



WILLIAM CLARKE  
COLLEGE  
CHRIST OUR WISDOM

# 2022 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 2022 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

The 2022 year was a year of great change and transitioning. The most significant of these changes was that our Head, Dr Scott Marsh completed his service with us at the end of the year, after 6 years as the third Head of College, to take up a position at Scotch College in Melbourne from 2023. This was a very prestigious appointment for Scott and recognises his strong leadership skills. At the presentation day in December, we were able to recognise Scott's achievements for the College, including his leadership throughout the COVID interrupted years of 2020 and 2021.

The other change was the preparation work undertaken for moving to the new curriculum timetable and teaching and learning approaches for 2023. Significant work was undertaken in 2022 to prepare the College well for the future. In fact, 2022 was the first year of our new three-year strategic plan.

Dr Marsh took some well-deserved leave in the later part of 2022. During this time, Mrs. Janine Stillen fulfilled the role of Acting Head of College with great care and professionalism. Mrs. Stillen also introduced some staff work flexibilities in recognition of the increasing responsibilities of teachers and support staff in schools.

I would refer you to the Acting Head's report, the report from the College Captains and the other detailed information about school life and the work of our students.

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

Mr Philip Bell  
Chair of Council

## Acting Head's Message

The College's financial information is contained within Section 13 of this report. Further financial information is located on the MySchools website and via the Australian Charities and Not for Profit Commission (ACNC).

Staff are our most important asset. Our teaching staff continue to deliver excellent teaching and learning outcomes within and outside the classroom. They also provide mentoring and pastoral support to students alongside opportunities for students to explore cocurricular and extracurricular opportunities. Their support of our students is exemplary and very much in keeping with the College values.

Our support and operational staff, across so many different domains, continue to support the operations of the College with dedication and a passion to serve. Without their valuable input, it would not be possible for the College to operate successfully.

Whilst not the most important measure of success, our HSC results for the class of 2022 were outstanding overall. This cohort applied themselves with consistent hard work, effort and perseverance throughout their whole HSC journey and have been rewarded with fine results: 2 Students appeared on the NESA All-Rounders Achievers list and 74 Students appeared on the Distinguished Achievers list.

2022 was a year in which the College was able to return to a more normal mode of operation. Following the interrupted experiences of 2020 and 2021, we successfully delivered new curriculum opportunities in both Primary and Secondary School with a focus on implementing project-based learning throughout the mandatory and elective curriculum (in Secondary School). Project work allows for meaningful engagement with real-world problems found in the community, resulting in learning that is relevant and impactful.

In the Primary School, we implemented a stronger focus on developing foundational knowledge and skills in literacy and numeracy. This is achieved through a small group approach that maintains a strong focus on explicit instruction. By allocating students to small groups, teachers are able to specifically target instruction to propel progress in their learning. To support our small group approach, the College has employed nine full-time Literacy and Numeracy Specialists (LANS) who enable smaller class teachers and a lower teacher to student ratio.

In the Secondary School, the College has introduced unique structures including a daily timetable consisting of three extended learning blocks rather than the traditional six period day. In addition, with the exception of Mathematics and English, many courses in Stage 4 and 5 are semesterised. These structures work together to provide time for project work, reduce the organisational demands on students and ensure each student has fewer teachers at any point in time. In Stage 5, the College offers an extensive range of electives that enable students to explore their passions and interests while building knowledge and skills in preparation for Stage 6. Each student is also allocated a staff mentor to support their learning journey.

The College has also invested in a Christian Studies program that seeks to meet the spiritual needs of our students. In the Primary years, students engaged in a Bible Foundations course and participated in daily devotions. In the Secondary years, students completed a mandatory Christian Studies course in Stage 4 before selecting from a range of Faith and Life electives in Stage 5. In Stage 6, students participated in a conference-style Christian Studies program.

Additionally, across both Primary and Secondary we streamlined the House structure to enable all students from K-12 to be involved in common Houses and consequently build stronger relationships between students across the College.

