

# ANNUAL REPORT

# 2020

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Bishop Tyrrell Anglican College

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# Governance and Leadership

## School Context

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

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

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

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

In 2020 the Bishop Tyrrell combined enrolment, primary and secondary was 781 students and a further 100 preschoolers accessing three full classrooms through weekly or five-day fortnight attendance.

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



## A Message from the President of the College Council

It is a wonderful privilege that parents and guardians give to us by allowing us to partner with them in nurturing and educating their children. The students are at the heart of all we do at Bishop Tyrrell Anglican College. Each year we rejoice at the gains the students are making in their knowledge and understanding of their world. We know that we are preparing them for life and work in a world that we are all still imagining.

Bishop Tyrrell is one of four schools that the Anglican Diocese of Newcastle is proud to operate in the Central Coast, Hunter and Mid Coast Regions of NSW, through the Newcastle Anglican Schools Corporation (NASC).

We all know that 2020 was a demanding year! Bishop Tyrrell Anglican College provided an exceptional response to students and families during the COVID19 pandemic with staff working quickly with families to provide on-line learning and student support. We are proud of the resilience demonstrated throughout the school community and the care shown to one another.

The Anglican Diocese of Newcastle, with the assistance of the NASC Board, was able to review the strategic directions for its work in the region. This resulted in a strong commitment to the following outcomes for Anglican education:

- each student to be curious and self-confident learners, with a broad and deep knowledge base, and passion for learning;
- each student to develop an age-appropriate values, belief and ethical system informed by the Anglican approach to Christianity;

- each student to achieve their maximum personal, academic, sporting, creative and cultural potential;
- parents and care givers to actively support the education and development of their child; and
- parents and care givers to have confidence in their child's safety, wellbeing and educational development.

The NASC and the school have begun the process of reviewing the education practice and student achievements to identify areas of improvement. A key resource which is being used progressively in each school is the AIS Perspective Survey.

During 2020, the NASC as part of the Anglican Diocese of Newcastle moved into a closer working arrangement with Anglican Care and the Samaritans. A closer alignment with these agencies will allow the schools to benefit from shared corporate resourcing. This approach will provide for improved asset management, better financial support, improved information technology outcomes, and the benefit of access to corporate risk management planning. This support will allow Principals and senior staff to enhance their focus on educational excellence. Stringent processes are in place to ensure compliance with our funding responsibilities.

Each of our School Principals carries significant responsibility for their school. They are responsible to the Board through the School Council for the implementation of the School's strategic plan, the implementation of policy and governance decisions, and the general administration and daily operation of the School.

We look to each Principal to be an outstanding educational leader and, as faith-based schools, they also have the responsibility to serve as the spiritual leader. In 2021, we see change in the leadership of two of our schools due to retirement of the current Principal. There will be a further change in 2022, also due to retirement.

Funding the day-to-day operations of our schools and the future infrastructure needs has also been a focus of the NASC. Each of our schools participate in the Australian Government's Capital Grants Program (CGP) and the NSW Government's Building Grants Assistance Scheme (BGAS). Several exciting projects are currently underway as a result of this funding.

The Board is appreciative of the substantial funding received from both the State and Federal Government and recognises the fundamental importance of the Schooling Resource Standard in ensuring equitable education funding across the nation. Our funding is also dependent of the payment of school fees by families. The Board is focussed on ensuring these monies are utilised to deliver on strong educational outcomes, good pastoral care and the development of students into becoming all that they can be; all that God seeks them to be. We are grateful for generosity of many people, including parents and friends, in generously supporting school developments.

We continued our work to develop a Religious Education curriculum which builds on our commitment to inclusivity and offers students an engaging exposure to the Christian faith which inspired the formation of the school. This curriculum recognises the diverse background of the student community and looks to assist students in develop their understanding of other world religions, philosophy and ethics as well as providing good knowledge of the Christian faith. We have been assisted in this work by the Anglican Church in Southern Queensland and the Western Australian Anglican Schools Commission.

The educational endeavour involves many people. Our work is focussed around delivering great outcomes for our students. On behalf of the Board, I express gratitude for all we were able to achieve in 2020 and look forward to a very positive future at Bishop Tyrrell Anglican College.

**The Rt Rev Dr Peter Stuart**  
Anglican Bishop of Newcastle  
School President



## A Message from the Principal

The Bishop Tyrrell Anglican College mission is inspired by gospel values ensuring that opportunities are provided for all in our community to flourish under God's Grace.

As an Anglican school we nurture a high respect for intellectual endeavour, appreciate diversity and are committed to tradition and dignity within school life. We focus on pastoral care and wellbeing for all members of our community and lead our students to serve others.

Within our college learning community students are encouraged to be curious and self-confident learners, with a broad and deep knowledge base and a passion for learning.

Students will develop an age-appropriate values, belief and ethical system informed by the Anglican approach to Christianity and achieve their maximum personal, academic, sporting, creative and cultural potential.

We encourage parents and caregivers to actively support the education and development of their child and to have confidence in their child's safety, wellbeing and educational development.

In 2020, our community of learners responded with diligence and care for one another as the impact of the global pandemic began to control our daily life together. Teachers and students quickly engaged with online learning, and at the direction of state and federal government health professionals, cleaning and physical distancing became the new normal.

Teachers taught their daily timetabled lessons from home for around 700 students during the Term 2 lockdown period, while the primary school remained open for a small number of vulnerable children of essential workers.

