



WILLIAM CLARKE
COLLEGE
CHRIST OUR WISDOM

2017 **ANNUAL REPORT**

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1. A MESSAGE FROM KEY SCHOOL BODIES

Chair of Council's Message

Welcome to the William Clarke College Annual Report which outlines the activities of the College for the 2017 year, including the matters upon which we are to report under the requirements of the NSW Education Standards Authority (NESA).

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

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

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

2017 was the first full year under the new leadership of Dr Scott Marsh. We thank him for the thoughtful and careful way in which he is bringing about change and leading the College in future directions through the Strategic Plan; in which curriculum, student learning, student wellbeing, facilities and relationships are key areas of College life we are seeking to enhance.

There were two vital future-focussed areas that the College Council were involved in during 2017.

The first was monitoring the progress of the Strategic Plan which commenced in 2017. Part of that plan was for the re-structure of the College from a Junior, Middle and Senior School structure back to a Primary and Secondary structure. All the plans for this were put in place during 2017 in readiness for the actual change of the structure for commencement in January 2018.

The second significant piece of work was to undertake a full review of the College facilities through a site-wide Master Plan. This process was undertaken to establish the building and infrastructure needs of the College for the next 20 years. In November 2017, College Council was able to approve the final Master Plan as well as establish the priority for the first capital project to be constructed under that Master Plan. Planning commenced immediately and is continuing, with the aim of commencing construction of the first new building in late 2018.

These two significant pieces of work have relied on the knowledge and hard work of our staff and the expertise of the consultants we use. Our staff have been heavily involved in being ready for 2018 as well as thinking about the much longer future of the College.

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

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

Mr Phillip Bell
Chair of Council.

Headmaster's Message

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

In summing up 2017, the College continues to be blessed by strong enrolments, excellent student leadership and committed staff. The students continue to make William Clarke College a special place with their active participation in so many events and activities throughout the year. Whether in sports carnivals, overseas tours including service trips to the Solomon Islands, performing arts events or through striving to improve in their academic studies, our students continue to shine and demonstrate good character qualities that exemplify a College graduate.

One significant event in 2017 was the bi-annual College Musical. Audiences enjoyed a very professional and high-quality production of the classic story of the artful matchmaker in 'Hello Dolly'. Indeed, throughout 2017, our student 'artists' performed strongly and many of our Year 12 students were recognised in nominations for either 'OnStage', 'Encore', 'Callback', or 'ArtExpress'.

Importantly in 2017, with newly appointed architects, the Council approved a new College Master Plan. Having involved over fifty staff in the development of this document, the Master Plan protects existing green space and highlights a staged building program that either refurbishes existing spaces or develops new spaces where necessary.

We also announced that at the end of 2017, the Middle School Model, in operation from 2008, would no longer be continuing and instead, be replaced by a Primary and Secondary structure in 2018. Throughout 2017, much time was spent finalising plans and appointing new positions in readiness for 2018. The revised structure enables the College to invest resources currently allocated to supporting the Middle School structure, directly into pastoral care and teaching and learning.

As we look towards 2018, we are excited about the new opportunities our revised structure will bring for our students. We are also looking forward to finalising the design of our first project emerging from the Master Plan. Here, we are looking to replace our Science, Mathematics, Engineering, Technology and Visual Arts Rooms. This will be the biggest building project in the College's history and will provide substantially upgraded facilities for these areas of the College.

In 2018, we will also commence our review of the College's curriculum. This will involve all staff exploring our purpose statement and specifically, the extent to which our curriculum supports our desire to be "a Christ-centred community that seeks to develop extraordinary learners with a passion to serve others". Furthermore, we will be seeking to explore how our co-curricular program and specifically, our Outdoor Education Program can better equip young people with the skills and emotional maturity necessary to thrive at school and beyond the safety of the school gates.

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

Dr Scott Marsh
Headmaster

College Captains' Message

Numerous events and initiatives were organised throughout the year by the Prefect team which aligned with the Year 12 Leadership Mission Statement, where we sought to serve the College Community wholeheartedly. Students were given various opportunities to develop their leadership skills and use their strengths in their respective portfolios to bring about positive and meaningful change, both for the College community and beyond.

The first significant activity organised by the leadership team as a whole was the Games Night and sport themed Dress-up Night for the Year 11 into Year 12 students aimed at stimulating bonds between Year 12 students for their final year in a fun way. The events gave the leadership team the opportunity to develop their leadership skills and strengthen relationships between the students for the coming year.

Led by Vice-Captain, Isla Hill, the Middle School portfolio had the aim to increase student participation in Middle School co-curricular and stimulate unity between students of varied ages. This was achieved through a handball competition and the acknowledgement of everyday acts of kindness in the form of a Middle School Award, as well as the increased participation of Year 8 leaders who aided the running of fortnightly Middle School assemblies. Through these activities, the Middle School portfolio formed great and meaningful relationships with the students and encouraged attitudes of selflessness, unity and a willingness to get involved.

The Junior School portfolio, led by Vice-Captain Garrick Lyte-Mason also organised a variety of events and initiatives to stimulate a positive and supportive environment and culture for the College's younger students. Garrick and his Junior School Prefects ran a successful 'Beach Day' Disco while mentoring and playing with younger students during lunchtimes and recess. In addition, they played an instrumental role in supporting the running of Grandparents' Day at the College including offering their service at the Grandparents' breakfast on the day.

The Events team, under the leadership of Olivia Bailey, ran a variety of events such as the traditional staff vs student's sports games, including soccer and netball, during which barbeques were held to raise money for charity. Furthermore, the team organised multiple Senior School movie evenings and worked with the House Captains to coordinate the buying and selling of Valentine's Day roses and serenades. These events not only positively impacted our immediate College Community but also contributed to the scholarships for future Solomon Island students.

Hannah Butcher and Chloe Poole, our Service Prefects, nurtured our Christ Centred service culture through the Middle School Service Crew and the Food for Friends initiative, which focused on supplying food goods to those less fortunate, giving students an opportunity to serve the wider community. In addition, the Service Trivia Night and Pancake Lunch initiatives worked to further support the wider community through raising funds for various charities and raising awareness of the respective causes within the College community, consequently stimulating a culture of servant-hearted leadership and inspiring student involvement in community service across the grades in fun ways.

