



PROSPECTUS 2025



Identifying potential.
Nurturing growth.

*Helping your
child become
everything they
aspire to be...*



CONTENTS

Introduction	4
Vision Statement	6
Our Staff	7
Our School	8
School Improvement	8
Literacy Development	8
Teaching & Learning Model	9
Curriculum	11
Parent Involvement	12
Student Support	13
Student Leadership & Voice	15
Uniform	16
Transport	16
A Well-Equipped School	17
Sport	19
Birth - 4 Years	20
Kindergarten	20
Inspiring Futures	21
School Farm	22
Farm Management	22
Performing Arts	25
Camps and Trips	26
Community Connections	27
School Association	28
Pride Award	29



INTRODUCTION

WELCOME TO CRESSY DISTRICT HIGH SCHOOL

If you have visited our campus before, you will know that our school is set in a beautiful location. With views towards the spectacular Great Western Tiers, it's hard to imagine a more idyllic location for education.

Our facilities are impressive for a regional school, allowing our learners to branch into many different areas of interest and passion. Our school is extremely well cared for, with lovely gardens and outdoor spaces complementing our excellent classroom environments.

At Cressy, we value connection, kindness and inclusion, and these values underpin how we approach our work as students and staff. You will find friendly, warm and inclusive people wherever you look at Cressy.

As a K-12 combined school, one of the great joys that our adults get to experience is seeing our learners sometimes make a fourteen year journey towards adulthood with us, supported by many caring and capable people in our school community.

Our early years programs – LIFT and LiL – allow families to grow a connection with Cressy well before Kindergarten, so that our young people can begin school being well known and ready to learn.

For our learning programs, our passionate and skilled team of teachers and teacher assistants work hard to ensure that students are supported in the best ways possible to ensure growth and improvement in the many facets of school. Our non-teaching staff team contribute enormously to our school, with people in a variety of roles making sure that our school is being run as well as possible to support our community of learners.

We are committed to developing great people, with opportunities outside of the normal curriculum allowing for learning that is relevant, real and engaging.

Cressy is a growing school, with almost 400 students coming to our school each day from K-12. Some of the reasons that families choose Cressy is that we strive to provide smaller class sizes and have high expectations for effort, behaviour, uniform and how we interact with each other in a friendly and respectful way each day. Our greatest goal is for our students to drive their own improvement with the support of their teachers and families. We also love being involved in the community and providing opportunities for our students to work on projects that have meaning and relevance.

Now is an exciting time to be at Cressy, with a staff team strongly committed to literacy, numeracy, engagement and inclusion. Our School Improvement Plan sets out our improvement agenda each year – a copy of this is available upon request.

Our team look forward to talking with you more about the opportunities available at Cressy for your young person.

Mark Gleeson
Principal

**Connection. Courage. Growth.
Respect. Responsibility.**



Department for Education,
Children and Young People



The quotes below give an indication of the quality of our school.

STUDENT VOICE

**Jonty Rowbottom and Mia Tubb,
SLG Co-Presidents 2024**

“We have been at Cressy DHS since Kindergarten and we have both found this to be a very nurturing environment where relationships between young people and adults are so important.

Our Options subjects offered are broad for a rural-based school, but we still have access to an excellent agricultural program as well, so the learning opportunities cater for everyone.

We find the staff here are very supportive of our wellbeing, with student leadership opportunities also strongly supported.

While we are a growing school, our class sizes are still smaller, giving lots of one-on-one and small group opportunities, as well as a stronger chance for teachers to get to know students well. Our values and Cressy’s 3Bs drive our culture – it’s a great place to learn.”

SCHOOL FEEDBACK

**Lauretta Atley,
School Association Chairperson**

“Cressy District High School provides a solid foundation for Kinder to Year 12 students to interact in a safe and friendly learning environment. The School Association provides a supportive platform to assist our leadership group in providing the best possible outcomes. We are extremely privileged at Cressy to have such a caring and capable team, providing fantastic learning experiences for our children, from the classroom to our school farm and beyond the school gate.”

