plans for the Performance Centre, including detailed design work and initial development approvals from Clarence Valley Council.

The Very Revd Dr Gregory C. Jenks
Deputy Chair
Clarence Valley Anglican School Council Inc



Report from the Parents and Friends Association

The Parents & Friends Association has had another successful year in 2019. I was honoured to become President this year and to work with our new executive and committee members to organise some great fundraisers. We have also been pleased to welcome some new members, and the change in venue for our meetings has been fantastic.

The P & F has continued to support the Literacy Programme, provide the play area and ovens at the Clarenza Campus, and banners for the school parades and sport shirts for teams.

We have held many successful fund (and fun) raisers, including:

- Easter Raffle
- Mothers' & Fathers' Day stalls
- Colour Run
- BBQ at Bunnings
- Saraton Movie Ticket fundraiser



I would like to thank all the parents and staff who help us by giving up their time to support our fundraising efforts this year. I would also like to thank all the businesses for their support throughout the year, assisting the P & F to carry out our fundraising efforts. Our committee believe it is an honour and privilege to work for the students of our School, providing funds to enhance the educational resources and school environment, for the benefit of our children and staff.

Being involved with the Parents & Friends Association is so rewarding and we encourage all families and friends to join us to experience the community spirit that is so much a part of Clarence Valley Anglican School.

Heidi Teare
P & F President

About Clarence Valley Anglican School

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 co-educational Anglican School of over 340 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 Mr Kieran McAndrew. The Principal, Mr Martin Oates, who commenced in this role in June, 2016.

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.

Characteristics of the Student Body

At the conclusion of 2019, Clarence Valley Anglican School had an enrolment of 323 students in Kindergarten to Year 12. There are slightly more boys (54%) than girls (46%) across the school. As it is a comprehensive school, the students come from a wide range of backgrounds, including language background other than English, and a number of students with special needs.

Total School Enrolments

Year Level	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
K – 6	145	161	158	153	160	179	169	173	188	178	160	164	160
7 – 10	118	106	109	109	117	129	148	128	124	99	103	121	128
11 – 12	23	30	25	24	28	38	41	41	38	32	39	43	35
TOTAL	286	297	292	286	305	346	358	342	323	309	302	328	323

Student Outcomes in Standardised National Literacy and Numeracy Testing

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.

In 2019, Year 3, 5, 7 and 9 students participated in the national NAPLAN testing. The percentage of CVAS students' achievements compared to State achievement is shown in the table below.

2019 NAPLAN Results

Percentage of students at above national minimum standard (top two bands)

	Year 3 CVAS (Bands 5 & 6)	3 NSW	Year 5 CVAS (Bands 7 & 8)	5 NSW	Year 7 CVAS (Bands 8 & 9)	7 NSW	Year 9 CVAS (Bands 9 & 10)	9 NSW
Reading	55.6	55.7	38.1	40.1	28.4	32.1	22.2	25.4
Writing	61.1	58.0	18.3	19.5	16.9	19.1	12.1	13.8
Spelling	38.9	54.3	38.2	40.2	32.6	35.2	23.7	25.7
Grammar & Punctuation	61.1	60.3	38.5	40.7	29.1	32.7	19.5	22.1
Numeracy	27.8	43.2	30.1	32.3	33.2	37.6	25.1	28.7
Preliminary Findings in higher-ability								
Year 3	Sound support strategies in place for higher-ability students. Potential for more attention in promoting numeracy and a continued focus on spelling.							
Year 5	Sound support strategies in place for higher-ability students. Potential for more attention in promoting reading and comprehension.							

Year 7	Sound support strategies in place for higher-ability students. Potential for a greater focus in all areas.
Year 9	Sound support strategies in place for higher-ability students. Potential for a greater focus in all areas.

Green Shading – indicates above NSW level

Yellow Shading – indicates within 5% below NSW State Level

Red Shading – indicates below NSW State Level

Percentage of students at or below National Minimum Standard (NMS)

The % at or below NMS tab shows percentages of the bottom two bands but excludes exempt students. This is a requirement of state reporting for the state plan where only those students who participated in testing sessions are reported in the results. For example in Year 3 it is Bands 1 and 2.

	Year 3 School (Bands 1 & 2)	3 NSW	Year 5 School (Bands 3 & 4)	5 NSW	Year 7 School (Bands 4 & 5)	7 NSW	Year 9 School (Bands 5 & 6)	9 NSW
Reading	16.7	11.3	14.3	13.4	18	15.6	22.3	19.3
Writing	0	5.2	17.7	16.4	29.6	26.5	40.1	36.2
Spelling	11.1	11.3	13.0	12.0	15.8	13.9	18.8	16.5
Grammar & Punctuation	5.6	10.4	19	17.7	24.5	21.7	29.2	25.9
Numeracy	16.7	12.3	15	13.9	17.4	14.9	18.2	15.5

Preliminary Findings in lower-ability	
Year 3	Outstanding support for lower-ability students in writing, spelling and grammar and punctuation. More attention needed in reading and numeracy.
Year 5	Sound support for low-ability students across all areas. Continued support to expand and develop their knowledge and skills.

Year 7	Sound support for lower ability student across all areas. Continued support to expand and develop their knowledge and skills.
Year 9	Sound support for lower ability student across all areas. Continued support to expand and develop their knowledge and skills.

Green Shading – indicates above NSW level

Yellow Shading – indicates within 5% above NSW State Level

Red Shading – indicates below NSW State Level

Our students performed consistently across all areas, and all Years, obtaining results with 5% of above or below the State Average. These results continue to enable teaching staff in their programming to ensure that these outcomes are improved.

