



WILLIAM CLARKE
COLLEGE
CHRIST OUR WISDOM

2019 **ANNUAL REPORT**

Table of Contents

1. A MESSAGE FROM KEY SCHOOL BODIES	2
Chair of Council's Message	2
Headmaster's Message.....	3
College Captains' Message	4
2. CONTEXTUAL INFORMATION ABOUT THE COLLEGE	5
3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING:6	6
NAPLAN RESULTS 2019: Achievement of students in top bands	6
4. SENIOR SECONDARY OUTCOMES.....	7
Record of School Achievement (RoSA).....	7
Higher School Certificate (HSC)	7
5. TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING	13
Details of all Teaching Staff	13
Teacher Accreditation	13
Professional Development	13
6. WORKFORCE COMPOSITION.....	20
College Staff 2019.....	20
7. STUDENT ATTENDANCE, AND RETENTION RATES AND POST-SCHOOL DESTINATIONS	20
Apparent Retention Rates	20
Actual Retention Rates.....	21
Attendance Rates.....	21
Process for Monitoring Attendance	22
8. ENROLMENT POLICY	23
9. OTHER COLLEGE POLICIES.....	26
10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT	27
Goals for 2019	27
Achieved in 2019.....	28
11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY.....	29
College Discipline System	29
Service Learning	29
Student Leadership	31
12. STAFF, STUDENT AND PARENT SATISFACTION	31
13. FINANCIAL INFORMATION – 2019	32

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 2019 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 their professions. Collectively these individuals undertake their core governance responsibilities, which are:

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

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

In 2019 the College continued to implement the College Master Plan. The College commenced the first building project of the revised College Master Plan - The Branwhite Centre named after William Branwhite Clarke, who was a Minister of Religion in the Castle Hill and Dural parishes, and a prominent geologist. The Branwhite Centre is the largest building project undertaken at the College. It will house the Science, TAS, Maths and Visual Arts faculties. Expected completion is early 2020.

In 2019 the College also commenced preliminary investigative work into the possibility of opening a school in the Solomon Islands. The College has had a long association with the Solomon Islands both through student missions, and teacher-training professional development for Solomon Islands teachers. It is our aim to build a school that will deliver high quality, Christ-centred education to the Solomon Islanders within their community. At this early stage discussions with the Solomon Islands government and education officials has been promising. We continue to pray for this project, that God will clear a path for this school to be established.

The College continues to thrive under the leadership of the Headmaster, Dr Scott Marsh. Our staff continue to work with great vigour in all they do to fulfil the College's purpose statement of being a Christ Centred community that seeks to develop extraordinary learners with a passion to serve others.

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.

The College continued to be blessed in 2019 with strong enrolments, excellent student leaders and committed staff. In 2019 we enjoyed our strongest NAPLAN results ever, and our 2019 HSC cohort was one of the most successful in College history. The students continue to be the heart of William Clarke College and enjoy active participation in so many events and activities throughout the year. Sports Carnivals, House activities, overseas tours including service trips to the Solomon Islands, and performing arts events occur whilst our students continue to strive and improve in their academic studies, serve the community and grow into people of good character who enjoy success beyond success at school.

In 2019 the Secondary School Musical performed *Guys and Dolls*. It was a wonderful performance by our extremely talented students. 2019 also saw the second and more expanded Music, Arts, Drama and Dance festival (MADD). Similar to 2018, workshops were run in the lead up to the festival performance on the Saturday night which showcased the wealth of talent at the College. Our students were recognised for their efforts in the arts with several of our Year 12 students nominated for Art Express, Encore, and OnStage.

Throughout 2019 work took place on the College's largest building project – the Branwhite Centre. This is designed specifically for Science, TAS, Engineering, Art and Mathematics. One key aspect that this centre will encompass is to “make learning visible”. This is achieved in 2 important ways. Firstly, students will be able to learn from the building itself and its surroundings. Secondly, it will be a building where student work is on display. The end design of this building was a collaborative effort with 50 College staff and the Architects. We look forward to the opening of this building in 2020 and are thankful for God's faithfulness in providing this new facility.

Outdoor education has been a passion of mine for many years. Providing time for all our students to be away from technology, to be challenged and to be given time to experience the beauty of God's creation is more crucial in today's technologically saturated world than ever. In 2019 we launched a new six-day Outdoor Education program for all Year 9 students. This was a very successful camp where many students reflected that they were capable of more than they ever thought they were. We are also reviewing our year-based camps to increase their rigour to ensure that students gain the maximum advantage from these unique learning experiences. In the Primary school we held our second Headmaster's great campout on the College oval. This year it was expanded to include Prep students and their parents. After initially being postponed due to wet weather, the night was a great adventure for all.

In leading a Christ-centred community that seeks to develop extraordinary learners with a passion to serve others, I am thankful for our students. I am thankful for their leadership, service, and sense of humour. While our students manage to bring new and varied challenges almost daily, they continue to provide great inspiration for the many staff that serve at the College.

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

Dr Scott Marsh
Headmaster

College Captains' Message

As the College Captains for 2019, we were blessed to lead such an incredible College. For some students in Year 12, the journey began 13 years ago in the first-ever kindergarten class, whereas, for others, although the journey was shorter, the experience was beyond memorable.

Our grade was characterised by wholehearted and passionate service to the College Community. This involvement was initially demonstrated through Year 12 Camp, a time to bond as a grade while partaking in a variety of activities.

We had the honour of leading a dedicated and courageous team who supported us in our role and led the College faithfully in their different areas. Our Vice-Captains, Aniket Panesar and Katie Christie, made influential contributions to the Academic Learning and Christ-centred Community portfolios respectively.

The College's Extraordinary Learning Prefect, Josiah Lai and Danika Rojas encouraged their peers to build positive study habits during the year and for students to make the most of their relationship with their study mentors.

The P-12 Service Prefects, Yannis Low and Tamra-Leigh Rhode led a number of initiatives at the College. Students across the Secondary school were encouraged to volunteer to provide the Science Road toilets with a facelift. They also encouraged their Year 12 cohort to 'Gift back' where students spent an afternoon serving the College community by cleaning, writing encouragement letters to Year 7 2020 and sharing their wisdom in letters for Year 12 2020. Outside of the College Community, they encouraged the Secondary school to be involved in the Parramatta Mission's 'Socks and Jocks' drive which focussed on providing basic essentials to those in the community who often go without.

The 7-12 GLO Prefects, Tegan Glasby and Max van't Spyker faithfully invigorated the weekly GLO meetings, the College's Christian Group to encourage students to grow in their understanding and faith in Jesus. They provided leadership in organising the GAP, an after-school event for students at William Clarke College and other schools in the area. Participants in GLO were encouraged to participate in the Hands and Feet program where they actively served the College Community by assisting with things such as cleaning out stationery cupboards, dusting library books and picking up rubbish around the College.

Natalie Davis and Liam Toolan our Care for Creation prefects worked to encourage the College to become more environmentally aware and care for both our College and the planet.

Additionally, the Houses Captains inspired their House members through their unwavering passion, encouraging enthusiastic participation of students and creatively preparing activities and meeting to involve the students.

