



WILLIAM CLARKE  
COLLEGE  
CHRIST OUR WISDOM

# 2021 **ANNUAL REPORT**

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# 1. A MESSAGE FROM KEY SCHOOL BODIES

## Chair of Council's Message

Welcome to the William Clarke College Annual Report which outlines some of the activities and results of the College for the 2021 academic year. This report also includes matters upon which we are to report under the requirements of the NSW Education Standards Authority (NESA).

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

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

Two particular ways in which we review performance and set plans for the future are in the development of the College's Strategic Plan and the infrastructure development under the Master Plan. Great progress was made with these plans during 2021.

The current Strategic Plan had its conclusion in 2021. Some significant academic shifts were achieved in that time, particularly in moving to a new curriculum and preparation for a much-changed timetable and delivery of project-based learning in Secondary School. In Primary School we continued to cement work in literacy and numeracy and plans were well underway to commence 2022 with literacy and numeracy specialists who have been appointed.

On the Master Plan front, we were able to complete work on some significant buildings for Primary School. The "in-fill" building provided an additional six classrooms. We were also able to refurbish two other rooms and fill in the balcony of the main building to provide a dedicated Music room. This development also allowed us to have two dedicated Primary Science/Art rooms. The works were completed at the end of 2021 in readiness for 2022.

We cannot underestimate the work of any of our staff. Our Headmaster led the organisation with vitality and care. The Executive manage much of the higher-level issues. Senior leaders and teaching staff are the ones at the coalface who work to inspire our students to learn, to develop their character and desire to purposefully serve others. Our support staff continue to provide all the resourcing to allow teaching to occur and the College to operate effectively and efficiently. This was made so much harder during 2021 as the second straight year of interference from COVID-19 and yet our staff have undertaken their roles with remarkable resilience. The College Council is deeply aware of the efforts of our staff and the difference they make in the lives of our students.

We look forward now to 2022, with its own unique challenges and opportunities. 2022 will see the start of our new Strategic Plan, focused again on improvements to student learning. Additionally, we will be furthering the development of the campus facilities with a State Significant Development Application for our next project; The Bryson Building.

I trust that you find the information contained in this Annual Report interesting and informative. Further information about the College is contained in the College website [www.wcc.nsw.edu.au](http://www.wcc.nsw.edu.au) and for our parent/carer community through our Connect portal.

Mr Philip Bell  
Chair of Council

## Headmaster's Message

William Clarke College continues to go from strength to strength. As a Christ-centred community that seeks to develop extraordinary learners with a passion to serve others, we continue to see God's goodness towards the College.

Throughout 2021, COVID-19 continued to thwart many exciting plans and activities for our community. Nevertheless, I am thankful to God for the resilience shown by our students and staff and for the commitment of each classroom teacher to do their utmost to care for their students. Despite the extended Term 3 lockdown, the College was able to navigate the disruption and offer purposeful and meaningful experiences for our students. Sadly, many of the activities that traditionally forge lifetime memories were again cancelled due to the pandemic. However, it was a joy to see the community slowly return to some semblance of normality towards the end of 2021 with Year 12 demonstrating great resilience and determination.

Academically, 2021 was our best year overall in terms of the combined HSC results for Year 12. Our NAPLAN data continues to shine against similar schools. Indeed, despite many ongoing challenges, the quality of teaching and learning continued for all cohorts throughout the year.

Yet again, our teaching staff did a tremendous job yet again in providing sound teaching and in guiding students through their learning journey. I am particularly grateful for their resilience in managing the challenges of having to pivot from one mode of teaching and learning to another. As always, our support staff worked tirelessly behind the scenes in providing the necessary resourcing for teaching to occur seamlessly. Despite the impact of COVID-19, our staff were still able to pursue professional development opportunities.

I wish to thank my Senior Leadership and Executive team for their huge contribution to making the year successful. This team of extraordinary staff managed to juggle the demands of so many big tasks that seemingly arose daily while concomitantly giving attention to doing all the little things so very well. I place great reliance on this team of people, and they continually deliver.

In 2021, we were able to complete the Primary School "in-fill" project which delivered seven additional teaching spaces. Furthermore, two additional learning spaces were refurbished. The Primary School is now positioned to manage the growth in additional streams currently working through the Primary years. Our builders, Rohrig Constructions, did a marvelous job despite the difficult circumstances being faced by the construction industry. I would also like to thank our architects PMDL and other consultants for their professional manner and expertise in guiding this development to completion.

The Annual Report covers only a small component of the things we do at the College. Yet it contains some valuable insights into College life. I trust it affords you with a deeper understanding of the College and what we provide to our students and families.

Dr Scott Marsh  
Headmaster

## College Captains' Message

The Year 12 grade of 2021 will be remembered for their courage and resilience. Completing their final term, including HSC Trial exams, behind a computer screen at home was never anybody's ideal finish to 13 years of schooling. The delayed HSC and dubbed 'fifth term' created obvious challenges and disappointments. Despite all this, students enjoyed many wonderful moments throughout 2021, which created lasting memories and connections. Leading alongside an incredible Leadership Team and supportive College community through a historically poignant time was an honour and allowed us to grow in perseverance and creativity.

In light of this, there was much to celebrate in 2021. The College Swimming Carnival was a highlight, as were the Grade of Origin matches, Cross Country Carnival and Inter-House competitions which were led with enthusiasm by the Sports Prefects and House Captains, with the Co-curricular Creative Arts Prefects introducing captivating live entertainment to lunch breaks. Student groups competed in the 'Battle of the Bands' and formed remote creative competitions during lockdown to maintain community connection.

The Service Prefect team modelled empathy while serving the College community through service initiatives. This included the World's Greatest Shave, which raised record-breaking amounts of money from our generous College community as teachers and students shaved their head to raise money for cancer research. Valentine's Day rose stalls, Christmas hampers, and the Beanie and Blanket Appeal were just a few more opportunities to grow student selflessness throughout 2021. The Academic Prefects produced many successful study evenings which helped students use collaborative learning effectively while making long-lasting memories with each other.

The Christian Life Prefects teamed with inter-grade Chapel planners and leaders from the Christian Group, GLO, Leaders to shape the College's Christ-centred community by providing consistent opportunities for students to grow their faith. Even in the midst of online learning, pre-recorded Chapels, GLO meetings and Growing with God sessions spread God's message in guiding students to overcome challenges.