Senior Secondary Outcomes

RoSA

In 2019, 19 students completed their Preliminary Course and 32 students completed their Stage 5 studies. No students required the issuance of a Record of School Achievement.

Minimum Standards Testing

In 2019 NESA introduced compulsory Minimum Standards Testing for all students wishing to obtain a High School Certificate in 2020 and beyond. The testing aims to improve literacy and numeracy outcomes for students. From 2020, students in NSW will need to demonstrate a minimum standard of literacy and numeracy to receive their HSC. Once the HSC minimum standard is achieved in all three areas, a student is eligible to receive the HSC.

Our goal at CVAS is 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.

Students can sit the online tests twice a year, in Year 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 level 3 in each test in order to meet the HSC minimum standard. 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 2019 all students enrolled at CVAS in Year 10 completed the testing. Three individual students from Year 11 were required to complete the testing. No students were determined to have additional needs making them eligible for provisions, or exemption, for the testing.

Table of Minimum Standard Testing in 2019 at CVAS

Test	Year 10				Year 11			
	Level achieved and number of students achieving this level							
	1	2	3	4	1	2	3	4
Numeracy	1	4	20	7	-	-	1	-
Writing*	-	4	27	-	-	-	1	-
Reading	-	-	13	19	-	-	-	1
Preliminary Findings								
Year 10	32 students were eligible to sit the minimum standards testing. Of these students 5 did not meet the standard for numeracy and 4 did not meet the standard for writing. These students will have the opportunity to sit this testing in 2020.							
Year 11	Three students from the cohort were required to sit the testing. All students in Year 11 in 2019 have successfully met the minimum standard of literacy and numeracy to receive their HSC in 2020.							

*One student in Year 10 did not sit the Minimum Standards Writing Test

Higher School Certificate Results

In 2019, 17 students completed the NSW Higher School Certificate in 15 subjects offered at Clarence Valley Anglican School. Of particular note were the achievements of our preliminary student who was extended in French Continuers and received a Band 6. Ten of these subjects studied aligned with the NSW state level. Seven of these subjects achieved an average above 70. There were individual students who achieved above the state average in a number of subjects.

95% of students who applied for early entry into university received an offer of placement. Clarence Valley Anglican School executive and teaching personnel wish to congratulate the graduating class of 2019 HSC on their outstanding HSC achievements and results. As a small non-selective school we are very proud that so many of our Year 12 cohort were able to achieve results that not only surpassed the rest of the State but also allowed them access to further study. CVAS collectively wishes all students every success in their future studies and endeavours.

While the majority of students (17) in the 2019 HSC cohort completed their courses over a two year period, students were able to access a number of flexible delivery and study pattern options including:

- Distance Education
- Vocational Education and Training Courses
- Pathways

Individual HSC Subject Results

	Number of Students 2019	2019 Average HSC Result			2018 Average HSC Result	
		CVAS Actual	CVAS Predicted	State Actual	CVAS	State
Aboriginal Studies	-	-	-	-	65.17	67.05
Agriculture	5	71.80	78.80	71.91	67.26	71.39
Ancient History	2	65.10	64.00	72.62	69.30	72.76
Biology	8	71.43	71.50	71.93	63.33	74.09
Business Studies*	10	60.00	75.10	72.18	74.35	75.00
Chemistry	3	71.00	66.00	73.58	63.32	74.82
Design & Technology	3	71.93	73.00	77.82	-	-
Engineering Studies	5	69.08	81.20	74.25	67.10	74.55
English Advanced	11	73.18	69.55	80.73	73.85	80.60
English Extension 1	-	-	-	-	37.30	42.08
English Standard	6	63.07	64.50	69.16	62.77	68.66
English Extension 2	-	-	-	-	-	-
Food Technology	-	-	-	-	-	72.91
Geography	-	-	-	-	74.08	74.71
Hospitality Examination (Food and Beverages)	-	-	-	-	63.27	72.00
Timber Industrial Technology	-	-	-	-	63.50	68.01

Maths Extension 1	-	-	-	-	25.60	39.65
Mathematics General 2	7	59.03	56.43	70.68	60.68	69.92
Mathematics	9	49.36	50.00	78.01	59.71	78.20
Modern History	-	-	-	-	67.38	73.88
PDHPE	7	67.11	53.29	72.57	60.68	72.29
Physics	4	61.70	77.50	73.20	63.73	73.18
Senior Science	-	-	-	-	-	-
Society & Culture	5	75.44	62.00	76.72	-	-
Visual Arts	3	78.67	75.33	80.77	77.27	79.80
*Community and Family Studies	-	-	-	-	56.00	73.00
*Music 2	-	-	-	-	88.00	88.00
*Primary Industries	-	-	-	-	87.00	75.00

* Denotes either studied via Distance Education or TVET.

- Denotes student did not sit examination.

Band Results

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Cohort Size	13	8	18	18	21	18	16	14	26	18
% Band 5 and 6 Results (including Extension E3 & E4)	42	22	23	19	14	10	24	29	10	13
% Band 4, 5 and 6 Results (including Extension E2, E3 & E4)	88	51	67	51	45	47	62	79	46	43

Vocational Training

In 2019, 100% of the Year 12 cohort was awarded a Higher School Certificate.

