



WILLIAM CLARKE
COLLEGE
CHRIST OUR WISDOM

2025 ANNUAL REPORT

WHERE *EXTRAORDINARY* BEGINS



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THEME 1 CONTEXT

Chair of Council's Message

The Council of the William Clarke College ('the Board') presents our Annual Report which outlines some of the activities and results of the College for the 2025 academic year. This report also includes matters upon which we are to report under the requirements of the NSW Education Standards Authority (NESA).

The Council of William Clarke College (the Board) consists of Christian men and women with core governance responsibilities, which are:

- To pray for the College, its work and its people
- To employ, enable and empower the Head to manage the College
- To plan for the future
- To set policy
- To review performance and compliance
- To promote the core values of the College

The College Council and its various subcommittees meet on a very regular basis throughout the school year to fulfil these responsibilities. The Council are all volunteers with a wide range of professional expertise that they bring to bear. I wish to thank Council members for their dedication to serving our community.

We are also grateful for the strong commitment from our Head of College, Mr Alex Koch, in ensuring that the College continues to grow as a Christ Centred Community, focused on a strong learning culture. He is assisted by a great team of personnel; teachers and professional and operational staff, who together seek to advance the work we do and make our Strategic Plan come to life on the ground. Our new Strategic Plan has four priority areas: Our Learning, Our People, Our Christian Purpose, Our Resources.

Our strategic plan domain of "our learning" really focuses on how students can grow in their knowledge and skills. As a result, it is so encouraging to see students' progress in their learning; developing their skills in subject disciplines and across a large range of cocurricular and extracurricular activities. There is so much on offer for our students, and it is heartening to see students embrace the opportunities that are available.

We also have been focusing on "our people" to ensure that we provide our staff with appropriate facilities, the right amount and type of resources, regular professional development opportunities and enhancing leadership opportunities within the College. Our staff are the backbone of all that goes on at the College. It was so encouraging during 2025 for the sector to come to an agreement with the Independent Education Union in respect to the structure for staff remuneration for 2025 and the following two years. This has been helpful for staff and the College to have an agreed position for this period of time.

A key part of our focus in 2025 has been progressing the Bryson Building project and related works. We have been so thankful to Rohrig Constructions and the way in which they have managed to reduce the disruption of the work on our day-to-day activities, and in providing two continuous options for the east/west pedestrian movement – over a bridge or through a tunnel. At this point in time, the program is on track for a completion around Easter 2026. This will allow us to then focus on putting all the furniture and equipment in place and establishing the building access control and security systems and test all the equipment. We envisage occupying the building with staff and students from the commencement of Term 3, 2026.

We are continuing to work through the current government funding model which sees our per student government funding reduce each year to 2029 under that model's

transitioning arrangements. With costs increasing, it remains an area of real focus to ensure the College remains financially viable and able to respond to both current and future needs, including staffing, curriculum and resources.

I would refer you to the Head's report, the report from the College Captains and the other detailed information in this report about our College life and the work of our students. I trust that you find the information contained in this Annual Report interesting and informative. Further information about the College is contained in the College Website www.wcc.nsw.edu.au and for our parent community through our Connect portal. You can also gain an insight into our College through the My Schools Website [Home | My School](#).

Mr Alan Moran
Chair of Council

Head of College's Message

One of the core aims of a school is to prepare students for life after school. Once upon a time, people went to school and had a clear expectation of what the world would be like when they left. Things did change over time, but they changed slowly, over many generations.

Now it is much harder to predict what the world will be like for graduates. It was not that long ago that someone would have looked at you strangely if you started talking about COVID-19 or Generative AI. Now we know that each of these things has brought about drastic changes across the globe, the ramifications of which as yet are unknown. And that is to name just two things. Who knows what other events, ideas or inventions will turn the world upside down even more? The future is increasingly more difficult to predict with any degree of certainty.

So how do we prepare students for a world where the future is uncertain? At William Clarke College, since we cannot prepare students for every situation, we want to prepare them for any situation. Popular in the 1990s, you could purchase a 'mystery flight' that took you to a surprise destination. You needed to pack to be prepared for all conditions. In the same way, we want our students to be prepared for anything the future might hold for them.

To do this, we focus first on what is timeless and unchanging. As a Christ-centred community, we look to Jesus as the source of truth, identity, purpose and value. Having our confidence in the transcendent, loving Creator and Redeemer God is a sure foundation that holds solid against the winds and storms of life, in stark contrast to the shifting sands that surround us. As we prepare students to be ready for an ever-changing world, we lean more deeply into a timeless and unchanging hope, grounded in Christ. We want students to be secure in who they are and to be able to relate well to everyone around them.

To this end, in 2025, we launched our Respectful Relationships Program. This is an integrated approach to ensuring our students develop a strong sense of self and strong relational skills so they know how to forge positive connections with anyone, including those who are different from them. The ability to navigate challenging social situations is something increasingly requiring more explicit instruction in a world where turning to a screen can feel like instant relief from social awkwardness. However, this dopamine hit only kicks the can down the road. The ability to handle yourself socially, speaking words that put others at ease and addressing difficult things, is something that will set our graduates apart in a world that increasingly runs from difficult things.

While we lean into what is timeless and unchanging to give identity, meaning and purpose, we also have an eye to what is changing. The most obvious thing that is changing is technology, which is rapidly changing the way we work, live and play. In 2025, we launched our Digital Citizenship Program, to help our students navigate wisely the enormous potential the power of technology has while minimising the many emerging risks associated with it, particularly online. We have also had staff working behind the scenes to develop the College's approach to AI, which will help guide us through this rapidly evolving change to our world.

We know an increase in digital does not mean an increase in wellbeing. Unhealthy digital habits have become one of the biggest detractors of student wellbeing. In response, we prepare our students for this new tech-saturated world, not only by developing our students' enterprise skills and healthy digital habits, but also by leaning heavily into all that is authentically human. We know God made us as relational beings and we thrive best when we are in the midst of strong, positive human relationships.