The Mission portfolio was fantastically led by Rachel Lawrence and Lachlan Macdonald who sought to increase student engagement with Christ. This involved leading weekly Chapel Planning sessions which welcomed student input in year's 7-12 and gave them the opportunity to serve our Christ-centred community through contributing to chapel. The portfolio also coordinated and hosted the bi-annual GAP event in conjunction with the GLO prefects, which invited students from schools all throughout the Hills District to unite at the College to sing praise, pray with one another and hear a sermon from a guest speaker.

Our GLO Prefects, Karl Elliot, Emma Sibley, Alice Christie and Britney Rumsey had an immense influence in facilitating Christian education on a Tuesday Lunch at GLO. By leading a team of GLO leaders, they organised

weekly music, bible studies, student talks and testimonies and coordinated Hands and Feet Week once a term, in which GLO leaders and attending students carried out acts of service within the College community, such as polishing shoes. The events focussed on practical demonstration of servant-hearted attitudes and developing characters in students that reflect Christ's.

The Academic Learning portfolio hosted a number of study nights with the aim of implementing a comfortable learning environment for a number of grades. Through promoting good study habits and tips for exams, the portfolio was able to effectively support students especially in the lead up to significant exam periods. Through hosting various senior study nights, there were opportunities for student collaboration and discussion to assist their learning experiences.

This dedication to continue supporting a positive culture at the College was displayed by our committed House Captains who worked around the clock to unify all members of their Houses while developing attitudes of support and participation. This was achieved through promoting involvement and setting good examples at the Athletics, Swimming and Cross-Country Carnivals as well as at Friday inter-house sport and in weekly House meetings.

Finally, our Care for Campus prefects, through a number of initiatives, also contributed significantly to the College culture, improving student recycling and limiting waste at school. Through promotional talks and videos in assembly, the prefects promoted engaging and creative ways to stimulate environmentally friendly behaviour at the College.

Thomas McDowall and Katherine Spender
2017 College Captains

2. CONTEXTUAL INFORMATION ABOUT THE COLLEGE

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

The College has over 200 highly professional staff who provide engaging and effective approaches to Christian teaching and learning while demonstrating passion and commitment to each student's unique learning journey.

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

William Clarke College currently has three sub-schools - Junior school (P-4), Middle School (5-8) and Senior School (9-12). Junior School students in years K-4 benefit from having two qualified teachers co-teaching classes until lunchtime every day, allowing greater opportunities for students to establish strong foundations in literacy and numeracy.

Middle and Secondary students will learn to make wise choices and be proactive and resilient leaders in a complex and ever-changing world. They are encouraged to study a broad range of subjects at the level best suited to their academic strengths. The College aims to develop graduating students who are prepared for success beyond the success they achieve at school.

Following an extensive review of the College's Strategic Plan during 2016, the decision was made to revert back to a Primary and Secondary structure of the College which will take effect for the 2018 School Year onwards. The aims of the re-structure are to enable the Strategic Plan objectives to be met, to enhance student wellbeing initiatives and to streamline the administrative functionality of the College such that greater resources can go into teaching and learning for the ultimate benefit of Teachers and Students.

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

NAPLAN RESULTS 2017: Achievement of students in top bands

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

Achievement range:

Year	Band achievement range	Minimum Achievement Standard
3	Band 1 - 6	Band 1
5	Band 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	65.8%	60.0%
Writing	92.1%	53.2%
Spelling	69.7%	52.7%
Grammar & Punctuation	82.9%	62.0%
Numeracy	59.2%	43.3%

Year 5

% of students in top 2 bands

Test Domain	% WCC	% State
Reading	59.4%	39.7%
Writing	24.9%	18.2%
Spelling	52.8%	38.2%
Grammar & Punctuation	55.9%	36.2%
Numeracy	51.7%	32.5%

Year 7

% of students in top 2 bands

Test Domain	% WCC	% State
Reading	52.3%	30.6%
Writing	53.3%	21.3%
Spelling	64.3%	41.3%
Grammar & Punctuation	59.5%	30%
Numeracy	60.9%	34.9%

Year 9

% of students in top 2 bands

Test Domain	% WCC	% State
Reading	40.2%	29.5%
Writing	36.2%	18.0%
Spelling	38.6%	31.1%
Grammar & Punctuation	38.0%	24.8%
Numeracy	49.4%	28.8%

4. SENIOR SECONDARY OUTCOMES

Record of School Achievement (RoSA)

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

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

Year 10 RoSA Grade achievement 2016 compared to State:

English

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
13.29	12.08	35.26	27.72	36.99	37.35	14.45	16.24	-	5.56

Mathematics

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
11.05	15.18	26.16	23.33	37.79	31.43	22.09	22.13	2.91	6.99

Science

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
26.59	13.12	42.77	24.30	26.01	36.81	4.62	18.43	-	6.47

Australian Geography

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
20.23	12.89	42.77	26.84	31.79	36.62	4.62	17.36	-	6.03

History

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
28.90	13.57	53.76	27.22	16.76	35.59	0.58	16.70	-	6.20

In 2017, the formal Record of School Achievement credential was awarded to 7 Year 11 Students and 1 Year 12 student.

Higher School Certificate (HSC)

The Class of 2017 are congratulated on strong results:

- * 63% of the subjects offered at the College achieved a mean above that of the State.
- * 64% of students achieved results in the top two bands (Band 5 & Band 6)
- * 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 a comparative benchmark and the following subjects achieved mean results significantly above that of the State:

Subject	School vs State Variation % above
Music 1	9.77
Mathematics General 2	9.69
Ancient History	9.48
Food Technology	8.80
Drama	7.66
Senior Science	7.05
Information Processes and Technology	7.01
Earth and Environmental Science	6.93
Industrial Technology	6.77
French Beginners	5.49
Software Design and Development	5.13
Geography	4.96
Retail Services Examination	4.69
PDHPE	4.18
Modern History	3.92
Business Studies	3.65
Visual Arts	3.47
Legal Studies	3.41
Biology	2.97
History Extension	2.59
Studies of Religion II	2.53
Hospitality Examination	2.26
Music Extension	1.41

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

	School
Total Number of Band 5 achievements	291
Total Number of Band 6 achievements	91
Total Number of Band 6 achievements including notional	95

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

Subject	% of School candidates achieving the Band 6 or E4	% of State achieving Band 6 or E4
Ancient History	27	9
Business Studies	11	8
Drama	41	13
Earth and Environmental Science	25	7

