ANNUAL REPORT

2016

WILLIAM CLARKE COLLEGE

CHRIST OUR WISDOM

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A MESSAGE FROM KEY SCHOOL BODIES

Chair of Council's Message

Welcome to William Clarke College and thank you for your interest in the College and its activities as it continues to consolidate and grow.

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.

Throughout the year, the College Council has worked closely with the Head and his Executive Team to encourage the staff and students of William Clarke College to maximise their potential, make a lifelong commitment to Christ, to acquire the service and leadership skills and knowledge to make a positive difference in the world and to pursue their studies with full commitment. In fulfilling their responsibilities, the Council challenges the staff of the College to design and implement a curriculum that engages the students and equips them to learn to learn for life. It is the College's focus on the development of the whole person that is at the core of the College's endeavours.

There were two vital areas that the College Council were involved with during 2016.

Firstly, Mr David Raphael announced he was leaving the College after 15 years' service and as only the second Headmaster of the College. The College was able to farewell Mr Raphael in a number of ways and reflect an the vast legacy of improvements and achievement during that time. The College Council committed considerable time and prayer into the search for the next Headmaster. We are very pleased that Dr Scott Marsh was appointed to lead the College from the end of 2016.

The second significant work of the Council was to undertake a complete refresh of the College Strategic Plan. One core outcome of that process was the development of a new Purpose Statement: William Clarke College is a Christ-centred community that seeks to develop extraordinary learners, with a passion to serve others.

This report is designed to fulfil the College's obligations to the New South Wales Education Standards Authority (NESA) in respect to reporting on the 2016 school year.

I trust that you find the information in the 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 Enrolments Office.

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. 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.

In considering the content for this report, there is much that can be observed and celebrated. However, two events in 2016 will no doubt be reflected as significant in the College annals. Firstly, the College Headmaster, Mr. David Raphael departed after 15 years of outstanding leadership. Mr Raphael led the development of the College from a 7-12 Secondary School to a thriving P-12 organisation. The College is indebted for his service and leadership in guiding this community over so many years. In September, 2016 I was pleased to be announced as the third Headmaster of William Clarke College.

The second significant event in 2016 was the development of the Council's 2017-2021 Strategic Plan. As a result of this thorough and collaborative process, a new purpose statement was established: "William Clarke College is a Christ-centred community that seeks to develop extraordinary learners with a passion to serve others". This statement seeks to unambiguously reinforce our school motto "Christ our Wisdom", develop young people for success beyond their success at school, and importantly, reflect the value of service that is deeply embedded into the life of our community.

One important change identified in the strategic plan has been the decision to move to a Primary and Secondary College. As such, throughout 2016 the Executive invested considerable time in identifying the most appropriate structure for supporting the needs of our students and achieving the goals contained within the strategic plan. This new structure was announced in January 2017 for implementation in 2018. As a College community, we look forward to the future and the exciting new initiatives as identified in our new strategic plan.

The College continues to enjoy strong enrolments and a positive reputation within the community. Our students continue to excel academically, in the arts and on the sporting field. Students again contributed to the College's mission work in the Solomon Islands and more locally by serving in aged care facilities and other local community areas.

As a comprehensive school, the College aims to provide a high quality Christian education where students are challenged to serve others, participate widely, explore Christ, and to fully develop their learning and leadership skills. Through a wide offering of subjects and a rich co-curricular program, ultimately the College seeks to equip our graduates to learn wisdom for life.

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.

Dr Scott Marsh
Headmaster

College Captains' Message

As the 2016 College Captains, and having been at the College since Year 7 in 2011, we have had the opportunity to participate in all aspects of college life, interacting with not just the students of the College but also the wider community. Under the banner of SPELL, the College has offered us a range of amazing opportunities, which have enriched our school experience and assisted us in discovering our personal strengths.

William Clarke College provides students with a large range of co-curricular activities designed to help students to develop their skills and interest in sport, drama and music. Through these activities, students are able to contribute to the life of the College and develop a strong sense of community. The House structure has also played a large part in forming a community atmosphere in the College and strong friendships between students. Activities such as inter-house sport, the film competition, Box Car Rally and singing competition has enriched students, provided them with opportunities to lead, form memories and to have a fun time!

The sense of community that is so clear at the College ensures all students have the opportunity to contribute and to make a difference. Student contributions strengthen the life of the College through the establishment of traditions that will be built on by future cohorts. One of the things we love about the school is that the students and teachers are very focused on the needs of others. Whether it is raising money in events such as the Red Shield appeal, the 40-Hour Famine or donating blood to the Red Cross Blood Bank, the students are always willing to give generously of their time, energy and money. This generosity was brought home to us recently when we overheard students complaining that they couldn't give blood because it hadn't yet been a year since they donated last time.

This year we were given the privilege of leading a team of 53 Prefects and House Captains. As student leaders, we have been directly involved in overseeing a variety of initiatives both on the campus and in student life, particularly the introduction of recycling bins, the extensive promotion of the Red Shield Appeal, a series of fundraisers for our school mission trips to the Solomon Islands, as well as for Cyclone Winston, which struck Fiji earlier in 2016.

In addition to promoting events and initiatives with a keen awareness for social justice, the Middle School prefect team managed both a Middle School Boys Night and Middle School Girls Night for the students. These events succeeded in both enhancing the culture of the Middle School and developing relationships across the Middle School grades. Likewise, the Events Prefect team co-ordinated a series of community-building initiatives within the student body, including a Friday lunch futsal competition, a "Let's Chat" mental health awareness initiative within the Year 12 grade, and a series of "Year 12 Grade nights," which succeeded in fostering a greater sense of identity and community throughout the HSC year, when factors such as stress, frequently impede the grade's ability to relate as community.

Reba Maxwell, together with the Prefect for Events, Kelsee Hutchinson, oversaw the management of a "Stop-Think-Consider" multiculturalism awareness day, which succeeded in raising a greater appreciation for inter-cultural empathy within a largely mono-cultural student demographic, while Nicholas Raphael, delivered sermons together with Knox House Captain Matthew Boggon in all Senior School Chapels, and mentored Middle School students in debating.

These events and have proven to be an outstanding success, and have contributed greatly to the wellbeing of the College Community. Throughout the year the students of William Clarke College have enjoyed a period of extensive social activism and greater community cohesion as a result of the efforts of the College Prefects.

As the 2016 William Clarke College Captains, we are very grateful of the opportunities that the College has provided us with learning how to grow and mature as not only students, but followers of Christ. Through the

many events that we were blessed to partake in, we have come to realise what a great opportunity it was to be College Captains of William Clarke College.

We are forever thankful for the trust the College has shown in not only us, but also their student cohort as a whole and we can say that the College has had a key part to play in our development of maturity and understanding of what a true leader is.

Reba Maxwell and Nicholas Raphael
College Captains 2016

CONTEXTUAL INFORMATION ABOUT THE COLLEGE

William Clarke College is a Prep-12, co-educational, independent College in Kellyville. It provides an affordable, Anglican education for just under 1,600 students. The College is a Christian school which values quality pastoral care and strong relationships. There are many opportunities for students to excel in study, sport, music and drama. Education at the College involves academic study and a rich variety of co-curricular activities that challenge students to fully develop their learning and leadership skills to make a Christian difference in our world as graduates.

