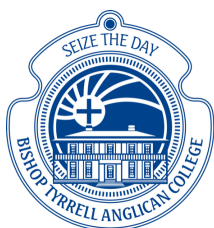


ANNUAL REPORT

2019



Bishop Tyrrell Anglican College

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Governance and Leadership

School Context

Located in Fletcher, Newcastle, Bishop Tyrrell Anglican College is an inclusive co-educational independent Preschool to Year 12 school owned by the Newcastle Anglican Diocese which equips students for their future.

Our founding vision of a Christian learning community remains core to our daily life and is embedded in the fabric of College life as we strive to inspire students to learn, lead and serve in a caring, supportive 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 cultivate a high respect for intellectual endeavour developing qualities such as curiosity, questioning, intellectual rigour, hard work and openness to new ideas. Students focus on developing future skills and capabilities through contemporary teaching and learning approaches within a global setting.

Bishop Tyrrell develops 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.

Our students are encouraged to develop a 'growth mindset', understanding the diverse and dynamic nature of intelligence. We nourish security, support, and confidence in our students and a belief in the power of their own commitment to learning.

Our whole-College care and well-being curriculum is based on Christian values, leadership, character development and teamwork. We encourage respect for the natural environment, an ethic of service, peace and reconciliation and a commitment to social justice.

“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 Message from the College Council

Bishop Tyrrell Anglican College is owned and governed by the Anglican Diocese of Newcastle and is one of four schools who operate together as an integral part of the mission of the Anglican Church.

The College operations are supported by the Newcastle Anglican Schools Corporation who appoint the College Council. The College Council governs at the local level, as a sub-committee of the Diocesan Council.

In 2019, the College Council continued the consolidation and improvement of Bishop Tyrrell Anglican College's educational facilities and development of educational and cultural initiatives for all students. The Council, through the Principal, the College Leadership team and staff, worked together to provide the finest education possible in accordance with the College's Strategic Intent and Operational Plan.

The Council sought to ensure that all students receive the best contemporary education that the College can offer, in an environment which focuses on intellectual endeavour, a broad liberal curriculum and cocurricular programs. Supporting personal well-being and positive approaches to personal and community life.

Bishop Tyrrell offers an education to students, from Preschool through to Year 12. In 2019, enrolments at the College were 887 students, 809 from Kindergarten to Year 12, and 78 students in Preschool.

It takes three decades to develop an independent school and in our 20th year the Council and Staff of our school are understandably proud of our achievements to date.

The College also continued to offer the OOSH Program, for before and after school care, which runs Monday to Friday from 7am to 6pm and a Vacation Care Program which is available for 75 attendees.

The College is fortunate to have a dedicated teaching and support staff who have worked diligently throughout the year to ensure that our children and staff flourish within this values-based community.

On behalf of the College Council and school community we thank Mr Warwick Gilbertson for his services to our community during his many years as a Council Member and the past seven years in his role of Council Chairman.

The service of all Council members who guide the development of this Anglican school community is greatly appreciated.

On behalf of the College Council





A Message from the Principal

(An excerpt from the Principal's address at Speech Day 2019)

Excellence is a habit. On thinking about this, habits are behaviours and behaviours shape culture, and culture aligns purpose, and purpose fuels our human quest for excellence as we seek to live and serve in this world. So excellence is a habit. It is achieved through hard work and dedication all day, every day.

In this address, I am going to reflect upon the heart and soul of what I believe is Bishop Tyrrell Anglican College and to point us towards the future.

To help us reflect on that I am going to use the word LIFT because that is our future.

Lift stands for loyalty, it stands for integrity, it stands for faith and it stands for tradition. I trust that it will remind us a bold vision invites us to lift. Progress demands that we lift. Challenge and threat motivate us to lift. A genuine quest for each one of us to be the very best that we can be, inspires us to lift. It is the motive alone that gives character to the actions of us all.

Our quest for cultural, sporting and academic excellence has only just begun. The strength of our foundation will determine how successful we will be in the future.

Character, integrity, values and trust are four constants of a good foundation and creativity pulls all of that together. Bishop Tyrrell Anglican College is not simply a school for students. I deeply and sincerely believe Bishop Tyrrell is a noble enterprise, it is an agency for human, transformations. It is also an education incubator for the inspirational servant leadership that we seek to demonstrate day by day, year after year.

Bishop Tyrrell is a place where students are expected to step up. We make no apologies and they do step up. Where students will link arms in unity, where students will act with courage and moral purpose. Students at Bishop Tyrrell learn to value and apply the principals of lift. To get the best out of a person, you must look to the best in a person. What is in you. Your spirit, nourishing and nurturing it.

Let me talk a little further about the idea of the letter 'L'. You've all heard the phrase "All for one and one for all". It is a motto traditionally associated with the hero of the novel 'The Three Musketeers', written by Alexandre Dumas in 1844. It means each individual should act for the benefit of the group, and the group should act for the benefit of the individual.