Food Technology	10	8
Industrial Technology	14	6
Mathematics General 2	19	7
History Extension	33	22
Music 1	67	20
Music Extension	100	63
PDHPE	14	9

Courses that achieved ABOVE STATE in the top two bands (Band 5 & 6 or E3 & 4 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
Ancient History	67	36
Biology	41	39
Business Studies	49	36
Drama	65	42
Earth and Environmental Science	58	36
English Extension 2	86	77
Food Technology	50	30
French Beginners	71	44
Geography	58	42
Information Processes & Technology	50	30
Legal Studies	49	43
Mathematics General 2	46	25
Modern History	40	39
History Extension	100	80
Music 1	100	65
Music 2	100	89
Music Extension	100	63
PDHPE	35	30
Senior Science	53	24
Society and Culture	55	47
Software Design and Development	50	35
Studies of Religion II	60	47
Visual Arts	94	54

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

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

Retail Services (1 students)

Electrotechnology (1 student)

5. TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING

Details of all Teaching Staff

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	149
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 Arts / Bachelor of Education	Bachelor of Education (Physical and Health Education)
Bachelor of Applied Science (Environmental Health)	Bachelor of Education (Primary)
Bachelor of Applied Science (Occupational Therapy)	Bachelor of Education (Secondary)
Bachelor of Applied Science (Orthoptics)	Bachelor of Engineering (Computer)
Bachelor of Arts	Bachelor of Engineering (Chemical)
Bachelor of Arts (Education)	Bachelor of Exercise Science
Bachelor of Arts (History)	Bachelor of Fine Arts
Bachelor of Arts (Human Movement)	Bachelor of Human Movement
Bachelor of Arts (Media)	Bachelor of International Studies
Bachelor of Arts (PDHPE)	Bachelor of Laws
Bachelor of Arts (Performance)	Bachelor of Medical Science
Bachelor of Arts (Psychology)	Bachelor of Music
Bachelor of Arts (Sociology)	Bachelor of Music Education
Bachelor of Arts / Bachelor of Education (Dance and Physical Education)	Bachelor of Primary Education
Bachelor of Arts / Bachelor of Education (Primary)	Bachelor of Science
Bachelor of Arts / Bachelor of Education (Secondary)	Bachelor of Science (Applied Chemistry)
Bachelor of Arts / Bachelor of Laws	Bachelor of Science (Industrial Arts)
Bachelor of Arts / Bachelor of Teaching	Bachelor of Science (Zoology)
Bachelor of Arts / Diploma of Education	Bachelor of Science / Diploma of Education
Bachelor of Business	Bachelor of Social Work
Bachelor of Commerce	Bachelor of Teaching
Bachelor of Communication (Marketing)	Bachelor of Teaching / Bachelor of Arts (Technology)
Bachelor of Community Welfare	Bachelor of Teaching (Primary)
Bachelor of Computing	Bachelor of Teaching (Secondary)
Bachelor of Dramatic Art	Bachelor of Theology
Bachelor of Economics	Bachelor of Youth Work
Bachelor of Education	Certificate II Hospitality Operations
Bachelor of Education (Early Childhood Education)	Certificate III in Business (Legal Administration)
Bachelor of Education (Home Economics)	Certificate III in Information Technology
Bachelor of Education (Industrial Technology and Design)	Certificate IV Assessment and Workplace Training
	Certificate IV in Human Resources
	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
 Doctor of Philosophy (Mathematics Education)
 First Aid Certificate
 Graduate Certificate (Teaching 8 – 12 Years)
 Graduate Certificate (Theology)
 Graduate Certificate of Education
 Graduate Certificate in Special Education Studies
 Graduate Diploma (Communications)
 Graduate Diploma (Divinity)
 Graduate Diploma (Human Resources)
 Graduate Diploma (Primary Music)
 Graduate Diploma (Psychology)
 Graduate Diploma in Child Protection
 Graduate Diploma in Education
 Graduate Diploma of Education (Primary)
 Master of Accounting
 Master of Arts
 Master of Arts (Shakespeare and Theatre)
 Master of Commerce (Employment Relations)
 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 Effective Learning
 Master of History
 Master of Music Technology
 Master of Philosophy
 Master of Policing, Intelligence and Counter Terrorism
 Master of Science
 Master of Teaching
 Master of Teaching (Primary)
 Master of Teaching (Special Education)
 Master of Teaching (Secondary)
 Postgraduate Certificate in Education
 Postgraduate Certificate in Education (Career Development)
 Postgraduate Certificate in Education (Gifted Education)
 Postgraduate Diploma (Psychology)
 Teacher's Certificate

Teacher Accreditation

Level of Accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	58
Conditional	6
Provisional	10
Proficient Teacher	63
Highly Accomplished Teacher (Voluntary Accreditation)	1
TOTAL	138

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. 2017 was the fifth year in a strategic eight-year Professional Learning program for the College, and areas of focus included Character and Culture together with Discipline and Behaviour Management, as a sub-set of one of our overarching focus, Safe and Supportive Learning Environments. The College also conducted training in areas of compliance including Discrimination, Harassment and Bullying, and Allergy Awareness/Anaphylaxis.

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

Area of Learning	Number of Staff
12 Tactics of Effective Numeracy Instruction	2
2017 ACEL National Conference	1
2017 ACHPER Conference	1
2017 IIATE Conference	3
2017 Textile Teacher Seminar	2

