



BISHOP TYRRELL

ANGLICAN COLLEGE



Annual Report 2016

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Community Engagement and Partnerships

School Context

Located in Fletcher, Newcastle, Bishop Tyrrell Anglican College is a non-selective co-educational independent school that offers children the opportunity to complete their entire education journey (Preschool to Year 12) on the one campus. We accept and encourage students of many backgrounds and walks of life to become equipped for life by a distinctive education for the heart, mind, body and spirit. Our founding vision of a Christian learning community remains core and is embedded in the fabric of the College as we strive to inspire students to learn, lead and serve in a caring, Christian environment.

Our values-based education philosophy ensures the College consistently produces graduates of outstanding character who aspire to make a positive difference in the world. A Bishop Tyrrell education is a gift for life — an education that empowers students to learn for life, lead for life and serve for life.

We are committed to developing a culture of high expectations that nourishes the development of creative, confident, accomplished young men and women. We acknowledge the importance of student engagement, of challenge and active learning opportunities. Learning experiences are increasingly personalised—shaped in response to the students' stages of development rather than their age or year level.

Bishop Tyrrell students are encouraged to develop a 'growth mindset', understanding the diverse and dynamic nature of intelligence. They all need security, support, and confidence in themselves and belief in the power of their own commitment to learning.

Our whole-College care and wellbeing curriculum and approach to learning is based on Christian values, and emphasises our model of Christian leadership, character development, peer relations, the caring classroom and service learning.

Message from the Chairman of the College Board

We have achieved a great deal together in the last two years at the College. We have reviewed and realigned many significant areas of College life in our quest to deliver to our children the finest education possible. We have worked together to develop:

- Our Strategic Intent to help us to define who we are, what we aspire to become and what it is we wish to achieve as a community over the next 5 years,
- Our Operational Plan to help us put this strategic intent into practice in a very practical sense
- Our Master Plan to help us develop the physical environment to support the educational vision behind the strategic intent.

Why have we gone through this process? Together, these documents help us to define our vision for the future here at The College. We need to have a shared understanding of what it is that we are all working together to achieve. To develop this corporate identity, we should first understand the expectations of our community as to what it is that we will deliver. We also need a clear picture of the context in which our school operates.

Koichiro Matsuura, the Director-General of UNESCO, wrote in June 2000 that "Basic education denotes the minimum skills and knowledge needed in order to be able to make a full contribution to one's environment and to be in control of one's life. In an increasingly interdependent world, the contents, and therefore the very notion of "quality", of basic education are evolving. It can no longer be reduced to learning reading, writing and arithmetic. It must also teach individuals to be, to do, to learn and to live together."

In saying this, Mr Matsuura was articulating something which schools like ours have long known and attempted to put into practice: that what we do as a learning community is to help the development of the whole child. In other words, it is our hope that Bishop Tyrrell students grow into fine young women and men.

2016 has been a busy year...

There has been much activity around Bishop Tyrrell this year.

Following many meetings of the Board and also with the architects engaged, Schrieber Hamilton, detailed planning for a Primary School Building was finalised and construction commenced in 2015. At the end of June 2016/early July 2016, the new building was completed with fifteen new classrooms, new toilets, staff rooms, storage rooms and an outdoor learning area.

Along with many of the College community, I attended the Christmas Carols at the College and saw the benefit that the wider College had of the tiered outdoor learning area adjacent to the buildings. This building will allow for growth into the future over the next five years.

Next year, including the pre-school, there will be approximately 840 students enrolled at Bishop Tyrrell.

The number of students accommodated by the OOSH Program has grown from 40 to 75, with that program running Mondays to Fridays from 7.00am to 6.00pm and also with a Vacation Care Program.

The Pre-school enrolments increasing to the level that we have a 100% enrolment with no vacancy and going into 2017 actually have waiting lists on some days of the week already;

The College Leadership Team, led by our Principal, Mr Peter Moulds, in conjunction with the Board, have overseen further developments:

1. The removal of the old locker room for boys and the creation of a Technology Room with a laser cutter to be used by Technology and Visual Art students;
2. The construction of an adventure play area at the pre-school;
3. The repair of the bridge that connects the College from the Long building to Maryland Drive;
4. Repairs to the bitumen and carpark area of the College, the trimming of trees around the administration building;
5. The repair of the footpaths, the unblocking of drains;
6. The construction of Basketball and Netball courts.





Significant developments also occurred in Communication and College Structure:

1. A new learning management system became operational. This has manifested itself in the following manner:
 - a. Real time reporting to students and parents rather than having an end of semester report;
 - b. Online access by parents and students, 24/7, to the learning platform with the wider capacity to use that platform for communication on projects at the College;
2. The establishment of a Learning Framework and Service Framework;
3. Self reporting by students in the secondary school;
4. The establishment of policies and procedures which makes life predictable and clearly understood by all at Bishop Tyrell;
5. Leadership training for students has been instituted to help students develop as leaders in a structured and deliberate manner;
6. Online ordering for the canteen has also made life easier for parents and students;
7. Our bus service was reviewed and outsourced in a manner that provides a better service.

In 2017, a College App will be released which will provide a simple way of contacting the College.

2016 has been a busy year!

I am pleased to be able to say that all grant management and construction that has been conducted during 2016 has come in within budget and is a credit to all those involved. One only has to stroll around the grounds of Bishop Tyrell to see the manner in which the College has developed, the symmetry that now exists and the additional facilities that have been provided. Yes, those works have caused dislocation and I wish to thank the College community for its patience and support during that disruption.

In 2017 the Board, in conjunction with the Leadership Team, will be planning for the development of the College into the future.

We are dedicated to providing for you and your children a Centre of Learning that is recognised throughout the Newcastle community, the State and wider afield.

I close with 'Thank You' to Mr Moulds and the Leadership Team, to the teachers, staff and students and to you, parents and families of our students. Bishop Tyrell Anglican College is a wonderful institution. I am proud of it.

Thank you for your support.

Warwick Gilbertson
Chair of College Board



Message from the Principal

Striving for a Better Tomorrow

Poet and essayist Ralph Waldo Emerson wrote that “progress is the activity of today for the assurance of tomorrow.” Everywhere you turn across the campus of Bishop Tyrrell Anglican College, there is improvement, planning, innovation and passionate teaching and learning. The College is a complex and developing educational institution. At Bishop Tyrrell Anglican College we are committed to being hospitable to all, regardless of wealth, ability or culture. We embrace a philosophy and work ethic that values effort. We recognize that innovation and problem solving are at the heart of our pioneering spirit. We encourage an acute sense of humility, service and compassion. We seek to faithfully honour our mission through the teaching and exploration of the Christian gospel and its inherent values. Above all, we believe in the potential of young men and women.

It is an extraordinary time to be young, and it is our challenge to provide an extraordinary education for the young. As we prepare our students in every way possible to be citizens of the global environment, to be contributors to it and to believe that they can make a difference, we seek to ensure that Bishop Tyrrell Anglican College is as open as possible to the world and offers all of our students the widest possible range of opportunities.

One College, One Future

Bishop Tyrrell Anglican College continues to challenge, equip and encourage students to acquire a transformational world view, and to develop a generous spirit as well as a steely determination.

