



**BISHOP TYRRELL**

ANGLICAN COLLEGE

# **BISHOP TYRRELL ANGLICAN COLLEGE**

2021 ANNUAL REPORT

**Bishop Tyrrell Anglican College**

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THEME 1

# A MESSAGE FROM KEY SCHOOL BODIES





## MESSAGE FROM THE PRESIDENT OF THE SCHOOL

Greetings friends and colleagues,

**We consider it a wonderful privilege to partner with families on your children's educational journey and deeply value your decision to select a Newcastle Anglican School as the college of choice for your child.**

As part of our accountability to you, the State and Commonwealth Government, and to the Synod of the Diocese, I am pleased to present the 2021 annual report, a reflection of the hard work and outcomes achieved through strategic goals set at the beginning of the year.

At Newcastle Anglican, our schools are committed to providing an inclusive educational environment rich in opportunities for our students. We desire them to be curious and self-confident learners who develop a deep knowledge base and are passionate about learning.

As Anglican schools, our Christian faith underpins everything we do. We encourage each student to develop an age-appropriate values, beliefs and ethical system that forms the foundation of their life journey. We drew upon our faith and our common commitment to human flourishing, in 2020 to lean in and face the global pandemic together, working in partnership to ensure our student's well-being and educational development remained a priority.

Across each of our NASC schools, 2020 showed us that we could be adaptive and agile in our educational practices. Developing and implementing digital strategies provided a continuous curriculum delivery for our Kindergarten to our HSC graduates and became the forefront of innovative best practices.

With fresh hope, we began 2021, grateful for the learnings we took from the previous year yet ready to bring a sense of normality back into the school environment. However, once again, our staff and students were faced with another lockdown. Our dedicated teams were ready with their processes this time, launching into the remote teaching and learning environment with formidable determination. I want to express my deep gratitude to our staff, parents, carers and students for the courage and resilience shown by all during this time.

The schools have been central to the work of the Diocese since their foundation. This year we have seen enhanced cooperation between the schools and with our corporate services. This has created a platform to enable us to focus on several important activities that will deliver enhanced teaching quality, improved systems, and new protocols to support governance and oversight.

Building on our commitment to educational excellence, we welcomed new Principals in two of our colleges, Mrs Deborah Clancy to Lakes Grammar – An Anglican College, and Mr Darren Parks to Manning Valley Anglican College. Mr Paul Humble was appointed to Bishop Tyrrell Anglican College from the 2022 year. I am grateful for the work of the retiring Principals and recognise the ongoing leadership of Mr Paul Smart of Scone Grammar School. Our Principals are working to strengthen their schools' strategic and pedagogical practices. This approach enhances our commitment to maximising our student's personal, academic, sporting, creative and cultural potential.

Through the Board, our schools are supported by a School Council in each School which now serves as an advisory body to the Principal. The Schools are engaged regularly by the Board Education and Child Development Committee.

In our commitment to delivering excellent outcomes for our students, we continue to focus on each school's infrastructure needs. We are grateful for funding through the Australian Government's Capital Grants Program (CGP) and the NSW Government's Building Grants Assistance Scheme (BGAS). This funding will see some exciting projects that will improve the quality of facilities and provide increased accessibility to educational opportunities for our students.

On behalf of the Board, my sincere thanks to Executive Director Liz Knight for bringing her knowledge and dedication to embedding exceptional educational policy and practices within our schools; to our Principals, staff and school communities; for your commitment to maintaining a culture of inclusivity and excellence throughout 2021.

*+ Peter Stuart*

Anglican Bishop of Newcastle  
PRESIDENT OF THE SCHOOL



## MESSAGE FROM THE EXECUTIVE DIRECTOR

As I write this year's Annual Report message, I reflect on the achievements of each of our four Newcastle Anglican Schools throughout 2021. There is much that goes into operating a school beyond what can be seen in the day-to-day teaching. The vision cast by the Board, developing a solid strategic framework to guide each school, implementing quality, safety and governance measures, ensuring sound financial management to meet the needs of today's students and those in the future, the appointment of exceptional and holistic leadership and staff that embed a culture of inclusivity, and inspired teaching and learning, all informed by the Anglican approach to Christianity.

And while we all dearly hoped 2020 might have seen the COVID pandemic subside, it was not to be, with 2021 quickly following suit. Our teams went over and above every day to provide a safe space for our students and families. I want to thank all staff for their dedication and passion to your school communities to ensure the continuity of education and care was maintained.

Fortunately, 2021 provided us with some fantastic achievements as we continued aligning the four NASC schools into a more cohesive and collaborative group under the broader Diocese with a shared mission and vision. Investing in building significant cross-collegiate partnerships through strategic planning and improved systems, pedagogical and curriculum development, professional learning, and innovative practices place our schools at the forefront of Christian education and a college of choice within our region.

Two of our schools, Lakes Grammar: An Anglican School and Manning Valley Anglican School welcomed new Principals, Mrs Deborah Clancy and Mr Darren Parks. Both Principals bring extensive educational leadership knowledge and a shared vision of collaborative practice, which has already seen the colleges flourishing under their guidance.

A Communities of Practice model was implemented across the NASC schools concentrating on collective priority areas, including leadership, academic excellence, and wellbeing. In addition, each Community will focus strategically on developing innovative practices and creating a shared knowledge and resource library that will improve best practice teaching and learning to enhance the student, family and school community experience.

I extend my appreciation to Bishop Peter Stuart, the Board and each School Council for their dedication and work, which supports the success of the schools. To the Principals, your support of each other and the leadership of your schools has been greatly valued. As we work together in achieving our priorities, we embrace 2022 with a clear vision for all Newcastle Anglican Schools.

*Liz Knight*

Newcastle Anglican Corporation  
EXECUTIVE DIRECTOR EDUCATION & CHILD  
DEVELOPMENT



## MESSAGE FROM THE PRINCIPAL

2021 brought home to all of us the essential role that schools play in our society and in the life of a children and parents. We also saw that a school like Bishop Tyrrell Anglican College, with all its dynamism and optimism, can raise us up. Schools can and must be places where no student is left behind and are safe and encouraging places. At Bishop Tyrrell – this is at the heart of all we do.