2025 marked the first of the College's international tours since COVID-19. It was wonderful for our students to have these immersive experiences in places different to Kellyville, not only learning about different places and cultures, but also making connections with young people just like them living in those places.

This year also saw the remarkable development of the Bryson Building. At the start of 2025, there was little more than a hole in the ground, and by the end, the building had taken shape and was nearing completion. I look forward to seeing it filled with students, unlocking the campus' full potential to be a truly great learning environment.

Of course, it is not buildings alone that make for extraordinary graduates. It is essential that buildings are used well. I am grateful for our outstanding staff team, who not only model knowledge and skills, but model lives of integrity, character and service. They forge a community where people can be accepted for who they are and learn what it means to live confidently in a world filled with imperfect humans. The sense of care our staff have for each other, and the dedication they have to see each student thrive to the degree that they do is a rare blessing for which I am truly thankful.

As our students did in 2025, I want to encourage them to continue making the most of every opportunity, trying new things, embracing challenges and seeing setbacks as opportunities for growth. May they look forward with optimism and hope, knowing that not only do they have a strong College community to support them, but they also have the love of Christ that gives confidence and strength no matter what the future holds.

Mr Alex Koch
Head of College

College Captains' Message

This year was a year of celebration, transformation and memory-making. Walking through the College each day, we were reminded that William Clarke College is more than classrooms and corridors, more than construction sites and bridges. It's a community – a community that laughs, serves, competes and grows together.

Looking back, it's impossible to pinpoint just one highlight. We saw students step out of their comfort zones and shine, whether it was through the intensity of House competitions or through the countless everyday moments of encouragement that filled College life. From starring in the spotlight to rehearsing late into the night or cheering from the sidelines, 2025 showed us that our culture is found in these shared experiences.

As Captains, we had the privilege of standing front row to it all. We watched The Space transform into a stage for expression, the oval into an arena of determination and Mentor time into traditions that bonded students across Year Groups. What makes the College so special is not just the opportunities on offer but the way our community seizes them with passion, creativity and joy.

For the Class of 2025, our story was one of unity. What we'll carry long after the HSC is not the stress of deadlines but the joy of belonging to a Year Group that truly showed up for one another. The spirit of our grade in the final weeks was something remarkable – an example of what it means to serve and support each other in both the celebrations and the challenges. Of course, unity at William Clarke extends beyond just one grade. It has been built and sustained through the service of so many. To our Vice Captains, Prefect Team and Student Representative Council (SRC), thank you. Your creativity, leadership and energy shaped the heartbeat of our year. From running events, launching initiatives and championing student voice, you showed us what servant leadership looked like in action. We're especially grateful for the SRC, whose commitment to listening and creating opportunities for students has left a lasting mark on the culture of the College.

While words are meaningful, sometimes unity is best shown in action. So thank you for letting us not just lead you in 2025, but laugh, cheer, celebrate and yes, even dance alongside you. We'll never forget that moment at Assembly, all of us together, letting loose on Just Dance. That joy, that togetherness, that's William Clarke College.

Being your College Captains was one of the greatest privileges of our lives. We hope we led in a way that pointed not to ourselves, but to the one who makes all things possible, God. As we look ahead, our prayer for the College is that this community continues to grow as a place of faith, service, learning and love.

Atticus Hinton and Shani Nzioki
College Captains

Contextual Information about the College

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

In 2025, there were 1951 students of whom 1252 are in the Secondary School and 699 in the Primary School. The College has over 259 highly professional staff, who support and 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 foster academic excellence, creativity, wellbeing and community connection through thoughtfully curated spaces that support every stage of learning. College students are all able to 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.

The current Strategic Plan covering 2025 to 2027 furthers the College's bold vision for education in a rapidly changing world. Grounded in the College's purpose - a Christ-centred community developing extraordinary learners with a passion to serve others - it focusing on four key priorities: Our Learning, Our People, Our Christian Purpose and Our Resources.

| | |
|-------------------------------|--|
| Our Learning: | Enhancing classroom experiences through a refined curriculum and support for technology-rich learning |
| Our People: | Investing in staff development, wellbeing and recruitment to build a thriving, professional community |
| Our Christian Purpose: | Deepening the College's identity as a Christ-centred community and expanding opportunities for faith exploration |
| Our Resources: | Ensuring sustainable growth through strategic infrastructure, funding and future planning. |

Underpinning the strategic plan is the College's A.R.T cultural framework - Authentic, Relational, Transformative. The plan empowers students to grow in academic mastery, enterprise skills and Christ-like character.

THEME 2 STUDENT OUTCOMES AND RESULTS

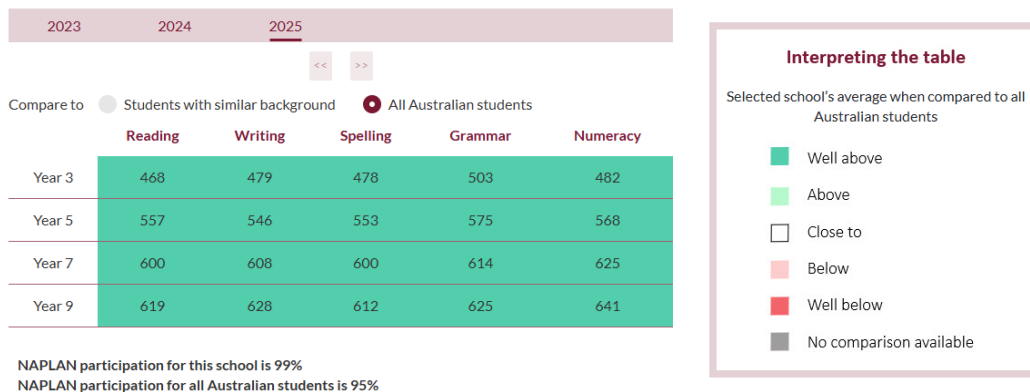
2025 NAPLAN RESULTS

NAPLAN is a basic skills assessment that evaluates student mastery of general competencies in Numeracy and Literacy, namely Reading, Writing, Spelling, and Grammar and Punctuation.