The teachers and staff of the College never faltered in their continual support of our Leadership Team, students and College community in light of the apparent chaos. With a year of uncertainty, God's promise in Isaiah 40:8 remained constant: "The grass withers and flowers fall, but the word of our God will stand forever."

Students also learnt to be thankful through weekly devotions. With all the disappointments during 2021, the gratitude for what was once taken for granted will be a treasured gift for our future.

Emily Hurwood and Corbin Ellis  
2021 College Captains

## 2. CONTEXTUAL INFORMATION ABOUT THE COLLEGE AND CHARACTERISTICS OF THE STUDENT BODY

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.

In 2021, there were 1769 students of whom 1142 are in the Secondary School and 700 in the Primary School. The College has over 250 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.

The most recently approved Strategic Plan for the period 2022-2024 captures the essence of William Clarke College – 'A Christ-centred community that seeks to develop extraordinary learners with a passion to serve others.' The A.R.T of Freedom Cultural Framework brings together three core, overarching values for our community. That is, as an organisation, William Clarke College is committed to being Authentic, Relational and Transformative. Our goal is to enable individuals to know, understand and embrace the true freedom that comes from knowing Christ through these values:

- 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.

The College has developed a further eight key areas of growth that capture our Christian foundation and act as vision statements to achieve these values.

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

#### NAPLAN Results 2021 - 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. Further information about the College's NAPLAN results can be found on the My Schools website.

#### Primary Achievement Range

Year	Minimum Achievement Standard
3	Band 2
5	Band 3

#### Year 3

##### % of students in top two bands

Test Domain	% WCC	% State
Reading	37.4	29.8
Surpassing Band 5 and Band 6 in Reading, the College had 33.3% of Year 3 students achieve in the range of Band 7-10. This is well above 'like schools' and the State.		
Writing	78.9	37.9
Surpassing Band 5 and Band 6 in Writing, the College had 14.5% of Year 3 students achieve in the range of Band 7-10. This is above 'like schools' and the State.		
Spelling	58.7	46.4
Surpassing Band 5 and Band 6 in Spelling, the College had 25.3% of Year 3 students achieve in the range of Band 7-10. This is well above 'like schools' and the State.		
Grammar and Punctuation	49.4	46.3
Surpassing Band 5 and Band 6 in Grammar and Punctuation, the College had 38.7% of Year 3 students achieve in the range of Band 7-10. This is significantly above 'like schools' and the state.		
Numeracy	56.6	35.7
Surpassing Band 5 and Band 6 in Numeracy, the College had 26.3% of Year 3 students achieve in the range of Band 7-10. This is significantly above 'like schools' and the State.		

#### Year 5

##### % of students in top two bands

Test Domain	% WCC	% State
Reading	54.8	40.1
Surpassing Band 7 and Band 8 in Reading, the College had 4.9% of Year 5 students achieve in the range of Band 9 and 10. This is well above 'like schools' and the State.		
Writing	53.9	24.5
The College Year 5 cohort had no students achieve in Band 9 and 10 for Writing. This is similar to 'like schools' and the State.		
Spelling	72.3	42.6
The College Year 5 cohort had 1% of its students achieve in Band 9 and 10 for Spelling. This is similar to 'like schools' and the State.		
Grammar & Punctuation	49.5	35.5
Surpassing Band 7 and Band 8 in Grammar and Punctuation, the College had 11.9% of its Year 5 students achieve in Band 9 and 10. This is above 'like schools' and the State.		

## Secondary Achievement Range

Year	Band Achievement Range	Minimum Achievement Standard
7	Band 5 - Band 9	Band 4
9	Band 6 - Band 10	Band 5

### Year 7

#### % of students in top two bands

Test Domain	% WCC	% State
Reading	51.9	31.7
Writing	50.6	25.9
Spelling	64.3	36.1
Grammar & Punctuation	57.8	31.7
Numeracy	72.2	37.4

### Year 9

#### % of students in top two bands

Test Domain	% WCC	% State
Reading	39.3	25
Writing	24.5	15.3
Spelling	34.6	25.4
Grammar & Punctuation	40.1	23.8
Numeracy	46.1	26.5

## 4. SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

### Record of School Achievement (RoSA)

The Record of School Achievement (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 2021 Compared to State (%):

##### English

A		B		C		D		E	
School	State								
14.2	13.3	52.5	28.8	30.6	35.6	2.7	15.6	0	5.9

##### Mathematics

A		B		C		D		E	
School	State								
23.6	15.3	24.1	22.9	40.8	32.0	10.3	22.7	1.1	6.6

##### Science

A		B		C		D		E	
School	State								
23.9	13.9	40.2	25.2	31.5	36.4	4.4	17.7	0	6.2

##### Australian Geography

A		B		C		D		E	
School	State								
26.1	16	40	28	28.3	34.1	5	15.2	0.5	6.3

##### History

A		B		C		D		E	
School	State								
28.9	15.5	42.6	28	24.6	34.2	3.3	15.2	0.5	6.5

In 2021 the formal RoSA credential was awarded to twelve Year 10 students and one Year 11 student who left the College.

## Higher School Certificate (HSC)

The Class of 2021 achieved outstanding HSC results:

- 89% of the subjects offered at the College achieved a mean above that of the State
- 78% of students achieved at least one result in the top two bands (Band 5 and Band 6)
- Two 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
- Three 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:

Subject	School vs State Variance (%)
Ancient History	6.69
Business Studies	5.66
Dance	7.54
Design and Technology	4.69
Earth and Environmental Science	9.61
Economics	4.95
Engineering Studies	4.53
Food Technology	7.64
Geography	6.38
History Extension 1	7.14
Industrial Technology	4.35
Information Process and Technology	9.8
Legal Studies	12.51
Mathematics Advanced 2	4.43
Mathematics Extension 1	7.49
Mathematics Standard 2	6.12
PDHPE	4.13
Society and Culture	4.83
Software Design and Development	6.48

### 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	348
Total Number of Band 6 achievements	142

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

Subject	% of School candidates achieving a Band 6 or E4	% of State achieving a Band 6 or E4
Ancient History	16.66	9.41
Business Studies	23.25	9.37
Dance	20	12.69
Earth and Environmental Science	14.28	5.16
Economics	25	14.83
English Advanced	17.17	16.27
English Extension 1	50	40.95
Food Technology	25	10.7
Geography	13.3	9.2