In 2019, one student of the Year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/ VET qualification

Year 12	Qualification/ Certificate	Percentage of students
2019	HSC	100%
2019	VET qualification	5.9%



Teacher Professional Learning, Accreditation and Qualifications

Staff Professional Learning

All teaching staff regularly undergo staff professional development in areas such as Information Technology, Pastoral Care, Work Health & Safety, First Aid Training and significant curriculum development. In addition to this training, support staff complete mandatory training inclusive of First Aid and WH&S. Throughout 2019 five Professional Development days were held. The Professional Development delivered over these days focussed on mandatory WH&S training. In addition, Department Meetings, visiting presenters, inter-school relationships with the other four schools in the Grafton Anglican Diocese, as well as individual in-service activities were held. Primary School staff also participated in Professional Development as a part of the Phase Two Literacy and Numeracy Action Plan. The School Executive participated in courses conducted by NESAs and the Association of Independent Schools in preparation for the registration renewal that was to occur in 2020.

All staff are encouraged to participate in professional learning. Staff is encouraged to share new and innovative ideas with each other and have the opportunity to present these at in-school workshops.

Professional Learning 2019

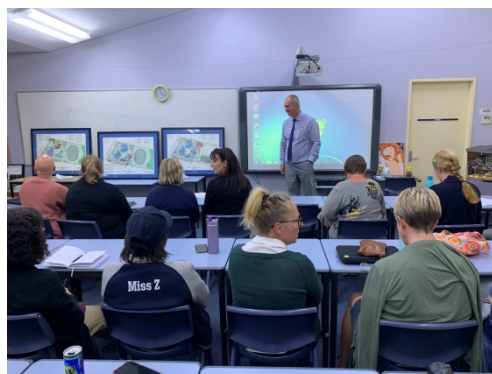
Professional Learning Event	Number of Staff Participating
AGTA 19 The Innovative Geographer Master classes	1
AGTA 19 The Innovative Geographer Workshops	1
AGTA 19 The Innovative Geographer Fieldwork	1
AISNSW Creating Safer Independent Schools	42
Child Safe eLearning Organisational Culture	1
Child Safe eLearning Policies and Procedures	1
Child Safe eLearning Recruitment Processes	1
Child Safe eLearning Reporting Allegations	1

Child Safe eLearning Risk Management A: Risk Management Theories	1
Child Safe eLearning Risk Management B: Understanding Grooming	1
Child Safe eLearning Risk Management C: Creating a Risk Management Strategy	1
Child Safe eLearning Situational Prevention A: Prevention Methods	1
Child Safe eLearning Situational Prevention B: Understanding Motivations To Offend	1
Child Safe eLearning Working With Children Check	1
Debating Pedagogy - Kings	1
Diploma of Leadership and Management	1
Draft Syllabus Meeting Years 11-12 (Stage 6)	1
Dynamiq Fire Warden Training	44
Enrolling and supporting students with diverse needs @ AIS	1
eTAMS Training	3
Explicit Instructions in Number and Algebra (2)	4
Healthy Culture, Healthy Country – A NESAs Supported Event	1
HSC Marker Training	1
HSC Senior Marker Training	1
Knowing & Growing: Technology Mandatory Workshop	1
NSW Curriculum Review Interim Report Consultation Workshop	1
Peer Support Implementation Workshop	1
Phase 2 Action Plan Numeracy Module 8	5
Phase 2 Action Plan Numeracy Module 9	7
Phase 2 Action Plan Numeracy Module 10 Explicit Instructions in Number and Algebra	5
Positive Schools Conference	1
Provide First Aid Training	44
Python for Beginners: Learn Python Programming Online Course	1

Redesigning Assessment Practices to Include All Students 7-12	2
Spelling Module 1 – Assessment for Explicit Teaching of Spelling	7
Spelling Module 2	7
Spelling Module 3 Explicit Teaching of Spelling Patterns and Rules	6
Spelling Module 4 Explicit Teaching of Morphology and Etymology	6
Supervisor of Marking Workshop	1
2019 Briefings by NESAs: Renewal of registration/accreditation and TAA approval in 2020	1
2019 Instructional Leadership Master class 8: Strengthening Instructional Leadership for Literacy	1
2019 Instructional Leadership Master class 9: Strengthening Instructional Leadership for Literacy	2
2019 Instructional Leadership Master class 10: Responding to Developments in Cognitive Load Research	1
2019 Phase 2 Action Plan 2020 Planning Workshop	2
2019 Primary Curriculum Requirements for Registration	1
2019 Redesigning Assessment Practices to Include All Students 7-12 Regional Offerings	3
2019 Registration Requirements for School Renewing Registration in 2020	1
2019 NSW Reportable Conduct and Allegations against Employees: Online Module	7
2019 School based Teacher Accreditation Authority (TAA) Approval	1
2019 School Communities Working Together – online module	1
2019 UNE Grass Teacher Professional Development Event	1
2019 Working Together Multi- tiered Systems of Support for Student Success	1

Teaching Standards: Number of Teachers (per Category)

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	31
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	0
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
Teacher Accreditation Details	Number of Teachers
Proficient	29
Provisional	2



Workforce Composition

In 2019 Clarence Valley Anglican School had 31 teaching and 19 non-teaching staff comprising 26% males and 74% females. 1 staff member was identified as being from an indigenous background.