The four proficiency levels for each assessment domain at each year level are:

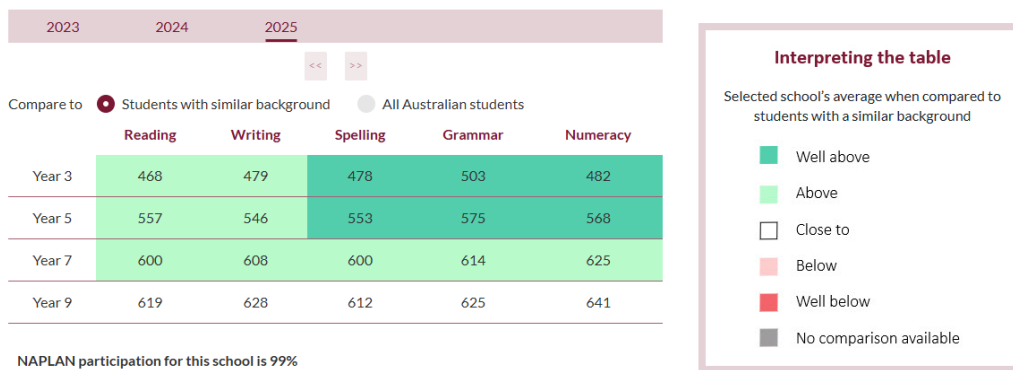
| Proficiency level | The student's result: |
|---------------------------------|--|
| Exceeding | Exceeds expectations at the time of testing |
| Strong | Meets challenging but reasonable expectations at the time of testing |
| Developing | Indicates that they are working towards expectations at the time of testing |
| Needs additional support | Indicates that they are not achieving the learning outcomes expected at the time of testing. The student is likely to need additional support to progress satisfactorily |

The table below demonstrates that in 2025 students at the College performed well above the national average of students for each year group cohort for each domain of literacy and numeracy.



Source: myschool.edu.au/school/43891/naplan/results

A more insightful and meaningful comparison is with results of students with a similar background. The table below demonstrates that in, Year 3, Year 5 and Year 7 students performed above or well above students with a similar background in all domains.



Source: myschool.edu.au/school/43891/naplan/results

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 2025 compared to State:

English

| A | | B | | C | | D | | E | |
|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| School | State | School | State | School | State | School | State | School | State |
| 19.32 | 12.44 | 31.88 | 30.17 | 42.51 | 36.77 | 5.80 | 15.00 | 0.48 | 4.63 |

Mathematics

| A | | B | | C | | D | | E | |
|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| School | State | School | State | School | State | School | State | School | State |
| 18.36 | 13.80 | 27.54 | 21.37 | 44.44 | 34.07 | 8.21 | 21.95 | 1.45 | 7.91 |

Science

| A | | B | | C | | D | | E | |
|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| School | State | School | State | School | State | School | State | School | State |
| 25.12 | 13.01 | 26.09 | 24.97 | 41.55 | 36.56 | 7.25 | 18.87 | 0.00 | 5.68 |

Geography

| A | | B | | C | | D | | E | |
|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| School | State | School | State | School | State | School | State | School | State |
| 22.82 | 14.56 | 43.69 | 29.70 | 28.16 | 35.67 | 5.34 | 14.33 | 0.00 | 4.98 |

History

| A | | B | | C | | D | | E | |
|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| School | State | School | State | School | State | School | State | School | State |
| 18.84 | 14.55 | 35.75 | 29.01 | 40.10 | 35.55 | 5.31 | 14.98 | 0.00 | 5.13 |

Higher School Certificate (HSC)

The Class of 2025 achieved outstanding HSC results:

- 1st in course for Science Extension
- 72.5% of subjects offered at the College achieved a mean at or above the state average
- 71.5% of students achieved at least one subject in the top two performance bands
- 30% of students achieved at least one subject in the top performance band
- Four students appeared on the Top Achievers Merit List
- Three students appeared on the All Rounders Merit List
- 63 students appeared on the Distinguished Achievers Merit List
- One student was selected for inclusion in ARTEXPRESS for Visual Arts
- Three students were nominated for possible inclusion in ARTEXPRESS for Visual Arts
- One student was selected for SHAPE for Industrial Technology
- Three students were nominated for possible inclusion in SHAPE for Industrial Technology
- Two students were nominated for possible inclusion in CALLBACK for Core Performance in Dance
- Two students were nominated for possible inclusion for ENCORE for Music Performance
- One student was nominated for possible include for ENCORE for Musicology
- Four students were nominated for possible inclusion in OnSTAGE for Individual Performance in Drama
- One student was nominated for possible inclusion in OnSTAGE for their Individual Applied Research Project for Drama

Courses with results comparably better than state means

Comparing school against the state mean variance is a comparative benchmark, with notable achievements in the following subjects with mean results significantly above that of the state.

Notable Subject Performances (5% or more above state average)

| Subject | School vs State Variance |
|---------------------------------|--------------------------|
| Science Extension | 11.08% |
| Enterprise Computing | 10.61% |
| Legal Studies | 9.48% |
| Earth and Environmental Science | 8.97% |
| Investigating Science | 8.87% |
| Software Engineering | 7.63% |
| History Extension | 7.42% |
| Geography | 6.81% |
| Music 1 | 6.71% |
| Studies of Religion 1 | 6.08% |
| Community and Family Studies | 5.54% |
| Visual Arts | 5.01% |

Courses with 100% of candidate results in Bands 6, 5 and 4 or Extension E3 E4:

- Community and Family Studies
- Dance
- Drama
- Enterprise Computing
- Geography
- Investigating Science
- Music 1
- Software Engineering
- Studies of Religion 1
- Visual Arts

