

# BISHOP TYRRELL ANGLICAN COLLEGE

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## Annual Report 2007

### 1. College Council message

The Council of Bishop Tyrrell Anglican College, along with the Principal and staff, is pleased to present the 2007 Annual Report for the College.

The work of the Council during 2007 continued the strong governance which has been evident within the College since its inception.

The College Council was very pleased to see the realisation of the first phase of Stage 6, the Long Building containing as it does Middle School classrooms, a Drama Centre, associated staff amenities and the purpose-built home of the Bottrill Library.

The College Council commends the Principal and staff, the students and also the parents and other supporters of the College, for all that has been accomplished during the College's ninth year. The Council particularly thanked the inaugural Business Manager, Mr Wayne Kiehne, and welcomed his replacement Mr Everette Maynard.

### Principal's message

*Grey water recycling without buckets; Australian 'carbon aid' for Asia-Pacific forestry; investment opportunity for bush tomato entrepreneurs; guidelines for groundwater health; engineers without borders; engine refit helps Filipinos breathe easier; race to protect Western Australia's last tuarts from extinction; thinner, clearer, cheaper solar panels; Australian banks shine in sustainability listing*

I have much pleasure in presenting my Ninth Annual Report. These headline snippets with which I began, all came from articles in the first pages of a recent "Ecos" magazine which we have in the Bottrill Library, and those of you who experienced my report last year may note echoes from my theme of 'climate change' What a change of climate we have experienced in relation to this topic during the recent federal election, and of course that topic is far from finished yet!

At times change may come / may need to come, yes, just as stability is also essential, but as noted above, even the banking industry goes beyond these by recognising that whether it be change or continuity, the most important aspect is whether something is sustainable – whether it will last.

The early days and years of our College were often cited as being *pioneering* ones, and for a time after that *consolidation* was a common theme. Whilst we are not yet up to great *celebrations* – we can save the first group of those for our tenth anniversary next year when we 'celebrate in 2008' – we are certainly now in an era both within our local, national and global communities, as well as in this College community, when *sustainability* is at the forefront. The headlines with which I began this Report, and our own intuitive responses to sustainability, automatically place us in an environmental framework ... and understandably so. As a College, city and region we have certainly begun to look at aspects related to water, air, energy and habitat. The June long weekend storms brought home so violently for many, how in the midst of drought across much of our land, chaos and destruction by storm and flood can quickly occur.

In times past western peoples in particular have fully believed and followed the command in Genesis [1:26] 'let humankind have dominion over...every living thing that creeps upon earth', or again [Genesis 1:28] 'be fruitful and multiply and fill the earth and subdue it', rather than the notion of our being stewards of God's creation. Stewardship, sustainability.

The Rev'd Dr Scott Cowdell, formerly Rector of St Paul's Manuka in Canberra [and who is to be succeeded there by the Rev'd Dr Brian Douglas Chaplain until last month of Newcastle Grammar School], wrote in a recent book "God's Next Big Thing" we people of the twenty-first century are now discovering that we are 'key players in the way natural history pans out', that there is a recognition of the real interconnectedness between natural history and human history such that in future we should never see one without the other.

This interconnectedness is surely the real key to sustainability – and not only between us and the environment, but more especially with each other. St Paul in writing to the early church in Rome [Romans 12:5], expressed this as “we who are many are one body in Christ, and individually we are members one of another.” We too express our interconnectedness by using similar words every time we gather for a College, staff, community or parish Eucharist ... to share the Peace, to break open the Scriptures and to break the Bread of Life.

Philip S Goldsworthy

## 2. Our achievements

### Senior Executive

Deputy Principal & Head of Senior School

*“It takes a lot of courage to release the familiar and seemingly secure to embrace the new. But there is no real security in what is no longer meaningful. There is more security in the adventurous and the exciting, for in movement there is life, and in change there is power.”* Alan Cohen

Each year I try to think of a theme that categorises the year. This year as I commenced writing my Head of Senior School entry for the last time I couldn't help but be struck by the notion of change and indeed of continuing evolution that we are all part of as College members. In our interviews for new staff we often express the idea that in education change is at times the only constant. This year the Senior School has undergone many changes and I encourage it to continue to do so as the College evolves.