At the College, students’ progress from managing their own lives, to making a significant difference in the lives of others through active participation in the diverse programs offered in the College community: precursors to participating in and serving the wider local, national and international community as adults.

The College’s educational program continues to be comprehensive in that it caters for the great diversity of students’ learning needs. It treats them as individuals, supports their learning in a challenging and inspiring team culture, and helps them to consider what they can do for the world as well as what they may need from it.

Looking to the future, the Board and staff have a real sense of mission about what we do, and to be part of that mission is as exhilarating as it is rewarding. Today we share in that vision, and it is our task to carry it within our hearts in perpetuity for the next generation of young men and women.

2016 involved significant planning and management of key building projects, timetable preparation, staffing allocation and induction of new staff and our new management model for the College. Construction was completed on the new state-of-the-art Primary building, on the new Sporting Courts and on the new Covered Outdoor Learning Area outside of the Long Building. Constructions of a Rugby/Soccer Sporting Field commenced over the 2016/2017 Christmas holiday period and the College Master Plan is springing to life. We are determined that all our new and future facilities will be of the highest quality, reflecting our quest for excellence and our learning philosophy.

The College’s new leadership team has afforded the College the opportunity to review and implement a leadership model that captures our strategic vision for a unified College model with three distinctive phases – Preschool, Primary and Secondary. The significant and comprehensive refinement and definition of our College’s leadership and management structure, aims to align each phase more closely with our Strategic Plan.

2016 has been defined by our striving to achieve a deep sense of clarity concerning who we are, what defines our philosophy and practice, and how we strengthen and embed the Bishop Tyrrell brand in the hearts and minds of our immediate and extended community.

Bishop Tyrrell Anglican College in the years ahead will continue to establish aims designed to:

1. offer a challenging and inspiring high quality teaching and learning experience which leads students’ to develop an interest in academic work and achieve outstanding results;
2. ensure an involvement by all students in a wide range of sporting and co-curricular activities, delivered to a higher level than that achieved at most other schools and leading to personal fulfilment and the development of life-long interests;
3. promote life skills including the ability to write and

speaking well, to foster the human qualities necessary for people to flourish within a community, and to encourage students to develop qualities of leadership;

4. develop an understanding and appreciation of the spiritual dimension to life, and particularly, to find inspiration and hope in the Christian beliefs and values that are reflected through our Anglican perspective;
5. encourage a social conscience through respect, compassion and the pursuit of justice; and
6. have a strong relationship with other schools and learning agencies in the local community, New South Wales, Australia and abroad.

Strategic priorities have been carefully constructed to ensure that the first priority across the College is the development of teaching and learning strategies to improve, even further, the students' academic performance. Implementation of these strategies is currently in the hands of the Director of Academics, Director of College Improvement and Heads of Department. The system of Tutors and Heads of House is very well managed and contributes to a much admired and valued network of care and wellbeing.

Final Comment

The strength of relationships, the sense of belonging and personal value, and the recognition and celebration of the students' many gifts and talents, serves to create a memory and affection for friends, staff and the College community.

With many new challenges before us, we are confident we have the vision and the leadership team to move confidently into the future. I wish to record my sincere appreciation for the work of the College and NASC Boards, staff, parents, and students of the College for their continued encouragement and support during the course of the year.

I congratulate the many students and staff on their many successes during the 2016 academic year, and wish the class of 2016 our very best wishes and every blessing for the future. To the families, individuals and organisations who have supported our College in 2016 through the sharing of expertise, financial gifts and donations, loyal service, and sheer enthusiasm, thank you for your

foresight and for ensuring that Bishop Tyrrell Anglican College will continue to inform and create the future. Leadership, Character, Spirit — these are the elements that will always be richly mixed in the hearts and minds of a Bishop Tyrrell child. I trust these qualities will be evident to all who have the privilege to meet and enjoy the company of a Bishop Tyrrell child today and in the years ahead.

Learn, Lead and Serve.
Peter Moulds
Principal





IN-FRI

SEIZE THE DAY
BISHOP TYRELL AUSTRALIA

SEIZE THE DAY
BISHOP TYRELL AUSTRALIA

COLLEGE CAPTAIN

CONDUCTOR

SENIOR

LEADER

Message from the College Captains

In November 2016, our Year 12 cohort sat the final of our HSC exams. After the exams were completed, an immense feeling that cannot quite be described washed over us all; elation, confusion and joy as one chapter closed and another story opened itself up to be read.

There are so many people in our Bishop Tyrrell Community that go above and beyond every single day and are instrumental in our learning experiences. Our teachers, mentors, Heads of House and Year coordinators play such a wonderful part in ensuring we learn and grow with each passing day. We thank you for the lessons we learn from you in and beyond the classroom.

A very special man must be thanked for his creation of the Bishop Tyrrell spirit. We would like to pay homage to Mr. Harry Bottrill, the founding College Patron for whom our College Library is named, who sadly passed away in early 2016. He selflessly gave his time and energy to ensuring that Bishop Tyrrell became a place of joy and positivity for our staff, students and the wider community. His presence will always be felt in our school motto "seize the day", in which his legacy lives through.

The students at Bishop Tyrrell are the next generation of strong, open minded, spirited leaders that will lead humanity into the future. We could not do this without our roots at Bishop Tyrrell. Every moment spent on campus, in the classroom or in the playground, has equipped us to face all challenges head on, giving us the best chance at every success. As a school community, we thank you for embracing the good times, such as the College's inaugural Spirit Week, Youth Leadership Public Speaking Program and Mental Health and Wellbeing Day. We hope our initiatives will continue to be an ever-strengthening element of Bishop Tyrrell's culture.

Year 12 2016 elected to support the Reach Out charity and through our initiatives such as Spirit Week, Year 12 has collectively raised eight thousand dollars for Reach Out.

Reach Out is a charity that supports young people, like ourselves, through exceedingly tough times. In an average Year 12 classroom in Australia, 7 people have a recognised mental health issue, but only 2 out of those 7 will have sought professional help, one student will have attempted suicide and 70% of young people with mental health issues will never seek professional help. Reach Out aims to change this.

With our donation, Reach Out will be able to hold a workshop with up to 20 young people from all over Australia, who do not get the help they desperately need. They will be able to send resources to rural Australian high schools where their services are needed most. They will be able to reduce the stigma surrounding mental health, and redefine what it means to ask for help. Thank you to the school community for enabling us to achieve this goal.

Mikaylah Pugsley and James Wilson
College Captains 2016

Parent, Student and Teacher Satisfaction

In 2016, parents, students in key areas and all staff participated in surveys and provided input into areas such as the College vision, academic performance, care and wellbeing, professional learning, co-curricular program, communication and reputation.

Parent Satisfaction

In 2016, the College invited parents to join one of two Parent Focus Group sessions. This initiative posed targeted questions about the reasons parents select the College for their child's education and how well those expectations are met, and also focused on parent involvement and community. Feedback from each session was reviewed by participants and the College Leadership Team and then shared with staff. Following this, the Principal hosted a Parent Forum in Term 4 to present the College's strategic vision and invite discussion and feedback. There was overall appreciation of the changes enacted by the College Leadership Team to enact a vision for the College that takes it into the future.