VISION STATEMENT

Our students will grow to become confident individuals, productive community members and responsible global citizens, able to make considered, positive decisions about their future lives.

*Cressy – an environment that enables individuals to become everything they **ASPIRE** to be.*



OUR STAFF

We have approximately 50 quality staff including Teachers, Teacher Assistants, a Farm Manager, Chaplain, Laboratory Technician, Library Technician, Kitchen Assistant, MDT Assistant, School Psychologist, Social Worker, Speech Pathologist, School Nurse, Information Technology Technicians, Administrative Officers and Facility Attendants.

Ongoing learning is a key to ensuring staff are always at the cutting edge of developments. Our Professional Learning program operates at whole school, team and individual levels.





OUR SCHOOL

School Improvement

While the school is high performing, we continually seek improvement to ensure our students receive an excellent education suited to changing times.

Reviews, including the use of data, occur regularly involving staff, students, parents, community members and the Department for Education, Children and Young People.

Current priorities are Improved Reading Outcomes and Improved Wellbeing for Learning which includes;

- Attendance
- School Climate
- Safeguarding
- Updated literacy approaches with a focus on reading, writing and spelling
- Curriculum implementation and consultation across all areas, as well as a focus on My Education (careers planning)
- An approach to reduce bullying based on research which is currently being implemented following input from student leaders
- Staff learning at whole school, team and individual levels featuring feedback as a key element
- Embedding connections and relationships across the school
- Personalising learning to cater for individual needs through strategic approaches

The school has a strategic plan 2022-2025 which is available from the office. Annual improvement plans are also available.



Literacy Development: The Reading Priority

National literacy testing over recent years, and internal school assessments, indicate that Cressy students are making positive improvements when compared to similar schools. This is particularly the case in spelling where the introduction of the Single Word Spelling Test has led to developments in this area with our students consistently improving by more than the expected rate, in some cases by a massive 2 years in 1 calendar year.

Writing and reading are showing similar trends following staff learning and the implementation of contemporary approaches.

- By the end of 2024, Cressy's Teachers and Teacher Assistants will have completed DECYP's Qualiteach reading modules
- Our Education Support Specialist and Quality Teaching Coach along with other trained staff are implementing the MacqLit reading program to support literacy development across our school



Teaching & Learning Model

Our work over a number of years has led to an innovative teaching and learning model focused on improving student outcomes. Some features are listed below.

- Three (3) block school day
- Students spending the majority of learning time in one room. They 'own' this room and the use of it by others is minimal
- Each student has a Core Teacher who teaches them for the majority for their time. This teacher will develop contact with home
- Computers in students' classrooms
- Students keep books and bags in their Core teaching rooms
- The curriculum is divided into three sections:
 1. Core including English-literacy, Maths-numeracy, Science, History/Geography/Social Science /Humanities, Pastoral issues and Careers planning
 2. Health and Physical Education
 3. Personal Learning options

Thinking and the use of digital technologies are integrated into all areas.

- Teachers working in teams to plan programs for students
- Class groups which are mixed ability
- A leadership structure where staff have roles to support student learning
- Professional learning for staff including working with other successful schools
- Student expectations based on the 3 B's, Be kind, Be respectful and Be inclusive
- Student Congress in decision making, including elected leadership groups in Years 3-6, 7-8 and 9-10







CURRICULUM

The Early Years Learning Framework (Kinder), Australian Curriculum (Prep - Year 10) and TASC Courses (Year 11-12) guide teaching and learning at Cressy District High School. Staff work together to develop whole school approaches.