These changes have included academic, pastoral care, cultural and sporting components. This year we have also farewelled Mr Fraser Hannan as Director of Studies and I thank him for the creativity and originality he offered us. In 2008 we welcome Mr Paul Hartgers as Head of Senior School and my role will change to deputy – Curriculum. Change is inevitable and I believe it should be welcomed and embraced.

Ms Leanne Newton

College Chaplain

I'm both exhausted and exhilarated by what has been an amazing year: learning the language of an educational community such as Bishop Tyrrell; learning new ways of organising my time from dates and hours to terms, weeks and periods; and moving from country parish life to suburban school and parish life. In all this newness and busyness I have had some time to reflect on what the mission of God might be in this place. This is an Anglican College. There is an added dimension that the Christian faith is integral to the culture and implementation of all that happens in the school:

- For me everything is grounded in prayer
- Through the Diocese of Newcastle we're connected to the worldwide Anglican Communion
- We're tasked with the Christian formation of the students and even of their families

We can begin to achieve these things through learning, through service [putting our prayers into action] and through our care for one another. My prayer is that in our dealings here, God's grace will touch us as we keep the rumour of God alive in this place. Amen

The Reverend Julie Turnbull

Head of Middle School

I felt lucky to have witnessed one evening late in 2007 Al Gore's environmental movie “An Inconvenient Truth” The College is keen to create, promote and broaden its marketplace of ideas too, and Al Gore's model is perhaps one which we could adopt as a framework for sharing:

1. we should be open to every member of the College community with ideas accepted from all
2. an idea judged by all as useful should rise to the top regardless of who initiated it or of their perceived status within our community
3. fair democratic and timely dialogues need to continue so that our conversations about education enrich and develop all involved

Such conversations have abounded in the Middle School for students and staff alike and College Bulletins and the yearbook are full of these details, as are individual's memories. I trust that we all look forward with gusto to developing a boundless marketplace for educational ideas into the future.

Mr Alan Small

Head of Junior School

All people involved in schools are so privileged to witness developments in children's progress. And the Junior School is where some of the 'big moments' happen. It's great to see the eyes light up when a student:

- Reads a story they've just written
- Bounces or catches a ball
- Understands the concept of division
- Reads their first novel and catches that wonderful reading bug
- Delivers a convincing argument on a topic
- Observes the surprise element in an experiment

Our teachers here all value these and so many other precious learning opportunities. 2007 has been a year of so many positive achievements and gains for individuals, groups, classes and the whole College. My congratulations to everyone on their efforts and a very big and fond farewell as I enter retirement early in 2008.

Mrs Janis Rinaldi

### S.R.C. Report

The 2007 Student Representative Council, lead by the executive body comprised:

- President, Katherine Zohrab
- Vice President Amie Ramsay
- Secretary Jaye Priestley
- Treasurer Heath Dowling

The SRC is made up of senior school students from their Pastoral Groups. Our aim is to give the students in the Senior School a voice within the College and to assist as many charity or not-for-profit organisations as possible. During 2007, the SRC was involved in many fundraising activities such as fundraising for the Samaritans and World Vision

All in all, 2007 was a great year for the Student Representative Council. We thank every student, parent and teacher who has supported us throughout the year.

## 3. Student performance

The students of the College completed the required Basic Skills tests throughout the year and their results indicate that in both literacy and numeracy they were invariably above the average for the State. The College recognises that while these results relate to broad benchmarks of achievement in various areas, they do also reflect performance on a given day. Thus a range of other instruments, indicators and measures are also required to develop a more complete understanding of every child and of each cohort.