That is what loyalty is. Loyalty is a feeling or an attitude of devoted attachment and affection. Loyalty demands a corporate dedication to truth, honour, fidelity, trust and communication.

Loyalty to Bishop Tyrrell, to students and to community members means rejecting forces that seem to divide you, for selfish or jealous gain, and embracing motives and motivations that seek to unify you. Without loyalty as your number one principal there is no lift.

When I see students in a basketball huddle with their hands on top of each other, or students arms around their team mates' shoulders, or a group of students sharing notes in a study session putting the good of others before the good of self, that reminds me of the foundation of loyalty. The importance of it. It is the foundation of our team.

The second word beginning with 'I' is another critical word. It stands for integrity. Integrity describes a state of being, whole and undivided. It is the quality of being honest and having strong moral principles. It reminds of words like uprightness, probity, nobility, unity and honesty. Integrity is being what I claim to be, and doing what I promise to do. A great leader must demonstrate personal integrity every day. It takes years to develop integrity and seconds to lose it. Proverbs 11 Verse 3 reminds us the integrity of the upright guides them. If we could teach you only one value to live by it would be this.

Success will come and go but integrity will be forever. Integrity means doing the right thing all of the time in any situation, whether someone is watching or not.

Let me give you an example of this, your 2018-2019 College Captain, Charlie Campbell is a role model of integrity. She is Miss consistency. She is trustworthy. She is honest. She is steady, honourable and humble, and she thinks of others all of the time. She leads by example and through example. She is engaging and motivating students all of the time just by being in their company. She is a servant leader and a student like Charlie puts the educational debate in perspective by answering the question what do we value most in education. At Bishop Tyrrell we value integrity lived out in the lives of students like Charlie.

Let me go to the third word, faith. As we look forward, we also look back and we see a continuity in life that is guided by our faith journey, and that faith inspires truth, honour, loyalty and commitment. The faith we encourage is not, and I repeat is not, a call to conformity.

It is not a call to compliance or timidity. We do not ask you to put your minds, your courage or your passion aside when you consider the profound and deep questions of faith. In the words of Professor John Stackhouse faith is about the discovery of shalom.

Shalom is not only a greeting of peace but also a description of completeness, of wholeness, of peace contentment and fulfilment. It is about humans flourishing in accordance to God's good purposes. Human excellence in its truest and most profound sense. The faith dimension will lift and equip you in your search of trust as you move into the world.

Let me give you another example. When College Captain Patrick Eve compassionately mentors other students, you think about loyalty and faith and integrity and you see students like Patrick living that vision before us, and living that notion of all for one and one for all. And when Patrick stops you for an engaging and mature conversation about students' antics, what's going on around the school, school spirit or just a classic Patrick asking you how you are going, it is something that can inspire others and can be moments that you cherish because Patrick is a servant leader.

The fourth area that I would like to touch on is tradition. Tradition is not something that is essentially static or backward teaching. Some people think that. It does look to the past, but it seeks to learn from the past. It seeks to draw out things from that inheritance, but it equally looks to the present and the future. It seeks in the acquired wisdom of former generations appropriate ways and means of dealing with the new challenges and circumstances.

It keeps you on the road. It is like a road leading to a T-junction, it takes you to a point and it equips you to go left or right with confidence. Somerset Maugham the great writer said "Tradition is a guide, not a jailer". However, T.S. Elliott another author and poet warned the "Tradition without intelligence is not worth having". So, we need to look after traditions.

Our students live and breathe creativity, they love who we are, they embrace our beliefs and values, they drive us forward and encourage us to lift. But ultimately education is about conviction.

These convictions both compel us and inspire us to lead. So, each student at Bishop Tyrrell, you carry a legacy with you and we trust as custodians of our traditions and our convictions in the world, we hope you will remember the things that you have been given by your wonderful teachers this year.

If those connections are right, we are confident that right actions will follow.

On behalf of the College Community I would like to thank our College Council for their vision this year, for their commitment to do their work with seriousness and passion, wisdom and dedication.

I would also like to thank our College Leaders, the staff, the alumni, the parents, friends and community that have supported us this year.

If God is with us, who can be against us.

Learn, Lead and Serve.

**On behalf of Peter Moulds
Principal**



A message from the College Captains

(An excerpt from the Captains' address at Speech Day 2019)

Through a combination of the academic and extracurricular spheres of the Bishop Tyrrell experience, students have the chance to embrace opportunities for personal growth, development of character and leadership.

It is the sense of family, combined with our unique personal attributes through involvements in academic, cultural and extracurricular programs, which makes the Bishop Tyrrell experience so unique. Attending the College has encouraged us to become well-rounded leaders. We have experienced victory and achievement together, and together, we have experienced defeat and loss. We have grown to understand the importance of relationships, communication and teamwork. With that all said we now hold the key to lead others. These subtle lessons we learn through the experiences given to us at Bishop Tyrrell are the most important lessons in our school lives.