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

| Subject | % of School candidates achieving the Band 6 or E4 | % of State achieving Band 6 or E4 |
|---------------------------------|--|--|
| Business Studies | 19.44% | 11.64% |
| Community and Family Studies | 8% | 5.34% |
| Earth and Environmental Science | 22.22% | 7.58% |
| English Standard | 2% | 0.42% |
| English Extension 1 | 50% | 42.15% |
| Enterprise Computing | 33.33% | 4.71% |
| Geography | 33.33% | 11.58% |
| Legal Studies | 43.47% | 15.27 |
| Mathematics Standard | 10.16% | 8.5% |
| Mathematics Advanced | 33.33% | 23.11% |
| Mathematics Extension 2 | 50% | 41.46% |
| Modern History | 18.51% | 10.08% |
| History Extension | 60% | 25.56% |
| Music 1 | 33.33% | 21.72% |
| Music 2 | 50% | 40.23% |
| Music Extension | 100% | 72.28 |
| Science Extension | 50% | 7% |
| Society and Culture | 16.66% | 12.12% |
| Software Engineering | 33.33% | 8.16% |
| Studies of Religion 1 | 28.57% | 15.48% |
| Studies of Religion 2 | 14.28% | 12.59% |
| Visual Arts | 26.66% | 16.32% |

Courses that achieved ABOVE STATE in the top two band (Band 5 and 6 or E4 for extension courses) were:

| Subject | % of School candidates achieving a Band 5 or Band 6 | % of State candidates achieving a Band 5 or Band 6 |
|---------------------------------|---|--|
| Business Studies | 48.60% | 37.23% |
| Community and Family Studies | 44% | 32.45% |
| Design and Technology | 58.06% | 48.78% |
| Drama | 72.72% | 58.63% |
| Earth and Environmental Science | 66.66% | 37.45% |
| Economics | 54.16% | 52.60% |
| English Advanced | 65.92% | 65.18% |
| English Extension 1 | 100% | 95.22% |
| Enterprise Computing | 66.66% | 29.40% |
| Food Technology | 37.5% | 31.66% |
| Geography | 66.66% | 41.06% |
| Investigating Science | 87.5% | 38.44% |
| Legal Studies | 78.25% | 44.28% |
| Mathematics Standard | 35.5% | 29.65% |
| Mathematics Extension 1 | 82.85% | 77.24% |
| Mathematics Advanced | 71.42% | 51.35% |
| History Extension | 100% | 87.30% |
| Music 1 | 88.88% | 66.50% |
| Music 2 | 100% | 85.97% |
| Music Extension | 100% | 98.22% |
| Physics | 44.82% | 37.61% |
| Science Extension | 100% | 76.31% |
| Society and Culture | 50% | 46.52% |
| Software Engineering | 66.66% | 35.63% |
| Studies of Religion 1 | 85.71% | 46.18% |
| Studies of Religion 2 | 64.28% | 48.30% |
| Visual Arts | 86.66% | 64.11% |

Please note: Highlight indicates the subjects with 100% of candidates in top two performance bands

Comparative Analysis of HSC results

| Subject | Year | No. of students | Performance band achievement by number | | |
|-------------------------|------|-----------------|--|-----------------------|--------------|
| | | | Band 5 and 6 or E3 E4 | Band 3 and 4 or E2 E1 | Band 1 and 2 |
| English: Standard | 2025 | 100 | 12 | 86 | 2 |
| | 2024 | 72 | 16 | 56 | Nil |
| | 2023 | 76 | 9 | 61 | 6 |
| | 2022 | 69 | 16 | 51 | 2 |
| English: Advanced | 2025 | 91 | 60 | 31 | Nil |
| | 2024 | 83 | 68 | 15 | Nil |
| | 2023 | 93 | 67 | 26 | Nil |
| | 2022 | 100 | 75 | 23 | 2 |
| English: Extension 1 | 2025 | 10 | 10 | Nil | Nil |
| | 2024 | 6 | 6 | Nil | Nil |
| | 2023 | 9 | 9 | Nil | Nil |
| | 2022 | 9 | 9 | Nil | Nil |
| English: Extension 2 | 2025 | 7 | 5 | 2 | Nil |
| | 2024 | 5 | 5 | Nil | Nil |
| | 2023 | 3 | 3 | Nil | Nil |
| | 2022 | 2 | 2 | Nil | Nil |
| Mathematics: Standard 2 | 2025 | 118 | 42 | 64 | 12 |
| | 2024 | 86 | 48 | 36 | 2 |
| | 2023 | 103 | 58 | 40 | 5 |
| | 2022 | 87 | 41 | 43 | 3 |
| Mathematics: Advanced | 2025 | 63 | 45 | 18 | Nil |
| | 2024 | 50 | 38 | 12 | Nil |
| | 2023 | 41 | 28 | 13 | Nil |
| | 2022 | 66 | 42 | 24 | Nil |
| Mathematics Extension 1 | 2025 | 35 | 29 | 6 | Nil |
| | 2024 | 18 | 18 | Nil | Nil |
| | 2023 | 18 | 18 | Nil | Nil |
| | 2022 | 23 | 16 | 7 | Nil |
| Mathematics Extension 2 | 2025 | 6 | 5 | 1 | Nil |
| | 2024 | 3 | 3 | Nil | Nil |
| | 2023 | 2 | 2 | Nil | Nil |
| | 2022 | 7 | 6 | 1 | Nil |
| Ancient History | 2025 | 7 | 1 | 5 | 1 |
| | 2024 | 7 | 5 | 2 | Nil |
| | 2023 | 9 | 4 | 5 | Nil |
| | 2022 | 12 | 6 | 5 | 1 |
| Biology | 2025 | 64 | 20 | 39 | 5 |
| | 2024 | 40 | 16 | 22 | 2 |
| | 2023 | 45 | 13 | 31 | 1 |
| | 2022 | 50 | 24 | 20 | 6 |
| Business Services | 2025 | Nil | Nil | Nil | Nil |
| | 2024 | Nil | Nil | Nil | Nil |
| | 2023 | 5 | Nil | 3 | 2 |
| | 2022 | 3 | 2 | 1 | Nil |
| Business Studies | 2025 | 72 | 35 | 31 | 6 |
| | 2024 | 55 | 35 | 20 | Nil |
| | 2023 | 63 | 29 | 30 | 4 |
| | 2022 | 45 | 22 | 23 | Nil |