Hospitality	28.57	5.16
Industrial Technology (Timber)	14.28	6.9
Information Processes and Technology	23.07	8.23
Legal Studies	58.62	14.62
Mathematics Advanced	31.48	23.19
Mathematics Extension 1	40.9	37.19
Mathematics Extension 2	50	42.74
Mathematics Standard 2	9.89	5.57
Modern History	22.22	10.6
Music Extension	66.66	64.04
Society and Culture	13.33	12.93
Software Design and Development	16.66	12.38
Studies Of Religion I	14.28	12.93
Visual Arts	21.42	16.92

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

Subject	% of School candidates achieving a Band 5 or Band 6	% of State candidates achieving a Band 5 or Band 6
Ancient History	42	34
Biology	34.5	31.1
Business Studies	56	35.6
Dance	100	54.6
Design and Technology	87.5	54.5
Drama	50	45.5
Earth and Environmental Science	64	27.7
Economics	80	50
Engineering Studies	46.6	36.9
English Advanced	79.7	68.7
English Extension 2	85.6	83.9
English Extension1	100	93.6
English Standard	22.5	16.5
Food Technology	41.6	35.7
Geography	73.3	44
History Extension	80	77.2
Information Processes and Technology	53.7	31.7
Legal Studies	82.7	41.9
Mathematics Advanced	59.2	50.1
Mathematics Extension 1	100	74
Mathematics Extension2	100	86.5
Mathematics Standard 2	38.3	24.5
Modern History	50	37.6
Music 1	66.6	64.2
Music 2	90	88.1
Music Extension	100	95.3
PDHPE	46.7	30.6
Physics	44.7	40.4
Science Extension	100	72
Society and Culture	66.6	45.4
Software Design and Development	66.6	35.9
Visual Arts	78.5	63.1

## Comparative Analysis of HSC results

Subject	Year	No. of students	Performance band achievement by number		
			Band 5 and 6 or E3 E4	Band 3 and 4 or E2 E1	Band 1 and 2
English: Standard	2021	62	14	45	3
	2020	61	8	53	N/A
	2019	38	5	28	5
English: Advanced	2021	99	79	20	N/A
	2020	78	49	29	N/A
	2019	126	86	40	N/A
English: Extension 1	2021	10	10	N/A	N/A
	2020	9	9	N/A	N/A
	2019	19	19	N/A	N/A
English: Extension 2	2021	7	6	1	N/A
	2020	5	5	N/A	N/A
	2019	7	7	N/A	N/A
Mathematics: Standard 2	2021	91	35	47	9
	2020	85	32	45	8
	2019	72	31	38	3
Mathematics: Advanced	2021	54	32	21	1
	2020	44	37	7	N/A
	2019	66	31	30	5
Mathematics Extension 1	2021	22	22	N/A	N/A
	2020	23	22	1	N/A
	2019	13	10	34	N/A
Mathematics Extension 2	2021	4	4	N/A	N/A
	2020	11	10	1	N/A
	2019	10	8	2	N/A
Ancient History	2021	12	5	6	1
	2020	13	6	7	N/A
	2019	15	10	4	1
Biology	2021	52	18	34	N/A
	2020	39	19	19	1
	2019	48	25	22	1
Business Studies	2021	43	24	17	2
	2020	40	20	17	3
	2019	49	25	22	2
Chemistry	2021	39	13	23	3
	2020	18	11	7	N/A
	2019	35	13	20	2
Dance	2021	5	5	N/A	N/A
	2020	N/A	N/A	N/A	N/A
	2019	5	2	3	N/A
Design and Technology	2021	8	7	1	N/A
	2020	N/A	N/A	N/A	N/A
	2019	N/A	N/A	N/A	N/A
Drama	2021	10	5	5	N/A
	2020	12	7	5	N/A
	2019	20	16	4	N/A
Earth and Environmental Science	2021	14	9	4	1
	2020	10	3	7	N/A
	2019	20	10	10	N/A
Economics	2021	20	16	4	N/A
	2020	13	2	11	N/A
	2019	27	12	15	N/A
Engineering	2021	15	7	8	N/A

	2020	6	1	5	N/A
Food Technology	2021	12	5	7	N/A
	2020	7	2	5	N/A
	2019	N/A	N/A	N/A	N/A
French Beginners	2021 (External)	1	1	Nil	N/A
	2020	2	1	1	N/A
	2019	N/A	N/A	N/A	N/A
French Continuers	2021 (External)	2	2	N/A	N/A
	2020	3	N/A	3	N/A
	2019	N/A	N/A	N/A	N/A
Geography	2021	15	11	4	N/A
	2020	14	5	7	2
	2019	12	9	3	N/A
German Continuers	2021	N/A	N/A	N/A	N/A
	2020	1	Nil	1	N/A
	2019	4	3	1	N/A
German Extension	2021	N/A	N/A	N/A	N/A
	2020	N/A	N/A	N/A	N/A
	2019	1	1	N/A	N/A
History Extension 1	2021	5	4	1	N/A
	2020	9	7	2	N/A
	2019	8	6	2	N/A
VET Hospitality (Kitchen Operations)	2021	7	2	4	1
	2020	8	5	2	1
	2019	12	6	6	N/A
Industrial Technology - Timber	2021	14	3	11	N/A
	2020	5	1	4	N/A
	2019	5	3	2	N/A
Information Processes and Technology	2021	13	7	6	N/A
	2020	11	4	7	N/A
	2019	14	12	2	N/A
Information and Digital Technology (VET)	2021	N/A	N/A	N/A	N/A
	2020	1	N/A	1	N/A
	2019	N/A	N/A	N/A	N/A
Investigating Science	2021	N/A	N/A	N/A	N/A
	2020	N/A	N/A	N/A	N/A
	2019	14	6	7	1
Japanese Continuers	2021 (External)	2	1	N/A	1
	2020	1	1	N/A	N/A
	2019	4	1	3	N/A
Japanese Extension	2021	N/A	N/A	N/A	N/A
	2020	1	1	N/A	N/A
Legal Studies	2021	29	24	5	N/A
	2020	27	15	12	N/A
	2019	30	22	8	N/A
Modern History	2021	18	9	9	N/A
	2020	27	16	11	N/A
	2019	22	5	6	1
Music 1	2021	9	6	3	N/A
	2020	8	8	N/A	N/A
	2019	4	4	N/A	N/A
Music 2	2021	10	9	1	N/A
	2020	7	6	1	N/A
	2019	9	9	N/A	N/A
Music Extension	2021	3	3	N/A	N/A
	2020	3	1	1	1

