

# Clarence Valley Anglican School Annual Report 2021

## Message from Key School Bodies

### Principal

We strive to educate our students in becoming responsible citizens of the world who understand that service to others is part of everyday life and respect, compassion and diversity are part of every community. Our focus is on our students, developing their learning and their understanding of their place in the world, ensuring that every student feels nurtured and prepared for life in a rapidly changing world. Giving students the tools and opportunities to develop these values is an investment in the future of our community, our country and our world. At Clarence Valley Anglican School we pride ourselves in empowering our students to develop their skills, knowledge and values as members of the local and global communities for their life beyond school and into the future as contributing citizens who are willing to stand up for what is right and good.

Our school continues to grow with new families moving into the area. Most growth is in the Middle School and we now have two 'streams' in Years 7 and 8. Although we have had COVID-19 restrictions to change the way we do things at school and at home, this has not stopped us from providing an excellent education for our students. We have been creative in providing activities for our students in line with the restrictions and some of our students have even managed to attend camps in between lockdowns. The use of Google Classroom has developed rapidly at CVAS so that our students continue to access the curriculum and 'Zoom' is the new buzzword for communicating with students while they are studying from home. When the announcement comes for the school to be closed due to COVID-19 restrictions on a Saturday afternoon, lessons are prepared by our wonderful staff and they are ready to go on Monday morning. Learning packs are delivered to the students who cannot pick them up from school and learning continues.

However, we all understand so much more about mental health, and the wellbeing of our students at CVAS has always been of great importance. The "Coronavirus and the Class of 2021

report" shows how the impact of the coronavirus and lockdowns has had on Year 12 students in the last year and a half, but this is only a snippet of the effects that have been experienced by all our young people (and our population in general). The underlying message is that we are all social beings and we need to socialise. We have again been granted funding to employ a psychologist through the Association of Independent Schools to support our students and staff this year.

The School has signed for the next three years to work with Simon Dewar from Real Schools on restorative practices. Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. Transforming and enhancing our school culture through a focus on what REALLY counts will build partnerships and help our school achieve its potential through **committed teachers, caring students and connected communities**.

Our newly built Schwinghammer Performance Centre was completed this year and opened in November 2021. Our students have been taking advantage of the six learning spaces as well as a theatre where we can comfortably seat 360 people; it certainly is an amazing resource for our school and a jewel in the crown for the Clarence Valley community. We have been lucky to have a donation of new instruments to provide an orchestra and our students are having individual lessons in our three practice rooms with the teachers from the Grafton Conservatorium of Music.

We have also developed the Many Paths Initiative (MPI) for Years 5-8, to enhance choices of learning, developing and expanding student passions in a safe environment. The love of learning rather than of completing outcomes in the curriculum is the focus of MPI, with no assessment tasks and no marks, just the joy of learning something of interest.

A variety of subject choices in the senior years has assisted students to develop pathways for either university or TAFE beyond school, including Studies of Religion, an accelerated course where Year 11 students can choose to sit the HSC. We are expanding the number of subjects that students can choose,

with a focus on practical subjects as well as academic subjects not offered at local schools.

The Literacy and Numeracy Action Plan continues for the fourth year and has expanded to all primary students, so staff are well trained in the art of teaching literacy and numeracy. This is an intense course and I thank all staff who have spent so much of their time ensuring they are well informed. We again have a lead teacher three days a week to support staff in the classrooms.

Math Pathways for students in Years 5-8 ensures all our students are tracked in numeracy and students receive intense instruction in areas where they are missing some knowledge as well as providing learning experiences at the individual level. The measured growth of students who are invested in the program is impressive.

During the year we continue to create spaces for our students to access and follow their interests. The giant sandpit is being created so that our Year 3 and Year 4 students will have a special place to play when these two grades move to the Clarenza Campus at the beginning of 2022.

We restructured the leadership team at the end of 2021. The new structure includes: Junior Primary Coordinator (Pre K – Year 2), Senior Primary Coordinator (Year 3 – Year 6) Middle School Coordinator (Year 7 – Year 9) and Senior School Coordinator (Year 10 – Year 12) as well as a Director of Staff/Student Engagement. Our senior students in Years 10-12 can now wear the senior school uniform and they will get privileges in line with their level of maturity.