It is without question that the teachers of Bishop Tyrrell Anglican College have been pivotal in greatly developing our education, as well as empowering every single student that attends this college.

The personal growth and development of character of each student is driven by the contributions of teachers who dedicate their time and knowledge to guide us as we go onto pursuing life outside of our Primary and Secondary education.

We would like to thank every single teacher for giving us the tools to succeed in our academic and co-curricular endeavours.

What makes the College so special is its staff who create a positive environment and make going to school less of a chore. Thank you for making Bishop Tyrrell great. Thank you for allowing us to become the leaders and people we want to be.

Patrick Eve and Charlie Campbell
College Captains





Parent and Student Satisfaction

Bishop Tyrrell Anglican College is committed to listening to the views and expectations from its key stakeholders. This feedback 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 2019, stakeholder engagement was sought via the AISNSW "Perspectives – Your School in Focus" survey which 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 are detailed in the table below.

The College is committed to continual improvement to ensure that we offer the best quality educational experience to all students.

As well as the formal survey conducted this year, frequent parent consultation opportunities were afforded via Principal-Parent morning teas. 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 Student Self Reflection reports at the end of each semester 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.

AISNSW Perspectives - "Your School in Focus" survey - what parents and students valued most

- Students' safety on and around the College campus.
- Dedicated and professional teaching staff who know their students and go out of their way to provide engaging and innovative experiences
- Positive teacher/student relationships
- The College values
- Student friendships
- The Sporting and Co-Curricular programs
- The Pastoral Care Program
- The Academic program and options available for all students
- The College experiential learning programs including school camps
- The way the College celebrates all aspects of a student's life at school

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 begun its involvement in the AISNSW New Pedagogies in Deep Learning designed to ensure students are well prepared for their life after school.

As well as providing the necessary knowledge to prepare our students for their futures, we need to focus on the soft skills they will require to be successful such as emotional intelligence, social intelligence and cultural intelligence. The College has committed to a three year program of growth facilitated by external consultants.

In 2019, the College continued with the processes developed when using the AISNSW Appretio performance development platform. Staff collaborated in faculty and stage based teams and engaged in reflective practice in the pursuit of a shared and personal goal, focused on 2019 College priorities.



The Learning Environment

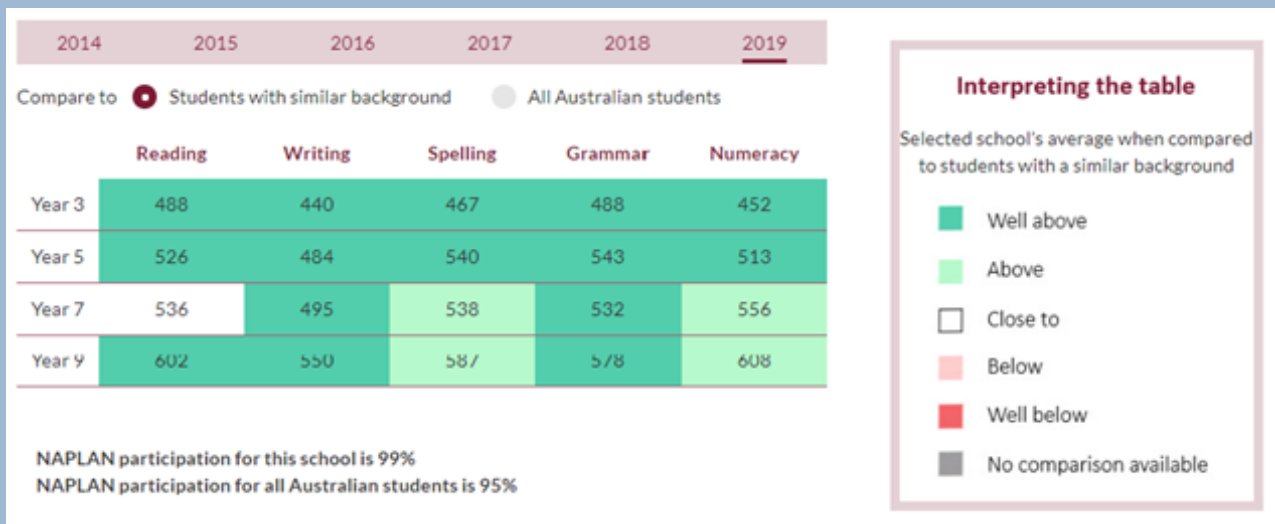
NAPLAN Results

In May 2019, 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 2019 NAPLAN results are at above, or well above average in comparison to students with similar background in the majority of Year groups and across all domains.

Our results show that we have more students in the top two bands across all domains in Year 3 in comparison to similar schools and the State. In Year 5 we have more students in the top two bands in the areas of Grammar and Punctuation, Reading, Spelling and Numeracy.