All areas of the curriculum are valued and important. Students from Prep to Year 10 are involved in teaching, learning and assessment of the following areas:

- English, Mathematics, Health and Physical Education, Science, Humanities/Social Science and My Education (career planning)
- ICT: Students learn how to appropriately access and use information communication technologies, ICT is taught across all areas of the curriculum

In Year 7-10, students can select from a range of Option Subjects to best suit their interests and future pathway. Among the range to choose from are: Robotics, Digital Photography, Music, Drama, Dance, Agricultural Studies (at our School Farm), Foods, Applied Technology, Leadership, Child Studies, Media Studies, Applied Science, Extended Maths and Sport Science. The subjects on offer vary from year to year based on student interest.

Prep-Year 6 students will participate in Mini Modules including:

- Art, Performing Arts, MDT, Foods, Agricultural Studies and Language

Kindergarten students have the majority of their learning with the Core Teacher and also have a specialised Music program.

Other optional involvements include:

- Australian Maths, English, Science and History competitions
- The Science and Engineering Challenge



PARENT INVOLVEMENT

Reporting

Parents are involved in students' progress in a number of ways:

- Personal contact from Core teachers early in the year
- Ongoing involvement with Core teachers as required
- Progress report in Term 1
- Mid-year report and three way conversations at the end of Term 2
- Summary report at the end of the year

Homework

Students progress can be enhanced through purposeful study at home.

In Kinder - Year 4 the home reading program is used. Levelled reading books are issued according to the student's assessed level and ability. Families are encouraged to read with their child.

In Year 5 - 10 homework will mainly consist of:

- Continuation of class work, assignments or research.
- Unfinished class activities
- Individualised contracts negotiated between teachers, parents and students

Communication

The school endeavours to create open lines of communication in many ways including:

- Contact from Core teachers
- Fortnightly newsletter / interim news
- School App, Facebook and Instagram
- Welcoming and supportive office staff
- Parent information sessions



STUDENT SUPPORT

A major priority for Cressy is Student Support. This encompasses many things including learning support, assistance with developmental issues and behaviour management.

Our behaviour management processes at school are based on the principles of Positive Behaviour Support.

Input from parents, students and staff was used to develop a set of expectations that form the basis for working with students. These expectations are simple and easy to understand.

- Be kind
- Be respectful
- Be inclusive

The 3Bs have a positive focus and they form the basis of expectations across the school. Starting early in the year, all classes work with their teachers to develop their own classroom expectations based on the 3Bs.

We want students to be engaged, challenged and happy at school. The focus is on encouraging students and rewarding them when they meet these expectations.

Restorative Practice principles are used to resolve issues if they occur.



Bullying

We say “NO” to bullying at Cressy. We have an anti-bullying strategy at our school to support students and staff have been trained in its application.

This was developed using surveys into bullying designed and carried out by the Year 9-10 Leaders Group. It is based on research.

Recognition

3B and GEM awards are presented to students in all years who exceed our expectations in relation to our 3Bs. Aussie of the Month and Principal’s awards are allocated to high achieving students throughout the year.

Presentations are made at Sector or Whole School assemblies.

Help For Students

The first contact for students experiencing a challenge is their Core teacher. The issue may be able to be resolved at a class level. If not, the school has other supports including the Sector Leader, Assistant Principal, Principal, Social Worker, Psychologist, Nurse, Chaplain and Speech Pathologist. Depending on the need, there are other contacts available outside the school.

Learning Support

The school supports students generally through personalised and flexible learning programs to suit their needs. Other specialised supports include:

- Specialist literacy learning for students in Prep to Year 2.
- Speech Intervention - mainly in the early years of schooling.
- Literacy Coach who works with staff and students to increase the personalisation of programs.

3 Way Partnership

The core teacher is a key person at Cressy who is responsible for facilitating a 3 way partnership between the school, student and parent/carer. This link aims to provide support to students and their learning.





