



WILLIAM CLARKE
COLLEGE
CHRIST OUR WISDOM

2018 **ANNUAL REPORT**

Table of Contents

1. A MESSAGE FROM KEY SCHOOL BODIES	2
Chair of Council’s Message	2
Headmaster’s Message.....	3
College Captains’ Message	4
2. CONTEXTUAL INFORMATION ABOUT THE COLLEGE.....	5
3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING: 6	6
NAPLAN RESULTS 2018: Achievement of students in top bands	6
4. SENIOR SECONDARY OUTCOMES	7
Record of School Achievement (RoSA).....	7
Higher School Certificate (HSC)	8
5. TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING.....	10
Details of all Teaching Staff	10
Teacher Accreditation	10
Professional Development	11
6. WORKFORCE COMPOSITION	17
College Staff 2018.....	17
7. STUDENT ATTENDANCE, AND RETENTION RATES AND POST-SCHOOL DESTINATIONS.....	17
Apparent Retention Rates	17
Actual Retention Rates	18
Attendance Rates.....	18
8. ENROLMENT POLICY	19
Procedures	19
Enrolment Process.....	20
Enrolment Criteria	21
Enrolment continuation	21
9. OTHER COLLEGE POLICIES	22
10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT.....	23
Achieved in 2018.....	23
Goals for 2019.....	24
11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	25
12. STAFF, STUDENT AND PARENT SATISFACTION.....	27
13. FINANCIAL INFORMATION – 2018.....	28

1. A MESSAGE FROM KEY SCHOOL BODIES

Chair of Council's Message

Welcome to the William Clarke College Annual Report which outlines the activities of the College for the 2018 year, including the matters upon which we are to report under the requirements of the NSW Education Standards Authority (NESA).

The Council of William Clarke College consists of Christian men and women, both clergy and lay, from various fields of commerce and the professions. Collectively these individuals undertake their core governance responsibilities, which are:

- to pray
- to employ, enable and empower the Head
- to plan for the future
- to set policy
- to review performance and compliance and
- to promote the core values of the College.

While undertaking these tasks the Council, more importantly, entrusts the College into the hands of God through prayer.

In 2018 the College was heavily invested in making progress with the prior approved College Strategic Plan and College Master Plan. In relation to the Strategic Plan, the core components of this for 2018 was the reversion to a Primary and Secondary structure within the College operations. In relation to the Master Plan, the main work undertaken was the design and eventual tendering for the first significant building project – being the STEAM Building. These things have been the key focus for the College Council and College Management throughout the 2018 school year.

Our staff continue to be our most valuable asset and are well led by the College Executive under the leadership of our Headmaster Dr Scott Marsh. We thank each and everyone for their tireless and professional work in pursuing the strategy and purpose of the College.

I trust that you find the information in this Annual Report interesting and informative. If, after reading the report, you have any questions or require further information, then please do not hesitate to contact the College's Business Manager.

The College Website www.wcc.nsw.edu.au is also a valuable source of information about the College.

Mr Phillip Bell
Chair of Council.

Headmaster's Message

Welcome to William Clarke College, a Preparatory-12, co-educational College located in Kellyville in the heart of the Hills District of Sydney. From its inception in 1988, the College has aimed to provide an independent, affordable, Anglican education for students living in the north-west of Sydney, firmly grounded on the life and teachings of Christ.

In summing up 2018, the College continues to be blessed by strong enrolments, excellent student leadership and committed staff. The students continue to make William Clarke College a special place with their active participation in so many events and activities throughout the year. Whether in sports carnivals, overseas tours including service trips to the Solomon Islands, performing arts events or through striving to improve in their academic studies, our students continue to shine and demonstrate good character qualities that exemplify a College graduate.

In 2018 the College expanded its Performing Arts to include the inaugural Primary School Musical 'The Gold Thing' This was written and directed by our staff member Russell Treddinick. Audiences enjoyed a high-quality production of life on the Ballarat Goldfields. In addition, the College held its inaugural Music, Arts, Drama and Dance festival (MADD). Various workshops were run in the week leading up to the festival performance on the Saturday which showcased the wealth of talent that exists in our student body. Indeed, throughout 2018, our student 'artists' performed strongly and many of our Year 12 students were recognised in nominations for either 'OnStage', 'Encore', 'Callback', and InTech.

Following the development of a Master Plan in 2017, the College in conjunction with our Architects, developed plans for a new Science, TAS, Engineering, Art and Mathematics (STEAM) building. College Council approved the plans in mid-2018 on this the biggest building project in the College's history. After calling for tenders, the building company Rohrig NSW Pty Ltd was appointed toward the end of 2018. Work is anticipated to commence in early 2019. This will provide the College with modern upgraded facilities and research lead learning spaces.

The previous sub-school model (Junior, Middle and Senior) ceased at the end of 2017 and was replaced with the more traditional Primary and Secondary structure. The reallocation of resources to this model has worked well, and I am confident that the new structure will lead to positive outcomes in pastoral care and teaching and learning.

During this year, we also commenced our review of the College's curriculum which will not be completed until 2019. This involves staff exploring our purpose statement and specifically, the extent to which our curriculum supports our desire to be "a Christ-centred community that seeks to develop extraordinary learners with a passion to serve others". We have expanded our co-curricular program and specifically our Outdoor Education Program to better equip young people with the skills and emotional maturity necessary to thrive at school and beyond the safety of the school gates. In 2019 we plan to launch a new program of camps for students in Years 3 onwards.

Today, the College is highly regarded for its strong Christian foundation, the quality of its pastoral care and the strength of relationships between students, teachers and parents. We are proud to have a highly professional staff of over 200 who are committed to Christian education. Whether seeking to develop extraordinary learning opportunities or serving amongst our administration team, the staff team's passion and commitment is unfailing.

Please read through this Annual Report to gain a better understanding of our environment. It will be clear from reading that there are many aspects that collectively come together to run an effective educational community.

Dr Scott Marsh
Headmaster

College Captains' Message

As College Captains, we sought to lead our Prefect team with confidence, courage and humility. We aimed to support one another and our team, work hard and cherish the memories we have made and ultimately strive to make a positive difference through our roles at the College. We believe that College Captaincy is an amazing adventure that will develop invaluable qualities that we will take with us to life beyond school.

We wrote both a vision and mission statement towards the beginning of 2018 and from that, we were able to plan events and initiatives that fit in with the bigger picture we had in mind. By doing this we felt that our team could work towards common goals and ensure that every initiative or event organised was purposeful and strived to achieve something positive and meaningful.

As College Captains we found that we needed to set an example for the student body to follow and display a positive and impartial attitude when presenting ideas and communications from the student body. We have learnt that by listening to peers, it shows that we value their opinion which is an essential leadership skill.

The College Vice-Captain - Academic and Events, Amir Hashemi-Pour, thrived in leading the Extraordinary Learning Prefects in organising various study evenings for Year 11 and 12 students. He also planned and led College events such as various fundraisers as well as staff vs. student games to encourage positive relationships among the College Community. Wench Taisi, the College Vice-Captain, Christ-Centred Community (CCC) demonstrated ingenuity as she led the Christian leadership portfolios, growing the Christian Community with the College.

The College's Extraordinary Learning Prefects, Elias Williamson and KT Nyunt, demonstrated a passion for helping their peers to develop and build positive study habits during the year with a focus of "teaching each other as a tool for consolidating and learning content". This was achieved by speaking to whole year groups of students as well as during organised study evenings for Year 11 and 12 students.

A new portfolio titled "Year Group Prefect" was created in 2018. These prefects had the chance to lead 8 students within a younger Secondary year group and encourage them to build relationships and develop leadership skills as they ran events and discussed grade specific matters.

Daniel Darwall and Jessica Williamson, the College's Year 7-12 Mission Prefects, faithfully served each week through the planning of grade-based weekly Chapels. They also co-ordinated two after school "GAP" events during the year which aimed to bridge the gap between schools through worship and fellowship by bringing students together from other schools in the area.

The College's P-12 Service Prefects, Harrison Sanchez and Shantelle Pratap, assisted in the planning of Service Learning at the College and ran the "Passion to Serve Day", the College's first service day. This was a day where all students in the College were involved in serving through various activities and initiatives to help both the College and wider communities.

