

BISHOP TYRRELL

ANGLICAN COLLEGE

Annual Report 2018

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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 educational 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, confidence in themselves and a belief in the power of their own commitment to learning.

The College Care and Wellbeing Program 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

Bishop Tyrrell Anglican College operates as part of the Diocese of the Newcastle Anglican Church. It is one of four schools who operate together as an integral part of the mission of the Anglican Church, providing education consistent with the doctrines and principles of the Anglican Church in the Christian life of the College.

The College operates under the management of the Newcastle Anglican Schools Corporation, with the College Council having governing responsibility in accordance with the education framework and policies of the Newcastle Anglican Schools Corporation and the Diocese of Newcastle Anglican Church. Members of Council are appointed and give their time voluntarily and without remuneration.

In 2018, the College Council continued the consolidation and improvement of Bishop Tyrrell Anglican College's infrastructure and development of educational and cultural initiatives for all students. The Council, in conjunction with the Principal, the College Leadership team and staff have worked together to provide the finest education possible in accordance with the College's Strategic Intent and Operational Plan.

The Council seeks to ensure that all students receive the best education that the College can offer in an environment where they are cared for and valued. The College seeks to develop in students, an awareness of and a caring attitude towards other students, staff and members of the community in which they live.

Bishop Tyrrell offers an education to students, from Pre-School through to Year 12. In 2018, enrolments at the College were 890 students, 812 from Kindergarten to Year 12, and 78 students in Pre-School. The College has also continued to offer the OOSH Programme, which runs Monday to Friday from 7am to 6pm and also, has a Vacation Care Program which is available for 75 attendees.

Academic improvement for all students attending Bishop Tyrrell is being fostered across all subjects and all years at the College. In 2018, of the 44 students who completed their Higher School Certificate through Bishop Tyrrell, 40 qualified for university entrance. 12% of our students achieved the maximum ATAR result for university entrance above 90. It is expected that this

improvement will continue to be seen progressively in future years.

The College is fortunate to have a dedicated teaching and support staff who have worked diligently throughout the year. I wish to record the Council's appreciation and thanks for the leadership and commitment of our Principal, Peter Moulds, the Senior Leadership team and our teachers. The Council looks forward to another exciting year in the life of Bishop Tyrrell Anglican College in 2019.

Warwick Gilbertson
Chair of College Council





Message from the Principal

In 2018, we experienced comprehensive improvement and success in many areas. Martin Luther King captured the essence of educational success when he articulated the following view: "Success involves wanting to learn now, and wanting to carry on learning in the future. Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction."

As I have moved around the campus and observed our children in action in various classrooms and co-curricular activities this year, I have witnessed a profound and scholarly quest for educational achievement and success. Success in the modern educational context is about developing creative skills – in problem solving, in technical activities, in music, art, design and drama. It is about being enterprising, about becoming productive. It is about learning to work effectively on one's own or with others in groups.

Success is also about learning to express oneself, becoming confident and assured; believing that the contribution one makes to society is valuable and will be valued. It is about making thoughtful decisions and choices. It is about feeling included and responsible for others and about learning to care about other people. It is about learning to care for the world and wanting to make it a better place now and for future generations.

At Bishop Tyrrell Anglican College, we recognise our need to maintain our traditions and aspirations and at the same time, ensure we are a noble enterprise, providing cutting-edge learning experiences, and developing a reputation as an educational leader. As an expanding and complex educational institution, we aim to:

- challenge and align our staff and students with transformational Christian values and vision;
- foster an aligned, engaged, generous and inspired community; and
- create and maintain an inspiring educational experience and an aspirational ethos for learning and development.


We all know that leadership makes a difference. In 2018, our student and staff leaders across the College served to lift our eyes from the task at hand to the horizon before us, and to a vision of what we can accomplish together. Leadership is a relationship of influence with a purpose, perceived by those who choose to follow. On behalf of our College community, I congratulate and thank our College Captains – Grace Riley and Luis Kim, and their team for their contribution to the tone and culture of our College this year.

On behalf of the staff and students, I congratulate the Senior students on their leadership and success, and express our gratitude for everything they have contributed to our community over many years. The Quest for Excellence at Bishop Tyrrell is about bringing together the various people within the school community to have positive, productive and creative relationships with each other. These relationships focus on achieving success for all students as well as leaders and supporters of our various programs.

The direction for the future at Bishop Tyrrell is ambitious, challenging and ongoing. It is shaped by an informed awareness of current educational thinking and involves recurring reflection and constructive deliberation among young people, parents, staff and learning partners.

At Bishop Tyrrell, we believe that every classroom and program needs to be underpinned by a vibrant and progressive culture and a climate of continuous innovation. The culture and ethos should promote respect as well as healthy and productive attitudes towards learning, life and work. As a College, we must also develop an ethos of ambition and achievement, striving for the maximum for every learner.

We must constantly remind ourselves that learning and teaching is the core business of our College. Teachers, coaches and mentors must ensure that all students have the highest quality learning experiences. Excellent schools involve their whole school community in reflecting on their life and work, and in seeking challenges for the future. They must openly value people by ensuring that everyone involved is able to influence future development and direction.