The NAPLAN national results show that from 2018 to 2019 there has been a growth in results for Year 3 and 5 and downward turn for results in Year 7 and 9 in literacy and numeracy results. These are consistent with the results of these year groups when they last sat the NAPLAN tests two years ago.



Year Group	% BTAC Students in top 3 bands	% Like Schools Students in top 3 bands	% NSW Students in top 3 bands
READING			
Year 3	89%	78%	71%
Year 5	78%	72%	64%
Year 7	67%	68%	58%
Year 9	69%	64%	55%
WRITING			
Year 3	83%	83%	78%
Year 5	50%	55%	48%
Year 7	36%	49%	42%
Year 9	42%	47%	40%
SPELLING			
Year 3	90%	78%	72%
Year 5	75%	73%	66%
Year 7	64%	70%	64%
Year 9	58%	62%	56%
GRAMMAR AND PUNCTUATION			
Year 3	86%	77%	71%
Year 5	75%	69%	62%
Year 7	66%	67%	58%
Year 9	56%	57%	49%
NUMERACY			
Year 3	89%	78%	71%
Year 5	68%	67%	59%
Year 7	77%	71%	61%
Year 9	72%	66%	56%

HSC Minimum Standards

In 2019, Year 10 students (and any Year 11 students who had not met the minimum standard) sat the HSC Minimum Standards Tests. The students who have not met the minimum standards have four opportunities per year to achieve the minimum standard (along with each successive group of Year 10 students).

	DEMONSTRATED	NOT DEMONSTRATED
2019 Minimum Standard Reading	88%	12%
2019 Minimum Standard Writing	86%	14%
2019 Minimum Standard Numeracy	80%	20%

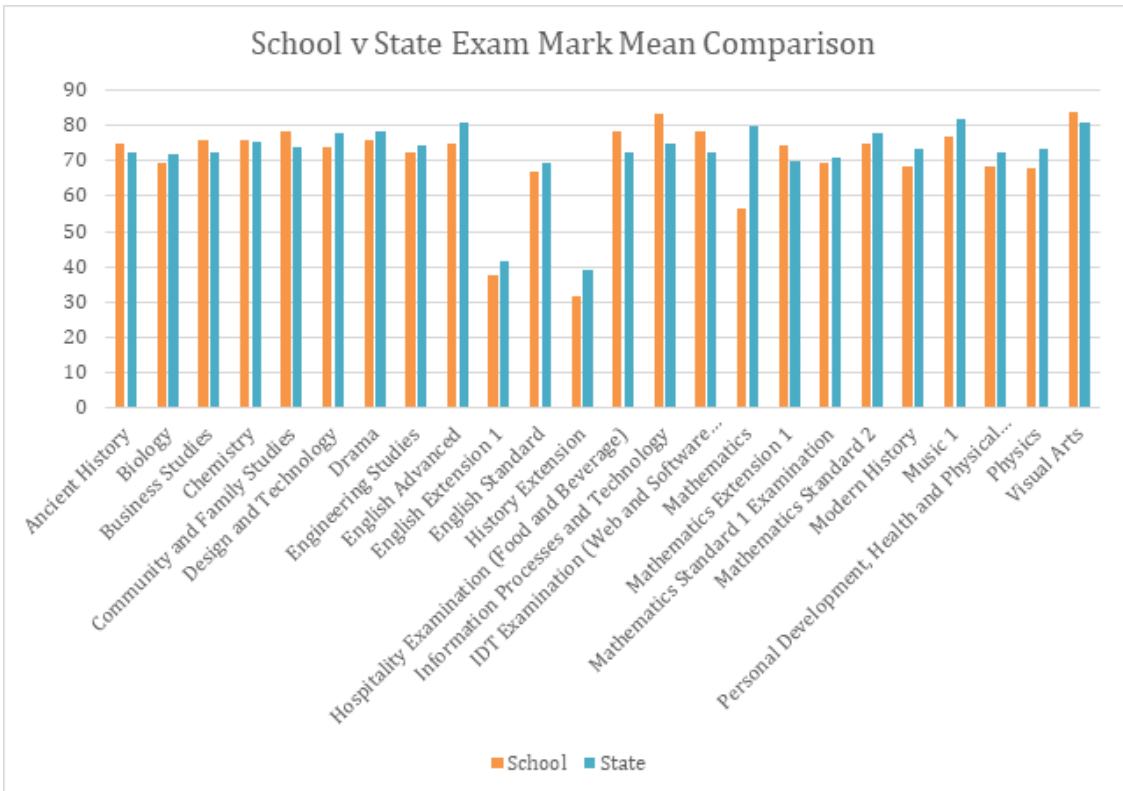
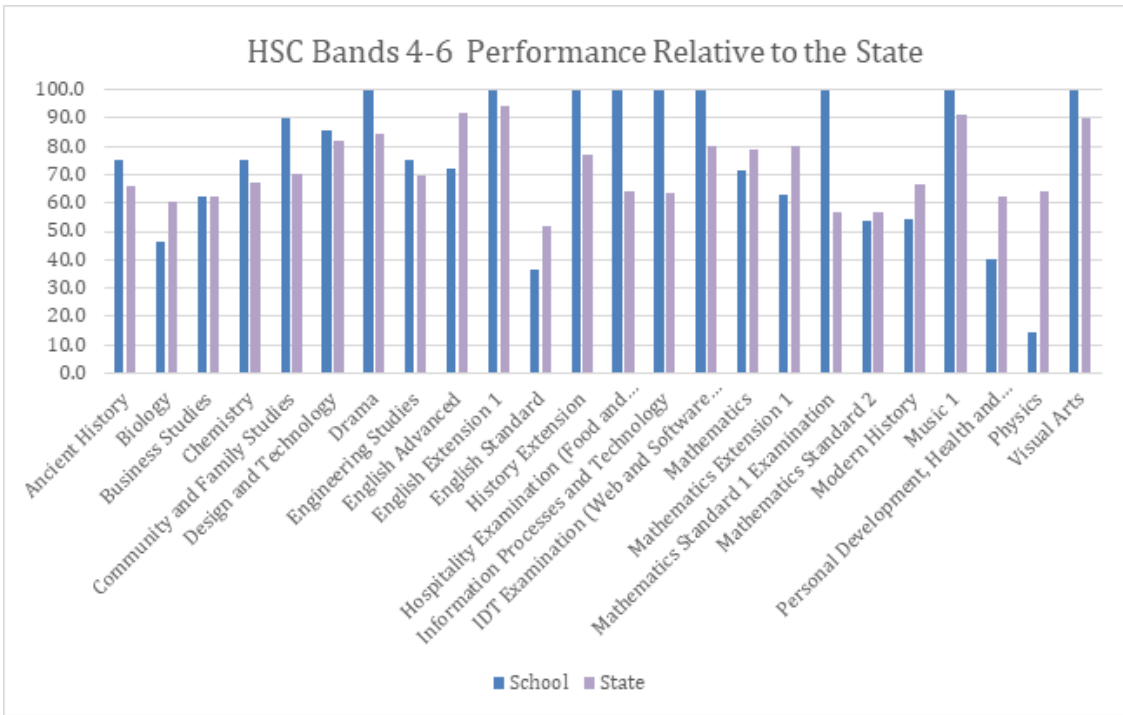