7-12 GLO Prefects, Amy Wilkins and Thomas Williams, planned, organised and worked with the GLO Leaders to run the College's Christian Group, GLO, on a weekly basis to encourage other students to grow in their faith.

Brigette Gill and Matt Ling, our Care for Campus and Creation Prefects, worked tirelessly to achieve the goals of making the College more aware about the importance and need to be more environmentally friendly, and to devise strategies and initiatives that promote more environmentally friendly stewardship of the College as well as advocate the importance of caring for our planet.

Our twelve House Captains led their weekly House meetings with the aim to build community within the House through fun activities. The House Captains also played a vital role in leading a variety of House events, Inter-House Sport and encouraging House participation in the annual sporting carnivals.

2. CONTEXTUAL INFORMATION ABOUT THE COLLEGE

William Clarke College is a highly respected Preparatory to Year 12, independent, co-educational, Anglican College located in Kellyville, in Sydney's Hills District. The College is known for delivering quality education within a Christ-centred community, focusing on developing extraordinary learners with a passion to serve.

The College has over 220 highly professional staff who provide engaging and effective approaches to Christian teaching and learning while demonstrating passion and commitment to each student's unique learning journey.

Set on a convenient and modern campus, the College facilities are designed to enhance and maximise learning opportunities for all students as well as enabling necessary administrative functions to be fulfilled.

College students excel academically and thrive on the sporting field as well as in the creative and performing arts. Students seek to serve each other and others in need. Students are supported to progress substantially at school and are challenged to grow in ways that will equip them to thrive in all aspects of their lives.

At William Clarke College, through our motto "Christ our Wisdom", we seek to develop graduates who are free to do good in God's world; graduates who embrace the true freedom that comes from a relationship with Christ.

The current Strategic Plan for the period 2017-2021 captures the essence of William Clarke College – 'A Christ-centred community that seeks to develop extraordinary learners with a passion to serve others.' The College is focused on twelve key areas of growth for the future as well as detailed Strategic Initiatives which support one of the four focus areas detailed below:

Authentic: Committing to the pursuit of genuinely exceptional outcomes in response to 'Christ our Wisdom'.

Transformative: Developing extraordinary learners with the skill set to ingeniously use what they have learnt.

Relational: Building trusting relationships, character and a passion to serve others.

Sustainable: Acting wisely to maintain and to resource excellence in every area.

3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING:

NAPLAN RESULTS 2018: Achievement of students in top bands

NAPLAN is a basic skills assessment that evaluates student mastery of general competencies in Numeracy and Literacy. The achievement scale is the same for Year 3, 5, 7, and 9, but each year has an expected achievement range.

Achievement range:

Year	Band achievement range	Minimum Achievement Standard
3	Band 1-6	Band 1
5	Band 4-8	Band 3 and below
7	Band 5-9	Band 4 and Below
9	Band 6-10	Band 5 and Below

Year 3

% of students in top 2 bands

Test Domain	% WCC	% State
Reading	72.1	52.4
Writing	63.2	46.9
Spelling	61.7	50.7
Grammar & Punctuation	67.7	47.7
Numeracy	67.7	43.4

Year 5

% of students in top 2 bands

Test Domain	% WCC	% State
Reading	58.9	38.3
Writing	29.7	16.1
Spelling	40.0	37.2
Grammar & Punctuation	48.5	36.2
Numeracy	40.0	32.1

Year 7

% of students in top 2 bands

Test Domain	% WCC	% State
Reading	49.9	30.7
Writing	37.5	18.6
Spelling	51.5	35.7
Grammar & Punctuation	50.3	30.2
Numeracy	45.0	31.2

Year 9

% of students in top 2 bands

Test Domain	% WCC	% State
Reading	37.4	24.8
Writing	34.5	15.4
Spelling	42.7	27.0
Grammar & Punctuation	36.5	26.9
Numeracy	53.0	30.4

4. SENIOR SECONDARY OUTCOMES

Record of School Achievement (RoSA)

The RoSA is a cumulative credential issued to students in Years 10, 11 and 12 leaving school prior to the Higher School Certificate. RoSA grades are submitted to NESAs at the end of Year 10 and Year 11 in the form of an A to E grade by course.

At Stage 5, students at the College are successfully achieving NESAs standards for courses.

Year 10 RoSA Grade achievement 2017 compared to State:

English

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
12.27%	12.2%	31.29%	28.22%	49.69%	37.55%	6.13%	15.57%	0.61%	5.55%

Mathematics

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
13.5%	15.02%	16.56%	22.91%	49.08%	31.61%	19.63%	22.80%	1.23%	6.79%

Science

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
15.95%	13.29%	23.93%	24.85%	35.58%	36.31%	24.54%	18.32%	0	6.36%

Australian Geography

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
15.95%	13.75%	24.54%	27.43%	44.79%	35.22%	10.43%	16.49%	4.29%	6.39%

History

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
12.88%	13.88%	47.24%	27.15%	34.36%	35.46%	4.29%	16.76%	1.23%	6.02%

In 2018, the formal Record of School Achievement credential was awarded to 2 Year 11 students.

Higher School Certificate (HSC)

The Class of 2018 are congratulated on strong results:

- * A total number of 511 results were in the top two achievement bands (Band 5 and Band 6).
- * 76% of the subjects offered at the College achieved a mean above that of the State.
- * 16% of the subjects offered achieved 100% of student results in the top two bands.
- * 78% of students achieved results in the top two bands (Band 5 & Band 6)
- * 0.6% of students achieved results in the bottom two Bands (Band 1 and Band 2)

Courses with results comparably better than state means

Comparing School against the State Mean variance is a comparative benchmark and the following subjects achieved mean results significantly above that of the State:

Subject	School vs State Variation % above
Drama	10.91
Ancient History	10.78
Modern History	10.46
Mathematics General 2	9.10
Senior Science	9.79
Legal Studies	7.76
Society and Culture	7.62
Visual Arts	7.10
Software Design and Development	6.98
PDHPE	6.46
Earth and Environmental Science	6.29
Music 1	6.13
Biology	5.98
Geography	5.24
Japanese Continuers	5.48
Information Processes and Technology	5.05
Industrial Technology	4.23
Physics	4.81
Biology	3.8
Chemistry	3.22
Hospitality	3.13
Dance	2.23
Studies of Religion I	1.13
Mathematics 2unit	1.38
History Extension 1	0.98
English Advanced	0.95
Music 2	0.35
English Extension 1	0.17

Total number of achievements in the top two performance bands (Band 5 and Band 6 or E3 and E4):

	School
Total Number of Band 5 achievements	398
Total Number of Band 6 achievements including notional	113

Courses that achieved ABOVE STATE in the top band (Band 6 or E4 for extension courses) were:

Subject	% of School candidates achieving the Band 6 or E4	% of State achieving Band 6 or E4
Ancient History	10	9
Biology	14	7
Dance	40	14
Drama	67	14
Earth and Environmental Science	7	5
Economics	22	13
English Extension 2	20	16
Industrial Technology	9	6
IPT	17	7
Legal Studies	26	12
Mathematics General 2	17	7
Modern History	19	10
Music 1	29	21
PDHPE	8	7
Senior Science	18	4
Society and Culture	13	12
Software Design and Development	20	13
Visual Arts	29	12

School subject achievement in Band 5 and Band 6 compared to State.

The following subjects performed above the State in the top two Bands:

Subject	% of School candidates achieving a Band 5 or Band 6	% of State candidates achieving a Band 5 or Band 6
Ancient History	90	36
Biology	55	37
Business Studies	42	37
Chemistry	63	42
Drama	89	42
Earth and Environmental Science	64	38
English Advanced	65	62
English Extension 1	100	95
English Extension 2	80	71
Geography	61	43
Industrial Technology	27	22
IPT	50	37
Legal Studies	76	44
Maths General 2	57	27
Mathematics	56	52
Maths Extension 1	80	80
History Extension	100	79
Music 1	100	64
Music 2	100	90
Music Extension	100	95
PDHPE	52	33
Physics	46	34
Senior Science	27	21
Society and Culture	80	47

Software Design and Development	50	37
Studies of Religion I	43	36
Studies of Religion II	50	41
Visual Arts	100	53
Japanese Continuers	100	61

Vocational Education and Training

A number of Students completed a Vocational Education and Training course as part of their HSC pattern of study. The Framework course delivered at the College was Hospitality (12 students). All students achieved Certificate II in Kitchen Operations.