Our Presentation Day events had a focus on thanking and farewelling our College Headmaster, Dr Scott Marsh. Although we continued to celebrate students' achievements and showcase their drama and musical talents, this year we acknowledged and expressed gratitude for Dr Marsh's service to the College in his 6 years as Headmaster and his 8 years as Deputy at the College. To thank Dr Marsh for his years of faithful service at the College, students and staff sung a specially written song for him, played a video showing his extensive involvement in activities at the College and a poem was written that was devoted to him which was illustrated by Primary students acting out the poem.

As Acting Head for the second half of 2022, I introduced a new initiative at the College which involved providing staff flexibility in time at the College; to demonstrate that we value the hard work they do each and every day and to support them in maintaining a healthy wellbeing as much as possible. This initiative was very well received by staff and has continued into this year as we seek to make our working conditions for staff to be as attractive as possible to both retain and attract staff to the College in these times of staffing shortages in schools.

Another initiative introduced at the College under my tenure as Acting Head was a segment incorporated into assemblies titled 'Celebrating our Community' where staff had the opportunity to nominate both students and other staff for acknowledgement where they exemplified one of the following areas of the College's Purpose Statement including:

- Part of a Christ-centred Community by showing love or care for others in our community
- Extraordinary Learners who have shown great progress or who have empowered students to show great progress
- Passionate to Serve by demonstrating a servant heart to others in our community

'Celebrating our Community' has provided a forum where we have an awareness of activities, initiatives or events others have been involved in or achieved, so that as a community, we can share in each other's successes and achievements. Furthermore, it has given each one of us an opportunity to commend each other on an individual basis, uplift each other and has encouraged cohesiveness in our community that develops pride in belonging and being part of William Clarke College.

Overall, it was an absolute honour to have the opportunity to fill the Acting Head position in Semester Two last year as we continued to progress teaching and learning, to further build connections in our College community and advance our Master Plan.

Mrs. Janine Stillen  
Acting Head of College

## College Captains' Message

Looking back, the sentiment pervading students at the start of 2022 can be best described as cautious optimism. Having two years of the COVID-19 pandemic behind us and online learning a distant memory, students from Kindergarten to Year 12 were eager to return to the College for a 'normal' school year.

This optimism was present at each College carnival and House Competition with everyone in their new Houses. In our grade's final carnivals, we united together through the Novelty Events. Although we didn't get to enjoy the Colour Fun Run during the Cross Country Carnival, we were able to dress up with floaties at the Swimming Carnival and compete against each other in a relay at the Athletics Carnival.

One of our fondest memories of 2022 was the Leadership Team's launch of the student media initiative, We Are. As a bold and unique site, it was unclear how the student body and wider College community would respond. However, since its inception, the site has had thousands of interactions, with hundreds of student contributions in various forms. This would not have been possible without the efforts of the 2022 Editorial Team. We hope We Are continues to remain a bastion of discussion and debate within the College.

We couldn't have made these Year 12 memories without the help and support of the College community. As part of our role, we were grateful for our partnership with our Vice-Captains, Sienna Bailey, Abigail Kinsella and Luka Sterjovski, and for their innovative contributions in their portfolios. We were also thankful for the privilege of working with an outstanding Leadership Team, who led our grade in Christ-like servant heartedness, displaying what it means to be passionate, intentional, grateful and selfless.

As a cohort, we are eternally thankful for the guidance we received from our teachers, not only for their commitment to helping us grow, but for their persistent encouragement. Our parents/carers, who worked alongside them, also led us with patience and grace, reminding us of the greater things to come beyond school and our HSC. Lastly, we couldn't have made it through Year 12 without Mr Doherty, who worked with our grade and us in our Captain roles as our Head of Year.

We are honoured for having the privilege of serving as College Captains and urge everyone to have the courage to show gratitude in such a tumultuous world. Although the past few years have taught us how uncertain life can be, King David's declaration in Psalm 27:13 pervades all circumstances: "I remain confident of this: I will see the goodness of the Lord in the land of the living".