Higher School Certificate Results

In 2019, 56 students presented for the Higher School Certificate examinations (13 of whom were Mathematics accelerants sitting only two papers each) in 24 Board Developed courses at Bishop Tyrrell.

The College achieved six 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 two years and the representation in the lower bands (Bands 1-3) decreased significantly on 2018 results.

Comparison between Bishop Tyrrell and State Upper Band Performances		
SUBJECT	SCHOOL	STATE
Ancient History	75.0	65.7
Biology	46.2	60.4
Business Studies	62.5	62.1
Chemistry	75.0	67.4
Community and Family Studies	90.0	70.0
Design and Technology	85.7	82.2
Drama	100.0	84.2
Engineering Studies	75.0	69.9
English Advance	72.2	91.9
English Extension 1	100.0	94.2
English Standard	36.4	52.1
History Extension	100.0	76.8
Hospitality Examination (Food & Beverage)	100.0	64.3
Information Processes and Technology	100.0	63.2
IDT Examination (Web & Software Application)	100.0	80.0
Mathematics	71.4	78.6
Mathematics Extension 1	63.2	80.3
Mathematics Standard 1 Examination	100.0	56.8
Mathematics Standard 2	53.8	56.7
Modern History	54.5	66.6
Music 1	100.0	91.0
Personal Development, Health & Physical Education	40.0	62.3
Physics	14.3	64.4
Visual Arts	100.0	90.0