Other Framework courses were completed through TAFE. These courses included:

Construction (1 Student)

Information and Digital Technologies (1 Student)

Primary Industries (1 Student)

Screen & Media (1 Student)

Post School Destinations

Of our 163 students in Year 12, 136 applied to university through UAC and 131 students received at least one offer with 230 offers made. The remaining students are either pursuing further education at TAFE or have entered the workforce.

5. TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

Details of all Teaching Staff

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	154
Teachers having a bachelor degree from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications	1

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	4
Provisional	7
Proficient Teacher	144
Highly Accomplished Teacher (Voluntary Accreditation)	-
Lead Teacher	-
TOTAL	155

Professional Development

Each year the College holds a number of All Staff Professional Learning Days, including Teaching Staff Conference during January, followed by additional days in April, October and December. 2018 was the sixth year in a strategic eight-year Professional Learning program for the College, and areas of focus included Virtues and Character, Academic Assessment, Enterprise Literacy, Synthetic Phonics, Spelling Mastery and Number Sense. The College also conducted Allergy Awareness/Anaphylaxis training.

In total, Professional Learning events accessed by teaching staff are detailed below.

Area of Learning	Number of Staff
18th Annual Learning Environments Australasia Conference	1
2018 Anglican Schools Australia Conference	1
2018 Annual Conference - Lets Create	1
2018 ASA Conference and Emerging Leaders Program	1
2018 CDAA National Conference Inspiring Excellence in Career Development	1
2018 ETA Annual Conference	1
2018 GTA NSW Stage 6 Geography Conference	1
2018 Ignite the Spark, Fuel the Fire - Differentiating Assessment	1
2018 MANSW Annual Conference - New Horizons	1
2018 NSW PDHPETA Conference	2
2018 PAM K-8 Conference	1
2018 STANSW Meet the Markers	1
2018 STANSW Young Scientist Award (Judge)	1
A Day of Learning with Michael Fullan	2
A day with Dr Gianfranco Conti - 'Listening the Neglected Skill'	4
A day with Professor Andy Hargreaves (AIS)	1
A Teacher Wellbeing Toolkit - Recharge and Regain Control	1
ACER Research Conference 2018	1
ACHPER NSW Board Planning Day	1
ACHPER NSW Stage 6 Conference (Presenting)	1
Adobe Inservice PD	10
Agora - Banish Teacher Burnout	4
Agora - The Integrity of Commitment - Formation of Inoculation	3
AHISA 2018 New Members Conference	1
AHISA Directors of Studies Conference 2018	1
AHISA NSW ACT Branch Meeting	1
AHISA NSW ACT Branch Meeting Term 3	1
AIS Economics Conference 2018	1
AIS Education Research Symposium - Putting the Evidence to Work	2
AIS Heads of Sport Conference 2018	1
AIS Music Conference 2018 - Revisioning Music Education	1
AIS PDHPE Conference 2018 - The State of Play in PDHPE K-10	1
AIS Teacher Librarian Conference - Reflections on Reading	2
AIS VET Upgrade	3
ALCC Library and Archive Copyright Training	1
All Staff Day 13 Dec 2018	135
All Staff Day 22 Jan 2018	142
Analysis of Literacy Hours and Structure	10

Analysis of Literacy Hours and Structure K-2 and Strategic Planning	2
Annual Archbishops Day	1
Annual Archbishop's Day 2018	2
ANSTO Teacher Professional Development Day	1
Archaeology in School - Setting up a simulated dig	1
ASA Forum - What Does it mean to be an Anglican School	1
Ascension Day of Anglican School Heads	1
Aspiring Leaders Network Forum - Coaching in Schools	1
ASR Twilight Conference	2
Australian Science and Mathematics School Educator Open Day	3
Autism Spectrum Disorder online course	6
Barker College Robotics Scrimmage	1
Becoming Accredited at Experienced Teacher through the Standards-based Pathway	1
Behaviour Management for Beginning Teachers	1
Behaviour Management (online)	3
Bible Society - The Good Book Talks	1
CAA Annual Careers Conference	1
Canberra Teachers Education Tour	1
CEO Perspectives - The Future of Schooling in Australia	1
Chairs, Boards and Heads of Independent Schools Forum	1
Christians in Teaching Conference 2018	1
Coding + Game Development with Unity	1
Commerce Legal Update	1
CRU Teachers Day	2
CSSA Engineering Studies Trial Exam Meeting	1
Cumberland Careers Forum Network Meetings	1
Dealing with School Parents who are Demeaning and Aggressive	1
Deep Learning Network Capacity Building Forum	4
Demonstration Lessons with Stage 1	13
Demonstration of the 'Morning Routine'	20
Developing a Whole School Approach to Fluency	30
DIBLES end of year data analysis	4
Digital Technologies Workshop	1
Diploma of Modern Languages	2
Doctor of Philosophy	1
Drama NSW Conference 2018	2
Dynamic Indicators of Early Literacy Skills	43
EBE 2018 Annual Conference	1
Edcomm 2018 Integral Dinner	1
Effective Assessment Practices in K-10 PDHPE (Presenting)	1
Effective Scope and Sequencing of Mathematics	8
Emotional Health in Schools - From Science to Practice	1
Encountering Real World Learning Through Business Studies Case Studies	1
Enhancing Digital Literacy in Education with Adobe	1
Enquiry Tracker	1
Ethical Understanding Seminar	1
Explicit Teaching of Numeracy	9

Extension 1 English - Reimagined Worlds	1
Familiarisation - NSW PDHPE 7-10 Syllabus	1
Familiarisation - NSW Syllabus for the Australian Curriculum English 7-10 Online Module	1
Familiarisation - Stage 6 Extension 1 and Extension 2 Mathematics	1
Familiarisation - Stage 6 Science Extension	2
Familiarisation: NSW PDHPE K-6 Syllabus	1
From Wisdom to Ways - Enhancing Student Wellbeing	2
Future of Education and Skills - A learning framework relevant for 2030	1
Future Problem Solving Webinars	4
Games Sense 2.0 (Presenting)	1
Gianfranco Conti Workshop	1
Gifted and Talented PD	15
Gifted Education	17
Governors Symposium - Religious Freedom and Religious Schools	1
Graduate Certificate in Education	1
Guided Analysis and Forward Planning - Reflection / Planning	3
Guided Data Analysis and Forward Planning	28
HICES Heads of Music meeting	1
HICES Pastoral Care Network Meeting	1
Highly Accomplished and Lead Teacher Summit	1
How to Teach Number Sense	1
HSC Music Composition Marking Day 2018	1
ICT Educators NSW 2018 Membership	1
ICT Educators NSW HSC Solutions Workshop and AGM	1
ICTE NSW Term 2 Workshops	1
iiATE Conference 2018	1
Immersion PD Day	3
Improving the Outcomes of Students who are deaf or hard of hearing in your class	2
Induction Program	3
Introduction to Connect	8
Introduction to History Extension - New Syllabus	2
Introduction to the Bible (PTC)	9
IPSHA Curriculum Coordinators Umbrella Group Meeting	2
IPSHA Curriculum Coordinators Umbrella Group Meeting Term 3	1
IPSHA Gifted and Talented Umbrella Group Meeting Term 3	1
IPSHA Innovative Learning and ICT Umbrella Group Meeting Term 3	2
IPSHA K-2 Umbrella Group Meeting	1
IPSHA K-2 Umbrella Group Meeting Term 3	1
IPSHA K-2 Umbrella Meeting Term 1 2018	1
IPSHA Language Teacher's Umbrella Group Meeting	1
IPSHA Language Teacher's Umbrella Group Meeting Term 3	2
IPSHA Learning Support Umbrella Group Meeting Term 2	1
IPSHA Learning Support Umbrella Group Meeting Term 3	1
IPSHA NSW-ACT Branch Deputies Umbrella Group Joint Deputies and Curriculum Coordinators Conference	2
IPSHA PDHPE Umbrella Group Term 3 Meeting	1