Through our diverse range of academic, sporting, outdoor, co-curricular and community-based learning initiatives and programs, we inspire our children to become principled, compassionate and engaged citizens of their College, their community and their world. Our Christian mission and values frame our quest to nurture erudite wise young women and men, with a worldview that encompasses knowledge of the past, perceptive insight into the present and innovative thinking about our global future together. We attempt at all times to lead by example and actively encourage a model of authentic, transformative servant leadership. This means that we strive to embrace the concept of excellence and pursue it with a combination of humility and determination in a manner that actively seeks to enhance the dignity of all. These elements combine to shape and direct our collective Quest for Excellence.

May we continue to build upon the outstanding success of 2018 and look forward with anticipation and hope.

The year 2018 has been one of great blessing and achievement. I thank our broad community for their support and encouragement and trust that 2019 will continue to strengthen and affirm our deep commitment to Bishop Tyrrell Anglican College and the education of fine young men and women.

Learn, Lead and Serve.

Peter Moulds

Principal





Message from the College Captains

There are so many people in our Bishop Tyrrell Community that we would like to thank. Many of them go above and beyond every single day and have been instrumental in our learning experiences. Our teachers, mentors, House Coordinators and Year Coordinators all play a vital role in ensuring that we not only learn what we need to know, but we develop with each passing day. We thank you for your time and commitment both in and outside of the classroom and for the life-long lessons we have learnt.

To our fellow student body, you will be the next generation of strong, open minded, spirited pioneers that will lead us into the future. So seize every moment spent on campus, in the classroom or on the playground, take the opportunities offered and rise to the challenges. Make the most of the solid foundation that you have for learning by being part of the Bishop Tyrrell learning community, give yourself the best chance for every success so that you can leave in your final year as proud and as grateful as we are.

As a school community, we both want to acknowledge the tremendous support that we have received as College Captains and a Year 12 cohort. We would also like to thank you for embracing us and our ideas. You shared with us our visions and celebrated alongside our innovative programs, such as the College's Bishop Tyrrell Day Activities, Lip Sync Battles and the Primary School Music Challenge. We feel very proud of these events and hope that they will continue to be an ever strengthening element of the Bishop Tyrrell Anglican College culture, part of the many honourable traditions that mark this school's great sense of community.

Year 12 2018 elected to support the Starlight charity and through our various initiatives has collectively raised \$10,310.77. Starlight has now been able to brighten the hospital experience of over 265 young Australian's with our donation. These children, because of all of the generous donations, now have new games and activities

in the Starlight express rooms and opportunities for their wishes to be granted. Our funds are also helping children in rural and remote areas, enabling them to participate in fun and engaging activities provided by the Starlight Foundation. Thank you to the College community for enabling us to achieve this goal.

It has been a true honour to represent Bishop Tyrrell this year as the College Captains. Although it has been consistently challenging balancing the demands of Year 12, the experience has provided us with countless opportunities to grow as people and tackle problems. We will always value and treasure our memories of Bishop Tyrrell Anglican College and we can't thank you all enough.

Grace Riley and Luis Kim
College Captain 2018

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. The feedback from our stakeholders greatly assists the College with its operational and strategic planning and its determination to continually improve the quality of educational experience offered to the students.

During 2018 stakeholder engagement provided views on such areas as teaching and learning, student welfare, religious education, co-curricular, sport, communications, reputation and community engagement.

While we are very pleased with the results, we have identified some areas where further improvements can be made. The feedback from the College community throughout the year greatly assisted the College Leadership Team with its planning for the future. A selection of frequently mentioned points of feedback from parents and students are detailed as follows.

What parents and students valued most were:

- My child's happiness and pride in Bishop Tyrrell
- Caring staff who act in the best interests of students
- Student friendships
- The well rounded, balanced, challenging education
- The Sporting Program
- Being part of a friendly and engaging community
- Friendships made by my child
- Academic program and options for my child
- The individualised attention to learning
- School camps
- Child's personal development at Bishop Tyrrell
- Pastoral Care Program
- Inspiring leaders and staff
- The College values
- Care and support from the teachers

The College is committed to continual improvement to ensure that we offer the best quality educational experience to all students. Although no formal survey was conducted this year, frequent parent consultation opportunities were afforded. Feedback received has been used by the College Leadership Team to inform College practices and evaluate programs. 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, Music Challenges and other 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 the Tutor Teacher.

Teacher Satisfaction

The commitment and professionalism of College staff is widely recognised within the College community and reflected in the high quality teaching, learning, co-curricular and Pastoral Care Programs. Our strategic intent places a high emphasis on the professional growth of staff. The new Staff Induction Program continues to provide staff with an opportunity to build connections with existing staff through mentoring and supervisor contacts, working toward building capacity and shared values and vision. A range of staff welfare initiatives continue to provide support to teaching staff, generating pride in their profession and the College.

The College has continued its involvement 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. A process of collaboration was facilitated by an external consultant who managed the staff opinion survey and consequent action plan for College Leadership restructure.

In 2018, the College continued with 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 2018 College priority.





The Learning Environment

NAPLAN Results

In May 2018, 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.