Senior Secondary Outcomes/VET

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

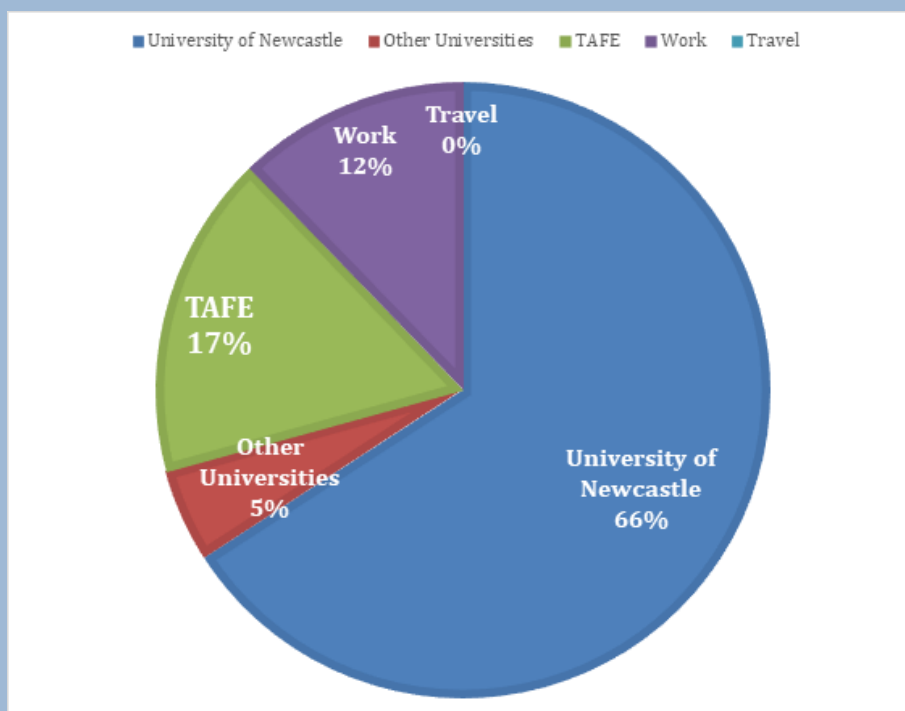
In 2019, one student of the Year 12 cohort participated in vocational or trade training and three students participated in non-ATAR courses.

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

Student Retention Rate

In 2019, the retention rate for students who completed Year 10 in 2017 (61) and went through to complete Year 12 in 2019 (41) was 67% (a slight drop from 2018).

Post Schools Destinations





Staff Professional Learning and Growth

Overview of the P-12 Professional Learning Program

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 the AISNSW program 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 2018, 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 2019, P-12 teaching staff, along with Teacher's Aides and OOSH staff used the processes developed in using the Appretio platform to pursue individual goals aligned to the College's professional learning goals. A faculty-based mentor coached them through this process, helping them to explicitly gather and record evidence in the pursuit of their goal and share their learning throughout the year.

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. The executive staff and council members worked with an external consultant (Phil Hadridge) on Operational Planning, Financial Performance and Management and long-term goal setting for the College.

All K-12 middle leaders worked in teams on the College's Care and Wellbeing Framework, developing programs and resources for sharing with the staff. All staff were briefed on the AISNSW School Climate Survey the College was undertaking, measuring dimensions relating to Safety, Teaching and Learning, Interpersonal Relationships, Institutional Environment, Social Media and Staff Leadership and relationships.

Teachers reviewed the in-house course on how to reflect on teaching practice using the AITSL teaching standards and using lesson observations and feedback to improve teaching practice.



The annual compulsory Child Protection updates and WHS requirements update were run for all staff and wardens were trained again in the use of fire extinguishers.

The College has undertaken and committed to becoming part of the AISNSW initiative for Deep Learning. Part of this is a series of training moments for K-12 staff run by consultants from the ASINSW. The introductory session for this was undertaken on one of the January PD days, along with sessions for staff to build integration of the competencies into their teaching programs.

In July, staff continued to build and grow Care and Wellbeing programs and resources. Staff also had time to develop their skills and understanding of the Deep Learning Framework.

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 all teaching staff were expected to participate in lesson observations as part of their teaching reflection process.

All staff (teaching and non-teaching) participated in a team based Staff Wellbeing Toolkit program (a series of five sessions run over Terms 1 and 2) offered by NESLI (but run by the College Middle Leaders). The Staff Wellbeing Toolkit was chosen because it was designed to help create a professional climate which is conducive to the optimal health and wellbeing of all staff.

The program had three main aims:

- To enable individuals to take a proactive approach to their own wellbeing and develop the mindsets and behaviours which will support them through challenging times.
- To enable professional communities to work collaboratively to more effectively support one another's health and wellbeing.
- To contribute to improved student outcomes through enhancing staff engagement, wellbeing and connectivity year.

In Term 2, wardens completed their ECO theory and practical training and teachers continued their teaching reflection process in particular focusing on adjustments necessary for Learning Support and Enrichment students. All Staff continued on with the sessions dedicated to the Wellbeing Toolkit.

In Term 3, meeting time was allocated to staff to ensure they were gathering evidence participating in lesson observations as they met their teaching and learning goals.

In Term 4, staff completed their professional goal process for 2019, finalising their evidence collection and reflecting on improvements for 2020. There were continued opportunities to grow skills in the implementation of the Deep Learning Framework and sessions dedicated to staff sharing their students' work from the year.

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 2019, two 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 completed a Wellbeing Toolkit course 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 new staff participated in professional learning on how to use the Learning Management System (CALEB).