Abigail Coia and Simeon Levine

2. CONTEXTUAL INFORMATION ABOUT THE COLLEGE

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

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

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

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

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

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

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

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

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

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

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

NAPLAN RESULTS 2019: 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 2 - Band 6	Band 2
5	Band 3 - Band 8	Band 3
7	Band 4 - Band 9	Band 4
9	Band 5 - Band 10	Band 5

Year 3

% of students in top 2 bands

Test Domain	% WCC	% State
Reading	53	47
Writing	77	56
Spelling	51	48
Grammar & Punctuation	39	49
Numeracy	65	39

Year 5

% of students in top 2 bands

Test Domain	% WCC	% State
Reading	54	38
Writing	30	19
Spelling	59	38
Grammar & Punctuation	49	36
Numeracy	35	30

Year 7

% of students in top 2 bands

Test Domain	% WCC	% State
Reading	51	30.8
Writing	26.7	16.3
Spelling	46.8	38.3
Grammar & Punctuation	53	30.3
Numeracy	50.5	23.9

Year 9

% of students in top 2 bands

Test Domain	% WCC	% State
Reading	41.3	25.1
Writing	29.4	13.6
Spelling	46.7	25.4
Grammar & Punctuation	44.3	21.8
Numeracy	51.2	28.3

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 NESA at the end of Year 10 and Year 11 in the form of an A to E grade by course.

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

Year 10 RoSA Grade achievement 2019 compared to State:

English

A		B		C		D		E	
School	State								
13.53	12.13	57.65	27.96	24.71	37.3	4.12	16.14	nil	5.59

Mathematics

A		B		C		D		E	
School	State								
14.12	14.81	32.35	23.12	35.24	31.63	17.06	22.83	1.18	6.76

Science

A		B		C		D		E	
School	State								
13.53	12.76	34.12	24.8	40.59	36.43	11.18	18.88	0.59	6.3

Australian Geography

A		B		C		D		E	
School	State								
18.93	14.35	20.71	27.29	45.56	35.56	12.43	15.95	2.37	6.15

History

A		B		C		D		E	
School	State								
25.88	14.1	51.76	27.27	19.41	35.22	1.76	16.35	1.18	6.35

In 2019, the formal Record of School Achievement credential was awarded to 6 Year 10 and 11 students who left the College.

Higher School Certificate (HSC)

The Class of 2019 are congratulated on strong results:

79% of the subjects offered at the College achieved a mean above that of the State.

81% of students achieved results in the top two bands (Band 5 & Band 6)

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
Information Processes and Technology	12.83
Industrial Technology	12.71
Music 1	11.45
Legal Studies	9.70
Modern History	8.36
Geography	7.97
Drama	7.75
Ancient History	7.62
Investigating Science	6.86
Business Studies	6.81
Earth and Environmental Science	6.91
Mathematics Standard	6.72
Biology	6.48
PDHPE	6.11
Visual Arts	4.83
Hospitality	4.79

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

Total Number of Band 5 achievements	366
Total Number of Band 6 achievements	142
Total Number of Band 6 achievements including notional	151

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	20	9
Biology	17	7
Business Studies	16	9
Drama	35	15
Earth and Environmental Science	15	6
Geography	17	10
Information Processes and Technology	36	11
Legal Studies	37	13
Mathematics Standard	10	5
Modern History	23	10
Music 1	75	22
Music 2	56	41
PDHPE	8	6

Software Design and Development	21	15
Studies of Religion I	50	11
Studies of Religion II	20	7
Visual Arts	27	16
German Continuers	50	22

Courses that achieved ABOVE STATE in the top two band (Band 5 & 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
Ancient History	67	35
Biology	52	34
Business Studies	51	33
Drama	80	45
Earth and Environmental Science	50	31
English Standard	13	12
English Advanced	68	63
English Extension 1	100	94
English Extension 2	100	80
Geography	75	43
Industrial Technology	60	21
Information Processes and Technology	86	34
Investigating Science	43	23
Legal Studies	75	41
Mathematics Standard	43	24
Mathematics Extension 1	87	80
Modern History	68	39
Music 1	100	66
Music 2	100	91
Music Extension	100	98
PDHPE	48	31
Physics	41	37
Science Extension	100	68
Society and Culture	56	44
Studies of Religion I	63	46
Studies of Religion II	47	45
Visual Arts	92	81
German Continuers	75	56

Comparative Analysis of HSC results

Subject	Year	No. of students	Performance band achievement by number and percentage		
			Band 5 & 6	Band 3 & 4	Bank 1 & 2
English: Standard	2019	38	5	28	5
	2018	38	4	30	4
	2017	17	Nil	15	2
English: Advanced	2019	126	86	40	Nil
	2018	124	81	43	Nil
	2017	141	69	71	1
English: Extension 1	2019	19	19	Nil	Nil
	2018	22	22	Nil	Nil
	2017	46	42	4	Nil
English: Extension 2	2019	7	7	Nil	Nil
	2018	5	4	1	Nil
	2017	7	6	1	Nil
Mathematics: Standard 2	2019	72	31	38	3
Mathematics: General 2	2018	86	49	36	1
	2017	95	44	45	6
Mathematics: Advanced	2019	66	31	30	5
	2018	55	31	22	2
	2017	41	19	21	1
Mathematics Extension 1	2019	13	10	34	Nil
	2018	21	17	4	Nil
	2017	20	10	10	Nil
Mathematics Extension 2	2019	10	8	2	Nil
	2018	8	6	2	Nil
	2017	5	4	1	Nil
Ancient History	2019	15	10	4	1
	2018	10	9	1	Nil
	2017	15	10	3	2
Biology	2019	48	25	22	1
	2018	49	27	22	Nil
	2017	63	26	33	4
Business Studies	2019	49	25	22	2
	2018	59	25	33	1
	2017	57	23	22	2
Chemistry	2019	35	13	20	2
	2018	30	19	8	3
	2017	27	7	18	2
Dance	2019	5	2	3	Nil
	2018	5	2	3	Nil
	2017	5	1	4	Nil
Design and Technology	2019	n/a			
	2018	8	Nil	8	Nil
	2017	n/a			
Drama	2019	20	16	4	Nil
	2018	9	8	1	Nil
	2017	17	11	6	Nil
	2019	20	10	10	Nil
	2018	14	9	5	Nil

Earth & Environmental Science	2017	12	7	5	Nil
Economics	2019	27	12	15	Nil
	2018	18	8	9	1
	2017	19	5	11	3
Food Technology	2019	Nil	Nil	Nil	Nil
	2018	Nil	Nil	Nil	Nil
	2017	10	5	5	Nil
French Beginners	2019	n/a			
	2018	n/a			
	2017	7	5	2	Nil
French Continuers	2019	n/a			
	2018	4	2	2	Nil
	2017	n/a			
Geography	2019	12	9	3	Nil
	2018	28	17	11	Nil
	2017	19	12	7	Nil
German Continuers	2019	4	3	1	Nil
	2018	n/a			
	2017	3	2	1	Nil
German Extension	2019	1	1	Nil	Nil
	2018	n/a			
	2017	n/a			
History Extension 1	2019	8	6	2	Nil
	2018	3	3	Nil	Nil
	2017	6	6	Nil	Nil
VET Hospitality (Kitchen Operations)	2019	12	6	6	Nil
	2018	12	6	5	1
	2017	5	2	3	Nil
Industrial Technology	2019	5	3	2	Nil
	2018	11	3	7	1
	2017	7	1	6	Nil
Information Processes & Technology	2019	14	12	2	Nil
	2018	12	6	6	Nil
	2017	10	5	5	Nil
Information & Digital Technology (VET)	2019	n/a			
	2018	1	Nil	1	Nil
	2017	n/a			
Investigating Science	2019	14	6	7	1
	2018	n/a			
	2017	n/a			
Japanese Continuers	2019	4	1	3	Nil
	2018	5	5	Nil	Nil
	2017	5	Nil	5	Nil
Legal Studies	2019	30	22	8	Nil
	2018	34	26	7	1
	2017	35	17	17	1
Modern History	2019	22	5	6	1
	2018	16	12	4	Nil
	2017	20	8	11	1
Music 1	2019	4	4	Nil	Nil
	2018	7	7	Nil	Nil