The split of full-time and non-time staff was:

School Staff 2019	
<i>Teaching Staff</i>	
Full Time	18
Part Time	13
<i>Non-Teaching Staff</i>	
Full Time	3
Part Time	16

Average Teacher Attendance

Total school days	184
Total staff (full-time equivalent)	27.0
Total teaching days	4,968
Total absence days	261.7
Proportion of absence days to total teaching days	5.3%
Proportion of attendance days to total teaching days	94.7%
Average attendance days per staff member	174.3

Student Attendance and Retention Rates

Student Attendance Rates

Attendance by Year on an average day in 2019:

Year	Attendance Rate	Year	Attendance Rate
Kindergarten	96.00%	Year 7	93.40%
Year 1	90.60%	Year 8	89.20%
Year 2	93.60%	Year 9	91.25%
Year 3	92.80%	Year 10	84.35%
Year 4	93.55%	Year 11	90.00%
Year 5	94.80%	Year 12	92.00%
Year 6	92.65%		

91.86% of students (K to Year 12) attended school on average each school day in 2019. This is a very slight improvement to 90.98% of students (K to Year 12) who attended school on average each school day in 2018.

Management of 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.

Student absences are recorded each semester on the student's academic report.

Retention Rates

65.00% of the 2017 Year 10 cohort completed Year 12 in 2019. The retention rate over the past three years initially increased however has slightly reduced in the last year.

Years Compared	Year 10 Census	Year 12 Census	Year 10 to 12	Retention Rate
2004 – 2006	8	3	3	37.50%
2005 – 2007	16	5	5	31.25%
2006 – 2008	20	17	14	70.00%
2007 – 2009	27	12	12	44.44%
2008 – 2010	20	13	11	55.00%
2009 – 2011	17	8	7	41.17%
2010 – 2012	24	19	18	75.00%
2011 – 2013	22	18	15	68.18%
2012 – 2014	32	21	20	62.50%
2013 – 2015	36	20	20	55.56%
2014 – 2016	27	16	16	59.25%
2015 – 2017	20	14	14	70.00%
2016 – 2018	32	26	23	71.88%
2018 – 2019	20	17	13	65.00%

Note: The Retention rate is calculated on the number of students enrolled at the end of Year 10 who remained at Clarence Valley Anglican School to the end of Year 12.

Post School Destinations

Of the 22 students in Year 10 (2017), 5 left Clarence Valley Anglican School prior to entering the HSC course in 2018. These student left for various reasons, some being: employment, family relocation, and traineeship and VET courses.

Of the 17 graduating HSC student in 2019, post school destinations included: university, TAFE, apprenticeships and full-time and part-time employment.

Enrolment Policy

INTRODUCTION

Clarence Valley Anglican School (“the School”) is a co-educational, Pre-Kinder to Year 12 day school underpinned by the ethos of the Anglican Church and operating within the policies of the NSW Education Standards Authority. The School considers every application for enrolment carefully taking into account the guidelines of appropriate government policy.

Procedure Link: ***Enrolment Procedure***

POLICY

1. The School will not be academically selective but will cater for boys and girls of all abilities. Preference for enrolment will be given for the following:
 - Children of staff members
 - Commitment to the ethos of the School
 - Communicant member of the Anglican Church of Australia
 - Date of interview
 - Family enrolment
 - Siblings of current students
2. The School has an Anglican Christian ethos and therefore welcomes applications from students regardless of their ethnic origin, religious beliefs and chosen future career pathway.’
3. Children entering Pre-Kinder must be four (4) years of age by 31st July in the year they are entering the programme. However, the School recommends that the children turn four (4) before the 31st March in the year they are entering the programme. Children who commence in the Pre-Kinder programme must be fully toilet trained prior to their commencement at the School.
4. Parents whose children do not proceed to Kindergarten are required to provide one full term’s notice of withdrawal from the School in writing, addressed to the Principal, by the first Friday of the term prior to departure, otherwise a full Term’s tuition fees will be charged in lieu of notice.

5. Children entering Kindergarten must be five (5) years of age by 31 July in the year they are entering the programme. However, the School recommends that the children turn five (5) before the 31 March in the year they are entering Kindergarten.
6. During the enrolment process, the School reserves the right to request additional information or assessment conducted internally or externally to ensure the individual learning needs of students can be fully catered for on enrolment.
7. Application for enrolment will involve an interview between the School, the student and the parent/s or guardian/s prior to offering an enrolment place.
8. Failure to disclose information or the provision of misleading information during the enrolment process may result in a review of the child's enrolment.
9. When the enrolling student requires adjustments to their educational programme the Principal will meet with the parents and other relevant/appropriate health professionals to consult regarding the identified adjustments, and how/if these can be implemented.
10. Where the School can demonstrate that the enrolment will cause unjustifiable hardship in relation to the student and the circumstances of the School, in consultation with the Association of Independent Schools of NSW, the enrolment will not proceed.
11. The School does not hold places for students if the offer of enrolment, the enrolment application fee and accompanying paperwork have not been returned within a 14 day time frame.
12. When accepting a place at the School parents are giving their agreement to the School's programme, philosophy and practice. To this end, students are expected to be fully involved in the life of the School and its curricular and co-curricular activities.

13. One full term's notice of withdrawal of a student from the School is required in writing, addressed to the Principal, by the first Friday of the term prior to departure, otherwise a full term's tuition fees will be charged in lieu of notice. Continuing enrolment from one year to the next is assumed and the full term notice applies.

14. Requirements for continuing enrolment include: having no outstanding school fees, maintaining acceptable attendance rates and behaving as per the Student Code of Conduct. Any failure to comply with these requirements may result in the student's enrolment being reviewed. Upon review the student's enrolment may be subsequently terminated at the discretion of the Principal.