The College is organised into Junior (Prep-4), Middle (5-8) and Senior (9-12) Schools. William Clarke College enjoys smaller class sizes and excellent academic results through to the HSC. The College has a unique collaborative teaching approach in Junior School where two qualified teachers co-teach classes until lunchtime every day, maximising individual student engagement. The model also establishes strong foundations in literacy and numeracy. Class sizes are enhanced due to the collaborative teaching model, which allows for a teacher to student ratio of 1:10 in K - Year 2 and 1:12 in Years 3 - 4.

Thinking and learning skills and practical projects enhance Middle School learning while teachers in the Senior School continually guide, challenge and encourage students to cultivate their talents, leadership potential and vision for a life of service. The College plays an important role in the community through local Community Service programmes and mission links in PNG and the Solomon Islands.

Scholarships for students from local, indigenous and Solomon Islands communities are offered. For more information and for real insight into the rich culture of the College, please visit the College website. Additional information about the College is available via the My Schools website.

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING:

NAPLAN RESULTS 2016: 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 of six bands. NAPLAN information is also available on the My Schools website.

Achievement range:

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

Year 3
% of students in top 2 bands

Test Domain	% WCC	% State
Reading	72.6%	51.8%
Writing	72.6%	54.1%
Spelling	63.9%	54.4%
Grammar & Punctuation	70.9%	52.9%
Numeracy	65.3%	38.7%

Year 5
% of students in top 2 bands

Test Domain	% WCC	% State
Reading	55.4%	32.3%
Writing	24.2%	18.7%
Spelling	41.1%	33.2%
Grammar & Punctuation	51.1%	40.8%
Numeracy	46.2%	30.5%

Year 7
% of students in top 2 bands

Test Domain	% WCC	% State
Reading	51.8%	30%
Writing	34.9%	17.8%
Spelling	45.8%	34.1%
Grammar & Punctuation	48.8%	30.8%
Numeracy	53%	31.4%

Year 9
% of students in top 2 bands

Test Domain	% WCC	% State
Reading	44.1%	25%
Writing	24.3%	12.4%
Spelling	38%	25.5%
Grammar & Punctuation	33.9%	22.2%
Numeracy	50%	26.9%

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 NESA 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 NESA standards for courses.

Year 10 RoSA Grade achievement 2016 compared to State:

English

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
13.83	12.12	34.57	28.14	43.09	37.28	8.51	16.27	0.00	5.16

Mathematics

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
25.93	14.85	28.04	23.02	39.68	31.47	6.35	22.95	0.00	6.75

Science

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
20.21	13.24	30.32	24.56	39.89	36.66	9.04	18.29	0.63	6.36

Australian Geography

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
18.28	13.22	43.01	26.03	31.72	35.92	5.91	17.65	1.06	6.36

History

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
26.20	14.13	41.18	26.88	26.20	35.10	5.88	16.85	0.53	6.27

In 2016, the formal Record of School Achievement credential was awarded to 7 Year 11 Students and 4 Year 12 students.

Higher School Certificate (HSC)

The Class of 2016 are congratulated on excellent results:

- 66% of the subjects offered at the College achieved a mean above that of the State. In 2015 this figure was 60%.
- 56% of students achieved results in the top two bands (Band 5 & Band 6). In 2015 this figure was 45%.
- 0.04% 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 on comparative benchmark and the following subjects achieved mean results significantly above that of the State:

SUBJECT	School Mean v State Mean variance *Value ABOVE*
Software Design Development (SDD)	10.65
Senior Science	10.34
Mathematics General 2	8.09
Food Technology	7.58
Ancient History	7.03
Modern History	6.65
Industrial Technology	6.60
Information Processes Technology	6.21
Biology	5.99
Music 1	5.97
Music Extension	5.13

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

	2016	2015
Total Number of Band 5 achievements	276	272
Total Number of Band 6 achievements	88	53
Total Number of Band 6 achievements including notional	97	74

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

Subject	% Band 6 or E4	State % Band 6
Biology	13.15	8.72
Business Studies	16	8.81
Drama	23.52	14.31
Earth & environmental science	25	6.46
Economics	16.66	13.85
Food Technology	22.22	6.78
Mathematics General 2	7.95	5.31
Music 1	20	18.41
Music Extension	100	51.87
Physics	8.33	8.32
Senior Science	28.57	6.29
Society & Culture	19.23	13.71
Software Design & Development	30	10.8
Visual Arts	31.81	14.09
Hospitality Examination	5.88	3.38

Courses that achieved ABOVE STATE in the top two bands (Band 5 & 6 or E3 & 4 for extension courses) were:

Subject	% Band 6 (or E4) & Band 5	State % Band 6 (or E4) & Band 5
Ancient History	53.57	30.68
Biology	63.15	35.11
Business Studies	48	34.33
Chemistry	39.28	40.94
Drama	41.16	42.6
Earth & Environmental Science	50	34.38
Food Technology	44.44	29.38
Industrial Technology	30	25.79
IPT	40	27.71
Legal Studies	62.16	42.27
Mathematics General 2	45	25.63
Modern History	65.2	40.84
Music 1	100	62.74
Physics	33.33	29.94
Senior Science	57.14	28.58
Society & Culture	61.53	48.18
Software Design & Development	90	33.32
Visual Arts	68.17	54.38
Hospitality Examination	35.29	29.81

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 (17 students). All students achieved Certificate II in Kitchen Operations.

Other Framework courses were completed through TAFE. These courses included:
- Retail Services (2 students)
- Electro technology (1 student)
- Information and Digital Technology (Network & Hardware)

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	136
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	0

Qualifications held by the Teaching Staff of the College

Bachelor of Applied Science
Bachelor of Applied Science (Orthoptics)
Bachelor of Arts
Bachelor of Arts (PDHPE)
Bachelor of Arts (Performance)
Bachelor of Arts (Psychology)
Bachelor of Arts / Bachelor of Education
Bachelor of Arts / Bachelor of Laws
Bachelor of Arts / Bachelor of Teaching
Bachelor of Arts / Diploma of Education
Bachelor of Commerce
Bachelor of Communication (Marketing)
Bachelor of Community Welfare
Bachelor of Computing
Bachelor of Economics
Bachelor of Education
Bachelor of Education (Early Childhood)
Bachelor of Education (Home Economics)
Bachelor of Education (Industrial Technology and Design)
Bachelor of Education (Primary)
Bachelor of Education (Secondary)
Bachelor of Engineering (Chemical)
Bachelor of Exercise Science
Bachelor of Fine Arts
Bachelor of Human Movement
Bachelor of International Studies
Bachelor of Music
Bachelor of Music Education
Bachelor of Science
Bachelor of Science (Applied Chemistry)
Bachelor of Science / Diploma of Education
Bachelor of Social Work
Bachelor of Teaching
Bachelor of Teaching (Primary)
Bachelor of Theology
Bachelor Science (Industrial Arts)
Certificate II Hospitality Operations

