



WILLIAM CLARKE
COLLEGE
CHRIST OUR WISDOM

2020 ANNUAL REPORT

Table of Contents

1. A MESSAGE FROM KEY SCHOOL BODIES	3
Chair of Council’s Message	3
Headmaster’s Message.....	4
College Captains’ Message	5
2. CONTEXTUAL INFORMATION ABOUT THE COLLEGE.....	6
3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING:.	7
4. SENIOR SECONDARY OUTCOMES	7
Record of School Achievement (RoSA).....	7
Higher School Certificate (HSC)	8
5. TEACHER QUALIFICATIONS AND PROFESSIONAL LEARNING.....	13
Details of all Teaching Staff	13
Teacher Accreditation	13
Professional Development	13
6. WORKFORCE COMPOSITION	17
College Staff 2020.....	17
7. STUDENT ATTENDANCE, AND RETENTION RATES AND POST-SCHOOL DESTINATIONS.....	17
Apparent Retention Rates	17
Actual Retention Rates.....	18
Attendance Rates.....	18
Process for Monitoring Attendance	19
8. ENROLMENT POLICY	20
9. OTHER COLLEGE POLICIES	23
10.SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT	24
Goals for 2020.....	24
Achieved in 2020.....	25
11.INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	26
College Discipline System	26
Service	27
12.STAFF, STUDENT AND PARENT SATISFACTION.....	28
13.FINANCIAL INFORMATION – 2020.....	29

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 2020 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 from various professions and fields of commerce. Collectively, these individuals undertake their core governance responsibilities, which are:

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

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

The College completed the first building project of the revised College Master Plan - The Branwhite Centre. This building is named after the Rev. William Branwhite Clarke, who was a Minister of Religion in the Castle Hill and Dural parishes, and a prominent NSW geologist. The Branwhite Centre is the largest building project undertaken at the College. It houses the Science, TAS, Maths and Visual Arts faculties and is now fully functioning as a key learning space.

At the eleventh hour in 2020, we were granted permission to commence construction of the expanded Primary School facilities containing an additional 7 learning spaces and a refurbishment of 2 others. This will enable all of the 4-streams of Kindergarten to Year 4 to exist in the one location.

The College continues to thrive under the leadership of the Headmaster, Dr Scott Marsh and the leadership of the Executive team. They are so well supported by our dedicated staff who continue to work with great purpose in all they do to provide students with exceptional learning and improved outcomes.

2020 was a difficult year in this regard, but our staff responded to the remote learning environment imposed by Covid-19 restrictions to deliver exemplary experiences for students. We also highly appreciated the role played by parents during this time as they bore the brunt of their children being at home and needing guidance and direction.

The College was pleased to be able to respond to some of the financial challenges brought on by COVID-19 and its impact on parents by providing a College -wide 25% reduction in tuition fees in Term 2 and providing a large credit for year Group levies. We also responded to specific circumstances throughout the year.

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

William Clarke College, a Preparatory -12, co-educational College is 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 based education for students living in the north-west of Sydney, firmly grounded on the life and teachings of Christ.

Certainly 2020 was a year that reminded us of the importance of keeping 'the big picture' in mind. God's word presents a litany of stories revealing that although things might seem dire, His plans cannot be foiled. In fact, the Bible is replete with stories of God's faithfulness.

When the Israelites were fleeing from the mighty Egyptian Army, God was there and led them to safety. When David fought with the mighty Philistine warrior Goliath, we learn that through faith in God, David would beat Goliath. Even when Jesus died on the cross, the event suggested for many at the time that Jesus' death would be the end of this new movement. Yet even death could not thwart God's purposes. Following Jesus' resurrection, the faith of His disciples (no doubt greatly supported by their eye-witness experience), revealed that Jesus was someone who could be trusted despite the circumstances.

As a Christ-centred community that seeks to develop extraordinary learners with a passion to serve others, we continue to see that God is faithful. Despite the circumstances, a global pandemic no less, it is good to remember that we can continue to trust God knowing that amid such uncertainty, God's plans cannot, and will not, be thwarted.

In 2020, with COVID-19 sending the world into a spin:

- The College Council provided all families a 25% discount on Term 2 fees to support those who were struggling with the impacts of redundancy and other impacts on employment. The College Council wanted to partner with our families and journey through this challenging time together. We are thankful to God for each and every member of the College community.
- The Branwhite Centre was completed and students moved into this amazing facility in Term 2. We are thankful to God for the provision of The Branwhite Centre. Our students love this new learning facility.
- The College's academic results were our strongest ever. The progress of our students continues to inspire and encourage our efforts in the classroom. We are thankful to God for our hard-working students and teachers.
- The College increased enrolments while other schools faced great financial hardship. We are thankful to God for continued strong enrolments.

This is obviously just a small snapshot of God's goodness to our community. This report will provide other small vignettes of key events and, most importantly, showcase the many people for whom we can give thanks.

Sadly, due to COVID-19, many scheduled events such as camps, excursions, concerts and other celebrations were either cancelled completely (out of necessity), held online, or conducted with the incorporation of social distancing and vigilant hygiene practices. With COVID-19 interrupting so many College events, staff were very conscious to monitor the impact of these changes upon students.

As a College we value our events as opportunities to foster community – such occasions build esteem, connections, and lasting relationships. The cancellation of our Co-curricular program was also significant, as it traditionally provides a crucial opportunity to expand learning beyond the four walls of the classroom. Nevertheless, we are thankful for the many activities that did take place and for the work of our students and staff in supporting each other to continue to flourish in 2020.