Bishop Tyrrell teachers demonstrated their IT capabilities, adapting to online teaching with ease, ensuring that lessons continued from home and student's learning opportunities were not compromised.

Certainly, the highly professional way in which teachers adapted their technology skills during the early days of the pandemic was evident to all. Post pandemic, teachers have had the opportunity to use a blend of these new teaching methods to the best advantage to personalise the optimum learning environment for their students.

School assemblies and ceremonies have been held online including parents wherever possible. Student exhibitions of the projects associated with the Deep Learning program were posted online and the year culminated with an excellent Visual Art Exhibition, showcasing students work from the primary and secondary years.

Senior school students enjoyed the opportunity to be more self-reliant learners as they prepared for tertiary education in university or TAFE Colleges. Their diligence was rewarded with seventy percent of the Year 12 cohort offered university places prior to and following the HSC examinations.

We thank these graduates for being exceptional role models for younger students throughout the school year, through their respectful behaviour, positivity, and the energy they bring to school life.

Our curriculum development and teacher training continued throughout the year as the availability of online conferences grew and opportunities, previously away from school, became more accessible. We continued our strong focus on literacy and numeracy together with the implementation of the New Pedagogies for Deep Learning teaching method for the delivery of the Australian Curriculum to Year 10. Initiatives known to improve student focus and learning outcomes through transparency, using the Learning Analytics program and specifically the middle school Maths Pathways program, were also implemented to strengthen our academic program.

Our pastoral care program activities focused on the 'You Can Do It' program in primary and Positive Education programs in secondary. Throughout 2020, all in our community paused to be reminded of the three elements underpinning personal resilience in times of uncertainty through the daily practice empathy, gratitude and mindfulness. To compliment the wellbeing focus, upon returning to school after lockdown, our College Youth Worker introduced children to an inviting and peaceful space for reflection and the practice of mindfulness. Our Chapel was transformed with candle lit prayer spaces encouraging them to pause at each station for reflection.

Above all, the pandemic experience brought into focus the importance of social, emotional learning for children and young people.

The Bishop Tyrrell pastoral approach to learning and our supportive environment was complimented by the engagement of the College psychologist. Student wellbeing initiatives have included internal and external surveys and a weekly student check in to their learning profile as they pause to note how they are feeling.

We are indebted to our College Council for their support and guidance throughout the year led by the Chair, the Right Reverend Dr Peter Stuart and Bishop of Newcastle. Early in the year Council worked on the strategic direction for the school following feedback provided by the McCrindle Demographic Study for our catchment area and the biannual Perspectives Satisfaction Surveys from our stakeholders.

Strategic Directions for the year, set prior to the COVID-19 Pandemic restrictions, were mostly able to be instigated, save for those which required excursions off campus. A summary of these has been tabled elsewhere in this report.

The College Leadership Team led the community with vision and energy. The pandemic year was filled with both challenges and opportunities. We are grateful for the accomplishments of our team as they have strengthened the College learning programs and shown a deep commitment to the welfare of our teachers and students. We continue to work to ensure that the College remains faithful to its vision, encouraging students to flourish and "Seize the Day".

### **Suzanne Bain**

M.ED., M.CURRICSTUDIES., B.ED.,  
FAICD, FACEL (Q).

## A Message from the College Captains

*(An excerpt from the Captains' Address at Speech Day 2020)*

Well, what a year 2020 has been. We would like to congratulate the entire college community on its outstanding efforts throughout this year full of disruptions and unprecedented events.

Despite all the challenges that have been thrown our way due to COVID-19, the College adapted quickly with online learning and fortunately our learning persisted in new and innovative ways. We are so proud of everyone's efforts, diligence and resilience shown throughout the pandemic.

We would like to thank Mr Gardiner for operating our online platforms and constantly adjusting them, to allow our classes to go ahead. Thank you to the teachers who, despite all the odds, transformed the way they teach so students were unaffected. So well done to every student, teacher and member of the College community on completing one of the hardest years of schooling to ever exist.

We feel as though the College has equipped us with everything we need to go out and make a difference. We're thankful for each and every individual that has shaped who we are today, whether you have taught us in a classroom, encouraged us on a sporting field, or stood beside us as a student throughout our journey.

Bishop Tyrrell has made an indelible mark on our lives that will never fade. The legacy that we want to leave our fellow students, is to make the most of every opportunity here at school.

The days and years fly so fast and you want to be able to look back over your 13 years and feel proud of everything you've achieved, not at all the things you wish you had done. So, we encourage every student and teacher to try new things in the classroom, on the sporting field, on a stage or in a music room, because often it's the opportunities that are outside your comfort zone, that bring the greatest reward and shape who you become.

In every speech as College Captains, we have included a Michael Jordan quote, so here's our very last one.

*"Nothing of value comes without being earned".*

So, we encourage you to have big dreams and work hard to make them your reality.

There are many people to thank for this wonderful and successful year. To the college executive, thank you for all your hard work behind the scenes to keep the school operating smoothly. To the teachers, thank you for motivating us, filling our minds with knowledge and encouraging us to be better people. To our parents, thank you for choosing this amazing College for us. To the students, thank you for sticking strong, it's been a rollercoaster of a year and we all made it through.