| | | | | | |
|-------------------------------|--------------------|-----|-----|-----|-----|
| Chemistry | 2025 | 35 | 6 | 27 | 2 |
| | 2024 | 21 | 10 | 10 | 1 |
| | 2023 | 35 | 15 | 20 | Nil |
| | 2022 | 32 | 11 | 17 | 4 |
| Community & Family Studies | 2025 | 25 | 11 | 14 | Nil |
| | 2024 | 32 | 20 | 12 | Nil |
| | 2023 | 20 | 16 | 4 | Nil |
| | 2022 | 28 | 19 | 9 | Nil |
| Dance | 2025 | 5 | 2 | 3 | Nil |
| | 2024 | Nil | Nil | Nil | Nil |
| | 2023 | 2 | 2 | Nil | Nil |
| | 2022 | 9 | 8 | 1 | Nil |
| Design and Technology | 2025 | 31 | 18 | 13 | Nil |
| | 2024 | 12 | 7 | 5 | Nil |
| | 2023 | 14 | 7 | 7 | Nil |
| | 2022 | 12 | 6 | 6 | Nil |
| Drama | 2025 | 11 | 8 | 3 | Nil |
| | 2024 | 17 | 14 | 3 | Nil |
| | 2023 | 14 | 8 | 6 | Nil |
| | 2022 | 17 | 13 | 4 | Nil |
| Earth & Environmental Science | 2025 | 18 | 12 | 6 | Nil |
| | 2024 | 22 | 11 | 9 | 2 |
| | 2023 | 10 | 4 | 6 | Nil |
| | 2022 | 10 | 3 | 6 | 1 |
| Economics | 2025 | 24 | 13 | 10 | 1 |
| | 2024 | 34 | 27 | 7 | Nil |
| | 2023 | 21 | 6 | 14 | 1 |
| | 2022 | 20 | 12 | 8 | Nil |
| Engineering Studies | 2025 | 15 | 4 | 11 | Nil |
| | 2024 | 20 | 9 | 10 | 1 |
| | 2023 | 18 | 2 | 14 | 2 |
| | 2022 | 16 | 5 | 11 | Nil |
| Enterprise Computing | 2025 (External) | 9 | 6 | 3 | Nil |
| Food Technology | 2025 | 8 | 3 | 5 | Nil |
| | 2024 | 7 | 6 | 1 | Nil |
| | 2023 | Nil | Nil | Nil | Nil |
| | 2022 | Nil | Nil | Nil | Nil |
| French Beginners | 2025 | Nil | Nil | Nil | Nil |
| | 2024 | Nil | Nil | Nil | Nil |
| | 2023 (External) | Nil | Nil | Nil | Nil |
| | 2022 (External) | Nil | Nil | Nil | Nil |
| French Continuers | 2025 | Nil | Nil | Nil | Nil |
| | 2024 | Nil | Nil | Nil | Nil |
| | 2023 (External) | Nil | Nil | Nil | Nil |
| | 2022 (External) | 4 | 1 | 3 | Nil |
| Geography | 2025 | 3 | 2 | 1 | Nil |
| | 2024 | 24 | 13 | 10 | 1 |
| | 2023 | 17 | 13 | 4 | Nil |
| | 2022 | 13 | 3 | 9 | 1 |

| | | | | | |
|---|------|-----|-----|-----|-----|
| German Beginners | 2025 | Nil | Nil | Nil | Nil |
| | 2024 | Nil | Nil | Nil | Nil |
| | 2023 | Nil | Nil | Nil | Nil |
| | 2022 | 1 | 1 | Nil | Nil |
| German Continuers | 2025 | Nil | Nil | Nil | Nil |
| | 2024 | Nil | Nil | Nil | Nil |
| | 2023 | Nil | Nil | Nil | Nil |
| | 2022 | Nil | Nil | Nil | Nil |
| History Extension | 2025 | 5 | 5 | Nil | Nil |
| | 2024 | 6 | 6 | Nil | Nil |
| | 2023 | 10 | 10 | Nil | Nil |
| | 2022 | 7 | 5 | 1 | 1 |
| VET Hospitality (Kitchen Operations) | 2025 | Nil | Nil | Nil | Nil |
| | 2024 | Nil | Nil | Nil | Nil |
| | 2023 | 3 | 1 | 2 | Nil |
| | 2022 | 7 | 5 | 2 | Nil |
| VET Human Services | 2025 | Nil | Nil | Nil | Nil |
| | 2024 | Nil | Nil | Nil | Nil |
| | 2023 | 1 | Nil | 1 | Nil |
| | 2022 | Nil | Nil | Nil | Nil |
| Industrial Technology | 2025 | 32 | 5 | 22 | 5 |
| | 2024 | 17 | 8 | 9 | Nil |
| | 2023 | 10 | 3 | 7 | Nil |
| | 2022 | 6 | 3 | 3 | Nil |
| Information Processes and Technology | 2025 | Nil | Nil | Nil | Nil |
| | 2024 | Nil | Nil | Nil | Nil |
| | 2023 | 12 | 7 | 3 | 2 |
| | 2022 | 17 | 10 | 7 | Nil |
| Information and Digital Technology (VET) | 2025 | Nil | Nil | Nil | Nil |
| | 2024 | Nil | Nil | Nil | Nil |
| | 2023 | Nil | Nil | Nil | Nil |
| | 2022 | Nil | Nil | Nil | Nil |
| Investigating Science | 2025 | 8 | 7 | 1 | Nil |
| | 2024 | 6 | 4 | 2 | Nil |
| | 2023 | 11 | 7 | 4 | Nil |
| | 2022 | 11 | 4 | 6 | 1 |
| Japanese Continuers (External) | 2025 | Nil | Nil | Nil | Nil |
| | 2024 | Nil | Nil | Nil | Nil |
| | 2023 | Nil | Nil | Nil | Nil |
| | 2022 | 2 | 1 | Nil | 1 |
| Japanese Extension | 2025 | Nil | Nil | Nil | Nil |
| | 2024 | Nil | Nil | Nil | Nil |
| | 2023 | Nil | Nil | Nil | Nil |
| | 2022 | Nil | Nil | Nil | Nil |
| Legal Studies | 2025 | 23 | 18 | 5 | Nil |
| | 2024 | 24 | 21 | 3 | Nil |
| | 2023 | 28 | 24 | 4 | Nil |
| | 2022 | 18 | 12 | 6 | Nil |
| Modern History | 2025 | 27 | 8 | 17 | 2 |
| | 2024 | 19 | 16 | 3 | Nil |
| | 2023 | 23 | 7 | 13 | 3 |
| | 2022 | 27 | 13 | 14 | Nil |
| Music 1 | 2025 | 9 | 8 | 1 | Nil |
| | 2024 | 6 | 6 | Nil | Nil |