3D Printer Training	6
A Christian Reflection on Cultures of Learning	1
A Guide for Preparing to Teach Preliminary PDHPE	1
AATE ALEA National Conference	1
Aboriginal Cultures in Science and Technology K-6	1
ACHPER K-6 Physical Activity and Health Conference	1
Acing Assessment	1
ACSA 2017 Curriculum Conference	1
Adobe After Affects	2
Adobe Education	2
ADOBE Inservice	8
Agora - The 'real' key to School Improvement	1
AHISA Director of Studies Conference 2017	4
AIS Conference - Reconceptualising Assessment	1
AIS DigiSTEM Conference 2017	1
AIS English Teacher Conference - Rocketing to New Horizons	1
AIS Heads of Sport Conference 2017	1
AIS History Conference	1
AIS Languages Conference 2017	1
AIS Literacy and Numeracy Masterclass	2
AIS Music Conference 2017	2
AIS Primary Conference 2017	2
AIS Society and Culture Conference 2017	1
AIS Student Services Conference	1
AIS Student Wellbeing Conference - Spring into Wellbeing	2
AIS TAS Conference 2017	2
AIS Teacher Librarian Conference 2017	1
An Evening With Professor Martin Seligman	1
Anaphylaxis Training	78
Anglican Schools Australia 2017 Conference	2
Annual Archbishops Day 2017	1
ANSTO Teacher Professional Development Day	2
Applied Positive Psychology: A Strengths based approach	1
ASCA Leadership Webinar - Leading School Improvement and the Use of Data in Schools	1
Assessing Student Progress and Achievement in English K-6	2
Assessment and School Leadership: Leading for Change (Webinar)	1
Assessment For, as and Of Learning in Mathematics K-6	1
Assessment of Learning	2
Australian School Library Association Conference 2017	2
Autism Spectrum Workshop	1
Baptist Care Volunteer Pastoral Care Program	2
Becoming Accredited at Experienced Teacher through the Action Research Pathway	1
Becoming Accredited at Experienced Teacher through the Standards Based Pathway	2
Business Studies Case Studies - Syllabus, Assessment, Pedagogy	1
Careers Advisors Association Annual Conference	1
Careers Advisors Network Meetings 2017	3
CEE Biennial Conference 2017 - Enterprising Minds	1

Character and Culture Conference Day	136
Child Protection general update	180
Child Protection new staff induction	15
Child Protection Investigation	2
Child Protection Legislation - Reportable Conduct and Allegations Against Employees (on-line module)	10
Christians in Teaching Conference 2017	3
Circle Solutions	1
Classroom Management - Boosting Student Performance	1
Coding in the Junior School	6
Conasta 66 -The Art of Science Conference	1
Connect - establishing and using rubrics in feedback	19
Connect 101 - The Basics for Connect	23
Connect 201 - Using features on Connect	23
Connecting Learning Areas - Bringing Interdisciplinary Learning to Life (Webinar)	1
Contemporary Perspectives on Learning and Instruction in Spelling	2
Cracking the Hard Class	3
Creating Rubrics in Connect using Success Criteria	7
Creative Approaches to Assessment in Languages	1
Creative Bend 'n' Stretch	1
Data Analytics Network Group Meeting	1
Data Network Group Meeting	1
Depth of Learning in Stage 6 Science	2
Design and Technology Major Works PD and Network Meeting	1
Designing an Effective Scope and Sequence in K-6	1
Designing Stem Units of Learning in the K-6 Classroom	1
Differentiated Assessment (Webinar)	1
Differentiation in the Classroom: A Proactive, Commonsense Approach	1
Diving Deep into Depth Studies	1
Early Career Teacher K-12 - Supporting a Successful Start	1
EBE 2017 Annual Conference	1
Economics Teachers Conference 2017	1
Edcomm - Integral Dinner 2017	1
Edcomm-Aspiring Leaders Dinner 2017	5
Educating the Cyber Generation - An Update for all Teachers	1
Effective Collection, Analysis and Interpretation of Numerical Data Online Module	1
EL Education 2017 Chicago Conference	1
EL Education Conference 2017	2
Engaging Parents in Student Transition	1
English Teachers Association 2017 Annual Conference	2
Enhancing Reading through quality Literature and Drama	1
ETA Annual Conference 2017	1
ETA NSW HSC Student event - Modules 2017	1
e-Textiles - A Way into STEM for Girls	1
Exploring Appropriate Programming for Students with Deafblindness	1
Faithfulness in Service Conference 2017	1
Familiarisation - NSW Syllabus for the Australian Curriculum Geography K-6 Online Module	1

Familiarisation - NSW Syllabus for the Australian Curriculum History K-6 Online Module	1
Familiarisation - Revised Stage 6 Mathematics Syllabuses	2
Familiarisation - Revised Stage 6 Science Syllabuses	1
Familiarisation NSW Syllabus for the Australian Curriculum K-6 Online Module	1
Familiarisation: Revised Stage 6 History Syllabuses	1
Fire Training	16
First Aid - Education and Care	1
First Aid Training - Education and Care	1
Future proofing STEM Industries Summit	1
Games Based Learning in the Languages Classroom Online Module	1
Geographical Tools and Skills in Action K-6	1
Geography Teachers Annual Conference	1
Getting my Connect content ready for 2018 - Moving Content to Unit Pages	6
Getting Started with Positive Education	1
Glazing Workshops	3
Global Perspectives in Gifted Education 2017 Conference	2
Governance Workshop	1
Great Teachers Give Great Feedback Online Module	2
Growing Skills in One Note	2
Happiness and it's Causes Conference	1
Harnessing the Power of Readers' Theatre in English Literacy	1
HICES Heads of Music Meeting	1
HICES Pastoral Care Network Meeting	1
High Tech High Tour	2
How to Find Your Best Self	1
HSC Music Composition - Practical Marking Day	1
HSC Visual Arts Practical Marking Day	2
HTA NSW State Conference 2017	1
HTAA National Conference 2017	1
Hunter Languages Teachers Conference	1
Ignite the Spare, Fuel the Fire: Innovative Differentiation	2
Improving the Outcomes of Students with Hearing Loss in Mainstream Schools	2
Innovation Lecture - Shaping Tomorrow	1
InspirED - Leveraging Technology Education for 21st Century Students	1
Interdisciplinary Curriculum - Lessons learnt the hard way (webinar)	1
International Association of Nature Pedagogy Conference	2
Introduction to Theological Studies	2
IPSHA Annual General Meeting	1
IPSHA Curriculum Coordinators Umbrella Group Meeting	2
IPSHA Gifted and Talented Meeting - Term 1	1
IPSHA Innovative Learning and ICT Umbrella Group meeting	1
IPSHA K-2 Umbrella Group Meeting	3
IPSHA Language Teachers Umbrella Group	1
IPSHA Leadership Seminar	1
IPSHA Learning Support Umbrella Meeting	1
IPSHA NSW Country Weekend 2017	1
IPSHA NSW-ACT Branch Deputies Umbrella Group Meeting	1