**Jorja Stewardson and Matthew Estall**



## 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.

In 2020, all families leaving the College were surveyed to capture information about why families leave the College. This data is used by the College Leadership Team to inform College practices and evaluate programs. All Year 12 students complete an exit survey and this data is also used to direct practice and evaluate current practice in line with the feedback received.

Bishop Tyrrell Anglican College is committed to developing connectedness through the student interactions across and within year groups. In 2020, interactions across year levels were minimised and so alternate methods of connecting were used including online support meetings and more “within grade” peer support. The College House system, Care and Wellbeing program and extensive Co-Curricular programs are all examples of initiatives which enhance student connectedness and belonging to the College community.

In particular, students identify annual College events such as sporting carnivals and House events, as being especially significant to them. Secondary students completed Self Reflection reports at the end of each semester and these were published to parents and staff.

Students reflect on their commitment to, and achievement in, each subject and their learning goals. Students also set learning goals for the following semester and commit to an action plan that is shared with their Tutor.

During 2020 stakeholder engagement was reduced due to the COVID-19 pandemic. Students were still able to actively engage in feedback, via their semester surveys in their classes, but there were less opportunities for community members to engage personally with College staff. All parent-teacher meetings were conducted via Zoom and this has proved to be a successful change (looking at parent engagement levels compared to previous years when meetings were held in person).

The overall results of surveys to indicate what parents and students valued most were, in 2020, similar to that of all independent school results:

- A well-rounded education
- A strong emphasis on learning life skills
- The student’s happiness and pride in Bishop Tyrrell
- Caring staff who act in best interests of students
- Academic excellence
- Student friendships
- The Sporting and Co-curricular and Camping Program
- Being part of a friendly and engaging community
- Care and support from the teachers.

## Teacher Satisfaction

The commitment and professionalism of the College staff is widely recognised within the College community and reflected in the high-quality teaching, learning, co-curricular and pastoral care and wellbeing programs. Our strategic intent places a high emphasis on the professional growth of staff. The 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 continued to provide support to teaching and non-teaching staff, generating pride in their profession and the College.

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

As well as providing the necessary knowledge to prepare 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 is halfway through a three-year program of growth facilitated by external consultants from the AISNSW.

In 2020, the College staff continued to set goals, develop actions, and gather evidence to support the attainment of these goals (using the processes developed when using the AISNSW Appretio performance development platform). Goals were set in alignment with the College's strategic plan and faculty/stage plans. Staff collaborated in faculty and stage-based teams and engaged in reflective practice in the pursuit of shared and personal goals focused on 2020 College priorities.

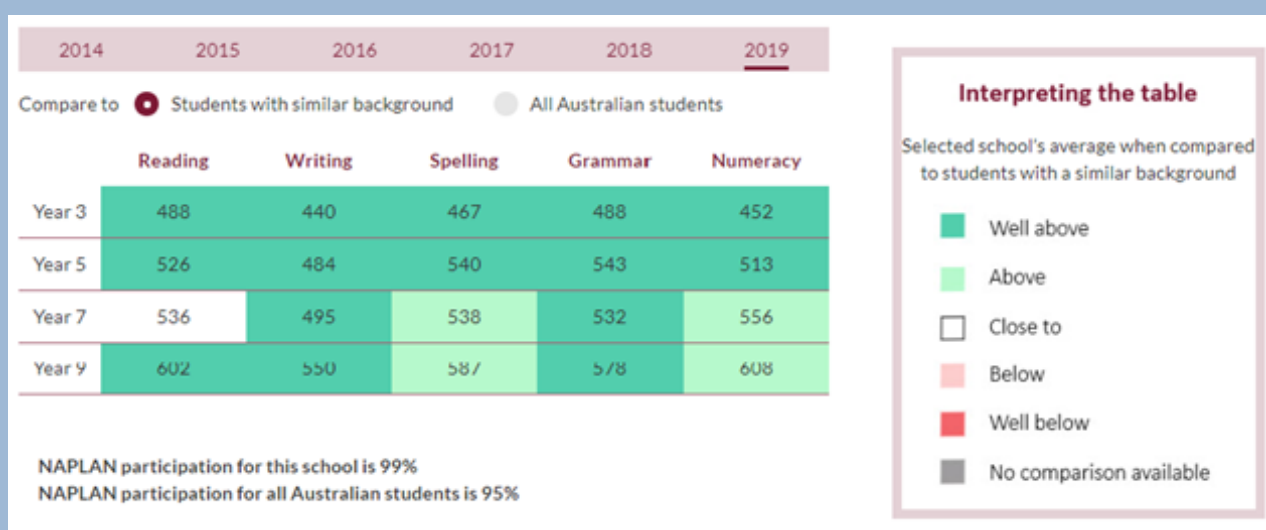


# The Learning Environment

## NAPLAN

In 2020, students did not complete the NAPLAN tests due to ongoing COVID-19 restrictions.

In summary, our 2019 NAPLAN results were at above, or well above average in comparison to students with similar background in the majority of year groups and across all domains.



## Granting of RoSAs

There were no students leaving the College in Years 10, 11 or 12 (prior to the completion of the HSC) who requested a RoSA in 2020.

## HSC Minimum Standards

In 2020, Year 10 students (and any Year 11 and Year 12 students who had not met the minimum standard) had the opportunity to sit the HSC minimum standards tests. The students who have not demonstrated the minimum standard have up to four opportunities per year to achieve the minimum standard (along with each successive group of Year 10 students).