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

Being the College Captains for 2020 was such a privilege and a different experience to all other years. We are extremely grateful for the College's support and the outstanding academic and pastoral care that shaped us into extraordinary young men and women with a passion to serve others. The countless opportunities that we received from the College over our schooling, especially during our final year, was a true blessing.

We started our final year together with our Year 12 Camp where we enjoyed early sunrises at Collaroy Beach, learning about effective study routines and skills as well as growing in unity as a cohort. We began the year in laughter and joy as our 'Lip Sync Battle' saw all our Tutors display their musical abilities. Our Academics and Events Vice-Captain, Sophie Jarvis, ran many sporting events such as the infamous Staff vs Student and Grade of Origin games, where friendships grew stronger and the rivalry between grades intensified.

Our Extraordinary Learning Prefects produced many successful study evenings which helped us use collaborative learning effectively while making long-lasting memories. The Swimming Carnival was another great highlight of our final year – the Year 12 novelty race with the theme 'Dynamic Duos and Trios' topped off the day's activities.

Our Year 12 Leadership Team collaborated to stage a week-long initiative called 'Wellness Week' which involved Year Groups running food stalls, a 'Clean up the College' day, a Grade of Origin game and many more activities.

Although 2020 was a rollercoaster experience, we would like to commend Year 12 and the rest of the students on their bright attitudes to remote learning. We certainly are a unique Year Group as we're sure not many can say that they sat their HSC during a global pandemic. We acknowledge that this was a tough time for many so we would like to specifically thank the College Council, staff and teachers for always finding ways to reach out and help.

Our cohort displayed true strength and character in their response to all the changes that occurred in such a big year. It's safe to say that our Year Group showed great resilience, hope, courage and integrity, both in their mindset and by their everyday actions.

We couldn't have got through to the end of 2020 without the support of our Vice-Captains, Sophie Jarvis (Academics and Events) and Paul Zaki (Care for Creation and Campus). Thank you both for your dedication and constant support for our ideas. To our Year 12 Leadership Team, thank you all for your energy, creativity and willingness to give things a try. We loved growing closer to you throughout the year and we hope that we led you wisely.

Thank you to our College community for looking for the best ways to improve our school's environment and culture. Thank you to all the students at William Clarke College for allowing us to lead you in 2020. We hope we served you well and made known the endless love of God. To our parents and guardians, thank you for shaping us into who we are today through the choice of schooling.

Lastly, we couldn't have finished Year 12 without our Year Co-ordinator. Thank you for guiding us these last few years with such poise, wisdom, love, care and, most of all, integrity.

We truly can say that 2020 was unforgettable and we thank you all for your support. We hope we served you faithfully and made known the great power and love our God has for us. *"The Lord bless you and keep you; the Lord make his face shine on you and be gracious to you; the Lord turn his face toward you and give you peace."* – **Numbers 6:24-26**

Grace MewJork and Jayde Nomisasa

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

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:

As NAPLAN assessments were cancelled in 2020 due to COVID-19, the most recent information related to 2019 NAPLAN results which are available on My School (<http://www.myschool.edu.au>).

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 2020 compared to State:

English

A		B		C		D		E	
School	State								
19.88	12.81	56.73	28.52	23.39	36.25	-	15.83	-	5.86

Mathematics

A		B		C		D		E	
School	State								
18.42	13.35	31.58	22.24	34.21	32.26	15.26	22.80	0.53	6.71

Science

A		B		C		D		E	
School	State								
22.22	13.24	32.75	24.59	36.84	35.99	8.19	18.87	-	6.64

Australian Geography

A		B		C		D		E	
School	State								
16.17	15.36	43.11	27.82	35.33	34.53	4.79	15.74	0.60	6.00

History

A		B		C		D		E	
School	State								
27.49	15.05	46.78	27.28	23.39	34.69	2.34	16.22	-	6.12

In 2020 the formal Record of School Achievement credential was awarded to ten (10) Year 10 and 11 students who left the College.

Higher School Certificate (HSC)

The Class of 2020 are congratulated on strong results:

82% of the subjects offered at the College achieved a mean above that of the State.

78 % of students achieved results in the top two bands (Band 5 & Band 6)

2 Students appeared on the All-round Achievers Merit List for achieving results in the highest band possible for at least 10 units of HSC courses

2 Students appeared on the Top Achievers Merit list for achieving one of the top places in a named HSC course.

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:

<i>Subject</i>	<i>School vs State Variance</i>
Japanese Continuers	10.46
Mathematics Advanced	8.02
Mathematics Extension 1	7.82
Earth and Environmental Science	7.49
Modern History	7.48
Legal Studies	7.36
Ancient History	6.87
Business Studies	6.76
Information Processes and Technology	6.74
Food Technology	6.54
Mathematics Standard 2	6.18
Biology	5.52
French Beginners	4.85
Visual Arts	4.78
Music 1	4.44
Chemistry	3.99
PDHPE	3.77
English Standard	3.70
English Extension 1	3.41
Mathematics Extension 2	2.87
English Extension 2	2.49
Industrial Technology	2.43
Physics	2.33
Japanese Beginners	2.08
Society and Culture	1.99
Engineering Studies	1.90
Software Design and Development	1.83
Hospitality	1.64
Studies of Religion I	1.59

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 including E3	253
Total Number of Band 6 achievements	100
Total Number of Band 6 achievements including notional	130