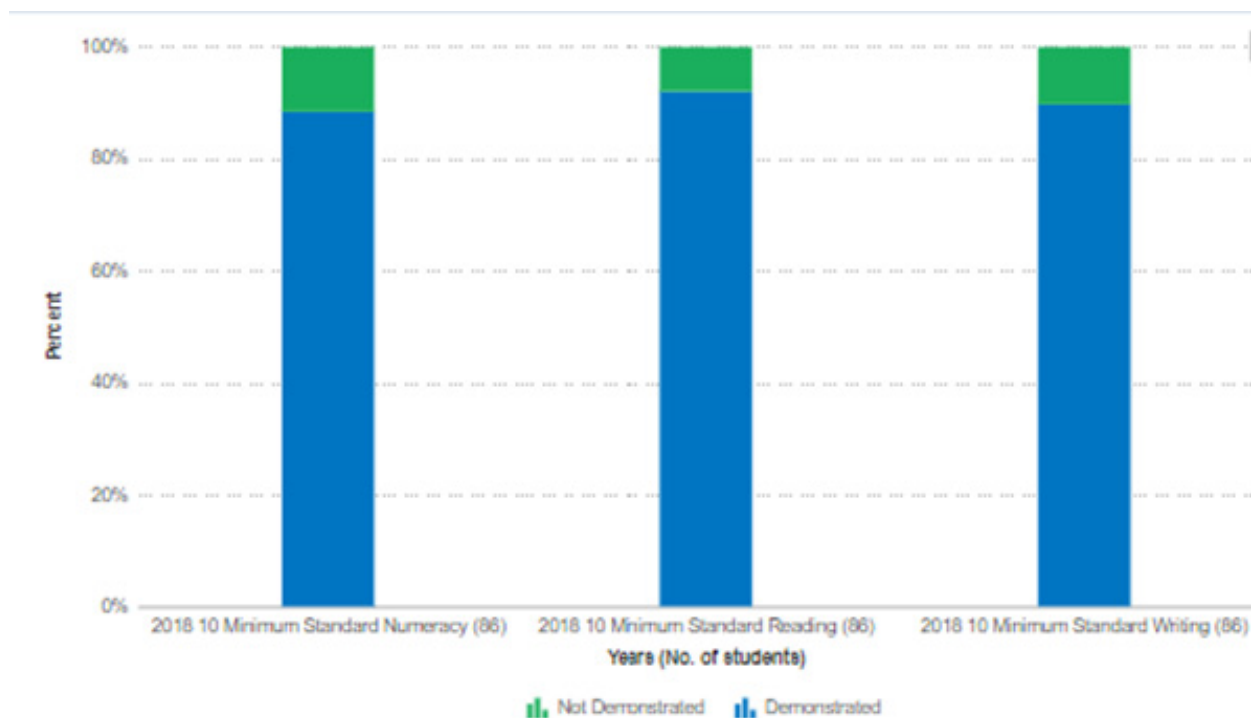
In summary, our 2018 NAPLAN results are at or above average in comparison to the State across all Year groups and across all Literacy and Numeracy domains. Our results show that we have more students in the top 2 bands across all domains in Year 3 and Year 5 in comparison to the State. In Year 7 and Year 9 we have more students in the top 2 bands in the areas of Grammar and Punctuation and Numeracy.

There were no students at or below National Minimum Standard for Spelling in Year 5 this year. The NAPLAN national results show that from 2017 to 2018 there has been no significant change in literacy and numeracy results, with continued plateauing of results nationally. The 2018 NAPLAN results showed barely any change in numeracy, reading or writing across all year levels. Bishop Tyrrell results also reflect these negligible changes, as demonstrated by trend data across 2012-2018.

	% Bishop Tyrrell Students in the top 3 bands	% NSW Students in the top 3 bands
Reading		
Year 3	80.3	56.0
Year 5	55.3	40.0
Year 7	31.3	31.4
Year 9	25.0	24.8
Writing		
Year 3	71.2	49.0
Year 5	34.0	16.6
Year 7	12.1	19.5
Year 9	6.3	15.4
Spelling		
Year 3	66.7	52.9
Year 5	48.9	37.8
Year 7	34.8	36.2
Year 9	32.8	27.0
Grammar and Punctuation		
Year 3	75.8	51.9
Year 5	57.4	38.3
Year 7	39.4	31.1
Year 9	32.8	26.8
Numeracy		
Year 3	62.1	44.7
Year 5	40.4	33.0
Year 7	34.3	32.1
Year 9	33.3	30.4

HSC Minimum Standards

In 2018, Year 10 students sat the HSC minimum standards tests (if they hadn't achieved a Band 8, 9 or 10 in Reading, Writing and Numeracy in their 2017 Year 9 NAPLAN results). The students who have not met the minimum standards have two opportunities per year to achieve the minimum standard (along with each successive group of Year 10 students).



	Demonstrated	Not Demonstrated
2018 10 Minimum Standard Numeracy	88.38	11.62
2018 10 Minimum Standard Reading	91.87	8.13
2018 10 Minimum Standard Writing	89.54	10.46

Higher School Certificate Results

In 2018, 44 students presented for the Higher School Certificate in 25 Board Developed courses at Bishop Tyrrell Anglican College. This year's cohort achieved 3 top band results across three subjects.

The College achieved 3 results in Band 6 (90% or better) and 45 results in Band 5 (80% or better). The number of students achieving Band 4 was higher than the last 2 years and the representation in the lower bands (Band 1-3) decreased significantly on 2017 results.