Staff began 2021 with a sense of optimism and a desire to move forward in the face of the pandemic – there was a sense of excitement and enthusiasm for the year ahead. Staff were determined to create a sense of energy around what it might mean to work together to ensure that our students were able to achieve to the best of their ability in the face of very difficult circumstances. In the background though was the ever-present concerns associated with COVID-19 – more social distancing, continued contact tracing, QR coding, vaccinations, isolations, extended lockdowns, deep cleaning, pandemic risk assessment plans, hand sanitiser, masks, classes via Microsoft Teams, elbow bumps, cancellations, no sport or cocurricular and separation from friends and colleagues.

Meeting our students via Microsoft Teams had become a common practice and the skillset of the staff and students in this virtual world continued to develop and expand. There is something surreal about the experience of education over a link –

especially when your audience are infants. The team of professionals at Bishop Tyrrell excelled in their adaptation and delivery and engaged with the community in an amazing way. In these unprecedented times the teaching and support staff were able to consistently go above and beyond in times of great stress and fear for their own health and wellbeing and that of their own families and selflessly give their classes the attention that was needed...and much, much more!!!

Our parents and wider community, while also facing an uncertain reality, were so very supportive of the staff at Bishop Tyrrell Anglican College and beautifully reflected the mission, vision and values that are at the heart of this learning community: faith, respect, pursuit of excellence, collaboration, and opportunity. It was even more important that the College focus on the development of the whole child, emotionally, physically, intellectually, and spiritually, within a caring, Christian environment and to continue to develop a deep sense of community within our school. Under consistent duress, our community was able to continue to be a learning gateway to a world of opportunities for our students. And consistently encouraged them to embrace their individual talents and interests, to strive for excellence and to seize the day!

If, at the end of each school year, students and staff can reflect upon their progress and understand that they have improved, it has been a successful year. There is no doubt that 2021 was successful – but in a remarkably different way. Throughout this very difficult year, the College maintained a culture of excellence and compassion and was wonderfully supported by the students, staff, and the wider college community.

At the conclusion of the year the College community farewelled Ms Sue Bain (Principal) and Ms Tania Lloyd (Deputy Principal/Head of Senior School). Throughout the pandemic these wonderfully professional educators steered the College through very difficult times and their legacy and contributions will be long remembered. As a community we thank them for all they have done for Bishop Tyrrell Anglican College and wish them well in the next phase of their respective careers.

*Mr Paul Humble*

Bishop Tyrrell Anglican College  
PRINCIPAL





THEME 2

**CONTEXTUAL  
INFORMATION ABOUT  
THE SCHOOL AND  
CHARACTERISTICS OF  
THE STUDENT BODY**

## SCHOOL CONTEXT

Bishop Tyrrell Anglican College is a coeducational secondary College owned by the Diocese of Newcastle, New South Wales, located in the suburb of Fletcher. It is situated on Awabakal land.

Founded in 1998 by the Diocese, the College was named in honour of Bishop William Tyrrell, the first Anglican Bishop of Newcastle, who was a passionate advocate for Christian education in schools.

Bishop Tyrrell's legacy has served as inspiration for our school throughout our short history. The first classes took place on our Fletcher campus in 1999, with 46 primary school students in attendance and quickly grew as the surrounding suburbs were developed.

Over 800 students from Preschool to Year 12 now attend Bishop Tyrrell from a wide catchment area in the Hunter region.

In 2021 the Bishop Tyrrell combined enrolment, primary and secondary was 780 students and a further 100 preschool students accessing three full classrooms through weekly or five-day fortnight attendance.

Our campus is rich in the history of early European settlement in the local area. At the heart of the College sits the historic Styles Grove mansion, built in 1878 and once home to James Fletcher, the first member of parliament in Newcastle. Styles Grove was originally used by the school for classes, but now serves as the Administration Building.

The College is a member of the Association of Independent Schools of NSW (AIS). Further associations have been made with other Diocesan and independent schools in the Hunter region, including the Hunter Region Independent Schools (HRIS) Association.









THEME 3

STUDENT OUTCOMES  
IN STANDARDISED  
NATIONAL LITERACY  
AND NUMERACY  
TESTING



# BISHOP TYRRELL ANGLICAN COLLEGE NAPLAN REPORT 2021

NAPLAN participation rate at School Name was 100% and the national participation rate was 95%.

## NAPLAN Results 2021

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
Year 3	498	459	481	504	469
Year 5	537	481	529	528	515
Year 7	565	539	576	553	564
Year 9	567	546	581	560	577

Shading reflects where your school has achieved results above comparable of similar background across Australia.

Well above
  Above
  Close to

## Positive movements in trend patterns of results over time from 2019-2021

Bishop Tyrrell Anglican College has a strong focus on building literacy and numeracy skills in our students and we value data that allows us to evaluate our practice and continue improving. We have a 100% participation rate in NAPLAN which is higher than average for Australian schools and our results are "Close to", "Above", or "Well Above" Students with a Similar Background and All Australian Schools in every domain of NAPLAN. Due to a methodology change in the way that results are calculated and displayed on My School that occurred after 2019, at a glance, it seems that Bishop Tyrrell's results in Year 7 and 9 have decreased compared to Students with a Similar Background. However, when reviewed from a growth perspective between

2019 and 2021, Year 7 has had positive growth across every domain of NAPLAN and Year 9 has had positive growth across writing and spelling. Similarly, in the Primary School, Year 3 has trended positively across every domain of NAPLAN and Year 5 has trended positively in Reading, Writing, and Numeracy. Given the turbulent nature of COVID-19, we are exceptionally proud of our students and teachers and their commitment to high standards of assessment, feedback and learning during and in between online learning.

As a school, we endeavour to build a strong foundation of numeracy and literacy for our students and, outside of normal classroom

teaching, we have utilised several targeted interventions to support our students. We are continuously reviewing student achievement data to measure the effectiveness of these programs and looking at best practice around the world to determine our next steps in supporting students. It is rewarding to see that our results are improving in the vast majority of domains, however, we are always aiming to continue improving year on year.

## School Actions as a Response to 2021 Results

1. Continued use and development of Maths Pathways program in stage 4 and 5
2. Continued use of Macquarie Literacy Program for small group instruction
3. Introduction of the writing revolution in Secondary English classes
4. Preparing for K-2 English and Maths syllabus changes with continued staff development and resourcing









## ANNUAL REPORT 2021 – NAPLAN

In 2021, Bishop Tyrrell Anglican College had a NAPLAN participation well above the national average, with 100% of students completing NAPLAN. Our students achieved “Close to”, “Above”, or “Well Above” in comparison to students with similar backgrounds and all Australian students across every domain of NAPLAN in every year level. The results also indicated continued growth over time in the majority of NAPLAN domains and year levels.