Jazz Dawson and Liv Silcock  
2022 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 2022, there were 1832 students of whom 1174 are in the Secondary School and 658 in the Primary School. The College has over 270 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 2022 - 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.

##### Primary Achievement Range

Year	Minimum Achievement Standard
3	Band 2
5	Band 4

##### Year 3

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

Test Domain	% WCC	% State
Reading	46.83	38.54
Surpassing Band 5 and Band 6 in Reading, the College had <b>31.65%</b> of Year 3 students achieve in the range of Bands 7-10. This is well above the state percentage.		
Writing	80.77	54.56
Surpassing Band 5 and Band 6 in Writing, the College had <b>10.26%</b> of Year 3 students achieve in the range of Bands 7-10. This is well above the state percentage.		
Spelling	47.95	40.84
Surpassing Band 5 and Band 6 in Spelling, the College had <b>20.55%</b> of Year 3 students achieve in the range of Bands 7-10. This is well above the state percentage.		
Grammar and Punctuation	34.25	36.89
Surpassing Band 5 and Band 6 in Grammar and Punctuation, the College had <b>46.58%</b> of Year 3 students achieve in the range of Bands 7-10. This is significantly above the state percentage.		
Numeracy	51.39	31.8
Surpassing Band 5 and Band 6 in Numeracy, the College had <b>22.23%</b> of Year 3 students achieve in the range of Bands 7-10. This is significantly above the state percentage.		

##### Year 5

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

Test Domain	% WCC	% State
Reading	62.75	39.70
Surpassing Band 7 and Band 8 in Reading, the College had <b>5.88%</b> of Year 5 students achieve in Bands 9 and 10. This is above the state percentage.		
Writing	59.22	27.83
Surpassing Band 7 and Band 8 in Spelling, the College had <b>4.85%</b> of Year 5 students achieve in Bands 9 and 10. This is well above the state percentage.		
Spelling	69.48	39.01
Surpassing Band 7 and Band 8 in Spelling, the College had <b>6.31%</b> of Year 5 students achieve in Bands 9 and 10. This is above the state percentage.		
Grammar & Punctuation	46.32	30.50
Surpassing Band 7 and Band 8 in Grammar and Punctuation, the College had <b>13.69%</b> of its Year 5 students achieve in Bands 9 and 10. This is well above the state percentage.		
Numeracy	53.76	27.25
Surpassing Band 7 and Band 8 in Numeracy, the College had <b>5.38%</b> of Year 5 students achieve in Bands 9 and 10. This is above the state percentage.		



### **Secondary Achievement Range**

<b>Year</b>	<b>Band Achievement Range</b>	<b>Minimum Achievement Standard</b>
7	Band 5 – Band 9	Band 5
9	Band 6 – Band 10	Band 6

#### *Year 7*

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

<b>Test Domain</b>	<b>% WCC</b>	<b>% State</b>
Reading	17.73	11.18
Writing	12.62	8.81
Spelling	26.27	13.3
Grammar & Punctuation	24.74	11.61
Numeracy	34	17.79

#### *Year 9*

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

<b>Test Domain</b>	<b>% WCC</b>	<b>% State</b>
Reading	36.28	25.48
Writing	63.18	40.07
Spelling	67.01	49.61
Grammar & Punctuation	58.26	39.55
Numeracy	66.67	55.68

## 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	School	State	School	State	School	State	School	State
15.14	12.28	47.03	28.81	34.59	36.16	3.24	5.87	0	1.02

##### Mathematics

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
19.23	14.54	31.87	21.99	35.16	32.20	13.74	6.77	0	0.88

##### Science

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
22.16	12.60	46.49	23.92	27.59	36.73	3.78	19.39	0	6.42

##### Australian Geography

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
26.34	15.03	44.62	27.91	28.49	34.74	0.54	15.58	0	5.93

##### History

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
21.08	14.75	49.19	27.70	27.57	34.46	2.16	15.91	0	6.31

In 2022 the formal Record of School Achievement credential was awarded to eleven (11) Year 10 students who left the College