### BASIC SKILLS – YEAR 3 2007

	<i>BAND</i>	WRITING	LANGUAGE	READING	LITERACY
<b>COLLEGE</b>	<b>5</b>	<b>12</b>	<b>22</b>	<b>30</b>	<b>8</b>
STATE		16	23	23	17
<b>COLLEGE</b>	<b>4</b>	<b>38</b>	<b>26</b>	<b>24</b>	<b>46</b>
STATE		32	26	22	30
<b>COLLEGE</b>	<b>3</b>	<b>30</b>	<b>34</b>	<b>28</b>	<b>28</b>
STATE		32	25	24	30
<b>COLLEGE</b>	<b>2</b>	<b>20</b>	<b>12</b>	<b>4</b>	<b>12</b>
STATE		12	14	16	15
<b>COLLEGE</b>	<b>1</b>	<b>0</b>	<b>6</b>	<b>14</b>	<b>6</b>
STATE		8	13	12	9

	<i>BAND</i>	NUMBER	MEASUREMENT	NUMERACY
<b>COLLEGE</b>	<b>5</b>	<b>22</b>	<b>26</b>	<b>18</b>
STATE		25	22	19
<b>COLLEGE</b>	<b>4</b>	<b>32</b>	<b>16</b>	<b>34</b>
STATE		22	19	27
<b>COLLEGE</b>	<b>3</b>	<b>26</b>	<b>40</b>	<b>34</b>
STATE		20	29	26
<b>COLLEGE</b>	<b>2</b>	<b>12</b>	<b>12</b>	<b>10</b>
STATE		21	20	20
<b>COLLEGE</b>	<b>1</b>	<b>8</b>	<b>6</b>	<b>4</b>
STATE		12	10	9

### BASIC SKILLS – YEAR 5 2007

	BAND	WRITING	LANGUAGE	READING	LITERACY
<b>COLLEGE</b>	<b>6</b>	<b>15</b>	<b>20</b>	<b>18</b>	<b>22</b>
STATE		23	26	27	23
<b>COLLEGE</b>	<b>5</b>	<b>43</b>	<b>24</b>	<b>27</b>	<b>16</b>
STATE		32	25	25	26
<b>COLLEGE</b>	<b>4</b>	<b>30</b>	<b>28</b>	<b>27</b>	<b>36</b>
STATE		28	24	27	26
<b>COLLEGE</b>	<b>3</b>	<b>13</b>	<b>24</b>	<b>20</b>	<b>20</b>
STATE		12	16	15	14
<b>COLLEGE</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>4</b>
STATE		3	7	5	5
<b>COLLEGE</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>2</b>
STATE		2	2	1	1

### NUMERACY %

	BAND	NUMBER	MEASUREMENT	SPACE	NUMERACY
<b>COLLEGE</b>	<b>6</b>	<b>22</b>	<b>20</b>	<b>30</b>	<b>22</b>
STATE		34	37	32	33
<b>COLLEGE</b>	<b>5</b>	<b>22</b>	<b>28</b>	<b>20</b>	<b>24</b>
STATE		20	21	20	22
<b>COLLEGE</b>	<b>4</b>	<b>22</b>	<b>28</b>	<b>28</b>	<b>30</b>
STATE		23	17	25	24
<b>COLLEGE</b>	<b>3</b>	<b>24</b>	<b>17</b>	<b>9</b>	<b>20</b>
STATE		15	17	12	15
<b>COLLEGE</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>11</b>	<b>4</b>
STATE		6	5	7	6
<b>COLLEGE</b>	<b>1</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>0</b>
STATE		2	2	3	1

### ELLA RESULTS – 2007

#### YEAR 7 LITERACY

	LOW	ELEMENTARY	PROFICIENT	HIGH
<b>COLLEGE %</b>	<b>1</b>	<b>4</b>	<b>48</b>	<b>47</b>
STATE %	5	11	50	35