| | | | | | |
|---|------|-----|-----|-----|-----|
| | 2023 | 5 | 5 | Nil | Nil |
| | 2022 | 7 | 7 | Nil | Nil |
| Music 2 | 2025 | 2 | 2 | Nil | Nil |
| | 2024 | 5 | 5 | Nil | Nil |
| | 2023 | 10 | 7 | 3 | Nil |
| | 2022 | 3 | 3 | Nil | Nil |
| Music Extension | 2025 | 2 | 2 | Nil | Nil |
| | 2024 | 3 | 3 | Nil | Nil |
| | 2023 | 2 | 2 | Nil | Nil |
| | 2022 | 2 | 2 | Nil | Nil |
| Personal Development, Health & Physical Education (PDHPE) | 2025 | 67 | 12 | 52 | 3 |
| | 2024 | 37 | 25 | 12 | Nil |
| | 2023 | 52 | 22 | 30 | 4 |
| | 2022 | 55 | 20 | 31 | 4 |
| Physics | 2025 | 29 | 13 | 15 | 1 |
| | 2024 | 27 | 15 | 12 | Nil |
| | 2023 | 29 | 11 | 17 | 1 |
| | 2022 | 30 | 14 | 15 | 1 |
| VET Retail Services (External) | 2025 | 3 | Nil | 3 | Nil |
| | 2024 | 1 | Nil | 1 | Nil |
| | 2023 | 1 | Nil | 1 | Nil |
| | 2022 | 5 | Nil | 5 | Nil |
| Science Extension | 2025 | 8 | 8 | Nil | Nil |
| | 2024 | 2 | 2 | Nil | Nil |
| | 2023 | 8 | 8 | Nil | Nil |
| | 2022 | 8 | 7 | 1 | Nil |
| Society and Culture | 2025 | 18 | 9 | 8 | 1 |
| | 2024 | 16 | 5 | 11 | Nil |
| | 2023 | 15 | 11 | 4 | Nil |
| | 2022 | 12 | 8 | 4 | Nil |
| Software Design and Development | 2025 | Nil | Nil | Nil | Nil |
| | 2024 | 4 | 3 | 1 | Nil |
| | 2023 | 15 | 6 | 9 | Nil |
| | 2022 | 6 | 3 | 3 | Nil |
| Software Engineering (External) | 2025 | 6 | 4 | 2 | Nil |
| Spanish Beginners | 2025 | Nil | Nil | Nil | Nil |
| | 2024 | Nil | Nil | Nil | Nil |
| | 2023 | Nil | Nil | Nil | Nil |
| | 2022 | 1 | 1 | Nil | Nil |
| Studies of Religion1 | 2025 | 7 | 6 | 1 | Nil |
| | 2024 | 4 | 3 | 1 | Nil |
| | 2023 | 2 | 1 | 1 | Nil |
| | 2022 | 6 | 3 | 3 | Nil |
| Studies of Religion 2 | 2025 | 14 | 9 | 5 | Nil |
| | 2024 | 9 | 7 | 2 | Nil |
| | 2023 | Nil | Nil | Nil | Nil |
| | 2022 | 16 | 7 | 9 | Nil |
| Visual Arts | 2025 | 30 | 26 | 4 | Nil |
| | 2024 | 25 | 23 | 2 | Nil |
| | 2023 | 12 | 12 | Nil | Nil |
| | 2022 | 17 | 14 | 3 | Nil |

Vocational Education and Training

The College supports a growing number of Year 11 and 12 students who complete School Based Apprenticeships or Traineeships (SBAT) as part of their HSC Testamur. In 2025, there were nine such students who attained an SBAT and used this as part of their HSC credential.

Post School Destinations

The table below includes post HSC offers only and includes students who received multiple offers. It does not capture the early entry offers that students received.

| University | Number of student offers |
|---------------------------------------|--------------------------|
| Macquarie University (MAQU) | 93 |
| University of Technology Sydney (UTS) | 29 |
| University of Sydney (USYD) | 29 |
| University of New South Wales (UNSW) | 25 |
| Western Sydney University (WSU) | 33 |
| Australian Catholic University | 28 |
| Other | 31 |
| Total | 268 |

This is a demonstration of the excellent way that the College prepares our students for success beyond success at school.

Outside of these results, there were a significant number of early offers and direct entry offers made to the Class of 2025 through the MQ Leaders and Achievers Program, ACU Community Achievers Program, UTS Early Entry program, UNSW Portfolio Entry and WSU True Rewards, as well as the Schools Recommendation Scheme.

THEME 3 STAFFING

Teaching Staff Qualifications

| 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 | 217 |
| Teachers having a bachelor's degree from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications | 0 |

Teacher Accreditation

| Level of Accreditation | Number of Teachers |
|---|--------------------|
| Conditional | 26 |
| Provisional | 7 |
| Proficient Teacher | 184 |
| Highly Accomplished Teacher (Voluntary Accreditation) | 0 |
| Lead Teacher (Voluntary Accreditation) | 0 |
| TOTAL | 217 |

Workforce Composition

College Staff 2025

| | |
|---|-------|
| Teaching staff | 166 |
| Full-time equivalent teaching staff | 155.4 |
| Non-teaching staff | 92 |
| Full-time equivalent non-teaching Staff | 84.4 |

*No member of staff is identified as being of Aboriginal or Torres Strait Islander descent.
(Data excludes casuals).