361 families responded to a survey evaluating communication at the College. Key themes from the survey were:

- 77.6% of respondents report having both parents working, and want quick, easy access to information that connects them with what is happening in the school.
- Families have strong preferences about whom they expect to hear from: the Class Teacher, Principal and Directors of Secondary and Primary.
- 81% of respondents regard effective communication as extremely important and 92% prefer email but do not want too many of them.
- Parents want to see information split between Primary and Secondary.
- Assemblies play an important role in creating a sense of spirit and belonging.

The College has prioritised its approach and response to the feedback and enacted changes to communication based on the data provided by families.

The role of Parent Networker was introduced in 2016. Parent Networkers are a point of contact for new families, encourage and facilitate social interactions between families in each year group, liaise with the College staff about events and provide feedback. This role has been an important component in developing and encouraging ongoing communication between school and home, particularly in the Primary School.

The College hosted two regional presentations facilitated by the NSW Parents' Council 2016 Parent Engagement Project. As part of this initiative, two guest presenters spoke to parents on ways to support and motivate children in May and June. Parents who attended gave positive feedback to the presenters and encouraged the College to continue with these events in the future.

The College is committed to continual improvement to ensure that we offer the best quality educational experience to all students. In 2016, a Family Exit Survey was created and published to capture information about why families leave the College. This data will be used by the College Leadership Team to inform College practices and evaluate programs.

Student Satisfaction

Bishop Tyrrell Anglican College is committed to developing connectedness through the student interactions across and within year groups. The College House system, Care and Wellbeing program, the Years K and 5 Buddy program, Peer Support program and extensive Co-Curricular programs are all examples of initiatives which enhance student connectedness and belonging to the College community. In particular, students identify annual College events such as sporting carnivals and House events as being especially significant to them.

Secondary students completed a Student Self Reflection report at the end of each semester that is published to parents and staff. 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.

Year 12 students are surveyed at the end of Term 3 each year. The 2016 survey reported that:

- 100% of students were very satisfied or satisfied by the academic advice and assistance they received from Secondary staff.
- 80% of students were very satisfied or satisfied with the Tutor program and 88% of students were very satisfied or satisfied with the House structure.
- 93% of students were very satisfied or satisfied with the support they received from their Head of House.
- 77% of students reported being very satisfied or satisfied with their time at the College.
- Two thirds of the subject areas taught at Year 12 level obtained a 'very satisfied' rating from students.
- Student feedback identified career guidance and improved pathways to post school environments as an area for future support and development.

"This school is wonderful and has served me extremely well. I have nothing but respect for all teachers, executives and staff. Thank you for 13 years" Year 12 2016 student





Teacher Satisfaction

The College is involved in the AISNSW Embedding Excellence program designed to deepen the community's understanding of Bishop Tyrrell Anglican College's vision and goals and monitor this by gathering evidence and recording change. In 2016, staff provided input and feedback in a variety of ways as part of an emphasis on defining and developing culture and to evaluate the College's strategic vision.

Both teaching and non-teaching staff participated in a survey, attended whole school meetings and were invited to join Staff Focus Group sessions with the intent to use the data to align vision with purpose.

Areas identified as strengths by staff were:

- The professional, caring and welcoming working environment.
- The focus on a P-12 vision that also recognises the explicit differences between the three schools.
- The College's encouragement of students and family involvement.
- The College places a high priority on student wellbeing.
- Student behaviour reflects the College's ethos and high expectations.
- Staff are committed to improving the student experience as well as teaching and learning throughout the school.
- Co-curricular activities contribute positively to the culture of the College.

Staff identified changes to teaching loads, staff involvement in change management and a focus on learning support as areas for targeted improvement in the coming years.

Staff previously identified opportunities for professional learning as an area of need. In 2016, the College introduced the Appretio performance development process and platform. Staff collaborated with cross-curricula teams and engaged in reflective practice in the pursuit of a shared goal focused on a 2016 College priority. In addition, the College implemented the Bishop Tyrrell Leadership Program for staff. 23 staff from across the College elected to participate in the program over six sessions across the year. Staff were also surveyed about professional learning and wellbeing at the end of 2016 to further develop new and ongoing programs.





The Learning Environment

NAPLAN Results

In May 2016, students in Years 3, 5, 7 and 9 completed the NAPLAN tests. These tests provide the College with valuable information about student knowledge and understanding in Literacy and Numeracy. The tests cover skills in reading, writing, spelling, grammar and punctuation and numeracy. The College uses the results of the NAPLAN tests to support teaching and learning programs.

In summary, our 2016 NAPLAN results are above average in comparison to the State across all year groups and across all Literacy and Numeracy domains, except Writing in Years 5 and 7. Our results show that we have more students at Proficient (top two bands) in Year 3 across all domains in comparison to the previous year. The number of Year 5 students achieving Proficient increased this year in 3 of the 5 domains. This was also the case for Year 9 students when compared to the previous year.

Numeracy results continue to be consistently stronger than the State. There were no students at or below the National Minimum Standard for Numeracy in Year 9 this year. Numeracy results have continued to steadily improve over the past 3-5 years. NAPLAN 2016 employed a narrative test for the first time in 5 years. National Writing results for Years 7 and 9 saw a significant decrease since 2011. This was not the case for Bishop Tyrrell, particularly in Year 9.

The NAPLAN national results also show that from 2015 to 2016 there has been no significant change in literacy and numeracy results, with results plateauing. The 2016 NAPLAN preliminary results showed a 1.26 per cent increase in numeracy scores and barely any change in reading or writing across all year levels. Bishop Tyrrell results also reflect these negligible changes, as demonstrated by trend data across 2012-2016.

	% Bishop Tyrrell Students in the top 3 bands	% NSW Students in the top 3 bands
Reading		
Year 3	81.0	70.8
Year 5	79.6	62.3
Year 7	60.8	53.1
Year 9	63.7	51.0
Writing		
Year 3	83.0	80.8
Year 5	46.3	50.0
Year 7	39.1	41.9
Year 9	48.6	35.0
Spelling		
Year 3	90.6	76.1
Year 5	74.0	63.6
Year 7	63.7	62.2
Year 9	64.3	55.0
Grammar and Punctuation		
Year 3	86.8	71.9
Year 5	74.1	64.2
Year 7	62.2	57.2
Year 9	51.4	41.9
Numeracy		
Year 3	77.4	61.0
Year 5	66.7	57.1
Year 7	76.8	60.7
Year 9	68.0	52.8



Higher School Certificate Results

In 2016, 54 students presented for the Higher School Certificate in 21 Board Developed courses at Bishop Tyrrell Anglican College. This year's cohort achieved 22 top band results across an array of subjects affirming our position as one of the top 10 schools in the Hunter Region.

The College achieved 22 results in Band 6 (90% or better) and 74 results in Band 5 (80% or better). These figures are an improvement on the last years' and the Band 6 results are the highest in the past 6 years'. The representation in the lower bands (Band 1-3) decreased significantly on last year's results. The College was higher than the State in 62% of all courses in 2016, up from 44% in 2015 and 58% in 2014.