### NAPLAN Results against Students with Similar Background

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
Year 3	498	459	481	504	469
Year 5	537	481	529	528	515
Year 7	565	539	576	553	564
Year 9	567	546	581	560	577

### NAPLAN Results against All Australian Students

	READING	WRITING	SPELLING	GRAMMAR	NUMERACY
Year 3	498	459	481	504	469
Year 5	537	481	529	528	515
Year 7	565	539	576	553	564
Year 9	567	546	581	560	577

Well above      Above      Close to



## ANNUAL REPORT 2021 – GRANTING OF ROSA

In 2021, one student in Year 10 requested a RoSA at the completion of Year 10. No students in Year 11 or 12 requested a RoSA prior to the completion of the HSC.

## ANNUAL REPORT 2021 – HSC MINIMUM STANDARDS

In 2021, Year 10 students (and any Year 11 and Year 12 students who had not met the minimum standard) had the opportunity to sit the HSC minimum standards tests. The students who have not demonstrated the minimum standard have subsequent opportunities each year to achieve the minimum standard.

The table below is representative of the number of students who have achieved minimum standards in each domain. It is not reflective of 100% participation rates in Year 10 and Year 11.

YEAR GROUP	MINIMUM STANDARD READING	MINIMUM STANDARD WRITING	MINIMUM STANDARD NUMERACY
Year 12	100%	100%	100%
Year 11	96%	88%	94%
Year 10	86%	76%	85%



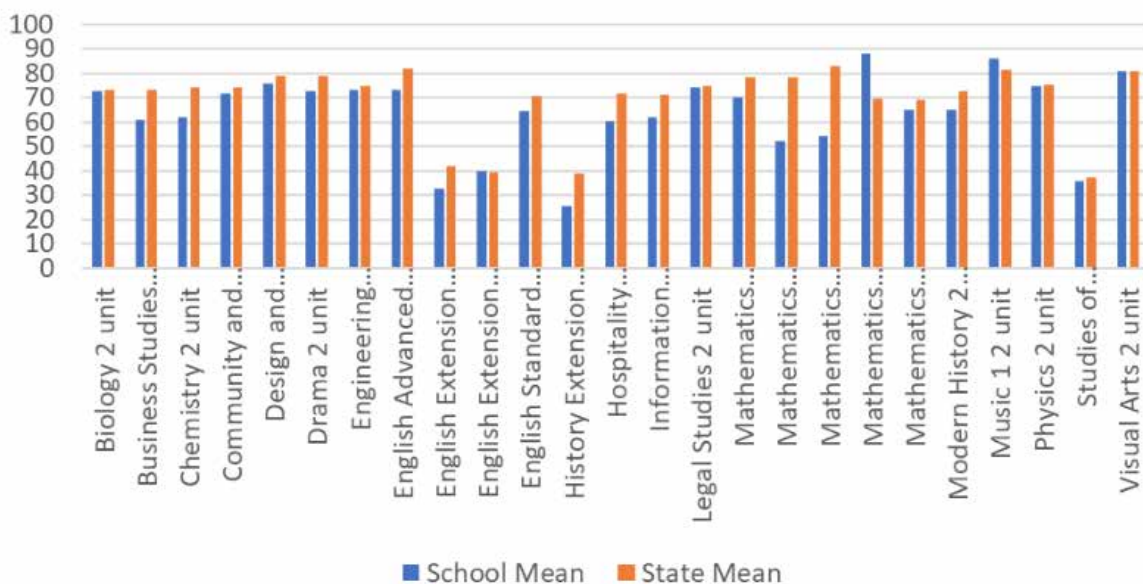
## Annual Report 2021 – Higher School Certificate Results

In 2021, 41 students presented for the Higher School Certificate examinations in 25 Board Developed courses at Bishop Tyrrell Anglican College.

The College achieved seven Band 6 or E4 results (90% or better) and one notional Band 6 results (students who achieved E3 or E4 in Extension 2 Mathematics and did not sit 2-unit Advanced Mathematics). There were 32 results at Band 5 or E3 (80% or better).

The number of students achieving Band 4 was proportionally similar to that of the previous year with a slightly higher representation of band 3 and lower results.

### School vs State Examination Mean Comparison



### Annual Report 2021 – Senior Secondary Outcomes

All students in Year 12 completed the Higher School Certificate as well as an ATAR pattern of study. There were no students in Year 12 that were awarded a Record of School Achievement prior to the completion of the Higher School Certificate.

### Annual Report 2021 – Student Retention Rate

In 2021, the retention rate for students who completed Year 10 in 2019 (66) and went through to complete Year 12 in 2021 (41) was 62%. This was the same retention rate that college experienced in 2020.







THEME 4

# SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)



## BISHOP TYRRELL ANGLICAN COLLEGE HSC RESULTS ANALYSIS

Our students achieved Band 6 results across six different subjects as well as twenty-four Band 5 results being awarded. Many of our courses achieved exceptional results compared to state average with a special mention to Music 1 with an average result 5 marks higher than the state average and Mathematics Standard 1 with an average result 19 marks above the state average. There were however, several courses that performed below state average with z-scores ranging from 0 to -2.

The proportion of students achieving Band 4 results was similar to previous years and there was a slight increase in the proportion of students achieving Band 3 or lower results which was an area of concern and a focus for our RAP analysis.

### Areas of Success

- Significantly above state results in the Mathematics Standard 1 course
- Band 5 and 6 results across a variety of subjects
- Consistent growth for 3 years in Mathematics Standard 1 and Physics

### Areas for Improvement

- An increase in students achieving Band 3 or lower results highlighted that some students had significantly disengaged during online learning and just prior to exams.
- Student performance in English Advanced, Mathematics, and Extension courses was below state average and may be indicative of poor subject choices and/or a need to review pedagogical practices in these areas.

### Opportunities for Differentiation and Extension

There are a significant number of students at the college that are on Individual Plans for a range of learning difficulties. Regular adjustments, in line with the Individual Plan, are made in classrooms to support these students. There are also students undertaking the HSC on Life Skills programs and teachers work collaboratively to develop a Life Skills curriculum that maximises opportunities for them. There are also students undertaking School Based Apprenticeships in a variety of industries in Year 11 and 12.