	2017	9	9	Nil	Nil
Music 2	2019	9	9	Nil	Nil
	2018	4	4	Nil	Nil
	2017	3	3	Nil	Nil
Music Extension	2019	7	7	Nil	Nil
	2018	2	2	Nil	Nil
	2017	1	1	Nil	Nil
Personal Development, Health & Physical Education	2019	52	25	27	Nil
	2018	61	32	29	Nil
	2017	49	17	29	3
Physics	2019	27	11	15	1
	2018	26	12	14	Nil
	2017	26	6	18	2
Science Extension	2019	7	7	Nil	Nil
	2018	n/a			
	2017	n/a			
Society and Culture	2019	18	10	8	Nil
	2018	15	12	3	Nil
	2017	31	17	11	3
Software Design and Development	2019	14	7	7	Nil
	2018	10	5	5	Nil
	2017	4	2	2	Nil
Spanish Beginners	2019	1	Nil	1	Nil
	2018	n/a			
	2017	n/a			
Studies of Religion1	2019	8	5	3	Nil
	2018	7	3	4	Nil
	2017	8	4	4	Nil
Studies of Religion 2	2019	15	7	7	1
	2018	4	7	5	2
	2017	20	12	7	1
Visual Arts	2019	15	14	1	Nil
	2018	14	14	Nil	Nil
	2017	17	16	1	0

Vocational Education and Training

A number of students completed a Vocational Education and Training course as part of their HSC pattern of study, delivered by an external provider. Courses included:

Construction
 Electrotechnology
 Human Services (Nursing)
 IDT (Digital Animation)
 Italian Beginners
 Korean Beginners
 Korean in Context
 German Continuers
 Modern Greek Beginners
 Primary Industries
 Retail Services
 Spanish Beginners

Post School Destinations

Of our 168 students in Year 12 over 100 students were offered early entry into a University course. There were 287 offers to University through UAC, noting that some students received more than one offer.

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	160
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	1

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	6
Provisional	1
Proficient Teacher	154
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher	0
TOTAL	161

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. 2019 was the seventh year in a strategic eight-year Professional Learning program for the College, and areas of focus included Virtues and Character, Academic Assessment, Enterprise Literacy, Synthetic Phonics, Spelling Mastery and Number Sense. The College also conducted Risk Assessment, Chemical Safety, Anaphylaxis and Allergy Awareness and comprehensive Child Protection training.

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

Area of Learning	Number of Staff participating
2019 AFMLTA Conference	1
2019 AIS History Conference	1
2019 Careers Advisors Seminar	1
2019 Cumberland Careers Forum Meetings	1
2019 EBE NSW Economics Update Conference	1
2019 ETA Annual Conference	2
2019 Geography Teachers Association Conference	2
2019 HSC Performance Marking 101	1

2019 Learning Environments Australasia Conference	2
2019 Micropay End of Year Training	1
2019 National Conference for Personal Assistants to Principals	1
2019 STANSW K-12 Chemistry STEM Conference	1
A Literacy workshop with Dr Sarah McDonagh	30
AATE National Conference 2019	1
Aboriginal and Torres Strait Islander Perspectives in PDHPE K-6	1
ACEL National Disability Summit	1
ACHPER NSW Board Meeting - 2020 Planning Day	1
ACHPER NSW K-10 PDHPE Syllabus (Presenting)	1
ACHPER Stage 6 Conference (Presenting)	1
Across the Floor for Stage 6 Dance Teachers	1
Advanced Coding + Game Development with Unity	2
Agile Fundamentals	1
Agriculture and STEM Technologies - Knowing & Growing: Technology Mandatory	2
AHISA (NSW ACT) Branch Meeting	1
AI for Business Summit	1
AIS Annual Teacher Librarian Conference	3
AIS Consultation - Learning Support	6
AIS Economics Conference 2019	1
AIS Education Research Symposium 2019 - Valuing Educator Experience	1
AIS Educational Leaders Conference 2019	2
AIS History Extension Symposium 2019	1
AIS ICT Management and Leadership Conference 2019	2
AIS K-12 Heads of Sport Conference	1
AIS Mathematics Conference 2019 - Heads of Department Day	2
AIS NSW Enriching Stage 6 PDHPE Course (presenting)	1
AIS PDHPE Conference 2019	2
AIS PDHPE K-10 Conference 2019	1
AIS School Counsellors Conference 2019	1
AIS Society and Culture Conference 2019	1
AIS Society and Culture Conference 2019 (presenting)	1
AIS Student Wellbeing Conference	1
AISNSW Igniting Learning Lab 2019	3
All Staff Day - 21 Jan 2019	211
All Staff Day - 22 Jan 2019	211
An Introduction to Teaching in an Anglican School	2
Anaphylaxis Training	211
Anti-Discrimination - Minimising Your School's Risks in an Uncertain Landscape (webinar)	1
ASBA Annual Conference	2
ASBA NSW PD Day	1
ASD - All your questions answered	1
ASET-NSW Conference 2019	1
Assessment and Rating	2
Association of School Business Administrators PD and AGM	2
Association of Science Education Technicians 2019 Conference	1

Australian Professional Standards for Teachers Explained - Standards 1-7	2
Award Leader Training - Level 2	1
Back to School Day - Primary	1
Bigger Better Brains Educator Course 2019	1
Breaking Shackles: Liberating the Mind for Learning	2
Building Capacity for Middle Leaders - Measurement and Feedback	36
Business Briefing: Superannuation Changes	1
CAA NSW-ACT 2019 Annual Conference	1
Calming the Anxious Mind - Mindfulness and Creativity Skills for Adults	1
Careers Advisors and Teachers Conference 2019	1
Catering for blind or vision impaired learners	18
Catering for Students with a Hearing Impairment	7
Catering for students with processing difficulties	27
Certificate IV in Training and Assessment	1
Chemical Safety	211
Child Protection - Creating Safer Independent Schools	211
CNC Router Training	5
Co-Curricular Network Meeting	1
Coding and Game Development with Unity	2
CPR Recertification	1
CSSA Engineering Studies Trial Paper Writing Committee	1
CSSA Supporting Teachers Through Accreditation - Experienced Teachers-Based Pathway 2019	1
Darug Language Workshop	1
Data Network Meeting Term 1	2
Dealing with difficult family situations - Managing toxic Parents and Combative Situations at the School Gate	1
Debating Adjudicators Workshop	1
Debating Workshop - Adjudication	2
Designing for Deep Learning - Capacity Building Workshop - Unpacking Collaboration	137
Designing for Deep Learning - Measurement and Feedback	133
Diversity Education in the Classroom	2
Do you know the Answer - Career Forum	1
Drama NSW 2019 Conference	1
Early Childhood Education Roadshow	4
EBE 2019 Annual Conference	1
EdComm Conference 2019	1
EdComm Dinner 2019	3
Educate Plus Conference 2019	3
EducatePlus Alumni Relations	1
Education and Care First Aid course	5
Education Future Forum 2019	2
Effective Adjudication	1
ELC Business Studies Conference	1
Electrical Safety and Low Voltage Rescue	1
Engaging Students with Maths through the Effective use of Technology	3
Engaging the Disengaged	47

