



Bishop Tyrrell Anglican College

Annual Report

2008

Annual Report - 2008

Table of Contents

1. College Council Message	.....	3
2. Our Achievements	.....	3
3. Student Performance	.....	9
4. Professional Learning and Teacher Standards	.....	14
5. Teacher Attendance and Retention Rate	.....	14
6. Student Attendance and Retention Rate	.....	14
7. Post School Destinations	.....	14
8. Enrolment Policy and Profile	.....	14
9. College Policies	.....	16
10. The College's improvement targets	.....	18
11. Initiatives for Respect and Responsibility	.....	19
12. College community satisfaction	.....	19
13. Financial Summary 2008	.....	20

Bishop Tyrrell Anglican College
256 Minmi Rd, Fletcher NSW 2287
(PO Box 294, Wallsend NSW 2287)
(02) 4979 8484

College Council message

The Council of Bishop Tyrrell Anglican College, along with the Principal and staff, is pleased to present the 2008 Annual Report for the College. The College Council farewelled some foundation members during this twelve month period and inducted a number of new members. The Council has begun a review of the College Strategic Plan for the next ten years.

The College Council commends the Principal, Acting Principal [for Terms 2-4] and staff, the students and also the parents and other supporters of the College, for all that has been accomplished during the College's tenth year, including the various celebrations associated with this milestone in the history of the College.

Principal's message

Embracing life and whatever it brings – or “seizing the day” as we are more often reminded – is in many ways so familiar and therefore possibly a trite comment, and yet in another way of course we may see it as being quite profound. The quotation from the Song of Solomon above, for those who know this Old Testament Book, refers on the surface to a bride longing for her groom. Yet on a deeper level this Book shares with us both the beauties of the natural world and the wonder and mystery of human love – all enfolded by God. It is so appropriate for us then, in embracing whatever each day brings, to do so within this framework of awe, wonder, thanks and love.

As you are all aware, I have had an experience this year which has really caused me to embrace each day. Falling off a ladder out of tree in mid March, I was soon embraced in a much more ‘concrete’ way by having to wear medical restraints. What these braces did for me was to provide a measured, rigid and carefully monitored environment for my neck and back to mend. So too, our Year 7 friend Michael Wakeman following his accident mid-year, was also placed in braces to enable his body to mend and for him to regain the amazing movement that he has.

This experience also brought home for me how much we take things for granted: be it our family, our friends, our good fortune, our health. And how we can often kick against some of the rules and structures put around us. I couldn't wait after ten weeks to be rid of this neck brace and back brace – at least to have a proper shower. Yet without my being embraced in this way, my body would not have mended and I would have suffered further spinal damage. The rules and expectations, the boundaries and guidelines which teachers and parents provide, are in fact like neck and body braces to ensure our young people grow up with strong moral fibre and healthy spirits.

Philip S Goldsworthy

2. Our achievements

Senior Executive

Deputy – Curriculum, and Acting Principal [Terms 2-4]

Last year I commenced my report with a quotation about change. Little was I to know that major change was actually in store for me personally in 2008. It suffices to say that 2008 has been both a challenging & rewarding year, not only for me but for the College as a whole. Ten years of College history has brought with it great change and rapid growth. We are definitely at the stage now where we can no longer hide behind the label of a “new” school and we are forced to accept the responsibility and many challenges that go hand in hand with growing maturity. This has meant a consolidation of our current practices and an adoption of innovative and alternative future directions that will see us further develop the solid foundations we have laid on our path to becoming a College of excellence.

This year, my role as Deputy returned to a focus on Curriculum. This change was to allow the College to appoint a new Head of Senior School. This initiative has proven greatly beneficial to not only the Senior School but to the College as a whole and I sincerely thank Mr Paul Hartgers for the professionalism, passion and drive that he has displayed this year. I also thank and congratulate Mrs Clemenson for the outstanding work that she has done with Pastoral Care in the Senior School in 2008. Mrs Clemenson has brought dedication, determination, innovation and consistency to the Senior School this year and as a result some very positive changes have occurred. The most visible indication of her contribution is the exponential growth in House spirit within the Senior School this year. The Pastoral Challenges have been a regular highlight for our Senior School students and they have successfully instilled a healthy level of competition amongst our four House groups. This year I have also recognized the

continual growth of our leadership program, with not only the cementing of our Year 11 Leadership activities but there has been a noticeable development in our leaders at both the Junior School (Year 4) and Middle School (Year 8) levels. This development can only lead to positive things for our College in terms of future student leadership.