The SACS (Sport and Community Services) course for Years 7-11 was refined in 2020 to create more topics that would interest students and CASS (Community Activities, Service and Sports) was revamped for the following year. Each 5 weeks students can choose another topic, as their interest change and grow. Students work in groups of no more than twenty, ranging from Years 7 to Year 11.

The Adventures for Life Program is developing and some of our students have been able to attend camps this year, although in a modified form. The ABCL (Aboriginal Culture and Language) program will also underpin the Year 7 camp program, to

Yarrowarra. Farnworth is being developed so that students in Years 4, 6 and 9 can camp on our farm and undertake Rites of Passage. Two staff have undergone training in Rites of Passage and this program will be incorporated.

**Karin Lisle**

### Report from the Chair of School Council

Greg Jenks (Chair), Kieran McAndrew (Deputy Chair), Peter Boole, Rachel Choy, Sonia Lloyd, Maggie McDade, Joanne Reid and Stephen Timms, together with Mrs Karin Lisle (Principal) and Mr Ian Morris (Business Manager).

Council is responsible for the successful operation of the School. Our responsibilities derive from the School's Constitution and we are accountable to the Anglican Diocese of Grafton as well as the State and Commonwealth Governments. In technical terms, we focus on governance rather than management or operations.

School Council sets the direction and checks to see that we are getting there.

The most important decision we make is to select the Principal, whose role is to run the School according to the directions set by the Council. As Principal, Mrs Lisle attends all School Council meetings and keeps the Council informed of developments over a wide range of operational issues.

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.

During this past year we have spent a lot of time working to eliminate or reduce historical debt caused by some bad decisions made by the School more than a decade ago. With an agreement to forgive almost two-thirds of that debt our future now looks brighter and stronger.

**The Reverend Dr Gregory Jenks**

## 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.

### Vision

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

### Mission

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

### Core Values

Respect - Opportunity - Community - Compassion - Diversity

## Student attendance rates

Year Level	Average Days Absent	Average Attendance
K	1.00	99.00
1	0.83	99.17
2	5.37	94.63
3	0.33	99.67
4	0.94	99.06
5	1.42	98.58
6	1.56	98.44
7	2.23	97.77
8	13.56	86.44
9	3.65	96.35
10	15.1	84.90
11	7.44	92.56
12	11.61	88.39

## Student Outcomes in Standardised National Literacy and Numeracy Testing

### Student Outcomes in NAPLAN 2021 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 2021, NAPLAN assessment was completed for students enrolled in Years 3, 5, 7 and 9. Testing for all 5 domains was completed by 14 students in Year 3; 12 students in Year 5, 46 students in Year 7 and 23 students in Year 9.

**Table of NAPLAN Testing in 2021**

Year	Test	Band									
		1	2	3	4	5	6	7	8	9	10
3	Writing	-	-	3	6	4	1	-	-	-	-
	Reading	-	2	4	4	1	2	-	1	-	-
	Numeracy	-	1	4	6	1	2	-	-	-	-
	Spelling	-	4	2	4	1	1	1	1	-	-
	Grammar & Punctuation	1	1	4	3	4	-	-	-	1	-
Year	Test	Band									
5	Writing	-	-	-	-	4	4	3	-	1	-
	Reading	-	-	-	-	2	4	4	1	1	-
	Numeracy	-	-	1	1	4	3	4	-	-	-
	Spelling	-	-	-	-	2	3	2	5	-	-
	Grammar & Punctuation	-	-	-	-	2	4	3	2	1	-
Year	Test	Band									
7	Writing	1	-	-	2	9	13	13	3	3	2
	Reading	-	-	-	5	4	8	11	12	6	-
	Numeracy	-	-	-	2	8	7	16	8	3	2
	Spelling	-	-	1	3	5	7	13	14	3	-
	Grammar & Punctuation	-	2	3	2	8	11	8	6	2	4
Year	Test	Band									
9	Writing	-	-	-	-	2	5	5	9	1	-
	Reading	-	-	-	-	2	4	6	7	3	1
	Numeracy	-	-	-	-	2	4	8	6	2	1
	Spelling	-	-	-	-	2	4	6	7	2	2
	Grammar & Punctuation	-	-	-	1	1	5	7	6	2	1

### Record of School Achievement

All students completing Year 10 in 2021 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 2021, 23 students enrolled at CVAS in Year 10 completed the testing for all 3 domains. Three students in Year 11 and 1 student in Year 12 were required to complete the testing for domains that had either not been satisfied in the 2020 testing or who were new to the school in 2021. No students were determined to have additional needs making them eligible for provisions, or exemption, for the testing.