	2019	7	7	N/A	N/A
Personal Development, Health and Physical Education	2021	47	22	24	1
	2020	47	17	30	N/A
	2019	52	25	27	N/A
Physics	2021	29	13	16	N/A
	2020	24	12	10	2
	2019	27	11	15	1
Science Extension	2021	7	7	N/A	N/A
	2020	3	2	1	N/A
	2019	7	7	N/A	N/A
Society and Culture	2021	15	10	5	N/A
	2020	23	11	12	N/A
	2019	18	10	8	N/A
Software Design and Development	2021	12	8	4	N/A
	2020	8	3	5	N/A
	2019	14	7	7	N/A
Spanish Beginners	2021	N/A	N/A	N/A	N/A
	2020	N/A	N/A	N/A	N/A
	2019	1	N/A	1	N/A
Studies of Religion1	2021	7	2	5	N/A
	2020	5	4	1	N/A
	2019	8	5	3	N/A
Studies of Religion 2	2021	15	6	8	1
	2020	14	4	6	4
	2019	15	7	7	1
Visual Arts	2021	28	22	6	N/A
	2020	20	18	2	N/A
	2019	15	14	1	N/A

Of the 162 students in Year 12, all of them achieved their Higher School Certificate, with four students also attaining a Certificate III in an AQF course.

Year 12	Qualification/Certificate	% of Students
2021	HSC	100%
2021	AQF Certificate III or above	0.024% *

\*This represents four students 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 and Cookery was delivered at the College. The following courses were delivered by an external provider: Animal Studies, Construction, Design Fundamentals, French Beginners, French Continuers, Hair or Beauty Services, and Primary Industries.

## 5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

### Professional Learning

Each year the College holds a number of all staff Professional Learning Days. Due to COVID-19 restrictions during 2021 these days were adapted to accommodate the restrictions in place at the time. The College held a weeklong Deep Learning Conference on Project Based Learning, which had been postponed from 2020. The College also conducted Mental Health, Remote Learning and Child Protection Training.

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

Professional Learning Activity	Number of Staff participating
2021 Research Conversations: Christian Education	1
ACARA HPE Reference Group Meeting 2	1
ACU Careers Advisors Conference	1
ADHD Adaptations and Strategies to Help Success at School	1
Advanced Coaching: The Impact Cycle	1
AHISA NSW/ACT Branch Meeting	1
AIS Wellbeing Conference	1
AITSL Accreditation Panel for ITE	1
AITSL Initial Teacher Education Accreditation Panelist Training	2
AITSL ITE Panel Training - Stage 2	1
An Introduction to Restorative Practice in Schools	1
Autism Spectrum Disorder: Intensive Supports (online, self paced)	2
Autism Spectrum Disorder: Targeted Supports	1
Bangarra Dance Theatre - Exploring Terrain	1
Biennial Conference: Change Reimagined	1
Branch Country Weekend	1
Business Chicks 2021 + Me Online Webinars	1
CAA NSW Annual Conference	1
Certificate III Business Services	3
Character Leaders in Education: A Conversation	1
Co-creating Future Schools and the Power of Stakeholder Engagement	1
Cognitive Load 1 and 2	2
Conclusion to Deep Learning Conference	156
Conducting Interviews and Focus Groups	3
Consent Education: why it's not enough with Peggy Orenstein	1
Copyright for Educators	1
Creating Momentum Music Conference	2
CRU Teachers Conference 2021	2
Cumberland Careers Forum Meeting	4
Curriculum Coordinators Umbrella Group	1
Dealing with Sexual Assault Between Students and Navigating Consent	1
Deep Learning Conference Design Time - Project Team Planning	156
Deep Learning Conference Independent Learning	156

Deep Learning Conference Project Development	156
Deep Learning Conference Project Tuning # 1	156
Deep Learning Conference Project Tuning # 2	156
Deep Learning Conference Team Meeting	156
Designing Surveys that Work	2
EAL/D Professional Development	7
Educational Research Symposium 2021	1
ELS Business Studies Conference	1
Emergency First Response	1
Epilepsy: Minimising the Risk	2
Epilepsy Essentials	2
Getting Ready for Robust Research	1
Growing Through Conflict by Peacemaking	3
Heads Information Webinar - Emerging Drug Related Issues	2
HICES National Conference 2021	2
How to Design and Deliver Effective Mathematics Intervention	1
HPE Reference Group Meeting	1
HSC Hospitality Exam Assessing	1
Improving the outcomes of students who are deaf or hard of hearing in mainstream settings	2
Induction Program 2021	20
Industry Update Day 2021	1
Inservice for Hearing Impaired Students	11
IPSHA Deputies Conference	4
IPSHA Instructional Strategies for Gifted Students in Mixed Ability Classrooms	1
ISA & AHISA Education Forum	1
K-2 Umbrella Group - Role of A Speech Therapist and Occupational Therapist	1
Launch of Music Theatre Program - Sydney Conservatorium	1
Leading the Future of Learning	1
Learning Support: Developing a Multi-tiered System of Support	1
Legal Studies Association Conference (online)	1
Level Up Science Teaching (Online - StilePL)	1
Macquarie University Careers Advisors Day	1
Making Your Numerical Data Work	1
Masterclass: Research Conference 2021	1
Mat Ek's Juliet and Romeo	1
Mathematics Conference 2021 - HODs Day	1
Mental Health Training	107
Moving Beyond Numbers Using Qualitative Data	1
National Boys' Education Conference	1
National Education Summit 2021 Virtual Series: Innovation in the STEM & Digital Classroom	1
NCCD Network Meeting	1
NCCD Term 1 Network Meeting	1
NDIS Pathways to Post School Life	1
NSW Reportable Conduct and Allegations Against Employees - Self-paced Learning	162