Academically, the College has identified areas for development and consolidated on past practices. I believe that already with the success of our 2008 HSC Visual Arts and Drama students a solid academic foundation has been laid. As our Year 12 cohorts continue to grow I am confident that we will see some pleasing HSC results not only this year but in the future. Next year will herald our largest ever Year 11 cohort and will also see a marked growth in students undertaking TVET Courses. This is an obvious area for expansion in the College and we are continuing to forge links with industry and other providers of VET in our local area to ensure that student opportunities in this area are maximized. I thank the Academic Coordinators in the College for their leadership and oversight of Curriculum in 2008.

Mr Goldsworthy's accident early in the year and subsequent long journey to recovery resulted in a very different year for me than the one I had envisioned. This saw me suddenly carrying the extra responsibility of Acting Principal for the majority of the year. Although the year has been extremely busy, I can safely say that I have appreciated the variety of experiences and rewarding opportunities that this role has provided. It has allowed me to interact more personally with all areas of the College and in doing so, fully appreciate the efforts of all staff members and the individual and collective contributions they have made not only this year but in the past. I never cease to be amazed by the variety and calibre of opportunities that we offer at our College. Our students are very lucky to have such dedicated teachers who are willing to give freely of their own time to offer a wide range of Co-Curricular activities each year. I sincerely thank the entire College staff for not only their support of me this year but for all that they have achieved.

My Annual report for 2008 must include a special mention of the Senior Executive team who has also provided me with great assistance throughout the year. I have sincerely appreciated their guidance, input, diligence and willingness to adapt to the various changes that have taken place throughout the year. A big thank you also goes to our Administration, IT and Maintenance staff members who have continued to happily and willingly help me in countless ways this year. I greatly value them and their unerring dedication to the College. I also thank Mr Everette Maynard, our Business Manager for the tireless work and many hours that he has put in to ensure that the College has run effectively and smoothly in 2008. I know that my role as Acting Principal would have been much more difficult without his expertise to assist me. Last, but definitely not least, I thank Mr Philip Goldsworthy for the faith that he has shown in me and for the opportunities that he has provided me with over the past seven years. In many ways our tenth year has been a watershed one, in keeping with the natural evolution of a College such as ours. I acknowledge and praise what we have achieved thus far and I look forward to the wonderful and exciting things that we can continue to achieve in the future. Once again, this will necessitate an embracing of change and the recognition of new directions. I for one, continue to be proud of Bishop Tyrrell Anglican College. Proud of what we have accomplished over the past ten years and of what we can potentially accomplish in the next ten.

Ms Leanne Newton

College Chaplain

In his opening address, at the Australian Anglican Schools Network conference, entitled 'Faith in Action – living the Gospel in Anglican Schools', the president, the Reverend Peter Laurence, quoted from the New Testament letter of James¹ 'My friends, what good is it to say that you have faith, when you don't do anything to show that you do have faith'. He then went on to say

'Anglican schools are places where the gospel is proclaimed in word and deed... words certainly have their place... But for many in our schools, it's what we do and how we do it, rather than what we say and how we say it that makes Christ real for them.'

This is a challenge to all involved in Anglican schools. As an Anglican college, we are called to spread the gospel. Our actions will always speak louder than our words. Words might be useful in raising awareness and encouraging, but we will better witness to the gospel; we will learn more about authentic living and we will grow into our humanity by doing acts of service as well as giving up our time and our money.

St Francis of Assisi said: "Preach the gospel - if necessary use words!"

Aristotle said: "We learn about love by loving, we learn about kindness by being kind".

¹ James 2.14

Jesus said: *"I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me." ... "Truly I tell you, just as you did it to one of the least of these ... you did it to me."*²

In last year's Grove, I reflected on our identity as an Anglican school, citing three New Testament concepts that stand out as integral to the formation of Christian community - *Didache* - instruction, *Diakonia* – service, and *Koinonia* – communion.

Throughout the year these three concepts have informed my work as your chaplain and community priest. Much of the teaching in the Chapel of St Mary and St John during the morning Chapel liturgies for students, the Eucharists for staff and the weekend worshipping community, has reflected on what it means to live the gospel.

This year saw the beginning of a renewed focus on caring for others through the Service – Action – Mission initiative or **S-A-M**. The focal point of **S-A-M** is the chapel where the worshipping communities reflect on the gospel imperative to *'Love God and to love one another'*³ and how we might enact that command in our daily lives. As a result of our intentional reflections we've begun to support various local, national and international projects.

Congratulations to all students [and the staff who encourage them] who gave so generously to these projects during 2008. There will be more of the same in 2009!

The Reverend Julie Turnbull

Head of Senior School

I have come to the end of my first year at Bishop Tyrrell Anglican College; a year that has been both challenging and rewarding. I know I was employed to be a leader and an educator and throughout the course of this year I have done my best in these areas and hope I have met the standards expected. However, I must say that despite my official role as an educator and leader I can't help but think that throughout 2008 it is I who have received education and been led.