IPSHA Teacher Librarian Umbrella Group Meeting Term 1 2018	2
IPSHA Term 1 2018 General Meeting	1
IPSHA Umbrella Group Office Bearer Information Session	1
Isaac Armitage Lecture	2
ISCA and AHISA Education Forum	1
JTAN AGM and Workshops	1
K-6 DIBLES Training	43
K-6 Strategic Planning from DIBLES from Primary Data Results	3
Kaboom Percussion Workshop	4
LAN Meeting	2
LAN Meeting August 2018	1
Languages Faculty - New Syllabus	5
Languages Leaders Evening	1
Leadership for Quality Teaching	1
Leading Change NSW	1
Learning Analytics in Schools	2
Legal Studies Conference 2018	1
Legal Studies Information Night 2	2
Legal Studies State Conference 2018	1
Lesson Observation and Feedback	47
Lesson Observation and Feedback/Feedforward - Executive Consultancy	3
Lesson Observation and Feedback/Feedforward on DIBLES Data	7
Literacy Structure - The Morning Routine	5
Macquarie University Careers Advisors Day	1
Maintenance of Accreditation	3
MANSW Conference 2018	1
MANSW Mathematics Extension 1 Long Course	1
Mathematical Assessment	24
Mathematical Research and Learning Intentions	8
Mathematics Extension 1 Long Course	1
Maths Planning, Programming, EMM	8
Mental Health and Employment Law Conference	1
Mental Health in Education Summit 2018	1
Middle Leaders Development Program	46
MLTANSW Conference 2018	1
Moore PTC - New Testament 1	8
Morrisby Training	3
National Future Schools - Future Leaders Conference	1
National Future Schools Conference and Masterclass	1
Navigating Pedagogy	1
NESA - An overview of National and State-Wide Testing from Early Primary to School Leavers	2
NESA CRICOS Briefing	1
NESA Languages Board Curriculum Committee Meeting	1
NESA Registration and Accreditation Briefings (AIS)	1
NESA Stage 6 Assessment Workshop	1
NESA Technologies Stage 6 Draft Direction Consultation Meeting	1
New Modern History - Core and More PD Day	2

New Perspectives - Teaching the Holocaust in Australian Classrooms	1
New Stage 6 Syllabus Content - Standard and Advanced	2
New Syllabus Extension 1 - Programming	1
New Teacher's Day - Early Career History Teaching	1
New Y12 Syllabus Biology Theory and Experiments	1
NSW Enhancing your Child Protection Investigation Skills	2
NSW Food Safety Supervisor Course	2
NSW PDHPE Teacher's Association Annual State Conference (Committee Member)	1
NSW PDHPETA Conference	2
NSW Reportable Conduct and Allegations against Employees - Online Module	81
Number Worlds Workshop	3
Numeracy Lesson Observations and Feedback	15
Numeracy Strategic Planning into 2019	4
Oliver v5 - Advanced and Stock take	1
Oliver v5 Getting Started (Full Course)	1
Online training - NSW Reportable Conduct and Allegations against Employees	1
Oral Reading Fluency Lesson Observation and Feedback	11
PD Day with Professor Trevor Cooling	1
PDHPE K-10 Syllabus workshops (Presenting)	1
Philosophy and Christian Faith	2
Planning and Programming for the new NSW PDHPE K-10 Syllabus	1
Planning the initiative of developing Oral Reading Fluency in the Primary	3
Practical Behaviour Management	1
Preparing for the Year 11-12 National Curriculum	1
Presenting at ANZSA Conference (Australia and New Zealand Shakespeare Association)	1
Pre-service Language Teachers Conference	1
Professional Learning - Learning, Motivation and Engagement	1
Programming the New K-10 PDHPE Syllabus	1
Provide Education and Care First Aid Course	1
Reflection and Debrief	4
Reggio Emilia Italy Intensive Study Week	1
Registration Requirements for all Schools	1
Renaissance Women Leaders' Network	1
Renaissance Women Leaders' Network Meeting	1
Research Conversations Network Meeting Term 1	2
Research Conversations Network Meeting Term 3	2
Research Conversations Network Meeting Term 4	2
RESEARCH Conversations NSW (REAIE)	2
Responding to Numeracy Data	27
Revisioning Music Education	1
Consultancy on classes Middle of Year DIBLES Data	26
Scholarly Christian Educators' Gathering	1
School Law Conference 2018	1
Senior First Aid Course	3
Society and Culture - Perception is Everything	1

Society and Culture - Skills, Concepts and Application	1
Special Education Needs Summit	1
Spelling Mastery observation	1
Stage 6 PDHPE Resource Exploration (Presenter)	1
STANSW Chemistry Teachers Conference	1
STEM Detectives: Ultimate STEM Environments with Niki Buchan	1
STEM Success with Digital Technologies	1
Stem Works	1
Strategic Planning Mathematical Progress and Data Collection to Inform Teaching	4
Supervising Teachers Progressing to Proficient Teacher	1
Supporting Students with Learning Difficulties	3
Sydney Conservatorium Teacher Collaboration Night	1
T S Eliot - A Critical Study	1
TAFE Careers Advisors Day	1
Teachers Leading Educational Forum	1
Teaching Boys in the 21st Century	2
Teaching Networks to Year 12 Standard - An Interactive Workshop	1
Teaching Students with Autism Spectrum Disorder in High Schools	2
Teaching the Preliminary Course in the Studies of Religion	1
Technology Mandatory - Agriculture and Food Technology	1
Technology Mandatory - Engineered Systems	1
Technology using Project Based Learning	2
Term 2 Data Network Meeting	1
Texts and Human Experiences	1
The AIS Annual Briefings 2018	1
The Australian Schools Women's Leadership Summit	1
The Craft of Writing - Standard and Advanced English	1
The Craft of Writing - Standard English	1
The Educator Leaders' Summit	1
The Future of Education and Skills - A learning framework relevant for 2030	1
The Greatest Enemy of Freedom is Freedom: Christian Freedom and the Illusions of Contemporary Freed	3
The Liminal Library - Transforming Spaces	1
Think Tank - Mentoring Early Career Teachers	1
Transforming Schools into Learning Organisations	1
Trial HSC Marking at Arden Anglican School	1
Trial HSC Marking at Hills Grammar School	1
UAC Information Day	1
Understanding Anxiety for Students with Learning Challenges	1
Understanding Autism Spectrum Disorder webinars	1
Understanding Student Anxiety	2
University of Sydney Careers Advisors Conference	1
UTS Careers Advisor's Day	1
VADEA Annual Conference 2018	3
VET Certificate IV upgrade	1
We Do (Moore Educational)	1
Wellbeing in Schools Conference	1

Western Sydney University Careers Advisor's Day	1
Work Health and Safety Consultation	1
Work Hoarse Voice Care	2
World EduLead Conference	2
Year 10 Food Technology Recharged	1
Year 11 Standard 2019	1
Year 12 Background Theory for the New Chemistry Syllabus	1
Year 12 Experiments for the New Chemistry Syllabus	1
Year 9 Food Technology Fun	1
Youth Mental Health First Aid	1

6. WORKFORCE COMPOSITION

College Staff 2018

Teaching staff	138.0
Full-time equivalent teaching staff	124.7
Non-teaching staff	80.0
Full-time equivalent non-teaching Staff	71.5

*No member of staff is identified as being of Aboriginal or Torres Strait Islander descent.

7. STUDENT ATTENDANCE, AND RETENTION RATES AND POST-SCHOOL DESTINATIONS

Apparent Retention Rates

Cohort	No. of Students	Retention Rate
Year 12 2018	163	
Year 10 2016	197	83.00%
Year 12 2017	158	
Year 10 2015	171	92.40%
Year 12 2016	158	
Year 10 2014	166	95.18%
Year 12 2015	159	
Year 10 2013	172	92.44%
Year 12 2014	152	
Year 10 2012	169	89.94%
Year 12 2013	158	
Year 10 2011	164	96.3%
Year 12 2012	152	
Year 10 2010	168	90.5%

Actual Retention Rates

Cohort	% of original cohort group remaining to Year 12
2018	81.00%
2017	88.00%
2016	86.75%
2015	88.95%
2014	88.55%
2013	89.63%
2012	88.1%
2011	90.6%
2010	89.1%
2009	83.9%

The Actual Retention Rate shows what we know anecdotally i.e. a number of our students leave at the end of Year 10 having gained apprenticeships, to further their education at TAFE or to attend other schools. The Apparent Retention Rate indicates that we generally replace students who leave with enrolments into Year 11 and Year 12, although it is rare to replace students who leave in Year 12 given the structure of the HSC. However, in 2018 we chose not to replace many of the students who left at the end of year 10. This is due to the larger than normal size of the 2016 Year 10 cohort (197 students). Therefore, the Apparent Retention rate appears quite low in comparison to previous years.