Bishop Tyrrell Performance relative to State

	Number of Students	% Band 5 and 6 or equivalent for 1 unit courses		% Band 4 to 6 or equivalent for 1 unit courses	
		Bishop Tyrrell	State	Bishop Tyrrell	State
Ancient History	13	30.77	31.01	69.23	58.57
Biology	14	21.43	50.00	35.30	65.04
Business Studies	4	25.00	34.76	75.00	64.20
Chemistry	5	20.00	41.14	100.00	73.56
CAFS	10	70.00	30.95	100.00	65.43
Design and Technology	7	57.15	40.99	85.72	76.85
Drama	12	66.67	42.72	100.00	83.32
Earth and Environment	8	12.50	34.73	50.00	68.96
English Standard	37	16.21	13.38	62.16	49.51
English Advanced	17	58.85	62.00	94.11	90.50
English Extension 1	2	100.00	95.15	100.00	100.00
English Extension 2	2	50.00	79.56	100.00	99.54
Geography	10	30.00	41.30	60.00	70.88
Information Processes	10	40.00	28.18	70.00	63.75
Legal Studies	10	40.00	42.80	90.00	71.37
Maths General 2	37	21.63	25.90	40.55	52.09
Mathematics	6	16.67	52.68	83.34	76.64
Maths Extension 1	4	50.00	79.59	10.00	97.25
Maths Extension 2	2	50.00	85.48	100.00	98.03
Modern History	10	40.00	41.14	90.00	73.18
History Extension	7	25.58	80.77	100.00	100.00
Music 1	4	100.00	63.03	100.00	89.16
PDHPE	18	61.11	34.79	83.33	62.81
Physics	5	20.00	30.13	40.00	66.01
Visual Arts	7	57.15	64.61	100.00	87.70
Hospitality Exam	12	41.66	28.33	74.99	60.61





Senior Secondary Outcomes/VET

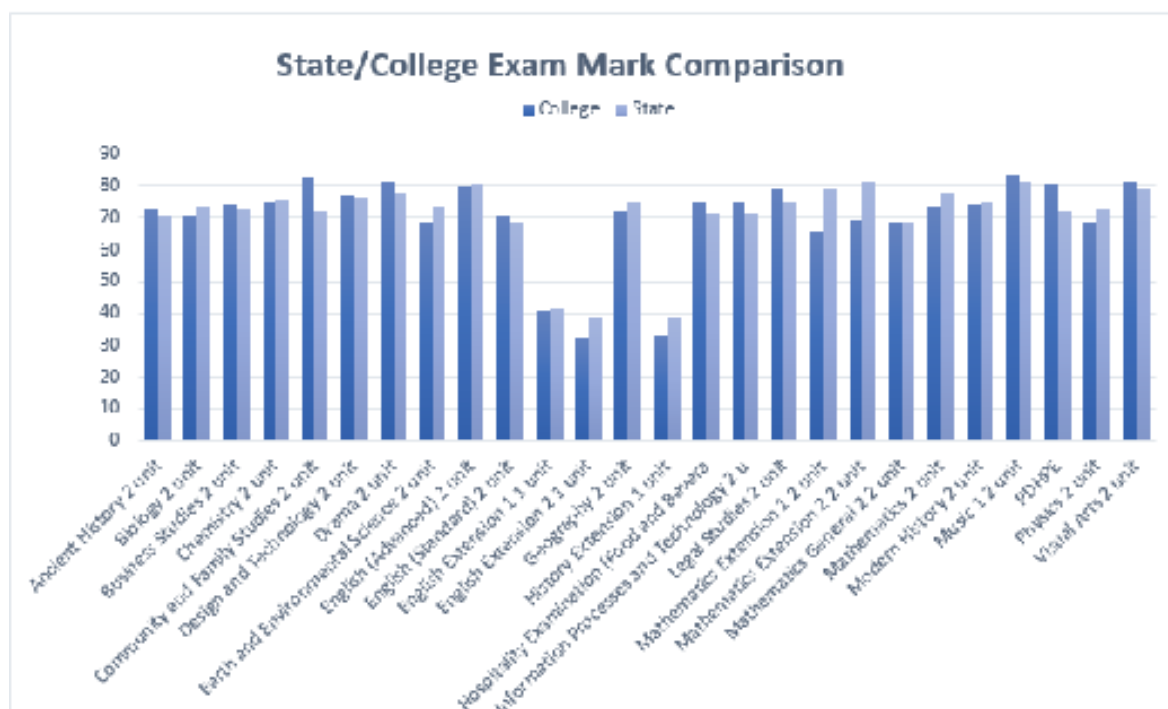
The formal Record of School Achievement credential was awarded by BOSTES to two students. In 2016, 0% of the Year 12 cohort participated in vocational or trade training.

100% of Year 12 students attained their Year 12 certificate or equivalent VET Qualification.

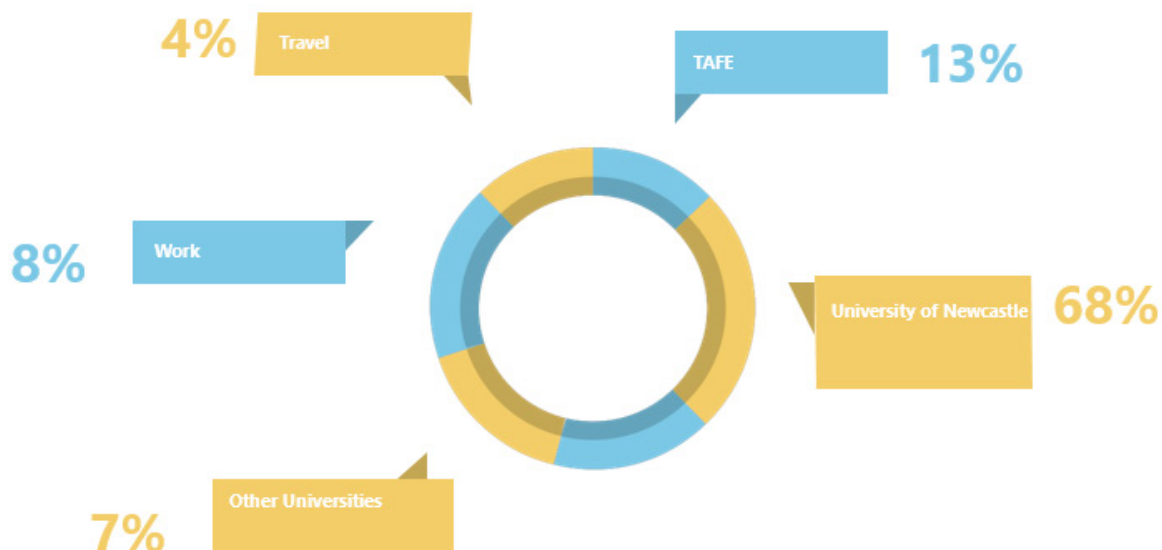
Students Retention Rate

In 2016, the retention rate for students who completed Year 10 in 2014 and went through to complete Year 12 in 2016 was 85.71%.