### SNAP RESULTS – 2007

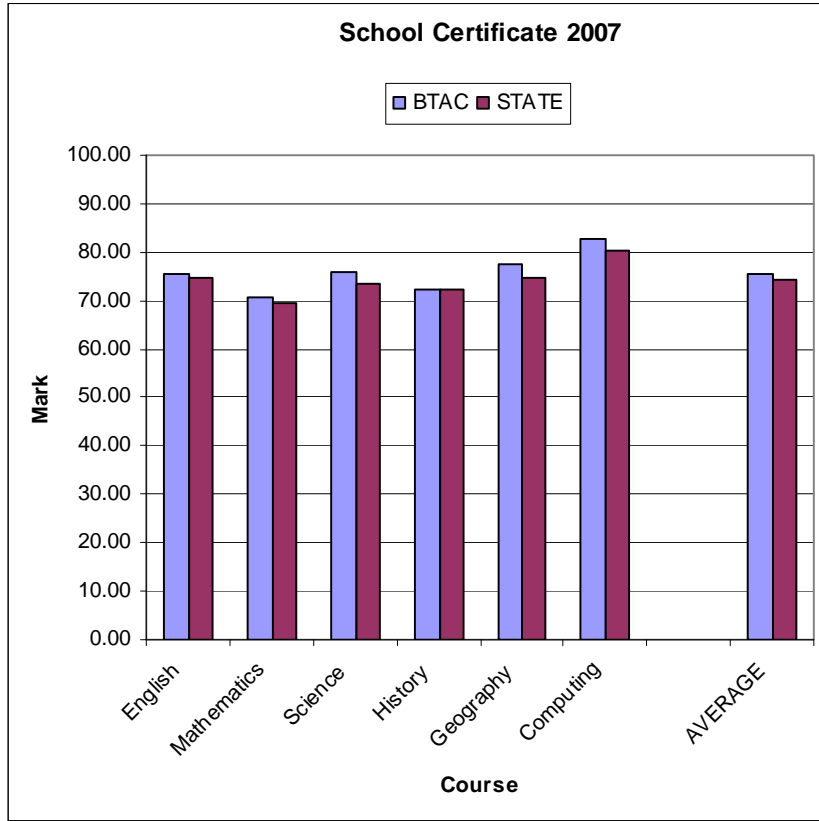
#### YEAR 7 NUMERACY

	LOW	ELEMENTARY	PROFICIENT	HIGH
<b>COLLEGE %</b>	<b>1</b>	<b>29</b>	<b>37</b>	<b>33</b>
STATE %	7	31	35	27