Attendance Rates

In 2018 the annual student attendance rate was 93.01%. This figure is similar to the attendance rate for the years 2008 to 2017. Most students were absent from the College through illness. Every student absence requires a signed explanatory note from a parent or guardian. In the event that parents wish to take their children out of school for a family holiday they are required to apply to the Head of the respective Sub School at least 4 weeks prior.

Year Level	Attendance Rate
K	95.20%
1	95.16%
2	95.43%
3	94.13%
4	94.93%
5	94.61%
6	93.52%
7	93.07%
8	92.55%
9	91.94%
10	90.91%
11	92.80%
12	91.22%

Process for Monitoring Attendance

Student Receptionists

Our receptionists monitor any emails or phone messages that may have been sent throughout the night to inform the College of a student absence. They also monitor partial absences of students throughout the day using the late arrival and early leaving book. The Student Receptionists then update the College Database.

Students leaving via First Aid are signed out by a parent/guardian and these details are entered into our database by the Student Receptionists.

Unknown absences

Rolls are completed in the morning for K-6 and each period for Year 7-12. Any student who is marked absent up until recess whose absence is unexplained will have an 'SMS' sent or phone call made to the parent/carer and the database is updated accordingly.

If an explanation of absence has not been received by the College - a letter requesting a reason for an absence is generated via student database and sent to parent/carer each term.

Letters from parents explaining an absence are to be handed in at Student Reception or a parent can email or telephone to provide an explanation. These letters and emails are stored in the Student file and electronically in the Database. Phone calls are logged in the 'attendance log book'.

If students are showing patterns of unsatisfactory absences (3 days absence in a fortnight) follow up occurs. In Primary School, the Head of Primary contacts the Class Teachers requesting that they contact the parents to check on the welfare of the student and identify any ways the student may need assistance in their return to the College.

In Secondary School, Tutors update the Year co-ordinators regarding students with potential unsatisfactory patterns of attendance. Either the tutor or the Year co-ordinator contacts the parents to check on the welfare of the student and identify ways that the student may need assistance upon their return to the College.

8. ENROLMENT POLICY

Procedures

Prior to applying for enrolment, a Parent/Carer should read:

- The College Prospectus
- The current Fee Schedule

Both are available on the College's website or a request can be sent to have them mailed to your address.

All applications for enrolment must be:

- On the College's Official Application form which is found on the website
- Signed or digitally acknowledged by the parent/carer(s)
- Lodged with a non-refundable Enrolment Application Registration fee, as determined in the current College Fee Schedule, and paid to the College
- Accompanied by copies of the student's birth certificate and immunisation history.
- Copies of school reports are required as indicated in the Application form.

Recording of Immunisation Status

- At enrolment evidence of a child's immunisation status is to be received (children can still be enrolled if parents do not provide this information, but they should be recorded as unimmunised and may be excluded during a disease outbreak)
- A record of each child's immunisation status is kept in our database and copies are kept for a period of three years after the child has ceased to attend the College.

- If a child transfers to another school, we provide a copy of the child's immunisation form to the parent/guardian or school upon request
- The College is to notify the public health unit if an enrolled child has a vaccine preventable disease, or if they believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease.
- The College is to exclude children at risk of contracting a disease from attending the College on the direction of a public health officer (public health officers will have the authority to direct an unimmunised child whom the officer reasonably believes has been in contact with a case of a vaccine preventable disease to be excluded from the College, regardless of whether there is an outbreak at the College).

Enrolment Process

Preparatory School

Applications for enrolment close on 31 May of the year prior to entry.

- Any applications received after this date are automatically put on a 'Waiting List' which is referred to by the Director of Enrolments for any reason where there is the need to fill a vacancy, for example if an enrolled student leaves the College.
- An Information Evening for Preparatory School parents is held in early / mid-May.
- Students applying for Preparatory School must turn four by 31 March of the commencement year.
- Preparatory School enrolment interviews between selected parents and the Director of Enrolments begin in late July / early August.
 - o At the same time, the student attends an informal observation / playtime with one of the Preparatory School teachers to assess readiness for Preparatory School.
- Offers of a place are made by mid / late August with a two to three-week period for acceptance.
- Students enrolled into our Preparatory School continue their enrolment into Kindergarten and from there, into future years at the College.

Primary (Kindergarten, Year 3 and Year 5) and Secondary School (Year 7)

Applications for enrolment close on 31 January of the year prior to entry.

- Any applications received after this date are automatically put on a 'Waiting List' which is referred to by the Director of Enrolments for any reason where there is the need to fill a vacancy eg if an enrolled student leaves the College.
- An Information Evening for Kindergarten, Year 3, Year 5 and Year 7 parents is held in early February at which point parents provide the College with information and documentation about their child's enrolment process.

Kindergarten applications

- Students applying for Kindergarten must turn five by 31 March of the commencement year.
- Kindergarten enrolment interviews between selected parents and the Director of Enrolments begin in late April / early May.
 - o At the same time, the student attends an informal observation / playtime with one of the Primary School teachers to assess readiness for Primary School.
- Offers of a place are made by late May / early June with a two to three week period for acceptance.

Year 3, 5 and 7 applications

- Year 3, Year 5 and Year 7 enrolment interviews begin in February and continue into March / April.
- Year 3 enrolment interviews are between the parents and the Director of Enrolments.
 - o At the same time, the student attends a short test with a teacher from the College covering literacy and numeracy skills.
- Year 5 and Year 7 interviews are between the student and the Director of Enrolments with parents present.
 - o Later in the year, all Year 5 and Year 7 students who have accepted our offer, attend a testing program to help determine the make-up of classes for the following year
- Offers of a place are made in the first week of the Term 1 break with a two to three week period for acceptance.

Year 11 applications

- Year 11 applications are accepted any time prior to Year 11 commencing.
- Year 11 interviews will start in mid - late Term 3 and continue into Term 4.

- Interviews are between the student and the Director of Enrolments with parents present.
- Offers are made soon after interviews are completed with a two to three-week period for acceptance.

Applications to fill a Casual Vacancy

Applications for other Year groups are accepted at any time and placed on the relevant waiting list. If a casual vacancy occurs in that Year group, all students on the waiting list are considered. The following is used by the Director of Enrolments to select students for an interview:

- documentary evidence as requested in the 'Application for Enrolment' form eg school reports;
- a statement detailing involvement in activities outside the classroom (religious, sporting, cultural);
- hobbies and interests;
- any extenuating circumstances surrounding the application; and
- an explanation as to why the student wants to enroll at William Clarke College.

For most years of the College's history, more families have sought enrolment at the College than we have been able to accommodate. Regretfully, it is possible that families and students who may otherwise be offered a place will not due to the number of places available.

Students not offered a place, and those who submitted their application after 31 May (Prep) / 31 January (K, 3, 5 & 7), will have their name placed on a waiting list for casual vacancies. Sometimes, students are not able to accept the offer made by the College in which case the Director of Enrolments refers to the waiting list to select further students for interview. This process continues until all places are filled.

Enrolment Criteria

In enrolling students, we seek to offer a place to those who are most likely to benefit from and contribute to the life of the College. The College will base any decision about offering a place to a student on:

Family Relationship with the College:

- Sibling of a current or ex-student, or parents are College Alumni
- They hold attitudes, values and priorities that are compatible with the College's ethos as outlined in the College's Purpose Statement and Virtues (available on the College website)

The Student:

- The contribution that the student may make to the College, including the co-curricular activities
- The student's reports from previous schools or prior to school service (if applicable).
- Our ability to meet the special needs or abilities of a student.

Other considerations

- Links with a church

No one of the above by itself is a final determining factor and the College has the discretion to determine the weighting of each criteria. As parents should be free to choose a school, so the College will select students and families most likely to be well served by the education offered. Decisions taken are the responsibility of the Director of Enrolments, the Headmaster and the College Council.

The offer of a place will be accepted by the parent/s signing of the Conditions of Enrolment form, and payment of the non-refundable Enrolment Fee.

Enrolment continuation

Continued enrolment at the College is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioral codes of conduct and other requirements of the College which are applicable from time to time.