Student Leadership and Student Voice

Many opportunities are available for students to show leadership and have input into decision making. Ongoing examples include:

- Student choice and input as part of their class programs.
- Formal leadership groups in Years 3-6, 7-8 and 9-10
- School Association and Committee representation
- Participation in the school's newly established Marketing Group
- Sporting involvement

Recent whole school initiatives such as:

- Development of the school's 3Bs expectations led by Year 9-10 Leaders and involving input from all students
- Development, implementation and review of the school's bullying survey led by students
- Our newly formed Student Congress who meet twice per term (year 3-10 leaders) with leadership staff and the principal





UNIFORM

We believe that there are many advantages to wearing school uniform and therefore expect students to wear it everyday. Most importantly is our belief that wearing school uniform encourages a sense of pride in the school and a sense of belonging. A copy of the uniform policy is available from the School App or by contacting the school office. Uniform is available for purchase from the school uniform shop.

TRANSPORT

The bus network drops students off at school promptly before the start of classes and transports them to home areas immediately after school - no waiting!



A WELL-EQUIPPED SCHOOL

Cressy District High School offers students and their families wonderful facilities and resources for learning.

These include:

- Refurbished Year 5-6 and 7-8 Core classrooms
- A self contained Kindergarten
- Fully equipped educational kitchen
- A contemporary Science Centre
- Well equipped MDT and Art areas
- Local area network providing intranet and internet access to classrooms
- Excellent computing resources and information technology infrastructure
- A Music and Drama Suite
- A modern Library facility
- A 4.38 hectare school farm with hot house, sheep handling facilities, poultry, orchard, herb and vegetable garden and all weather pavilion facility
- A state of the art Multi-Purpose Hall including Fitness Room and equipment, stage and associated theatre equipment, gymnasium and meeting room
- A football oval, netball, basketball and tennis courts
- Media and technology resources, including digital cameras, video recording cameras, computer editing equipment, portable public address systems and smartboards
- Well stocked uniform shop
- Newly installed playground equipment
- Outstanding gardens

CANTEEN - “SNACK SHACK”

Following feedback from students the Snack Shack Canteen offers a popular range of options at recess and lunch each day.





SPORT

Students have many sporting opportunities through the Health and Wellbeing program, school events, inter-school sport and after school sport.

Opportunities include:

- School house carnivals and inter-school competitions in swimming, cross country and athletics
- Winter sport held during school time for Years 5-6 and 7-10 including soccer, hockey, netball and football
- Other out of hours sport, depending on interest, such as touch football, cricket and basketball
- Swimming and Water Safety Program at the Cressy Pool for Kinder-Year 10 students
- Annual Cressy Trout Fishing Competition





BIRTH - 4 YEARS

Tiny Toddlers is a program for parents with children aged birth – 4 years. The program aims to provide opportunities for children to develop early literacy skills and improve school readiness. It is also a wonderful opportunity for parents to interact and develop a positive relationship between home and school.

Early Birds is a one and a half hour weekly session for children who are attending Kindergarten the following year.

Early Birds learn our basic kindergarten routines in a warm and friendly environment. Children attending Early Birds make wonderful friendships before school has even begun.

KINDERGARTEN

Kindergarten at Cressy District High School provides children three full days of education in a supportive, modern and fully resourced room.

The aims for the Kindergarten year are to nurture each child, value them as individuals and provide them with ample opportunity to develop high level social skills that prepare them for their future schooling. By providing a balanced curriculum which incorporates the Early Years Framework of Belonging, Being and Becoming, children and their families become fully engaged in the exciting world of Kindergarten.





INSPIRING FUTURES

As a Beacon School for 20 years, careers and industry-based education opportunities have always been important to us. Inspiring Futures assists students to determine their pathway beyond Year 10. Through various activities, classwork and involvement of parents/carers we aim to make sure that each student has a clear plan to engage in employment or

further education when they leave Year 10, whether it is in Cressy or elsewhere.

These activities include:

- Work experience / placement
- Career and industry tours
- College orientation
- Charter signing
- Work studies curriculum
- Parent information sessions
- Guest speaker program
- Further education site visits
- Try - A - Trade
- Interview preparation
- Road Safety Education





SCHOOL FARM

The School Farm consists of 4.38 ha (10.8 acres) and is very easily accessed behind the school buildings. The main emphasis of the farm is sheep, cattle, poultry and horticultural activities. There are extensive buildings and facilities to support programs, a hot house, garden area, established orchard, stock handling facilities and an undercover work pavilion.