I have learnt to be a passionate supporter of the College, its teachers and students. I have learnt how to rely on students and staff for support and encouragement. I have learnt how to do things I have been doing for years in better ways. I have been led by the wonderful openness and genuine interest in others exhibited by so many in our wonderful Senior School and been encouraged to be creative and innovative in my role as Head of Senior School by Ms Newton and Mr Goldsworthy.

I have been extremely impressed with so many aspects of College life here at Bishop Tyrrell. We seem to offer students everything that other schools do, but then go so much further by offering more. Regardless of whether it's academics, cultural, dramatic, musical, sporting, community orientated service, leadership or serving the Lord; Bishop Tyrrell Anglican College offers every student opportunities to achieve and excel.

One of the interesting things I have discovered in my 23 years as a teacher and eight years as a Head of School is that **everyone** is good at something. My most rewarding memory of my first 12 months here is that so many students in our Senior School "seized the day" and took advantage of their opportunities by going on to achieve excellence.

Some people are good at particular school subjects, some are good at sport, some make great actors or excellent speakers; some people know how to get on with others; some have a great sense of humour; some are good at making things; some are good listeners; some make good friends.

Every single person has something worthwhile to contribute and it is very important that you **never** let others 'put you down'. There are hundreds of examples of people in the world who have believed what others have said about them, and failed; there are just as many who have refused to be influenced by the opinions of others, and been successful.

The brilliant scientist and inventor, Thomas Edison, is a good example of this. He was thrown out of school when he was 12 because he was thought to be dumb. He was noted to be terrible at mathematics, unable to focus, and had difficulty with words and speech. It was very clear, however, that he was an extremely intelligent student, and that he refused to allow the things said by his teachers to stop him from doing what he wanted to do.

He was an extremely hard worker, sometimes working twenty hours a day and his hard work was rewarded as he patented 1093 inventions, including the light bulb, during his life time; the largest number on record.

Even in his late 70's upon seeing his factory with all the projects he was working on burning to the ground, he implored his children to go and get their mother because "she'll never see another fire like this one". His ability to not only strive for excellence and see positives in all life's experiences saw him rebuild a bigger and better factory and go on to make many more significant inventions.

² Matthew 25.35-40

³ Matthew 22.37-39; Mark 12.30-31; Luke 10.27

Another famous achiever, who refused to be discouraged by failure, is night show host, Jay Leno. Leno is mildly dyslexic, and he did not do very well in school, getting mainly C's and D's. However, he was determined to accomplish his goals. When he was told by the admission's officer at Emerson College in Boston that he was not a good candidate for the university, he sat outside the admission officer's office 12 hours a day 5 days a week until he was accepted into the University. He was determined not to give up; despite the fact that others thought he did not have enough talent.

You can see from the above two examples that determination, belief and a willingness to give your all can see people achieve great success. I believe that no matter how good 2008 was, we, as a College and especially within our Senior School have much more excellence yet to achieve. I eagerly await 2009 to see what it brings.

*Don't let anyone think less of you because you are young. Be an example to all believers in what you say, in the way you live, in your love, your faith, and your purity.
(1 Timothy 4:12)*

I also congratulate our outstanding teachers for their consistent excellence during 2008. To students, staff and families; thank you for a great year!

Mr Paul Hartgers

Middle School

Our College Middle School has thrived this year, as have its members, be they student-aged, teacher types or parents and friends. Some forty or so different teachers and myriad other adults have offered valuable input to our girls' and boys' benefits.

Year Five commenced their year with Miss McKay and Mrs Roantree and several different-to-Year Four aspects. Teachers melded different groups in different rooms with different expectations. Different friendships grew. Different buildings were available and there were different expectations – with a little more drive for self-dependence used upon entry to this first Middle School year. Miss Mayoh's arrival from the commencement of Term Two saw not a beat missed with Class 502. The much-loved Year Five Camp had been experienced, but even more different activities arrived with this new, energetic, and even aerobics-in-the-afternoon oriented educator. Mr Roxby was often on hand, especially for Year Five pastoral games, some of which were even guided from the lofty deck of our Middle School building above students' heads!

From the start of year to their Middle School Performing Arts Review Night late in Term 4, members of this year group have acted and engaged earnestly with their academic and other curricula. It is fair to state that they are well-placed for strong and ongoing educational developments in to their futures.

What great events and growth **Year Six** students have experienced during their Middle School year! From the Canberra trip to global relationship studies; from easy Smartboard access to regular classes leading Assembly; these Middle School students have woven many tales and memories into their times on our Long Building's first floor in 2008.

Miss Williams, Mr McCarthy, Mr Cummings, Miss Moore and many others have looked after the needs of our Year Six students this year. The many ventures and episodes of joy that have been experienced are testament to their and our students' efforts and to the shared determination to seize all days to excel.