YEAR GROUP	MINIMUM STANDARD READING	MINIMUM STANDARD WRITING	MINIMUM STANDARD NUMERACY
Year 12	100%	100%	100%
Year 11	100%	98%	98%
Year 10	100%	93%	100%



## Higher School Certificate Results

In 2020, 54 students presented for the Higher School Certificate examinations (five of whom were Mathematics accelerants sitting only two papers each and one student beginning a Pathways program) in 28 Board Developed courses at Bishop Tyrrell Anglican College.

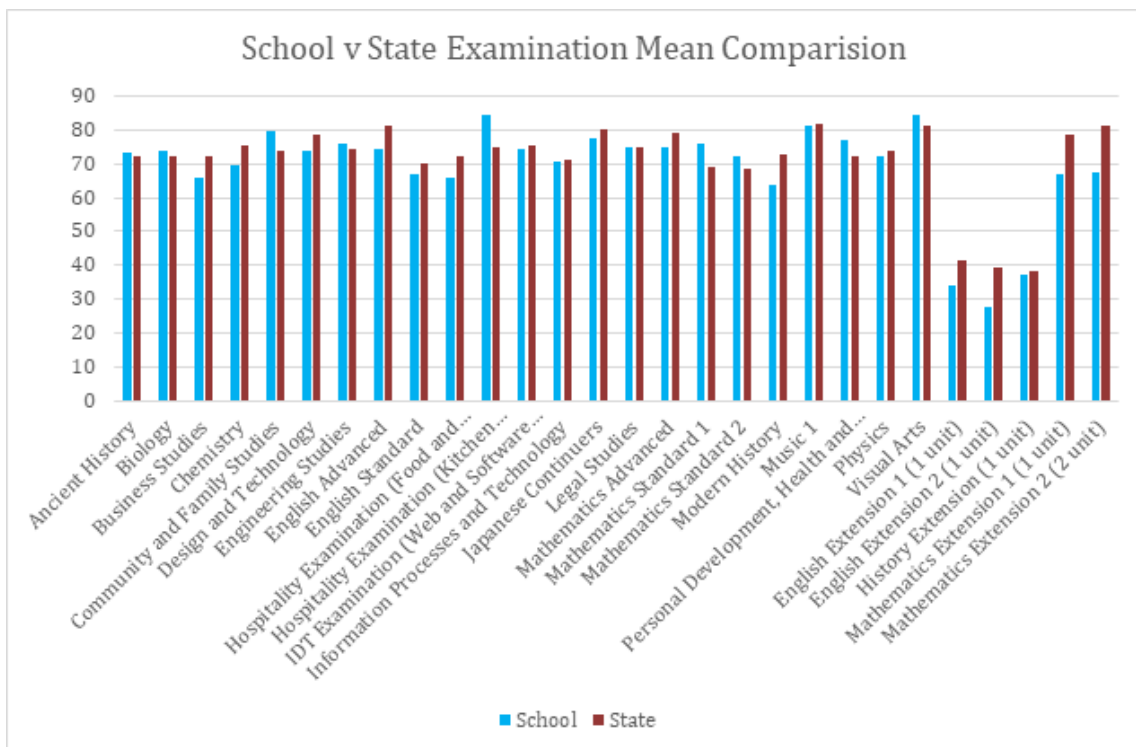
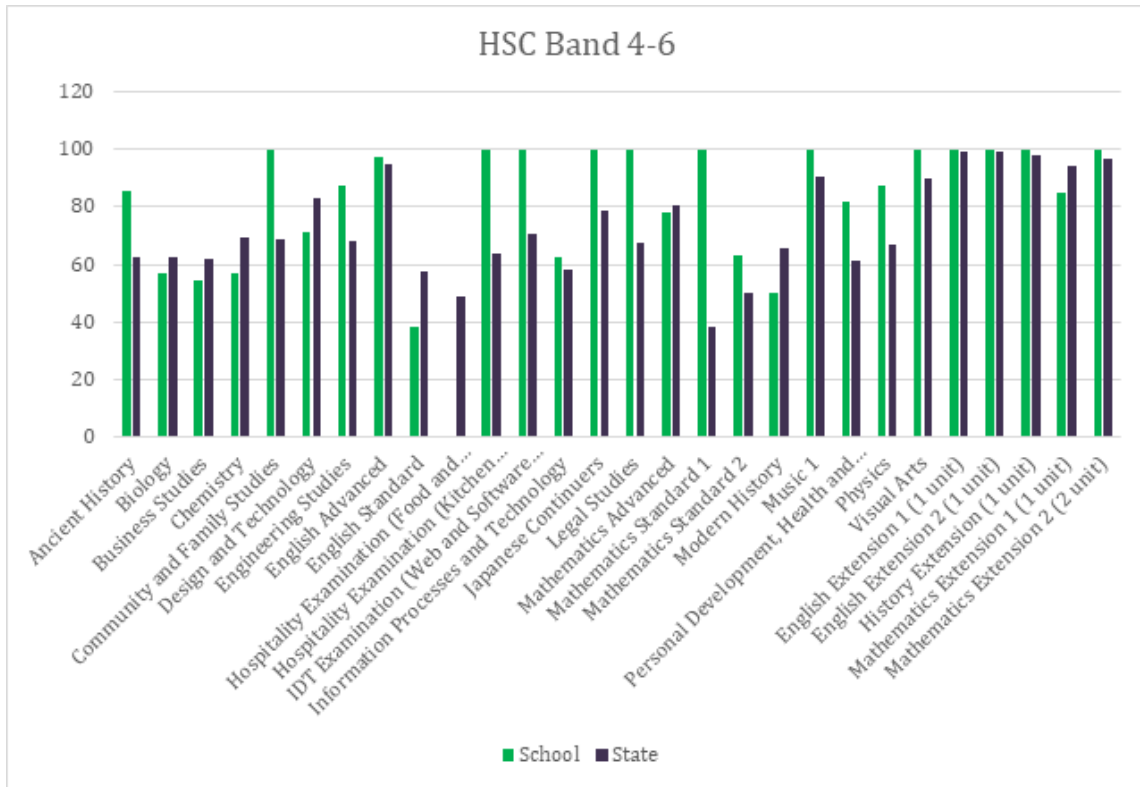
The College achieved nine Band 6 or E4 results (90% or better) and four notional Band 6 results (students who achieved E3 or E4 in Extension 2 Mathematics and did not sit 2-unit Advanced Mathematics). There were 69 results at Band 5 or E3 (80% or better).