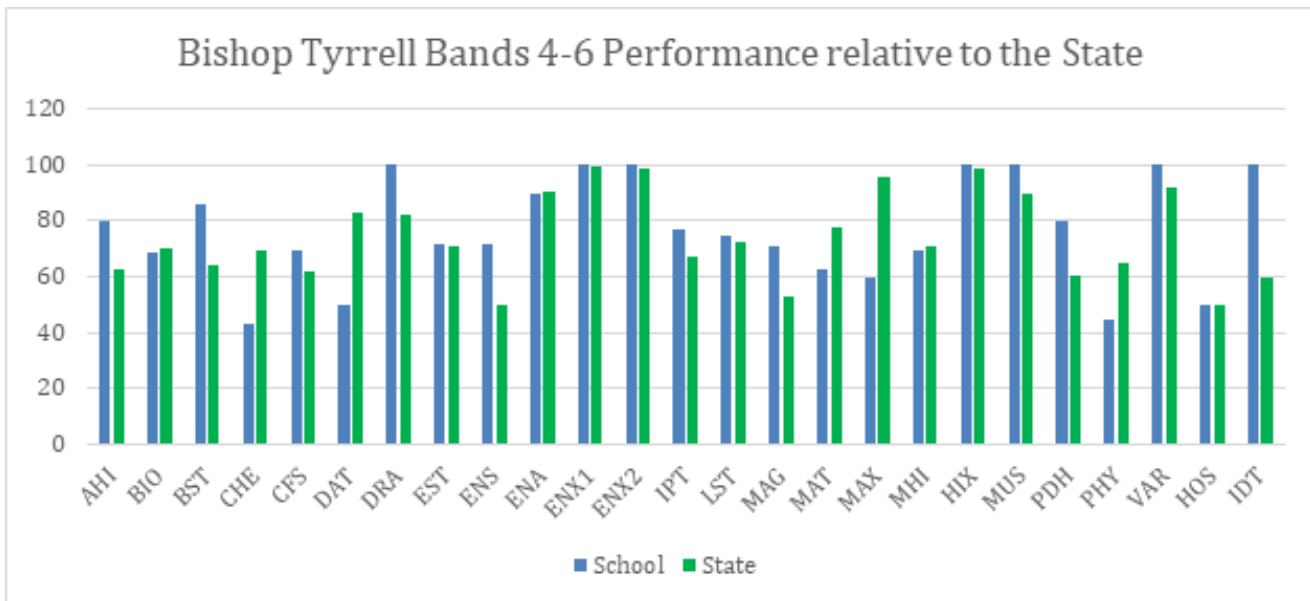


Comparison between Bishop Tyrrell and State Upper Band Performances

	Number of Students	% Band 4 to 6 or equivalent for 1 unit courses	
		Bishop Tyrrell	State
Ancient History	5	80.00	63.00
Biology	19	68.00	70.00
Business Studies	7	86.00	64.00
Chemistry	7	43.00	70.00
Community And Family Studies	13	69.00	62.00
Design and Technology	4	50.00	83.00
Drama	6	100.00	82.00
Engineering Studies	7	71.00	71.00
English Advanced	20	90.00	90.00
English Standard	21	71.00	50.00
English Extension 1	2	100.00	100.00
English Extension 2	2	100.00	99.00
History Extension	3	100.00	98.00
Hospitality VET Exam	2	50.00	50.00
Information Processes Tech	13	77.00	67.00
Info Digital Tech Vet Exam	5	100.00	60.00
Legal Studies	4	75.00	72.00
Maths General 2	24	71.00	53.00
Mathematics	16	63.00	78.00
Maths Extension 1	5	60.00	96.00
Modern History	13	69.00	71.00
Music 1	3	100.00	90.00
PDHPE	10	80.00	61.00
Physics	9	44.00	65.00
Visual Arts	2	100.00	92.00