Engaging with Aboriginal Communities	2
Enrolling and Supporting Students with Diverse Needs - Executive Masterclass	1
Enterprise Skills Workshop	139
ETA webinar series - HSC Assessment in English	1
Explicit Direct Instruction – 29 Apr 2019	95
Explicit Direct Instruction – Faculty Sessions	97
Exploring STEM through Sensory Play	1
Extension 1 English Module - Literary Worlds	1
Extension 2 Study Day	1
Familiarisation - NSW Commerce Years 7-10 Syllabus	1
Familiarisation - NSW Stage 6 English Syllabuses Online Module	2
FBT Seminar 2019	2
Food Handling Certificate Course (Level 1)	17
Gender Equality Matters in Education Reform	1
Get Reading Right	19
Get Reading Right - Synthetic Phonics Instruction	5
Gifted & Talented Staff Teaching High Ability / High Potential Classes	1
Gifted Awareness Forum for Educators	1
Global Issues Problem Solving Evaluator Training	1
Governance Online Module 1	1
Governance Online Module 2	1
Guiding the Development of Emotional Regulations Skills (webinar)	1
GYTO - Best Practices to Engage & Inspire Students & Teachers	1
HCI Learning and Leadership Development Conference	1
Helping Students with Specific Learning Difficulties	2
HICES Debating Adjudicators Workshop	3
HICES Meeting Term 3 2019	1
HICES PA Professional Development Day	1
HICES Term 2 2019 Pastoral Care Network meeting	1
High potentials and high achievers	48
Hospitality at your Service	1
Hospitality Network Day	2
Hospitality Orientation Program Industry Training Cert IV	1
How to Elevate in your EA role - Get Control of your Inbox and Revolutionise your Life	1
How to Facilitate the Engagement and Participation of Children in Organisations to Promote their Safety	1
How to Teach Debating	1
HR Law Masterclass	1
HSC - Assessment in English	1
HSC Assessment in English (webinar series)	1
HSC Disability Provisions - the Why, How and What Happens	2
HSC Food Technology Hacks	1
HSC Marking Workshop Abbotsleigh College	1
ICTNSW 2019 Conference Mission Possible	2
Improving the Outcomes of Students with hearing loss in mainstream schools	1

Improving the Outcomes of Students with Vision Loss in Mainstream Schools	2
Induction Program	20
InFUSE workshop at WSU	2
Innovative Teaching with Eddie Woo	4
Inter-College HSC Course Artmaking Assessment at St Andrew's Cathedral School	1
International Summit PLC Melbourne	2
International Transforming Education Conference (ITEC) Conference 2019	2
Introduction to Diversity Education	2
Introduction to Working Therapeutically with Complex Trauma Clients	1
Investigative-Style Assignments in Stage 6 Advanced and Extension	3
iOnTheFuture Educator Conference 2019	6
IPSHA AGM	1
IPSHA Curriculum Coordinators Umbrella Group - Term 3 2019	2
IPSHA Deputies and Leaders Conference	1
IPSHA Early Childhood Umbrella Groups Meeting Term 1 2019	1
IPSHA Gifted and Talented Umbrella Group meeting	1
IPSHA Innovation and ICT Umbrella Group Meeting Term 1	2
IPSHA Innovation and ICT Umbrella Group Meeting Term 2	2
IPSHA Joint Deputies and Curriculum Coordinators Conference Term 1 2019	3
IPSHA K-2 Umbrella Group Meeting Term 2	2
IPSHA Learning Support Umbrella Group Meeting Term 1	1
IPSHA Learning Support Umbrella Group Meeting Term 2	2
IPSHA PDHPE Umbrella Group Meeting Term 2 2019	3
IPSHA Primary Languages Umbrella Group meeting	1
IPSHA Teacher Librarian Umbrella Group Meeting	2
IPSHA Term 1 2019 General Meeting	1
ISTAA Senior Assessor Planning Day	2
Justice Conference 2019	1
Justin Caban: Literacy 'The Morning Routine'	19
K-6 Physical Activity and Sport Conference	1
LAN Network Meeting Term 4	1
Languages Network Meeting	1
Languages Network Meeting Term 4	1
Law for School Counsellors	1
Learning and Teaching for Understanding with Tina Blythe	2
Learning Difficulties Symposium	1
Learning Support Essentials	1
Learning Support Network Meeting	1
Legal Studies State Conference	1
Literacy Development with Sarah McDonagh Term 2 2019	1
Luxury Desserts in a Glass (Verrines)	2
Macquarie Ancient History Teachers Conference	1
Macquarie University Careers Advisors Day	1
MANSW Conference 2019	5
Mathematical Techniques	1
Mental Health Crisis Initial Intervention	1

Mental Health for Schools Masterclass	1
Middle Leaders Development Program	52
Modelled Lesson Observation and Feedback	19
Morning Routine Lesson Observations and Feedback	5
NAFT Conference 2019	1
National Early Childhood Leaders Program	1
Nationally Consistent Collection of Data - Application and Evidence	1
Nationally Consistent Collection of Data - Overview and Moderation	1
NCCD Term 1 Network Meeting - Planning for Students with Additional Needs	1
NCCD Term 2 Network Meeting - Evidence and Moderation	1
NCCD Term 4 Network Meeting - Review and Reflection	1
NESA Industrial Technology HSC Practical Marking Day 2019	1
NSW Class or Kind Investigator's Course	1
NSW Enhancing your Child Protection Investigation Skills	1
NSW Reportable Conduct and Allegations against Employees - Online Module	153
Observation of Philosophy Program at North Sydney Girls High School	1
Occupational First Aid	1
Oliver v5 Advanced Group Training	3
Oliver v5 User Conference	3
Orff Conference	1
Orff NSW 2 Day Conference 2019	1
Panel Member-Specialist - 2020 NSW Premier's Teaching Scholarships	1
PBL World 2019 - The Premier Project Based Learning Conference	1
PD4Maths Network workshop	2
PDHPE Teachers Association Annual State Conference	1
Peace and Conflict - the Arab-Israeli Conflict 1948-1996	1
Phonics Introduction and Review Bundle	2
PIP Day HSC 2020	1
Planning and Programming for the Morning Routine	14
Positive Behaviour Support Strategies for Students with Anxious Behaviours (webinar)	1
Positive Schools Conference	2
Preliminary Design and Technology - Stage 6 Success	1
Preparing for the 2019 HSC Biology Exam	1
Preparing for the 2019 HSC Chemistry Exam	1
Preparing for the 2019 HSC Science Extension Exam	1
Preparing for the 2019 Physics Exam	1
Primary Japanese Conference	1
Primary Science and Technology Syllabus	7
Provide Advanced Resuscitation	1
Provide First Aid	10
Singapore Maths Teacher Study Tour	1
Reading Groups Lesson Observation and Feedback	17
REAIE 2019 Biennial Conference	1
REAIE tour - Clifton Hills Primary School and the Academy School of Early Learning	1
Research Conversations Network Meeting Term 1 2019	2

Research Conversations Network Meeting Term 2 2019	2
Research Conversations Network Meeting Term 3 2019	2
Responding to Challenging Behaviours in Children	1
Rethinking Supervision - online course	18
Risk Assessment PD	211
Running Effective Literacy Groups	22
SASMA - Archbishop's Day 2019	3
School Law NSW 2019 Conference	2
Schoolbox Meetup Conference 2019	3
Schoolbox NSW User Forum	2
Science in the Surveys 2019	1
Science Research Tasks that Enable Creativity	1
Scout Introduction Online Module	1
Senior First Aid Training	1
Sexuality and Gender Diversity	2
Simple, Meaningful Documentation and Programming	1
Society and Culture Assessment HQ	2
Spiritual Development for all Pupils - The Contribution of Worldview Education	2
Staff Conference 2019 - Day 3	133
Staff Conference 2019 - Day 4	140
Staff PD Day – 29 Apr 2019	193
Staff PD Day – 22 Jul 2019	192
Staff PD Day – 14 Oct 2019	191
Stage 6 History Teachers Day	3
Student Options Timetabling Solutions	2
Studies of Religion Judaism PD Seminar	1
Studies of Religion Teacher in-service Day	1
Successful Learning Conference 2019	2
Supporting students with literacy difficulties in the classroom	26
Synthetic Phonics and Morning Routines with Justin Caban	1
Synthetic Phonics Lesson Observations and Feedback	3
Taking Students Further - Teaching Critical Thinking	1
Teacher Aide - Supporting Students who are blind or have low vision in your class	1
Teaching High Ability/ High Potential Students	19
Teaching HSC Economics or Legal Studies for the First Time	1
Teaching HSC Food Technology Successfully	1
Teaching HSC Music Course 2	1
Teaching Preliminary Food Technology Successfully	1
Teaching the Preliminary Course in Economics or Legal Studies for the first time	1
The Effect of Pornography and Sexualised Media on Students	20
The New National Principles for Child Safe Organisations (webinar)	1
The Philosophy in Schools Association of NSW Introductory and Extension Workshops	1
The Storyteller's Guide to the Galaxy	3
The Tempest and Hag-Seed	1
Transforming Service Conference 2020	1