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	15.38	8.78
Biology	17.94	6.46
Business Studies	22.50	9.29
Chemistry	22.22	13.29
Earth and Environmental Science	30.00	6.41
English Standard	1.63	0.53
English Extension 1	77.77	38.72
Food Technology	14.28	8.67
Geography	14.28	12.41
Industrial Technology (Timber)	20.00	8.07
IPT	9.09	7.62
Legal Studies	37.03	15.01
Maths Standard	8.23	5.30
Maths Extension 1	47.82	37.82
Maths Advanced	47.72	23.08
Maths Extension 2	36.36	36.29
Modern History	11.11	10.15
History Extension	22.22	20.54
Music 1	25.00	21.73
Physics	16.66	12.55
Visual Arts	30.00	16.83

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	46.1	32.9
Biology	48.7	30.5
Business Studies	50.0	34.9
Chemistry	61.1	42.8
Drama	58.3	47.1
Earth and Environmental Science	30.0	29.3
English Standard	13.1	11.4
English Extension 1	100	93.5
English Extension 2	100	82.4
Legal Studies	55.5	39.4
Maths Standard	37.6	24.5
Maths Extension 1	95.6	73.8
Maths Advanced	84.1	52.5
Maths Extension 2	90.9	83.9
Modern History	59.3	37.1
History Extension	77.8	75.7
Music 1	100	64.1
PDHPE	36.2	34.1
Physics	50.0	40.2
Society and Culture	47.8	43.7
SDD	38.0	37.3
SoR I	80.0	43.7
Visual Arts	90.0	64.7

Comparative Analysis of HSC results

Subject	Year	No. of students	Performance band achievement by number		
			Band 5 & 6	Band 3 & 4	Band 1 & 2
English: Standard	2020	61	8	53	Nil
	2019	38	5	28	5
	2018	38	4	30	4
English: Advanced	2020	78	49	29	Nil
	2019	126	86	40	Nil
	2018	124	81	43	Nil
English: Extension 1	2020	9	9	Nil	Nil
	2019	19	19	Nil	Nil
	2018	22	22	Nil	Nil
English: Extension 2	2020	5	5	Nil	Nil
	2019	7	7	Nil	Nil
	2018	5	4	1	Nil
Mathematics: Standard 2	2020	85	32	45	8
	2019	72	31	38	3
	2018	86	49	36	1
Mathematics: Advanced	2020	44	37	7	Nil
	2019	66	31	30	5
	2018	55	31	22	2
Mathematics Extension 1	2020	23	22	1	Nil
	2019	13	10	34	Nil
	2018	21	17	4	Nil
Mathematics Extension 2	2020	11	10	1	Nil
	2019	10	8	2	Nil
	2018	8	6	2	Nil
Ancient History	2020	13	6	7	Nil
	2019	15	10	4	1
	2018	10	9	1	Nil
Biology	2020	39	19	19	1
	2019	48	25	22	1
	2018	49	27	22	Nil
Business Studies	2020	40	20	17	3
	2019	49	25	22	2
	2018	59	25	33	1
Chemistry	2020	18	11	7	Nil
	2019	35	13	20	2
	2018	30	19	8	3
Dance	2020	N/A	N/A	N/A	N/A
	2019	5	2	3	Nil
	2018	5	2	3	Nil
Design and Technology	2020	N/A	N/A	N/A	N/A
	2019	n/a			
	2018	8	Nil	8	Nil
Drama	2020	12	7	5	Nil
	2019	20	16	4	Nil
	2018	9	8	1	Nil
Earth & Environmental Science	2020	10	3	7	Nil
	2019	20	10	10	Nil
	2018	14	9	5	Nil
Economics	2020	13	2	11	Nil
	2019	27	12	15	Nil
	2018	18	8	9	1
Engineering	2020	6	1	5	Nil
Food Technology	2020	7	2	5	Nil
	2019	Nil	Nil	Nil	Nil

	2018	Nil	Nil	Nil	Nil
French Beginners	2020	2	1	1	Nil
	2019	n/a			
	2018	n/a			
French Continuers	2020	3	Nil	3	Nil
	2019	n/a			
	2018	4	2	2	Nil
Geography	2020	14	5	7	2
	2019	12	9	3	Nil
	2018	28	17	11	Nil
German Continuers	2020	1	Nil	1	Nil
	2019	4	3	1	Nil
	2018	n/a			
German Extension	2020	N/A	N/A	N/A	N/A
	2019	1	1	Nil	Nil
	2018	n/a			
History Extension 1	2020	9	7	2	Nil
	2019	8	6	2	Nil
	2018	3	3	Nil	Nil
VET Hospitality (Kitchen Operations)	2020	8	5	2	1
	2019	12	6	6	Nil
	2018	12	6	5	1
Industrial Technology	2020	5	1	4	Nil
	2019	5	3	2	Nil
	2018	11	3	7	1
Information Processes & Technology	2020	11	4	7	Nil
	2019	14	12	2	Nil
	2018	12	6	6	Nil
Information & Digital Technology (VET)	2020	1	Nil	1	Nil
	2019	n/a			
	2018	1	Nil	1	Nil
Investigating Science	2020	N/A	N/A	N/A	N/A
	2019	14	6	7	1
	2018	n/a			
Japanese Continuers	2020	1	1	Nil	Nil
	2019	4	1	3	Nil
	2018	5	5	Nil	Nil
Japanese Extension	2020	1	1	Nil	Nil
Legal Studies	2020	27	15	12	Nil
	2019	30	22	8	Nil
	2018	34	26	7	1
Modern History	2020	27	16	11	Nil
	2019	22	5	6	1
	2018	16	12	4	Nil
Music 1	2020	8	8	Nil	Nil
	2019	4	4	Nil	Nil
	2018	7	7	Nil	Nil
Music 2	2020	7	6	1	Nil
	2019	9	9	Nil	Nil
	2018	4	4	Nil	Nil
Music Extension	2020	3	1	1	1
	2019	7	7	Nil	Nil
	2018	2	2	Nil	Nil
Personal Development, Health & Physical Education	2020	47	17	30	Nil
	2019	52	25	27	Nil
	2018	61	32	29	Nil
Physics	2020	24	12	10	2
	2019	27	11	15	1