Certificate III in Business (Legal Administration)
Certificate III in Information Technology
Certificate IV Assessment and Workplace Training
Diploma Christian Studies
Diploma in Training and Assessment Systems
Diploma of Accounting
Diploma of Bibles and Missions
Diploma of Business (Finance)
Diploma of Education
Diploma of Teaching
Diploma of Theology
Doctor of Philosophy (Mathematics Education)
Graduate Certificate (Teaching 8 – 12 Years)
Graduate Certificate (Theology)
Graduate Certificate of Education
Graduate Diploma (Divinity)
Graduate Diploma (Health Science)
Graduate Diploma (Science)
Graduate Diploma in Education (Secondary)
Graduate Diploma of Education
Master of Accounting
Master of Arts
Master of Arts (Shakespeare and Theatre)
Master of Divinity
Master of Education
Master of Education (Gifted Education)
Master of Education (Mathematics)
Master of Education (Teacher Librarianship)
Master of Educational Administration
Master of Educational Leadership
Master of History
Master of Music Technology
Master of Philosophy
Master of Teaching
Master of Teaching (Primary)
Masters of Teaching (Special Education)
Postgraduate Diploma (Psychology)

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. 2016 was the fourth year in a strategic eight-year Professional Learning program for the College, and areas of focus included Backwards Mapping and integrating ICT into the curriculum. The College also further embedded our 'Culture of Safety' through additional training in Child Protection and Reportable Conduct.

We have continued to offer GERRIC's MiniCOGE as a professional learning opportunity, as well as expanding opportunities for training in Biblical Literacy as many staff are involved in the delivery of Chapels and Christian Development lessons.

In total, Teaching Staff accessed 1,423 days of Professional Learning events.

Area of Learning	Number of Staff
Christians in Teaching Conference 2016	1
IPads in Action English K-6	1
Isaac Armitage Lecture 2016	1
Leading Happy Workplaces	1
Morrisby Online Conversion Course	1
VADEA Inspire and Indulge Inner West	1
2016 AHISA Leading, Learning and Caring Conference	1
2016 Cumberland Careers Forum	1
2016 Early Childhood Conference	1
2016 Elevate Education Client Conference	1
2016 Integral Project Dinner	1
2016 Learning Environments Australasia Conference	1
2016 Mathematical Association NSW Conference	1
2016 Mental Health in Schools Conference	1
2016 SLAMN Science Conference	3
21st Century Skills - Critical and Creative Thinking	1
3D Printing and CAD - 21st Century Technology for Everyone	1
A4LE Learning Scapes 2016 Conference	1
AAEGT National Gifted Conference 2016	1
Accreditation Briefing	69
ACT for Depression and Anxiety	1
Adaptive Leadership	1
Adobe InDesign Course: Level 1	1
Adobe Photoshop Light Room	1
Advanced Course - Module B - Speeches	1
AHISA 2016 Leading, Learning & Caring Conference	1
AHISA Director of Studies May Conference 2016	2
AHISA Directors of Studies Country Conference 2016	1
Aiming for Excellence Conference	2
AIS Assistance with Programs and Modern Classroom Techniques	1
AIS Digital Technologies Conference 2016	1
AIS Draft Stage 6 English Consultation Day	1

AIS Education Research Symposium 2016 Where Research Meets Practice	1
AIS English Conference 2016 - Literature form All Times and Places	1
AIS Geography Conference 2016 - Compass Points - Creating New Connections in Geography	1
AIS Governance Symposium	1
AIS Heads of Sport Conference 2016	1
AIS ICT Management and Leadership Conference	1
AIS LAN Meeting – ET Action Research	1
AIS Languages Conference 2016	1
AIS Music Conference - Unlocking Creativity - The Music Classroom and Beyond	1
AIS NSW Focus Group on Draft K-10 Japanese Syllabus	1
AIS Primary Conference 2016	1
AIS TAS Conference 2016	1
AIS Teacher Librarian Conference 'Charting New Horizons'	1
Staff Conference (Including Child Protection Training)	211
Staff Conference (2 days)	220
An Opportunity to Collaborate in Curriculum: Dance Stages 4-6	1
Annual English Conference	1
Appy Days Advancing Your Use of IPads in the Classroom	1
Art and Play Therapy with Children Workshop	1
Art in the Primary Classroom	1
ASBA 2016 NSW ACT Conference	1
Assessing and Teaching Reading Comprehension K-6	1
Assessing in the Younger Years	10
Australian Govt. (CRICOS) Briefing	1
Autism and NDIS Workshop for Professionals	1
Autism Spectrum Conditions - Fundamentals and Practicalities	1
Autism Spectrum in the Classroom	5
Beginning Teachers K-12: Supporting a Successful Start	1
Better Assessment - Improving feedback, reducing correction	1
Bible Study Unstoppable Gospel and Missionary sessions	1
Body Image and Eating Disorders Webinar	1
BOSTES Mathematics Stage 6 Draft Syllabus Consultation Meeting	1
BOSTES NSW Languages K-10 Draft Framework Board Curriculum Committee Consultation Meeting	2
BOSTES Science Stage 6 Draft Consultation Meeting	1
Building Capability for Critical and Creative Thinking	1
Building Learning Character Conference 2016	2
Bullying	1
Business Studies Teachers Conference	1
CAA Annual Conference 2016	1
Career Coaching Skills	1
Carnet de vacances vers de nouvelles decouvertes	1
Celebration of Literature	1
Chemical Safety in Secondary Schools	6
Child Protection Legislation: Reportable Conduct and Allegations Against Employees Online Module	196

Christians in Teaching Conference 2016	2
Coaching and Positive Psychology in Education 2016	2
Coding, Electronics & Arduino	1
Compass Points - Creating New Connections in Geography Conference	1
Courageous Leadership Conference	1
Creating and Sustaining Professional Learning Communities	2
Creating Individual Handwriting Goals/Using OT Strategies & Best Pedagogy to Teach Correct Formation	9
Creating Your Experienced Teacher Digital Portfolio	1
Critical Thinking and the Biblical Studies classroom	1
Crusaders Teachers Day	2
Curriculum Leadership in PDHPE	1
DAYTiME A Day of Technology in Music Education	1
Dealing with the Media - For faith-based organisation	1
Designing my Professional Landscape	2
Deux Ex Photos Photomedia Conference	1
Devising Theatre Complicite course	2
Direct Instruction at Work: Math Mastery Series	2
Discovery Creative Writing	1
Drawing out understanding goals and essential questions from Syllabus	7
Driving Learning in History - From Ancient to Modern	1
Economics & Business Education 2016 Annual Conference	1
Economics Essentials Exploring Pedagogical Practice	1
Economics Teachers Conference	1
Educate Plus Biennial 2016 International Conference	3
Education and Care First Aid	1
Education Future Forum	1
Education Nation 2016	1
EduTech 2016 Conference	1
Effective Teaching Practices	96
Effective Written Feedback	8
Embedding Archaeological Thinking In History	1
Embroidery Software with Bernina	2
Embroidery Workshop	5
Empowering Leaders of Learning	2
Empowering Leaders of Learning Meeting	2
Engineering HSID Teacher Workshop	1
Enhancing Relationships in Schools	1
Enhancing the Learning, Support and Engagement of Students with Autism Spectrum Disorders	6
Enhancing Your Child Protection Investigation Skills	1
Entech Roadshow	1
Estelle Lazer - Pompeii & Herculaneum	2
Exploding the Myths of School Reform	1
Exploring Aboriginal and Torres Strait Islander Histories and Culture Through ICT	2
Exploring Sexualities and Gender Diversity for the Professional Teacher	1
External School Observation	1