Returning after some years to the repertoire of our Middle School this year was Jump Rope, an initiative of the National Heart Foundation and aimed at having youngsters skip and skip to strengthen their hearts, as well as to win support from sponsors to supplement the finances of this worthy association. Miss Williams' lead in this domain has met no boundary with an in-house skipping team having now been formed to demonstrate its wares of co-ordinated, circuitous and complex tricks to neighbouring schools. Even our loved Bishop Brian Farran was a part of the initial escapades as he, during his College visit, turned the rope for eager jumpers during practice sessions for the initial Jump-Off day earlier in the year.

The Middle Years Mentor Programme was commenced this year also, initiated by Mrs Shaw. This saw student teachers from Newcastle University come to the Middle School to mentor one to one or with a small group of students, usually from Year Five or Year Six. Much worth and keen energy has been elicited by students from this programme.

New friends, new classes, new teachers, new subjects and new rooms were just some of the 2008 opportunities for **Year Seven** students. Many took immediately to their newest subject, Technology and for some this was immediately with the newly-welcomed Canadian exchange teacher, Mr Whitfield, too.

The camp at Point Wolstoncroft, together with more freedoms when they could be sensibly used and our "Citizens of Tomorrow, Today" programme also added depth to possible activities for the year. It has been pleasing to note

that eight student managed to reach medal in the CoTT programme during this year. Hopefully they and others will continue in this vein in coming years.

Thanks for sincere academic teaching and many many interludes of point-of-need pastoral caring are offered to all teachers of 2008's Year Seven, and especially Mr Baldwin, Mr Fiddian, Mr Price, Mrs Shaw, Mr Focic, and Mrs Russell.

Whole Middle School initiatives in 2008 have included Chapel worship, the joining of members for and learning from College Parliament, sports representative opportunities galore, debating days, public speaking times, Middle School Assemblies, and excursions to many and varied venues.

Mr Bull, Mr Carr, Mrs Johnson, and Mr Parsons have been Core-Pastoral teachers for Middle School in **Year Eight** this year. They and our students have also gained from support pastoral caring from Mrs Hodges, Mrs Butler, Mrs Roxby, Mrs Brittain, and Mrs Sharman together with of course, Mrs Darroch and the Reverend Julie Turnbull.

It is often stated in Middle School circles that Year Eight is:

"the land of leading, of change growth and of balancing soul-self's will, to practise developing skills of relating with thinking-self's will, and to seek support or counsel for what may work well!"

Our 2008 Year Eight cohort has risen to the challenge implied here. The Outdoor Education programme at Colo River's Somerset Camp, leadership opportunities – with its glows and woes, musical bands, assemblies, Middle School sports and the myriad other activities have all borne witness to this.

Year Eight Students deserve praise for taking positively to, for learning from and with their new Core-Pastoral Teachers in 2008, as well as having general pride in their Middle School home rooms. As learning often comes with yearning and burning, the blissful path has seen some skills evolve whilst 'the hard way' has been the method for other skills to be honed and really realized as needy.

Many judgements of our Middle School's worth lie in the hearts and minds of our Year 8, 2008 students. They are a typically energetic lot and they have thrived on the care of their Pastoral Teachers' input. They form a mass of teens which has found great chances to develop from the activity offerings abounding. They are a tightly knitted bunch from whom those close by can feel a warmth and pulsing energy that will prevail and steer future success.

To our graduating Year 8 students let's say a hearty – well done, keep going and remember: "it's not just what you do, but also HOW you do it that counts!"

Mr Alan Small

Head of Junior School

It is both an honour and privilege to be able to write this report in the College's tenth year. A year that has seen the Junior School attain new heights of achievement, maturity and creativity. The most obvious and notable changes were the arrival of a new Head of Junior School, the establishment of our Junior School Learning Support facility, the commencement of the Federal Government's standardised testing called NAPLAN and the introduction of our first interactive whiteboard. Of necessity, this report can only touch on the myriad of activities which we have encompassed since last year.

Academically, the Junior School continues to build on past achievements especially in the areas of literacy and numeracy. The Federal Government's NAPLAN standardised tests reinforced what we already knew – that we have students reaching their potential and pushing past it. A simple breakdown of the Year 3 results highlights this. The percentage of College students in the top three Bands for Literacy was at 86% compared to 76% for the State. Whilst in Numeracy the College had 78% compared to 67% for the State. Another pleasing result was in the lower bands. In Literacy, 16% of College students are in the bottom three Bands compared to 24% at State and with Numeracy the College has 21% compared to 33% at State level. These results validate the hard work that the pastoral teachers, specialists and aides do. We also had pleasing results in the University of New South Wales' Mathematics competition with 3 Distinctions and 16 Credits.