The number of students achieving Band 4 was higher than the last two years and the representation in the lower bands (Band 1-3) decreased significantly on 2019 results.



### Comparison between Bishop Tyrrell and State Bands 4-6 Performances

2-UNIT SUBJECT	SCHOOL	STATE
Ancient History	85.7%	62.3%
Biology	57.1%	62.3%
Business Studies	54.5%	61.7%
Chemistry	57.1%	69.1%
Community and Family Studies	100%	68.8%
Design and Technology	71.4%	83.1%
Engineering Studies	87.5%	67.9%
English Advanced	97.2%	94.6%
English Standard	38.5%	57.3%
Hospitality Examination (Food & Beverage)	0%	49.1%
Hospitality Examination (Kitchen Operations)	100%	64.0%
IDT Examination (Web & Software Applications)	100%	70.3%
Information Processes and Technology	62.5%	58.1%
Japanese Continuers	100%	78.9%
Legal Studies	100%	67.3%
Mathematics Advanced	77.8%	80.8%
Mathematics Standard 1	100%	38.0%
Mathematics Standard 2	63.0%	49.9%
Modern History	50.0%	65.6%
Music 1	100%	90.2%
Personal Development, Health & Physical Education	81.8%	61.0%
Physics	87.5%	66.7%
Visual Arts	100%	89.7%
1-UNIT SUBJECT	SCHOOL	STATE
English Extension 1 (1 Unit)	100%	99.2%
English Extension 2 (1 Unit)	100%	99.2%
History Extension (1 Unit)	100%	98.2%
Mathematics Extension 1 (1 Unit)	84.6%	94.2%
Mathematics Extension 2 (2 Unit)	100%	97.0%





## Senior Secondary Outcomes/VET

The formal Record of School Achievement credential was awarded by NESA to no students in 2020.

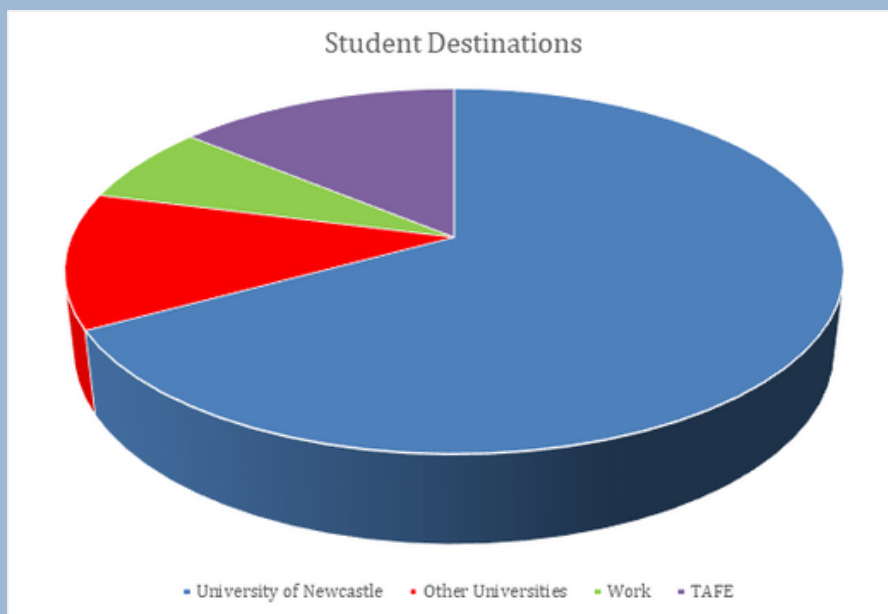
In 2020, one student in the Year 12 cohort participated in vocational trade training and one student participated in non-ATAR courses (continuing as a Pathways program).

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

## Student Retention Rate

In 2020, the retention rate for students who completed Year 10 in 2018 (79) and went through to complete Year 12 in 2020 (49) was 62% (a 5% drop from 2019).

## Post School Destinations Table



# Staff Professional Learning and Growth

## 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 2020, 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 (supervisor) coached them through this process, helping them to explicitly gather and record evidence in the pursuit of their goal and share their learning throughout the year. These goals, actions developed, evidence gathered and outcomes regarding the attainment of these goals are all stored on the College's Teams facility.