RELATED DOCUMENTS

- *Behaviour Support Policy*
- *Current Business Notice*
- *Enrolment Procedure*
- *Gender Diverse, Transgender and Intersex Students Policy*
- *Student Code of Conduct Policy*
- *School Community Code of Conduct Policy*
- *School Community Complaints Policy*

School Policies

Policies for Student Welfare

The school seeks to provide a safe and supportive environment to support the mental, physical and emotional wellbeing of students through programs that:

- Meet the personal, social and learning needs of students;
- Provide early intervention programs for students at risk; and
- Develop student's 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 2019:

Summary	Policy	Changes in 2019	Access to full text
Child Protection Policy			
This policy provides guidelines for ensuring students in our care are safe. The policy encompasses: definitions and concepts; legislative requirements; preventative strategies; reporting and investigating; reportable conduct; investigation processes; and documentation.	<u>Child Protection Policy</u>	The <u>Child Protection Policy</u> was revised in September 2019 to include staff PD requirements and new staff induction requirements with regard to Child Protection.	The full text of the <u>Child Protection Policy</u> is issued to all staff and School Council members. This Policy is available for viewing on the School website and at either campus reception.
Security Policies			
These policies provide procedures for security of the grounds and buildings; use of grounds and facilities; emergency procedures; and the use of locks and alarms.	<u>Premises, Building and Facilities Policy</u>	No change in 2019.	Parents may request a copy of these policies by contacting School Reception. The Policies are also available for viewing at either campus reception.
	<u>Evacuation Policy</u>	No change in 2019.	
	<u>Lockdown Policy</u>	Updated November 2019.	
	<u>Clarenza Campus Security Policy</u>	Updated in August 2019.	
	<u>Cathedral Campus Security Policy</u>	Updated in August 2019.	

Supervision Policies			
This policy encompasses staff duty of care and risk management; levels of supervision for on-site and off-site activities; and guidelines for supervisors	<u><i>Staff Code of Conduct</i></u>	Updated in September 2019	The full text of the <u><i>Staff Code of Conduct</i></u> is issued to all staff. Parents may request a copy of this Policy by contacting School Reception. This Policy is available for viewing at either campus reception.
Student and Communication Policies			
These policies encompass: expectations of staff and students, 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; ways in which staff and students can raise concerns; and the procedures in place to maintain privacy of information required by the school.	<u><i>Student Code of Conduct Policy</i></u>	Updated in September 2019.	Parents may request a copy of these policies by contacting School Reception. These policies are available for viewing at either campus reception. The <u><i>Privacy Policy</i></u> is available on the School website.
	<u><i>Staff Code of Conduct</i></u>	Updated in September 2019.	
	<u><i>School Community Communication Policy</i></u>	Updated in November 2019.	
	<u><i>Privacy Policy</i></u>	Updated in August 2019.	
Pastoral Care Policies			
These policies encompass the pastoral care system and positive behaviour program of the school; the definitions and mechanisms for dealing with bullying and harassment; the schools policy for maintaining a safe environment for students and the school's procedural fairness statement.	<u><i>Behaviour Support Policy</i></u>	Updated in August 2019.	Parents may request a copy of these policies by contacting School Reception. These policies are available for viewing at either campus reception. The <u><i>Behaviour Support Policy</i></u> , <u><i>Anti-Bullying and Harassment Policy</i></u> and <u><i>Procedural Fairness Policy</i></u> are available on the School website.
	<u><i>Anti-Bullying and Harassment Policy</i></u>	No change in 2018.	
	<u><i>Safe and Supportive Environment Policy</i></u>	No change in 2019.	
	<u><i>Procedural Fairness Policy</i></u>	Updated in August 2019.	

Policies for Anti-Bullying

Summary of Policy	Changes in 2018	Access to full text
<p>The School's <u><i>Anti-Bullying and Harassment Policy</i></u> provides processes for responding and managing allegations of bullying or harassment.</p>	No change in 2019.	<p>Parents may request a copy of the policy by contacting School Reception. The policy is available for viewing on the School website or at either campus reception.</p>

Policies for Student Discipline

Summary of Policy	Changes in 2018	Access to full text
<p>The School's <u><i>Behaviour Support Policy</i></u> and associated procedures provides that 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.</p> <p>Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.</p> <p>The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> <p>All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension and expulsion of a student. Disciplinary actions do not include exclusion.</p>	Updated in August 2019.	<p>Parents may request a copy of the policy by contacting School Reception. The policy is available for viewing on the School website or at either campus reception.</p>

Policies for Complaints and Grievances Resolutions

Summary of Policy	Changes in 2018	Access to full text
<p>The school's <u><i>School Community Communication Policy</i></u> 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.</p>	<p>Updated in November 2019.</p>	<p>Parents may request a copy of the policy by contacting School Reception. The policy is available for viewing on the School website or at either campus reception.</p>

School-Determined Priority Areas for Improvement

2019 Priorities and Achievements

Primary School		
Area	2019 Priorities	2019 Achievements
Teaching and Learning	Implementation of the new PDHPE syllabus	K-6 scope and sequence in the area of PDHPE syllabus implemented in 2019.
	Continue to build development of units of work in relation to new PDHPE syllabus	Staff worked on developing units of work for implementation. Use of Safety on Wheels bike track continued at the Cathedral Campus for PK-4 students.
	Continue to build development of the digital technologies strand within the S&T syllabus	Staff completed online professional development through the University of Adelaide. Primary school accessed digital resources from the University of Adelaide library including; Spheros, Ozobots and Blue Bots. CVAS also purchased digital resources including; Spheros, Ozobots, Little Bits, Makey Makey and Edisons. Students engaged further with digital technologies in lunchtime clubs/initiatives, including Flashdrive Friday.
	Reviewing K-6 Assessment Plan policy	Assessment plans were reviewed and an assessment strategy checklist was developed. There will be continued focus on the development of assessment in 2020 as part documenting the quality of student learning at CVAS.
	Continuation of the implementation of EDI throughout the K - 6 teaching cohort	Teacher observations into Years 3-6 occurred in 2019 to ensure that EDI continue into the higher grades. Student results in K-2 were evidence of the continued impact EDI is having on student learning.
	Years 3 - 6 follow new scope and sequence for Mathematics without the use of textbooks	Mathematics scope and sequences were updated and implemented.