2016 HSC Results



Post School Destinations



Staff Professional Learning and Growth

Overview of P-12 Professional Learning Program for 2016

Bishop Tyrrell Anglican College is committed to a process of continuous improvement that includes providing staff with targeted professional learning that meets their needs and the broader strategic goals of the College. The College supports staff professional development by facilitating a professional learning 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 formal and informal. Professional learning takes place on allocated staff professional development days which are published in advance in the preceding year, at events attended by teachers, during College meetings, as part of the Induction Program for new staff, as a component of Appretio and as part of the College's Professional Learning calendar.

Professional development is available to staff each year. This nature of the professional learning is determined through a consultative process with staff and consideration of legislative requirements.

In 2016, Bishop Tyrrell Anglican College was approved as an Endorsed Provider of Quality Teaching Council (QTC) Registered Professional Development Courses at Proficient Teacher level. The courses delivered by the College cover a range of National Teaching Standards and contribute to mandatory requirements for maintaining teacher accreditation. Having Endorsed Provider status assists both the College and teaching staff by contributing professional development hours in a cost-effective and efficient manner.

This year K-12 teaching staff, along with Teacher's Aides, OOSH and Preschool staff used the Appretio platform to pursue team goals aligned to College professional learning goals for 2016. A mentor who coached them to use the platform, explicitly record the pursuit of their goal and share learning throughout the year guided each staff team.

The staff professional development days held each year in January, July and December provide an opportune time for Preschool to Year 12 initiatives, including both teaching and non-teaching staff at various times. In



2016, these days incorporated a range of activities and presentations including a two-day induction program for new staff, Child Protection updates, leadership development, Fire Warden training, along with Stage and Department team planning. In July ACCESS EAP presented on bullying and harassment in the workplace. Compulsory training in First Aid and CPR was conducted on the final day of the year for many teaching staff.

In Term 1, the College employed the expertise of Mr Mark Treadwell to facilitate sessions and seminars for staff throughout 2016 on the future of learning in schools.

Staff are actively encouraged and supported in their personal pursuit of Teacher Accreditation. The Director of Academics facilitates a Provisional Teachers Program throughout the year to support staff through the first accreditation process. Opportunities for support, reflection and growth are provided for the staff through peer observations and meetings. In 2016, 4 staff achieved Accreditation at the level of Proficient Teacher.

Members of the College Leadership Team (CLT) participated in the Lifestyles Inventory Survey (LSI) which provided insights into strengths and areas for development. The CLT also attended professional development opportunities at the AIS and through regional and State organisations, such as HRIS and HICES.

Whole School Professional Learning Activities:

- All staff completed an online Child Protection course through AISNSW.
- K-12 teaching staff attended an AISNSW presentation on Disability Legislation.
- All staff attended a seminar on Bullying Awareness for Employees.
- K-6 staff participated in the AISNSW Primary Science and Technology – Research to Practice Initiative that included two in-school professional learning activities per term.
- All staff participated in professional learning on how to use the Appretio platform and CALEB Learning Management System.

Overview of 2015 Professional Development Activities

Course Category	Staff	Days
Executive Development	5	18
Leadership	20	37
Governance	8	6
Care and Wellbeing	2	6
Preschool	6	11
Primary	18	48
Chaplaincy	1	6
English	1	3
HSIE	2	4
Mathematics	2	2
Music	1	1
Science	5	3.5
Drama	1	0.5
PDHPE	2	8
Visual Arts	2	6
TAS and VET	2	6
Learning Support	1	5
ICT	1	1
Library	1	4.5
First Aid	44	44
CPR	21	5.25
WHS	23	15
Child Protection	97	18

Teacher Standards Table

Category	Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI_ NOOSR) guidelines	59
Teachers who have qualifications as a graduate from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI_ NOOSR) guidelines but lack formal teacher education qualifications	1
Teachers who do not have qualifications as described in (a) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

Workforce Composition

College Staff 2015	
Teaching Staff	62
Full-time equivalent teaching staff	55
Non-teaching staff	34
Full-time equivalent non-teaching staff	11
Indigenous	0





Leadership and Governance

Access to College Policy

Access to College Policies and Procedures, including those relating to student welfare, student management and discipline and reporting complaints and resolving grievances, is located on the College's ICT network. Relevant and abridged policy and procedure documents are published in the student diary, Staff and Parent Handbooks and uploaded to the Parent Portal. Parents may request further information about policies by contacting the College.

Policies and procedures are reviewed in consultation with the relevant staff. The College works closely with the Association of Independent Schools of NSW to meet Australian and NSW Government accountability and reporting requirements. Copies of all College policies are provided to the College Board, where appropriate.

The following policies were reviewed and changed in 2016:

- International Experiences and Global Learning Framework – implemented to reflect current practice
- Parent Handbook and Parent Code of Conduct - reviewed and updated to reflect the current College guidelines and expectations.
- Excursion, Incursion and Risk Assessment procedures and documents - reviewed and updated to reflect current College procedures.
- Workplace Health and Safety Policy - reviewed and amended to reflect current legislation and College procedures.
- Leave procedures for staff – reviewed and updated to reflect current College procedures.
- Privacy Policy – reviewed and amended to reflect current legislation and College procedures.
- Internal Professional Learning Policy – reviewed and updated to reflect current College procedures.
- Staff Induction procedures – reviewed and updated to reflect current College procedures.
- Overseas Students Refund Policy – reviewed and amended to reflect current legislation and College procedures.
- Overseas Students Written Agreement – reviewed and amended to reflect current legislation and College procedures.

Student Welfare Policy

In keeping with Bishop Tyrrell Anglican College's mission, caring for the wellbeing of all members of our community has a firm foundation in our core Christian values and is a strong feature of life on the College campus. Bishop Tyrrell Anglican College has a strong tradition and ethos of pastoral care and is committed to looking after the needs of students and nurturing their growth and development within a safe and caring environment.

The Care and Wellbeing Program includes formal and informal elements. Students from Preschool to Year 12 are involved in a variety of Stage-appropriate activities throughout the year including House-based activities to promote connectedness, presentations and workshops covering areas such as life skills, mental health, anti-bullying, diversity in the community, positive peer relationships, alcohol and drug education, driver education, study and organisational skills, time management and careers planning.

All staff appointed to the College participate in child protection screening and training. They are issued with copies of Staff Code of Conduct and Staff Guidelines as part of the College's staff induction procedures. All excursions and variations to routine require full risk assessments to be completed which outline student needs and measures to mitigate areas of concern.

The College fosters a climate whereby each student realises their fundamental right to feel safe and to be treated with respect. Students are supported by all members of staff, including those in a Care and Wellbeing role, such as Class teacher in Primary or Tutor and Head of House in Secondary. Other staff to whom a student may go for help include:

- College Counsellor
- Chaplain
- Deputy Director of Primary
- Director of Primary
- Director of Secondary
- Director of Academics
- A member of the staff with whom the student has a trusted relationship, such as a Mentor.

In 2016, the College introduced the Colours Award Program.

Discipline and Anti-Bullying Policy

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

- Minimizes risk of harm and ensures students feel secure.
- Supports the spiritual, academic, physical, social, aesthetic and emotional development of students.
- Provides care and wellbeing procedures and programs that develop a sense of self-worth, independence, interdependence and personal development.