9. OTHER COLLEGE POLICIES

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

- minimises the risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programmes that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the College's mission for providing for a student's welfare are implemented the following policies and procedures are in place:

Policy	Changes in 2018	Access to full text
<p>Student Welfare The College seeks to provide a nurturing environment:</p> <ul style="list-style-type: none"> - which has zero tolerance for any form of abuse including verbal intimidation and humiliation - supports the physical, social, academic, spiritual and emotional development of students - Provides student welfare policies and programs that develop a sense of self-worth and foster personal development. 	<p>No changes were made to the Student Welfare policies in 2018</p>	<p>The Pastoral Care system, Expectations of behavior, Bullying and Harassment are found in the College diary, on our College Connect parent portal or can be requested from a member of staff.</p>
<p>Anti- Bullying The College policy defines the responsibilities of staff, students, parents and the Community in the modelling and encouragement of positive behavior. The policy also includes procedures for students to follow if they believe they are being bullied</p>	<p>The Policy was updated in 2018 to reflect revised definitions in the Discipline policy</p>	<p>A statement about anti-bullying is included within the Student Diary.</p> <p>The policy is available to Parents via the Connect parent portal and can be requested from a member of staff.</p>
<p>Student Discipline The College expressly prohibits Corporal Punishment and does not explicitly or implicitly sanction the administering of Corporal Punishment by non-school persons, including parents and guardians.</p> <p>The College uses as appropriate, procedural fairness and has a restorative approach to discipline. This is where the student is accountable for poor behaviour and empathy and connectedness is encouraged.</p>	<p>No changes to the Policy was made in 2018 as it was reviewed in 2017.</p>	<p>Parents may request a copy from College staff</p> <p>The Student Behaviour expectations and consequences can be found in the Primary and Secondary College Diary, on the College Connect parent portal, and can be requested form a member of staff.</p>
<p>Reporting Complaints and Resolving Grievances These policies use natural justice and procedural fairness in dealing with complaints and grievances. They also outline the lines of approach for the handling of complaints and grievances by staff.</p>	<p>Changes were made to clarify the correct channels through which complaints can be made.</p>	<p>Lodgement of complaints can occur through the College website as outlined in the Parent Code of Conduct.</p> <p>Parents may request a copy of the Complaints Handling policy from a member of staff</p>

10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Achieved in 2018

The goals articulated below are extracted from the College's Strategic Plan:

<p>Christian Education</p> <ul style="list-style-type: none"> - Embed the College virtues and Christian worldview into teaching and learning programs. - Restructure the CD program to improve curriculum delivery and staff student relationships - Articulate "purposeful engagement with the Gospel" - Provide a suitable allowance for faculty and stage based "Christian integrators" - Increase number of opportunities where students can explore Christ and grow in discipleship.
<p>Teaching and Learning</p> <ul style="list-style-type: none"> - Enhance a culture of high expectations for learning. - Articulate a framework for Teaching and Learning at the College that identifies what extraordinary learners do and the pedagogies that develop allow them to develop. - Develop a timetable structure and curriculum map for learning that extends each student and develops extraordinary learners. - Investigate existing and other pedagogical approaches for their utility including inquiry-based learning, problem-based learning, project-based learning, service learning, collaborative teaching model and core teacher model. - Review co-curricular points system for its utility in supporting extraordinary learners. - Maximise opportunities to connect learning to life beyond the College. - Create safe learning environments which are flexible and responsive and allow students to experience the integration of faith, culture and real-life experiences.
<p>Masterplan</p> <ul style="list-style-type: none"> - Following the development of a College Masterplan it was decided that the first building constructed should be one to accommodate Maths, Science, Visual Arts and Applied Science subjects. - Throughout 2018 a steering committee met which included representatives from relevant faculties to decide on the design of the building, - A builder was appointed late 2018 to construct a building to accommodate Maths, Science, Visual Arts and Applied Science subjects. - Work commenced on the building in early 2019
<p>Financial</p> <ul style="list-style-type: none"> - Establish the sources of capital that will be available to support the capital needs of the College in the Master Plan. - Explore and establish methods of sustainable practice
<p>Pastoral Care</p> <ul style="list-style-type: none"> - Establish a P-12 program so that 'a Passion to Serve' is purposefully pursued and embedded in the daily life of our community. - Develop a shared understanding among students and parents of high expectations that support the College's Pastoral Care program and enhance wellbeing for students. - Improve student wellbeing and character through establishing a P-12 strengths-based approach to pastoral care. - Develop a shared understanding among students and parents of the behaviours, attitudes and expectations that support the College's Pastoral Care program and enhance wellbeing for students. - Develop a shared understanding and commitment amongst staff of the College's approach to Wellbeing.
<p>Professional Development</p> <ul style="list-style-type: none"> - Continue to work towards being an 'Employer of Choice' that attracts quality and experienced Christian staff. - Build a culture of high expectations for staff including robust accountabilities

<ul style="list-style-type: none"> - Improve instructional expertise through focused and ongoing on-site professional learning opportunities. - Establish consistent management of behavioural standards for all teaching staff. - Review and streamline MEA PD Days, explore including 'support' opportunities e.g. use of Excel, Synergetic etc. - Develop a mentoring plan for early career teaching staff. - Introduce a scholarship / incentive scheme for professional development that includes presenting at conferences/published work (2 issued per year – one from Primary, one from Secondary). - Create greater operational and practice efficiencies through use of best practice IT systems including projects
<p>Communication</p> <ul style="list-style-type: none"> - Engagement with parents/families - Make known the Purpose Statement, motto and virtues across all marketing material and consider the stakeholder experience and 'path to purchase' journey.
<p>Community</p> <ul style="list-style-type: none"> - Provide an environment where students feel a strong sense of connectedness to the College community, so they will grow, flourish and feel valued. - Identify community building events that support the purpose statement. - Develop key partnerships with key stakeholders - Increase opportunities for staff to connect so they will grow, flourish and feel valued.

Goals for 2019

The goals articulated below are extracted from the College's Strategic Plan:

<p>Christian Education</p> <ul style="list-style-type: none"> - Develop a Christian Education framework for the College - Plan the renewal of the Christian Education course and Bible literacy among students
<p>Teaching and Learning</p> <ul style="list-style-type: none"> - Develop the new curriculum framework for 2020 - Develop and train staff in Project Based Learning - Review of the timetable for rolling out longer lesson period times
<p>Masterplan</p> <ul style="list-style-type: none"> - Completion of the STEAM building - Preparing for the increased streams in Year K and Year 7 in 2020 - Commence review of next Master Plan project
<p>Financial</p> <ul style="list-style-type: none"> - Establish the sources of capital that will be available to support the capital needs of the College in the Master Plan. - Explore and establish methods of sustainable practices
<p>Pastoral Care</p> <ul style="list-style-type: none"> - Develop proactive programs for responding to mental health issues. - Improve student wellbeing and character through establishing a P-12 strengths-based approach to pastoral care.
<p>Professional Development</p> <ul style="list-style-type: none"> - Develop on-line learning tools for staff - Training in Project Based Learning
<p>Communication</p> <ul style="list-style-type: none"> - Parent sessions with a focus on Student Wellbeing for both Primary and Secondary students - Refine the structures that support staff/parent partnerships - Identify and implement a system to provide feedback on student learning progress to parents, students and staff.

Community

- Increase connection of students to Christian contexts beyond the College (local churches, Crusaders)
- Investigate the benefits of introducing social occasions held at the College for parents and staff.
- Identify and implement staff community service opportunities

11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

College Discipline System

The College introduced a new discipline system at the beginning of 2018. William Clarke College bases its discipline system on restorative practices and believes that the purpose of discipline is to correct and modify behaviour to protect community relationships rather than a way to 'punish'. Discipline is a way of ensuring that the rights and safety of all students and staff at the College are respected.

Discipline may address three areas of student conduct:

1. Uniform
2. Behaviour
3. Homework

Within each area, students are given opportunities to modify their behaviour and make positive choices before consequences are issued. The new discipline system has assisted students to learn from poor choices and supported them in improving conduct, taking responsibility for their actions and restoring relationships.

Service Learning

One part of the College's Purpose Statement is for students to have a "passion to serve others". Our service learning program and mission opportunities available to students encourage students to involve themselves in various service opportunities. These opportunities are not simply focussed on raising money to support projects but more importantly on raising awareness of the issues that face contemporary society. The Service Learning sessions focussed on educating our students on the complex issues surrounding mental health, homelessness, abuse, and poverty. They were then encouraged to focus their action on awareness raising as well as fund raising.