	2018	26	12	14	Nil
Science Extension	2020	3	2	1	Nil
	2019	7	7	Nil	Nil
	2018	n/a			
Society and Culture	2020	23	11	12	Nil
	2019	18	10	8	Nil
	2018	15	12	3	Nil
Software Design and Development	2020	8	3	5	Nil
	2019	14	7	7	Nil
	2018	10	5	5	Nil
Spanish Beginners	2020	N/A	N/A	N/A	N/A
	2019	1	Nil	1	Nil
	2018	n/a			
Studies of Religion1	2020	5	4	1	Nil
	2019	8	5	3	Nil
	2018	7	3	4	Nil
Studies of Religion 2	2020	14	4	6	4
	2019	15	7	7	1
	2018	4	7	5	2
Visual Arts	2020	20	18	2	Nil
	2019	15	14	1	Nil
	2018	14	14	Nil	Nil

Of the 139 students in Year 12, all of them achieved their Higher School Certificate, with 3 students also attaining a Certificate III in an AQF course.

Year 12	Qualification/Certificate	Percentage of Students
2020	HSC	99.98%
2020	AQF Certificate III or above	0.02% *

- This represents one student who studied one AQF Certificate III as part of their Higher School Certificate

Vocational Education and Training

A number of students completed a Vocational Education and Training course as part of their HSC pattern of study: Cert II in Kitchen Operations & Cookery was delivered at the College. The following courses were delivered by an external provider: Construction, Human Services, and Information & Digital Technology.

Post School Destinations

Of our 139 students in Year 12 there were over 155 early entry offers into University courses. There were 266 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	162
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	9
Provisional	3
Proficient Teacher	151
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0
TOTAL	163

Professional Development

Each year the College holds a number of All Staff Professional Learning Days, due to Covid-19 restrictions during 2020 these were only held during January and April. 2020 was the eighth 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 Anaphylaxis and Allergy Awareness, Critical Thinking, Remote Learning and Discrimination, Harassment and Bullying Prevention Training and Child Protection Training.

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

Area of Learning	Number of Staff participating
2020 CSSA Engineering Studies Trial Examination Writing Conference	1
ACARA HPE Reference Group Meeting 1	1
ACHPER NSW Stage 6 Conference (CAFS&PDHPE)	1
ACSA Best practices in literacy and literacy interventions for students in secondary schools	1
ACU Careers Advisors Day	1
Adobe Injecting Creativity into the Curriculum (online)	3
Agora Understanding Human Responsibility amid Global Complexity.pdf	3
AHISA Meeting	1
AIS Pathways & Partnerships Forum	1
Amplify the Impact: Striking The Right Note in Music Education	2
An Introduction to Peer on Peer Matters: Train the Trainer	1
Anxious Heads Troubled Hearts - Exploring anxiety in self and others	2

Assessment Re-design	54
Australian Schools Copyright Collection Training Day	1
Behaviour Management for Beginning Teachers	1
Big Thinking: Innovative Tools for Bible Exploration in Post-ISO Kids Church	1
Build Your Confidence and Self Esteem Course: Tools from Positive Psychology	1
Business Services Teacher Training Program	2
Careers Advisors Association Annual Conference	1
Careers Advisors Association Industry Update Webinar	1
Certificate of Gifted Education	1
Chemical Safety in Schools	6
Children's Guardian & Case Study - Understanding Recent Changes in Law & Updating School Policies	1
Classroom Activities for Adobe Lightroom	1
Coding and Game Development - Intro to Unity	1
Course Organisation and Structure	33
Crossing Professional Boundaries Webinar	2
Cumberland Careers Forum Meeting	4
Designing a K-12 Wellbeing Scope and Sequence Webinar	1
Designing a K-12 Whole-school Wellbeing Approach and Scope and Sequence Webinar	2
Designing for onsite and remote learning with digital technologies	1
Developing Authentic Student Voice in Student Wellbeing Webinar	1
Developing Your Educational Management and Leadership Vision	1
Discrimination, Harassment and Bullying Prevention	131
Dive into Deep Learning Design	5
EALD Professional Development	6
Economics Skills in the HSC Economics Course 2020	1
Edval D1 Timetable Essentials Training	1
Effective Management of Under-performing Staff in Schools Webinar	1
ELC Economics Teacher's Conference	1
Embedding Video via LMS	38
Enterprise Skills - Engaging with Critical Thinking	148
ETA HSC 2020: The Examination Interpreted for Teaching Advanced and Standard Courses	2
Executive Leadership Colloquium	1
Feedback OneNote P - 2	29
First Aid	5
Game Training: Advanced Coding + Game Development	1
Gifted 2020: Maintaining Wellbeing	1
Gondwana Choirs - International Choral Insights	1
Griffin Theatre Production - Family Values	4
Griffin Theatre Production - Superheroes	4
Griffin Theatre Production - Wicked Sisters	4
HICES Pastoral Care Network	1
How to run safe, paperless incursions and excursions Webinar	1
HSC Disability Provisions: The Why, How and What Happens	2
HSC mathematics Advanced - Long Course	1