The staff Professional Development Days held in January, April, July, and December provide an opportune time for Preschool to Year 12 initiatives, including both teaching and 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 Middle Leadership team worked on developing a Behaviour Support direction for the College, which aligned with the Anglican nature of the College. All staff undertook mandatory Child Protection training (online through the AISNSW). Mandatory training also occurred in Emergency Procedures and Hazard Reporting and other WHS requirements and wardens were trained (or updated) in the use of fire extinguishers. Teaching staff were also updated on the changed procedures for NCCD funding and processes involved in developing IEPs for students by the Head of Learning Support.

All K-12 staff worked in teams under the leadership of the Care and Wellbeing Team on the College's Care and Wellbeing Framework, developing programs and resources for sharing with the students.

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. They then worked in small teams of Faculty/Stage groups to begin the goal setting process for 2020.

As part of the continuation in the AISNSW initiative New Pedagogies for Deep Learning, K-12 staff participated in the refresher course run by consultants from the ASINSW. The session expanded into using Learning Design and the competency progressions in teaching and learning program.

In April, staff continued to build and grow Care and Wellbeing programs and resources. Staff also had time to develop their skills and understanding of the New Pedagogies for Deep Learning (NPDL) Framework. Wardens completed their ECO theory and practical training.

In July, more planning around the "Connect before you Correct" behaviour support processes took place with a zoom presentation by Micaela Rafferty (Behaviour Analyst & Special Educator). All Middle Leaders reviewed the processes in place for their annual review (Term 3) and modified the process so they could conduct a similar review for their teaching staff in Term 4. Teaching staff started the online training package for Disability Standards for Education e-learning (through the NCCD training site). Staff also undertook online training in COVID-19 infection control.

K-12 Staff meetings occur every Tuesday afternoon.

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. Continued sessions ran to grow skills in understanding and using the NPDL framework.

In Term 2, all staff participated in Christian Identity training and continued their work on the NPDL framework.

In Term 3, updates were given from AISNSW courses on Crossing Professional Boundaries and Child Protection changes in legislation. Further session on Christian identity were held and NPDL skills and knowledge were grown. Staff also participated in online training sessions learning to use the new platform for students' data analysis, Learning Analytics. Teaching staff completed the online training package for Disability Standards for Education e-learning (through the NCCD training site). The Mathematics team and upper Primary team undertook training in using the Maths Pathways platform, to be introduced to Stage 3 and Stage 4 Maths classes. Meeting time was also allocated to staff to ensure they were gathering evidence participating in lesson observations as they met their teaching and learning goals.



In Term 4, following on from the increase in online teaching and learning in 2020, staff were trained in the use of the Microsoft Immersive reader (the College had joined the Microsoft Transformation Program in Term 3 and several staff were involved in workshops with Microsoft on the Inclusive Classroom, using the Immersive reader, developing a shared vision for the digital transformation of the College and using the suite of Microsoft technologies with our students). Teaching staff completed their professional goal process for 2020, finalising their evidence collection and reflecting on improvements for 2021.

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



## Teacher Accreditation Status

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 2020, four staff members achieved Accreditation at the level of Proficient Teacher and two staff members achieved accreditation at Experienced Teacher level.

CATEGORY	TEACHERS
Conditional Teacher (Completed subject training and in their first three years of teaching and needs to provide NESA with final transcript)	2
Provisional Teacher (completed their teacher training and in their first 3 years of teaching)	4
Proficient Teacher (met the requirements of registration and post first three years teaching)	53

#### Whole School Professional Learning Activities:

- All staff completed Child Protection update sessions.
- All staff completed WHS and emergency procedures training.
- K-12 teaching staff used the Australian Professional Standards for Teachers to reflect on teaching practice.
- K-12 teaching staff participated in lesson observations and feedback practices as per the AISNSW mentor training initiatives.
- K-12 staff completed training in how to use the Learning Analytics program (ATHENA).
- K-12 staff completed the online training Disability Standards for Education e-learning (through the NCCD training site).
- All new staff participated in professional learning on how to use the Learning Management System (CALEB).

#### Professional Development Activities

With professional learning being completed online throughout 2020, the days out of school were minimised.

COURSE CATEGORY	STAFF	DAYS
Principal	1	8
Executive Development	2	6
Leadership	4	6
Counselling	1	0
Preschool	5	14
Primary	6	12
English	2	1
Humanities	2	2
Mathematics	4	8
Science	2	2
PDHPE	1	1
TAS	2	2
Creative Arts	2	2
VET	1	6
Learning Support	2	2
Library	1	2
Support	8	4
First Aid	28	28
CPR	58	20

## Teacher Standards Table

Teaching Staff who have responsibility for delivering NESA 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 2020	
Teaching Staff	57
Full-time equivalent teaching staff	54
Non-teaching staff	33
Full-time equivalent non-teaching staff	11
Aboriginal and Torres Strait Islander Peoples	0

# Policy and Compliance

## Policy Review

There were no major revisions of policies and procedures during 2020; 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:

- Workplace Health and Safety Policy – reviewed and updated to reflect current legislation and College procedures
- Complaints Handling Policy and Procedure – reviewed and updated to reflect current College procedures
- Harassment Policy – reviewed and updated to reflect current College procedures
- Anti-Bullying Policy – reviewed and updated to reflect current College procedures
- Pastoral Care Policy – reviewed and updated to reflect current College procedures
- Whistleblower (Integrity Assurance) Policy

## 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, as well as 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 and 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



In 2020 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 2020 our overall yearly attendance rate for students across the school was 92.96%.