Agricultural Studies is an optional subject for Years 7 to 10. Students develop broad understandings of a range of agricultural practices through hands-on and theoretical experiences. Safety is a major consideration in all aspects of these programs.

Prep to Year 6 units have been developed to ensure a whole school curriculum focus on Agriculture and to ensure that farm resource usage is maximised. These students get hands on experience on the farm, on a rotational basis. Year 6 students also participate in the Cows Create Careers Program.

Sheep Handling skills are taught to interested students in Years 5-10. They compete against other schools and stud breeders during the agricultural show season. We are proud of our achievements and appreciative of the support from parents and the community in the these areas.

Farm Management

The Cressy District High School Farm Management Committee consists of members representing the school and larger community. It endeavours to:

- Provide a sustainable agricultural educational program
- Provide a range of agricultural educational experiences
- Maintain and develop the school farm environment
- Encourage whole school involvement in farm activities
- Foster community links within the Agricultural Studies programs
- Provide some practical involvement on the school farm





PERFORMING ARTS

All students have the opportunity to participate in this area through their regular curriculum. Extra opportunities are also provided including:

- Choir
- Assembly performances
- Arts Night
- Visiting performers
- We are also branching into Dance Fever in 2024 with Launceston College



CAMPS AND TRIPS

As an extension to curriculum work camps are held in Years 4-6 (every third year) and Year 7. Venues include Port Arthur, Maria Island, Triabunna and Camp Clayton.

Year 9-10 students have a Melbourne experience every two years.





COMMUNITY CONNECTIONS

Our involvements are many and varied.

Some examples are:

- Anzac Day Service
- Longford and Campbell Town Show support

Interactions with associated primary schools including:

- Inter-school sport
- Leadership activities
- Farm experiences
- Combined learning activities

“This school is going places”

DEPARTMENT FOR EDUCATION,
CHILDREN AND YOUNG PEOPLE



SCHOOL ASSOCIATION

The School Association has a number of functions including:

- Providing a means of communication between the School and community
- Supporting the Principal and School
- Developing policies required by the Department for Education, Children and Young People.
- Providing recommendations to the Principal

The Association has eleven members, consisting of the Principal, three staff members, five parents and two community representatives.

Sub-committees of the association include:

- Farm Committee
- Chaplaincy Committee



PRIDE AWARD

The School Association initiated a Pride Award in 2013, to commemorate our 150th year at Cressy District High School. This prestigious annual award recognises positive contributions made by former students who have achieved outstanding success in their chosen field of endeavour since leaving our school.

Each year the School Association will seek nominees through an application process which requests information about individuals.

To be eligible, nominees must have completed three or more years at Cressy District High School.

Award recipients to date are:

- 2023 No nomination
- 2022 Mr Peter Goss
- 2021 Mrs Angela Jenkins
- 2020 Mr Bruce Goss
- 2019 Mr Tony Preece
- 2018 Mr Mark Shelton
- 2017 Mr Brian Oliver
- 2016 Mr Andrew Exton
- 2015 Mrs Kathy Henry
- 2014 Dr Corey Hogarth
- 2013 Mr Dick Adams and Mr Gordon Bayles



Mrs Angela Jenkins



Mr Bruce Goss



Mr Tony Preece



Mr Mark Shelton



Mr Brian Oliver



Mr Andrew Exton



Mrs Kathy Henry



Dr Corey Hogarth



Mr Peter Goss



Mr Gordon Bayles



Mr Dick Adams







Reach upward


For information and enrolments please contact:

112-118 Main Street, Cressy TAS 7302

Phone: 03 6397 6281

Email: cressy.district.high@decyp.tas.gov.au

Web: cressydistricthigh.education.tas.edu.au

Find us on  [@cressydhsofficial](#) 