## Higher School Certificate (HSC)

The Class of 2022 achieved outstanding HSC results:

- 90% of the subjects offered at the College achieved a mean above that of the State.
- 38% of students achieved at least one Band 6 result and 65% of students achieved at least one Band 5 result.
- 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
- 74 Students appeared on the Distinguished achiever list

### 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 (%)
Legal Studies	10.22
Business Services	9.83
Community and Family Studies	9.20
Information Process and Technology	8.69
Industrial Technology	7.88
Mathematics Standard	7.17
Modern History	6.92
Retail Services	6.27
Biology	6.10
Software Design and Development	5.75
Business Studies	5.06
Visual Arts	4.99
Music 1	4.98
Society and Culture	4.92
Hospitality	4.28
Economics	4.26
Ancient History	4.19
Personal Development, Health and Physical Education	4.14

### 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	345
Total Number of Band 6 and E4 achievements including notional	128

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	8.37
Biology	10.2	6.31
Business Studies	13.33	10.38
Community and Family Studies	35.71	5.71
Dance	22.22	19.23
Economics	15	14.46
Geography	15.38	10.73
Industrial Technology	33.33	7.52

Subject	% of School candidates achieving a Band 6 or E4	% of State achieving a Band 6 or E4
Legal Studies	38.88	14.48
Mathematics Standard	17.24	7.32
Mathematics Extension 1	47.82	34.67
Mathematics Advanced	24.24	22.53
Mathematics Extension 2	42.85	39.51
Modern History	33.33	9.76
History Extension	42.85	25.34
Music 1	42.85	21.52
Music Extension	100	76.2
Personal Development, Health and Physical Education	10.9	5.15
Science Extension	25	8.2
Society and Culture	16.66	11.01
Software Design and Development	16.66	13.65
Studies of Religion I	16.66	10.35
Studies of Religion II	29.41	16.4
German Beginners (studied externally)	100	32.96
Construction (studied externally)	100	5.7

**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	50	33.35
Biology	48.97	26.65
Business Services	66.66	26.86
Business Studies	48.88	34.50
Chemistry	34.37	33.03
CAFS	67.85	32.31
Construction (studied externally)	100	30.34
Dance	88.88	66.26
Design and Technology	50	47.02
Drama	76.46	58.44
Economics	60	49.23
Engineering Studies	31.25	29.81
English Standard	23.18	15.36
English Advanced	75	67.09
English Extension1	100	92.36
English Extension 2	100	84.88
Hospitality	71.42	39.88
Industrial Technology	50	21.81
Information Processes and Technology	58.82	27.53
Investigating Science	36.36	24.86
Legal Studies	66.65	40.55
Mathematics Standard 2	47.12	28.82
Mathematics Advanced	63.63	48.88
Mathematics Extension2	85.70	85.00
Modern History	48.14	34.71
Music 1	100	69.05

Subject	% of School candidates achieving a Band 5 or Band 6	% of State candidates achieving a Band 5 or Band 6
Music 2	100	86.10
Music Extension	100	97.44
PDHPE	36.35	25.81
Physics	46.66	41.30
Science Extension	87.50	78.71
Society and Culture	66.66	43.37
Software Design and Development	50	37.6
Studies of Religion I	50	40.68
Visual Arts	82.35	65.62
German Beginners (studied externally)	100	58.23
Spanish Beginners (studied externally)	100	50.20