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 Policies
- Child Protection Policy
- Whistleblower (Integrity Assurance) 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

YEAR	TOTAL
K	95.38%
1	94.73%
2	94.99%
3	92.86%
4	94.26%
5	94.59%
6	93.86%
7	91.52%
8	91.84%
9	88.89%
10	89.31%
11	91.31%
12	91.99%

## 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](mailto: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 2020, we emphasised a culture of high expectations, respect, courtesy, and care among the students at the College and a culture of professional practice and effective communication by the staff. In addition, we have continued to embed our educational philosophy based on the New Pedagogies for Deep Learning, a conscious attempt to develop in children the six global competencies of communication, critical thinking, creativity, collaboration, character and citizenship through experiences that will define every Bishop Tyrrell student as future focused.

AREA FROM STRATEGIC PLAN	ACHIEVEMENTS IN 2020
The Christian Foundation of the College	<ul style="list-style-type: none"> <li>• Increased understanding of the Positive Education Care and Wellbeing Framework.</li> <li>• All Year 11 and Year 5 students undertook Student Leadership Training.</li> <li>• Continued to develop the Pastoral Care Systems and Programs based on latest research.</li> <li>• Further developed Anglican Practices within the life of the College.</li> </ul>
The Learning Environment	<ul style="list-style-type: none"> <li>• Implemented the Learning Analytics system to enable tracking of student's academic achievement for teachers and tutors.</li> <li>• Developed and implemented enrichment opportunities for GAT students.</li> <li>• Continued to Improve student engagement and performance.</li> </ul>
Staff Professional Learning and Growth	<ul style="list-style-type: none"> <li>• Followed a program of professional growth through appraisal, reflection, goal-setting and cultural expectations (more online than normal).</li> <li>• Followed the internal moderation process K-12 (semester 1 and 2).</li> <li>• Implemented a College Global Citizenship project driven by students and reflected the possibilities of Deep Learning.</li> <li>• Reviewed Leadership team structure and implement changes to improve systems.</li> <li>• Reviewed Middle Leadership positions and developed aspirations for 2021.</li> </ul>
Resources and Infrastructure	<ul style="list-style-type: none"> <li>• Developed a Master Plan building and works projects.</li> <li>• Planned for changes to resources to ensure learning can be highlighted in appropriate spaces.</li> </ul>
Community Engagement and Partnerships	<ul style="list-style-type: none"> <li>• Grew marketing area of the College to allow for significant growth in enrolments (with modifications due to COVID-19).</li> <li>• Developed means to communicate with the community via online platforms.</li> <li>• Communicated a vision of community engagement in the College community.</li> </ul>
Leadership and Governance	<ul style="list-style-type: none"> <li>• Embedded College planning processes and systems.</li> <li>• Developed a systematic process of evaluation and review to improve processes, increase efficiency and minimise waste.</li> </ul>

In 2021, we will begin to implement our new Strategic Intent, focusing the development of Bishop Tyrrell culture, Bishop Tyrrell people and Bishop Tyrrell structures.

AREA FROM STRATEGIC PLAN	IMPLEMENTATION GOALS FOR 2021
The Christian Foundation of the College	<ul style="list-style-type: none"> <li>• Extend and further develop the College's Service-Learning Programs.</li> <li>• Grow the P-12 Peer Mentoring program.</li> <li>• Further development of the liturgical Anglican Practices within the life of the College.</li> <li>• Employ a College Chaplain.</li> <li>• Employ a College Psychologist.</li> <li>• Use the Positive Education Framework to continue the development of a BTAC Care and Wellbeing Framework including the "Connect Before you Correct" behaviour support program.</li> <li>• Continue Student Leadership Training.</li> </ul>
The Learning Environment	<ul style="list-style-type: none"> <li>• Extend the implementation of the Learning Analytics system to enable tracking of student's academic achievement to students and parents and increase student goal setting and feedback capabilities.</li> <li>• Further develop enrichment opportunities for GAT students including the Future Thinkers Program.</li> <li>• Develop a STEM strategy to promote STEM in the College.</li> <li>• Develop and implement HSC, ATAR and NAPLAN improvement plans based on data.</li> <li>• Continue to grow the use of the Global Initiative for Deep Learning to enhance and grow learning possibilities for students.</li> <li>• Review and revise the reporting procedures in the College.</li> </ul>
Staff Professional Learning and Growth	<ul style="list-style-type: none"> <li>• Implement Quality Teaching Rounds in the College by setting up pilot groups and forming a 4-year plan for implementation across Preschool, Primary and Secondary.</li> <li>• Join ACSA and participated in national conferences and regular webinar program for all staff.</li> <li>• Continue to implement a program of professional growth through appraisal, reflection, goal-setting and cultural expectations.</li> <li>• Continue to implement the internal moderation process P-12.</li> <li>• Introduce a formalised Deep Learning project that reflects all the possibilities of Deep Learning.</li> </ul>
Resources and Infrastructure	<ul style="list-style-type: none"> <li>• Develop an Asset maintenance system and support services.</li> <li>• Develop Community engagement, marketing and development strategies.</li> <li>• Review administrative support structures and systems.</li> <li>• Develop consistent scholarships and bursaries strategies.</li> <li>• Introduce a sustainability focus across the College.</li> </ul>
Community Engagement and Partnerships	<ul style="list-style-type: none"> <li>• Grow the marketing area of the College to allow for significant growth in enrolments.</li> <li>• Further Development of Service Programs and greater engagement with Anglican Care.</li> <li>• Implement a clear program of parent, Support Group and community connection activities.</li> <li>• Communicate a vision of community engagement in the College community.</li> <li>• Develop an Alumni strategy.</li> <li>• Develop a Reconciliation Action Plan for the Primary and Secondary schools.</li> <li>• Develop a Parent Support Group strategy.</li> <li>• Host community events as part of marketing strategy.</li> </ul>
Leadership and Governance	<ul style="list-style-type: none"> <li>• Embed College planning processes and systems.</li> <li>• Develop a systematic process of evaluation and review to improve processes, increase efficiency and minimise waste.</li> </ul>