Understanding and Supporting Gender Diversity	2
Unity - Advanced course	1
Unpacking the Digital Technology Syllabus	1
Using and Interpreting Data in Schools	1
Vectorworks Training for Professionals	1
Viewing of Experienced Teacher Digital Portfolios 2019	1
VISCON 2019	1
Visible Learning Symposium	1
What is Discursive Writing	1
Whole School Approaches to Diversity Education	2
Working Together - Multi-tiered Systems of Support for Student Success	1
World EduLead 2019 Congress	1
WSU Careers Advisors Day	1
Youth in Distress	1

6. WORKFORCE COMPOSITION

College Staff 2019

Teaching staff	161
Full-time equivalent teaching staff	136
Non-teaching staff	88
Full-time equivalent non-teaching Staff	68

*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 2019	164	
Year 10 2017	172	95.35%
Year 12 2018	163	
Year 10 2016	197	83.00%
Year 12 2017	158	
Year 10 2015	171	92.40%
Year 12 2016	158	
Year 10 2014	166	95.18%
Year 12 2015	159	
Year 10 2013	172	92.44%
Year 12 2014	152	
Year 10 2012	169	89.94%

Year 12 2013	158	
Year 10 2011	164	96.3%
Year 12 2012	152	
Year 10 2010	168	90.5%

Actual Retention Rates

Cohort	% of original cohort group remaining to Year 12
2019	90.00%
2018	81.00%
2017	88.00%
2016	86.75%
2015	88.95%
2014	88.55%
2013	89.63%
2012	88.1%
2011	90.6%
2010	89.1%
2009	83.9%

The Actual Retention Rate shows what we know anecdotally i.e. a number of our students leave at the end of Year 10 having gained apprenticeships, to further their education at TAFE or to attend other schools. The Apparent Retention Rate indicates that we generally replace students who leave with enrolments into Year 11 and Year 12, although it is rare to replace students who leave in Year 12 given the structure of the HSC.

Attendance Rates

In 2019 the annual student attendance rate was 92.78%. This figure is similar to the attendance rate for the years 2008 to 2018. 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	94.01%
1	94.49%
2	94.51%
3	94.46%
4	94.27%
5	94.66%
6	93.42%
7	93.99%
8	92.07%
9	90.65%
10	91.48%
11	91.75%
12	91.42%

Process for Monitoring Attendance

Student Receptionists

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

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

Unknown absences

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

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

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

If students are showing patterns of unsatisfactory absences (3 days absence in a fortnight) follow up occurs. In Primary School, the Head of Primary contacts the Class Teachers requesting that they contact the parents to check on the welfare of the student and identify any ways the student may need assistance in their return to the College. If there is a persistent pattern of unsatisfactory attendance, the Head of Primary will contact the parents 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 via letter
- d) Outline to parents their legal requirements and include the "Compulsory School Attendance – Information for Parents" brochure from the NSW Education website.

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

- e) Determine reason/s for absences
- f) Develop strategies to assist with the student returning to school
- g) Write a plan for the student and send confirmed strategies to parent via letter
- h) Outline to parents 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 Headmaster for follow-up.

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

If attendance remains unsatisfactory the Headmaster will refer the matter to the Children's Court.

8. ENROLMENT POLICY

Below is the College's Enrolment Policy

Policy	It is the policy of the College to use enrolment criteria to identify students from the register of applications for possible enrolment at the College.
Purpose	William Clarke College keeps a register of enrolments of all children at the College in its database – Synergetic. This is kept in accordance with the NESA requirements.
Relevant Compliance Legislation or Linked Document	Education Act 1990 The William Clarke College Prospectus Register of Enrolments Policy
Scope	This policy applies to all children enrolled at the College. The major points of entry for students are at Preparatory School, Kindergarten, Year 5, Year 7 and Year 11. Entry into other Year groups is possible if there is a 'casual vacancy' in that specific Year group, or if there are compelling reasons for the College to offer a place to the student.
Definitions	Nil
Procedures	<p>The College enrolls students into the main intake years of:</p> <ol style="list-style-type: none"> 1. Preparatory school - 4year olds 2. Kindergarten – 5year olds 3. Year 5 4. Year 7 and 5. Year 11 <p>We encourage interested families to apply at least 24 months prior to entry. However, we welcome applications at any time.</p> <p>Prior to applying for enrolment, a Parent/Carer should read:</p> <ul style="list-style-type: none"> - The College Prospectus - The current Fee Schedule <p>Both are available on the College's website or a request can be sent to have them mailed to your address.</p> <p>All applications for enrolment must be:</p> <ul style="list-style-type: none"> - On the College's Official Application form which is found on the website - Signed or digitally acknowledged by the parent/carer(s) - Lodged with a non-refundable Enrolment Application Registration fee, as determined in the current College Fee Schedule, and paid to the College - Accompanied by copies of the student's birth certificate and immunisation history. - Accompanied by copies of school reports as indicated in the Application form. <p>Once an Application Form has been submitted, it will be processed, and a letter will be issued acknowledging the Application. All applications are placed on a Registered Student list.</p> <p><i>Recording of Immunisation Status</i></p> <ul style="list-style-type: none"> - Evidence of a child's immunisation status is to be received at enrolment (children can still be enrolled if parents do not provide this information but they should be recorded as unimmunised and may be excluded during a disease outbreak). - A record of each child's immunisation status is kept in our database and

copies are kept for a period of three years after the child has ceased to attend the College.

- If a child transfers to another school we provide a copy of the child's immunisation form to the parent/guardian or school upon request.
- The College is to notify the public health unit if an enrolled child has a vaccine preventable disease, or if we believe that an unimmunised enrolled child has come into contact with someone who has a vaccine preventable disease.

The College is to exclude children at risk of contracting a disease from attending the College on the direction of a public health officer (public health officers will have the authority to direct an unimmunised child whom the officer reasonably believes has been in contact with a case of a vaccine preventable disease to be excluded from the College, regardless of whether there is an outbreak at the College).

Enrolment Process

Students joining the College in Preparatory School

- Students applying for Preparatory School must turn four by 31 March of the commencement year.
- All relevant applications for the coming year are considered at least 8 months prior to the start of the school year.
- An Information Evening is generally held during the year. All families who have applied prior to this evening are invited to this event. Other interested families are also welcome to attend. This event is advertised on our website and on social media.
- Preparatory School enrolment interviews between selected parents and the Director of Enrolments take place in the year prior to entry.
- 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 soon after the interviews are completed
- Students enrolled into our Preparatory School continue their enrolment into Kindergarten and from there, into future years at the College.