IPSHA Teacher Librarian Umbrella Group meeting	1
IPSHA Term 3 2017 AGM and Dinner	1
Language, Literacy and Learning Conference	2
Leadership in Languages	1
Leading a Phonics-first approach to Literacy	3
Leading Learning Through Spirals of Inquiry, Learning and Action	1
Level 1 Orff Schulwerk Teacher Certification Course	1
Level 2 Orff Schulwerk Teacher Certification Course	1
Literacy Block Time - So Little Time, So Much to Do	1
Making Classroom Observations and Providing Feedback	1
Making Literacy Visible Workshop	1
Making Multimodal and Digital Texts for iPads K-6	1
Making Year 11 Modules Meaningful	1
MANSW 2017 Conference	2
Mathematical Association of NSW Conference	1
Metro Inspire and Indulge	1
Middle Leaders Program	1
Mindsets-Developing a Growth Mindset Classroom	1
MiniLit PD Workshop	1
MLTANSW Annual Conference	1
MLTANSW Beginning Teachers Workshop	1
MLTANSW Linguafest	1
Morrisby Report Training Course	1
Multidisciplinary Management of Spina Bifida Children in the Community	1
Multimodality - Multimodal texts - English, History, Science	1
Musica Viva In Schools	1
NAPLAN Online Training	1
National Mindfulness Conference for Principals and School Leaders	1
NOVA Pathways to Employment	1
NSW Cross-Sectoral German Conference	1
NSW EducatePlus Biennial Conference	1
Number Sense - Foundational to Success in Mathematics and Numeracy	6
Numeracy Assessment to Intervention Using the Response to Intervention (RTI) Model	1
Observe 'Gateways' Gifted and Talented Program at Hills Adventist College	1
PDHPE HSC Marking Simulation	1
PDHPE Teachers Association Conference 2017	1
Peaceful Kids Facilitator Training	1
PESA Annual Conference	1
Photography Workshop - Discover the Art of Image Making	1
Planning and Programming - NSW Syllabus for the Australian Curriculum English K-6	2
Planning and Programming for the Revised Yr 11 Science Syllabuses	1
Positive Behaviour Interventions and Supports	3
Positive Psychology and Mental Fitness in Education	1
Positive Schools Mental Health and Wellbeing Conference	3
Positive Teaching	1
Powering up Inquiry Learning in Your Classroom	1
Preliminary Theological Certificate (PTC)	5

Programming the New Syllabus	1
Programming Year 11 with emphasis on Reading to Write	1
Promise to Fulfilment (PTC)	1
Provide CPR	1
Provide CPR Recertification	2
Provide Emergency First Aid	1
Reading to Write - Transition to Senior English	2
REAIE Conference 2017	2
Redesigning Assessment Practices to Include all Students 7-12	1
REGGIO Network Group Term 2 meeting	1
Research Conversations 2017	3
Resource and Assessment Sharing	1
Resources Sharing Workshop	1
Revised Stage 6 English Syllabus	1
Rich Tasks in Junior School	1
Round Table Discussion - Support for Preservice Language Teachers	1
Schoolbox	1
Science Teachers Professional Development Day UNSW	1
Senior Executives Program	2
Seven Steps to Writing Success	1
Shaping Better Learning Environments	1
Shaping the Future of Australia's Schools	1
Sharing Practice in Languages with Knox Grammar Languages Dept	2
Short Course in Applied Positive Psychology	1
Spell-It	1
Staff Conference - LMS Training	135
Stage 6 Change and Continuity	1
Strategies and Resources to Support Students with Learning Difficulties in Classrooms	1
Strength Based Schools Workshop	1
Summit 17	1
Supporting Historical and Geographical Inquiry in K-6 Classrooms	1
Supporting Teachers Through Accreditation - Experienced Teacher Standards Based Pathway	1
Sydney Ideas - How Can Schools be relevant in the 21st Century	1
Sydney University Careers Advisors Day	1
Synthetic Phonics	36
Teaching and Motivating Students with Particular Needs	1
Teaching at Bishop Gwynn College South Sudan and Sudan	1
Teaching Boys in the 21st Century	1
Teaching Spelling	7
Teaching Technology through Science Inquiry	1
Teaching the HSC Course in Business Studies for the First Time	1
Teaching the HSC Course in Legal Studies for the First Time	1
Tertiary Update Day	1
The Dignity of Work (The Centre for Christian Living)	1
The New Work Order Masterclass	1
The Student Voice Conference 2017	1
Thinking of a Leadership Role?	5

Timetabling Overview Training Course	1
Topics in 2 Unit Mathematics	1
Training for Early Primary Instructional Assessment Project	1
Transforming Conflict	1
Turning the Page - Teacher Librarians Exploring Reading in Schools	1
Universal Design for Learning - Planning to the Edges not the Average	1
Unlocking Musical Potential	1
UNSW Mathematics Teachers Professional Development Day	1
UNSW Teachers Professional Development Program (Biology)	2
Using Data and Evidence for Effective Leadership	1
Using Geogebra to Illuminate Stage 5 and Stage 6 Mathematics	1
Utilising Social Media for Personal Branding	1
UTS Careers Advisors Day	1
VADEA Inspire and Indulge	1
Video Editing Basics	3
Visible Learning Workshop	1
Visual Representation	3
Work Health and Safety Consultation	1
Workshops for Independent Schools Wanting to Become an Endorsed PD provider	1
Writing K-6 - Teaching Beyond Text Types	2
Writing Success Criteria	11
WSU Careers Advisors Day	1
Youth Mental Health - Risk and Protective Factors	1

6. WORKFORCE COMPOSITION

College Staff 2017

Teaching staff	138.0
Full-time equivalent teaching staff	124.9
Non-teaching staff	77.0
Full-time equivalent non-teaching Staff	67.6

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

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

Apparent Retention Rates

Cohort	No. of Students	Retention Rate
Year 12 2017	158	
Year 12 2015	171	92.40%
Year 12 2016	158	
Year 10 2014	166	95.18%

Year 12 2015	159	
Year 10 2013	172	92.44%
Year 12 2014	152	
Year 10 2012	169	89.94%
Year 12 2013	158	
Year 10 2011	164	96.3%
Year 12 2012	152	
Year 10 2010	168	90.5%

Actual Retention Rates

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

The Actual Retention Rate shows what we know anecdotally i.e. a number of our students leave at the end of Year 10 having gained apprenticeships, to further their education at TAFE or to attend other schools. The Apparent Retention Rate indicates that we generally replace students who leave with enrolments into Year 11 and Year 12, although it is rare to replace students who leave in Year 12 given the structure of the HSC. Students entering the College in Years 11 and 12 are seeking to complete their final two years of high school education at the College because of the quality of the education we provide.

