



# BISHOP TYRRELL

ANGLICAN COLLEGE

Annual Report 2017

# TABLE OF CONTENTS

## **Community Engagement and Partnership 3**

- School Context
- A Message from the Chairman of the College Council
- A Message from the Principal
- A Message from the College Captain
- Parent and Student Satisfaction
- Teacher Satisfaction

## **The Learning Environment 15**

- NAPLAN Results
- Summary Statistics for Bishop Tyrrell Anglican College
- HSC Minimum Standards
- Higher School Certificate Results
- Comparison between Bishop Tyrrell and State Band 6 Performances
- Senior Secondary Outcomes/VET
- Student Retention Rate
- 2017 HSC Results
- Post Schools Destinations table

## **Staff Professional Learning and Growth 25**

- Overview of the P-12 Professional Learning Program for 2017
- Overview of 2017 Professional Development Activities
- Teacher Standards Table
- Workforce Composition

## **Leadership and Governance 30**

- Policy Review 2017
- Student Welfare Policy
- Discipline and Anti-Bullying Policy
- Reporting Complaints and Resolving Grievances
- Formal Parental Concerns
- Attendance Policy and Procedures
- Attendance Rates 2017
- Attendance Records
- Process for Attendance
- College Determined Improvement Targets

## **The Christian Foundation of the College 42**

- Initiatives Promoting Respect and Responsibility

## **Financial Strength – Building for the Future 44**

- Enrolments and Process
- Enrolment Policy
- Income 2017
- Expenditure 2017



# COMMUNITY ENGAGEMENT AND PARTNERSHIP

# School Context

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

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

We are committed to developing a culture of high expectations that nourishes the development of creative, confident, accomplished young men and women. We acknowledge the importance of

student engagement, of challenge and active learning opportunities. Learning experiences are increasingly personalised—shaped in response to the students' stages of development rather than their age or year level.

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

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





# A Message from the Chairman of the College Council

This year the College made significant progress consistent with the vision that the College Council has set out in our strategic plan. This permeates many aspects of Bishop Tyrrell Anglican College, but I wish to mention three: enrolment growth, the depth of a Bishop Tyrrell Anglican College education, and the fact that our strategic and master plans drive our operations.

Firstly, our student population is growing P-12. With a higher demand for enrolment, a place at Bishop Tyrrell becomes an increasingly valuable commodity. In response to demand, plans are in place to enhance the College's capacity through an extended pre-school and other facilities. Although there are benefits that size offers to increase the standards and range of our programs, the College Council does not wish to lose sight of focusing on the development of each individual child academically, socially, physically and spiritually.

Secondly, the College has maintained its strategic commitment to develop the depth of a Bishop Tyrrell Anglican College education. We value the diversity of backgrounds and walks of life in our College community. At Bishop Tyrrell, we believe that we need to do more than just declare our Christian values as an Anglican College. We seek to put them into practice in College life daily. Service learning becomes increasingly a part of College life, for example through support for charities such as SNUG, Jump Rope for Heart, the Samaritans and Anglican Care.

Thirdly, the significant improvements to the physical infrastructure of the College reflect our strategic and master planning. This year this included a Covered Outdoor Learning



Area and a College Sports Field. The implementation of the operational plan across the College is ensuring focused operational development aligned with the strategic plan and thus the Christian ethos and strategic intent of the College.

The College Council continues to work harmoniously and effectively in the governance of the College. The work of Council is characterised by strong commitment to strategic planning, financial management and risk management. The Chairman and members of Council attend a range of meetings, events and functions and are kept informed about the College through College Council meetings, and regular reporting by the Principal. The Council members bring a diversity of strengths to deliberations that reflects the differing backgrounds and qualifications of its members. In addition, we are grateful for the support of the Newcastle Anglican Schools Corporation.

In summing up the achievements of 2017, I wish to commend to you with gratitude the dedication and hard work of our staff. I also acknowledge with thanks the many hours of volunteer labour on the part of my colleagues on Council, as well as other members of our College community.

**Warwick Gilbertson**  
Council Chair



# A Message from the Principal

At Bishop Tyrrell Anglican College, we believe that the true measure of a successful education is not the quantity of knowledge that a student gathers during their school years, but rather their capacity to learn and their appetite to know. Intelligence and knowledge are defined more broadly in this modern era and excellence is achieved and recognised across many domains.

The College is a learning community where academic rigour, personal integrity, humour and hard work are equally encouraged. We are a school community of high expectations, but at the same time, we are devoted to helping students develop intellectual, physical, spiritual, artistic and personal interests. Our strong emphasis on leadership preparation, constructive service and personal fulfilment combine to challenge and inspire students to reach new levels of inquiry, understanding and achievement.

The quest for knowledge, insight and wisdom is part and parcel of the life of the one who excels. We plan for, and desire to see, young men and women who are principled, compassionate and engaged learners striving to maintain a firm grasp of every aspect of their humanity. Our collective aim is that our children will become confident and well grounded adults of integrity with a strong sense of identity, values and character.

Excellence at Bishop Tyrrell is understood to be something of the highest quality that sets the standard to be followed and is something of great virtue and worth. Creativity, initiative, intelligence, determination, entrepreneurship and individual and team effort uncovers new ways of living and sharing and new resources for human experience. These unique points of focus align to provide a united philosophy and a common ethos.



We recognise that it takes a universe to nurture a child, both in outer form and inner spirit. It takes a universe to educate a child, and a universe to sustain a child's inquisitive nature. All of our children are blessed with special qualities, skills and sensitivities that need to be fulfilled. Our College is being developed in such a way that we can open up a universe of possibility for our children.

2017 has been a year of challenge, change and achievement. At Bishop Tyrrell College we believe leadership should be prompted through a compassionate commitment to others, a desire to serve and a vision for human excellence. Our College's Christian mission challenges us daily to be responsive to students' needs and unique contributions, and to be proactive in the development of a culture and philosophy of care. Through the diversity of our programs, we aim to encourage and unfold, to the fullest extent possible, the students' particular and unique gifts and abilities. We hope that their lives will be ones of constructive service to their immediate



neighbour, to the world and to God. Central to our efforts to build an intellectual community is our dedicated staff. Through the provision of academic rigour and personal challenge with a caring heart, the faculty serves as teachers, coaches, advisors and mentors.

We welcome students and teachers of various talents and backgrounds, and we encourage their dedication to a multiplicity of pursuits – intellectual, spiritual, and physical – that will enable them to succeed in and contribute to a complex, changing world.

Our detailed Operational Plan has served to guide the achievement of our goals in 2017 around the Key Result Areas identified in Learn, Lead and Serve our Strategic Intent: the Christian Foundation, the Learning Environment, Staff Professional Learning and Growth, Resources and Infrastructure, Community Engagement and Partnerships, and Governance.

As a leadership team, we have been consciously attempting to internally align our Strategic Plan with our operational effort and deliver results. Creating networks, managing relationships, remaining balanced, and adapting rapidly to change meant that mission, vision and values remained at the core of our general direction, culture and priorities.

As we prepare our students to be citizens of the global environment, to be contributors to it and to believe that they can make a difference, we ensure that Bishop Tyrrell is as open as possible to the world and offers the students a wide range of opportunities. There is no doubt we live in a time of incredible excitement and promise.

With the deepest respect, I would like to acknowledge and thank our College Captain, Megan Wallace, and her 2017 student

leadership team for their outstanding leadership this year. Megan has modelled exemplary leadership qualities such as dignity, humility, integrity, character and vision and has inspired a culture of excellence through service. On behalf of the staff and students, I congratulate the Senior students on their leadership and success, and express our gratitude for everything they have contributed to our community over many years.

The year 2017 has been one of great blessing and achievement. I thank our broad community for their support and encouragement and trust that 2018 will continue to strengthen and affirm our deep commitment to Bishop Tyrrell Anglican College and the education of fine young men and women.

Learn, Lead and Serve.

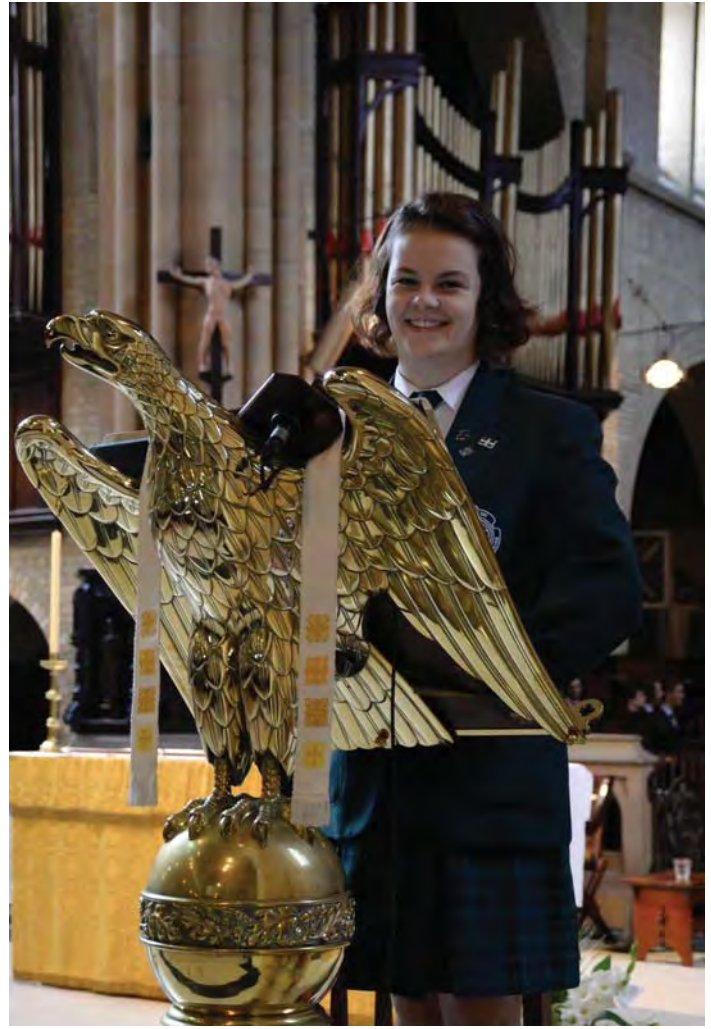
**Peter Moulds**  
**Principal**

# A MESSAGE FROM THE COLLEGE CAPTAIN

For many of us, the end of the exams lifted off a great weight that had been hanging on our shoulders since we started the HSC at the end of 2016. But it also brought unfamiliarity from the changes and excitement about the brave new world we were about to enter. We found ourselves closing a book that told the story of our lives for the past 13 years and reaching for a fresh sheet of paper to begin writing the story of what's to come.

The sum of a triangle is 180 degrees, enzymes are organic catalysts, WWI began in 1914 and Shakespeare uses Prospero's books as a symbol of his power in *The Tempest*. While these facts, and others alike, were taught to me by my teachers, I believe there was a more important lesson that was hidden underneath these facts that filled the pages of our HSC booklets - *carpe diem*. Our teachers led by example as they seized everyday and took every opportunity to encourage us to be the best versions of ourselves, not only as students but as individuals within our community. I know that this lesson is important, as it has given us an exciting and fulsome approach to life as we have been taught to enrich ourselves with all the opportunities that life gives to us, and for this I could not be more grateful.

I am proud to say that I am a Bishop Tyrrell student. As I have said many times before, Bishop Tyrrell is my second home. Harry Potter has always been a great love of mine and I have always believed Bishop Tyrrell to be my own Hogwarts. We find passion and team spirit in our houses, we find care and strength in our staff, we find support and true friendship in our peers, but most importantly we find and achieve greatness when we work together. Although my cohort and I must move on to find what opportunities life beyond school has to offer us, I know Bishop



Tyrell will always have a place in my heart.

I would like to take a moment to thank a few people. Firstly, on behalf of my cohort I would like to thank all of the people in our Bishop Tyrrell community who have gone and continue to go above and beyond each day and have been fundamental to our learning experience. Nothing beats our core community values and I believe that this is what gives us the ability to succeed both individually and as a whole. Every member of staff, each family and every single student have an integral role to play in the growth and maintenance of the College. Thank you for giving my cohort and me the opportunity to be part of this great community.

As a group I would like to thank all of the Year 12 parents and guardians for their endless support. I know it hasn't been the easiest these past few months living with a stressed or in some cases not stressed enough HSC student, so I thank you for sticking with us through all the wonderful ups and the troubling downs.

To my own parents; Mum thank you for your persistence. Having your own study this year as you completed your PhD. Thank you for juggling your own work while always being there for me, I know I haven't always been a joy to be around this past year but knowing that I could always come and talk to you has meant the world to me. Dad, you've always been the one to push me so that I can do my best, although it took a while for me to learn to appreciate your nagging I honestly don't know where I would be without it. Thank you for constantly encouraging me to work smarter and give it my best shot. Thank you both of you for your support because I know I would not be where I am without it. I love you to the moon and back.

As the holiday season approaches I encourage all of the students to remember to thank their parents and guardians as we all have things to be grateful for this time of year. It is important to let your family know how much you appreciate them.

Speaking of family, I would now like to introduce the charity that my cohort and I have spent the past 12 months raising money for. I would also like to thank the Bishop Tyrrell community for supporting us through our fundraising this year.

SNUG (Special Needs Unlimited Group) provides camp-style retreats for families caring for a child with a rare medical condition. The whole family attends these retreats together and participate in a program of activities that are suited to each family personally so that all members of the family can be involved. The aim of these retreats is to "Create a relaxed environment for families to build on their strengths, improve resilience and develop friendships and support networks with others who are experiencing similar challenges". We saw it as a privilege to raise funds to support SNUG as we recognised the importance and long-term value these skills and experiences would have on the families SNUG works with.

I would now like to invite representatives of SNUG, Mrs Mary Ross and Mrs Elizabeth Sinclair to come and receive a cheque of \$13237.33

Now I suppose it's time I give a few words of wisdom. Instead of telling you the top ten lines that you'll find on every mother's Facebook alongside an image of a minion I would like to leave you with one fact. Time doesn't stop. Your time at school will go by so quickly that soon you'll find yourselves in our position and you'll be wondering what you did with the past 13 years, so make them count. As our school motto says, Seize the Day.

It has been my honour to represent Bishop Tyrrell this year as College Captain and although it has been one of the most challenging years of my life it has been equally rewarding. I know my cohort and I have treasured our time at Bishop Tyrrell Anglican College and cannot thank you all enough for giving us the opportunity to create memories that we will never forget.

**Megan Wallace, College Captain**  
Speech Day 2017



# Parent and Student Satisfaction

Bishop Tyrrell Anglican College is committed to listening to the views and expectations from its key stakeholders. The feedback from our stakeholders greatly assists the College with its operational and strategic planning and its determination to continually improve the quality of educational experience offered to the students.

During 2017 stakeholder engagement provided views on such areas as teaching and learning, student welfare, religious education, co-curricular, sport, communications, reputation and community engagement.

While we are very pleased with the results, we have identified some areas where further improvements can be made. The findings from the surveys will greatly assist the College Leadership Team with its planning for the future. A selection of top level findings from parents and students are detailed as follows.

What parents and students valued most were:

- My child's happiness and pride in Bishop Tyrrell
- Caring staff who act in best interests of students
- Student friendships
- The well rounded, balanced, challenging education
- The Sporting Program
- Being part of a friendly and engaging community
- Friendships made by my child
- Learning new things
- The academic work
- School camps
- Child's personal development at Bishop Tyrrell
- Inspiring leaders and staff
- The College values
- Care and support from the teachers



The College is committed to continual improvement to ensure that we offer the best quality educational experience to all students. In 2017, a Family Exit Survey was created and published 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.

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

Secondary students completed a Student Self Reflection report at the end of each semester that is published to parents and staff. Students reflect on their commitment to and achievement in each subject and their learning goals. Students also set learning goals for the following semester and commit to an action plan that is shared with their Tutor.

## 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. A range of staff welfare initiatives continue to provide support to teaching staff, generating pride in their profession and the College

The College has continued its involvement in the AISNSW Embedding Excellence program designed to deepen the community's understanding of Bishop Tyrrell Anglican College's vision and goals and monitor this by gathering evidence and recording change.

In 2017, the College continued with the Appretio performance development process and platform. Staff collaborated with cross-curricula teams and engaged in reflective practice in the pursuit of a shared goal focused on a 2017 College priority.



# THE LEARNING ENVIRONMENT



# NAPLAN Results

In May 2017, 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 2017 NAPLAN results are above average in comparison to the State across all Year groups and across all Literacy and Numeracy domains, except Spelling in Year 5. Our results show that we have more students at Proficient (top two bands) in Year 7 across all domains in comparison to the previous year. The number of Year 9 students achieving Proficient increased this year in 4 of the 5 domains.

There were no students at or below NMS for Reading in Year 7 this year. NAPLAN 2017 employed a narrative test. National Writing results has shown a continued decrease since the narrative test was introduced. This was not the case for Bishop Tyrrell, particularly in Year 9.

The NAPLAN national results also show that from 2016 to 2017 there has been no significant change in literacy and numeracy results, with continued plateauing of results nationally. The 2017 NAPLAN results showed barely any change in numeracy, reading or writing across all year levels. Bishop Tyrrell results also reflect these negligible changes, as demonstrated by trend data across 2012-2017.



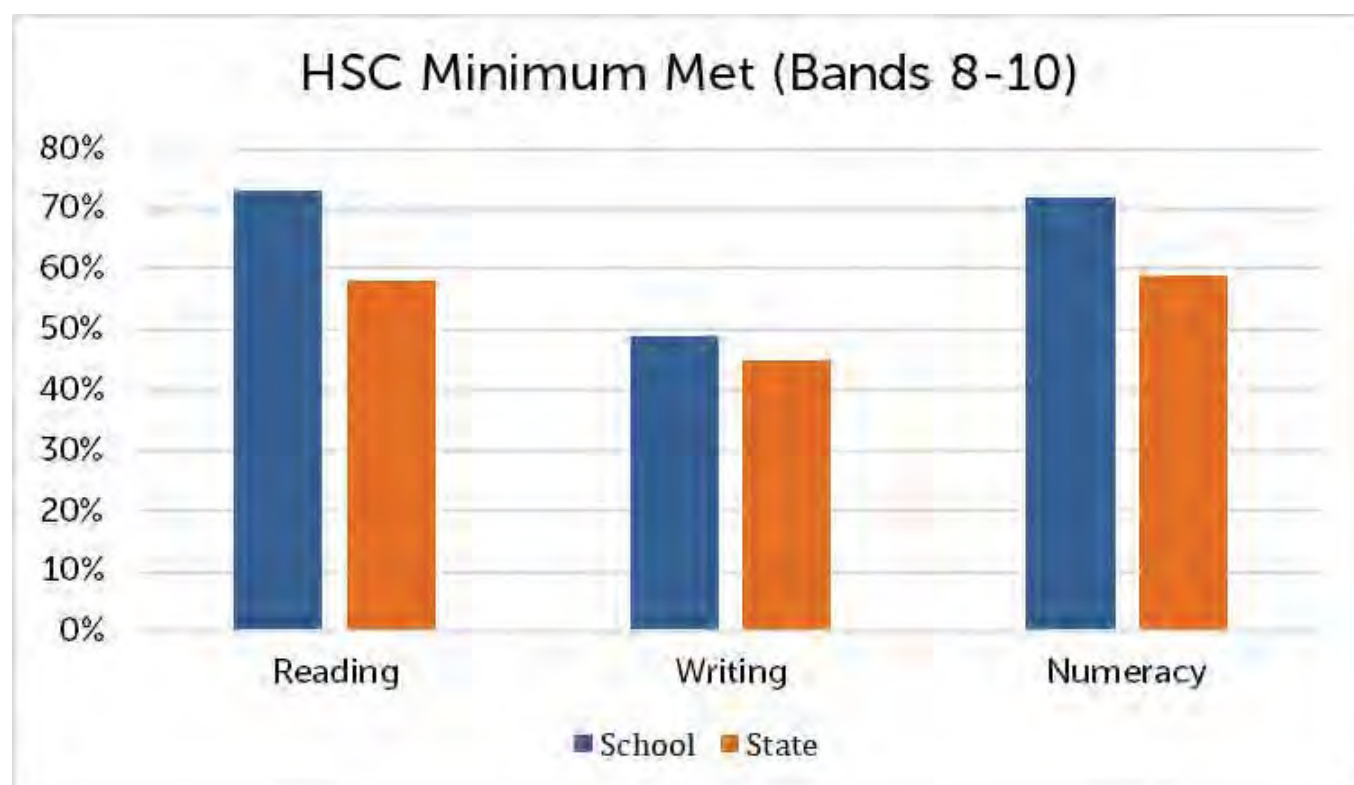
# SUMMARY STATISTICS FOR BISHOP TYRRELL NAPLAN 2017

	% Bishop Tyrrell Students in top 2 Bands	% NSW Students in top 2 Bands
Year 3 Reading	74	52
Year 5 Reading	54	39
Year 7 Reading	41	30
Year 9 Reading	26	25
Year 3 Writing	53	54
Year 5 Writing	20	19
Year 7 Writing	17	18
Year 9 Writing	16	12
Year 3 Spelling	64	55
Year 5 Spelling	26	33
Year 7 Spelling	39	31
Year 9 Spelling	36	26
Year 3 Grammar & Punctuation	74	53
Year 5 Grammar & Punctuation	43	41
Year 7 Grammar & Punctuation	38	31
Year 9 Grammar & Punctuation	24	22
Year 3 Numeracy	64	39
Year 5 Numeracy	37	31
Year 7 Numeracy	45	31
Year 9 Numeracy	29	27



## HSC Minimum Standards

In 2017, Year 9 students were able to meet the HSC minimum standards by achieving a Band 8, 9 or 10 in Reading, Writing and Numeracy. Bishop Tyrrell students were above State average in all domains, though writing continues to be an area for improvement at the College (and across the State).



## Higher School Certificate Results

In 2017, 43 students presented for the Higher School Certificate in 26 Board Developed courses at Bishop Tyrrell Anglican College. This year's cohort achieved 6 top band results across three subjects.

The College achieved 6 results in Band 6 (90% or better) and 43 results in Band 5 (80% or better). The number of students achieving Band 4 was higher than the last 2 years' and the representation in the lower bands (Band 1-3) increased significantly on last year's results.

Of particular note are the three band 6 results out of a total of eleven in the state in the relatively new subject of Information Digital Technology.

# Comparison between Bishop Tyrrell and State Band 6 Performances

Bishop Tyrrell Performance relative to the State	Number of Students	% Band 6 and 5 or equivalent for 1 unit courses	% Bands 4-6 or equivalent for 1 unit courses
ANCIENT HISTORY	7	29	57
State		36	62
BIOLOGY	10	0	80
State		40	69
BUSINESS STUDIES	8	38	63
State		37	66
CHEMISTRY	3	0	67
State		43	71
COMMUNITY AND FAMILY STUDIES	6	0	83
State		30	68
DESIGN AND TECHNOLOGY	8	25	63
State		43	77
DRAMA	3	67	100
State		42	84
EARTH AND ENVIRONMENT	5	0	20
State		36	74
ENGINEERING STUDIES	7	14	43
State		36	66
ENGLISH ADVANCED	15	33	93
State		64	92
ENGLISH STANDARD	24	13	71
State		16	55
ENGLISH EXTENSION 1	3	0	100
State		30	94

## Comparison between Bishop Tyrrell and State Band 6 Performances (Continued)

Bishop Tyrrell Performance relative to the State	Number of Students	% Band 6 and 5 or equivalent for 1 unit courses	% Bands 4-6 or equivalent for 1 unit courses
ENGLISH EXTENSION 2	2	0	100
State		21	78
INFORMATION PROCESSES TECH	15	33	93
State		30	66
LEGAL STUDIES	4	50	75
State		44	75
MATHS GENERAL 2	32	13	44
State		26	51
MATHEMATICS	9	22	44
State		54	75
MATHS EXTENSION 1	4	0	25
State		38	82
MODERN HISTORY	9	0	89
State		39	71
HISTORY EXTENSION	3	0	67
State		22	80
MUSIC 1	1	100	100
State		66	90
PDHPE	10	20	50
State		31	60
PHYSICS	9	0	44
State		34	68
VISUAL ARTS	9	44	100
State		55	90
HOSPITALITY VET EXAM	6	50	83
State		25	64
INFO DIGITAL TECH VET EXAM	14	57	86
State		22	68

## Senior Secondary Outcomes/VET

The formal Record of School Achievement credential was awarded by NESA to two students. In 2017, 0% of the Year 12 cohort participated in vocational or trade training.

93% of Year 12 students attained a Year 12 Certificate or equivalent VET qualification (3 students on a pathways program).

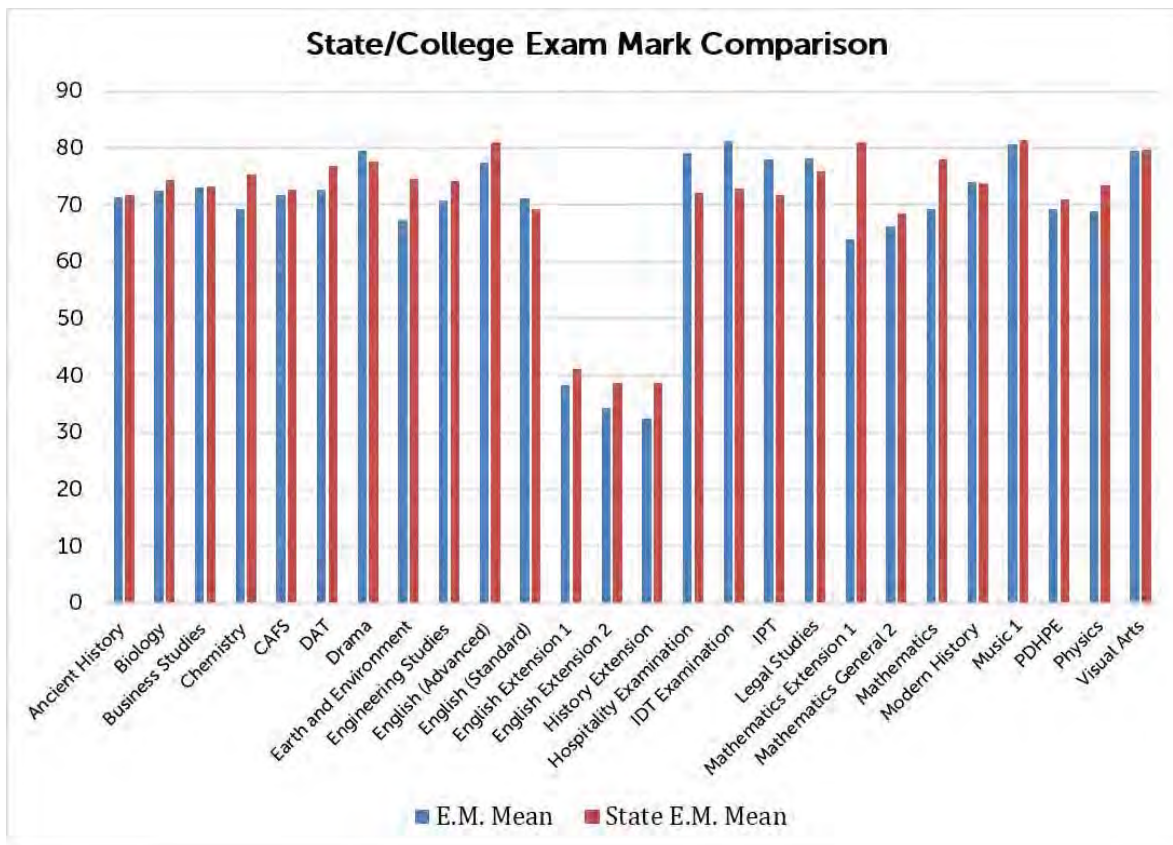
Qualification/Certificate	Percentage of students
2017 HSC	93%

## Student Retention Rate

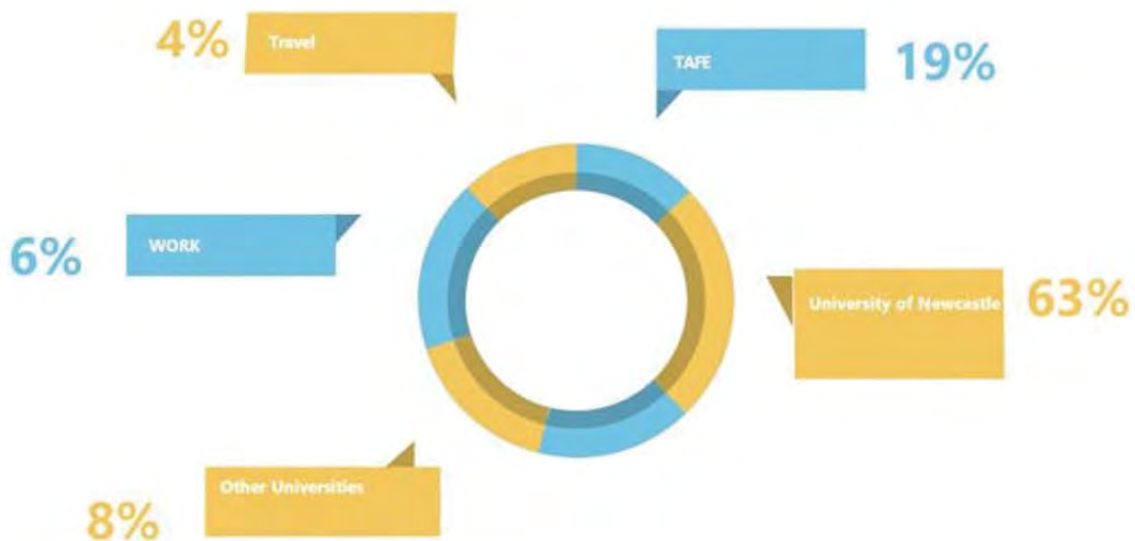
In 2017, the retention rate for students who completed Year 10 in 2015 and went through to complete Year 17 in 2016 was 74%.



# 2017 HSC Results



# Post Schools Destinations







**STAFF PROFESSIONAL  
LEARNING AND GROWTH**

# Overview of the P-12 Professional Learning Program for 2017

Bishop Tyrrell Anglican College is committed to a process of continuous improvement that includes providing staff with targeted professional learning that meets their needs and the broader strategic goals of the College. The College supports staff professional development by facilitating a professional learning process which involves staff setting professional learning goals, reflecting on their practice, identifying areas for improvement and seeking opportunities to enhance knowledge and skills and participating in appropriate learning experiences, both formal and informal. Professional learning takes place on allocated staff professional development days, at events attended by teachers, during College meetings, as part of the Induction Program for new staff, as a component of Appretio and as part of the College's Professional Learning calendar.

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

In 2016, Bishop Tyrrell Anglican College was approved as a QTC Provider for all Professional Development Courses 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.

This year P-12 teaching staff, along with Teacher's Aides and OOSH staff used the

Appretio platform to pursue individual goals aligned to College professional learning goals for 2017. A mentor who coached them to use the platform, explicitly record the pursuit of their goal and share learning throughout the year guided each staff team.

The staff professional development days held each year in January, July and December provide an opportune time for Preschool to Year 12 initiatives, including both teaching and non-teaching staff at various times. In 2017, these days incorporated a range of activities and presentations including a two-day induction program for new staff, leadership development (Phil Hadridge on Leadership and the LSI process for all Middle Leaders), The Quest program for staff (staff wellbeing and bonding), AIS session on Professional Conversations, Access EAP sessions on the Foundations of Feedback, along with Stage and Department team planning. In July, all Primary and English teachers completed the QTC endorsed Seven Steps to Writing program, the QTC endorsed compulsory Child Protection updates were run for all staff and a session on Diabetes in children was held by the John Hunter Children's Hospital educator.

In Term 1, the College ran the QTC endorsed courses on using the College's LMS system (CALEB) (compulsory for all new teachers and voluntary for existing teachers) and Consistent Teacher Judgement; In Term 2, teachers focused on ensuring all their requirements for the Registration and Accreditation process were met; In term 3, the College ran the QTC approved course on Effective Home-School Communication.

Staff are actively encouraged and supported in their personal pursuit of Teacher

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 2017, 1 staff member 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, AICES and HRIS. He also attended the AHISA Principal's conference in New Zealand in October, the Global Education and Skills Forum in Dubai in March and completed an AICD Company Directors Course in November.

#### Whole School Professional Learning Activities:

- All staff completed a Child Protection update session (QTC endorsed course).
- K-12 teaching staff attended an AISNSW presentation on Professional Conversations.
- All staff attended a seminar on Diabetes in Young People (NSW Health).
- K-6 staff and English staff participated in the Seven Steps to Writing course (QTC endorsed course).
- All staff participated in professional learning on how to use the Appretio platform and CALEB Learning Management System.



# Overview of 2017 Professional Development Activities

Course Category	Number of	Total Number of
Principal	1	23
Executive Development	2	5
Leadership	1	4
Counselling	1	2
Preschool	6	26
Primary	5	16
OOSH	1	1
Chaplaincy	1	5
English	4	4
HSIE	2	3
Mathematics	3	4
Science	4	4
PDHPE	1	1
VET	1	8
Learning Support	1	2
Library	1	5
First Aid	14	14
CPR	46	15
WHS	12	10
Child Protection	97	14

# Teacher Standards Table

Teaching Staff who have responsibility for delivering NESAs curricular:

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI_NOOSR) guidelines.	59
Teachers who have qualifications as a graduate from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI_NOOSR) guidelines but lack formal teacher education qualifications.	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 2017	
Teaching Staff	69
Full-time equivalent teaching staff	56
Non-teaching staff	34
Full-time equivalent non-teaching staff	11
Indigenous	0



**LEADERSHIP AND GOVERNANCE**

# Leadership and Governance

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

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

# Policy Review 2017

There were no major revisions of policy and procedure during 2017 due to the extensive review undertaken in 2016. Review and minor changes to policy and procedure were recorded for:

- Parent Handbook and Parent Code of Conduct - reviewed and updated to reflect the current College guidelines and expectations.
- Excursion, Incursion and Risk Assessment procedures and documents—reviewed and updated to reflect current College procedures.
- Workplace Health and Safety Policy - reviewed and amended to reflect current legislation and College procedures.
- Staff Induction procedures—reviewed and updated to reflect current College procedures.
- Student Behaviour Management and Discipline Policy – reviewed and updated to reflect current College procedures.
- Student Care and Wellbeing Framework – reviewed and updated to reflect current College procedures

# Student Welfare Policy

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

The Care and Wellbeing Program includes formal and informal elements. Students from Preschool to Year 12 Students 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 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
- Chaplain
- Deputy Director of Primary – K-2 and 3-6
- Director of Primary
- Director of Secondary
- Director of Academics
- A member of the staff with whom the student has a trusted relationship, such as a Mentor.

In 2017 the College continued to implement the College Colours Award Program in the upper Primary and Secondary school. Recognition of student contribution and commitment is awarded with star pins in primary school and colour pins in secondary school.





# Discipline and Anti-Bullying Policy

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

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

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

Students are required to support the ethos of the College, to abide by the College's rules and expectations, and to follow the directions of teachers and other people with authority delegated by the College.

Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and the student's prior behaviour. Corporal punishment is not permitted under any circumstances. All disciplinary action that may result in any sanction against a student including suspension, expulsion or exclusion provides processes based on procedural fairness.

Either the full or abbreviated text of the College's Discipline Policy and associated procedures is provided to all members of the College community through an appropriate channel such as:

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

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

# Reporting Complaints and 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.

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

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

The College holds various meetings through the year that encourage parents to attend the College and to meet the staff. The dates and times are published in the calendar, which is distributed to all parents. They are also detailed in the College's Bulletin. The College strongly encourages parents to attend as a means of staying informed and voicing opinions. There will always be occasions when parents need to contact the College on an individual basis. The College prefers that,

in the case of the Primary School, such contact should commence with the Class Teacher. In the Secondary School contact should commence with the student's Class Teacher, Tutor or Head of House. Parents are reminded that their child's diary is an ideal means of communication for passing in formal messages to members of staff.

## Formal Parental Concerns

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

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

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

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

# Attendance Policy and Procedures

## Attendance Rates 2017

The overall average daily attendance rate in 2017 was 95 %. The average daily attendance rate (% in attendance) per year group was:

School Year	Students	Attendance Rate
K	66	99.53%
1	61	95.09%
2	64	95.43%
3	56	95.00%
4	56	95.30%
5	54	96.30%
6	57	95.64%
7	72	95.35%
8	61	95.62%
9	80	94.81%
10	59	93.00%
11	47	93.91%
12	42	94.67%

# Attendance Records

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

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

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

## Process for Attendance

### Roll Call

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

### Late

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

### SMS

An SMS message is sent to all parents whose child is coming up in the absence records as

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

### Leave School before the End of the School Day

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

### Requests for Leave

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



# College Determined Improvement Targets

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

Area From Strategic Plan	Achievements in 2017
The Christian Foundation of the College	<ul style="list-style-type: none"> <li>• Implemented the College's whole school Leadership Framework.</li> <li>• Reviewed and developed a plan to strengthen the College's existing P-12 Christian Studies Program.</li> <li>• Extended and further developed the College's Service Learning program.</li> <li>• Focused Chapel, Assembly, Youth Groups, prayer, excursions, mission trips and service learning around foundational principles, values, teachings and expressions.</li> <li>• P-12 care and wellbeing resources were developed.</li> <li>• Pastoral and counselling systems and structures were developed and implemented.</li> </ul>
The Learning Environment	<ul style="list-style-type: none"> <li>• Implemented strategies to develop the distinctiveness of a Bishop Tyrrell education, embedding collaborative enquiry based learning, creativity and teamwork into classroom practice.</li> <li>• Shared and encouraged innovation in the classroom through faculty initiatives and celebrations.</li> <li>• Strengthened our focus on learning programs, planning, teaching and learning in the classroom and feedback to students.</li> <li>• Refined the moderation process around registration and accreditation expectations.</li> </ul>
Staff Professional Learning and Growth	<ul style="list-style-type: none"> <li>• Refined professional learning priorities, aligned with teaching standards and the College's Strategic Plan.</li> <li>• Refined the staff reflection and goal setting system across the College.</li> <li>• Developed clear 'stage statements' regarding expectations at each stage of a Bishop Tyrrell education.</li> </ul>
Resources and Infrastructure	<ul style="list-style-type: none"> <li>• Establish an excellent service culture and team in all administrative areas.</li> <li>• Reviewed financial systems and processes.</li> <li>• Community engagement, marketing and development strategies were developed.</li> <li>• Reviewed administrative support structures and systems.</li> <li>• Implemented student recruitment strategies.</li> <li>• Implemented scholarships and bursaries strategies.</li> <li>• Implemented staffing recruitment strategies were implemented.</li> </ul>

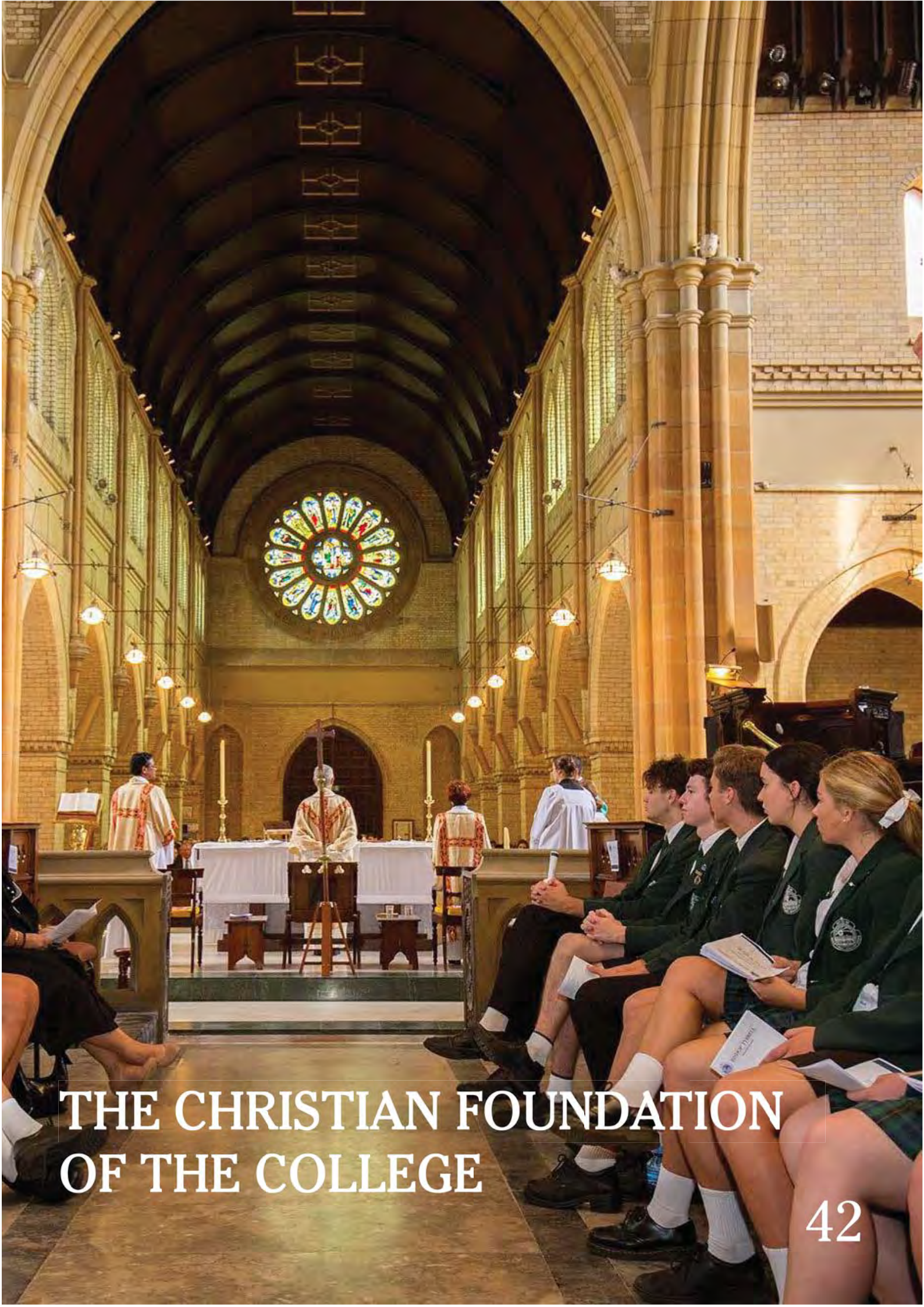
# College Determined Improvement Targets (Continued)

Area From Strategic Plan	Achievements in 2017
Community Engagement and Partnerships	<ul style="list-style-type: none"> <li>• Implemented a clear program of parent, support group and community connection activities.</li> <li>• Strengthened the culture of the College through the International program.</li> <li>• Developed a clear local and national profile for the College.</li> </ul>
Leadership and Strategic Governance	<ul style="list-style-type: none"> <li>• Implemented the College risk management system.</li> <li>• Developed a systematic process of evaluation and review to improve processes, increase efficiency and minimise waste.</li> <li>• Implemented the College leadership goal setting and reflection system across the College.</li> <li>• Embedded College planning processes and systems.</li> </ul>



In 2018, we will continue to implement our Strategic Intent, focusing the development of Bishop Tyrrell culture, Bishop Tyrrell people and Bishop Tyrrell structures.

Area from Strategic Plan	Implementation Goals for 2018
The Christian Foundation of the College	<ul style="list-style-type: none"> <li>• Development of liturgical Anglican Practices within the life of the College.</li> <li>• Celebrations for the 20th year Anniversary of the College.</li> <li>• Finalise development and begin implementation of the Values, Service, Care and Leadership Frameworks.</li> </ul>
The Learning Environment	<ul style="list-style-type: none"> <li>• Investigate systems to enable tracking of student's academic achievement and wellbeing between teachers and tutors.</li> <li>• Development and implementation of enrichment opportunities.</li> <li>• Become a registered RTO and work through the process for accreditation for an alternative Senior Curriculum.</li> <li>• Improve student engagement and performance.</li> <li>• Develop and implement HSC and NAPLAN improvement plans.</li> </ul>
Staff Professional Learning and Growth	<ul style="list-style-type: none"> <li>• Build a program of professional trust and growth, and strong teams through appraisal, reflection, goal-setting and cultural expectations.</li> <li>• Continue to implement the moderation process P-12.</li> </ul>
Resources and Infrastructure	<ul style="list-style-type: none"> <li>• Plan and build a third Preschool Classroom for 2019.</li> <li>• Investigate feasibility and possible implementation of a bus route through Cameron Park for 2019.</li> </ul>
Community Engagement and Partnerships	<ul style="list-style-type: none"> <li>• Further Development of Service Programs and greater engagement with Anglican Care.</li> </ul>
Leadership and Governance	<ul style="list-style-type: none"> <li>• All policies not identical to AIS policies to be approved by the College Council and NASC Board.</li> </ul>



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

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



**FINANCIAL STRENGTH —  
BUILDING FOR THE FUTURE**

# Enrolments and Process

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

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

## Enrolment Policy

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

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

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

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

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



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# BISHOP TYRRELL

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ANGLICAN COLLEGE

## Enrolment Policy and Procedure

### POLICY DOCUMENT

Policy Number: 8.10

Last Revised: February 2017

Signed Off: Date:

Endorsed: Date:

## Policy No: 8.10

### Policy:

Bishop Tyrrell Anglican College is a comprehensive co-educational K-12 College providing an education underpinned by Christian values in the Anglican tradition and operating within the policies of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the College, siblings already attending the College and other criteria determined by the College from time to time. Once enrolled, students are expected to support the College's ethos and comply with the College rules to maintain the enrolment.

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

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

### Conditions of Enrolment

1. In this Application for Enrolment, "College" means the Bishop Tyrrell Anglican College and where the context permits, the Principal, and "my child" means the child referred to on the page overleaf under the heading "Personal Details" being the child in respect of whom this Application is made.
2. I/We understand and agree that:
  - (a) My child may be required to undergo an entrance examination and that no warranty or undertaking has been given by or on behalf of the College that this Application will be accepted.
  - (b) My child must abide by the College Rules and College Policies in force from time to time as interpreted by the College and be involved in co- curricular activities as outlined by the College. The continued attendance at the College is at the absolute discretion of the Principal.
  - (c) The College reserves the right to expel, suspend or take any other disciplinary action thought appropriate by the College in relation to any child whose attitude, progress or behaviour

is not, in the College's opinion, conducive to the welfare of that child or the College.

- (d) If the College or the Principal believes that a mutually beneficial relationship of trust and cooperation between a parent and the College has broken down to the extent that it adversely impacts on that relationship and/or the College, and the welfare of the child, then the College, or the Principal may require the parent to remove the child from the College. In this case no remission of fees will apply.
  - (e) The College reserves the right to amend its academic and other programmes and this may include the right to discontinue teaching subjects and other programmes.
  - (f) These Conditions of Enrolment may be amended at any time at the discretion of the College. Any amended Conditions of Enrolment shall be published on the website maintained by the College and shall apply after one full term's notice.
  - (g) Prior to accepting a place at the College I will disclose all information about my child that relates to details of special circumstances of my child that may need to be taken into account by the College such as medical conditions, special gifts or talents, special needs, psychological test results or English as a second language.
3. In the event of injury or illness to my child necessitating urgent hospital and/or medical treatment including injections, blood transfusions, surgery and the like, and if the parent or guardian is not readily available to authorise such treatment, I/we authorise the Principal or, in his absence, a member of the College staff, to give the necessary authority for such treatment without the College, or such person, incurring any legal liability to the parent, guardian or pupil in so doing. I/We indemnify the College, its employees and agents of all costs and expenses arising directly or indirectly out of such treatment
4. I/We agree to the following conditions:
- (a) To lodge with the College, an entry deposit of such amount as the College has determined as being applicable for the calendar year in which entry to the College is sought for my child. The deposit and any income it may earn may be invested or otherwise used as the College, in its absolute discretion, determines. No interest shall be payable by the College in relation to the deposit.
  - (b) All College Fees at the scale determined and published by the College from time to time are payable and will be paid by the fourth Friday of each term, or as otherwise agreed to by the College, upon an account being furnished by the College. All other College expenses incurred by my child whilst enrolled



- at the College shall be paid by the date nominated by the College.
- (c) Where any account has not been settled by the fifth week of term, unless special arrangements have been made, my child may be suspended from the College until it is paid. Notwithstanding such suspension or other arrangements for payment permitted by the College, the liability to pay the account shall not be reduced. The College reserves the right to charge interest and an administration charge on outstanding accounts.
  - (d) One full term's notice shall be given in writing of withdrawal of my child from the College, otherwise one term's fees become payable in lieu thereof (except in the case of expulsion for reasons other than non-payment of fees).
  - (e) The deposit will be refunded, after my child has left the College, upon written application within twelve months of my child leaving the College. Part or all of the deposit may be retained to offset any outstanding monies owing to the College or its Agencies. Any deposit not claimed within twelve months of my child leaving the College, will be accepted as a gracious donation to the College.
  - (f) Each parent, or guardian as the case may be, is jointly and severally liable for the payment of fees including any fees and costs incurred by the College in recovering or attempting to recover any unpaid amount due.

### Collection Notice

1. The College collects personal information, including sensitive information about students and parents or guardians before and during the course of a student's enrolment at the College. The primary purpose of collecting this information is to enable the College to provide Schooling for your son/daughter.
2. Some of the information we collect is to satisfy the College's legal obligations, particularly to enable the College to discharge its duty of care.
3. Certain laws governing or relating to the operation of Colleges require that certain information is collected. These include Public Health and child protection laws.
4. Health information about students is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about students from time to time.

5. The College from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other Colleges, government departments, medical practitioners, and people providing services to the College, including specialist visiting teachers, sports coaches and volunteers.
6. If we do not obtain the information referred to above we may not be able to enrol or continue the enrolment of your son/daughter.
7. Personal information collected from students is regularly disclosed to their parents or guardians. On occasions information such as academic and sporting achievements, student activities and other news is published in College newsletters, College's website and other similar publications.
8. Parents may seek access to personal information collected about them and their son/daughter by contacting the College. Students may also seek access to personal information about them. However, there will be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the College's duty of care to the student, or where students have provided information in confidence.
9. As you may know the College from time to time engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the College's fundraising activities solely for that purpose. We will not disclose your personal information to third parties for their own marketing purposes without your consent.
10. We may include your contact details in a class list and College directory. If you do not agree to this you must advise us now.
11. If you provide the College with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the College and why, that they can access that information if they wish and that the College does not usually disclose the information to third parties.

We adhere to the Anti Discrimination Act. We do however, have a level or prioritising of applications giving preference to staff, sibling(s) already at the College and then in order of date of the receipt of the application form. While the application form does allow preference to

be given to families who are to demonstrate an ongoing Christian church attendance, this has not been applied to date.

### **Students Leaving the School (except non-compulsory Schooling Age)**

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

### **International Students**

The College is registered through CRICOS [Commonwealth Register of Institutions and Courses for Overseas Students] to receive and educate international students. The College has a number of policies to support, protect and guide international students in their studies from Kindergarten into Year 12. All students entering the College undergo a literacy and numeracy assessment. Students must score a level of proficiency appropriate to the Academic Stage of intended entry. If required, the Learning Support Coordinator will be engaged to support the literacy level of the enrolling student. This may involve ESL support. Should the need arise, parents of the international student may be required to financially support the cost of an ESL teacher.

Upon interview and induction parents and students will be informed of the guidelines required to assess a student's academic level and the point of level of entry at the College. Part of the enrolment interview process requires parents and students to supply reports from previous educational bodies to assist the understanding of the academic level of the enrolling student. This too will apply to international students.

The College has a practice of informing staff of the skills and academic level of all students entering the College. This same process will be undertaken for international students. Staff who will be directly associated with, and teaching the international student(s) will be briefed on the special needs and academic level of the child. If required a specific individual educational program (IEP) will be established for the student.

The College has protocols for the induction of all students [Pastoral Care Policy 7.24] where they are assigned a student buddy and a

Pastoral Teacher as a mentor. All new students are introduced to the respective House Coordinator. The induction process includes ongoing contact with parents and students to ensure the initial settling in period is sound and stable. The International Student policy [7.58] has a specific induction process for all international students. As with all students there is an ongoing monitoring process to assess a child's academic and Pastoral development.

Parents are required to complete the CRICOS Supplementary Application for Overseas Students proforma and ensure that requirements for student accommodation are completed as per the College policy for overseas students under the age of 18 living with parent.

International students will meet regularly with the International Student Coordinator and their respect House Coordinator and Head of School to ensure that students are academically and pastorally safe and catered for within the College and that they are meeting the minimum of education requirements for the completion of the set courses.

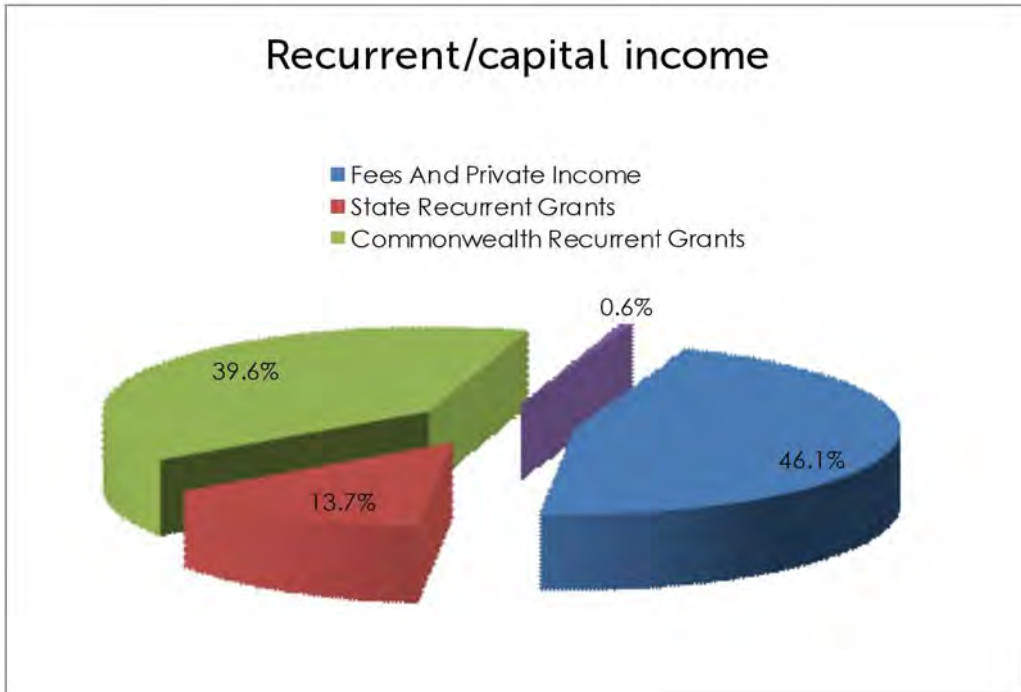
A student is deemed at risk of failing a course if they have not completed or are not competent in 50% or more of the units attempted in any study period. Throughout this process parents are kept informed by telephone and in writing. All correspondence entered into remains on student files.

Policies and procedures are in place for informing parents of student's academic progress, pastoral care matters and absence for all students. The College has a matrix of support mechanisms for academic progress and pastoral care. All students receive an interim as well as semester reports for academic progress. These reports are followed up parent / teacher interviews. Should there be a need, parents are contacted regarding any pastoral matters. Records of conversations are kept on the student's file. It is the practice of the College to make contact with the parents of a child on the third day of consecutive absence from College. This is undertaken by the House Co-ordinator, Head of Primary or Primary Teachers.

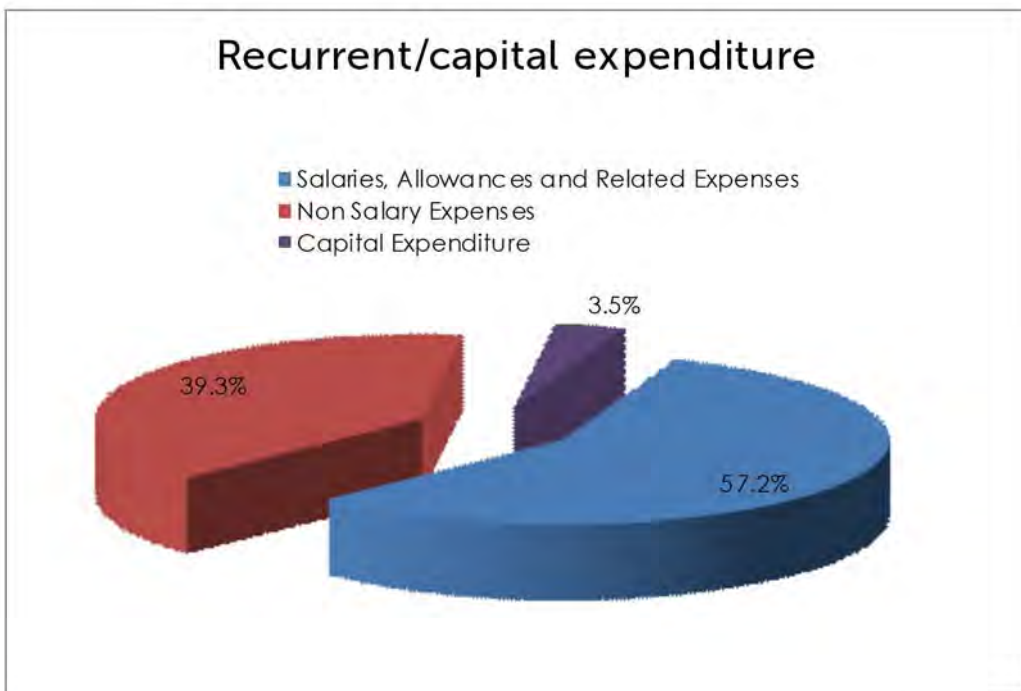
If a child is unwell and misses schooling there is a concern that they will lose their credit of confirmation of enrolment from CRICOS. Students would not have met the basic academic levels to progress to the next stage of learning.

Parents of students who move to another provider will be required to sign a release form

# Income 2017



# Expenditure 2017





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356 Minmi Road, Fletcher NSW 2287

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W: [www.btac.nsw.edu.au](http://www.btac.nsw.edu.au)