Observing and recording seizures and Other Events	3
Orff NSW Two Day Conference	1
Parenting Ideas Using Birth Order Knowledge for a Parenting Edge	1
Pathways & Partnerships Forum	1
PDHPE Umbrella Group Term 2 2021	3
Practical Application of UDL Concepts in Inclusive Classrooms	1
Provide an emergency first aid response in an education and care setting	3
Provide First Aid	1
Q & A with Thom Markham - PBL Global	155
Reading Matters: Diverse Voices and Stories that Shape our World	2
Refresher Youth MHFA	1
Relational Teaching for Boys	1
Research Conference 2021	1
Research Conversations Conference	2
REsearch Conversations Network Meeting	3
REsearch Conversations T2 Meeting	1
researchED Curriculum Forum	1
Respect Matters Public Forum on Consent Education 2021	2
SASMA Archbishop's Day	4
Science Teachers Association of NSW K-10 Science Conference	1
Shark Tank eSchool	1
Shark Tank Teacher Training	1
Simon Sinek LIVE	1
Spiritual Development for All Pupils - Lead Level	1
Sport Conference	1
Staff Development Day	152
Strategic Insights 2021	1
Stronger Smarter Leadership Program - Phase 1	2
Stronger Smarter Leadership Program - Phase 2	2
Students, Sex and the Internet	1
Teacher Librarian Conference 2021	3
Teaching Mathematics from a Christian Perspective	8
Teaching Stage 6 CAFS for the first time	1
Term 3 Deputies' Meeting	2
Tertiary Update Day 2021	1
The Impact Cycle Program	27
The Moral Argument for God	1
The Quest for Historical Adam	1
The Phonics Intro Bundle	4
The Resilience Project	1
The Sydney Morning Herald Schools Summit 2021	1
Transgender and Gender Fluidity NSW: Navigating Student Welfare, Rights, Obligations & Staff	2
UNSW Careers Advisors Day	1
VADEA 2021 Conference	3
Vaping and Schools - Drug and Alcohol Research and Training Australia	1
VET Compliance Officers Network Day	1
Visual Arts Conference	1

Welcome to Deep Learning Conference	156
Western Sydney University Careers Advisors Day	1
World Edu Lead 2021 - Virtual Webinars	1
Writing Traits Masterclass	1

## Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	13
Provisional	1
Proficient Teacher	155
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0
<b>TOTAL</b>	<b>169</b>

## Teacher Qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	169
Teachers having a Bachelor's degree from a higher education institution within Australia, or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

## 6. WORKFORCE COMPOSITION

### College Staff 2021

Teaching staff	169
Full-time equivalent teaching staff	149
Non-teaching staff	84
Full-time equivalent non-teaching Staff	69

*\*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

### Student Attendance Rates

In 2021 the annual student attendance rate was 96.3%, an increase of 1.69% from 2020. This figure is similar to the attendance rate for the years 2008 to 2020. Most students were absent from the College through illness. Every student absence requires a signed explanatory note from a parent or carer. In the event that parents/carers 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 four weeks prior.

Year Level	Attendance Rate
K	97.7%
1	96.9%
2	97.1%
3	97.1%
4	97.2%
5	96.0%
6	96.6%
7	96.9%
8	95.9%
9	94.9%
10	94.7%
11	95.3%
12	96.3%
Whole school	96.3%

### 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/carers 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/carers 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 the student database and sent to the parents/carers each term.

Letters from parents/carers explaining an absence are to be handed in at Student Reception or a parent/carers 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 logbook'.

If students are showing patterns of unsatisfactory absences (three 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/carers to check on the welfare of the student and identify any ways that the student may need assistance upon their return to the College. If there is a persistent pattern of unsatisfactory attendance, the Head of Primary will contact the parents/carers to:

- a) Determine reason/s for absences
- b) Develop strategies to assist with the student returning to school
- c) Write a plan for the student and send confirmed strategies to parent 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, Mentors update the Heads of Year regarding students with potential unsatisfactory patterns of attendance. Either the Mentor or the Head of Year contacts the parents/carers to check on the welfare of the student and identify ways that the student may need assistance upon their return to the College. If there is a persistent pattern of unsatisfactory attendance, the Head of Secondary will contact the parents/carers to:

- a) Determine reason/s for absences
- b) Develop strategies to assist with the student returning to school
- c) Write a plan for the student and send confirmed strategies to parent 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 Head for follow-up.

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

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

## Student Retention Rates and Post-School Destinations

### Apparent Retention Rates

Cohort	No. of Students	Retention Rate
Year 12 2021	162	91%
Year 10 2019	178	
Year 12 2020	139	83.23%
Year 10 2018	167	
Year 12 2019	164	95.35%
Year 10 2017	172	
Year 12 2018	163	83%
Year 10 2016	197	
Year 12 2017	158	92.4%
Year 10 2015	171	
Year 12 2016	158	95.18%
Year 10 2014	166	
Year 12 2015	159	92.44%
Year 10 2013	172	
Year 12 2014	152	89.94%
Year 10 2012	169	
Year 12 2013	158	96.3%
Year 10 2011	164	
Year 12 2012	152	90.5%
Year 10 2010	168	

### Actual Retention Rates

Cohort	% of original cohort group remaining to Year 12
2021	88.76%
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 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.

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. Of the 178 Year 10 students in 2019, 158 of them remained at the College to complete year 12 in 2021 (88.76%).

Of the 162 students in Year 12 there were over 327 early entry offers into university courses. There were 227 offers to university through UAC, noting that some students received more than one offer.

## 8. ENROLMENT POLICY

Below is the College's Enrolment Policy. This policy was last updated in November 2021.

<b>Policy</b>	<b>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.</b>
<b>Purpose</b>	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 NESAs requirements.
<b>Relevant Compliance Legislation or Linked Document</b>	Education Act 1990 Disability Discrimination Act 1992 The William Clarke College Prospectus Register of Enrolments Policy
<b>Scope</b>	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.
<b>Definitions</b>	Nil
<b>Procedures</b>	<p>The College enrolls students into the main intake years of:</p> <ol style="list-style-type: none"> <li>1. Preparatory school 4-year-olds</li> <li>2. Kindergarten 5-year-olds</li> <li>3. Year 5</li> <li>4. Year 7</li> <li>5. Year 11</li> </ol> <p>We encourage interested families to apply at least 24 months prior to entry, with applications for the Preparatory classes submitted 12 months prior. 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"> <li>• The College Prospectus</li> <li>• The current Fee Schedule</li> </ul> <p>Both are available on the College's website, or a request can be forwarded by mail or email.</p> <p>All applications for enrolment must be:</p> <ul style="list-style-type: none"> <li>• On the College's Official Application form which is found on the website</li> <li>• Signed or digitally acknowledged by the parent/carer(s)</li> <li>• Lodged with a non-refundable Enrolment Application Registration fee, as determined in the current College Fee Schedule, and paid to the College</li> <li>• Accompanied by copies of the student's birth certificate, Australian Passport or visa and immunisation history from Medicare.</li> </ul> <p>Once an Application Form has been submitted, it will be processed, and an email will be issued acknowledging the application. All applications are placed on a Registered Student list.</p> <p>Recording of Immunisation Status</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• If a child transfers to another school, we provide a copy of the child's immunisation form to the parent/carer or school upon request.</li> </ul>

- 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 eight 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/carers and the Registrar or 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, or where appropriate after follow-up with our Learning Support Team
- 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 Registrar or 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, or where appropriate after follow-up with our Learning Support Team.