Below is a list of the various charities supported by the College during 2018:

- World's Greatest Shave
- Closing the Gap Day
- Bandage Bear
- Passion to Serve Day
- Year 8 Recycling
- 40Hr Famine Challenge
- RSCPA
- Support Drought Relief
- R U OK Day
- INALA Disability
- White Ribbon Foundation
- It's in the Bag Campaign
- Wesley Mission
- Greyhound Rescue
- Operation Christmas Child
- Starlight foundation
- Anglicare
- Compassion
- SIDS (Red Nose Day)

These charities were supported either through the College House system where individual House groups continued to support a charity or chose a new charity to support throughout the year, as well as Nationwide initiatives, such as RUOK? Day, Worlds' Greatest Shave and Operation Christmas Child which are expanded on below.

RUOK? Day

The College participated in the National day of action on 13 September, initiated by the R U OK? Organisation which is dedicated to remind everyone that any day is the day to ask "Are you OK?" and support those people struggling with life. The College held a number of initiatives and events on this day such as:

- Information Handouts
- Free *R U OK?* Stickers
- Cookies and encouragement cards
- A cake stall (gold coin donation required)
- Age appropriate information sessions run by Counsellors in Year Group Meetings and Chapels

The above initiatives raised student awareness regarding Mental Health and helping people in our community.

Worlds Greatest Shave

A number of Secondary students participated in the Worlds Greatest Shave to raise awareness and support those people who have been affected by blood cancers. These students participated by shaving their hair during a Secondary assembly and collecting money and donating these funds to this charity.

Operation Christmas Child

One of the service projects that the College's Primary School regularly participates in is Operation Christmas Child run by Samaritan's Purse. This charity provides one avenue of response for students as they learn to live life well in the service of God and others. The College's intention in encouraging participation in this project within the student body is:

- To share a clear Christian perspective for why students participate in Christian service activities. Loving others is central to the development of Christ-like attitudes and behaviour.
- To develop students' compassion and material care for others who are in need.
- To provide real world learning opportunities that are age appropriate, relevant and expose our students to the needs of others.

This project is an optional project for families, however it is noted that a large number of families participated in it.

Supporting the Solomon Islands

The College's association with the Western Province of the Solomon Islands continues to be a key initiative in promoting respect for other cultures and responsibility as global citizens. Each year a group of Senior Secondary School students travel to this area to assist schools and communities in the Western Province. In anticipation of this trip students are involved in fundraising and cultural awareness training as well as promoting respect for others. In 2018, 24 students had the opportunity to attend the trip and to raise awareness of the power of education in enabling people to have control of their future. In 2018 funds were raised to enable repairs and beautification of school grounds for schools and communities in the Solomon Islands. A book drive also gathered many physical resources for those communities. The College had thirteen students from the Solomon Islands enrolled on scholarship in 2018. In this way cultural exchange and responsibility has been facilitated and promoted through authentic experiences both within Australia and in the Solomon Islands.

Year 10 City Mission Camp

Our Year 10 students participated in a City Mission camp in central Sydney. At this camp students learnt about social issues, particularly addiction and homelessness. Students on this camp also provided practical assistance to the charities supporting people affected by these social issues. The College continues to be committed to promoting

responsibility for others beyond fundraising but providing and encouraging opportunities for students to be engaged in learning about the social issues in their communities. This in turn encourages long-term respect for others. In 2018 we added a visit to HOPE Church, a Salvation Army Church, that was specifically designed for residents and friends of William Booth House. Our students were able to present the community with 175 care packages to be distributed to young people living in poverty in the city.

12. STAFF, STUDENT AND PARENT SATISFACTION

The College annually surveys its staff in order to understand their job satisfaction, and investigate areas that the College can improve in. This is a voluntary survey.

Responses to the 2018 Staff survey showed:

- 97.6% staff Agreed or Strongly Agreed that they are Proud to tell people that they work at the College.
- 92.00% staff Agreed or Strongly Agreed that they felt a sense of loyalty and commitment to the College.
- 95.08% staff Agreed or Strongly agreed that they are able to accomplish good things here.

This is similar to the results from 2017.

Likewise, we conduct an exit survey for our Year 12 students each year to understand their level of satisfaction during their time at the College. Students are given the opportunity to reflect on their education and comment on areas that they would like to see improved. Students reflected that the special events and programs that were rated as being very valuable learning opportunities for the students were:

- Work Experience
- Camps
- Careers and tertiary information
- Leadership opportunities
- ABW
- College Wide Charity events
- Co-curricular Activities in sport
- Mission Trips
- Overseas trips

The majority of students believed that William Clarke College offered a High Overall Standard of teaching. The majority of Year 12 students also agreed or strongly agreed that the range of subjects offered in both Year 9 and 10 and Year 11 and 12 were wide, and enabled them to study what they wanted. The majority of students also strongly agreed or agreed that the College gave them the opportunity to:

- develop their capacity to serve others,
- learn and develop to their academic potential
- Develop their leadership skills
- Helped them prepare for their future life by exploring the life of Jesus and his teachings.

Parents are surveyed regularly, although not necessarily annually, to understand specific needs. No specific surveys of our parent body were conducted during 2018. However, our parents are given the opportunity to provide feedback to teachers and staff via email and through our Parent Portal 'Connect'. The College received several feedback emails from Parents during 2018. The praise and complaints feedback from parents that reaches the Headmaster is reported internally monthly. The level of praise feedback vastly outnumbers the level of complaints feedback.

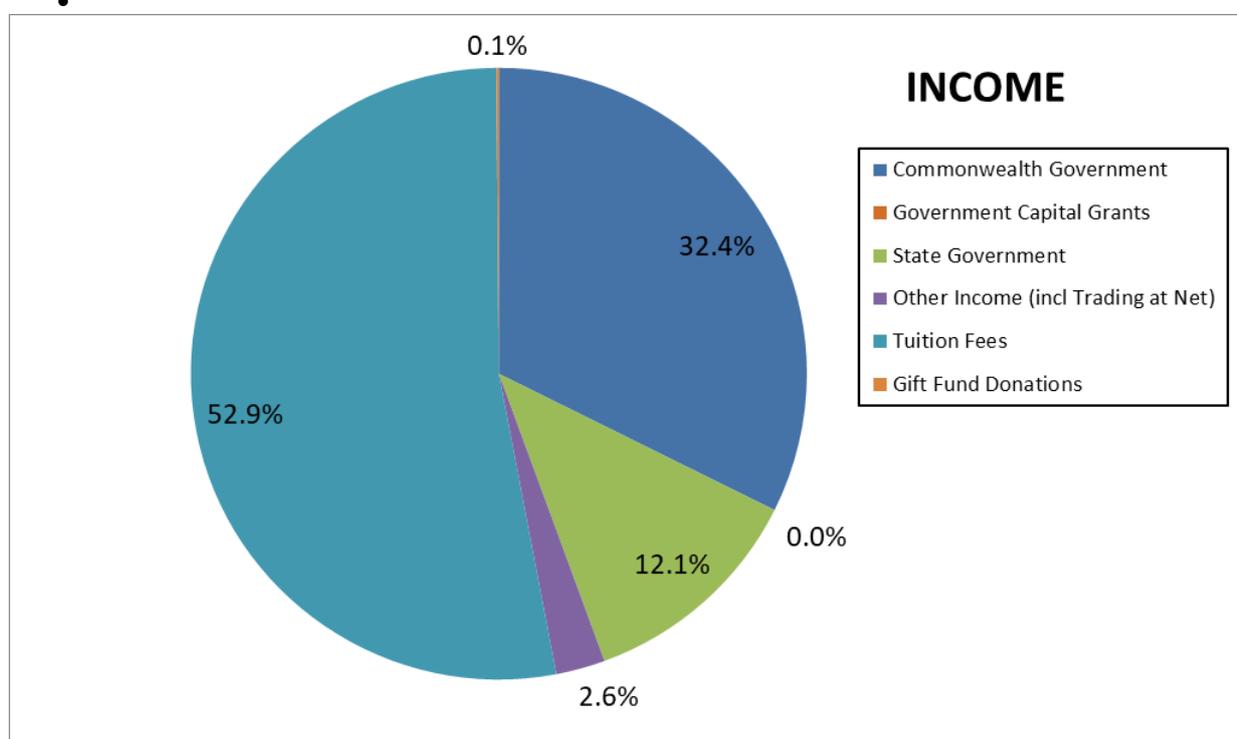
13. FINANCIAL INFORMATION – 2018

The following details highlight the Income and Expenditure of William Clarke College in respect to the 2018 Calendar Year. Further financial details about the College are disclosed on the Government’s My School website.