### Comparative Analysis of HSC results

Subject	Year	No. of students	Performance band achievement by number		
			Band 5 & 6 or E3 E4	Band 3 and 4 or E2 E1	Band 1 and 2
English: Standard	2022	69	15	61	2
	2021	62	14	45	3
	2020	61	8	53	Nil
English: Advanced	2022	100	75	23	2
	2021	99	79	20	Nil
	2020	78	49	29	Nil
English: Extension 1	2022	9	9	Nil	Nil
	2021	10	10	Nil	Nil
	2020	9	9	Nil	Nil
English: Extension 2	2022	2	2	Nil	Nil
	2021	7	6	1	Nil
	2020	5	5	Nil	Nil
Mathematics: Standard	2022	87	41	43	3
	2021	91	35	47	9
	2020	85	32	45	8
Mathematics: Advanced	2022	66	42	24	Nil
	2021	54	32	21	1
	2020	44	37	7	Nil
Mathematics Extension 1	2022	23	16	7	Nil
	2021	22	22	Nil	Nil
	2020	23	22	1	Nil
Mathematics Extension 2	2022	7	6	1	Nil
	2021	4	4	Nil	Nil
	2020	11	10	1	Nil
Ancient History	2022	12	5	5	1
	2021	12	5	6	1
	2020	13	6	7	Nil
Biology	2022	49	34	20	5
	2021	52	18	34	Nil
	2020	39	19	19	1
VET Business Services	2022	3	2	1	Nil
	2021	Nil	Nil	Nil	Nil
	2020	Nil	Nil	Nil	Nil
Business Studies	2022	45	22	23	Nil
	2021	43	24	17	2

	2020	40	20	17	3
Chemistry	2022	32	11	17	4
	2021	39	13	23	3
	2020	18	11	7	Nil
Community & Family Studies	2022	28	19	9	Nil
	2021	Nil	Nil	Nil	Nil
	2020	Nil	Nil	Nil	Nil
Dance	2022	9	8	1	Nil
	2021	5	5	Nil	Nil
	2020	N/A	N/A	N/A	N/A
Design and Technology	2022	12	6	6	Nil
	2021	8	7	1	Nil
	2020	Nil	Nil	Nil	Nil
Drama	2022	17	13	4	Nil
	2021	10	5	5	Nil
	2020	12	7	5	Nil
Earth & Environmental Science	2022	10	3	6	1
	2021	14	9	4	1
	2020	10	3	7	Nil
Economics	2022	20	12	8	Nil
	2021	20	16	4	Nil
	2020	13	2	11	Nil
Engineering	2022	16	5	11	Nil
	2021	15	7	8	Nil
	2020	6	1	5	Nil
Food Technology	2022	Nil	Nil	Nil	-Nil
	2021	12	5	7	Nil
	2020	7	2	5	Nil
French Beginners	2022 (External)	Nil	Nil	Nil	Nil
	2021 (External)	1	1	Nil	Nil
	2020	2	1	1	Nil
French Continuers	2022 (External)	4	1	3	Nil
	2021 (External)	2	2	Nil	Nil
	2020	3	Nil	3	Nil
Geography	2022	13	3	9	1
	2021	15	11	4	Nil
	2020	14	5	7	2
German Beginners	2022	1	1	Nil	Nil
	2021	Nil	Nil	Nil	Nil
	2020	Nil	Nil	Nil	Nil
German Continuers	2022	Nil	Nil	Nil	Nil
	2021	Nil	Nil	Nil	Nil
	2020	1	Nil	1	Nil
History Extension 1	2022	7	5	1	1
	2021	5	4	1	Nil
	2020	9	7	2	Nil
VET Hospitality (Kitchen Operations)	2022	7	5	2	1
	2021	7	2	4	1
	2020	8	5	2	1
Industrial Technology - Timber	2022	6	3	3	Nil
	2021	14	3	11	Nil
	2020	5	1	4	Nil
Information Processes & Technology	2022	17	10	7	Nil
	2021	13	7	6	Nil
	2020	11	4	7	Nil