#### *Students joining the College in Year 5 and 7*

- All relevant applications for the intake year are considered 12 months prior to the start of the school year for Year 5 and at least 18 months prior to the start of the school year for Year 7
- 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
- Interviews begin mid-March when the student is in Year 4 (for Year 5 entry) or Year 5 (for Year 7 entry) between selected parents/carers, students and the Registrar or the Director of Enrolments

	<ul style="list-style-type: none"> <li>• Offers of a place are made soon after the interviews are completed, or where appropriate after follow-up with our Learning Support Team.</li> </ul> <p>Students joining the College in Year 11</p> <ul style="list-style-type: none"> <li>• All relevant applications for the coming year are considered at least six to eight months prior to the start of the school year</li> <li>• 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</li> <li>• Interviews follow from September the year prior to entry between selected parents/carers, students and the Registrar or the Director of Enrolments</li> <li>• Offers of a place are made soon after interviews are completed, or where appropriate after follow-up with our Learning Support Team.</li> </ul> <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><i>Enrolment Criteria</i></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"> <li>• Family links with a church</li> <li>• Willingness to be part of a Christ-centred community</li> <li>• Sibling(s) at the College</li> <li>• Parent/carer or sibling who is a past student of the College</li> <li>• School reports, test results or aptitudes</li> <li>• Co-curricular skills and involvement.</li> </ul> <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/carers 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 Registrar, 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 behavioural codes of conduct and other requirements of the College.</p> <p>The offer of a place will be accepted by the parent/carer(s) signing of the Conditions of Enrolment form, and payment of the non-refundable Enrolment Fee.</p>
<p><b>Delegation and Responsibilities</b></p>	<p><b>Responsibilities:</b></p> <p><i>Enrolments officer</i></p> <p>Receive application forms and enter the data into our Enrolment database (Synergetic).</p> <p>Maintain the accuracy of the records throughout the child's schooling</p> <p>Maintain the records of the destination of the student below 17 years of age.</p> <p><i>Registrar or the Director of Enrolments</i></p>

	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 2021	Access to full text
<b>Student Welfare</b> The College will maintain a safe and supportive environment to holistically meet student needs.	This policy was last reviewed in July 2021. Reference to the Ombudsman Act 1974 was replaced with reference to The Children's Guardian Act 2019.	The full text of the Safe and Supportive Environment Master Policy can be accessed by request from the Head.
<b>Anti- Bullying</b> The College policy defines the responsibilities of staff, students, parents/carers and the Community in the modelling and encouragement of positive behaviour. The policy also includes procedures for students to follow if they believe they are being bullied	This policy was last reviewed in March 2021. Minimal changes were made, limited to the definition and description of types of bullying.	A statement about anti-bullying is included within the Student Diary.  The policy is available to parents/carers via the Connect parent portal and can be requested from a member of staff.
<b>Student Discipline</b> 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 carers.  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.	This policy was last reviewed in November 2021. The policy was renamed from <i>Discipline – Suspension, Expulsion, exclusion and other to Student Behaviour and Discipline</i> .  Act references were updated, some procedures enhanced, and responsibilities extended.	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.
<b>Reporting Complaints and Resolving Grievances</b> These policies use natural justice and procedural fairness in dealing with complaints and grievances. They also outline the lines of approach for the	The <i>Complaints Handling Policy (Parents/Carers and Students)</i> was reviewed in March 2021. The 'Procedures' section was updated to include the	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>handling of complaints and grievances. William Clarke College is open to receiving concerns and complaints with the view to improving relationships, services provided and protecting the wellbeing of students.</p>	<p>process and steps to take according to the type of complaint lodged.</p> <p>The <i>Complaints Handling Policy (General Matters)</i> was reviewed in March 2021. Minimal amendments were made. The College is now responsible for the monitoring of social media sites and no longer employs a social media monitoring company.</p>	<p>Parents have access to the policy through the Parent Portal.</p>
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## 10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

### Goals for 2021

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

<p><b>Christian Education</b></p> <ul style="list-style-type: none"> <li>• Further develop a Christian Education framework for the College</li> <li>• Renewal of the Christian Education course and Bible literacy among students.</li> </ul>
<p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Continue to develop and train staff in Explicit Instruction</li> <li>• Develop a reimagined curriculum for 2022</li> <li>• Develop a new Primary teaching model focusing on literacy and numeracy.</li> </ul>
<p><b>Master Plan</b></p> <ul style="list-style-type: none"> <li>• Preparing for the commencement of the Primary project to cater for the increased streams in Primary</li> <li>• Continue the review and progression of the next Master Plan project.</li> </ul>
<p><b>Financial</b></p> <ul style="list-style-type: none"> <li>• Establish the sources of capital that will be available to support the needs of the College in the Master Plan</li> <li>• Explore and establish methods of sustainable practices</li> <li>• Minimise the impact of COVID-19 financial instability on our enrolment numbers.</li> </ul>
<p><b>Pastoral Care</b></p> <ul style="list-style-type: none"> <li>• Develop proactive programs for responding to mental health issues</li> <li>• Develop the Secondary Mentor Program to be launched in 2022.</li> </ul>
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Ensure the College met its obligations in relation to 'compliance' PD, e.g. Anaphylaxis, Child Protection/Mandatory Reporting, Disability Legislation etc</li> <li>• 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</li> <li>• Continue our journey in New Pedagogies for Deep Learning (NPDL)</li> <li>• Develop a common language and provide professional learning for teachers in developing 'extraordinary learners' as a pillar of the College's Purpose Statement.</li> </ul>
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Review the use of the College Portals.</li> </ul>
<p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Reflect on the impact of the COVID-19 pandemic on our parent/carer community</li> <li>• Survey the community connect in respect to the ways we can engage better with them.</li> </ul>