Students from Year 7 to Year 10 that require extension are placed in classes with similar students so that teachers can tailor and pace the delivery of lessons to provide extension opportunities. In Stage 6, students are provided with opportunities for extension through a compressed Mathematics curriculum and extension course offerings, as well as opportunities specific to each subject such as extension projects and tutoring.

## School Actions as a Response to 2021 HSC Results

Each HSC teacher and Head of Department performed an in-depth and collaborative analysis of HSC performance using the Results Analysis Package from NESA. This analysis specifically targeted:

- Performance in each examination component against state average:
  - Identifying key skills for success in each component
  - Auditing current practices focused on developing the above skills
- Identifying specific examination questions that students consistently performed above and below state average in:
  - Identifying skills or content focus for each of the above questions
  - Auditing current practice focused on developing the skill or content knowledge above.
- Identifying similar students in current year 11 cohorts and practices that worked well to support them with exam preparation as well as typically issues that arose throughout the year.

## Summary of Actions in response to 2021 HSC results

1. RAP analysis in each Key Learning Area
2. Implementation of a pilot Writing Revolution program beginning with the English Faculty.
3. Review of subject selection processes and inclusion of individual student counselling for subject selection
4. Establishment of goals and strategies for each HSC teacher and KLA based on the RAP analysis and other evidence.
5. A focus in stage 6 on Learning Power attributes that develop student agency.



THEME 5

TEACHER  
PROFESSIONAL  
LEARNING,  
ACCREDITATION AND  
QUALIFICATION

## P-12 PROFESSIONAL LEARNING PROGRAM

**Bishop Tyrrell Anglican College is committed to a process of continuous improvement that includes providing all staff with targeted professional learning to meet their needs and the broader strategic goals of the College.**

The College supports professional development by facilitating a process which involves staff setting professional learning goals, reflecting on their practice, identifying areas for improvement, and seeking opportunities to enhance knowledge and skills and participating in appropriate learning experiences, both formally and informally.

Professional learning takes place throughout the year and is determined through a consultative process with staff and consideration of legislative requirements.

Bishop Tyrrell Anglican College is a School Based Provider for all Professional Development Courses held at the College at Proficient Teacher level. The courses delivered by the College cover all National Teaching Standards and contribute to mandatory requirements for maintaining teacher accreditation. Having School-Based Provider status assists both the College and teaching staff by contributing professional development hours in a cost effective and efficient manner.

In 2021, all staff pursued individual goals aligned to the College's professional learning goals. A designated mentor coached them through this process, helping them to explicitly gather and record evidence in the pursuit of their goal and share their learning throughout the year. These goals, actions developed, evidence gathered and outcomes regarding the attainment of these goals are all stored on the College's Teams facility.

The staff Professional Development Days held in January, April, July, and December provide an opportune time for Preschool to Year 12 initiatives, including both teaching and nonteaching staff at various times.

Professional Development opportunities incorporated a range of activities and presentations including an Induction Program for new staff and Leadership Development. The Middle Leadership team worked on developing a Behaviour Support direction for the College, which aligned with the Anglican nature of the College. All staff undertook mandatory Child Protection training (online through the AISNSW). Mandatory training also occurred in Emergency Procedures and Hazard Reporting and other WHS requirements and wardens were trained (or updated) in the use of fire extinguishers. Teaching staff were also updated on the changed procedures for NCCD funding and processes involved in developing IEPs for students by the Head of Learning Support.





## THEME 6

# WORKFORCE COMPOSITION

SCHOOL STAFF 2021	NUMBER OF TEACHERS
Teaching staff	64
Full-time equivalent teaching staff	61.8
Non-teaching staff	27
Full-time equivalent non-teaching staff	24

\*At present there are no indigenous staff.

THEME 7

**STUDENT  
ATTENDANCE AND  
RETENTION RATES  
AND POST-SCHOOL  
DESTINATIONS IN  
SECONDARY SCHOOLS**

## ATTENDANCE RATES

YEAR GROUP	NO. SCHOOL DAYS FOR WHOLE YEAR GROUP	NO. OF PRESENT DAYS	% OF PRESENT DAYS
K	13376	609	95.4
1	12025	368	96.9
2	14498	630	95.7
3	12810	493	96.2
4	11289	648	94.3
5	12860	612	95.2
6	10366	737	92.9
7	11712	875	92.5
8	8537	745	91.3
9	11150	955	91.4
10	11116	1360	87.8
11	5307	675	87.3
12	7684	584	92.4
Whole School	142721	9291	93.5





THEME 8

# ENROLMENT POLICY

## 1. SCOPE

Bishop Tyrrell Anglican College has high expectations of both parents and students. Students are expected to behave in a manner that brings honour to the College and to be fully involved in all areas of College life. Parents are expected to support the College by supporting the college philosophy and ethos, upholding all the College policies by adhering to them and speaking well of them at home, including uniform and discipline policies, paying College fees and committing themselves to being involved with college community events and interviews with teachers.

The purpose of this policy is to provide a safe and secure environment for students, staff, and visitors and to meet the compliance guidelines.

## 2. STUDENT PROTECTION

Bishop Tyrrell Anglican College supports the rights of children and young people and is committed to ensuring the safety, welfare and wellbeing of students. This commitment includes the provision of a safe and supportive learning environment for all students and requires all employees, volunteers and visitors to model and encourage behaviour that upholds the dignity and protection of students from harm.

## 3. DOCUMENT OBJECTIVE

This Enrolment Policy and Procedures sets out how Bishop Tyrrell Anglican College manages the Colleges enrolment of Students, to ensure that the whole process is a smooth transition for the new student into the College environment.

The College may, from time to time, review and update this Enrolment Policy and Procedures to take account of new laws and technology, changes to the College's operations and practices and to make sure it remains appropriate to the changing College environment.

## 4. DEFINITIONS

For the purpose of this Policy, the following definitions apply:

**The College** mean to Bishop Tyrrell Anglican College.

**NASC** means Newcastle Anglican Colleges Corporation.

## 5. CONDITIONS OF ENROLMENT

### 5.1 Students and Staff

Bishop Tyrrell Anglican College has a duty of care for the safety of all building occupants it is imperative that staff and Management know how to safely implement the correct procedures during an emergency. Identifying specific risks and hazards to your building and/or occupants are a major part of this implementation and management process. Once identified, the best possible mitigation and procedural strategies can be initiated for both prevention and response.

### 5.2 Application For Enrolment

All enrolment applications are to be completed by the potential Parent or Gaudian on behalf of the student. The application will include the agreement and highlight the conditions of enrolment.