Information & Digital Technology (VET)	2022	Nil	Nil	Nil	Nil
	2021	Nil	Nil	Nil	Nil
	2020	1	Nil	1	Nil
Investigating Science	2022	11	4	6	1
	2021	Nil	Nil	Nil	Nil
	2020	N/A	N/A	N/A	N/A
Japanese Continuers	2022 (External)	2	1	Nil	1
	2021 (External)	2	1	Nil	1
	2020	1	1	Nil	Nil
Japanese Extension	2022				
	2021	Nil	Nil	Nil	Nil
Legal Studies	2020	1	1	Nil	Nil
	2022	18	12	6	Nil
	2021	29	24	5	Nil
Modern History	2020	27	15	12	Nil
	2022	27	13	14	Nil
	2021	18	9	9	Nil
Music 1	2022	7	7	Nil	Nil
	2021	9	6	3	Nil
	2020	8	8	Nil	Nil
Music 2	2022	3	3	Nil	Nil
	2021	10	9	1	Nil
	2020	7	6	1	Nil
Music Extension	2022	2	2	Nil	Nil
	2021	3	3	Nil	Nil
	2020	3	1	1	1
Personal Development, Health & Physical Education	2022	55	20	31	4
	2021	47	22	24	1
	2020	47	17	30	Nil
Physics	2022	10	14	15	1
	2021	29	13	16	Nil
	2020	24	12	10	2
VET Retail Services (External)	2022	5	Nil	5	Nil
	2021	Nil	Nil	Nil	Nil
	2020	Nil	Nil	Nil	Nil
Science Extension	2022	8	7	1	Nil
	2021	7	7	Nil	Nil
	2020	3	2	1	Nil
Society and Culture	2022	12	8	4	Nil
	2021	15	10	5	Nil
	2020	23	11	12	Nil
Software Design and Development	2022	6	3	3	Nil
	2021	12	8	4	Nil
	2020	8	3	5	Nil
Spanish Beginners	2022	1	1	Nil	Nil
	2021	Nil	Nil	Nil	Nil
	2020	Nil	Nil	Nil	Nil
Studies of Religion1	2022	6	3	3	Nil
	2021	7	2	5	Nil
	2020	5	4	1	Nil
Studies of Religion 2	2022	16	7	9	Nil
	2021	15	6	8	1
	2020	14	4	6	4
Visual Arts	2022	17	14	3	Nil
	2021	28	22	6	Nil
	2020	20	18	2	Nil

Of the 171 students in Year 12, all of them achieved their Higher School Certificate, with ten students also attaining a Certificate II in an AQF course.

Year 12	Qualification/Certificate	% of Students
2022	HSC	100%
2022	AQF Certificate II or above	16.2% (10 students)*

\*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 & Cookery was delivered at the College as was Cert II in Business Services. The following courses were delivered by an external provider and studied by ten (10) students: Animal Studies; Construction; Design Fundamentals; Electrotechnology; Retail Services; Human Services; Plumbing.

### Post School Destinations

Of the 171 students in Year 12 there were estimated to be over 386 early entry offers into university courses: this data is gathered only from those universities who let the College know of their offers to students. There were 227 offers to university through UAC, noting that some students received more than one offer.



## 5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

### Professional Learning

Each year the College holds a number of all staff Professional Learning Days. In total, Professional Learning events accessed by teaching staff are detailed below:

Professional Learning Activity	Number of Staff participating
ACEL Inclusion and Disability Conference 2022	2
Annual Briefing 2022	2
Behavior Support for Students with Learning Difficulties	1
Business Teachers Conference	1
CAA Network Meeting 2022 Feb	1
CAA Network Meeting 2022 May	1
CAA Network Meeting 2022 Nov	1
CAA Network Meeting 2022 Sept	1
Character Leaders in Education National Symposium	2
Creating Safer Independent Schools	5
Drawing the line on opinion and behavior	1
Early Career History Teacher Day	2
Economics Teachers Conference	2
Educate Plus Conference	1
Education Research Symposium 2022	1
ELC Business Studies Conference	1
Emergency First Aid / Basic Oxygen	2
Emotion Management for Autistic Children and Adolescents	1
Executive Personal Assistants	1
First Aid	1
God and Time	1
Governance Symposium 2022	1
HSC Exam Assessor	1
Industry Update Day 2022	1
IPSHA Curriculum Coordinator/Deputies Group Meeting	1
IPSHA Early Childhood Umbrella Group	1
IPSHA K-2 Meeting	1
IPSHA NSW Meeting March 2022	1
Leadership in Science	1
Legal Studies Association State Conference	1
Macquarie University Careers Advisors Day	1
Mathematics Conference - HOD Day	2
Mathematics Webinar	1
MEA Interpretation Workshop - Teachers	1
Motivational Mapping Accreditation	3
Music Conference	1