## Achieved in 2021

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

<b>Christian Education</b> <ul style="list-style-type: none"><li>• Conduct the Years 9 and 10 program that focusses on the Moore College course 'Introduction to the Bible'</li><li>• Developed the model for Stage 4 and 5 curriculum which is committed to developing stronger non-faculty specific Christian Development (CD) teams.</li></ul>
<b>Teaching and Learning</b> <ul style="list-style-type: none"><li>• Further development of the new curriculum structure after seeking feedback from Heads of Faculty</li><li>• Developed and modelled a preferred timetable with longer lesson times to support PBL</li><li>• Rolled out the Indigenous culture and language subject delivered to Year 8</li><li>• Provide Professional Development opportunities for staff to develop the skills and understanding in the art of Explicit Instruction</li><li>• Development of the new small group model of teaching in the Primary School with a targeted focus on literacy and numeracy.</li></ul>
<b>Master Plan</b> <ul style="list-style-type: none"><li>• Opening of the Primary School extensions</li><li>• Commence planning for the next Master Plan stage</li></ul>
<b>Financial</b> <ul style="list-style-type: none"><li>• Provision of \$900 per student discount on Term 3 tuition fees to all College families in response to the COVID-19 pandemic.</li><li>• Provide bursary assistance to those who lost their job due to the COVID-19 pandemic.</li></ul>
<b>Pastoral Care</b> <ul style="list-style-type: none"><li>• Further enhancement of Wellbeing strategies during the COVID-19 lockdown period.</li></ul>
<b>Professional Development</b> <ul style="list-style-type: none"><li>• Notwithstanding our very limited access to opportunities for whole-College learning due to COVID, conducted a significant amount of PD as outlines in Theme 5.</li></ul>
<b>Communication</b> <ul style="list-style-type: none"><li>• Through the existing College portal (Connect) we were able to communicate news about the College and online learning.</li><li>• Continued work on a program which tracks a child's growth in their knowledge and understanding as they journey through the College.</li></ul>
<b>Community</b> <ul style="list-style-type: none"><li>• Conduct of the community engagement survey</li></ul>

## 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 Connect portal, and in the Student Diary for parents/carers and students to 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 some year-based Camp excursions which are, in various ways, designed 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 some key experiences such as the Year 10 City Mission. 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 2021, the College still supported the work of charities such as Samaritan's Purse through their Christmas Shoebox appeal and added to it in 2021 with support for their fundraising for education in Cambodia.

A number of charities were supported either through the Year Group or College House system where individual 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.

#### 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
- 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.

## 12. STAFF, STUDENT AND PARENT SATISFACTION

### 2021 Staff Survey

The College undertakes a staff survey annually. Participation in the survey is voluntary. In 2021 the College received 151 individual responses to the survey which represents approximately 58% of staff. Of the respondents, 72% were curriculum staff and 28% were support and operational staff.

While the College asks staff about a range of matters, the ones of most relevance to us were:

1. Staff morale
2. The College as a place of work
3. Work and life balance
4. How the College managed COVID-19

In relation to staff morale, this saw a slight decline in 2021 with 81.39% of staff agreeing or strongly agreeing that staff morale at the College was generally healthy (2020: 85.96%; 2019: 81.65%. 2018 53.66%). While a small decline, the measure for 2021 was well above the prior three-year average. Many of the comments here related to "COVID fatigue" impacting their morale.

When asked if they would recommend the College as a great place to work, 96.93% said they would. This was lower than the 99.13% recorded in 2020, but higher than in 2019 and 2018. When asked whether they still wanted to be working at the College in two years' time, 86.83% of the respondents responded favourably, which is a drop from the 92.86% reported in 2020.

In respect to balancing work and life, only 77.51% of respondents indicated they could, which is down from the 81.58% in 2020, but still well above the 67.28% in 2019, even in a year in which COVID-19 remained a significant impactor for this aspect.

Staff indicated that they felt the College had managed COVID-19 well, with 98.47% of staff strongly agreeing or agreeing with this aspect. Further 95.35% of staff agreed or strongly agreed that the College provided the support they needed to work effectively from home during the period of home learning imposed by COVID-19 regulations.

College Executive are happy with the results of the staff survey, particularly as we faced a second year of major disruption to the way in which we work.

### Year 12 Exit Survey

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.

Reponses to the 2021 Year 12 Exit Survey showed:

- 83.62% (2020: 88.23%) believed that there was a wide range of subject choices in Years 11 and 12
- 81.03% (2020: 89.21%) believed that the subjects offered in Years 11 and 12 enabled them to study what they wanted to
- 92.24% (2020: 90.29%) believed that the Sports Facilities of the College are of a good standard
- 86.21% (2020: 93.13%) believed that the buildings at the College are of good standard.

Given the impact of COVID and resultant disruptions on College life generally during 2020 and 2021, which was the experience for this cohort, the small drop in positive responses is not seen as significant.

## **Engagement Survey**

In 2021 the College, in partnership with Comcorp, commenced an in-depth review in to understanding how the College can expand and enhance relationships within and beyond the College community.

As valued members of our community, Staff and Parents were surveyed during 2021 to gather their point of view on the significance of community, our current position and the areas the College can work to improve. A summary of the feedback is:

### **Staff feedback**

When asked about how well the College engages with its parent community outside of COVID-19 the majority of those surveyed (117/124) agreed or strongly agreed that the College did in fact engage well. These figures increased ever so slightly (119/124) when asked how well the College engaged with our parent/carer community throughout COVID-19.

Our staff offered insights into the type of experiences they believed were of value to our parent/carer community. Parent-teacher interviews and attending on-site events and performances ranked high. Surprising, our staff see that the most valuable experience for our parent/carer community is to contribute to College life in a helpful and meaningful manner.

When staff were asked what the best community-based events have been held at the College in the past, Big Fun Day Out, MADD Festival and Parent welcome events were frequently mentioned along with Mother's Day, Father's Day and Grandparent's Day events.

When asked what the most important area the College should develop in relation to parent-focused community engagement, the responses were mixed. A number of responses to this question mentioned giving parents/carers the opportunity to partner with the College to support staff by sharing their skills and talents to enhance student learning. This response was of particular interest and in direct correlation to the parents/carers survey which almost 80% of parents/carers indicated they were keen to contribute their expertise to the College.

### **Parent/carer Feedback**

A large majority (166/183) agreed or strongly agreed that William Clarke College community is important to their family.

The survey indicated a desire for greater in-person engagement and togetherness was reflected in what parents/carers identified as areas for further development. They articulated that they would like more opportunities to volunteer at the College, to be able to foster a sense of belonging by serving with other parents/carers and/or alongside their children.

Social opportunities, including providing mechanisms for parents/carers to meet each other or participate in year-based forums/chats would be welcomed, as would seminars/forums for discussing parenting/life challenges.