Income

Income to educate your child comes from a number of areas:

- Commonwealth Government 32.4% to cover recurrent expenses
- Government Capital Grants 0.0% for dedicated capital expenditure
- State Government 12.1% to cover recurrent expenses
- Other Income 2.6% Extras, trading income, interest income
- Tuition Fees 52.8% Fees paid by parents for tuition
- Gift Fund Donations (eg Building Fund) 0.1% Parent voluntary contributions



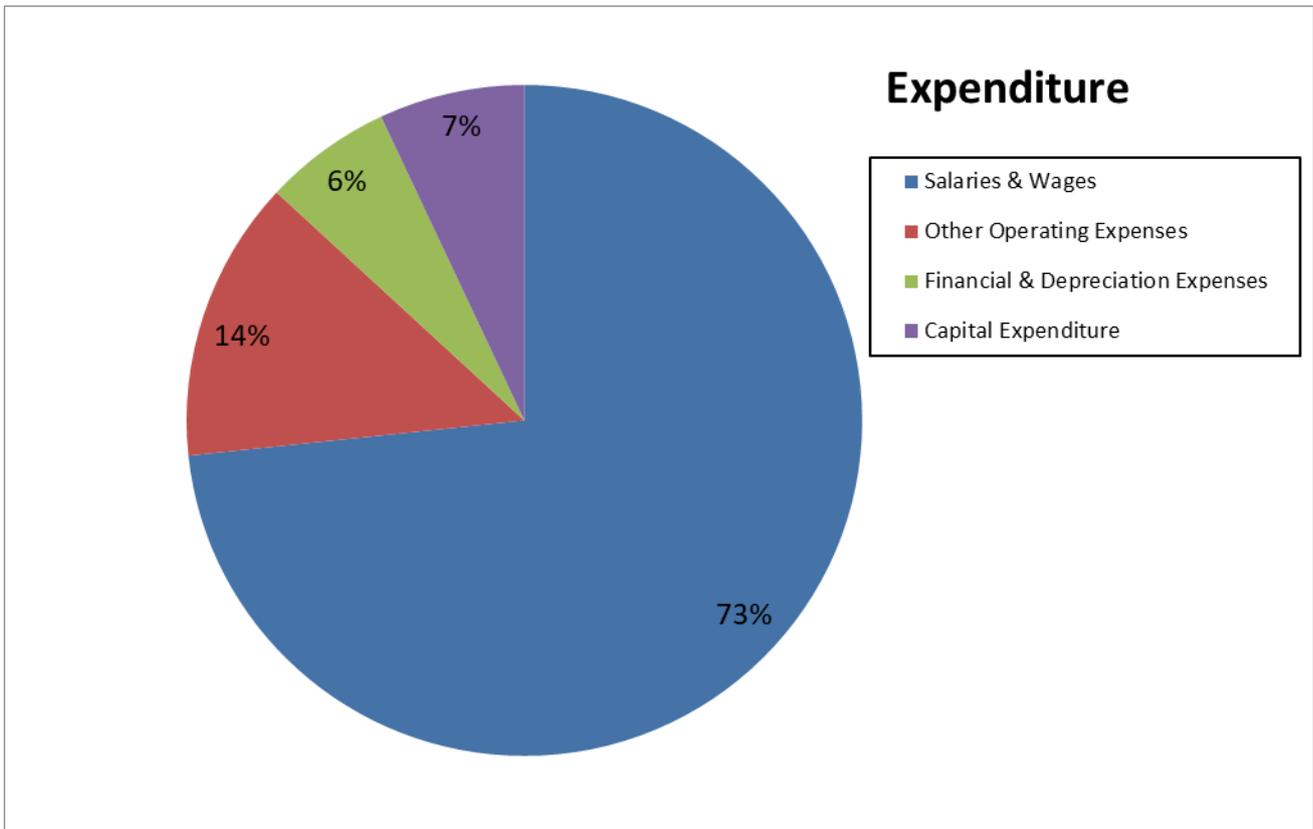
Capital Grants

On occasion specific Government initiatives may arise, however as a general rule, the College does not receive regular Capital Funding from Government. No capital grants were received between 2014 and 2018. In 2018 the College was successful in its application for a Commonwealth Government capital grant under the AIS Block Grant Authority with respect to the STEAM Building Project. This capital grant will be received over the course of the 2019 year.

Expenditure

Expenditure incurred in the education of your child/children was allocated to the following areas of the College:

- Wages and associated costs 73% Total employment costs
- Other operating expenses 14% Administration, property, IT, etc.
- Financial & Depreciation expenses 6% Interest and depreciation
- Capital expenditure 7% Consistent update of capital items



Salaries and wages, including superannuation, long service leave and workers compensation, continues to be the most significant cost of running the College. Two of the key drivers of salary increases are the rate of pay and number of staff.

Teachers and Support staff are paid under a Union negotiated Agreement. In particular, the teaching staff pay scales are two-tiered; the first tier provides them **CPI** increases as well as a second tier which provides for additional **progression** increases through three performance Bands. Each performance band attracts significantly higher rates of pay.

Operating expenses cover items such as administration costs, insurance, property maintenance, cleaning, electricity, teaching materials and resources, information technology network and support costs and a range of other expenditures. These are carefully budgeted each year but need to be maintained at a level that matches the requirements of the curriculum and support for students.

Finance expenses are impacted by interest rates and the amount of borrowing for building projects. For all building projects where borrowing is required, the term of the loan is a maximum of 15 years as this allows for an appropriate spreading of the cost over time and over school generations.

In 2018 capital expenditure of \$1.3m related to the STEAM Building project with the balance of capital expenditure continuing at a similar level to previous years.

Achievements in 2018

The Strategic Plan covering 2017 to 2021 continued to be managed by the Executive team with the focus on implementing the sub-school restructuring and organisation structure changes which took full effect from 1 January 2018. The next building project of the Master Plan was designed and the tender process completed during 2018 for building commencement in January 2019.

General commentary

The costs of the College generally rise at rates above the level of inflation due to the complex mix of resources required to run the College and the pricing of those resources. This is particularly so with wages which rise based on rate increases and progression increases. As a result of greater resourcing costs and the uncertainty of government funding increases, CPI cannot be a relevant index for measuring the level of tuition fee rises. The College Council painstakingly continues to balance the need for additional resources and the financial impact on parents in relation to the level of tuition fees.

The College continues to receive recurrent grants from both the State and Commonwealth governments, but at a level of funding that is vastly short of the actual running costs of a State school. The difference, unfortunately, needs to be met by parents. In 2018 the combined State and Commonwealth government grants increased by approximately 2.9%.

It is important to note that the College is a not-for-profit entity and any and all surpluses are invested back into the College. We need surpluses so that the future of the College is assured as well as to meet a legislative requirement to be financially viable. We need surpluses to repay debt. We need surpluses to continue to invest in necessary plant & equipment, furniture and fittings and refurbishment of facilities.

Plans for 2019 and funding changes beyond 2019

Work will commence on a new building to provide updated facilities for Science, Technical and Applied Science, Visual Arts and Maths. The expected final capital expenditure on this new building, inclusive of all site works, landscaping and furniture, fittings and equipment is likely to be in the order of \$20 million.

As indicated in previous Annual Reports, the Government had announced changes to schools funding from 2018 to 2027 which were passed through Parliament. For the College, those changes mean a close to 0% increase in the per student government funding amount over the next 8 years. The College Council has and will continue to undertake detailed financial modelling so as to limit the impact of these changes on the tuition fees charged to parents.

Further changes to funding have been announced to move from the old SES basis to a new Personal Income Tax (PIT) basis of determining the College community's capacity to contribute, with the corresponding adjustments to the level of per capita recurrent funding that will be provided by the combination of State and Commonwealth Governments. Early data on this is highly unreliable and prevents any meaningful modelling of the impact of revised calculations of per capita funding at the College. The College will be required to transition to the PIT basis by 2022.