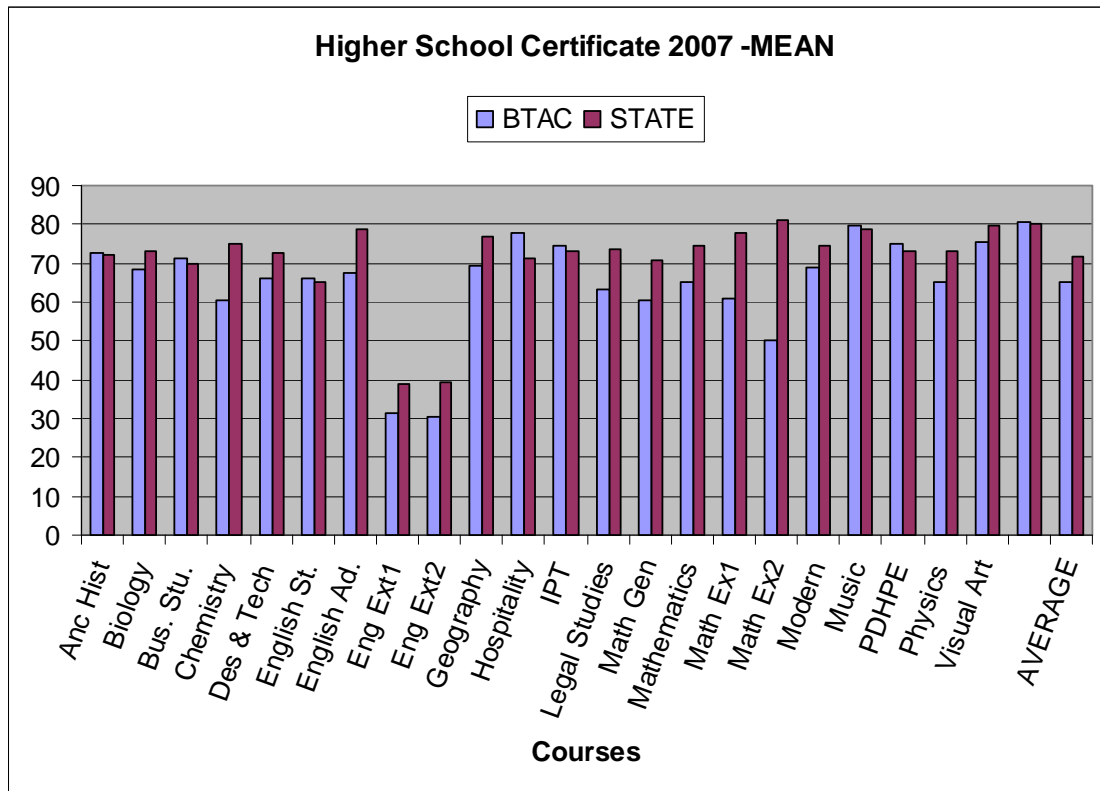
#### YEAR 8 NUMERACY

	LOW	ELEMENTARY	PROFICIENT	HIGH
<b>COLLEGE %</b>	<b>1</b>	<b>24</b>	<b>25</b>	<b>65</b>
STATE %	4	8	34	38

**SCHOOL CERTIFICATE 2007**



**HIGHER SCHOOL CERTIFICATE 2007**



#### 4. Professional Learning and Teacher Standards

Teaching Staff who:

1. have attained a standard of professional teacher competence as determined by the Minister for Education & Training
  - have teaching qualifications from a higher education institution 57
  - have graduate qualifications but not formal teacher education 1
  - do not have either qualification but have relevant experience 0
2. are working towards a standard of professional teacher competence as determined by the Minister for Education & Training.

#### 5. Teacher Attendance and Retention Rate

The average teacher attendance rate for 2007 was 96%

The proportion of teachers retained for the 2007 reporting year was 108%

#### 6. Student Attendance and Retention Rate

The average student attendance rate for 2007 was 97%

The retention rate was:

Year 7 2004 75

Year 10 2007 66 88% retention

Year 10 2005 51

Year 12 2007 29 57% retention

This cohort exemplifies a strong retention pattern during these years for Stages 4 & 5. Whilst one or two students have left during these four years, there has been an identical increase of students. This cohort also largely reflects the remainder of the College in terms of its gender balance:

Year 10 2007 53% Male, 47% Female  
 College 2007 50.3% Male, 49.7% Female

## 7. Post school destinations

Of the 60 students from Year 10, 11 or 12 who left the College at the conclusion of 2007, 33% have obtained traineeships, apprenticeships and employment; 30% are undertaking tertiary education; and 29% enrolled in another school, 8% other destinations.

## 8. Enrolment Policy and Profile

Bishop Tyrrell Anglican College is a comprehensive co-educational K-12 day school providing an education which is underpinned by Christian values within the Anglican tradition and operating within the policies of the NSW Board of Studies.

The College has an open non-selective enrolment policy and which takes into account:

- The order applications and enrolment deposits are received
- Siblings within the College
- The ability of the College to meet the needs of each potential student
- The continuing support by both parents and students of the ethos of the College

All applications will be processed in order of receipt and consideration will be given to the applicant's support for the College ethos, siblings already attending the College and other criteria as determined by the College Council from time to time.

The College welcomes students from Anglican families, those from all Christian denominations and also those from other faiths or no faith. Once enrolled, students are expected to support the College's ethos and comply with the College rules to maintain their enrolment.

### Enrolment Procedures

All applications should be processed within the College's Enrolment Policy consider each applicant's supporting documentation and interview responses regarding their ability and willingness to support the College's ethos and to consider each applicants educational needs. To do this the College will need to

1. ascertain what places are available at specific year levels
2. gather information and consult with parents, family referees or other relevant persons
3. identify any strategies which need to be in place / put in place to accommodate the applicant before a decision regarding the enrolment is made
4. inform the applicant of the outcome

The College had an enrolment in 2007 of 712 students [now 726 in 2008] from Years K-12 with 229 in the Junior School [Years K-4]; 266 in the Middle School [Years 5-8]; and 217 in the Senior School [Years 9-12]. There were approximately equal numbers of boys and girls throughout the College.