# The Christian Foundation of the College

## Initiatives Promoting Respect and Responsibility

Bishop Tyrrell is a Deep Learning School. Our goal at Bishop Tyrrell is to foster Deep Learning so that students can learn to contribute to the common good, address global challenges and flourish in turbulent and complex times. Through projects that utilise different learning partnerships, pedagogical practices, learning environments, and digital technology, students develop six global competencies (creativity, communication, citizenship, critical thinking, character, and collaboration).

In 2020, students worked collaboratively in small teams on a Global Citizenship Service Learning Project on real-world important global problems or issues or needs like kindness, environmental conservation, inclusion, reconciliation and helping refugees and homeless people.

Learning is deepest when it connects to students' lives – who they are, how they fit into the world, and how they can contribute back. Over all 4 terms, all students commit to fundraising for either those in need, or to become more responsible for their world e.g. In Term 2 students contributed to a reverse water fundraiser.

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 range of wellbeing programs, further steps have been taken to apply our Connect before Correct behaviour support process and keep it 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 and encourages them to put their hand up and offer assistance to those around them.

Service Learning works to bring the College closer to the community by providing guided learning experiences for students while actively serving the community. 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.

# 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	65	2
Year 1	73	1
Year 2	70	1
Year 3	62	1
Year 4	65	1
Year 5	59	3
Year 6	56	1
<b>Primary Total</b>	<b>450</b>	<b>10</b>
Secondary	Full Time Students	Overseas Students
Year 7	50	1
Year 8	62	2
Year 9	65	2
Year 10	45	0
Year 11	43	1
Year 12	49	1
<b>Secondary Total</b>	<b>314</b>	<b>7</b>
<b>College Total</b>	<b>764</b>	<b>17</b>
<b>TOTAL</b>	<b>781</b>	



## Education and Financial Reporting

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

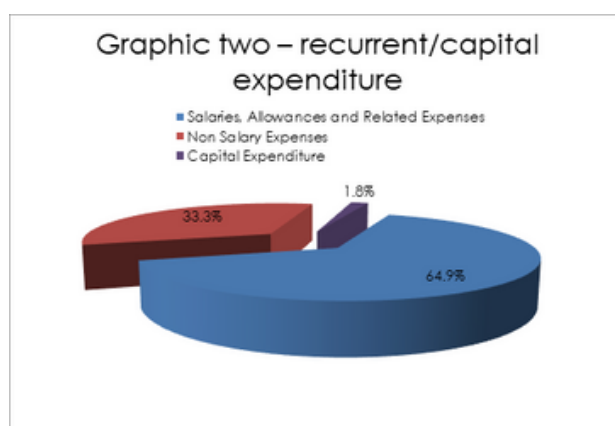
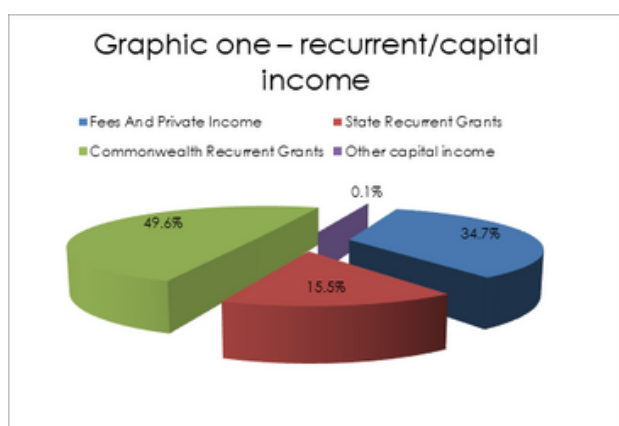
Where schools use a graphical representation, the overall financial position of the school must be organised according to the areas covered by the Commonwealth Questionnaire as follows:

Graphic one – recurrent/capital income, with segments detailing percentages derived from:

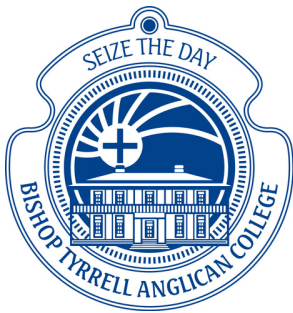
- Fees and private income
- State recurrent grants
- Commonwealth recurrent grants
- Government capital grants
- Other capital income.

Graphic two – recurrent/capital expenditure, showing percentages spent on:

- Salaries, allowances and related expenses
- Non-salary expenses
- Capital expenditure.



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



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# BISHOP TYRRELL

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