These great results have been achieved mainly through hard work and sound educational programmes. Successful programmes implemented throughout the Junior School included the continuation of our hands on approach to teaching Mathematics and our Guided Reading groups. Thanks to the assistance of our parent helpers these operated successfully all year. Our teachers continue to provide stimulating activities for the purposes of investigation, questioning, reasoning, communicating, strategy development and reflection. A final analysis of our Mathematics programme once again indicates this approach to learning is also most successful. In all subject areas teachers kept abreast of curriculum changes and new ideas by regularly attending IPSHA Heads, Deputies, Coordinators meetings and Grade Days at a variety of HRIS schools.

The introduction of our first interactive whiteboard has been a wonderful addition to our teaching and learning resources. All students and teachers throughout the Junior School regularly participated in lessons involving this now indispensable teaching aid. The students are excited at the prospect of additional boards and so are the teachers!

There have also been many wonderful **Cultural** highlights this year. Mr Walpole organised our annual visit to the Wallsend Library to coincide with Book Week. This enabled students to discover the delights of this year's prize winning books through dramatisation. He also invited illustrator David Miller to entertain and enlighten students about the techniques used when creating illustrations for books. Our 2008 Variety performances based on the theme 'A Night at the Movies' were amazing thanks to the creative brilliance and hard work of Mrs Katherine Hellier and her band of supporters. Other cultural experiences included HRIS Chess and the annual HRIS Cultural Festival where our students sang and performed with distinction. We even had Grandparents Day coinciding with the opening of the Broughton Shelter when nearly 300 people enjoyed open rooms, viewed children's work and shared a picnic.

In the **sporting arena** the Junior School continues to make pleasing progress and has achieved several firsts. This has been made possible through the support of the PDHPE Department with Mr Roxby providing quality programmes and coaching. Other Staff members who have donated their time have also contributed to the success of sport in the Junior School. The Netball and Football teams both won their respective divisions at the HRIS Gala days – a first for the College. We had students representing the College at HRIS, CIS and All schools Carnivals in a number of disciplines such as Athletics, Cross Country and Swimming. Even on Saturday sport we had BTAC Football and Netball teams winning Grand Finals and more importantly enjoying healthy competitive sport. Thank you to all the coaches, managers and parents of these teams too.

There have been many Stage specific experiences for the children this year that include a **Pastoral** element. The Virtues project continues to provide a vehicle for the teachers to create a positive, empowering culture or environment in which the children learn and grow. All classes have also taken leadership roles in running weekly Chapel liturgies and Assemblies.

Kindergarten, Year 1 and Year 2 students have bloomed under the leadership and guidance of the **Early Stage 1 & Stage 1** Coordinator, Mrs Lynne MacPherson together with Miss Bibby, Mrs Perry, Miss Warby, Mr Youman, Mrs Sproule and Mrs Gill. In Kindergarten, the students had a very exciting first year at school becoming engrossed in many innovative teaching and learning activities. They are in the early stages of learning to read, writing and think mathematically while having become experts in the art of making puppets from recycled materials and manning retail outlets providing goods and services to the Junior School staff. They visited the Reptile Park and attended the stage production of Possum Magic with fellow Stage 1 students.

Stage 1 students met regularly each week for Mathematics groups. Year 1 ventured all the way to Williamtown Airbase travelling on a variety of transport modes and became creative in designing and making their own models of transport vehicles. They also ventured into the past one sport afternoon playing the games their parents and grandparents once played. Our French teacher, Madame Meloche provided many wonderful learning opportunities. Year 2 tasted the delights of French cuisine and enjoyed a day of authentic French activities. Their attention was also turned to wet environments as they spent a day tadpole catching and enjoying other exciting activities at the Wetlands Centre.

Our Stage 2 Coordinator, Mr Clarkson along with Mr Smyth, Miss Bullock and Mr Russell, has worked hard to ensure programmes were well prepared, creative and met the needs of all students. Several examples included the students engrossing themselves in the Olympic Games theme, investigating different cultures, countries and building structures. Year 3 worked in cooperative learning groups throughout the year meeting set challenges relating to Communities, the Olympics and National Parks. They also designed and made terrariums in relation to the Stage 2 water unit and board games based on our National Parks.

Year 4 met different challenges like investigating furniture design structures using newspapers and completing the task of designing and making a toy according to a design brief. Year 4 classrooms were transformed into museums as a culmination of the Olympic unit - as students showed off their hard work and creativity with posters, models and written information. Scientific investigations have occurred throughout the year and Year 4 has learnt much about the relationships between the Earth, Sun and Moon and more recently about the properties of different materials and subsequent uses as a result. They have also been developing their debating skills as they head towards middle schooling.