Bishop Tyrrell Anglican College's core values and mission provide the framework for our Student Behaviour Management and Discipline Policy. Behaviour management strategies include addressing issues such as behaviour management and discipline, bullying and harassment, student wellbeing, building relationships and the formation of student identity and connectedness.

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 such as:

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

The College encourages a positive learning environment in which individual differences and diversity are accepted and respected by all. Bullying is not tolerated at Bishop Tyrrell Anglican College. The full text of the College's anti-bullying policy and procedures can be accessed by request through the Director of Primary or Director of Secondary.



BISHOP TYRRELL
The Holy Eucharist
Bishop Tyrrell Day
Commemoration of
the Anniversary of
the Coronation
Child Church Calendar
Wednesday, 23 March 2024

Reporting Complaints and Resolving Grievances

Bishop Tyrrell Anglican College is committed to the maintaining positive relationships with all members of the College community and to the timely resolution of any grievance of a staff member, parent or student. We believe that an open and honest line of communication amongst students, parents and staff is essential. The College aims to provide a prompt response to all enquiries and to resolve any issues as soon as practicable.

The College has in place processes for dealing with complaints and grievances raised by students and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness. Grievance procedures are provided to the staff of the College in order to provide a mechanism for resolving disputes and/or grievances about matters at work. There are processes that are applied to such grievances and the College will decide the most appropriate method of dealing with the matter on a case-by-case basis.

All parent or student enquiries and concerns should be directed to the appropriate staff member as outlined in the Parent Handbook or College Diary. If the grievance concerns that staff member, a more senior person should be informed as per the College's communication channels.

The College holds various meetings through the year that encourage parents to attend the College and to meet the staff. The dates and times are published in the calendar, which is distributed to all parents. They are also detailed in the College's Bulletin. The College strongly encourages parents to attend as a means of staying informed and voicing opinions. There will always be occasions when parents need to contact the College on an individual basis. The College prefers that, in the case of the Primary School, such contact should commence with the Class Teacher. In the Secondary School contact should commence with the student's Class Teacher, Tutor or Head of House. Parents are reminded that their child's diary is an ideal means of communication for passing informal messages to members of staff.

Formal Parental Concerns

Often issues can be resolved more satisfactorily and more expediently by initially making contact with the College via email or phone. If a parent has a specific issue about a member of staff or another matter which they want the College Leadership Team to formally investigate, they must ultimately put the concern into writing and give permission for the concern to be shared with the staff member(s) or persons concerned.

Parents are advised that the College's Board will only act on issues if all of the following steps have been taken:

1. They have first been discussed with the Principal and remain unresolved to the parent's satisfaction; and,

2. The Principal has been formally advised that the parent intends to take the issues to the College Board; and,
3. Parents write to the Chairman of the College Board to formally advise their concern.

The full text of the College's Reporting Complaints and Appeals Policy is provided is available upon request through the Principal's office.

Attendance Policy and Procedures

Attendance Rates

The overall average daily attendance rate in 2016 was 92.22%. The average daily attendance rate (% in attendance) per year group was:

School Year	Students	Attendance Rate
K	67	98.49%
1	61	92.21%
2	51	85.41%
3	54	92.57%
4	51	93.42%
5	55	94.46%
6	57	93.52%
7	66	92.93%
8	80	95.08%
9	67	88.63%
10	57	89.40%
11	44	88.33%
12	54	94.44%

Attendance Records

The College monitors the daily attendance and absences of students by maintaining a daily register for students. Student absences from classes or from the College are followed up on the day of the absence with the student and / or their parent or guardian.

The College will notify parents and / or guardians in an appropriate manner where a student has a poor record of College or class attendance. College Teachers, Tutors or Heads of House will discuss and resolve the situation in the first instance. The Director of Primary or Director of Secondary will become involved if attendance does not improve. Where unsatisfactory class attendance is identified, the attendance issue and any action taken will be recorded, as appropriate on the student file.

The College backs up and maintains data and records for archiving purposes.

Process for Attendance

Roll Call

An electronic roll call is completed for all students by the Tutors or Teachers each morning. In the Secondary School, a class roll is marked online for each period of the day. If a student is not marked in attendance, he or she will be recorded as absent until such time as information is otherwise received.

Late

A student presents to the College Office and a late note is generated which specifies time and reason. This is presented to the Class Teacher.

SMS

An SMS message is sent to all parents whose child is coming up in the absence records as "Unexplained" on that day. These SMS messages are generated by the TASS system. Parents respond to the SMS either by telephone (this is noted in student records) or SMS message which comes back as an e-mail to office@btac.nsw.edu.au and the absence records are adjusted accordingly.

Leave School before the End of the School Day

Parents must provide either a written explanation in advance of the departure by written note or email to the Class Teacher or Tutor, or by an entry in the Student Diary, or phone call. The student should present this to the College Office before the student can be signed out. All notes are filed on each student's file.

Requests for Leave

Requests for planned leave of 5 days or more are made through the Principal in advance and are only granted in exceptional circumstances. Parents must submit the form to request leave via the College Office.

College Determined Improvement Targets

The College is continuing to establish a common, traditional academic culture of high expectations, respect, courtesy and care among the students of the College and a common culture of professional practice and effective communications by the staff of the College.



Area From Strategic Plan	Priorities	Achievements in 2016
<u>The Christian Foundation of the College</u>	Improve the culture of respect within the College, community towards self, others and God	<ul style="list-style-type: none"> • A revised P-12 Assembly and Chapel plan was introduced. • A Student Leadership Program was implemented throughout the College. • Chapel, assembly, youth groups, prayer, excursions, mission trips and service learning focused around foundational principles, values, teachings and expressions. • A renewed focus on the recruitment of Christian staff was introduced. • The structure of Care and Wellbeing has been reviewed and refined.
<u>The Learning Environment</u>	Improve the quality of teaching and learning	<ul style="list-style-type: none"> • The Bishop Tyrrell statement regarding the Bishop Tyrrell learner was refined with the incorporation of the protocols on personalised learning, collaborative enquiry and creativity. • A P-12 timetable was implemented and academic leadership structures were refined to support this initiative. • Develop the classroom culture of curiosity, inquiry, research and encouragement. Initiatives to share and encourage creativity in the classroom through faculty celebrations were further developed. • Work commenced towards the development of new systems for accreditation and registration compliance. • The annual review of the HSC and NAPLAN results were conducted and strategies to improve results were implemented. • The P-12 Sports Program was reviewed and refined.
	Further Develop Learning Facilities	<ul style="list-style-type: none"> • The New Primary Building and Forecourt were completed that included 15 new Primary classrooms • Two new sports courts were created • A Covered Outdoor Learning Area was created adjacent to the Long Building • Air conditioning units were installed in the Drama Rooms and in the classrooms underneath Francis Batty Hall.
<u>Staff Professional Learning and Growth</u>	Strengthen the professional learning culture of the College staff	<ul style="list-style-type: none"> • Development and professional discussions regarding our Staff Code and Child Protection occurred. • Specific staff role descriptions were revised and aligned to the College's strategic plan. • Strong department teams and House teams were developed through an appraisal, reflection, goal setting and cultural expectations program. • Professional learning experiences provided opportunities for staff to lead colleagues in the development of specific 21st Century Competencies. • Development of Cambodia Service Learning opportunity.
<u>Resources and Infrastructure</u>	Raise the business functions of the College to a new level of customer service, effectiveness and efficiency	<ul style="list-style-type: none"> • Service level agreements were reviewed for key support functions. • The strategic marketing plan was reviewed and implemented • Improved communications and events management through: <ul style="list-style-type: none"> • <i>Development of a College App</i> • <i>Online communications (newsletters, emails, websites and Pipeline Newsroom)</i> • <i>Promotional materials and brochures</i> • <i>Advertising</i> • <i>Publications</i> • <i>Media and news stories</i> • <i>Brand management</i> • Financial forecasting and modelling were strengthened. • Student recruitment strategies and scholarship and bursary procedures were revised.