Overview of Professional Development Activities

COURSE CATEGORY	STAFF	DAYS
Principal	1	12
Executive Development	6	18
Leadership	5	13
Counselling	1	9
Preschool	5	21
Primary	12	13
English	2	2
Humanities	3	6
Mathematics	2	4
Science	0	0
PDHPE	1	1
TAS	2	2
Creative Arts	3	6
VET	2	14
Learning Support	2	3
Library	1	2
Support	8	12
First Aid	23	23
CPR	43	15

Teacher Standards Table

Teaching Staff who have responsibility for delivering NESAs curricular:

CATEGORY	TEACHERS
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI_ NOOSR) guidelines.	57
Teachers who have qualifications as a graduate from a higher education institution within Australia or as recognised 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 2019	
Teaching Staff	57
Full-time equivalent teaching staff	54
Non-teaching staff	34
Full-time equivalent non-teaching staff	11
Indigenous	0



Policy and Compliance

Policy Review 2019

There were no major revisions of policies and procedures during 2019; however, a process continued 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:

- 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 Code of Conduct – 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)
- Dean of Students
- Deputy Principal – Pastoral
- Deputy Principal – Academics
- College Chaplains

In 2019 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.

Student Code of Conduct 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 Code of Conduct 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, sanctions 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 Student Code of Conduct and 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 Dean of Students.



Attendance

In 2019 our overall yearly attendance rate for students across the school was 95%.

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 and the school has not been informed. Both Tutor and Class teachers follow up any instance of non-attendance. Heads of House and Stage are sent automatically generated weekly summaries for their cohort of students.

Any non-attendance is required to be explained by a letter or email 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, Dean of Students and/or Head of Learning Support 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:

- Discrimination, Harassment and Bullying Policy
- Child Protection 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)
- Codes of Conduct for each of staff, students and parents
- 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
- WHS Policy and 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.



Reporting Complaints and Resolving Grievances

Bishop Tyrrell Anglican College is committed to 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 and encourages the College community to follow the Complaints Resolution Policy.

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 or Tutor Teacher. 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 person(s) concerned.

Parents are advised that the College Council 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 Council; and,
3. Parents write to the Chair of the College Council to formally advise their concern.

The full text of the College's Complaints Resolution Policy and Procedures is provided upon request through the Principal's office.

Attendance Rates

Attendance Rates	
YEAR	TOTAL
K	100%
1	96%
2	96%
3	95%
4	96%
5	96%
6	95%
7	95%
8	94%
9	93%
10	94%
11	94%
12	94%

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 Dean of Students/Deputy Principal 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 ~ 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 Student Management (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 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. Year 12 students (with parental permission) are able to sign in late and sign out early if they have non-contact study periods before recess or after lunch.

Requests for Leave ~ Requests for planned leave of five 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 2019, 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 2019
The Christian Foundation of the College	<ul style="list-style-type: none"> • Extended and further developed the College's Service Learning Programs • Grew the P-12 Peer Mentoring program • Development of liturgical Anglican Practices within the life of the College
The Learning Environment	<ul style="list-style-type: none"> • Committed to a three-year program of being involved in the AISNSW Global Initiative for Deep Learning to enhance and grow learning possibilities for students • Developed and implemented enrichment opportunities including The QUEST Program • Improved student engagement and performance • Refined the College's Learning Management System, CALEB • Developed and implemented HSC and NAPLAN improvement plans
Staff Professional Learning and Growth	<ul style="list-style-type: none"> • Built a program of professional trust and growth, and strong teams through reflection, goal-setting and cultural expectations • Continue to implement the moderation process P-12 • Implemented a staff wellbeing toolkit in response to survey data
Resources and Infrastructure	<ul style="list-style-type: none"> • Built third Preschool Classroom • Implemented a new bus route from Charlestown and through Cameron Park in response to community feedback
Community Engagement and Partnerships	<ul style="list-style-type: none"> • Further developed Service Programs including greater engagement with Anglican Care • Hosted Community Christmas Carols Event
Leadership and Governance	<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 2020, we will continue to implement our Strategic Intent, focusing on the development of Bishop Tyrrell culture, Bishop Tyrrell people and Bishop Tyrrell structures.

AREA FROM STRATEGIC PLAN	IMPLEMENTATION GOALS FOR 2020
The Christian Foundation of the College	<ul style="list-style-type: none"> • Grow and improve the P-12 Student Health and Wellbeing Framework • Increase opportunities for Student Leadership Training • Grow and develop Pastoral Care Systems and Programs based on latest research • Develop liturgical Practices within the life of the College
The Learning Environment	<ul style="list-style-type: none"> • Ensure student voice is heard and recorded • Implement the Learning Analytics system to enable tracking of student's academic achievement between teachers and tutors, students and parents (using a variety of data gathered re student learning) • Develop and implemented enrichment opportunities for GAT students • Improved student engagement and performance • Develop and implement HSC and NAPLAN improvement plans based on data • Implement Maths Pathways to improve personalised learning
Staff Professional Learning and Growth	<ul style="list-style-type: none"> • Continue to implement a program of professional growth through appraisal, reflection, goal-setting and cultural expectations • Continue to implement the moderation process P-12 • Implement a cross College Global Citizenship project that is student driven and reflects all the possibilities of Deep Learning • Review Leadership team structure and implement changes to improve systems
Resources and Infrastructure	<ul style="list-style-type: none"> • Develop a Master Plan of building and works projects • Develop an Asset Maintenance System and support services • Develop Community engagement, marketing and development strategies • Review administrative support structures and systems • Develop consistent scholarships and bursaries strategies
Community Engagement and Partnerships	<ul style="list-style-type: none"> • Grow the marketing area of the College to allow for significant growth in enrolments • 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 • Develop an Alumni strategy • Develop a Parent Support Groups strategy
Leadership and Governance	<ul style="list-style-type: none"> • Embed College planning processes and systems • Develop a systematic process of evaluation and review to improve processes, increase efficiency and minimise waste.