	School subscriptions to Professor Pete (Mathematics support) and Inquisitive (History, Science and Geography support)	School did subscribe to Professor Pete and Inquisitive. These subscriptions were utilised across K-6 and will continue in 2020.
	Continued development of peripatetic music/singing program provided by the Clarence Valley Music Conservatorium for students in school hours.	Peripatetic lessons continued in the Junior School. In November a concert was held and all music students performed for K-4. It was very well received by the families.
Student Welfare	Continued focus on access to the school counsellor at the Cathedral Campus for younger students.	<p>Student numbers for the counsellor remained consistent throughout 2019. Counsellor worked on an art program with a group of Year 4 students aimed to build resilience and develop student confidence. The initiative was very well received.</p> <p>School Chaplain worked in a combined role as Minister for Children and Families at the Cathedral. Relationship building between the Church and School was an area of focus as the School commenced scheduled Stage services at the weekly Sunday Cathedral service. School families were invited to attend.</p>
	Continuation of co-curricular options/program available in school and out of school hours for K-6 students.	Programs ran after school, including hockey, AFL and tennis. Homework club was also a positive option as an out of school co-curricular activity.
	Community Garden recreated on Cathedral Campus to support students and families.	Garden was created and the families were encouraged to bring in plants to put into the garden. This was very well received and the community garden looks really good. It was a lovely joint initiative between the School and our families.
	Monitoring of Pride Awards, Win Bins and Class Awards provided to students	Award system was reviewed and the number of students getting awards was monitored to establish consistency across the grade cohorts.

	Continued focus on promoting positive mental health	Mental health was promoted in fortnightly newsletters.
Staff Development	Professional Development continuing for Literacy and Numeracy for Primary Staff as part of our LNAP requirements	AIS Literacy and Numeracy consultants ran multiple professional development courses each term. These supported our participation in the Literacy and Numeracy Action Plan for 2019.
	Executive staff to attend literacy and numeracy Masterclasses in Sydney (LNAP)	All courses were attended by executive staff.
	School has been asked to consider presenting our Literacy school story in Sydney.	This did not occur in 2019, however multiple opportunities for sharing our school story will occur in 2020
	PD on new Interactive TV/Tablet	Promethean provided multiple professional development sessions on effective use of the interactive televisions
	Various PD for staff throughout the year	Staff participated in staff led professional development on a weekly basis
Facilities and Resources	Increase in aide time to support increasing numbers in PreKinder	An additional aide was employed two days a week throughout 2019.
	Sandpits to be sanitized and filled with clean sand, soft fall topped up	Sandpits and soft play areas routinely reviewed and topped up when needed.
	Each teaching classroom installation of Interactive tablet/TV	Interactive Promethean televisions were installed, along with a television in the learning support room with Vivi capabilities.
	Teaching staff access to laptops	Teaching staff received new laptops
	Big book purchases and math purchases (LNAP)	Multiple resources were purchased for PK-4

Community	Facebook posts to continue to be a focus for sharing with the community all things CVAS	Facebook utilised heavily for sharing student and classroom achievements
	Representation in local sport competitions - DEX Hockey is an example of one of the local sport comps entered.	School well represented at all local sporting events including; DEX hockey and Milo cricket
	School representation in many community events - ANZAC, Jacaranda, Dragon Boats, Markets, Church services, entering in events such as Grafton Eisteddfod and Grafton Show	There was a high level of participation in community events. Student numbers were high and CVAS was well represented.
	Prekinder - come and play mornings to continue to be an area of focus	Multiple Come and Play mornings were held and enrolments for 2020 were gained by these events.
	Supporting local Community Groups - Storr's Hall is used weekly by Grafton Line Dancers	Line dancers utilised the hall throughout 2019.
	Supporting Local Businesses - Staff from the Clarence Valley Music Conservatorium utilise our space for private lessons during the school day with students	Music lessons continued to support local musicians through the conservatorium.



Secondary School		
Area	2019 Priorities	2019 Achievements
Teaching and Learning	Staff Appraisal System including peer observation continues with Principal review of all teaching classrooms.	Procedures for implementation completed.
	Embedding of Literacy and/or numeracy into programmes through Explicit & Direct Instructions and formal assessment and recording of these skills to continue.	Literacy and numeracy outcomes were aligned to all assessment tasks across Stages 4 and 5.
	English and Science across Stage 5 to be split into three ability based classes to extend talented students and support others.	The trial into the Stage ability based classes was successfully implemented.
	Mathematics trial across Year 7 and 10 separating low ability students from the mainstream cohort. This is to extend others and support these students better in numeracy skills.	This trial was implemented and the preliminary results indicate that there was an overall improvement in Mathematics competency.
Student Wellbeing	Interactive wellbeing program for Senior School inclusive of incursions from performing arts companies with a focus on student centred learning.	Wellbeing continues be a focus at CVAS with student driven incentives at its' core.
	Continuing support and involvement in Our Healthy Clarence initiative.	CVAS actively supports this initiative for mental health in the Clarence Valley.
	Training of new Chaplain and Director of Student Wellbeing in mental health first aid.	Incomplete in 2019.