Students joining the College in Kindergarten

- Students applying for Kindergarten must turn five by 31 March of the year that they are in Kindergarten.
- All relevant applications for the coming year are considered at least 12 months prior to the start of the school year.
- An Information Evening is held during the year. All families who have applied prior to this evening are invited to this event. Other interested families are welcome to attend. This event is advertised on our website and on social media.
- Kindergarten enrolment interviews between selected parents and the Director of Enrolments begin in February in the year prior to entry.
- 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 soon after the interviews are completed.

Students joining the College in Year 5 and 7

- All relevant applications for the intake year are considered at least 18 months prior to the start of the school year.
- An Information Evening is held during the year. All families who have applied prior to this evening are invited to attend. Other interested families are welcome to attend. This event is advertised on our website and on social media.

	<ul style="list-style-type: none"> - Interviews begin mid-May when the student is in Year 3 (for Year 5 entry) or Year 5 (for Year 7 entry) between selected parents, students and the Director of Enrolments. - Offers of a place are made soon after the interviews are completed. <p><i>Students joining the College in Year 11</i></p> <ul style="list-style-type: none"> - All relevant applications for the coming year are considered at least 6 – 8 months prior to the start of the school year. - An Information Evening is held during the year. All families who have applied prior to this evening are invited to this event. Other interested families are welcome to attend. This event is advertised on our website and on social media. - Interviews follow from September the year prior to entry between selected parents, students and the Director of Enrolments. - Offers of a place are made soon after interviews are completed. <p><i>Applications to fill a Casual Vacancy</i></p> <p>Applications for other year groups are accepted at any time and placed on the relevant waiting list. If a casual vacancy occurs, all students on the waiting list are considered.</p> <p>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 eligible families and students may not be offered a place due to the number of places available.</p> <p>Enrolment Criteria</p> <p>We seek to offer places to those who are most likely to benefit from all that we have to offer and those who will contribute the most to the College Community supporting our purpose and virtues.</p> <p>Some of the criteria we take into consideration are:</p> <ul style="list-style-type: none"> - Family links with a church - Willingness to be part of a Christ-Centred Community - Sibling(s) at the College - Parent or sibling who is a past student of the College - School reports, test results or aptitudes - Co-curricular skills and involvement. <p>No one criteria from this list is by itself a final determining factor. The College will determine the weighting of the criteria based on the application and the changing needs of the College from year to year. 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.</p> <p>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.</p> <p>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.</p>
<p>Delegation & Responsibilities</p>	<p>Responsibilities: <i>Enrolments officer</i> Receive application forms and enter the data into our Enrolment database (Synergetic). Maintain the accuracy of the records throughout the child’s schooling Maintain the records of the destination of the student below seventeen years of age.</p>

	<i>Director of Enrolments</i> Assess the applications and decide who to interview Decide who to offer a place to.	
	<i>Database Administrator</i> Maintain the database	
	Period of Delegation	indefinite
	Accountability	As above

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 2019	Access to full text
<p>Student Welfare The College will maintain a safe and supportive environment to enhance the quality of learning of students and appropriately respond to their educational, physical, social and spiritual needs in accordance with the College's Purpose statement and Strategic Plan</p>	<p>The Student welfare policy has been incorporated into the Safe and Supportive Environment Master Policy created by the College. This provides an overarching approach to providing a Safe Environment, a Supportive Environment for students and staff that supports Student Welfare.</p>	<p>The full text of the Safe and Supportive Environment Master Policy can be accessed by request from the Headmaster.</p>
<p>Anti- Bullying The College policy defines the responsibilities of staff, students, parents and the Community in the modelling and encouragement of positive behavior. The policy also includes procedures for students to follow if they believe they are being bullied</p>	<p>No changes to the Policy were made in 2019 as it was reviewed in 2018</p>	<p>A statement about anti-bullying is included within the Student Diary.</p> <p>The policy is available to Parents via the Connect parent portal and can be requested from a member of staff.</p>
<p>Student Discipline The College expressly prohibits Corporal Punishment and does not explicitly or implicitly sanction the administering of Corporal Punishment by non-school persons, including parents and guardians.</p> <p>The College uses as appropriate, procedural fairness and has a restorative approach to discipline. This is where the student is accountable for poor behaviour and empathy and connectedness are encouraged.</p>	<p>No changes to the Policy were made in 2019.</p>	<p>Parents may request a copy from College staff</p> <p>The Student Behaviour expectations and consequences can be found in the Primary and Secondary College Diary, on the College Connect parent portal, and can be requested from a member of staff.</p>

<p>Reporting Complaints and Resolving Grievances These policies use natural justice and procedural fairness in dealing with complaints and grievances. They also outline the lines of approach for the handling of complaints and grievances by staff.</p>	<p>No changes to the Policy were made in 2019.</p>	<p>Lodgement of complaints can occur through the College website as outlined in the College Connect Parent Portal and in the Parent Code of Conduct</p> <p>Parents may request a copy of the Complaints Handling policy from a member of staff</p>
--	--	--

10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Goals for 2019

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

<p>Christian Education</p> <ul style="list-style-type: none"> - Develop a Christian Education framework for the College - Plan the renewal of the Christian Education course and Bible literacy among students
<p>Teaching and Learning</p> <ul style="list-style-type: none"> - Develop the new curriculum framework for 2020 - Develop and train staff in Explicit Instruction - Review of the timetable for rolling out longer lesson period times - Develop understanding of how we will track student progress.
<p>Masterplan</p> <ul style="list-style-type: none"> - Completion of the Branwhite Centre - Preparing for the increased streams in Year K and Year 7 in 2020 - Commence review of next Master Plan project
<p>Financial</p> <ul style="list-style-type: none"> - Establish the sources of capital that will be available to support the capital needs of the College in the Master Plan. - Explore and establish methods of sustainable practices
<p>Pastoral Care</p> <ul style="list-style-type: none"> - Develop proactive programs for responding to mental health issues. - Appoint a Co-ordinator of Counselling Services.
<p>Professional Development</p> <ul style="list-style-type: none"> - Develop on-line learning tools for staff - Training in Explicit instruction.
<p>Communication</p> <ul style="list-style-type: none"> - Parent sessions with a focus on Student Wellbeing for both Primary and Secondary students - Refine the structures that support staff/parent partnerships - Identify and implement a system to provide feedback on student learning progress to parents, students and staff.
<p>Community</p> <ul style="list-style-type: none"> - Increase connection of students to Christian contexts beyond the College (local churches, Crusaders) - Investigate the benefits of introducing social occasions held at the College for parents and staff. - Identify and implement staff community service opportunities