The Stage 2 Camp was again the highlight of the year and something students will remember for the rest of their lives. Friendships were formed and reinforced over the three days as the students supported each other to "step out of their comfort zone" and have a go. It was also great to see the Year 4 mentor and support their Year 3 friends in many of the challenges.

The success of each programme and experience in the Junior School, is attributed to each team member. The Teacher Aides form an important part of this team. They provide many hours of sometimes behind the scenes work. I thank Mrs Litchfield, Mrs Goldsworthy and Ms Moore for providing the additional support, and also Mrs Playford.

Thank you to all the parents / caregivers who have supported the classroom teachers through various means such as Reading Groups, Excursions or Special days. I know the children appreciate the time spent with them and so do the teachers! Finally I also thank Mrs Joice who has 'held the fort' in the Junior School office so well. Not only has she provided excellent administration of the Junior School but she has also ensured that my transition was as smooth as possible. The Junior School staff are and continue to be amazing in their ability to give time - time for your children and each other. I thank them and wish everyone a safe and restful holiday.

Mr Daniel Barnes

Student Leaders

College Captains and Prefects

College Captains	Katherine Zohrab, Daniel Moonie
Vice Captain	Chelsea Trimble
Prefects	Hannah Butler, Reece Cook, Olivia Hayes, Dawn Nimbalker, Riyani Sumirta, Jacqueline Warren

Those of us who make up the 'badged' leaders within Year 12 are graduates of the College Year 11 Leadership Programme.

Katherine Zohrab, Year 12

S.R.C. Report

The 2008 Student Representative Council, lead by the executive body comprised:

- President: Jack Dundas
- Vice President: Nathan Hollier
- Secretary: Jessica Flint
- Treasurer: Oliver Kenyon

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 2008, the SRC was involved in many fundraising activities such as fundraising for the Samaritans and World Vision.

All in all, 2008 was a great year for the Student Representative Council. We thank every student, parent and teacher who has supported us throughout the year.

House Captains

Each of the three schools also provides wonderful opportunities for younger students to develop leadership skills in Years 4, 8 or 11 as House Captains.

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.

YEAR 3

Year 3 – NAPLAN – 2008

Literacy %

	Band	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
State	6	20	26	22	26	20
College	6	25	29	21	21	17
State	5	27	28	24	17	29
College	5	31	33	25	19	38
State	4	20	26	27	23	27
College	4	17	25	40	35	27
State	3	16	14	15	21	15
College	3	15	6	8	15	10
State	2	12	4	9	8	7
College	2	6	4	6	4	4
State	1	4	2	3	4	2
College	1	6	2	0	6	2

Year 3 – NAPLAN – 2008

Numeracy %

	Band	Number	Measurement	Numeracy
State	6	22	22	18
College	6	32	21	23
State	5	21	21	22
College	5	28	28	23
State	4	21	20	27
College	4	19	15	32
State	3	24	22	23
College	3	17	26	15
State	2	9	11	7
College	2	2	9	4
State	1	4	3	3
College	1	2	2	2

YEAR 5

Year 5 – NAPLAN – 2008

Literacy %

	Band	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
State	8	15	12	12	19	10
College	8	12	18	8	14	10
State	7	18	18	25	17	22
College	7	20	24	30	14	18
State	6	23	35	28	27	31
College	6	38	24	28	26	38
State	5	25	20	19	20	24
College	5	28	30	24	32	34
State	4	11	10	10	11	9
College	4	2	4	8	12	0
State	3	8	5	6	6	4
College	3	0	0	2	2	0

**Year 5 – NAPLAN – 2008
Numeracy %**

	Band	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Numeracy
State	8	14	9	11
College	8	10	4	6
State	7	11	19	15
College	7	12	24	18
State	6	24	25	26
College	6	30	32	42
State	5	28	24	27
College	5	26	30	20
State	4	15	16	15
College	4	18	4	12
State	3	8	7	5
College	3	4	6	2

YEAR 7

**Year 7 – NAPLAN - 2008
Literacy %**

	Band	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
State	9	11	10	11	10	8
College	9	23	22	14	22	16
State	8	18	19	25	20	18
College	8	23	29	25	19	32
State	7	24	24	29	25	30
College	7	21	14	36	25	23
State	6	29	30	20	23	28
College	6	21	23	15	19	14
State	5	14	11	9	14	12
College	5	7	7	7	14	12
State	4	4	7	6	7	4
College	4	5	5	4	1	3

**Year 7 - NAPLAN – 2008
Numeracy by %**

	Band	Number & Data	Patterns & Algebra	Measurement, Space & Geometry	Numeracy
State	9	18	22	12	16
College	9	13	26	13	14
State	8	15	9	21	18
College	8	18	4	22	18
State	7	23	28	25	24
College	7	32	29	24	31
State	6	24	18	24	24
College	6	28	21	25	22
State	5	15	15	15	16
College	5	10	18	15	15
State	4	4	9	3	3
College	4	0	1	1	0