- 1) In this Application for Enrolment, "College" means the Bishop Tyrrell Anglican College and where the context permits, the Principal, and "my child" means the child referred to on the page overleaf under the heading "Personal Details" being the child in respect of whom this Application is made.
- 2) I/We understand and agree that:
  - a. My child may be required to undergo an entrance examination and that no warranty or undertaking has been given by or on behalf of the College that this Application will be accepted.
  - b. My child must abide by the College Rules and College Policies in force from time to time as interpreted by the College and

- be involved in co-curricular activities as outlined by the College. The continued attendance at the College is at the absolute discretion of the Principal.
- c. The College reserves the right to expel, suspend or take any other disciplinary action thought appropriate by the College in relation to any child whose attitude, progress or behaviour is not, in the College's opinion, conducive to the welfare of that child or the College.
  - d. If the College or the Principal believes that a mutually beneficial relationship of trust and cooperation between a parent and the College has broken down to the extent that it adversely impacts on that relationship and/or the College, and the welfare of the child, then the College, or the Principal may require the parent to remove the child from the College. In this case no remission of fees will apply.
  - e. The College reserves the right to amend its academic and other programmes and this may include the right to discontinue teaching subjects and other programmes.
  - f. These Conditions of Enrolment may be amended at any time at the discretion of the College. Any amended Conditions of Enrolment shall be published on the website maintained by the College and shall apply after one full term's notice.
  - g. Prior to accepting a place at the College I will disclose all information about my child that relates to details of special circumstances of my child that may need to be taken into account by the College such as medical conditions, special gifts or talents, special needs, psychological test results or English as a second language.
- 3) In the event of injury or illness to my child necessitating urgent hospital and/or medical treatment including injections, blood transfusions, surgery and the like, and if the parent or guardian is not readily available to authorise such treatment, I/we authorise the Principal or, in his absence, a member of the College staff, to give the necessary authority for such treatment without the College, or such person, incurring any legal liability to the parent, guardian or pupil in so doing. I/We indemnify the College, its employees and agents of all costs and expenses arising directly or indirectly out of such treatment
  - 4) I/We agree to the following conditions:
    - a. To lodge with the College, an entry deposit of such amount as the College has determined as being applicable for the calendar year in which entry to the College is sought for my child. The deposit and any income it may earn may be invested or otherwise used as the College, in its absolute discretion, determines. No interest shall be payable by the College in relation to the deposit.
    - b. All College Fees at the scale determined and published by the College from time to time are payable and will be paid by the fourth Friday of each term, or as otherwise agreed to by the College, upon an account being furnished by the College. All other College expenses incurred by my child whilst enrolled at the College shall be paid by the date nominated by the College.
    - c. Where any account has not been settled by the fifth week of term, unless special arrangements have been made, my child may be suspended from the College until it is paid. Notwithstanding such suspension or other arrangements for payment permitted by the College, the liability to pay the account shall not be reduced. The College reserves the right to charge interest and an administration charge on outstanding accounts.
    - d. One full term's notice shall be given in writing of withdrawal of my child from the College, otherwise one term's fees become payable in lieu thereof (except in the case of expulsion for reasons other than non-payment of fees).
    - e. The deposit will be refunded, after my child has left the College, upon written application within twelve months of my child leaving the College. Part or all of the deposit may be retained to offset any outstanding monies owing to the College



or its Agencies. Any deposit not claimed within twelve months of my child leaving the College, will be accepted as a gracious donation to the College.

- f. Each parent, or guardian as the case may be, is jointly and severally liable for the payment of fees including any fees and costs incurred by the College in recovering or attempting to recover any unpaid amount due.

### 5.2.1 Collection notice - Enrolment Application

All online applicants must accept the following terms and conditions for enrolment to be accepted.

- 1) The College collects personal information, including sensitive information about students and parents or guardians before and during the course of a student's enrolment at the College. The primary purpose of collecting this information is to enable the College to provide Schooling for your son/daughter.
- 2) Some of the information we collect is to satisfy the College's legal obligations, particularly to enable the College to discharge its duty of care.
- 3) Certain laws governing or relating to the operation of Colleges require that certain information is collected. These include Public Health and child protection laws.
- 4) Health information about students is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about students from time to time.
- 5) The College from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other Colleges, government departments, medical practitioners, and people providing services to the College, including specialist visiting teachers, sports coaches and volunteers.
- 6) If we do not obtain the information referred to above we may not be able to enrol or continue the enrolment of your son/daughter.
- 7) Personal information collected from students is regularly disclosed to their parents or guardians. On occasions information such as academic and sporting achievements, student activities and other news is published in College newsletters, College's website and other similar publications.
- 8) Parents may seek access to personal information collected about them and their son/daughter by contacting the College. Students may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the College's duty of care to the student, or where students have provided information in confidence.
- 9) As you may know the College from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the College's fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
- 10) We may include your contact details in a class list and College directory. If you do not agree to this you must advise us now.
- 11) If you provide the College with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the College and why, that they can access that information if they wish and that the College does not usually disclose the information to third parties.

### 5.3 Discrimination Act

We adhere to the Discrimination Act. We do however, have a level or prioritising

of applications giving preference to staff, sibling(s) already at the College and then in order of date of the receipt of the application form. While the application form does allow preference to be given to families who are to demonstrate an ongoing Christian church attendance, this has not been applied to date.

#### 5.4 Students Withdrawing

Written confirmation of a student leaving the School is sought from parents providing a terms notice in terms 1 and term 4 in all other times 4 weeks notice is required. If the student is of the age range of compulsory schooling requirement, future school of attendance is sought. If not forthcoming, the Registrar (or person responsible for enrolments) will inform the Principal and he will ensure that the Home School Liaison Officer at the local Department of Education and Training is informed within 7 days of the Principal being notified.

#### 5.5 International Students

The College is registered through CRICOS [Commonwealth Register of Institutions and Courses for Overseas Students Number 03329F] to receive and educate international students.

The College has a number of policies to support, protect and guide international students in their studies from Kindergarten into Year 12. All students entering the College undergo a literacy and numeracy assessment. Upon interview and induction parents and students will be informed of the guidelines required to assess a student's academic level and the point of level of entry at the College. This too will apply to international students.

Part of the enrolment interview process requires parents and students to supply reports from previous educational bodies to assist the understanding of the academic level of the enrolling student. If required, the Learning Support Coordinator will be engaged to support the literacy level of the enrolling student. This may involve ESL support.