Attendance Rates

In 2017 the annual student attendance rate was 93.05%. This figure is similar to the attendance rate for the years 2008 to 2016. Most students were absent from the College through illness. Every student absence requires a signed explanatory note from a parent or guardian. In the event that parents wish to take their children out of school for a family holiday they are required to apply to the Head of the respective Sub School at least 4 weeks prior.

Year Level	Attendance Rate
K	95.11%
1	95.35%
2	95.99%
3	95.49%
4	95.01%
5	93.24%

6	92.69%
7	93.48%
8	92.70%
9	91.53%
10	91.75%
11	91.53%
12	92.95%

Process for Monitoring Attendance

Student Receptionists

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

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

Unknown absences

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

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

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

On the third consecutive day of absence, Student Reception will notify Class Teachers (P-4) and the Head of House (5-12) who will make a courtesy call to the student's parents/carers, if this has not already been done. This is then escalated as appropriate and stated in our full Attendance Policy.

Post School Destinations

Of our 158 students in Year 12, 130 were offered places at Universities. This represents 82% of students. The remaining students are either pursuing further education at TAFE or have entered the workforce.

8. ENROLMENT POLICY

Enrolment Process

Preparatory School

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

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

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

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

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

Kindergarten applications

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

Year 3, 5 and 7 applications

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

Year 11 applications

- Year 11 applications are accepted any time prior to Year 11 commencing.
- Year 11 interviews will start in mid – late Term 3 and continue into Term 4.
- Interviews are between the student and the Director of Enrolments with parents present.
- Offers are made soon after interviews are completed with a two to three week period for acceptance.

Applications to fill a Casual Vacancy

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

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

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

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

Enrolment Criteria

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

Family Relationship with the College:

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

The Student:

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

Other considerations

- Links with a church

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

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

Enrolment continuation

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

9. OTHER COLLEGE POLICIES

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

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

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

Policy	Changes in 2017	Access to full text
<p>Student Welfare The College seeks to provide a nurturing environment:</p> <ul style="list-style-type: none"> - which has zero tolerance for any form of abuse including verbal intimidation and humiliation - supports the physical, social, academic, spiritual and emotional development of students - Provides student welfare policies and programs that develop a sense of self-worth and foster personal development. 	No changes were made to the Student Welfare policies in 2017	The Pastoral Care system, Expectations of behavior, Bullying and Harassment are found in the College diary, on our College Connect parent portal or can be requested from a member of staff.
<p>Anti- Bullying The College policy defines the responsibilities of staff, students, parents and the Community in the modelling and encouragement of positive behavior. The policy also includes procedures for students to follow if they believe they are being bullied</p>	No changes to the Policy was made in 2017 as it was rewritten in 2016.	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.
<p>Student Discipline The College expressly prohibits Corporal Punishment and does not explicitly or implicitly sanction the administering of Corporal Punishment by non-school persons, including parents and guardians.</p> <p>The College uses as appropriate, procedural fairness and has a restorative approach to discipline. This is where the student is accountable for poor behaviour and empathy and connectedness is encouraged.</p>	During 2017 our College Policy on Discipline – suspension, expulsion, and exclusion was reviewed. This policy includes clearer procedures for investigating allegations of inappropriate behaviour to assist with providing procedural fairness.	Parents may request a copy from College staff The Student Behaviour expectations and consequences can be found in the College Diary, on the College Connect parent portal, and can be requested from a member of staff.
<p>Reporting Complaints and Resolving Grievances These policies use natural justice and procedural fairness in dealing with complaints and grievances. They also outline the lines of approach for the handling of complaints and grievances by staff.</p>	Minor changes were made to this policy to more fully explain the responsibilities of various parties in the handling of complaints	Lodgment of complaints can occur through the College website as outlined in the Parent Code of Conduct. Parents may request a copy of the Complaints Handling policy from a member of staff

10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Achieved in 2017

<p>Communication</p> <p><i>Connect</i></p> <p>In Term 1, 2017 the College launched the Connect Student and Staff Portal. This is an online portal for communication both to and from Teachers and Students. Students are able to submit work via this portal. Teachers are able to set work, mark work, communicate upcoming events and share the classes progress with students.</p> <p>In Term 2, 2017 the College launched the Connect Parent Portal. This formed the basis for the majority of communication to the parents. It replaces the paper and email form of the Parent Bulletin, by providing daily and permanent updates on situations pertaining to parents and their children. Parents are able to monitor their child's homework, provide permission for excursions online, update their child's details, notify absences, order lunch for their child, contact the college, and make online payments through this portal.</p> <p><i>Prospectus</i></p> <p>In 2017, Dr. Scott Marsh commenced in his role as the College's 3rd Headmaster. With the change in the Headmaster and subsequent changes to the strategic plan the College re-wrote the College Prospectus and the College Website.</p>
<p>Launch of the new Strategic plan for 2017 - 2021</p> <p>The College implemented the College Purpose Statement "William Clarke is a Christ-centred Community that seeks to develop extraordinary learners with a passion to serve others." This is now internally and externally available. Work undertaken included:</p> <ul style="list-style-type: none">- Employment in 2017 of some key Director roles in anticipation of the changed structure for 2018.- Re-branding the College Crest, College website, College publications, College Prospectus and stationery- Modifying the uniform to reflect the new crest and branding- Developing a plan and commencing to restructure the College from Prep, Junior, Middle and Senior School to a Primary and Secondary school structure.- Planning the implementation for 2018 and appointing Year Group Coordinators in the Secondary school.- Planning the expansion of and appointing a Director of the Outdoor Education Program.- Appointing Director of Student Wellbeing and developing the College's future wellbeing framework.
<p>Property and Facilities</p> <ul style="list-style-type: none">- 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.
<p>Systems</p> <p>The College implemented Complispace to assist in the College meeting it's compliance obligations with regards to Policies, and Work Health and Safety. This is linked into Connect for staff.</p> <p>The College also not Employs a Compliance Officer to assist with College Compliance.</p>

Goals for 2018

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

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

- Review and streamline MEA PD Days, explore including 'support' opportunities e.g. use of Excel, Synergetic etc.
- Develop a mentoring plan for early career teaching staff.
- Introduce a scholarship / incentive scheme for professional development that includes presenting at conferences/published work (2 issued per year – one from Primary, one from Secondary).
- Create greater operational and practice efficiencies through use of best practice IT systems including projects

Communication

- Develop a common language within the College community around the Virtues.
- Engagement with parents/families
- Make known the Purpose Statement, motto and virtues across all marketing material and consider the stakeholder experience and 'path to purchase' journey.
- Identify and implement a system to provide feedback on student learning progress to parents, students and staff.