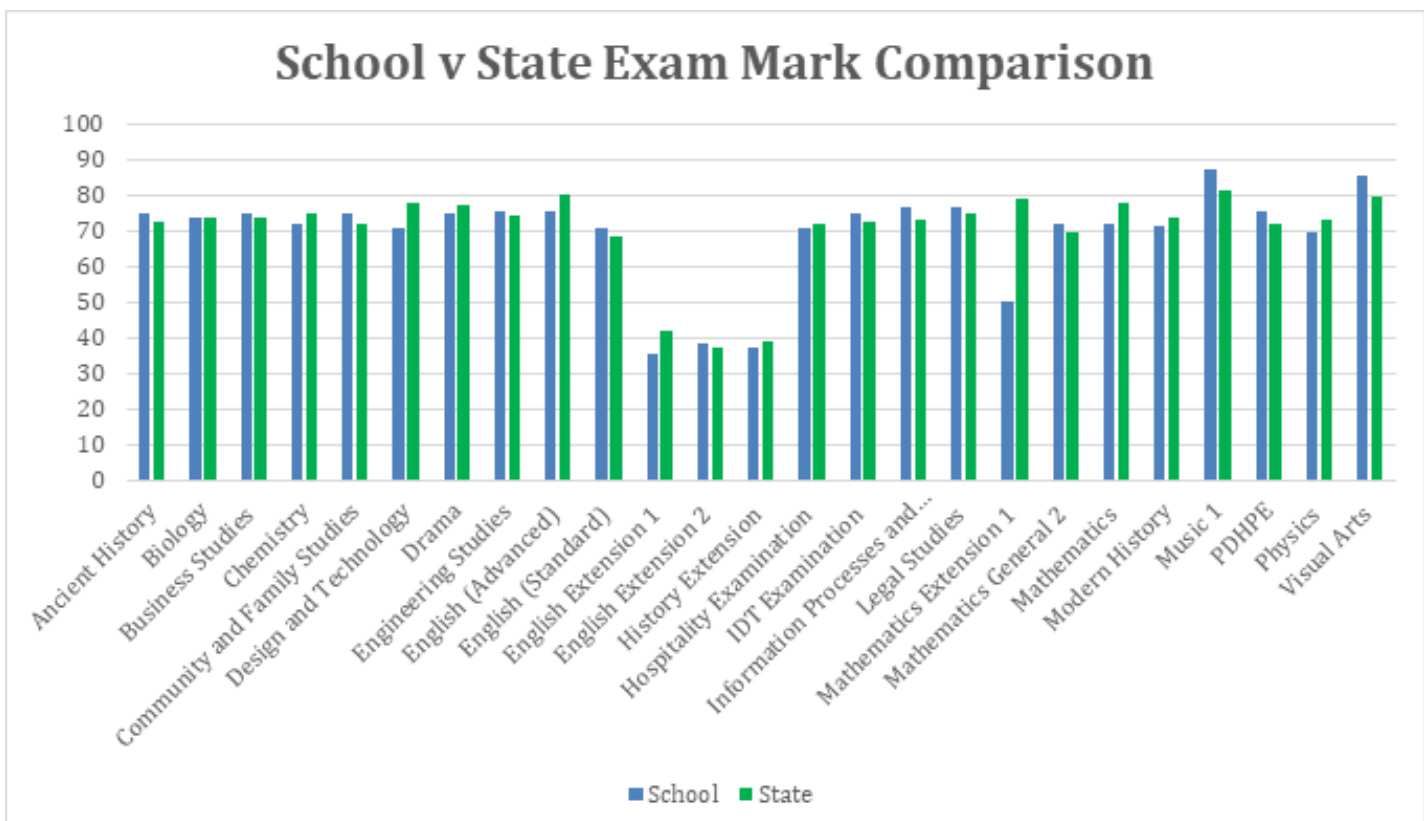
Senior Secondary Outcomes/VET

The formal Record of School Achievement credential was awarded by NESA to zero students.

In 2018, 1 student of the Year 12 cohort participated in vocational or trade training and 3 students participated in non-ATAR courses.

All full-time Year 12 students attained Year 12 Certificate or equivalent VET qualification (1 student on a Pathways Program).

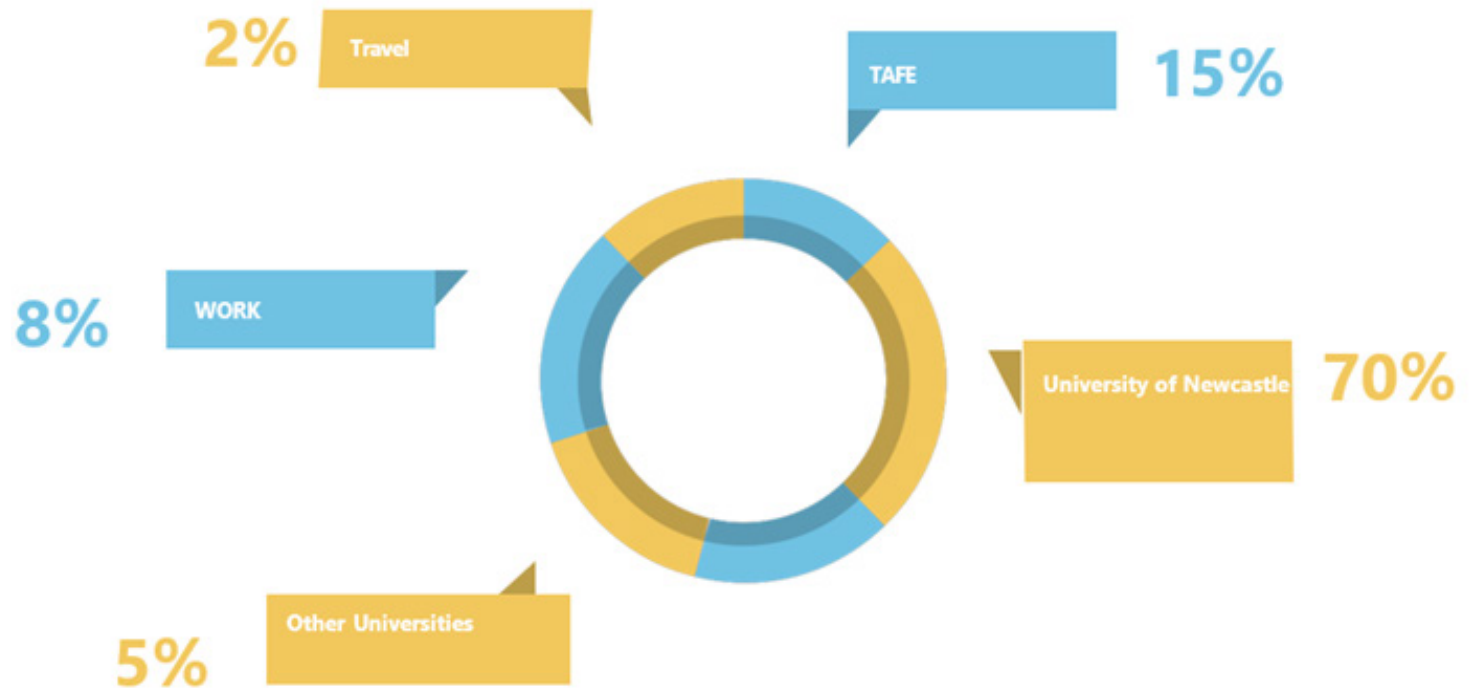
HSC Results





Students Retention Rate

In 2018, the retention rate for students who completed Year 10 in 2016 and went through to complete Year 12 in 2018 was 72% (similar to 2017).