Student numbers and classes in 2007:

	YearLevel	Total per Year	Total in each Core / Pastoral Class		
<b>JUNIOR SCHOOL</b>	K	41	21	20	
	1	44	22	22	
	2	44	22	22	
	3	52	26	26	
	4	48	24	24	
<b>MIDDLE SCHOOL</b>	5	49	24	25	
	6	51	26	25	
	7	92	26	25	25
	8	74	26	25	23
<b>SENIOR SCHOOL</b>	9	71	26	25	25
	10	66	25	25	16
	11	51	26	25	
	12	29	17	12	

## 9. College Policies

- Educational and Financial Reporting
- Pastoral Care / student welfare
- Discipline
- Recognition of student achievement
- Reporting Complaints and resolving grievances

### **EDUCATIONAL and FINANCIAL REPORTING POLICY**

The College maintains all relevant data to comply with the reporting requirements of the NSW Minister for Education and Training and of the Commonwealth Department of Education, Science and Training.

### **PASTORAL CARE POLICIES**

The College seeks to provide a safe, challenging and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the spiritual, academic, physical, social, aesthetic and emotional development of students
- Provides pastoral care procedures and programmes that develop a sense of self-worth, independence, inter-dependence and personal development

#### Policy Locations

- **CHILD PROTECTION POLICY**
  - Staff
  - Handbook
- **PASTORAL CARE - ANTI BULLYING**
  - Staff
  - Handbook
- **HARRASSMENT**
  - Staff
  - Handbook
- **CODE OF CONDUCT**
  - Staff
  - Handbook
- **FILM & TELEVISION**
  - Staff
  - Handbook

#### **DISCIPLINE**

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

Either the full or abbreviated text of the College's Discipline policy and associated procedures is provided to all members of the College community through an appropriate channel:

- The students' College Diary
- The Staff Handbook
- The Parent Handbook

### **RECOGNITION OF STUDENT ACHIEVEMENT POLICIES**

The College believes it important to recognise the achievement of students as each participates in the College's educational and co-curricula programmes and as students try to do their best, which is not necessarily the same as 'the best'.

Either the full or abbreviated text of the College's Recognition of Student Achievement policy and associated procedures is provided to all members of the College community through an appropriate channel:

- The students' College Diary
- The Staff Handbook
- The Parent Handbook

### **REPORTING COMPLAINTS AND RESOLVING GRIEVANCES**

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

The full text of the College's Reporting Complaints and Resolving Grievances policy is provided in the Staff Handbook and is available at the College Office.

## **10. The College's improvement targets**

The College commenced its ninth year at the beginning of 2007 and the following targets were identified by the College Council, Principal, Senior Executive and Staff as priorities:

### **EDUCATIONAL**

- Preparing for and subsequently undergoing the Board of Studies' Accreditation and Registration processes, gaining such certificates for five years until 31/12/12
- The continued implementation of the Higher School Certificate programme for Year 12 students with an emphasis on academic rigour
- The continued consolidation of the School Certificate policies, processes and practices
- Refining the Middle School Core Teacher processes
- Affirming the Year 10 ABW programme and the across the College Outdoor Education programme

### **STUDENT PASTORAL CARE**

- The incorporation into the College community of a further 120 new students and their families, together with the induction of 8 staff new to the College / profession.
- The introduction of Core / Pastoral teachers for the Year 8 cohort as part of the implementation of the Middle School project begun last year
- The establishment of the "Citizens of Tomorrow, Today" project in Year 7 with a plan to roll it over into Year 8 as well from 2008.
- A return to vertical Pastoral Care groups, albeit only for the Senior School, Years 9-12

### **STAFF DEVELOPMENT**

- AIS conducted Professional Development courses for those involved with Board of Studies' Registration
- AIS conducted Professional Development courses for those involved with NSW Institute of Teachers' certification
- Professional Development conducted by the AIS for Middle School Core staff and selected members of the Mathematics Faculty, relating to numeracy skills. This built upon PD in 2005-6 for the Junior School as student cohorts moved into Year 5 and beyond
- First Aid training for staff as required
- AIS Child Protection update for all staff
- AIS Diploma of Business course for the Deputy and Principal
- Healthy Living PD for all staff by Susie Burrell

## FACILITIES & RESOURCES

- Add two temporary demountable rooms for Year 7 home rooms during Term 1, until:
- The completion in April 2007 of Stage 6A, the Long Building, to house Years 5 – 7 for the Middle School
- Incorporated in this project was the new Drama Studio and adjacent facilities, together with
- The purpose-built home for the Bottrill Library
- Transformation of the temporary demountable rooms as permanent homes for Year 4, 'the Fourtress', thus enabling dedicated Music / Drama and Creative Arts spaces in the Junior School

## 11. Initiatives for Respect and Responsibility

The Staff have been continued to be involved during 2006-7 with the Commonwealth Government's Safe Schools strategy, and used this opportunity to evaluate and revise the College Pastoral Care / Discipline protocols.