The College has a practice of informing staff of the skills and academic level of all students entering the College. This same process will be undertaken for international students.

The College has protocols for the induction of all students where they are assigned a student buddy and a Pastoral Teacher as a mentor. All new students are introduced to the respective House Coordinator. The induction process includes ongoing contact with parents and students to ensure the initial settling in period is sound and stable. The International Student policy has a specific induction process for all international students. As with all students there is an ongoing monitoring process to assess a child's academic and Pastoral development.

## 6. ENROLMENT PROCESS

### 6.1 Documents

The following process is intended to clarify and define the expectations of key Administrative Staff in the enrolment process. It should be remembered however, that all members of staff have an important role in the public image and hence the reputation of our College.

Parents that enquire about enrolment at Bishop Tyrrell Anglican College are given the following information pack and contact details from the College Registrar.

- Prospectus
- Application for Enrolment
- 2012 Financial Information
- K - 12 Parent Hand book
- Uniform Purchase Order
- A copy of The Bulletin

Please note that for Kindergarten entry, the child must turn four years of age on or before 30 June in the year of entry.

### 6.2 General Enquiry

For a General Inquiry (yet to submit an Application for Enrolment Form):

- a. Discuss all potential enrolments with prospective parents;
- b. Send them the appropriate documentation, and,

- c. Invite them to attend the College for a Tour
- d. Prospective parents should complete the online 'Application for Enrolment'

### 6.3 Application Fee

An online Application for Admission form should be completed for each child and the Registration Fee of \$110 per child (including GST) which is non-refundable is to be paid. A copy of the child's last two reports.

### 6.4 Confirmation of Enrolment

Upon registration being confirmed, the College Registrar should enter all appropriate data into the student management database, in preparation for potential enrolment.

It is important to note that the completion of an Application for Admission form and payment of the Application Fee does not guarantee a place at the College. Places will be offered subject to the outcome of an interview with the Principal.

### 6.5 Interview

Following receipt of an Application Form: an Interview with Head of Junior or Deputy Principal and Tour:

- a. A time will be arranged for the parents and child to meet with the Head of Junior or Deputy Principal.
- b. At the interview with the Head of Junior or Deputy Principal parents should accurately represent the needs of their child as evidenced through previous Schooling, assessments and observations to obtain an accurate understanding of the child's learning profile, academic and social development.
- c. The Head of Junior or Deputy Principal takes interview notes then make a recommendation in respect to enrolment. This should be done immediately following the interview if possible, so that the consideration of an offer may be given whilst parents are present at the College.
- d. The Head of Junior or Deputy Principal will verbally confirm the status of any offer to

parents, the College Registrar is informed and a letter is sent to the parents.

- e. Upon the completion of the interview parents and accompanying children are invited to attend a tour of the College.

### 6.6 Offer Acceptance

Parents accept the offer of a place by returning to the College the documentation requested in the Letter of Offer, signed policies and Student code of Conduct.

A non-refundable Enrolment Fee of \$750 for the first child plus \$250 for each second and subsequent child is required to be paid at this time. Please note that despite the Letter of Offer being sent, the enrolment is not confirmed until the requested documentation and Enrolment Fee are received by the College.

The College Registrar should then maintain the file until the offer of enrolment is accepted or declined. It should be noted that the offer of enrolment is generally for a period of 14 days. If no advice has been received from a prospective family within this timeframe, the College Registrar should contact the family to be advised of their intentions with respect to the offer of enrolment.

### 6.7 Confirmation of Offer

If an offer of enrolment is confirmed, the NASC should be informed so that the Enrolment Fee may be collected. Following the receipt of all required monies the file is to be completed, provided to the Deputy Principal for the purposes of timetabling, and then stored in the files within the Administration area for access at a later date.

Following acceptance of an offer, the following information should be recorded on the College's electronic student management database:

- a. Student's legal name, place of residence and date of birth
- b. Details of any legal provisions for care, welfare and development of the student
- c. Country of residence of student, and if applicable, the right to reside in Australia
- d. Contact information to be used in an emergency



- e. Details of any disability
- f. Any ongoing medical conditions (if any condition exists that impedes a student's progress or maybe pertinent to safety, an action plan is to be developed with relevant personnel).
- g. Full family details.

### 6.8 Confirmation of Offer

If an offer of enrolment is not accepted, this should be diarised in the file and the file archived for reference.

### 6.9 Student Transfers

When students transfer from another school a Transfer Note is emailed to the previous school once they have commenced at Bishop Tyrrell Anglican College.

## 7. FINANCIAL INFORMATION

### 7.1 Tuition Fees and Charges

The Financial Information leaflet setting out the tuition fees and charges, discounts and conditions for the payment of accounts should be read in conjunction with the above information.

### 7.2 Fee Table - Primary & Secondary

Pricing Policy: All of our prices are in Australian dollars (AUD) and include GST (Goods and services tax) as of 1st January 2022. Enrolment fees are regularly updated when fee changes occur.

	ANNUAL TUITION	ANNUAL RESOURCE ACTIVITY LEVY	TOTAL ANNUAL EDUCATION FEE
Kindergarten - Year 2	\$6,044	\$888	\$6,932
Year 3 - 6	\$6,424	\$1,172	\$7,596
Year 7 - 8	\$7,864	\$1,524	\$9,388
Year 9 - 10	\$7,920	\$1,524	\$9,444
Year 11 - 12	\$8,904	\$1,524	\$10,428

## 8. POLICY MANAGEMENT

### 8.1 Responsibilities

In accordance with responsibility for the College compliance, the Principal also retains responsibility for this policy and all delegated authorities within.

All employees are responsible for the welfare of students and their colleagues. All employees should be familiar with this policy and ensure adherence is maintained at all times. This responsibility cannot be delegated.

### 8.2 Policy Adherence

Adherence to this policy is a mandatory requirement of all College employees. Breaches of the policy will be subject to formal investigation and may lead to disciplinary action.

### 8.3 Review

This policy will be reviewed annually, or when legislative or governing body changes may warrant a review. The Principal reserves the right to make changes as and when required. The Principal or the Principal's delegate is responsible for reviewing or making approved modifications to the policy and distribution of the policy.

THEME 9

# OTHER SCHOOL POLICIES

The College has a comprehensive list of policies and procedures that are available on the for parents on the internet. The policies listed below were reviewed during 2021 by the Deputy Principal and Principal. All policies were reviewed and updated in line with the NESAs Registration Guidelines 2021.