YEAR 9

Year 9 - NAPLAN - 2008

Literacy %

	Band	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
State	10	7	9	7	10	6
College	10	13	10	4	7	6
State	9	16	12	22	12	15
College	9	24	14	31	16	23
State	8	26	25	25	21	27
College	8	30	31	33	27	38
State	7	28	23	27	29	29
College	7	20	30	16	30	19
State	6	17	21	11	17	17
College	6	11	9	10	13	10
State	5	6	10	9	11	6
College	5	3	6	6	7	4

Year 9 - NAPLAN - 2008

Numeracy %

	Band	Number & Data	Patterns & Algebra	Measurement, Space & Geometry	Numeracy
State	10	13	17	10	13
College	10	11	14	7	8
State	9	14	17	17	15
College	9	20	24	25	25
State	8	23	20	28	25
College	8	37	27	37	34
State	7	26	21	25	24
College	7	21	20	20	21
State	6	16	15	14	19
College	6	8	13	7	10
State	5	7	10	6	5
College	5	3	3	4	1

SCHOOL CERTIFICATE % IN BANDS 2008

	ENGLISH		MATHEMATICS		SCIENCE		COMPUTING		AUST HIST		AUST GEOG	
	College	State	College	State	College	State	College	State	College	State	College	State
6	4.2	5.9	1.4	7.3	2.8	5.9	61.1	57.2	1.4	5.5	1.4	6.7
5	30.6	32.6	19.5	18.1	25	26	38.9	40.9	15.3	17.5	31.9	21.5
4	55.6	37.8	33.3	23.9	47.2	33.4	0	.4	37.5	27.6	54.1	37.4
3	7	19.8	37.5	29.6	16.7	21.4	0	1.5	36.1	32.1	8.3	23.6
2	1	2	8.3	18.8	4.2	9.5			8.3	13.4	2.8	7.5
1	0	.4	0	.7	2.8	2.3			1.4	2.3	1.4	1.8
<i>None</i>	1.4	1.5	0	1.5	1.4	1.5			0	1.6	0	1.5
	72		72		72		72		72		72	

HIGHER SCHOOL CERTIFICATE

% IN BANDS 2008

	6	5	4	3	2	1	None
ANCIENT H	14.3	14.3	28.6	14.3	28.6	0	0
State	11.3	26	24.3	19.3	13.3	5.2	.5
BIOLOGY	0	23.5	29.4	29.4	17.7	0	0
State	7.5	24	33.5	24	8.3	2.2	.4
BUSINESS S	0	33.3	41.7	25	0	0	0
State	6.1	25.6	29	25	10.6	3.3	.4
CHEMISTRY	0	9.1	27.3	36.4	27.3	0	0
State	12.8	25.5	31.8	18.6	8.4	2.6	.4
CAFS	0	28.6	42.8	28.6	0	0	0
State	9.5	30.1	33.2	19	5.6	1.9	.7
D&T	0	22.2	44.4	33.4	0	0	0
State	7.3	27.8	36.1	23.2	4.8	.5	.3
DRAMA	50	50	0	0	0	0	0
State	11.1	37.3	35.3	14	2.1	.1	.1
ECONOMICS	0	0	75	25	0	0	0
State	16.3	30.9	24.4	15.3	7.5	5.1	.4
ENGLISH [ST]	0	5.3	31.6	52.6	10.5	0	0
State	.2	5.7	31.9	41.1	14.7	5.7	.4
ENGLISH [AD]	0	34.6	46.2	19.2	0	0	0
State	10.8	38.6	39.8	9.8	.8	.1	.1
ENGLISH EX 1	0	100	0	0	0		
State	25.8	58.2	15.3	.7	.1		
ENGLISH EX 2	0	100	0	0	0		
State	30.4	51.6	16.6	1.3	.1		
GEOGRAPHY	0	25	75	0	0	0	0
State	15	32.9	26	16.8	6.2	2.8	.3
IPT	0	50	50	0	0	0	0
State	6.4	24.6	30.8	20.9	8.6	7.2	1.5
LEGAL STUD	0	42.8	28.6	28.6	0	0	0
State	10.1	31.8	30	19.1	6.7	1.7	.6
MATHS GEN	0	28.6	35.7	35.7	0	0	0
State	4.8	20.9	30.3	26.3	11	6.1	.7
MATHEMATICS	0	17.6	23.5	47.1	5.9	5.9	0
State	16.8	28	27.1	15.7	8.8	3.2	.4
MATHS EX 1	0	100	0	0	0		
State	33.3	48.3	14.2	3.9	.3		
MATHS EX 2	0	100	0	0	0		
State	37.1	53.3	7.9	1.6	.1		
HISTORY EX	0	100	0	0	0		
State	20	53.2	22.2	4.4	.2		
MUSIC	16.7	66.7	16.6	0	0	0	0
State	14.8	39.2	31.2	11.9	2	.7	.4
PDHPE	18.2	9.1	45.5	18.2	9.1	0	0
State	8.2	24	31.4	22	10.4	3.5	.4
PHYSICS	0	0	66.7	33.3	0	0	0
State	8	24.9	33	22.9	7.1	3.5	.7
STUD of RELIG	25	50	25	0	0	0	0
State	11.4	37.3	31.2	13.9	4.8	1.1	.3
VISUAL ARTS	42.9	42.9	14.2	0	0	0	0
State	14.5	46.6	30.5	7.3	.9	.1	.2
HOSPITALITY	0	0	33.3	66.7	0	0	0
State	4.8	18.7	37.7	21.1	7.3	.6	9.9