Extreme Leadership Video Program	6
Facilitating Component 2 Social and Emotional Learning for Students	2
Familiarisation: NSW Syllabus for the Australian Curriculum, Geography 7-10	2
Fibre Workshop for Pattern and Process	1
'Finale' Music Software	5
Focus Studies in Preliminary General and HSC Maths	1
French Stage 6 Marking & Assessment Workshop	1
Future Proofing Careers	1
GATSTA Meeting	1
Geography Teachers' Association Annual Conference	1
Getting Creative: Making Multimodal and Digital texts for iPads K-6	1
Getting Started With FPS In Your School 29 April 2016	1
Grammar Online - Levels of Delicacy Online Module	2
HICES Courageous Leadership Conference	1
HICES Heads of Music Meeting	1
HICES Pastoral Care Network Meeting	2
HICES Primary and Middle School Heads Meeting & Dinner	1
Hospitality and Intercultural Language Learning	1
How the Brain learns Mathematics	1
HSC Feedback – Mathematics General	1
HSC Feedback and Advice Day	3
HSC Highway Society and Culture Assoc	2
HSC Visual Arts - Practical Marking Day	2
HTAA 2016 National Conference	1
HTANSW Norfolk Island Conference	1
ICT Apps and Kurikku Nippon	1
ICT as a General Capability – Best Practice for Teachers and Students	2
ICT as a General Capability What does it mean in English K-6	1
IDP International Students Expo	1
Improving Effectiveness when Establishing Classroom Rules and Boundaries	15
Improving the Outcomes of Students with Hearing Loss in Mainstream Schools	3
Improving the Outcomes of Students with Vision Loss in Mainstream Settings	7
Independent Schools Research Network 1	1
Induction Program	29
Integrate Expo 2016	1
Introduction to Action Centre	1
Introduction to Adobe Illustrator	1
Introduction to Co-Curricular/ Sports Manager	2
Introduction to Positive Education; Building Positive Education Communities	1
Introduction to the Bible	12
Introduction to Theological Studies	1
Introduction to Theological Studies - Gospel of John	1
IPads in Action English K-6	1
iPads in Action in Mathematics	2
IPSHA Art Teachers Umbrella Group	1
IPSHA Country Weekend	2

IPSHA Deputies/ Curriculum Coordinators Conference	1
IPSHA Early Childhood Teachers Umbrella Group Term 1 Meeting	2
IPSHA ICT Umbrella Group Term 1 Meeting	1
IPSHA K-2 Teachers Umbrella Group Term 1 Meeting	2
IPSHA K-2 Teachers Umbrella Group Term 3 Meeting	2
IPSHA Teacher Librarian Umbrella Group Meet – Inaburra School Bangor	1
IPSHA Teacher Librarian Umbrella Group Meeting – Term 3 – State Library NSW hosted by Trinity Grammar	1
Isaac Armitage Lecture 2016	3
ISRA Studies of Religion in-service days	1
Jacaranda Geoactive Implementation Workshop	1
Japanese Stage 6 Programming Assessing Tutorial	1
Jazz by Jazz Musicians – Workshop for High School Teachers	2
K-10 Languages Board Curriculum Committee Meeting	2
K-12 Digital Classroom Practice Conference	4
Languages Board Curriculum Meeting	1
Law School for Counsellors 2016	1
Law Sense - School Law NSW	1
Leading Happy Workplaces	1
Leading Your Science Department	1
Learning Leadership Leading Learning	1
Learning Space Design	1
Legal Studies State Conference	1
Literacy Block Time So Little Time So Much to Do	3
Literacy in PDHPE	1
Literature and Latte - An afternoon with Quality Texts	1
Love Learning Conference 2016	1
MACQLIT Professional Development Workshop	3
Making Mathematics (2 Unit) Meaningful and Memorable	1
Making the Most of SCIS	1
Making the most the Adobe Creative Cloud in the NSW Classroom	1
MANSW Mathematics K-8 Conference	1
Maths and Learning Difficulties	1
Maths is Everywhere	1
Maximising Clarity in Explanation - Instructions and Concepts	4
Maximising Higher Order Thinking in the 21st Century Classroom	1
Maximising Student Engagement and Positive Relationships for Learning	1
Meet Manager Course	3
Meet the Markers of the 2015 HSC Science Exams	1
Mental Health First Aid	1
Mental Health in Schools Conference	1
Mini COGE	16
MLTANSW Leadership in Languages	1
Morrisby Training	5
Motivating the Senior Music Student	1
NAFT Annual Conference	1
NAPLAN 2015 Writing Marker Trainer	1

NAPLAN Narrative Writing Marker Online Training	1
NAPLAN Persuasive Writing Marker Online Training	1
National School Leadership Conference 2016	1
NCAS Club Coaches Course	2
New Testament 2	1
New Testament 3	1
Not Another Brick in the Wall - Building our Knowledge of Mental Health	1
NSW Anaphylaxis Education Program	1
NSW Japanese Teachers Conference 2016	1
Observation of Mentor/Mentee Training	1
Occupational First Aid	3
Old Testament 1	11
On Campus Days for Aboriginal and Torres Strait Islander Students	1
OneDrive Training	4
Opening Doors Through Thinking	1
Optimising the Impact of Classroom Observations Online Module	1
Pain Management	1
PDHPE Teachers Association Conference 2016	2
Peaceful Kids Training and Mindfulness Coaching Training	1
Pentateuch (Old Testament)	1
Performance - Golem	1
PIP How NSW Accreditation Works	1
Planning and Programming - Maths Online	1
Pornography & Harms to Children & Young People : Symposium	1
Positive Schools	1
Practically Speaking MLTANSW Conference	1
Preaching Workshop	1
PRIME Summative Assessment to the Australian Curriculum	1
Professional Learning - It's about T.I.M.E	1
Professional Learning Communities at Work	1
Provide First Aid Certification	2
Provide First Aid Recertification	1
Provocations, Reflections and Observations	2
REAIE Intensive Study Week in Auckland NZ	2
REAIE Presents 'An Encounter with Tiziana Filippini'	2
REAIE Twilight Centre Visit NSW	2
Recent Developments in Biology and Medicine Research	3
Reinventing the Compassionate Common Room	1
Relating Learning to Journal Articles and the Real World	5
Safe Schools are Great Schools Webinar	1
Safety in Laboratories	4
School Law NSW 2016	1
Setting the Scene for a Great Year of Inquiry 2017	1
Simplified Student Visa Framework	1
Sleep and Young People Webinar	1
Smarter Assessment: Improving Feedback, Reducing Correction	3