- Anti-Bullying Policy
- Buildings and Premises Policy
- Child Protection Policy
- Complaints Handling Policy
- Critical Incident Policy
- Anti-Discrimination Policy
- Harassment Policy
- Inclusion Policy
- Pastoral Care Policy
- Privacy Policy
- Sick Bay Policy
- Supervision of Students Policy
- Whistle-blower Policy





THEME 10

# SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

## School determined priority areas for improvement

PRIORITY AREAS FOR IMPROVEMENT	IMPLEMENTATION GOALS FOR 2023
Junior School Cocurricular Program	<ul style="list-style-type: none"> <li>• Finalisation of the findings of the Working Group recommendations regarding an expanded Cocurricular Program</li> <li>• Final liaison with key stakeholders</li> <li>• Design marketing plan to inform community</li> <li>• Design appropriate structures to ensure high quality delivery</li> </ul>
Sustainability and partnerships	<ul style="list-style-type: none"> <li>• Finalisation of the findings of the Working Group recommendations regarding an environmental and sustainability leadership within the Newcastle community</li> <li>• Collaboration with NASC to launch the project</li> <li>• Communication with College community to ensure that all stakeholders are involved</li> <li>• Collaborate with external stakeholders to develop viable and long-lasting partnerships</li> </ul>
ICT in teaching and learning	<ul style="list-style-type: none"> <li>• Finalisation of the findings of the Working Group recommendations regarding an further development of best practice in digital pedagogy</li> <li>• Liaise with NASC ICT to ensure best practice regarding purchasing</li> <li>• Form STEM advisory group at the College to inform the Senior Executive of appropriate platforms</li> <li>• Develop a P-12 STEM strategy to ensure the best professional learning and implementation</li> <li>• Review all ICT in learning spaces to ensure collaborative approach with all internal stakeholders</li> </ul>
Community engagement	<ul style="list-style-type: none"> <li>• Finalisation of the findings of the Working Group recommendations regarding a community engagement plan</li> <li>• Devise a Community Engagement Calendar of events to ensure appropriate connection with the College community</li> <li>• Ensure that the calendar is all-encompassing of the K-12 community</li> <li>• Ensure opportunity for parents/carers are welcomed to the site</li> </ul>
P-12 Student Wellbeing Framework	<ul style="list-style-type: none"> <li>• Finalisation of the findings of the Working Group recommendations regarding P-12 Wellbeing Framework</li> <li>• Map the wellbeing curriculum P-12</li> <li>• Devise a framework that is uniquely Bishop Tyrrell Anglican College in nature and focus</li> <li>• Align to NASC requirements</li> <li>• Ensure quality proactive and reactive processes and policies</li> </ul>
Focus on the LPA approach and setting specific goals	<p>There was a specific focus on students starting the process of setting learning goals for themselves to assist them to build their self-efficacy. Staff participated in professional development to further improve their understanding of how to use LPA language and strategies to assist student achievements.</p>

PRIORITY AREAS FOR IMPROVEMENT	IMPLEMENTATION GOALS FOR 2023
Review and update policies and procedures as needed to remain compliant	<p>The following policies were updated:</p> <ul style="list-style-type: none"> <li>• Anti-bullying policy</li> <li>• Complaints policy</li> <li>• Discipline policy</li> <li>• Privacy policy</li> <li>• Student attendance policy</li> <li>• Child protection policy</li> </ul>
Positive psychology and student wellbeing – best practice	<p>Our student focused wellbeing Flourish framework was developed. This framework is based on the principles of positive psychology:</p> <ul style="list-style-type: none"> <li>• Positive emotions</li> <li>• Positive relationships</li> <li>• Positive connections</li> <li>• Positive health</li> </ul>
K-12 Learning Power Implementation Framework	<ul style="list-style-type: none"> <li>• Finalisation of the findings of the Working Group recommendations regarding the implementation of the K-12 Learning Power Approach</li> </ul>
Staff wellbeing	<ul style="list-style-type: none"> <li>• Finalisation of the findings of the Working Group recommendations regarding a proactive staff wellbeing culture</li> <li>• Implement a P-12 staff wellbeing framework in line with best practice</li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li>• Finalisation of the findings of the Working Group recommendations regarding an exceptional staff learning culture</li> <li>• Implement a P-12 staff professional learning framework in line with best practice</li> </ul>
Service culture	<ul style="list-style-type: none"> <li>• Finalisation of the findings of the Working Group recommendations regarding a Service-Learning Program</li> <li>• Embed findings into P-12 curriculum and wellbeing frameworks</li> <li>• Investigate the viability of Duke of Edinburgh Program</li> </ul>
House culture and student engagement	<ul style="list-style-type: none"> <li>• Finalisation of the findings of the Working Group recommendations regarding an expanded student culture and House focus</li> <li>• Explore ways in which to further develop House culture</li> <li>• Review student leadership structures and opportunities</li> </ul>
Learning spaces	<ul style="list-style-type: none"> <li>• Finalisation of the findings of the Working Group recommendations regarding an initial Master Plan for 21st century learning spaces</li> </ul>



THEME 11

# INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY



**Bishop Tyrrell Anglican College seeks to shape students' understanding of respect and responsibility daily. We are a compassionate and engaged Christian community where students are cared for, challenged and enriched.**

The Christian foundation of the College shapes the moral and spiritual development of each child and provides an ethos that values diversity, respects individual difference and recognises the importance of service to the wider community. Our Chapel and Assembly programs in both Junior and Senior Schools are integral to this core tenet of our College. Students engage meaningfully with the teachers and peers through these programs to explore the values of respect and responsibility through the Christian symbols, rituals and stories that shape and impact on their lives.

Values and attitudes are shaped at an individual, group and whole College level. In this way, Bishop Tyrrell Anglican College builds a respectful and responsible culture and supportive school environment for all. The College implements policies and programs that nurture a safe and secure environment where each individual feels valued and connected. The College strives to develop young adults of character and principle who have a strong sense of respect for self and others, with high levels of integrity and responsibility in their conduct.

Our goal at Bishop Tyrrell Anglican College is to foster these high levels of respect and responsibility in our students so that they learn the value of contribution to a common good, and the of understanding and addressing global challenges. Through projects that explore different learning partnerships, pedagogical practices, learning environments, and with the aid of digital technology, students develop a deeper understanding of how our values of learning, leading and serving are applied in daily living.