Achieved in 2019

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

Christian Education <ul style="list-style-type: none">- Review meetings have taken place regarding the Year 10 syllabus, focusing on Moore College Introduction to the Bible course, undertaken with Year 10 teaching team.- Further reflection and thinking has occurred as the model for Stage 4 and 5 curriculum has been developed this year. This has resulted in committing to developing stronger non-faculty specific CD teams to commence in 2021. Staff have been allocated more time in 2020 to develop a more rigorous CD program for the new timetable structure.
Teaching and Learning <ul style="list-style-type: none">- Progressed the development of the new curriculum structure through the seeking of feedback from Heads of Faculty. Further work on refining this will continue throughout 2020.- Developed and modelled a preferred timetable with longer lesson times to support Project based learning.- A New curriculum was developed, tested and communicated to staff and parents which included the creation of an Indigenous language subject to be delivered to Year 8 in 2021.- Provide Professional Development opportunities for staff to develop the skills and understanding in the art of Explicit Instruction.- Evaluate the specific impact of implemented programs on a student's learning through accurate tracking of test results.
Masterplan <ul style="list-style-type: none">- Construction of the Branwhite Centre with completion in mid- 2020.- Complete works to accommodate an extra stream in Kindergarten and Year 7- Preliminary works have begun to undertake building project to provide more Primary School classrooms in response to the enrolments demands.
Financial <ul style="list-style-type: none">- The College Council signed a Bank Letter of offer to secure sources of capital for major projects for the next 10 years.- Solar power has been installed in the Branwhite Centre. This is in addition to the existing Solar power that has been installed on the Library and the K-6 Hall.
Pastoral Care <ul style="list-style-type: none">- The College in conjunction with the College Counsellors has established proactive programs for responding to Mental Health Issues.- Delivery of termly Parent Information sessions for term 2-4 by the Deputy and the Counsellors.- Increased resourcing of counselling via appointment of a Co-ordinator of Counselling Services to resource the delivery of Parent Information sessions to Parents.- Head of Secondary now has "Key Student wellbeing issues for parent education" as a standing item in year Co-ordinator meetings.- The College has registered with Childstory Reporter (Family and Community Services) and with the National Redress Scheme. The College has a comprehensive approach to ensure a culture of safety which includes a schedule of professional learning events.
Professional Development <ul style="list-style-type: none">- The College is now accredited to deliver professional learning to individuals not employed at the College.- QTC Accredited Professional Learning has been delivered in-house to all faculties in the Secondary School on Explicit Direct Instruction- QTC Accredited Professional Learning delivered in-house on Gifted Education – targeting learning in differentiation for staff teaching high ability/potential classes in Mathematics, English and Science across 7-12

- Multiple PD Events delivered internally, including Explicit Instruction and Gifted Education; ED professional development clearly linked to College's teaching and learning framework.
- Partnership with AIS in NPDL includes onsite PD and support in rolling out critical elements of the College's teaching and learning framework under new curriculum model; PD delivered onsite for all teaching staff at the commencement of Term 3, 2019.
- P-12 delivered on Collaboration (Enterprise Skill component of Teaching and Learning framework) including readings on-site.

Communication

- Year 11 Parent Information Evening held at the College refocused on resilience and readiness for the Higher School Certificate.
- Delivery of Termly Parent information sessions to further build partnerships with Parents in supporting their child's mental health.
- Work has progressed significantly on a program which tracks a child's growth in their knowledge and understanding as they journey through the College.

Community

- Year 8, 9, 10 Parent Community Evening included a social component followed by a parent information session. These information sessions outlined College expectations for the year and detail of the camps planned for each year group.
- Continuation of the Parent Community Evening for year 7, 8, 9 and 10
- Addition of a Primary school to the Parent Community Evening for Primary parents and staff.

11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

College Discipline System

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

Discipline may address three areas of student conduct:

1. Uniform
2. Behaviour
3. Homework

Within each area, students are given opportunities to modify their behaviour and make positive choices before consequences are issued. The new discipline system has assisted students to learn from poor choices and supported them in improving conduct, taking responsibility for their actions and restoring relationships. Expectations of student behaviour is displayed on the College portal (Connect), and in the student diary for parents and students read, understand and acknowledge.

Service Learning

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

Below is a list of the various charities supported by the College during 2019:

- World's Greatest Shave
- Parramatta Mission
- 40Hr Famine Challenge
- St Canice's food drive
- R U OK Day
- Wesley Mission
- Baulkham Hills Leo's drought relief
- Operation Christmas Child
- Anglicare
- Compassion
- Westmead Children's Hospital

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

RUOK? Day

The College, led by Year 9 participated in R U OK? This is an organisation which is dedicated to remind everyone that any day is the day to ask "Are you OK?" and support those people struggling with life. The College held a number of initiatives and events on this day such as:

- Writing positive messages around the College in chalk on the ground for all students to read.
- Brightening up spaces – in particular the Science Road toilets, which were repainted.

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

World's Greatest Shave

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

Operation Christmas Child

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

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

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

Supporting the Solomon Islands

The College's association with the Western Province of the Solomon Islands continues to be a key initiative in promoting respect for other cultures and responsibility as global citizens. Each year a group of Senior Secondary School students travel to this area to assist schools and communities in the Western Province. In anticipation of this trip students are involved in fundraising and cultural awareness training as well as promoting respect for others. In 2019, 24 students had the opportunity to attend the trip and to raise awareness of the power of education in enabling people to have control of their future. In addition to running programs for the youth in the Western Province,

the students assisted in painting a school in Titiana. The College had eleven students from the Solomon Islands enrolled on scholarship in 2019. In this way cultural exchange and responsibility has been facilitated and promoted through authentic experiences both within Australia and in the Solomon Islands.

In addition to the student's mission trip, 4 staff members conducted two conferences in the Solomon Islands for Solomon Island teachers to attend. They both took place in the remote Western Province. The Solomon Islander teachers had amazing passion and drive to teach, but very limited resources and hardly any training. The focus of the training from our staff was on how learning can be fun and engaging, and when you build relationship with you students they thrive.

Year 10 City Mission Camp

Our Year 10 students participated in a City Mission camp in central Sydney. At this camp students learnt about social issues, particularly addiction and homelessness. Students on this camp also provided practical assistance to the charities supporting people affected by these social issues. The College continues to be committed to promoting responsibility for others beyond fundraising but providing and encouraging opportunities for students to be engaged in learning about the social issues in their communities. This in turn encourages long-term respect for others. In 2019 we added a visit to HOPE Church, a Salvation Army Church, that was specifically designed for residents and friends of William Booth House. Our students were able to present the community with care packages to be distributed to young people living in poverty in the city.

Student Leadership

In 2019 one of the key goals of the College is to develop leadership in our younger students. We want our children to develop their leadership skills with a servant heart. Following on from the introduction of Year 6 leadership positions in 2019, we expanded the roles to include leading the Primary school in a College-wide initiative. In 2019 this initiative was a Mini Fete with proceeds to be donated to the Westmead Children's hospital. Primary school captains met with their Secondary School counterparts to draw on experience and leadership in the planning of this event. The Year 6 leaders inspired the rest of the Year 6 cohort to create a variety of interesting and creative stalls including guessing competitions, coloured hairspray, Rugby and Football target practice, decorating cookies and a lunchtime talent quest. It was a great deal of fun for the whole Primary school and raised just over \$6,000 for the Westmead Children's Hospital.

In 2019 the College established a Student Representative Committee comprising of Year leaders from Years 7-11 and Year 12 Groups Leaders. Students are able to express their views on issues raised by the College Executive. Students were also able to table ideas to discuss that were of concern to them. As a result, the Executive decided to action one proposal from the SRC which was re-installing warning bells to support students being punctual to class.

Year 11 students were given the opportunity to hold the position of vice-House Captains to support the Year 12 House Captains.

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 2019 Staff survey showed:

- 99.09% staff Agreed or Strongly Agreed that they are Proud to tell people that they work at the College.
- 94.55% staff Agreed or Strongly Agreed that they felt a sense of loyalty and commitment to the College.
- 96.36% staff Agreed or Strongly agreed that they are able to accomplish good things here.

This is similar to the results from 2018.

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.

Responses to the 2019 Year 12 Exit Survey showed:

- 70.63% believed that teaching at the College was of a high standard
- 84.90% believed that there was a wide range of subject choices in Years 11 and 12
- 80.63% believed that the subjects offered in Years 11 and 12 enabled them to study what they wanted to.
- 58.97% believed that the excursions offered were helpful learning opportunities
- 87.58% believed that the Sports Facilities of the College are of a good standard

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

Parents are surveyed regularly, although not necessarily annually, to understand specific needs. No specific surveys of our parent body were conducted during 2019. 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 2019. 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.