Another area cited for further development was the communication and partnership between teachers and parents/carers around student learning and wellbeing. Parents/carers want additional opportunities to express their partnership with teachers around student learning than the 10-minute parent-teacher interviews they currently have.

Almost 80% of parents/carers in the survey were keen to contribute their expertise to the College. Building connections within the College community such as welcoming new families was identified by over a third of respondents as an area they could contribute to. Additionally, 31% said they would like to be a part of the Mentoring program, and the same number for building connections between the College and the local community. Around a quarter of those interviewed indicated that they would be happy to offer their time and expertise for students' work experience opportunities. Sport (17.5%), Outdoor Education (13.1%), Performing Arts (12.6%) and the College's Reconciliation Strategy (5.5%) were also areas parents wanted to be involved. 20% of parents/carers have provided other ways that they would like to contribute.

The survey feedback also frequently noted the impact that two years of COVID-19 has had on reduced parent/teacher engagement about their student.

### 13. SUMMARY OF FINANCIAL INFORMATION

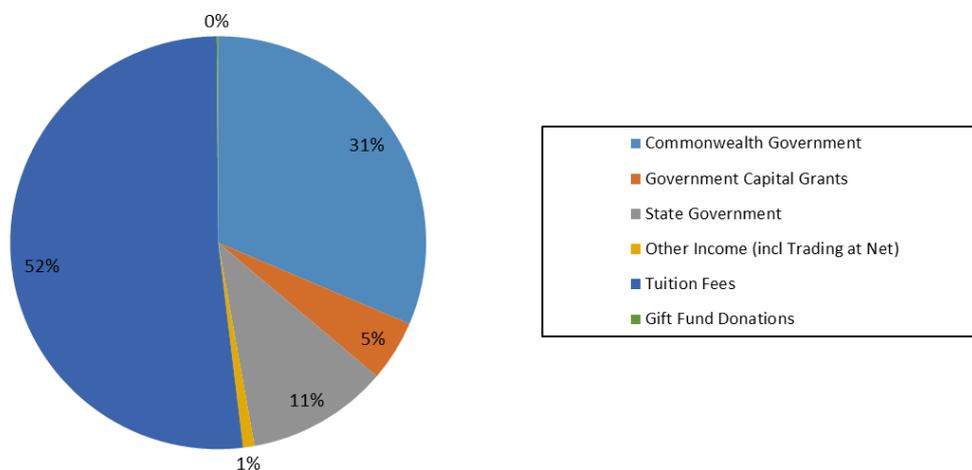
The following details highlight the income and expenditure of William Clarke College in respect to the 2021 calendar year. Further financial details about the College are disclosed on the Government’s My School website.

#### Income

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

- |                                          |       |                                         |
|------------------------------------------|-------|-----------------------------------------|
| • Commonwealth Government                | 31.4% | to cover recurrent expenses             |
| • Government Capital Grants              | 4.8%  | for dedicated capital expenditure       |
| • State Government                       | 11.0% | to cover recurrent expenses             |
| • Other Income                           | 0.9%  | Extras, trading income, interest income |
| • Tuition Fees                           | 51.8% | Fees paid by parents for tuition        |
| • Gift Fund Donations (eg Building Fund) | 0.1%  | Parent voluntary contributions          |

#### INCOME



#### Capital Grants

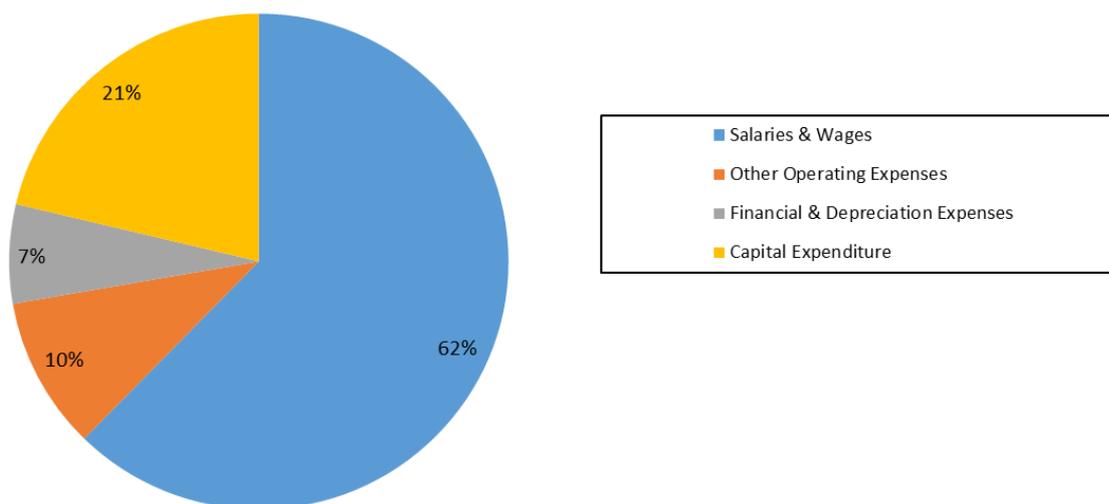
On occasion specific Government initiatives may arise, however as a general rule, the College does not receive regular Capital Funding from the Government. No capital grants were received between 2014 and 2018. In 2021, the College received an AIS Block Grant Authority grant with respect to The Branwhite Centre.

## Expenditure

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

- |                                        |       |                                    |
|----------------------------------------|-------|------------------------------------|
| • Salaries, wages and associated costs | 62.3% | Total employment costs             |
| • Other operating expenses             | 9.9%  | Administration, property, IT, etc. |
| • Financial and Depreciation expenses  | 6.5%  | Interest and depreciation          |
| • Capital expenditure                  | 21.3% | Consistent update of capital items |

## Expenditure



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 2021, capital expenditure of \$5.5m related to the Primary Infill Building project, with the balance of capital expenditure continuing at a similar level to previous years.

## Achievements in 2021

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/carers during COVID-19 through a fee reduction in Term 3. We also completed construction of the Primary Infill Building in December 2021.

### **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/carers 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/carers.

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 and equipment, furniture and fittings and refurbishment of facilities.

### **Plans for 2022 and funding changes beyond 2022**

Master planning for the College site will continue to meet the needs of increased enrolments. We expect to submit a State Significant Development Application (SSDA) for The Bryson Building project during 2022. Regular updates on this project are provided to the College community.

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 ten 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/carer 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.