ICTENSW 2020 Conference and Microbit Olympics	1
In Pursuit of Excellence - Laying the Foundations for Faith-based Education in the 21st Century	2
Induction Program 2020	24
Introduction to Adobe Illustrator	1
Introductory Photoshop (online)	2
Investigations Masterclass - Reportable Conduct	1
Investigations Masterclass - Workplace Investigations	1
IPSHA Art Umbrella Group Meeting	1
IPSHA Deputies Meeting Term 3	2
IPSHA G&T Umbrella Group Meeting	1
IPSHA K-2 Umbrella Group Meeting Term 1 2020	1
ISRA Ethics in Islam	1
ISRA Significant People in Islam	1
Language and Literacy in the Classroom Supporting students with language-based learning difficulties	2
LawSense School Law NSW Conference 2020	2
LawSense School Law: Students with a Disability Case Studies webinar	1
Leadership in a Changing World (self-paced, online)	1
Library eBook Platforms	45
Literacy & Numeracy Webinar: Developing better literacy practice	1
Literacy & Numeracy Webinar: Using practice based evidence to improve literacy & numeracy	1
LMS Basics Refresher	27
LMS Intermediate Use	21
LMS Project Function and Rubrics	54
LSA Sentencing and Post-sentencing webinar	2
Macquarie University Career Advisors and Teachers Lunch & Learn Webinar: A Climate of Change	1
Macquarie University Career Advisors and Teachers Lunch & Learn Webinar: Gen Z	1
Macquarie University Career Advisors and Teachers Lunch & Learn Webinar: Navigating University Entry	1
Making it a Success: Teaching and Learning Behaviour Support Strategies for Students with Autism	1
Meet the Markers - Extension Science Exam Analysis Webinar	1
Meet the Markers - Investigating Sciences Exam Analysis Webinar	1
Meet the Markers Online - Biology Exam Analysis	1
Meet the Markers Online - Chemistry Exam Analysis	1
Meet the Markers Online - Physics Exam Analysis	1
Mental Health Training	50
Mini-Certificate of Gifted Education	26
Movie-making	39
Multilit Reading Tutor Program	1
Navigating Whole-School Wellbeing Information Seminar	1
NCCD Term 1 Network Meeting: Implementation and Support	3
NSW Anaphylaxis Education Program	155
NSW Child Protection Legislation Updates	1
NYSF National Science Teachers Summer School	3
Obligations in Identifying and Responding to Children and Young People at Risk (online)	1

Online Teaching HSC Food Technology Successfully	1
Online with OSANSW	5
Organisation, Planning and Preparation	38
PAA Seminar – Evangelical Complementarianism	1
Peer Support Program	1
Phonics Introduction	8
Photography and Lighting: In the Studio	1
Provide First Aid in an Education and Care Setting	1
PTC Course	3
Recording Audio Instructions	16
Remote Learning Model	153
RIDBC Inservice for Hearing Impaired Students	11
SASMA Archbishop's Day	3
School Law NSW 2020	1
Schools Summit	1
Screen Casting	46
Setting/Marking Due Work via LMS	9
Sharing Professional Practice in Remote Learning	82
Shark Tank eSchool	1
Spelling Mastery 3-6	20
Staff PD Day – April 2020	153
Staff PD Day – January 2020	221
Staff Wellbeing	47
Steelcase Furniture Visit	4
Strategies for Developing a BOW Stage 6 Visual Art	1
Student Wellbeing	40
Sue Larkey Workshop: Understanding Autism Spectrum Disorder (online)	1
Supporting Students in Remote Learning	46
TAFE NSW Nirimba Career Advisor Day	1
Teacher Librarian Conference	1
Teaching Preliminary Business Studies	1
The AIS Annual Briefings 2020 Webinar	1
The AIS Governance Symposium 2020	1
The Benefits of Continuous & Live Feedback in Schoolbox	1
The Bible in the Belly of the School	1
The Happiness Mission Innovate Year 9 and Captivate Year 10 Food Technology (online)	2
The Leading Edge: Women in Education Conference	1
The Mental Health & Wellbeing of Young People	1
The Parent Trap Managing High Conflict Family Situations in the School Environment Webinar	1
Trial HSC Marking Richard Johnson Anglican School	1
Understanding Generation Alpha in this transformative context Webinar	1
Understanding the NSW Child Safe Standards Webinar	1
Universal Design Principles	34
University of Sydney Careers Advisors Day	1
UNSW Careers Advisors Day	1
Using Critical Reflection (Early Childhood Australia)	1

Using MS Teams: Tools and pedagogies for enhancing remote learning	153
Video Editing	59
Webinar: Administration of YARC Early Reading & Passage Reading Assessment (Infants and Primary)	1
Webinar: Administration of YARC Passage Reading Assessment (Secondary)	1
Webinar: Interpreting YARC results and Intervention planning (Infant, Primary, Secondary)	1
World EduLead Virtual Conference	1
WSU Careers Advisors Day	1

6. WORKFORCE COMPOSITION

College Staff 2020

Teaching staff	163
Full-time equivalent teaching staff	122
Non-teaching staff	81
Full-time equivalent non-teaching Staff	50

*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 2020	139	
Year 10 2018	167	83.23%
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
2020	79.64%
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 2020 the annual student attendance rate was 94.61% This figure is similar to the attendance rate for the years 2008 to 2019. 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	96.05%
1	95.50%
2	94.83%
3	96.25%
4	94.89%
5	95.84%
6	95.54%
7	94.74%
8	93.88%
9	93.42%
10	92.28%
11	95.49%
12	93.08%

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:

- 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.