Staff Development	Staff sharing of Professional Learning or exemplary practice.	Staff Professional Learning continues to be inclusive of the sharing of exemplary practice.
	Weekly Wednesday Professional Learning Meetings (with Teacher Standards Identified regularly) and Friday briefings for communication.	Completed throughout 2019.
	Professional Learning Sessions on: <ul style="list-style-type: none"> • Behaviour Management • First Aid • Fire and Emergency • Records and Reporting • NCCN and Learning Support • Wellbeing • Raising Academic Standards • Positive Psychology • NESAs Accreditation protocols 	Completed throughout 2019.
Facilities and resources	To have a BGA approved for the new performing arts complex and to have work begin on the construction of this building on the Clarenza Campus.	BGA approved and subsequent submission to build approved by Clarence Valley Council.
	Purchase new interactive whiteboards for all classrooms.	Interactive screens and Vivi resource update completed at the Cathedral Campus.
	Purchasing of new textbooks and resources for new syllabus documents.	Staff requested resources for subjects relating to new syllabus outcomes were purchased.
	Purchase of replacement lockers and classroom furniture for one classroom annually.	Ongoing.

Community	Consistency in regard to uniform across all year levels.	There was a greater consistency in overall appearance of student presentation.
	Increased parent acknowledgement of the values of CVAS through the introduction of a Parent and Community expectations protocol and procedure.	This has been a very successful process with an overall improvement in appreciation of the values of CVAS.
	Staff to deliver a customer centred approach to all students and parents to allow individuals to feel appreciated and valued.	Students have indicated that they feel welcome and supported and that this has had an overall improvement in their learning.



2020 Priorities – Areas for Improvement

Primary School	
Area	Priorities
Teaching and Learning	Review of the NSW Geography syllabus to support the implementation of minor changes to the K-10 Geography Syllabus.
	Continued review of the Quality of Student Learning Policy at Clarence Valley Anglican School.
	Continuation of review of years 3-6 in the implementation of EDI in the classroom.
	Continued tracking and monitoring of student progress in Literacy (K – 2) and Numeracy (K – 6) using screeners.
Student Welfare	Director of Missions to participate in professional development in student mental health to support the introduction of new programs in the Junior School.
	Co-curricular after school sport options to be made available to support the development of the general health and wellbeing of our students.
Staff Development	Continued focus on literacy and numeracy professional development for Junior School staff through the AIS consultants and online learning modules.
	Presentation of School Story regarding the management of students with needs during online learning
Facilities and Resources	Purchase of additional television for the Cathedral Campus meeting room to be used by students and staff Cathedral Campus computer lab to be replaced
	A class set of Chromebooks to be purchased for use by class groups at the Cathedral Campus for use within their classrooms
Community	Facebook and Twitter to be used to share School community events and achievements
	School representation in the community to be upheld including; Jacaranda events
	Pre-Kinder to be a priority in advertisements for open days

Secondary School	
Area	Priorities
Teaching and Learning	TAA policy and procedures implemented with a process for review for all teaching staff.
	An increase in allocation of PDHPE lessons across Stages 4 & 5 to allow for a focus on wellbeing, health and physical activity.
	Subjects delivered across Stages 5-6 to take on a stronger academic focus with students selecting a greater number of STEM subjects. Allowing students to have a greater selection of subjects across Stage 5 electives and Stage 6 subjects.
	Introduction of a total of 5 new subjects across Stages 5 & 6.
Student Wellbeing	Delivery of a robust wellbeing programme across all Stages.
	Continued focus on support and advice from outside networks regarding student wellbeing.
	Training of Chaplain and Director of Student Wellbeing in mental health first aid.
Staff Development	Create a TAA team consisting of the Principal and both Heads of Campus to monitor and advise staff on their Professional Learning or exemplary practice.
	Weekly Wednesday Briefings for communication and Professional Learning Meetings (with Teacher Standards Identified regularly) to continue.
	Professional Learning Sessions aligning with School registration requirements to be a focus.
Facilities and resources	Tender approved for construction of the new performing arts centre and construction to be completed by the end of 2020.
	Upgrading of classroom technology and internet provider with a focus on NBN connectivity.

Facilities and resources	Purchasing of online programs and interactive teaching and learning tools.
	Purchase replacement furniture in A block reception area to include an upgrade to technology, with a focus on creating a warm and inviting space.
Community	Continued focus and consistency in regards to uniform across all year levels.
	Increased focus on communication between the staff, parents and community.
	Staff to continually deliver a customer centred approach to all students and parents to allow individuals to feel appreciated and valued.



Initiatives promoting Respect and Responsibility

The School wants every student to feel valued and that they are an integral part of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility.

Our conscious efforts to promote respect and responsibility include:

Primary

- Year 5 and 6 Student Representatives on the school SRC.
- Year 6 students leading House Championship afternoon for PK-2 students.
- Kindergarten and Pre-Kinder integrated activities throughout the year.
- Junior School staff to provide relief from face to face (RFF) lessons with Pre-Kinder.
- Kindergarten staff provides relief from face to face (RFF) lessons with Pre-Kinder.
- Weekly assemblies (K-2, 3-4 and 5-6) where awards and certificates are given for achievements and recognition of improvements that have been made.
- Pride Awards are awarded weekly, acknowledging achievements in areas other than academic and sporting achievements.
- Students are formally recognised for community involvement and after school activities in our newsletter and on school reports.
- Weekly Chapel and whole school services.
- Life Education.
- Participation in the ANZAC Day March and the March of Youth during the Jacaranda Festival.