Solomon Islands Teacher Training	7
Speech Pathology (Voice)	1
Spell-It	1
Stage 6 Mathematics General 1 and 2	1
Strategies for Leading Wellbeing Teams	1
Strategies of Managing Parental Complaints	1
Strategies to Extend the Quality of Student Written Expression	4
Studies of Religion Islamic Syllabus	1
Succeeding in School Leadership	1
Synergetic Roadshow - Introduction to Action Centre	1
Synergetic Roadshow - Pastoral Care	1
Taking Care of Self as a Teacher	6
TAS 3D Design and Printing	1
Teacher Intensive - HSC Teacher Day	1
Teaching Boys in the 21st Century	2
Teaching Conference Backwards Mapping	125
Teaching Conference IT Focus	121
Teaching Handwriting Reading and Spelling Skills Foundation Course	1
Teaching Handwriting, Reading and Spelling Skills Level 2 Refresher	14
Teaching Stage 6 PDHPE for the First Time	1
Teaching Technology through Science Inquiry	3
Teaching the HSC course in Business Studies for the first time	1
Technology - Ideas for Usage in Junior School Setting	8
The AIS Alternate Education Conference 2016 - Staying Connected To Learning	1
The AIS Digital Technologies Conference 2016	1
The AIS TAS Conference 2016 - The Sky's the Limit - Digital and Non-digital Technology Education	1
The Big Questions in Extension 2 Mathematics	1
The Fine Art of Inkjet Printing	1
The Hedley Beare Memorial Lecture	1
The Idea of North Choral Workshop	2
The Poetry of Judith Wright	1
The Royale Ormsby Martin Lecture	2
Thinking & Learning Conference – Understanding by Design Institute	1
Timetable Development	1
Transforming Learning in Literacy through Drama	1
Transforming Service Conference	1
Treatment for Selective Mutism in Schools and Preschools	4
Trial HSC German Continuers Exam Setting	1
Understanding Autism Spectrum Disorder	1
UNSW Mentoring Workshops	1
UNSW Teachers PD Day	1
Using past HSC Papers in Learning	8
UTS Big Day in IT	2
UTS Career Advisors Day	1
Viewing 'Nude' - Art from the Tate Collection	1

Viewing of Experienced Teacher Digital Portfolios	1
Visual Arts and Design Educators Association 2016 Conference	1
Voice Works	1
Wellbeing and Resilience for Leaders	1
Western Sydney University Careers Advisors Day	1
What Makes Us Better Teachers Forum	1
Women in Leadership	2
Work Health and Safety Consultation	3
Working Mathematically Unpacked for K-2	1
Working Mathematically Unpacked for Years 3-6	1
Writing K-6 Teaching Beyond Text Types	2
Writing Reports in Synergetic	8
Yoga for Kids Teacher Training	1
Young Leaders Leading Change	1

WORKFORCE COMPOSITION

Teaching staff	136
Full-time equivalent teaching staff	125.6
Non-teaching staff	76
Full-time equivalent non-teaching Staff	64.7

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

STUDENT ATTENDANCE, AND RETENTION RATES AND POST-SCHOOL DESTINATIONS

Apparent Retention Rates

Cohort	No. of Students	Retention Rate
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%
Year 12 2011	171	
Year 10 2009	164	95.9%
Year 12 2010	152	
Year 10 2008	165	92.1%

Actual Retention Rates

Cohort	% of original cohort group remaining to Year 12
2016	86.75%
2015	88.95%
2014	88.55%
2013	89.63%
2012	88.1%
2011	90.6%
2010	89.1%
2009	83.9%
2008	86.30%
2007	91.20%

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 specialist schools. The Apparent Retention Rate indicates that we generally replace students who leave with enrolments into Year 11 and Year 12. Students entering the College in Years 11 and 12 are seeking to complete their high school education at the College because of the quality of the education we provide.

Attendance Rates

In 2016 the annual student attendance rate was 95.23%. This figure is similar to the attendance ratio for the years 2008 to 2015. The majority of students were absent from the College through illness or leave. Every student absence requires a signed explanatory note from a parent or guardian.

The College is able to monitor attendance by taking the roll electronically during each lesson of the day in Years 7 to 12 and once a day in K to Year 6. Periodic absences are followed up to ensure the safety of all children. The College requires the parents/guardians of a child who will be absent from school to contact the College on the morning of the absence. The College, in turn, contacts the parents of students who are marked absent without explanation, daily by text message.

Year Level	Attendance Rate
K	96.99%
1	96.99%
2	97.15%
3	96.66%
4	96.14%
5	95.29%
6	95.68%
7	95.75%
8	94.97%
9	94.85%
10	94.16%
11	94.26%
12	94.00%

Post School Destinations

We must note that recorded here are offers only. We do not know which, if any offers, students accepted, and students may have received multiple offers.

Field Of Study	Number Of Offers
Business/Commerce/Accounting	37
Arts/Law/Social Science/International Studies	31
Health/Associated Health/Nursing/Sport	24
Science (including Medical Science)	20
Psychology/Social Work	15
Engineering	8
Teaching	7
Design/Architecture/Sound Design	7
Information Technologies	6
Media/Communications	4

Number of Students By (UAC Participating) University

University	No. Of Offers
Macquarie University	71
Western Sydney University	30
University of Sydney	20
University of Technology Sydney	12
University of New South Wales (UNSW)	9
Australian Catholic University	7
University of Wollongong	4
Australian National University	2
Charles Sturt University	2
SAE Australia	1
International College of Management (ICMS) Sydney	1

ENROLMENT POLICY

Enrolment Process

Preparatory School

An Information Evening is held in early May and Applications for Enrolment need to be submitted by 31 May of the year prior to entry with an application fee. Applicants for Preparatory School must turn four by 31 March of the commencement year.

Enrolment meetings are generally held in late July and offers made by mid August.

Applications for students to begin at the start of an 'Intake' Year Group i.e. K, Year 3, 5 or 7

Applications for the major intake years of Kindergarten, Year 3, Year 5 and Year 7 close on 31 January of the year prior to entry. Any applications received after this date are automatically put onto a 'Casual Vacancy Waiting List' which is referred to if an enrolled student has to leave the College for any reason.

After 31 January, all parents are contacted and invited to an Information session at the College. They are asked to provide the College with information and documentation about their child. Depending on the intake Year being applied for, the enrolment process that follows will be slightly different:

- For all Years, selected applicants and their parents are invited to an interview at the College.
- While many applicants are invited to interview, not all applicants are interviewed and not all interviewed applicants automatically receive an offer of a place.
- For Years 3, 5 and 7 the initial interviewing process continues through most of February and March with offers of a place being made in early - mid April.
- Kindergarten students are invited to attend 'School Readiness Testing' in early February. The initial interviewing process commences in late April and continues through May, with offers of a place being made in mid – late May.