Area From Strategic Plan	Priorities	Achievements in 2016
<u>Community Engagement and Partnerships</u>	Community Engagement	<ul style="list-style-type: none"> • Significant links were strengthened with outside organisations • Opportunities to develop international summer school program have been explored.
	Increase levels of parent support and interactions within the College community	<ul style="list-style-type: none"> • The range of functions, performances and parent information evenings have been increased. • A clear program of parent, support group and community connection activities.
<u>Leadership and Strategic Governance</u>	Develop the strategic focus of the College	<ul style="list-style-type: none"> • Work continued with the further development of the College's Master Plan and the implementation of the current Strategic Plan.





2017 College Determined Improvement Targets

In 2017, we will continue to implement our Strategic Intent, focusing the development of Bishop Tyrrell culture, Bishop Tyrrell people and Bishop Tyrrell structures.

Area From Strategic Plan	Implementation Goals for 2017
<u>The Christian Foundation of the College</u>	<ul style="list-style-type: none"> • Review, refine and implement the plan to strengthen the College culture of prayer. • Implement the College's whole school Leadership Framework. • Review and develop a plan to strengthen the College's existing P-12 Christian Studies Program. • Extend and further develop the College's Service Learning Program. • Implement a College wide P-12 Values Education Program. • Focus Chapel, Assembly, Youth Groups, prayer, excursions, mission trips and service learning around foundational principles, values, teachings and expressions. • P-12 care and wellbeing resources. • Pastoral and counselling systems and structures.
<u>The Learning Environment</u>	<ul style="list-style-type: none"> • Implement strategies to develop the distinctiveness of a Bishop Tyrrell education, embedding collaborative enquiry based learning, creativity and teamwork into classroom practice. • Share and encourage innovation in the classroom through faculty initiatives and celebrations. • Lift academic results across all domains. • Initiate a program of action research into 21st Century learning at the College. • Strengthen our focus on learning programs, planning, teaching and learning in the classroom and feedback to students. • Refine the moderation process around registration and accreditation expectations.
<u>Staff Professional Learning and Growth</u>	<ul style="list-style-type: none"> • Refine professional learning priorities, aligned with teaching standards and the College's Strategic Plan. • Refine the staff reflection and goal setting system across the College. • Develop clear 'stage statements' regarding expectations at each stage of a Bishop Tyrrell education.
<u>Resources and Infrastructure</u>	<ul style="list-style-type: none"> • Establish an excellent service culture and team in all administrative areas. • Review financial systems and processes. • Community engagement, marketing and development strategies. • Administrative support structures and systems. • Student recruitment strategies. • Scholarships and bursaries strategies. • Staffing recruitment strategies.
<u>Community Engagement and Partnerships</u>	<ul style="list-style-type: none"> • Implement a clear program of parent, support group and community connection activities. • Communicate a vision of community engagement in the College community. • Strengthen the culture of the College through the International program. • Develop a clear local and national profile for the College. • Develop opportunities to present workshops at national and international conferences. • Develop clear processes in finance, catering and communications for parent support groups.
<u>Leadership and Strategic Governance</u>	<ul style="list-style-type: none"> • Implement the College risk management system. • Develop a systematic process of evaluation and review to improve processes, increase efficiency and minimise waste. • Implement the College leadership goal setting and reflection system across the College. • Embed College planning processes and systems.



Christian Foundations of the College

Initiatives Promoting Respect and Responsibility

Bishop Tyrrell Anglican College seeks to be 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. The College strives to develop fine young adults of character and principle who have a strong sense of respect for self and others, with high integrity and responsibility in their conduct. Values and attitudes are shaped at an individual, group and whole College level. In this way Bishop Tyrrell Anglican College builds a positive 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. In developing a College Framework of Values, further steps have been taken to apply a value system consistent with the College's philosophy and ethos. College values 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, staff induction and affirmation and reward systems.

Service Learning is an educational program at Bishop Tyrrell that 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 is a defining characteristic of a distinctive Bishop Tyrrell education that looks to nurture and grow 'fine young women and men of integrity

and principle'. Service learning establishes a pathway that promotes understanding and enhances student development at three levels

1. **Identity** ('I' : discovering and nurturing sense of self)
2. **Affinity** ('we' : striving together, living in community)
3. **Humanity** ('us': reaching out to the world around us)

Service Learning works to bring the College closer to the community by providing guided learning experiences for students while actively serving the community. Motivation and engagement deepens when students are able integrate meaningful and tangible community service experiences with classroom concepts and learning objectives. Through reflection, students learn about themselves, others and the world around them. Service Learning challenges them to reconsider their position in the world and evaluate what they hold true. It works to build insight and understanding of civics and citizenship; as well as social responsibility and social justice; and cultural awareness and identity. Service Learning also promotes critical thinking; problem-solving and communication skills.

Through the support of service projects, community service programs, charities and international projects, students are encouraged and challenged to look beyond their own circumstances and be aware of the needs of others.

Financial Strength Building for the Future

Enrolment and Process

Bishop Tyrrell Anglican College provides a holistic education for parents who want their children to be taught in an Anglican school.

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 philosophy and ethos, upholding all of the College policies by adhering to them and speaking well of them at home, including uniform and discipline policies, paying school fees and committing themselves to being involved with College community events and interviews with teachers.

The College accepts enrolments on a first come, first serve basis but also gives priority to students with sibling already attending the College.

Enrolment Policy

The enrolment of a new child to the College community is one of the most important functions of the College Administration. The process of enrolment for a parent / guardian and for a child, from the very first introduction to the College can be a period of time filled with much anxiety, excitement, uncertainty, inquisitiveness, and associated emotions. Prospective families have high expectations with regard to this process and need to feel welcomed, assured and affirmed as they consider our College to care for and educate their child.

All members of Staff must engage prospective families and be aware of these expectations and potential emotions. The Administration Staff are often the very first point of introduction to our College Community and as such provide a positive lasting impression for prospective parents.

We adhere to the Discrimination Act. However, we do have a system of prioritising applications giving preference to staff, sibling(s) already at the College and then in order of date of the receipt of the application form.

Every year Bishop Tyrrell Anglican College offers exceptional students the opportunity to apply for scholarships for College entry commencing the

following academic year. Scholarships are open to both current Bishop Tyrrell Anglican College families and new enrolments. This year students in Years 3 to 11 are eligible to sit for both Academic Scholarship testing as well as Merit Scholarships in Music, Performing Arts, Visual Arts and Sports. Students are required to register online with the ACER Scholarship website with testing conducted at the College in Term 2 and Term 3. Upon receipt of the results, students are short-listed and invited for an interview with the Principal. Scholarships are awarded at the discretion of the Principal based on academic results and a strong performance at interview/audition.