These are key avenues for highlighting the key focus the College gives in its Mission Statement, Aims and Objectives to respecting ourselves and each other.

The Pastoral Care structure in particular also focuses on the priority given to balancing individual needs with those of a community – where neither dependence nor complete independence are paramount, but where inter-dependence is the key.

## 12. College community satisfaction

### PARENTS

The College Council undertook an extensive externally developed and delivered survey of all members of the College community, including parents, during 2005. The Council intends to next conduct a similar survey in 2010.

That 2005 survey had highlighted a broad range of areas where parental satisfaction was very high. It also identified some areas for further development relating to bedding down the senior curriculum, moving towards the provision of a large indoor facility [e.g. a hall / gymnasium] and a reinforcement of discipline strategies within some areas of the College.

Further gathering and gauging on-going levels of satisfaction is achieved through interviews with current, past and prospective parents and via discussions in the parent support group, The Friends of the College.

### STUDENTS

The College Council undertook an extensive externally developed and delivered survey of all members of the College community, including random groups of students, during 2005. The Council intends to next conduct a similar survey in 2010.

That 2005 survey had highlighted the very broad range of areas where student satisfaction was very high. It also identified some areas for further development especially relating to perceptions about senior elective choices and the need for a large indoor facility [e.g. a hall / gymnasium].

This survey has formed the basis for gathering and gauging on-going levels of satisfaction through feedback from the Senior School SRC and the Middle School College Parliament.

### STAFF

The College Council undertook an extensive externally developed and delivered survey of all members of the College community, including every member of staff, during 2005. The Council intends to next conduct a similar survey in 2010.

That 2005 survey had highlighted the broad range of areas where staff satisfaction was very high. It also identified some areas for further development relating to bedding down the senior curriculum, moving towards the provision of a large indoor facility [e.g. a hall / gymnasium] and the ways differing parts of the College deliver Pastoral Care and discipline.

This survey has formed the basis for gathering and gauging on-going levels of satisfaction through interviews with staff and via discussions in regular Staff Meetings held at various scales.

## 13. Financial Summary 2007

<b>Total Income 2007</b>	9418817	
Fees		33%
State Gov		15%
Comm Gov		38%
Other Gov		11%
Other		4%
<b>Total Expenditure 2007</b>	9771212	
Administration		21%
Professional Development		1%
Salaries		62%
Property		2%
Finance		14%

A full copy of the College's 2007 audited financial statement was tabled at the meeting of the Council of Bishop Tyrrell Anglican College following the receipt of the audit. Further details concerning the statement can be obtained by contacting the College.

### About this report

In preparing this report, the Senior Executive has continued to use information from evaluations and the College Survey conducted in 2005 and has gathered and analysed other information during 2007 about the College's practices and student learning outcomes. The Principal has determined targets for the College's future development in liaison with the Senior Executive and other staff, and in accordance with the policies of the College Council.

#### Members of the College 2007 Senior Executive:

- Philip Goldsworthy Principal
- Leanne Newton Deputy
- The Reverend Julie Turnbull Chaplain
- Wayne Kiehne [Term 1], Everette Maynard [Term 2 -] Business Manager
- Fraser Hannam Director of Studies
- Janis Rinaldi Head of Junior School
- Alan Small Head of Middle School

The Principal has led the College's self-evaluation process and with the Senior Executive has validated the analysis of all data contained in this report.

**Philip S Goldsworthy**  
**Principal**

The Chairman of Council has endorsed this report.

**Mr David Evans**  
**Chairman**

**Council of Bishop Tyrrell Anglican College**