Sometimes, applicants are not able to accept the offer made by the College. In this situation the Director of Enrolments refers to the Casual Waiting List to select further applicants for interview. This process continues until all places have been filled.

In recent years, more families have sought enrolment at the College for their children than we have been able to accommodate. Regretfully, it is possible that many suitable families will be disappointed and not be offered a place in the first round of interviews. Applicants who are not offered a place in an intake Year Group, or who apply after 31 January, are invited to have their name placed on the waiting list for possible casual vacancies.

Applications for a 'Non Intake' Year Group - to fill a Casual Vacancy

Applications for Years other than Kindergarten, Year 3, 5 or 7 are accepted at any time and placed on the relevant Casual Vacancy Waiting List. If a casual vacancy occurs all students on the waiting list are considered equally. The aim in applying the criteria is to determine which student will benefit the most from an education at the College.

The following criteria are used to assist the Director of Enrolments in selecting students for an interview to fill a casual vacancy:

- documentary evidence as requested in the 'Application for Enrolment' form e.g. school reports, plus;
- a statement detailing involvement in activities outside the classroom (religious, sporting and/or cultural);
- hobbies and interests; and
- an explanation as to why the student wants to enrol at William Clarke College.

Year 11 & 12 Applications

Applications for Year 11 casual vacancies are accepted at any time. The number of places available in Year 11 depends on the number of Year 10 students who leave the College to pursue other educational opportunities such as apprenticeships, and other factors. During the enrolment process all applications are considered however, not all applicants will be interviewed, and not all interviewees automatically receive an offer of a place at the College.

Entry into Year 12 is generally considered only under exceptional circumstances.

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. Offers of enrolment are made on the basis of factors such as:

Preparatory to Year 4 Inclusive
> Family links with a church
> Learning needs and aptitudes
> Brother or sister attending the College
> Parent or sibling who is an ex-student of the College
> Place of residence
> Date of application

Year 5 and above
> Family links with a church congregation and a student's willingness to explore Christ, the teachings of the Bible and possibly make a commitment to Christ
> School reports, test results, learning needs and aptitude
> Co-curricular skills and involvement
> Sporting skills and involvement
> Brother or sister attending the College
> Parent or sibling who is an ex-student of the College
> Place of residence
> Date of application

No one of the above by itself is a determining factor. As parents should be free to choose their school, so the College will select families most likely to be well served by the education it is offering. 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 the payment of the Enrolment Fee.

Enrolment continuation

Continuation of enrolment can be impacted by non-payment of fees, student behaviour, the break down of the mutually beneficial relationship of trust and cooperation or failure to make satisfactory progress in academic work. The relevant clauses in the College Conditions of Enrolment are ("We" refers to the persons signing the Conditions of Enrolment):

> Clause 3
> If an account for fees and/or charges is not paid in full by the end of the term in which they were due for payment, the student's enrolment may be suspended and the College may subsequently without further notice refuse entry to the student or terminate his or her enrolment.

> Clause 13
> We accept the College's student behaviour requirements and discipline policy contained in the annual College Diary. We agree to support the administration of the College's discipline policy. In particular, we accept that the Headmaster may in his absolute discretion, but subject to affording the student procedural fairness, suspend or dismiss the student for breaches of rules or discipline or where we have failed to comply with these conditions of enrolment.

Clause 15

We agree that the Headmaster may, by giving us one term's written notice, exclude a student if the Headmaster considers that a mutually beneficial relationship of trust and cooperation between us and the College has broken down to the extent that it adversely impacts on that relationship.

Clause 16

We acknowledge that the Headmaster may, by giving us reasonable notice, ask us to remove the student from the College at the end of a school year where the student has, in the Headmaster's opinion, failed to meet the requirements of the New South Wales Board of Studies or has otherwise failed to make satisfactory progress in his or her academic work.

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 2016	Access to full text
Student Welfare The College seeks to provide a nurturing environment: - 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.	No changes were made to the Student Welfare policies in 2016	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.
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	The Policy was rewritten in 2016 to include the responsibilities of staff, students, parents and the community in recognizing and discouraging bullying	A statement about anti-bullying is included within the Student Diary. The policy is available to Parents via the Connect parent portal and can be requested from a member of staff.
Student Discipline The College prohibits corporal Punishment. The College seeks a restorative approach to discipline where the student is accountable for poor behaviour and empathy and connectedness is encouraged	Policies on Suspension, Expulsion and Exclusion were reviewed in 2016 with no changes made. Policy on Corporal Punishment was reviewed in 2016 with no changes made.	Parents may request a copy from College staff The Student Code of Behaviour can be found in the College Diary and on the College Connect parent portal and can be requested form a member of staff.
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.	New – Complaints Handling Policy was created in 2016 New – Guidelines for Dealing with Complaints at William Clarke College was created in 2016.	Lodgment of complaints can occur through the College website. Parents may request a copy of the policies from College staff.

OTHER NEW POLICIES CREATED IN 2016		
Parent Code of Conduct This Code of Conduct was created to address expectations of parents in relation to interaction with staff, discipline, privacy, technology, raising concerns, and separated Parents/Guardians	This policy was created in 2016 to assist the College community in understanding expectations in relation to appropriate interactions.	Full text is found on the College Parent Portal.
Security Policy encompassing • How an evacuation, lockdown or lockout can be initiated • procedures for the security of the grounds and buildings • use of grounds and facilities • emergency procedures • travel on College-related activities • Persons responsible for the welfare of students during a Critical incident	Evacuation procedures rewritten in 2016 to reflect the addition of new technology used to notify the College of the need to evacuate / lockdown or lockout.	Full text on Staff intranet Parents may request a copy from the College
Recruitment and Selection Policy The College seeks to appoint staff based on a fair recruitment process. All Teaching and Support staff must have a Working with Children Check as defined under the Child Protection Regulation. Teaching Staff must be issued with a Statement of Eligibility from BOSTES	In 2016 the College revised the Recruitment and Selection Policy to provide clarity regarding our recruitment and selection process for staff	Persons interested in this Policy may request a copy from the College

Student Discipline

Students are required to abide by the College's rules and to follow the directions of teachers and other people with authority delegated by the College. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

All disciplinary action that may result in any sanction against a student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the College's discipline policy and associated procedures is provided to all members of the College community through

- The Staff Handbook
- The Student Diary
- The Parent Information Booklet.
- On the College Intranet.

The College expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-College persons, including parents, to enforce discipline at the College.

During 2016 the College discipline policies and procedures were reviewed as part of the ongoing review of Pastoral Care in the College. The discipline policy for implementation in 2016 contains revised processes for disciplinary action including a flowchart and is located on the Collate Intranet. All disciplinary processes are based on procedural fairness and Restorative Justice Principles.

Grievance Procedure

Complaints and Grievance Resolution from parents and students.