**Table of Minimum Standard Testing in 2021**

Test	Year 10				Year 11				Year 12			
	Level achieved and number of students achieving this level											
	1	2	3	4	1	2	3	4	1	2	3	4
Numeracy	-	3	14	6	-	1	1	1	-	-	-	1
Writing	-	8	12	3	-	1	3	-	-	-	-	1
Reading	-	2	8	13	-	-	1	1	-	-	1	-
Preliminary Findings												
Year 10	23 students were eligible to sit the minimum standards testing.  Of these students 3 did not meet the standard for numeracy, 8 did not meet the standard for writing and 2 did not meet the standard for reading. These students will have the opportunity to sit this testing in 2022.											
Year 11	3 students from the cohort were required to sit the testing for numeracy. 2 of the 3 students met the minimum standards numeracy to receive their HSC in 2022.  4 students from the cohort were required to sit the testing for writing. 1 student did not meet the minimum standards for writing and will have the opportunity to this testing in 2022. 2 students from the cohort were required to sit the testing for reading. Both students met the minimum standards for reading to receive their HSC in 2022.											
Year 12	1 students from the cohort was required to sit the testing for all three domains. The student met the minimum standards for numeracy, reading and writing and was eligible to receive their HSC in 2021.											

### 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 offered Dance as a subject for the first time this year. This has been made possible with the development of the Performance Centre.
- Many Paths Initiative (MPI) for Years 5 - 8 was introduced, to enhance choices of learning, developing and expanding student passions in a safe environment.

### Student Wellbeing

- Youth Mental Health Screening in Schools Survey was introduced to students from Yr 4–11.
- Extra teaching support services were introduced in accordance with a 2021 COVID Intensive Learning Support Program Grant.

### Staff Development

- Inclusion of PK-6 staff in on site professional development with AIS NSW consultants focused on strengthening literacy and numeracy skills of students in the Junior School.
- Continual provision of on-site professional development for all staff PK-12.
- Signed up for Real Schools – Restorative Practices for staff for 3 years.
- Staff undertook study in Primary Industries/Agriculture and Child Studies during 2021 with the Cert 3 subjects being offered in 2022.

### Facilities & Resources

- The Schwinghammer Performance Centre opened its doors in November 2021.

### Community

- Ongoing regular, timely promotion of school events and student achievements on social media
- Pre-Kindergarten program showcased through Come and Play mornings.
- Staff presenting Storytime to the community at Grafton Shopping World on a weekly basis.
- The Coffs/Clarence Independent Schools Careers Hub (CCISCH) was established with the support of AIS and the three schools involved (BDC, CVAS and St

Andrews). The Schools have had several meetings resulting in an understanding between the schools and development throughout the Coffs and Clarence communities.

### Results in HSC 2021

CVAS mean results in comparison to the state mean.

SUBJECT	CVAS (%)	STATE (%)
Agriculture	55.90	71.01
Biology	80.48	73.38
Business Studies	72.35	73.32
Chemistry	62.00	74.37
Earth & Enviro Science	73.95	72.02
Engineering Studies	79.07	74.79
English Advanced	75.30	81.92
English Standard	65.93	70.47
Industrial Technology	76.60	69.42
Mathematics Advanced	69.31	78.41
Mathematics Extension 1	54.40	78.21
Mathematics Standard 2	59.96	69.15
Modern History	62.08	72.85
Music 1	91.80	91.34
PDHPE	72.92	72.19
Physics	73.13	75.34
Society & Culture	76.27	76.88
Visual Arts	80.20	80.99