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;
 - a. have teaching qualifications from a higher education institution - 60
 - b. have graduate qualifications but not formal teacher education - 1
 - c. 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 - 0

5. Teacher Attendance and Retention Rate

The average teacher attendance rate for 2008 was 97%

The proportion of teachers retained for the 2008 reporting year was 110%

6. Student Attendance and Retention Rate

The average student attendance rate for 2008 was 97%

The retention rate was:

Year 7 2005 - 71

Year 10 2008 – 72 = 101% retention

Year 10 2006 - 75

Year 12 2008 – 46 = 61% retention [2007 it was 57%]

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 a slightly greater increase of students. This cohort also largely reflects the remainder of the College in terms of its gender balance:

Year 10 2008 55% Male, 45% Female

College 2008 51% Male, 49% Female

7. Post school destinations

Of the 55 students from Year 10, 11 or 12 who left the College at the conclusion of 2008, 33% have obtained traineeships, apprenticeships and employment; 38% are undertaking tertiary education; 24% enrolled in another school, 5% 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 2008 of 723 students from Years K-12 with

- 232 in the Junior School [Years K-4];
- 258 in the Middle School [Years 5-8]; and
- 233 in the Senior School [Years 9-12].

There were approximately equal numbers of boys and girls throughout the College.

Student numbers and classes in 2008:

	Year Level	Total per Year	Total in each Core / Pastoral Class			
JUNIOR SCHOOL	K	46	23	23		
	1	40	20	20		
	2	45	23	22		
	3	46	23	23		
	4	55	28	27		
MIDDLE SCHOOL	5	48	24	24		
	6	48	24	24		
	7	72	26	24	22	
	8	90	26	24	22	18
SENIOR SCHOOL	9	76	26	25	25	
	10	72	26	24	22	
	11	39	20	19		
	12	46	23	23		

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 tenth year at the beginning of 2008 and the following targets were identified by the College Council, Principal, Senior Executive and Staff as priorities:

EDUCATIONAL

- 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
- Affirming the Middle School
- Continuing 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 124 new students and their families, together with the induction of 11 staff new to the College / profession including a Canadian exchange teacher.
- The strengthening of Core / Pastoral teachers for the Year 8 cohort as part of the implementation of the Middle School project begun last year
- The expansion of the "Citizens of Tomorrow, Today" project into Year 8
- Promoting the Duke of Edinburgh Award Scheme
- Consolidating the vertical Pastoral Care groups in the Senior School, Years 9-12

STAFF DEVELOPMENT

- 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 professional development for the Business Manager

FACILITIES & RESOURCES

- Construction of a large shelter area attached to the Broughton Building to provide an all weather assembly area for the Junior School

11. Initiatives for Respect and Responsibility

The Pastoral Committee comprising teacher representatives from all areas within the College and led by the Head of Senior School, has been very active during 2008 in promoting and monitoring the key elements of respect and responsibility among all students

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 2008

Total Income 2008	9488270	
Fees		35%
State Government		15%
Commonwealth		
Government		38%
Other Government		7%
Other		5%
Total Expenditure 2008	10295978	
Administration		18%
Professional		
Development		0.5%
Salaries		65%
Property		2%
Finance		13%
Other		1.5%

A full copy of the College's 2008 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 gathered and analysed other information during 2008 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 2008 Senior Executive:

Philip Goldsworthy	Principal
Leanne Newton	Deputy
The Reverend Julie Turnbull	Chaplain
Everette Maynard	Business Manager
Janis Rinaldi [Term 1], Daniel Barnes [Term 2-]	Head of Junior School
Alan Small	Head of Middle School
David Shaw	Director of ICT

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