In the first instance all parents and students are encouraged to speak with the person they have an issue with directly. If a resolution cannot be found then depending on the issue they can approach the relevant Tutor, Head of House, Head of Faculty, Head of School or the Deputy.

All students have access to the Headmaster if all other avenues have been exhausted.

The College Diary outlines for parents and students who is the best person to help them resolve their particular issue.

The College's online Compliment, Concerns and Complaints tab on the College website was finalised in 2016. Staff, students, parents or members of the community can provide feedback to the College on any matter via the College website.

Grievances from Staff.

All staff members should approach their direct report in the first instance. If a satisfactory resolution cannot be achieved, all members of the staff have the right to approach the Headmaster for a resolution of their grievance.

In formal, disciplinary procedures the College follows the procedures laid down by the relevant Industrial Agreement. A copy of the relevant Agreement is freely available to all staff.

Staff also have access to the College's Compliments, Concerns and Complaints tab on the College website.

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Achieved in 2016

- Completed the re-write of the College Strategic Plan which was approved by College Council
- Australian Curriculum History – teaching commenced
- Australian Curriculum Geography – teaching commenced
- Implemented revised Assembly and Year based programs for Senior School
- Introduction of the Core Teacher Model in Year 8
- Introduction of Year 6 Leadership roles
- Implementation of Elective subjects in Year 8
- Implementation of Christian Development and Maths initiatives from the review in 2015
- Dedicated Junior and Middle Specialists appointed – Gifted and Talented
- Dedicated Scholars Program in the Senior School commenced
- Implemented College Facebook profile
- Implemented Academic reports (including paperless) changes
- Connect Staff Portal implemented
- Implemented Compliments, Concerns, Complaints process on website

The above list represents all the items outlined in the 2015 Annual Report as goals for 2016. Each of these measures were implemented.

Goals for 2017

- Communication
  - Launch of the Connect Student Portal – Learning Management System, using Schoolbox product
  - Launch of the Connect Parent Portal, using Schoolbox product
  - Rewrite the College Prospectus
- College's Strategic Plan for 2017- 2021 to the community
  - Implement the College Purpose Statement by making it internally and externally available
  - Employment in 2017 of some key Director roles in anticipation of the changed structure for 2018.
  - Re-brand the College Crest , College website, College publications, College Prospectus and stationery
  - Modify the uniform to reflect the new crest and branding
  - Plan is developed and commenced to restructure the College from Prep, Junior, Middle and Senior School to a Primary and Secondary school structure.
  - Plan the implementation for 2018 and appoint Year Group Coordinators in the Secondary school.
  - Plan the expansion of and appoint Director of the Outdoor Education Program.
  - Appoint Director of Student Wellbeing and develop the College's future wellbeing framework.
- Property and Facilities
  - Complete re-evaluation and preparation of a revised Master Plan for the future facilities required to fulfil the Strategic Plan.
  - Completion of a Business Plan for the potential co-development proposal for enhanced outdoor sports facilities.
  - Roll-out of an on-line canteen system predominantly for on-line advanced ordering of recess and lunch.
- Systems
  - Implement Complispace to assist in the College meeting it's compliance obligations with regards to Policies, Work Health and Safety, our Before and After School Centre. Link this into Connect for staff. Employ a Compliance Officer to manage College Compliance.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

A key expectation of all students at the College is that they learn how to serve others. In the College Merit System students can receive Community Merits based on the following areas:

- Service
- Care and support for others
- Showing Initiative
- Care for the College environment

The College has a long-standing association with the Solomon Islands. Each year a group of Senior Students travel to the Solomon Islands to visit and assist communities in the Western Province. Throughout the year the College fundraises for these Schools and communities to provide basic educational equipment for Solomon Islanders to use. In the Middle and Senior School fundraising for the Solomons is extended to also provide equipment such as solar panels and transportation boats. The College had 11 students from the Solomon Islands attending the College on scholarship in 2016. These students live with College families and have the opportunity to share their culture with the College.

The College enthusiastically participates in the World Vision 40 hour famine. In 2016 the College raised over $90,000. This event is a regular fundraising event in the College and we consistently raise a great deal of money for this cause.

In addition the College supports the following charities such as:

- Anglicare Toys and Tucker
- Anglicare winter blanket drive
- Samaritans Purse Christmas Box Club
- Compassion
- Parramatta Mission
- The Wesley Mission

In Year 8 students participate in a compulsory subject called 'Service Learning'. Each class looks at an area of the community that they can serve in and puts their plan into practice by going to organisations and serving. Students learn through active participation and interacting with groups of people who have different needs and are at different life stages, for example, the elderly, students with disabilities and young children. They gain an understanding of the varied needs within their own community and the organisational structures that are required to meet these needs.

Students attend excursions at:
- Carinya House aged care facility
- Anglican Retirement Villages
- Aminya Centre aged care facility
- The Willows Retirement Village
- The Hills School
- The Ponds School
- Cherrybrook Christian Care Centre

Through Service Learning we hope our students gain a deeper understanding of themselves and others as they demonstrate service in unfamiliar settings and with unfamiliar people. There are opportunities for students to foster a sense of caring and develop empathy and make a difference in the lives of others in Jesus's name.

In Year 10 students participate in a city Mission camp in and around the Sydney central business district. At this camp the students learn about prominent social issues such as alcoholism, drug abuse and homelessness. They also provide practical assistance by donating and making up toiletry packs for the various homeless shelters in Sydney. The students learn about the practical ways that they can help those less fortunate.

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.

Responses to the 2016 Staff survey showed:

- 94.83% staff Agreed or Strongly Agreed that they are Proud to tell people that they work at the College.
- 92.81% staff Agreed or Strongly Agreed that they felt a sense of loyalty and commitment to the College.
- 94.80% staff Agreed or Strongly agreed that their work gives them a feeling of personal accomplishment.

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. The responses to the 2016 survey highlighted the appreciation for the holistic education, the number of co-curricular activities and the genuine care that the staff have for the students. Specifically 75.69% of the students agreed or strongly agreed that the standard of teaching at William Clarke College was of a high standard.

Parents are surveyed regularly to understand specific needs. No specific surveys of our parent body were conducted during 2016. 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 2016. 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.

FINANCIAL INFORMATION - 2016

The following details highlight the Income and Expenditure of William Clarke College in respect to the 2016 Calendar Year. Further details about the College are disclosed on the My School website.