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 – This policy is the same as 2019.

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 2020	Access to full text
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	This policy was reviewed in 2020. It is due to be reviewed again in 2021	The full text of the Safe and Supportive Environment Master Policy can be accessed by request from the Headmaster.
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	No changes to this Policy were made in 2020. It is due for review in 2021	A statement about anti-bullying is included within the Student Diary. The policy is available to Parents via the Connect parent portal and can be requested from a member of staff.
Student Discipline The College expressly prohibits Corporal Punishment and does not explicitly or implicitly sanction the administering of Corporal Punishment by non-school persons, including parents and guardians. 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.	No changes to this Policy were made in 2020. It is due for review in 2021.	Parents may request a copy from College staff 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.
Reporting Complaints and Resolving Grievances These policies use natural justice and procedural fairness in dealing with	No changes to this policy were made in 2020. It is due for review in 2021.	Lodgement of complaints can occur through the College website as outlined in the College Connect

<p>complaints and grievances. They also outline the lines of approach for the handling of complaints and grievances by staff.</p>		<p>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>
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10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Goals for 2020

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"> - Continue to develop and train staff in Explicit Instruction - Develop a reimagined Curriculum for 2022. - Develop a new primary teaching model focusing on literacy and numeracy for 2021.
<p>Masterplan</p> <ul style="list-style-type: none"> - Preparing for the commencement of the Primary project in late 2020 to cater for the increased stream in Kindergarten. - Continue the 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 needs of the College in the Master Plan. - Explore and establish methods of sustainable practices - Minimise the impact of COVID-19 financial instability on our enrolment numbers.
<p>Pastoral Care</p> <ul style="list-style-type: none"> - Continue to develop proactive programs for responding to mental health issues. - Continue to develop the Secondary Mentor Program to be launched in 2022.
<p>Professional Development</p> <ul style="list-style-type: none"> - Ensure the College met its obligations in relation to 'compliance' PD, e.g. Anaphylaxis, Child Protection/Mandatory Reporting, Disability Legislation etc. - Equip teachers across the College with the skills and expertise to deliver high-quality Project-based Learning (PBL) as part of the College's new 2021 Curriculum through a weeklong mid-year conference led by High Tech High - Continue our journey in New Pedagogies for Deep Learning (NPDL) - Develop a common language and provide professional learning for teachers in developing 'extraordinary learners' as a pillar of the College's Purpose Statement.
<p>Communication</p> <ul style="list-style-type: none"> - Develop animations to communicate key areas of change in response to COVID-19 which prevented parent meetings. - 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"> - Reflect on the impact of the COVID-19 pandemic on our parent community. - Develop ways that we can connect with the community beyond the College.

Achieved in 2020

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

<p>Christian Education</p> <ul style="list-style-type: none">- implementation of a Year 9 and 10 program that focusses on the Moore College course "Introduction to the Bible".- Development of a model for Stage 4 and 5 curriculum which is committed 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.
<p>Teaching and Learning</p> <ul style="list-style-type: none">- Further development of the new curriculum structure after seeking feedback from Heads of Faculty. Further work on refining this will continue throughout 2021.- Developed and modelled a preferred timetable with longer lesson times to support Project based learning in 2021.- 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.- Development of the new small group model of teaching in the Primary school with a targeted focus on Literacy and numeracy.
<p>Masterplan</p> <ul style="list-style-type: none">- Opening of the Branwhite Centre- Commence the Primary building project to provide more Primary School classrooms in response to the enrolments demands.
<p>Financial</p> <ul style="list-style-type: none">- Provision of a 25% discount on Term 2 tuition fees to all College families in response to the COVID -19 pandemic.- Provide bursary assistance to those who lost their job due to the COVID-19 pandemic.
<p>Pastoral Care</p> <ul style="list-style-type: none">- The College, in conjunction with the College Counsellors, has established proactive programs for responding to Mental Health Issues.- Implemented Wellbeing strategies during the COVID-19 lockdown period including:<ul style="list-style-type: none">o Primary:<ul style="list-style-type: none">▪ Daily class devotions and prayers over Microsoft teams▪ Growing with God page for daily devotions from the Chaplain▪ Information on the College portal (connect) about what you can do to assist with your wellbeing.o Secondary:<ul style="list-style-type: none">▪ Weekly wellbeing sessions with their tutor▪ Growing with God page for daily devotions from the Chaplain▪ Information on the College portal (connect) about what you can do to assist with your wellbeing. <p>Class teachers, Tutors and Year coordinators contacted all students and parents to see if there was anything that could be done to assist them during lockdown.</p> <ul style="list-style-type: none">- Increased resourcing of counselling via appointment of a Coordinator of Counselling Services to resource the delivery of Parent Information sessions to Parents.
<p>Professional Development</p> <p>Notwithstanding our very limited access to opportunities for whole-College learning due to COVID, our PD areas of Achievement were:</p>

- Delivered targeted PD equipping staff to deliver high-quality remote learning for students across P – 12, including:
 - Tools and pedagogies for enhancing online learning
 - Video editing
 - Student support
 - Universal design principles
 - Assessment redesign
 - Staff wellbeing
 - Student wellbeing
 - Organisation, planning and preparation
- Delivered a number of 'compliance' PD items including:
 - Anaphylaxis training
 - Bullying, Harassment and Discrimination training
 - Mandatory Reporting/Child Protection training
 - Disability Legislation training
- Commenced scaled down version of PBL training for staff via online delivery of High-Tech High's PBL Design Camp.
- Commenced partnership with PBL Global, including enrolment of all teaching staff in PBL Global online coursework.