The Christian Foundation 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 deepen 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 2019, 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

Enrolment and Process

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

The 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.

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 families and new enrolments.

This year students in Years 3 to 11 were 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 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 processes at Bishop Tyrrell Anglican College may be obtained from the College website.

Student Population as at Census Date

Primary	Full Time Students	Overseas Students
Kindergarten	77	0
Year 1	77	1
Year 2	65	1
Year 3	66	0
Year 4	67	0
Year 5	49	0
Year 6	52	1
Primary Total	453	3
Secondary	Full Time Students	Overseas Students
Year 7	63	0
Year 8	66	2
Year 9	58	1
Year 10	65	3
Year 11	57	1
Year 12	47	2
Secondary Total	356	9
College Total	809	12



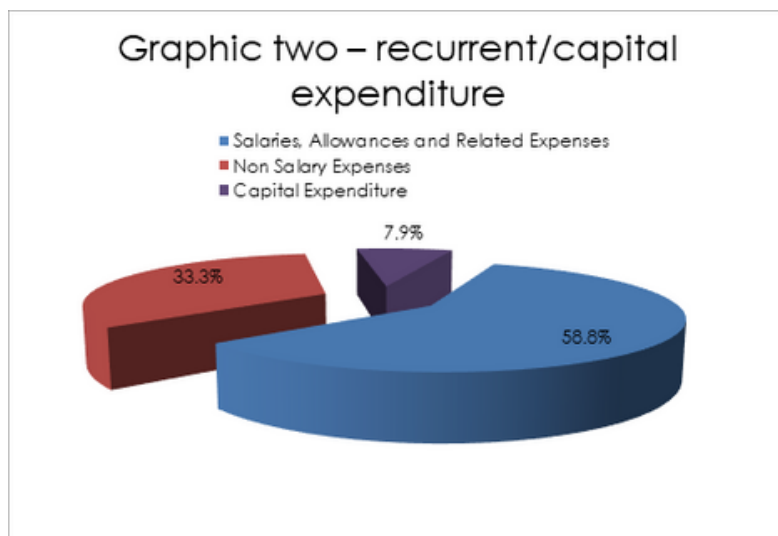
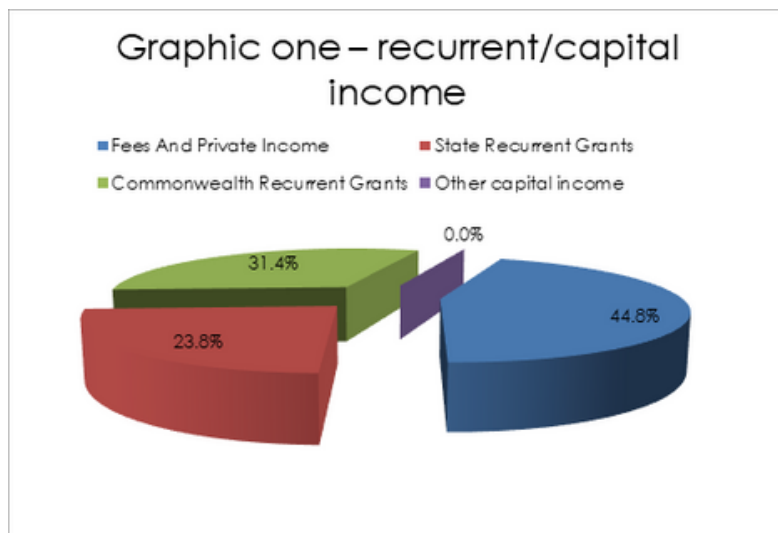
Income and Expenditure

A registered non-government school must have policies and procedures that ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school.

The presentation of financial information may be in graphical forms such as pie charts,

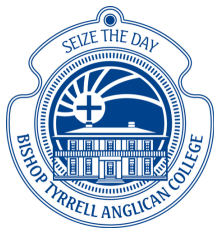
provided that each segment of the graphic represents specific dollar amounts aggregated from the financial information that each school provides annually to the Commonwealth

Where schools use a graphical representation, the overall financial position of the school must be organised according to the areas covered by the Commonwealth Questionnaire as follows:



Source: Registration Systems and Member Non-Government Schools (NSW) Manual

LEARN LEAD SERVE



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