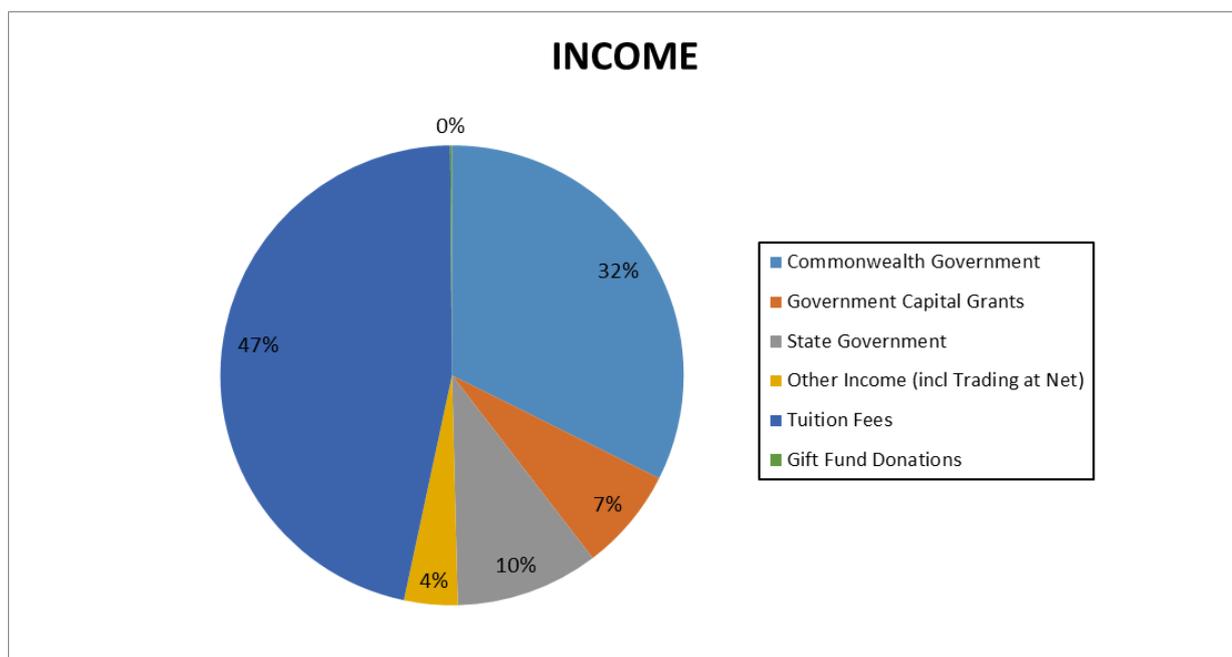
13. FINANCIAL INFORMATION – 2019

The following details highlight the Income and Expenditure of William Clarke College in respect to the 2019 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 | 7.2% | for dedicated capital expenditure |
| • State Government | 10.0% | to cover recurrent expenses |
| • Other Income | 3.4% | Extras, trading income, interest income |
| • Tuition Fees | 46.5% | Fees paid by parents for tuition |
| • Gift Fund Donations (eg Building Fund) | 0.1% | Parent voluntary contributions |



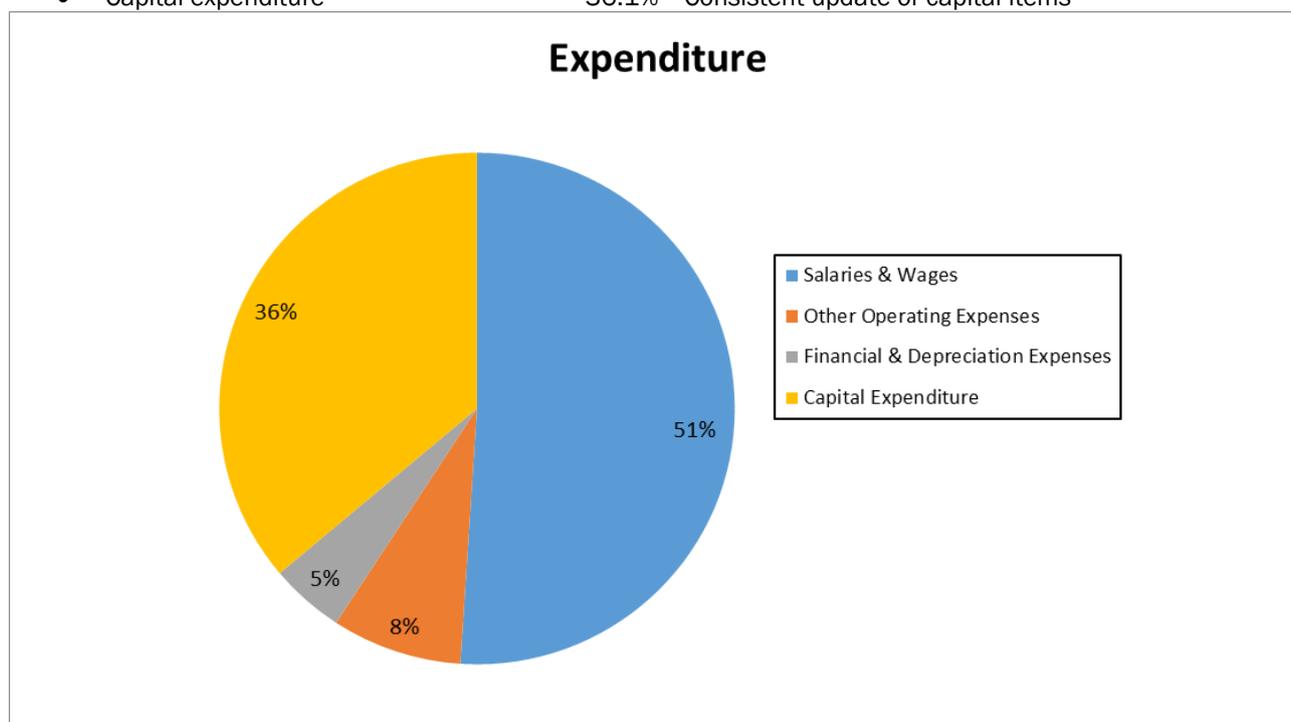
Capital Grants

On occasion specific Government initiatives may arise, however as a general rule, the College does not receive regular Capital Funding from Government. No capital grants were received between 2014 and 2018. In 2019 the College received an AIS Block Grant Authority grant with respect to the Branwhite Centre.

Expenditure

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

- | | | |
|-------------------------------------|-------|------------------------------------|
| • Wages and associated costs | 51.0% | Total employment costs |
| • Other operating expenses | 8.2% | Administration, property, IT, etc. |
| • Financial & Depreciation expenses | 4.7% | Interest and depreciation |
| • Capital expenditure | 36.1% | Consistent update of capital items |



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

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

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

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

In 2019 capital expenditure of \$14.5m related to the STEAM Building project, with the balance of capital expenditure continuing at a similar level to previous years.

Achievements in 2020

The Strategic Plan, covering the period 2017 to 2021, continued to be managed by the Executive team.

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 appropriate 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.

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 2021 and funding changes beyond 2020

Work will commence on a new building in the Primary School to meet the needs of increased enrolments.

As indicated in previous Annual Reports, the Government had legislated changes to schools funding impacting the funding model from 2018 through to 2029. For the College, those changes mean an overall reduction in the per student government funding amounts received over the next 10 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.

The reduction is as a direct result of the funding model change from the old SES basis to a new Direct Measure of Income (DMI), based on parent tax information. This determines the College community's "capacity to contribute", and as a result the level of per capita recurrent funding that will be provided by the combination of State and Commonwealth Governments. Transitioning to the new lower per capita funding will occur during the period from 2022 to 2029.