Staff Professional Learning and Growth

Overview of P-12 Professional Learning Program for 2018

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 formally and informally. 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 2017, Bishop Tyrrell Anglican College was approved as a School Based Provider for all Professional Development Courses held at the College at Proficient Teacher level. The courses delivered by the College can 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 2018, P-12 teaching staff, along with Teacher's Aides and OOSH staff used the Appretio platform again to pursue individual goals aligned to the College's professional learning goals. A mentor coached them to use the platform, explicitly recorded the pursuit of their goal and they shared learning throughout the year.

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 January, these days incorporated a range of activities and presentations including an Induction Program for new staff and Leadership Development. Peter Moulds

and other executive staff worked on Operational Planning, Financial Performance and Management and the team based LSI process for all staff. They also worked with Peter Janetzki, a Psychologist, on Staff Wellbeing – Great Schools are products of Great Teams and Great Teams are a product of Healthy People and Healthy Relationships. Secondary teachers used the Study Skills platform to develop a student wellbeing program. Teachers learning how to reflect on teaching practice using the AITSL teaching standards, using lesson observations and feedback to improve teaching practice, along with Stage and Department team planning.

In July, K-12 staff nominated to present summarised sessions of their external PD days which all staff opted to view (including sessions on photoshop, digital literacy, growth mindset, law in schools, teaching boys in the 21st century and analysing data to inform practice). Preschool staff focused on autism, sensory regulation and strategies to help students. The annual compulsory Child Protection updates were run for all staff, and wardens were trained again in the use of fire extinguishers.

In Term 1, the College ran School Endorsed courses on using the College's LMS system (CALEB) (compulsory for all new teachers and voluntary for existing teachers) and Differentiated Learning (optional) and all teaching staff were expected to participate in lesson observations as part of their teaching reflection process. In Term 2, wardens completed their ECO theory and practical training and teachers continued their teaching reflection process. In Term 3, meeting time was allocated to staff to ensure they had the capacity to complete programming for new syllabuses and changes to assessment requirements in Senior Secondary. In Term 4, staff completed their Appretio process for 2018 finalising their goals and reflecting on improvements for 2019.

Staff are actively encouraged and supported in their personal pursuit of Teacher Accreditation. The College 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 2018, 8 staff members achieved Accreditation at the level of Proficient Teacher.

College Leadership Team members attended Professional Development opportunities at the AIS and through regional and state organisations, such as HRIS, HICES and AICES. The Principal was engaged in numerous Principal's meetings including AHISA, HICES and HRIS.

Whole School Professional Learning Activities:

- All staff completed a Child Protection update session (School endorsed course).
- All staff attended a presentation relating to Staff wellbeing.
- K-12 teaching staff used the AITSL standards to reflect on teaching practice.
- K-12 teaching staff participated in lesson observation and feedback practices as per the AISNSW mentor training initiatives.
- All staff participated in professional learning on how to use the Appretio.

Overview of 2018 Professional Development Activities

Course Category	Staff	Days
Principal	1	19
Executive Development	3	10
Leadership	1	4
Counselling	1	5
Preschool	4	15
Primary	13	23
Chaplaincy	2	7
English	4	4
HSIE	2	10
Mathematics	1	1
Science	4	4
PDHPE	3	6
TAS	4	10
VET	3	18
Learning Support	2	5
Library	1	5
First Aid	21	21
CPR	46	15

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	58
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	0
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	67
Full-time equivalent teaching staff	56
Non-teaching staff	34
Full-time equivalent non-teaching staff	11
Indigenous	0





Leadership and Governance

Policy Review 2018

There were no major revisions of policies and procedures during 2018; however, a process began to determine all policies and procedures needing review with the impact of the College Leadership restructure to an academic stream and pastoral stream of management.

Minor changes to policy and procedure were recorded for:

- Parent Handbook – 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 updated to reflect current legislation and College procedures
- Staff Induction Procedures – reviewed and updated to reflect current College procedures
- Student Behaviour Management and Discipline Policy – reviewed and updated to reflect current College procedures
- Student Care and Wellbeing Framework – reviewed and updated to reflect current 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. These sessions are delivered by a mix of internal specialist personnel and visiting specialists, including a Police Liaison Officer.

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 teachers and Head of House in Secondary. Other staff to whom a student may go for help include:

- College Counsellor
- Head of Stage (K-2) and (3-6)
- Deputy Principal – Pastoral
- Deputy Principal – Academics
- A member of the staff with whom the student has a trusted relationship, such as a Mentor.

In 2018 the College continued to implement the College Colours Award Program in the upper Primary and Secondary school. Recognition of student contribution and commitment is awarded with star pins in Primary School and colour pins in Secondary School.