### Distinguished achievers

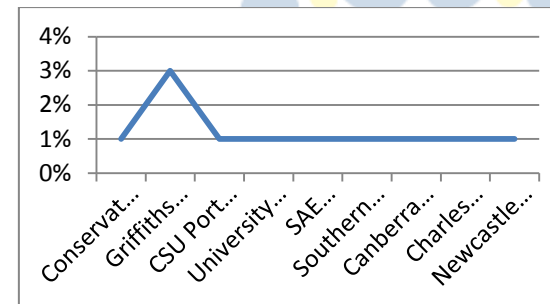
5% of students achieved a mark of 90 or above in one or more subjects.

**ATAR** Highest ATAR of 2021 – 89.10

### Achievements

Individual student made the All Rounders list.  
 84% of students received at least one Band 4 or above.  
 1 Band 6 or Notional Band 6/E4 results  
 15 Band 5, Notional and E3 results with 47% of learners achieving at least one Band 5 or 6 results.

### Post School Destinations



### Qualifications attainment

5% of students undertook vocational or trade training.  
 100% of students in Year 12 attained Year 12 certificate or equivalent VET qualification.

### Retention

56.62% of Year 10 students in 2019 were retained through to Year 12 in 2021.

### Workforce composition

Staff	Total	%	FTE	Male	%	Female	%
Teaching	33	57	29.6	7	21	26	79
Non-Teaching	25	43	15.2	5	20	20	80
Total	58	100	44.80	12	21	46	79

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

Source: Non-Government Schools Census 2021

### 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 2021, 33 staff attended over 140 professional development conferences and sessions. These included: Mandatory Child Protection Training 2021, Adjusting Teaching During COVID-19, ASD 121 Autism Spectrum Disorder: Universals Support – Self Paced Learning Experience, Changes to NESA Accreditation Guidelines, The Cultural Awareness

raining (local indigenous history and language, Building Confidence together, Real Schools PD, Dynamiq Fire Warden Training and Provide First Aid Training.

### Details of teaching staff

Clarence Valley Anglican School has 33 Proficient staff and 1 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
- Zoom assemblies, information sessions and chapel services (due to COVID-19 restrictions)
- 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

Staffs 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 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 2021:-

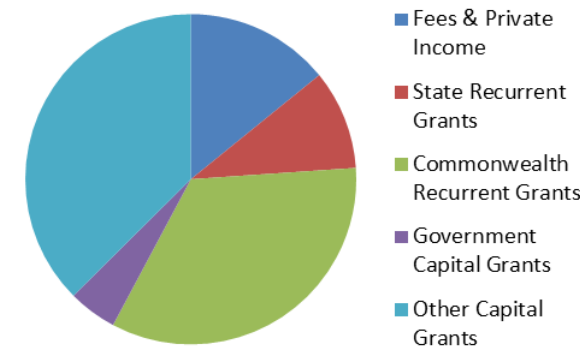
Behaviour Support Policy and Procedure, Cathedral Campus Security Policy, Clarenza Campus Security Policy, Child Protection Policy, Electronic Device Policy, Enrolment Policy and Procedure, ICT Network and Internet Policy, Privacy Policy, Procedural Fairness Policy and Procedure, School Community Code of Conduct Policy, School Community Complaints Policy and Procedure, Student Attendance Procedure, Student Code of Conduct Policy, Uniform Policy and Health & Safety Policy.

All updated policies are in line with NESAs accreditation requirements.

### Summary financial information

Summary financial information for the year-ended 31 December 2021 is represented graphically as follows:

Recurrent/Capital Income		
Fees & Private Income	\$ 1,780,076.00	14%
State Recurrent Grants	\$ 1,229,216.00	10%
Commonwealth Recurrent Grants	\$ 4,266,475.00	34%
Government Capital Grants	\$ 600,000.00	5%
Other Capital Grants	\$ 4,714,899.00	37%



Recurrent/Capital Exp		
Salaries, Allowances & Related Expenses	\$ 5,220,102.00	56%
Non-Salary Expenses	\$ 2,301,820.00	25%
Capital Expenditure	\$ 1,728,561.00	19%