THEME 4 ATTENDANCE

Student Attendance Rates

In 2025, an average of 92.74% of students attended the College each school day. This compares to 2024 which reported an average attendance of 92.3%.

Absences are predominantly as a result of illness.

Every student absence requires a signed explanatory note from their parent or carer. In the event that a parent/carer wishes to take their child out of the school for a family holiday, they are required to apply to the Head of College and the Head of the respective sub-school at least four weeks prior to the event.

| Year Level | Attendance Rate % |
|---------------------|-------------------|
| PRIMARY | |
| Kindergarten | 94.81% |
| Year 1 | 94.43% |
| Year 2 | 94.58% |
| Year 3 | 93.04% |
| Year 4 | 94.47% |
| Year 5 | 93.60% |
| Year 6 | 91.76% |
| SECONDARY | |
| Year 7 | 92.50% |
| Year 8 | 91.79% |
| Year 9 | 90.96% |
| Year 10 | 90.44% |
| Year 11 | 92.32% |
| Year 12 | 90.96% |
| WHOLE SCHOOL | 92.74% |

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 our electronic sign in/sign out system. This updates the College database.

Students leaving via First Aid are signed out with the same electronic sign in/sign out system by the First Aid team, when a parent/carer arrives.

Unknown Absences

Rolls are completed in the morning for K-6 and each period for Years 7-12. Any student who is marked absent up until recess whose absence is unexplained will have an 'SMS' sent. If an explanation of absence has not been received by the College, an email requesting a reason for an absence is generated via the student database and sent to the parents/carers twice in the week following the absence.

Parents/carers submit an electronic notification to provide an explanation for an absence through the College's online portal. Where explanations have been received, these have been recorded in our electronic database.

If students are showing patterns of unsatisfactory absences (three days absence in a fortnight), a follow-up occurs. In Primary School, the Head of Primary contacts the class teachers requesting that they contact the parents/carers to check on the welfare of the student and identify any ways that the student may need assistance upon their return to the College. If there is a persistent pattern of unsatisfactory attendance, the Head of Primary will contact the parents/carers to:

- a) Determine reason/s for absences
- b) Develop strategies to assist with the student returning to school
- c) Write a plan for the student and send confirmed strategies to parent/carer via letter
- d) Outline to parents/carers their legal requirements and include the 'Compulsory School Attendance - Information for Parents' brochure from the NSW Education website.

In Secondary School, the Heads of Year receive a report from our student database regarding students with potential unsatisfactory patterns of attendance. The Head of Year contacts the parents/carers to check on the welfare of the student and identify ways that the student may need assistance upon their return to the College. If there is a persistent pattern of unsatisfactory attendance, the Head of Secondary will contact the parents/carers to:

- a) Determine reason/s for absences
- b) Develop strategies to assist with the student returning to school
- c) Write a plan for the student and send confirmed strategies to parent/carer via letter
- d) Outline to parents/carers their legal requirements and include the 'Compulsory School Attendance - Information for Parents' brochure from the NSW Education website.

If the attendance pattern remains unsatisfactory (30+ days in 100), the Head of Primary/Secondary will refer the matter to the Head of College for follow-up.

The Head of College or their delegate is to send a letter to the parents/carers informing them of the need to hold a compulsory conference with parents/carers, student (if appropriate) and a representative from the Association of Independent Schools. The aim of this meeting is to have parents/carers agree to undertakings to have the student return to school on a regular basis.

If attendance remains unsatisfactory, the Head of College will refer the matter to the Children's Court.

THEME 5 COLLEGE POLICIES

The following College policies are publicly available on the website (<https://www.wcc.nsw.edu.au/who-we-are/reports-and-publications/>):

- Allergy Awareness Policy
- Student Behaviour Management Policy
- Student Anti-Bullying Policy
- Child Protection Policy
- Enrolment Policy
- Privacy Policy
- Complaints Handling Policy
- Whistleblower Policy

THEME 6 STAKEHOLDER SATISFACTION

STUDENTS

Student feedback is sought through two key avenues, being:

1. The Year 12 exit survey and
2. The Student Representative Council (SRC).

This year, we again conducted the Year 12 'survey' via a series of focus groups. The purpose of the focus groups was to capture student insights on their experience at the College, identifying strengths, gaps, and opportunities for improvement across academic, wellbeing, and operational areas.

Key strengths that identified included:

- high quality teaching and relationships with teachers consistently described as relational, supportive and invested in student success.
- Effective academic practices including exposure to HSC style questions, breaking down exam responses improving confidence and understanding and clear, structured teaching in heavy subjects.
- Positive overall student experience – with a strong sense of teacher care and connection, enjoyment of co-curricular opportunities and appreciation for discussion based learning, especially in the senior years.
- Facilities & resources – overall campus and technology considered good.

Students suggested opportunities for further deep learning including:

- More time management, revision and memorisation skills
- Smaller mentor groups to increase sense of connection and belonging
- Smaller groups for Christian education
- Review of demountable classrooms facilities

The Student Representative Council (SRC) is a group led by students that convenes regularly during the school year. Meeting agendas are developed by students and reflect matters brought forward by the wider student body. The SRC is made up of Year Group Leaders from Years 7 through 11, who meet alongside the Year 12 Prefects. Each meeting is formally documented with recorded minutes. The Head of Secondary attends the meetings and, after each meeting, prepares a summary of key points for review and discussion by the College Executive, then reports back to the SRC at the next meeting.

PARENTS

In 2025, the College engaged an external agency to develop new brand concepts in preparation for a 2026 launch. Parent voice and feedback was invited in reviewing the proposed brand concepts and messaging. A group of current and future parents were invited to join focus groups to give feedback on images and layouts how it corresponded to their experience of the College and what they valued. Overall, the renewed branding struck a positive chord, with many praising its warmth, inclusivity and emotional resonance. Parents appreciated the depiction of a well-rounded experience with visible support for arts, sports and student engagement. Many found the messaging and imagery reflective of the holistic, inclusive approach with a focus on celebration of progress.