Communication

- Through the existing College portal (Connect) we were able to communicate news about the College and online learning.
- Due to COVID-19 Parent teacher interviews were held online so that parents did not miss out on discussing their child's progress with the teachers.
- To celebrate the opening of the Branwhite Centre the college created a video explaining to parents what the building is to be used for, and highlighting key areas that students are able to learn in.
- As tours of the College could not take place in person, we created an online tour for people to view from our website.
- As onsite parent meetings could not take place the proposed changes made to the Primary school structure for 2021 were communicated via the College portal (connect) and on our website via an Animated video which parents could respond to if they had any questions.
- Significant work has continued on a program which tracks a child's growth in their knowledge and understanding as they journey through the College.

Community

- P- 6, Year 7 and Year 8 -10 Parent Community evenings were held in the beginning of the year which incorporated an information and social component.
- Unfortunately, due to COVID-19 further Community events could not be held at the College.

11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

College Discipline System

The College introduced a new discipline system at the beginning of 2018. No changes to this system were made in 2020. 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

A number of key initiatives designed to promote respect and responsibility were curtailed by the restrictions of COVID-19. This included the cancellation of year-based camp excursions which are designed in various ways to promote growth in respect for others and responsibility for the needs of others.

We had to abandon our Solomon Islands student and staff trips, and key experiences such as the Year 10 City Mission and our regular support of the World Vision 40-Hour Famine. However, students proved their creativity and resilience by seeking ways to promote respect for others, responsibility for their wellbeing, and care for one another and indeed staff on campus. COVID-19 constraints raised awareness of the need to be looking out for others.

Despite the changed circumstances of 2020, the College still supported the work of charities such as Samaritan's Purse through their Christmas Shoebox appeal and added to it this year with support for their fundraising for education in Cambodia. We again provided support for Wesley Mission in the form of Christmas hampers provided for and packed by our Secondary tutor groups.

Other initiatives included:

- a Year 9 initiative to donate items to the Hills Women's Shelter;
- fundraising to support the work of Open Doors Australia, whose head office is in the College's neighbourhood;
- providing "grab and go" food and essential toiletries for staff at Westmead Hospital at the height of the COVID pandemic in New South Wales;
- fundraising during Drought Week for Rural Aid to support Australian farmers;
- a fundraising week during Wellness Week to raise money for Westmead Children's Hospital;
- collection of items for Anglicare Toys 'n' Tucker Drive; and
- fundraising for the Cancer Council by several students who had their head shaved as part of the World's Greatest Shave.

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, World's Greatest Shave and Operation Christmas Child which are expanded on below.

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 service activities, as loving service of 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; and
- 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, but it is noted that a large number of families participated.

Supporting the Solomon Islands

The College's association with the Solomon Islands continues to be a key initiative in promoting respect for other cultures and responsibility as global citizens. Our regular annual visit by senior students and staff was unfortunately unable to proceed in 2020. The College does, however, continue to enrol students from the Solomon Islands as both a way of supporting those individuals and through them impacting a near neighbour in the Pacific.

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 2020 Staff survey showed:

This year has seen another improvement in staff morale, with 85.96% of respondents either agreeing, or strongly agreeing that staff morale at the College is generally healthy (up from 53.66% in 2018 and 81.65% in 2019). This is particularly pleasing given the unique challenges of 2020.

Pleasingly, 99.13% of respondents would recommend the College as a great place to work; this represents a steady increase on our 2018 and 2019 results (+3.67% on 2019, and +10.37% on 2018 results).

92.86% of respondents still want to be working at the College in 2 years' time; this continues an upward trend on 2018 and 2019 results, indicating strong future retention.

Interestingly, this year has seen a significant positive increase in staff responses regarding the ability to balance work and home responsibilities; in 2019, only 67.28% of respondents agreed they were able to maintain balance, but in 2020, this has increased to 81.58%. This is a very positive outcome and is in keeping with our desire maintain high expectations whilst providing high support

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 2020 Year 12 Exit Survey showed:

- 84.32% believed that teaching at the College was of a high standard
- 88.23% believed that there was a wide range of subject choices in Years 11 and 12
- 89.21% believed that the subjects offered in Years 11 and 12 enabled them to study what they wanted to.
- 94.90% believed that the Sports Facilities of the College are of a good standard
- 93.13% believed that the buildings at the College are of good standard

Parents are surveyed regularly, although not necessarily annually, to understand specific needs. No specific surveys of our parent body were conducted during 2020. 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 2020. 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. In 2020 the College received praise for its initiative in providing fee discounts in response to the COVID -19 Pandemic. We also received praise for the engaging lessons provided to students, and the pastoral support given to students during the lockdown period.