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

- Commonwealth Government   32.6%   to cover recurrent expenses
- Government Capital Grants   0.0%   for dedicated capital expenditure
- State Government   12.1%   to cover recurrent expenses
- Other Income   3.1%   Extras, trading income, interest income
- Tuition Fees   52.0%   Fees paid by parents for tuition
- Gift Fund Donations (eg Building Fund)   0.2%   Parent voluntary contributions
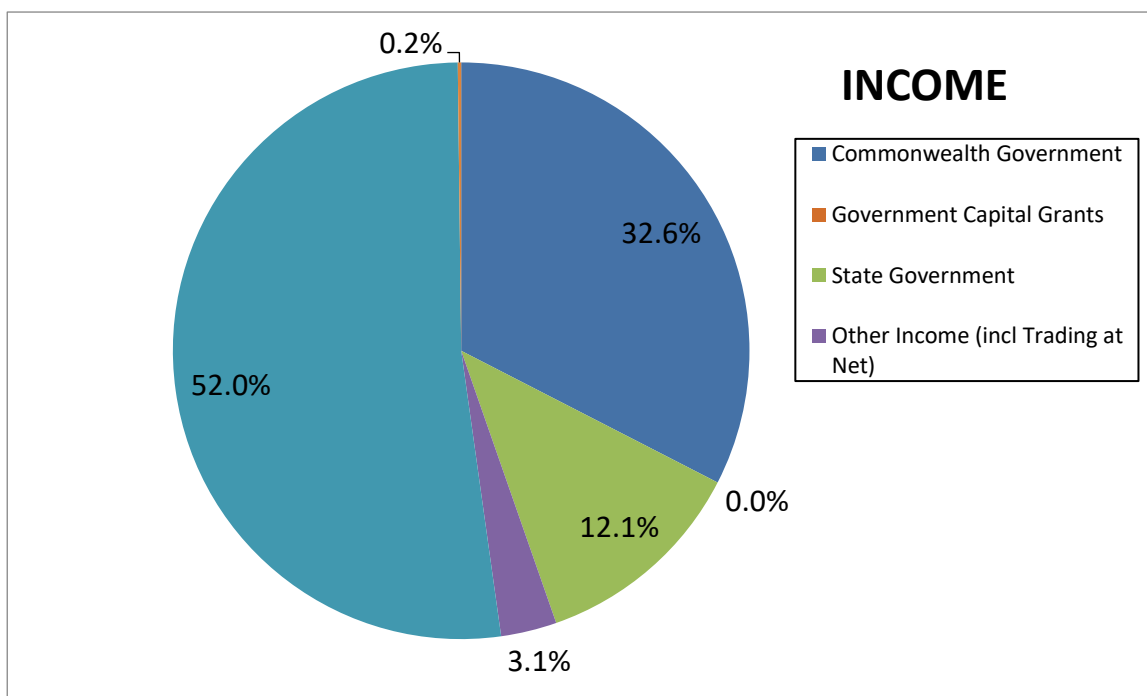
Capital Grants

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 2016.

<u>Expenditure</u>

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

- Wages and associated costs   69%   Total employment costs
- Other operating expenses   17%   Administration, property, IT, etc.
- Financial & Depreciation expenses   6%   Interest and depreciation
- Capital expenditure   8%   Consistent update of capital items
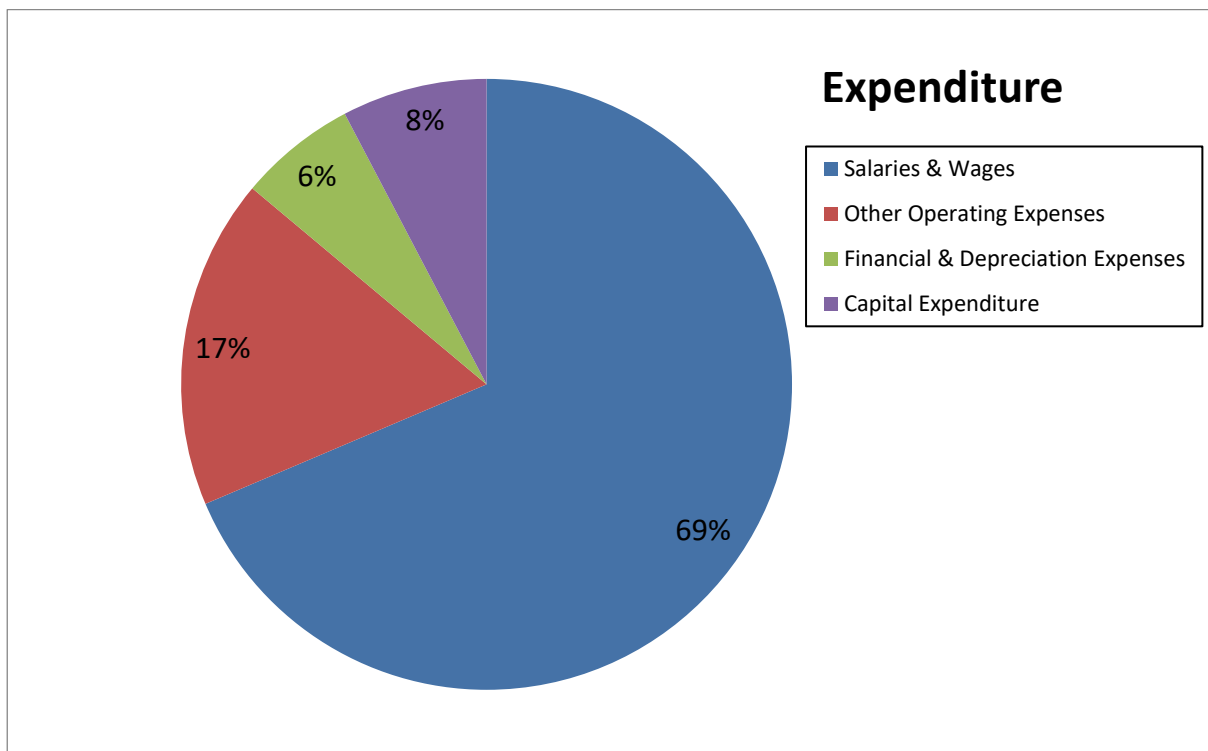
Salaries and wages, including superannuation, long service leave and workers compensation continues to be the most significant cost of running the College. Two of the key drivers of salary increases are the rate of pay and number of staff.

Teachers and Support staff are paid under a Union negotiated Agreement. In particular, the teaching staff scales are two-tiered; the first tier allows them **CPI** increases as well as a second tier which allows 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.

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.

In 2016 the amount of capital expenditure continued at a normalised level. Our next Master Plan is currently under development and will inform capital spending in coming years.

<u>Achievements in 2016</u>

The College completed the new Strategic Plan towards the end of 2016. The key financial inputs in respect to that Strategic Plan have been embedded within the College's Financial Model and the financial projections for the future.

<u>General commentary</u>

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 2016 the per student grant amount increased by approximately 3%.

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. We need surpluses to repay debt. We need surpluses to continue to invest in necessary plant & equipment, furniture and fittings and refurbishment of facilities. We need surpluses to satisfy the Education Act requirement to be viable and sustainable.

<u>Plans for 2017</u>

No major capital expenditure is envisaged in 2017. In 2016 College Council concentrated on their new Strategic Plan for the period of 2017 to 2021. The 2017 year will be a transitional year as the College plans to move from its Junior/Middle/Senior Sub-School structure to a Primary/Secondary School structure in 2018. This will include changes to Organisational Structure and development of a revised Master Plan to reflect this strategic direction.

The Government has also announced changes to schools funding from 2018. Legislation for those changes has passed the House of Representatives and is likely to be approved by the Senate. 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.