The College provides ongoing formal opportunities for parent voice with parent feedback groups planned to be run in 2026 with a focus on child safety as well as a comprehensive formal parent feedback survey through an external agency.

The College always welcomes feedback from our parents via the various communication channels.

STAFF

In 2025, the College engaged XRef, a third party research and consulting company, to conduct a staff survey to further understand staff views of the strengths of William Clarke College and areas for improvement. The leadership team of the College has reviewed the results with Xref and focused on three main areas for improvement being Involvement, Recognition and Leadership. All staff were able to give further detailed suggestions for improvements on each of these areas, focusing on 1 area in each of Terms 2, 3 and 4. The College Executive implemented specific responses to this feedback and communicated this to staff.

These survey results and feedback from subsequent focus groups have aligned with the priorities and strategic initiatives set out in the 'Our People' section of the 2025-2027 Strategic Plan.

Those initiatives are:

1. Invest in our people by focusing on their professional growth in alignment with their goals
2. Attract and recruit high-quality Christian staff who will use their gifts to serve passionately in our Christ-centred community at the College and in the profession
3. Promote staff wellbeing so our people are invigorated to flourish in their professional lives and promote others to flourish in our community.

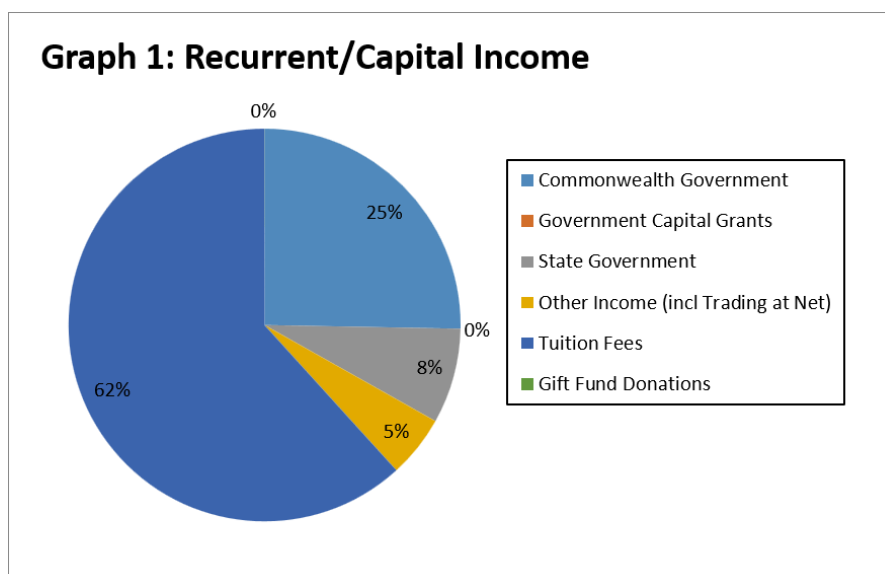
The College is committed to listening to staff and ensuring all voices are heard and considered in making decisions. The College continues to review how it can work better collaboratively and make improvements to its processes and practices.

THEME 7 SUMMARY OF FINANCIAL INFORMATION

INCOME

Income to educate students comes from a number of areas:

| | | |
|--|-------|---|
| Commonwealth Government | 25.3% | to cover recurrent expenses |
| Government Capital Grants | 0.0% | for dedicated capital expenditure |
| State Government | 7.8% | to cover recurrent expenses |
| Other Income | 5.1% | Extras, trading income, interest income |
| Tuition Fees | 61.7% | Fees paid by parents for tuition |
| Gift Fund Donations (eg Building Fund) | 0.0% | Parent voluntary contributions |



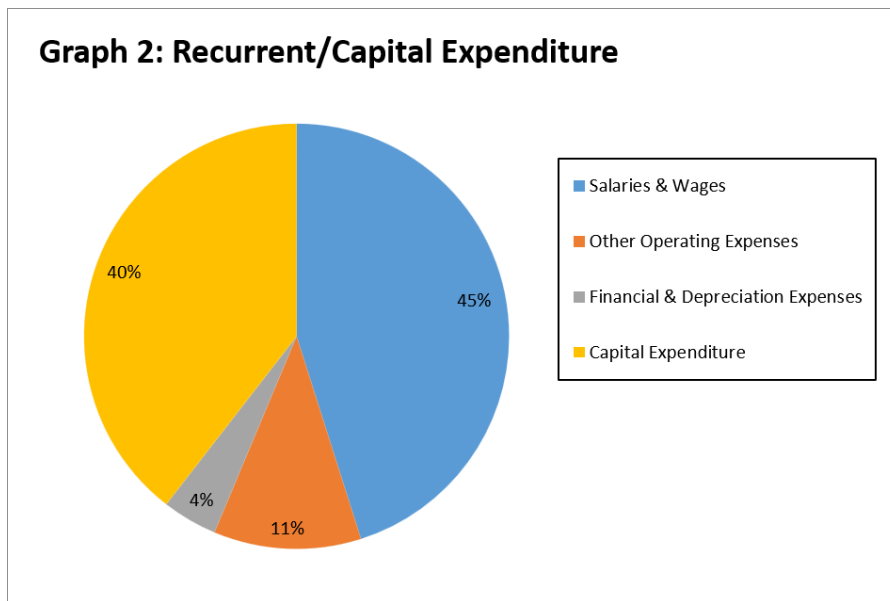
Capital Grants

Specific Government initiatives may arise on limited occasions. However, as a rule, the College does not receive regular Capital Funding from Government. No capital grants were received in 2025.

EXPENDITURE

Expenditure incurred in the education of our students was allocated to the following areas of the College:

- Wages and associated costs 45.1% Total employment costs
- Other operating expenses 11.2% Administration, property, IT, etc.
- Financial & Depreciation expenses 4.2% Interest and depreciation
- Capital expenditure 39.5% Bryson Building project



Capital Expenditure

Capital Expenditure can vary significantly from year to year dependent on where the College is at in its construction cycle for new buildings. When capital expenditure is high, it will alter the percentages on all other expenditure.