In 2021, students and staff were faced with the challenge of embedding the values of respect and responsibility while teaching and learning online. Despite the obvious challenges inherent in this approach, staff were committed to ensuring that as many of these projects as possible were offered. The College engaged its young learners across both Junior and Senior Schools in initiatives that focused on real-world global problems or issues like kindness, environmental conservation, self-care through the pandemic, inclusion, reconciliation and helping refugees and homeless people.

As well, a range of wellbeing programs were employed to support the College's vision, mission and values. The College values of faith, respect, pursuit of excellence, collaboration and opportunity are embedded in a range of P-12 programs covering teaching and learning, Pastoral Care, community service, student leadership, student management, peer support, personal development, sport, co-curricular activities, student onboarding and induction processes, and affirmation and reward systems.

Service learning at Bishop Tyrrell Anglican College aims to develop character and values by providing opportunities for students to learn and lead through service. Operating at the whole-school level, service learning opportunities are age and stage appropriate, and they establish a pathway that promotes understanding and student development and encourages them to put their hand up to help those around them. Service learning works to bring the College closer to the community by providing guided learning experiences for students while actively serving the community. While this was undoubtedly more difficult to deliver online, digital technologies were employed to ensure that this important aspect of learning at Bishop Tyrrell Anglican College was maintained, and in some cases, enhanced.

THEME 12

# PARENT, STUDENT AND TEACHER SATISFACTION





## PARENT AND STUDENT SATISFACTION

Bishop Tyrrell Anglican College is committed to listening to the views and expectations from its key stakeholders and in 2021 this was even more essential as the college came to grips with the second year of the pandemic. This consistent and timely feedback assists the College Executive with its operational and strategic planning and its determination to continually improve the quality of educational experience offered to the students.

In 2021, all families leaving the College were surveyed to allow for the sharing of information regarding their reasons. This data is used by the College Executive to inform practices and evaluate programs. All Year 12 students complete an exit survey, and this data is also used as a reflective tool for staff and to direct practice and evaluate current practice in line with the feedback received.

Bishop Tyrrell Anglican College is committed to developing connectedness through the student interactions across and within year groups. In 2021, interactions across year levels were further minimised and so continued utilisation of alternate methods of connection were implemented, including online support meetings and more Year Group specific peer support. The College House system, Wellbeing Programs and extensive Cocurricular programs are all examples of initiatives which enhance student connectedness and belonging to the College community, although these too had to be modified in 2021 to meet with the requirements of the NSW Public Health Orders that were in place.

Students reflect on their commitment to, and achievement in, each subject and their learning goals. Students also set learning goals for the following semester and commit to an action plan that is shared with their Tutor. This allows for a symbiotic reflection process to occur and allows for the Tutor and the student to work collaboratively on improvement plans. All parent-teacher meetings were conducted via Microsoft Teams, and this has continued to be perceived as a successful format.

During 2021 stakeholder engagement was provided through the participation by the community in an Association of Independent Schools Perspectives Survey which provided data on reputation, teaching and learning, student wellbeing, community, and the college environment. The information provided by this survey will assist in the development of new strategic and master plans for 2023 and beyond.



## TEACHER SATISFACTION

The commitment and professionalism of the College staff is widely recognised within the College community and reflected in the excellent pedagogy, learning, cocurricular and wellbeing programs. This was severely tested in 2021 as the pandemic continued to have a negative impact on teacher wellbeing and the stress associated with this. Heightened levels of risk management, the need for further differentiation, extensive requirements for the monitoring and maintenance of student wellbeing and the need for further training to teach online all had a significant impact on teacher satisfaction. The staff at Bishop Tyrrell Anglican College were professional and caring in all that they undertook and rose to the occasion to look after their students their professional families and themselves.

At the heart of our professional learning strategies is an intentional practice of providing opportunities for the professional growth of staff. All professional learning is designed to provide staff with an opportunity to build connections with existing staff through mentoring and supervisor contacts, work toward building capacity and shared values and vision. A range of staff wellbeing initiatives continued to provide support to teaching and support staff, generating a level of professional satisfaction and a desire to continue to support the mission, vision and values of the college.

In 2021, Bishop Tyrrell Anglican College concluded its involvement in the AISNSW New Pedagogies in Deep Learning program and began the process of moving to the Learning Power Approach designed by Professor Guy Claxton. This is in line with the other schools within the Anglican Diocese of Newcastle.

In 2021, the teaching and support staff continued to set goals, develop actions, and gather evidence to support the attainment of these goals to ensure a continuum of learning and professional development. Goals were set in alignment with the AITSL documentation and faculty/stage plans. Staff collaborated in faculty and stage-based teams and engaged in reflective practice in the pursuit of shared and personal goals focused on 2021 College priorities.

Our NASC group of schools have a biannual commitment to participating in the AIS Perspectives survey. Results from this survey will be shared with our school communities through the Annual Report.



THEME 13

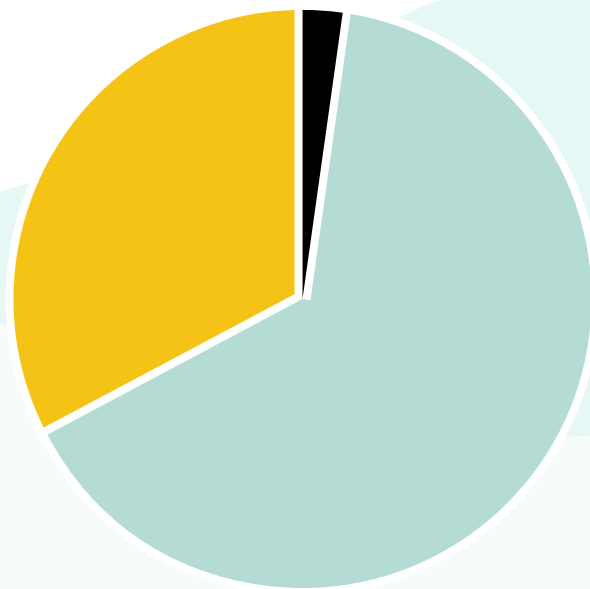
# SUMMARY OF FINANCIAL INFORMATION



### Recurrent/Capital Income



### Recurrent/Capital Expenditure



50.7% Commonwealth Recurrent Grants

33.7% Fees and Private Income

15.6% State Recurrent Grants

65.1% Salaries, Allowances and Related Expenses

32.6% Non Salary Expenses

2.4% Capital Expenditure







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