Secondary

- Wellbeing program for Senior School.
- An active Anti-bullying Policy.
- An effective Behaviour Support Policy.
- Fortnightly assemblies in which students are given recognition awards and certificates for achievement and improvement.
- Students are formally recognised for community involvement and after school activities.
- Fortnightly Chapel and whole school worship.
- Incursions for students regarding respect, bullying, cyber-safety.
- Peer support programs through daily Tutor.
- Foundation Day ceremonies and activities led by senior students.
- The Student Representative Council. Socials/Discos – organised by the SRC.
- Participation in community events (eg. Red Cross Appeal, Salvation Army Red Shield Appeal, Shave for a Cure, Anzac Day March).
- Participation in Leadership programs.

Parent, Student and Teacher Satisfaction

Parent Satisfaction

Clarence Valley Anglican School places a strong emphasis on the partnership between student – teacher – home and values ongoing communication. We have developed a wide means of communication with our community so that open and transparent communication is available to all. The fortnightly newsletter is sent via email to all parents and if this is not possible, a printed version is made available. The School website has been recently redeveloped and is a source of up-to-date information on a range of events held at the School. Further to this, the website provides a place to access photos, policies and is a wonderful source for communication. The CVAS App provides a very efficient means of communicating with parents. Contributors encourage feedback, whether positive or negative.

The School receives feedback from many sources including:

- Parent/Teacher Interviews.
- Parents attending chapels and assemblies.
- A fortnightly CVAS newsletter, which is regularly praised for its informative content.
- The Parents and Friends Association. Parents felt they had a real input into the life of their children's school by joining the P&F. The P&F is an active and supportive group of parents who are enthusiastic in helping fundraise for necessary items at the School. Executive staff members regularly attend the P&F meetings to let people know what is happening. Feedback is always appreciated at these meetings.
- A series of information evenings which are held annually at the school to cover topics such as; homework, pastoral care, subject selection, careers advice and essay writing.
- Parents are also encouraged to contact the school at any time to provide feedback or to raise areas for improvement.

Student Satisfaction

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

Recent student feedback indicates the following:

- The School is a safe and caring place that values the whole person.
- The teaching staffs are respectful of the students in their care.
- The teachers create positive learning environments and are well-prepared.
- Students are given a suitable range of academic subject choices.
- Students are given a suitable range of co-curricular choice.
- The School has a strong Christian foundation and encourages personal responsibility.
- Students feel that they can speak to staff at any time, either directly to the teachers or by emailing them.

Teacher Satisfaction

Staffs are involved in regular Meetings and Briefings in which matters can be raised and discussed. Specific meetings are put in place for Pastoral Care, Academic and Sporting matters. These meetings give the wider staff an opportunity to raise and discuss issues.

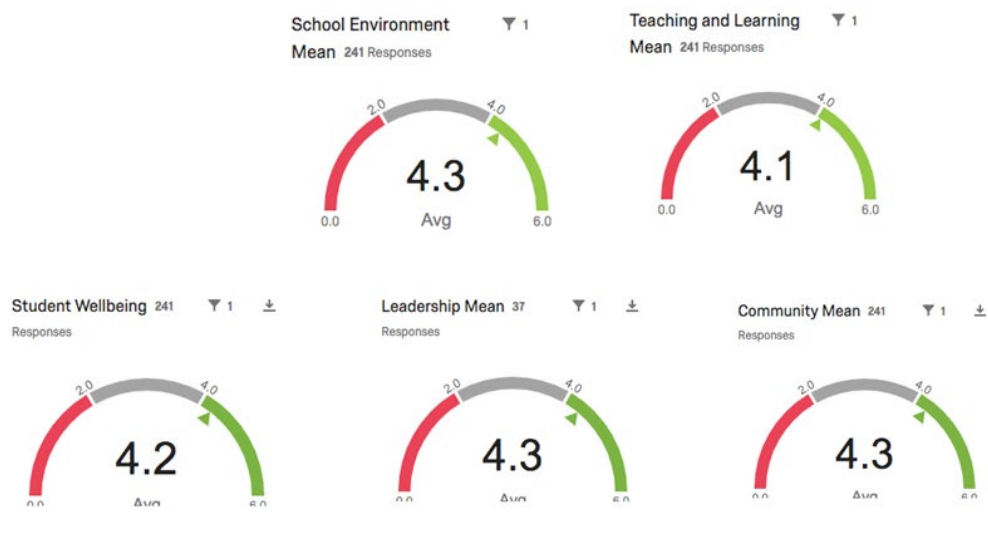
Teacher feedback indicates the following:

- The school's strong focus on student wellbeing and learning.
- The sound administration and general operation of the School.
- The presentation, cleanliness and general upkeep of the School grounds and facilities.
- The overall culture of learning and respect reflected by the student body.

In Term 4 Clarence Valley Anglican School surveyed the students, staff, parents and School Council using the AISNSW *Perspectives – Your School in Focus* survey instrument.

Below are the five domains that were surveyed and there were a lot of divisions within each domain. The average results are below for all 241 people (students, parents, staff and school council) who responded, the largest group were the students who completed the survey at school.

Domain Mean



The consultant from AIS assured us that the score of 4.3 out of 6 was a very favourable result. Most schools do not have such a 'good' set of scores. The intention is to use this again in two years' time to monitor any improvements as communication continues to be a focus. We will be working with AISNSW in 2020 to look at running Focus Groups to drill down in the areas for improvement and the professional development of staff.

Summary Financial Information

Summary financial information for the year-ended 31 December 2019 is represented graphically as follows:

