Calrossy Anglican School

Secondary Girls
The Value of Education

“The principal goal of education is to create individuals who are capable of doing new things, not simply repeating what other generations have done.” Jean Piaget (1896-1980)

The challenge for Calrossy Anglican School is to cultivate a sustainable future. Of world-wide concern the topic of sustainability appears in all summits - education, environmental, economic and developmental. Education plays the key role in supporting a sustainable future for all, not least of all our schools.

Our Values

Inclusiveness, Selflessness, Resilience and Integrity

Our four School values are modelled by Christ and we endeavour to role model our values in all that we do.

Inclusiveness refers to the right for all people to feel valued and included. An environment is created where students feel a sense of belonging when they have opportunities to participate in experiences that encourage the desire to understand and enjoy other individuals for their uniqueness. Students and staff who belong feel empowered to succeed to their full potential and our aim is to provide an environment that fosters inclusiveness.
Selflessness

Throughout the School we are continually refocusing on selflessness. Whether that be in relationship building, choice of actions or our personal needs we are endeavouring to develop young people to be aware that “It is not always about me.” Calrossy Anglican School uses Phil 2:3-4, “Do nothing from selfishness or empty conceit, but with humility of mind let each of you regard one another as more important than himself, do not merely look out for your own personal interests but also for the interests of others”, as a basis for the value selflessness.

Resilience

Resilience is the ability of our young people to adapt to changes, to overcome risks and adversity and to be able to cope with life’s ups and downs. Throughout the School we have specific programmes running such as Bounce Back’ and Secondary Wellbeing Days focusing on Resilience.

Our discipline policies and procedures are also designed with elements to encourage students to cope with the challenges in life. We continually find opportunities overtly and incidentally to give our students the tools to develop and grow with resilience. Tools such as:

- good problem solving skills,
- good communication skills,
- positive self-identity,
- good relationship skills,
- ability to seek resources (and assistance),
- helping others, and
- ability to cope with stress

have become integral to all that we do.

Integrity

Integrity is one of the most important values a person can carry through their life. At Calrossy Anglican School we consider integrity to encompass all that we do and how we do it. As we consider ourselves to be a Christ centred school then our integrity relates to our ability to put Christ before us and to follow his teachings with a “What would Jesus do?” focus.

In all our programmes, our policies, our behaviours, our teachings and our relationships we endeavour to act in a Christ like manner.

Mrs Elisabeth Jackson
Principal, Calrossy Anglican School
From the Head of Secondary Girls

Christian, Personal and Caring Education

This encompasses all we do on the Secondary Girls’ Brisbane Street Campus. These verses appear in our hall, to remind us of our purpose and direction.

Christian

Jesus answered, “I am the way and the truth and the life. No one comes to the Father except through me”. John 4:16 (NIV)

Underpinning life on this campus is our faith in God and the Gospel of Jesus Christ. The example that Christ set while here on earth and as we read the Bible is followed through in our dealings with each other, from the playground to the classroom and onto the sporting field. Our themes which are decided for each year, are based on biblical principles. The values that characterise the Christian faith are evident in the day to day operation of the school. All girls are exposed to a Christian education and learn the fundamentals of the faith through a background of weekly Christian Studies lessons and Chapel services which are set in relevant and meaningful contexts. Asking ourselves “what would Jesus do” leads to making decisions which are compassionate, inclusive and focused heavenward.

Personal

You have looked deep into my heart, Lord, and you know all about me. Psalm 139:1 (CEV)

Because of the small nature of our campus, students experience close relationships with each other and with staff, and are supplied with the most up to date, well researched teaching in all areas. We aim to ensure there is always an avenue for all concerned to stay in touch with those involved with the care of our students. In the classroom, “personal” means smaller class sizes, leading to greater attention for each child. Academic outcomes reflect this individualised atmosphere where our Higher School Certificate results are continually among the best in the region. Special attention is given to those needing learning support, while opportunities for enrichment and extension are equally available. Every effort is made to ensure that each child’s needs are met in the most relevant way.

Caring

We love because God loved us first. 1 John 4:19 (CEV)

Understanding and empathy are fundamental to the care of our girls. Welfare issues can be addressed individually and in small groups, keeping them appropriate to the needs and age levels of the students. Important to each girl is the sense of belonging and identity which is reinforced by the wearing of uniform that connects us as one, both in and out of the school grounds. A family atmosphere is fostered where everyone is an important and valued part of the school. Students are also encouraged to look beyond the boundaries of school life to those in need. Caring for the financial and physical requirements of the wider community is promoted by our students.

The girls of Calrossy Anglican School are encouraged to become strong women of faith, integrity and resilience, able to move forward in an age where the world is changing rapidly. They remain outwardly focused as well as striving for excellence in the academic, sporting and cultural arenas.

Mrs Judy Taylor
Head of Secondary Girls
Inclusiveness

Education for Girls

Schools designed specifically for girls are successful for girls. The most effective of these schools ensure that everything is planned with a clear understanding of what girls need. Calrossy Anglican School is such a school.

How does Calrossy address the specific needs of girls?

In the classroom

Class sizes are comparatively small: with most classes having no more than 24 students. Some classes are considerably smaller than this.

In smaller classes, there can be closer, more frequent interaction between the teacher and the student. Strong, personal relationships can be built. Verbal and written feedback to students about their progress is used to focus on improvement in student performance.

Girls learn in positive relationships and through talking. Girls can express opinions freely in class, in a culture where mutual respect is encouraged. Classroom management strategies will deliberately include collaborative work to use girls’ natural desire to talk, within guidelines which encourage their discussion to be productive.

Classroom management strategies use girls’ natural interest in relationships. In English, texts studied can be chosen to appeal to girls. Texts which explore relationships and ethical debate are encouraged. Discussion can be open and honest about those issues which are relevant to girls.

In other subjects, students may be asked to show their knowledge and understanding through exercises in empathy: they may be asked to write an imaginative recreation as a historical character, for example.
In the Cultural Programme

The Performing and Creative Arts flourish. Every girl in Year 7 will learn a musical instrument. Students in Years 7-8 study Dance, which they can then continue as an elective in Years 9-12. Visual Arts and Photography are popular electives. The House Singing Competition is a wonderful community event, in which every student is involved in a choir.

The Carol Service is a community event in which students sing in a whole school choir. They can also be members of the choir, orchestra, jazz band and string ensemble. Students can be part of drama productions and musicals.
Our student leaders are girls! Whilst this seems to be stating the obvious, the importance of girls who model positive leadership cannot be under-estimated. Year 7 students engage in a Peer Support programme led by Year 11 students during their first term of secondary school. The Student Representative Council has delegates from each of Years 7-12. Assemblies are run by Year 12 leaders: House Captains, School Vice Captains, School Captains with input from a variety of committees. Assemblies actively encourage student involvement.

On the Brisbane Street Campus there is a very active focus on raising awareness of the needs of the community both local and world wide. Beneficiaries of Year 12 fundraising have included Tamworth Women’s Refuge and Tri-Freedom, an organisation which campaigns against human trafficking and supports those women who have been traumatised by such horrific experiences.

House competitions in Music, Public Speaking, Athletics and Swimming promote student achievement in the public arena. The catalyst for House spirit comes from our Year 12 student leaders.

In our pastoral care groups, called “mentor groups”, many of the activities are led by the students themselves. Students who wish to develop confidence and leadership skills are encouraged to enrol in the Duke of Edinburgh Award Scheme. To be eligible for a leadership position in Year 12, students must complete the Leadership Training Programme in Years 10 and 11.

Students learn leadership through service. The girls may be involved in such activities as: fund-raising for charity, and Clean-Up Australia Day. We celebrate Close the Gap Day and NAIDOC Week at Assembly. Through such activities, we hope students will learn to have compassion for others and value social justice.

We have a culture on the Brisbane Street Campus where we acknowledge student achievement in every way possible. Assemblies are times of celebration, where we congratulate the girls for their accomplishments in the academic, cultural and sporting aspects of school life. A newsletter, called “Newsbitz”, is published fortnightly. In this publication we report on student involvement and achievement.

At the end of Year 8, the school holds a celebration which recognises girls’ achievement at the end of Stage 4 in their schooling. This celebration becomes a rite of passage. To mark the end of Stage 5 and the entry into senior school, Year 10 students spend the day undertaking team building exercises and orientation into Years 11 and 12. Students recognise their peers for strength of character, supportive attitude, friendship and other positive character traits.
Girls Want to Achieve

Calrossy girls are encouraged to aim for achievement in all aspects of school life. Tournament of Minds competitions encourage independent learning skills, group work, problem-solving, creativity and critical thinking. Our girls’ teams have achieved highly at district, state and national level. Students participate in the English, Mathematics and Science Competitions. At Calrossy Anglican School, girls are challenged to achieve in their chosen field.

Science and Mathematics are subjects which have traditionally been dominated by boys. At Calrossy girls are encouraged to undertake study in these subjects and to achieve highly. In the single gender environment in Years 7 to 10, girls can have confidence to ask questions and take risks in their learning. Older students model high achievement in these subjects.

At Calrossy Anglican School there is a dynamic programme in Agriculture, where the girls can learn to be confident and assertive in the agricultural world. Students can join the Cattle Team, where they learn to prepare and parade cattle as part of a disciplined, hard-working team. Agriculture can be studied in Years 9-12, and Primary Industries is a subject in Years 11-12 which can be accredited to both the Higher School Certificate and a TAFE credential, the Certificate II in Primary Industries.

Students have access to the Tamworth Area Agri-Industry Skills Trade Training Centre, located on a property owned by Calrossy Anglican School called “Tangara”, which is only 10 minutes away on the Gunnedah Road.

Student achievements in co-curricular activities associated with the agricultural programme have developed an excellent reputation far and wide. Our achievement at HSC level in Agriculture is consistently impressive, if not outstanding.
Pastoral care is focused on girls’ needs

Throughout their adolescent years, girls are experiencing rapid changes in their physical, emotional and intellectual development. At Calrossy, we provide strong pastoral care so that no matter what challenges the girls face, support is available. Each year group has a Leader of Wellbeing who has oversight of the girls in that year. In addition, the School has an additional Welfare Support teacher whose role is to be available to students should they need to talk. A proactive wellbeing programme in which students explore personal development issues particularly relevant to girls, such as developing positive relationships and the responsible use of technology in social networking, is also run. Girls explore the role of the media in relation to body image. In this way, ideas which are explored in PDHPE are brought beyond the classroom and become a concern of the whole school, in the very fabric of our culture.

At the Health Centre, students will find a nurse to care for their medical needs. Our Learning Support Teacher has oversight of students who have learning difficulties and our Director of Wellbeing can assist students to access counselling if it is required.

Vocational Education

In addition to excellent academic success in the Higher School Certificate, the school offers access to vocational courses in Years 11-12. Hospitality, like Primary Industries, is a course which contributes to the HSC, and a TAFE credential. Our partnership with TAFE, which is only 5 minutes away, provides students with a wide range of technical and vocational courses. Whilst these vary from year to year, they can include such areas as beauty therapy, aged care, tourism and accountancy. Our Careers Adviser ensures that students are informed about career options through the Careers programme and through individual careers counselling.

Education for the 21st Century

Technology is used to support the school’s educational goals. It is integrated at all levels to support delivery of the curriculum, giving solid grounding in the use of many software tools and assisting in the development of independent learning in a global environment.
Integrity

Sport Programme

Sport is an integral part of life at the Brisbane Street Campus. Girls can develop skills across a wide range of sports, participating at whole school, team and individual levels. An ability to participate, a healthy competitive spirit and teamwork skills are essential elements in the development of well-balanced young women. The broad range of team sports offered include hockey, water polo, netball, basketball, touch football and tennis. Girls can compete at local, regional, state and national level.

Excursion Programme

The excursion programme is founded on the belief that much of the learning for life as an adult is achieved through practical experiences girls are offered during adolescence. Excursions are offered by subject teachers wherever possible as an extension to the academic programme.

In addition, each student in Years 7 - 11 will attend a Year Group excursion. Each of these have a particular goal, designed to challenge the girls in their personal development. For example, the year 7 excursion focuses on developing friendships, in year 9 girls encounter the world of others and are challenged to care about poverty whilst in Year 11 students focus on leadership.

Women of the Future

Women in the 21st Century have more opportunities than ever before. At the same time, however, they will experience demands and expectations in complex lives, where there are multiple values and belief systems.

At Calrossy, we are conscious of the responsibility to assist our girls to find their way in the world by providing them with meaningful experiences which challenge them physically and mentally and which cause them to critically reflect on their own values and life.

We are committed to, and passionate about, educating girls to be women of the future and leaders in their communities.
Give your child the “Diamond School” advantage

Calrossy Anglican School is a “Diamond School” meaning boys and girls are taught together until year 6, separately from Year 7 to Year 10, then combine for some classes in the senior years.

This structure allows Calrossy Anglican School to tailor teaching and pastoral care more acutely and sensitively to meet the gender specific needs of our pupils especially during the crucial and formative years of adolescence.

This unique learning environment provides a Christian education based on strong academic traditions full of rich and diverse experiences and delivers the best of both worlds...the “Diamond School” advantage.