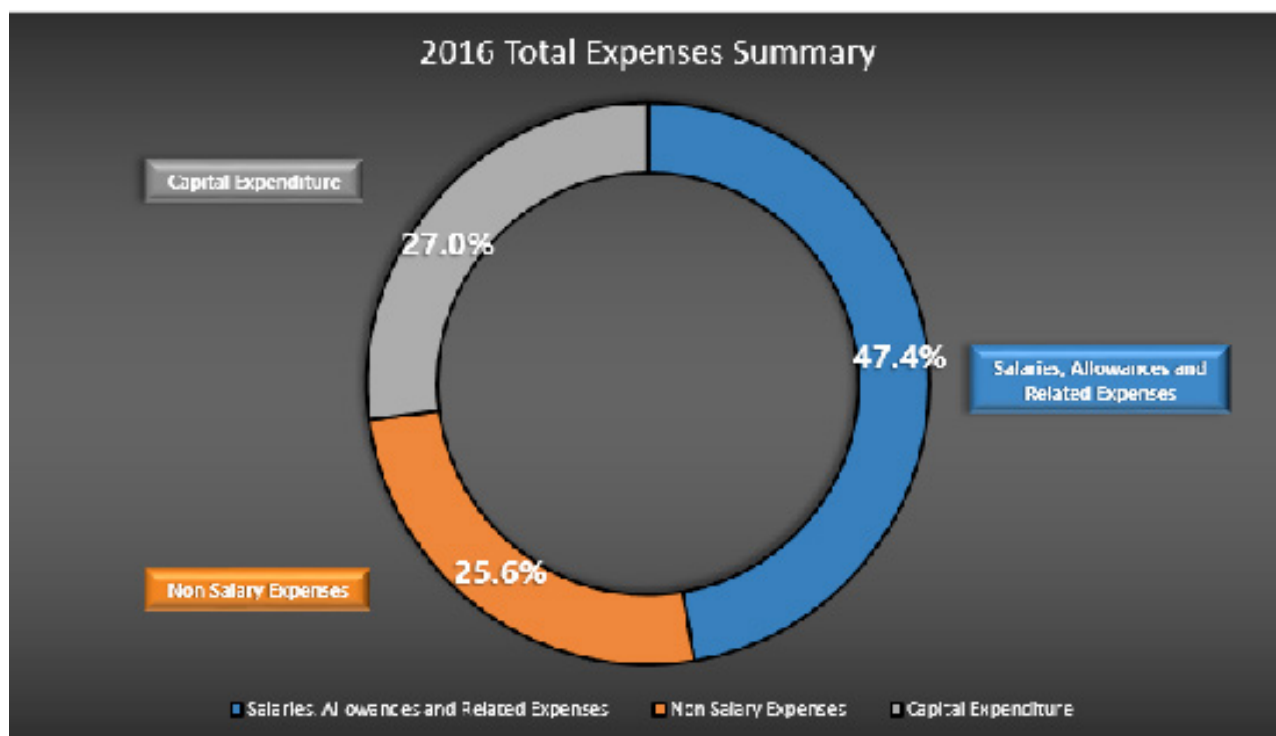
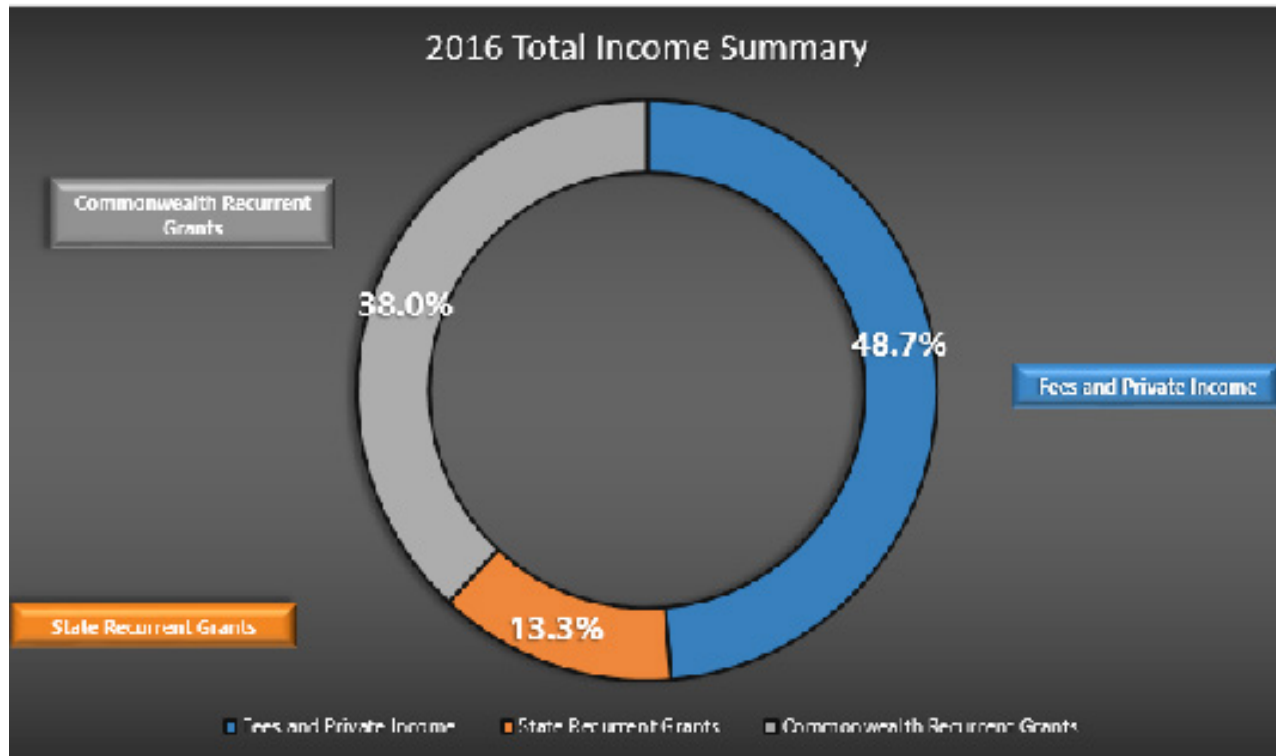
Further information about enrolment policies and processes at Bishop Tyrrell Anglican College may be obtained from the College website.

	Full time equivalent	Head Count
Primary		
Pre Year 1	68	68
Year 1	64	64
Year 2	63	63
Year 3	54	54
Year 4	52	52
Year 5	52	52
Year 6	56	56
Primary Total		409
Secondary		
Year 7	69	69
Year 8	63	63
Year 9	75	75
Year 10	60	60
Year 11	46	46
Year 12	41	43
Total		356
Total School		765





2016 Income and Expenditure



Bishop Tyrrell Anglican College

256 Minmi Road

Fletcher, NSW 2287

Phone 02 4979 8484

Fax 02 4979 8485

Email office@btac.nsw.edu.au

www.btac.nsw.edu.au