Discipline and Anti-Bullying Policy

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

- Minimises risk of harm and ensures students feel secure.
- Supports the spiritual, academic, physical, social, aesthetic and emotional development of students.
- Provides 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 full text of the College's anti-bullying policy and procedures can be accessed by request through the Head of Stage (K-2) or (3-6) in the Primary school, Head of House in the Secondary school or by contacting the Deputy Principal – Pastoral.

Attendance

In 2018 our overall yearly attendance rate for students across the school was a very good 92%.

The school has clear procedures in place to manage non-attendance. Bishop Tyrrell Anglican College sends SMS messages to parents following roll marking in the morning if their child is absent from school and the school has not been informed. Both Tutor and Class teachers follow up any instance of non-attendance. Any non-attendance is required to be explained by a letter from a parent. Whilst instances are very rare, parents would be called or asked in for an interview if their child has had long term or frequent absences from school. If necessary an individual plan would be devised for a student to manage the impact on learning from long term absence. The College Counsellor may also be asked to assist if needed. If necessary, the relevant authorities would be notified for chronic non-attendance. This information is provided as part of the Parent Handbook.

Other non-specific Policies

As appropriate and relevant the following protocols and guidelines can be accessed:

- Anti-Bullying Policy
- Privacy Policy (which addresses the new Australian Privacy Principles contained in the Commonwealth Privacy Act 1988 and Privacy Amendment (Enhancing Privacy Protection) Act 2012)
- School Expectations (Code of Conduct) for each staff, student and parent
- Guidelines for the recording and reporting of student absences
- Cyber Rules, the Acceptable Usage Agreement for Internet and Network users and the Tablet PC User Agreement
- Information regarding the supervision of children, with specific reference to guidelines, including risk assessment and management, for students undertaking on-site and off-site activities
- Emergency Response Procedures
- Guidance as to the range of school staff who may be able to provide assistance, dependent upon the nature of a parental concern. Parents are encouraged to communicate with staff on any matter relating to their child's education and wellbeing
- Discrimination and Harassment Policy
- Grievance Procedure



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 and staff. 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. 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 Council will only act on issues if all of the following steps have been taken:

- a) They have first been discussed with the Principal and remain unresolved to the parent's satisfaction; and,
- b) The Principal has been formally advised that the parent intends to take the issues to the College Council; and,
- c) Parents write to the Chairman of the College Council 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

Year	Term 1	Term 2	Term 3	Term 4	Total
K	100	100	100	98.82	99.95
1	96.19	95.43	95.57	94.83	95.50
2	95.06	94.00	94.78	94.98	94.71
3	96.03	95.52	94.90	94.05	95.13
4	95.53	86.81	94.49	92.86	92.42
5	94.39	87.85	94.49	92.86	92.42
6	94.47	93.38	86.51	94.63	92.25
7	95.07	82.80	87.83	92.16	89.47
8	85.67	93.44	90.52	93.46	90.77
9	85.49	93.21	91.11	93.32	90.78
10	93.46	89.69	93.31	80.22	89.17
11	94.13	90.31	88.83	70.28	85.89
12	93.76	83.28	84.77	90.48	88.07

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 carers in an appropriate manner where a student has a poor record of College or class attendance. Class teachers, Tutor teachers, Heads of Stage (K-2) or (3-6) or Heads of House will discuss and resolve the situation in the first instance. The Deputy Principal - Pastoral 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

In 2018, we emphasised a 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. In addition, we have continued to embed our unique educational philosophy, a conscious attempt to develop in children a desire to learn, lead and serve through experiences of excellence that will define the hearts and minds in every Bishop Tyrrell student.

Area From Strategic Plan	Achievements in 2018
<u>The Christian Foundation of the College</u>	<ul style="list-style-type: none"> Extended and further developed the College's Service Learning Programs Focused Chapel, Assembly, Youth Groups, prayer, excursions, service trips and service learning around foundational principles, values, teachings and expressions Development of liturgical Anglican Practices within the life of the College Finalise development and begin implementation of the Values, Service, Care and Leadership Frameworks
<u>The Learning Environment</u>	<ul style="list-style-type: none"> Investigated systems to enable tracking of student's academic achievement and wellbeing between teachers and tutors Developed and implemented enrichment opportunities included The QUEST Program Improved student engagement and performance Developed and implemented HSC and NAPLAN improvement plans
<u>Staff Professional Learning and Growth</u>	<ul style="list-style-type: none"> Build a program of professional trust and growth, and strong teams through appraisal, reflection, goal-setting and cultural expectations Continue to implement the moderation process P-12
<u>Resources and Infrastructure</u>	<ul style="list-style-type: none"> Gained DA approval to build a third Preschool Classroom Investigated the feasibility and planned the implementation of a bus route from Charlestown and through Cameron Park in 2019 Built a cover over the Primary Courtyard
<u>Community Engagement and Partnerships</u>	<ul style="list-style-type: none"> Further Developed Service Programs including greater engagement with Anglican Care Hosted Community Christmas Carols Event
<u>Leadership and Governance</u>	<ul style="list-style-type: none"> Embedded College planning processes and systems Developed a systematic process of evaluation and review to improve processes, increase efficiency and minimise waste.