Community

- Provide an environment where students feel a strong sense of connectedness to the College community, so they will grow, flourish and feel valued.
- Identify community building events that support the purpose statement.
- Develop key partnerships with key stakeholders
- Increase opportunities for staff to connect so they will grow, flourish and feel valued.

11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The College has an expectation of all students that they are engaged in serving others in their school, local, national and global communities. The College has an established tradition of promoting and acknowledging care for others and for the environment through the Merit System. This continued in 2017. The introduction of the Service Learning Portfolio for our Year 12 Leaders in 2017 demonstrates the continuing support for and building of this as a priority for the College.

The College's association with the Western Province of the Solomon Islands continues to be a key initiative in promoting respect for other cultures and responsibility as global citizens. Each year a group of Senior School students travel to this area to assist schools and communities in the Western Province. In anticipation of this trip students are involved in fundraising and cultural awareness training, promoting respect for others. In 2017 funds were raised to supply a fishing boat and solar lighting panels to schools and communities in the Solomon Islands. A book drive also gathered many physical resources for those communities. The College had fifteen students from the Solomon Islands enrolled on scholarship in 2017. In this way cultural exchange and responsibility has been facilitated and promoted through authentic experiences both within Australia and in the Solomon Islands.

The College continues to be involved in many fundraising activities to support active social responsibility. We consistently support and raise money for The Salvation Army's Red Shield Appeal and the World Vision 40-hour Famine. The World Vision support extends to a full week of activities and fundraising which is led by Year 11 students. In 2017 these students focussed not just on raising funds but also on raising awareness of the issues facing displaced people worldwide. Through this they promoted action through a sense of responsibility. Other charities that were supported, particularly through the efforts of our House System included:

- Operation Christmas Child
- Starlight Foundation
- Anglicare
- Bandaged Bear Appeal
- World's Greatest Shave
- Juvenile Diabetes Research
- The Period Project
- Soccer boots for Uganda
- School for Life in Uganda

- Hamlin Fistula Association
- Compassion

Students in Year 8 also took part in programmed Service Learning experiences as they explored in classes the needs of those around them, particularly students with disabilities and the elderly. Our Year 10 students participated in a City Mission camp in central Sydney. At this camp students learn about social issues, particularly addiction and homelessness. Students on this camp also provide practical assistance to the charities supporting people affected by these social issues. The College continues to be committed to promoting responsibility for others beyond fundraising but providing and encouraging opportunities for students to be engaged in learning about the social issues in their communities. This in turn encourages long-term respect for others.

Year 10 Students participated in a city Mission camp in the Sydney CBD where students learn about the causes and impact of homelessness. This camp also focussed on students developing leadership skills, empathy, an awareness of the privileged position they are in living in the Hills area and it challenged them to have a passion to serve others. The students had many opportunities to serve each other, their teachers and the community. The setting of the city, which takes most students out of their comfort zone, challenged them in many different ways.

One of the highlights of the camp was the interactions the students had with those affected by addiction through William Booth House and the Hope Church. Students visited William Booth House and heard stories from addicts, about their lives and how they had come to be an addict. The students then went to Hope Chapel to participate in a church service run by the Salvation Army where attendance is compulsory for residents of William Booth House. This connection had the greatest impact on our students as they saw Christian love in action as well as a desire to support people of addiction to make wiser choices.

12. STAFF, STUDENT AND PARENT SATISFACTION

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

Responses to the 2017 Staff survey showed:

- 97.72% staff Agreed or Strongly Agreed that they are Proud to tell people that they work at the College.
- 91.67% staff Agreed or Strongly Agreed that they felt a sense of loyalty and commitment to the College.
- 92.37% staff Agreed or Strongly agreed that their work gives them a feeling of personal accomplishment.

This is similar to the results from 2016.

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

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

The majority of students believed that William Clarke College offered a High Overall Standard of teaching, and a high incorporation of technology into the Classroom.

Parents are surveyed regularly, although not necessarily annually, to understand specific needs. No specific surveys of our parent body were conducted during 2017. 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 2017. The praise and complaints feedback from parents that reaches the Headmaster is reported internally monthly. The level of praise feedback vastly outnumbers the level of complaints feedback.