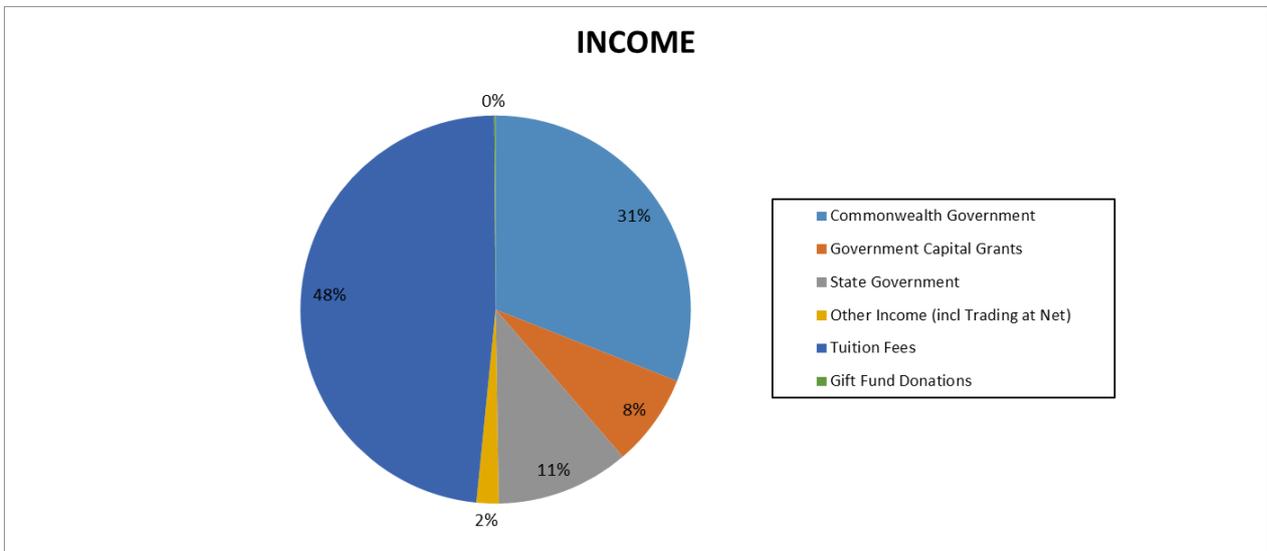
13. FINANCIAL INFORMATION – 2020

The following details highlight the Income and Expenditure of William Clarke College in respect to the 2020 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 | 31.0% | to cover recurrent expenses |
| • Government Capital Grants | 7.7% | for dedicated capital expenditure |
| • State Government | 11.0% | to cover recurrent expenses |
| • Other Income | 1.8% | Extras, trading income, interest income |
| • Tuition Fees | 48.3% | Fees paid by parents for tuition |
| • Gift Fund Donations (eg Building Fund) | 0.1% | Parent voluntary contributions |



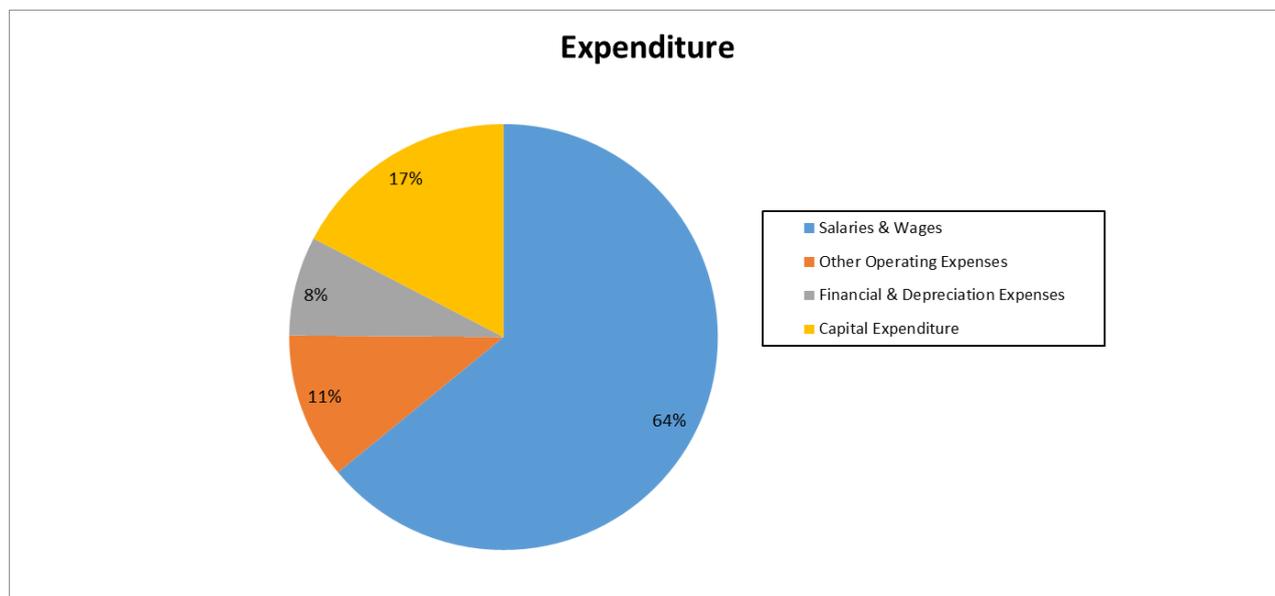
Capital Grants

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 2020, the College received an AIS Block Grant Authority grant with respect to the STEAM Building Project.

Expenditure

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

- | | | |
|-------------------------------------|-------|------------------------------------|
| • Wages and associated costs | 64.0% | Total employment costs |
| • Other operating expenses | 11.1% | Administration, property, IT, etc. |
| • Financial & Depreciation expenses | 7.5% | Interest and depreciation |
| • Capital expenditure | 17.3% | 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. The key drivers of salary increases are the rate of pay and number of staff and progression increases.

Teachers and Support staff are paid under a Union negotiated Multi-Enterprise 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 2020 capital expenditure of \$6.5m 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.

As noted elsewhere in this report the College was able to provide financial support to parents during COVID-19 through a fee reduction in Term 2. We also completed construction of the Branwhite Centre in June 2020 and received approval for the Primary Project in December 2020.

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 2022 and funding changes beyond 2021

Master planning for the College site will continue 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.