In 2019, 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 2019
<u>The Christian Foundation of the College</u>	<ul style="list-style-type: none"> • Celebrations for the 21st Anniversary of the College • P-12 Peer Mentoring Framework • P-12 Student Health and Wellbeing Framework • Student Leadership Training • Pastoral Care Systems and Programs
<u>The Learning Environment</u>	<ul style="list-style-type: none"> • Tracking of student's academic achievement and wellbeing between teachers and tutors • Further development and implementation of enrichment opportunities • Development and refinement of the Teaching and Learning Plan to incorporate Deep Learning Initiatives • Annual HSC data analysis and improvement plan • Annual plan for faculty academic goals • Refinement of the College's Learning Management System, CALEB • Embed experiential education framework principles into students' activities and experiences such as the Outdoor Education and Duke of Edinburgh Programs
<u>Staff Professional Learning and Growth</u>	<ul style="list-style-type: none"> • Continue to implement the moderation process P-12 • Protocols, guidelines and systems for development of College staff and service culture • Staff and College goal setting and Reflection Programs • Deep Learning Framework • Evidence-based Learning and Decision Making Framework • Staff publications and presentation
<u>Resources and Infrastructure</u>	<ul style="list-style-type: none"> • Build a third Preschool Classroom for 2020 • Master Plan building and works projects • Asset maintenance system and support services • Community engagement, marketing and development strategies • Administrative support structures and systems • Scholarships and bursaries strategies
<u>Community Engagement and Partnerships</u>	<ul style="list-style-type: none"> • Further Development of Service Programs and greater engagement with Anglican Care • Implement a clear program of parent, Support Group and community connection activities • Communicate a vision of community engagement in the College community • Alumni strategy • Parent Support Groups strategy.
<u>Leadership and Governance</u>	<ul style="list-style-type: none"> • Leadership capability • Risk Framework • Review Framework



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 to 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.

In 2018, recognition of the value that service plays in the development of character and enhanced wellbeing of the young person servicing as well as contributing to the recipient's worth was rewarded with Bronze, Silver and Gold levels of Service Award at the end of year of assemblies for both Primary and Secondary students. These awards were assigned on the basis of participation in the variety of Service Learning opportunities available at the College and through the local and global community.

Financial Strength Building for the Future

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.

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 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, Drama, Dance, Visual Arts and Sport. Students are required to register online with the ACER Scholarship website with testing conducted at the College in Term 2. 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 processes at Bishop Tyrrell Anglican College may be obtained from the College website.

Student Population as at Census Date

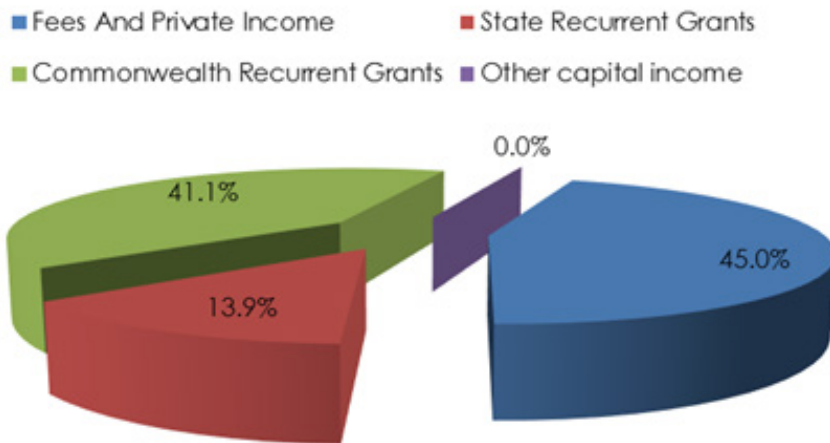
	Full time equivalent	Overseas Students
Primary		
Kindergarten	76	0
Year 1	68	1
Year 2	62	1
Year 3	65	2
Year 4	50	1
Year 5	49	1
Year 6	57	1
Total	427	7
Secondary		
Year 7	64	3
Year 8	71	0
Year 9	66	1
Year 10	77	2
Year 11	47	2
Year 12	42	1
Total	367	9
Total School	810	



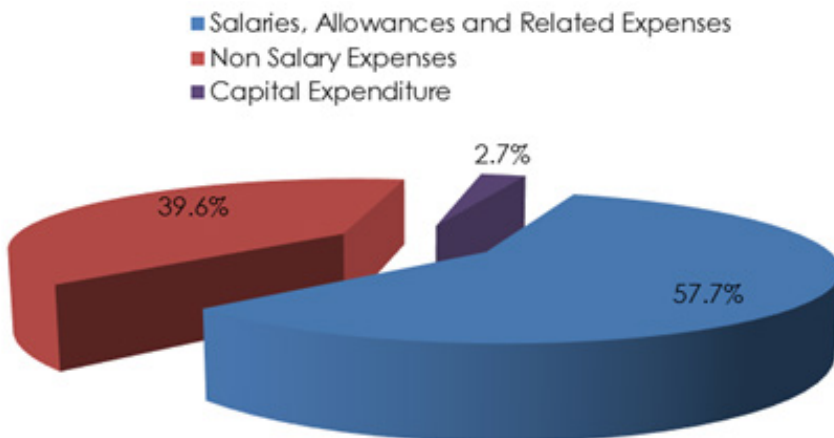


2018 Income and Expenditure

Recurrent Capital Income



Recurrent/Capital Expenditure



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