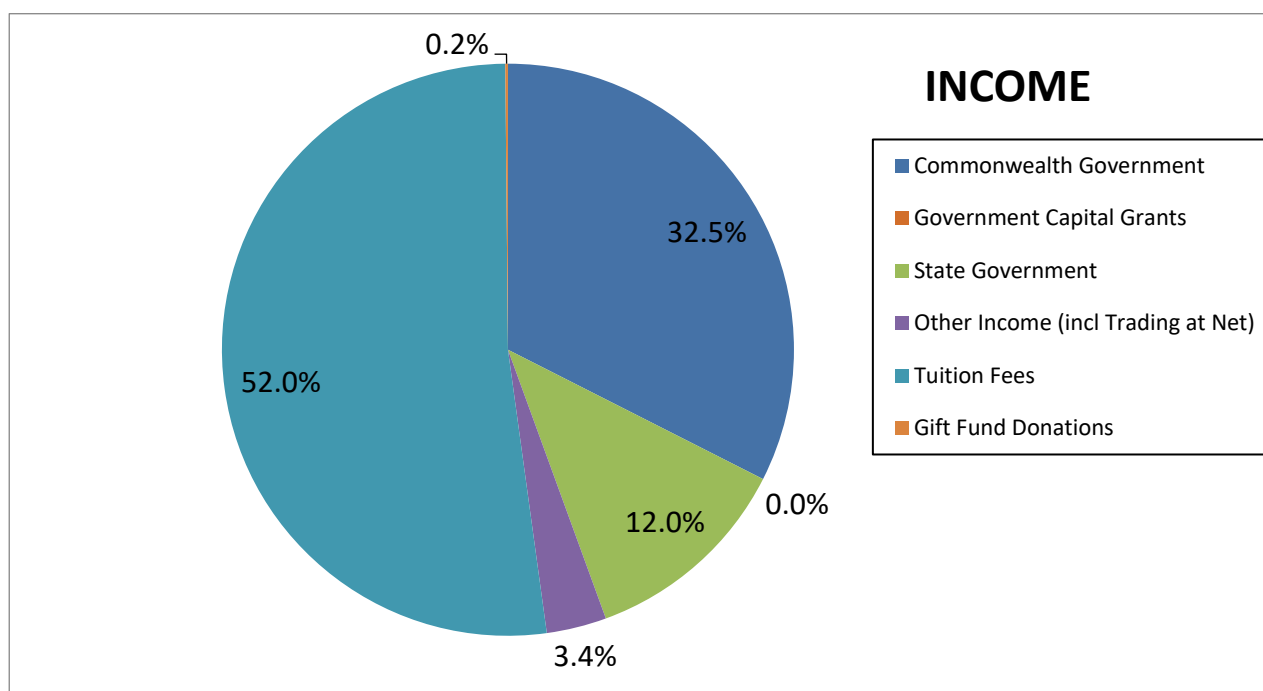
13. FINANCIAL INFORMATION - 2017

The following details highlight the Income and Expenditure of William Clarke College in respect to the 2017 Calendar Year. Further financial details about the College are disclosed on the Government's My School website.

Income

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

- Commonwealth Government	32.4%	to cover recurrent expenses
- Government Capital Grants	0.0%	for dedicated capital expenditure
- State Government	12.0%	to cover recurrent expenses
- Other Income	3.4%	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



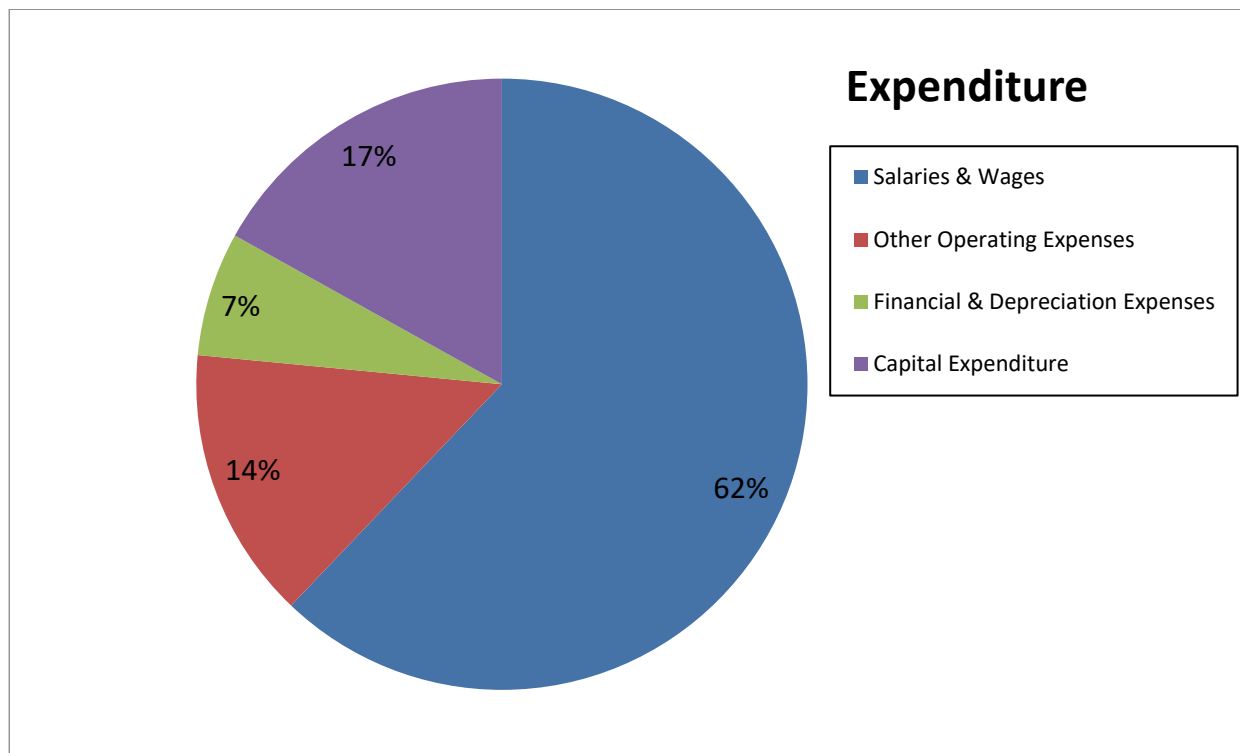
Capital Grants

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 2017.

Expenditure

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

- Wages and associated costs	62%	Total employment costs
- Other operating expenses	14%	Administration, property, IT, etc.
- Financial & Depreciation expenses	7%	Interest and depreciation
- Capital expenditure	17%	Consistent update of capital items



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

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

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

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 2017 a significant portion of our capital expenditure related to investments in Residential Property with a total of \$5.4m spent. This follows approximately \$1.5m in similar investments in the 2016 year. In 2016 and 2017 the balance of capital expenditure continued at a normalised level.

The Investment Property portfolio represents assets that are adjacent to existing College boundaries, acquired for the purpose of future Master Plan needs.

Achievements in 2017

The College commenced implementation of its next Strategic Plan including final preparations for transition to move from its Junior/Middle/Senior Sub-School structure to a Primary/Secondary School structure and including changes to the Organisational Structure.

Our next Master Plan was finalised during 2017 and will inform our capital spending in coming years. Planning for our next building commenced in the latter part of 2017.

General commentary

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

The College continues to receive recurrent grants from both the State and Commonwealth governments, but at a level of funding that is vastly short of the actual running costs of a State school. The difference, unfortunately, needs to be met by parents. In 2017 the combined State and Commonwealth government grants increased by approximately 2.8%.

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

Plans for 2018

Following the development of our revised Master Plan to reflect the current strategic direction, our plans will be finalised for a new building to provide updated facilities for Science, Technical and Applied Science, Visual Arts and Maths. The expected capital expenditure on this new building is likely to be in the order of \$20 million.

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