NCCD Network Meeting T2	3
New Staff Induction including Mandatory Reporting	22
NSW Reportable Conduct and Allegations Against Employees - Self-paced Learning Experience	16
Pathways and Partnerships Forum	1
Provide First Aid	2
Provide Pain Management	1
Reimagining Physical Education Workshop	2
Science Heads of Department Day	1
Seven Steps to Transform Writing	4
Seven Steps Writing	1
Skin Diver Course	1
Snorkel Instructor	2
Speech and Language Difficulties in Children Under 6	2
Staff PD Day – Term 1: 161, Term 2: 161, Term 3: 161, Term 4:161	Total 161 per term
Sydney Hills Business Chamber	1
Teaching Preliminary Economics for the First Time	1
Tertiary Update Day 2022	1
Transgender and Gender Fluidity	1
Universal Design for Learning	3
UNSW Careers Advisor Day	1
VET Business Services Network Day	1
VET Compliance Officer Network Day	1
WSU Careers Advisors Information Day 2022	1
ACEL Inclusion and Disability Conference 2022	2
Annual Briefing 2022	2
Behavior Support for Students with Learning Difficulties	1
Business Teachers Conference	1
CAA Network Meeting 2022 Feb	1
CAA Network Meeting 2022 May	1
CAA Network Meeting 2022 Nov	1
CAA Network Meeting 2022 Sept	1
Character Leaders in Education National Symposium	2
Creating Safer Independent Schools	5
Drawing the line on opinion and behavior	1
Early Career History Teacher Day	2
Economics Teachers Conference	2
Educate Plus Conference	1
Education Research Symposium 2022	1
ELC Business Studies Conference	1
Emergency First Aid / Basic Oxygen	2
Emotion Management for Autistic Children and Adolescents	1
Executive Personal Assistants	1
First Aid	1
God and Time	1
Governance Symposium 2022	1
HSC Exam Assessor	1
Industry Update Day 2022	1

IPSHA Curriculum Coordinator/Deputies Group Meeting	1
IPSHA Early Childhood Umbrella Group	1
IPSHA K-2 Meeting	1
IPSHA NSW Meeting March 2022	1
Leadership in Science	1
Legal Studies Association State Conference	1
Macquarie University Careers Advisors Day	1
Mathematics Conference - HOD Day	2
Mathematics Webinar	1
MEA Interpretation Workshop - Teachers	1
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Annual Briefing 2022	2
Behavior Support for Students with Learning Difficulties	1
Business Teachers Conference	1
CAA Network Meeting 2022 Feb	1
CAA Network Meeting 2022 May	1
CAA Network Meeting 2022 Nov	1
CAA Network Meeting 2022 Sept	1
Character Leaders in Education National Symposium	2

## Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	20
Provisional	6
Proficient Teacher	147
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0
TOTAL	173

## Teacher Qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	173
Teachers having a bachelor's degree from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

## 6. WORKFORCE COMPOSITION

### College Staff 2022

Teaching staff	158
Full-time equivalent teaching staff	150.75
Non-teaching staff	83
Full-time equivalent non-teaching Staff	71.1

*\*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 2022 the annual student attendance rate was 91%, a decrease of 5.3% from 2021. 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	92.0%
1	92.1%
2	92.6%
3	91.2%
4	91.9%
5	91.8%
6	89.7%
7	92.0%
8	90.8%
9	88.5%
10	88.8%
11	90.5%
12	91.8%
Whole school	91.0%

### 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 2022	171	98.8%
Year 10 2020	172	
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
2022	98.76%
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 172 Year 10 students in 2020, 171 of them remained at the College to complete year 12 in 2022 (98.76%).

Of the 171 students in Year 12 there were over 386 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 NESA requirements.
<b>Relevant Compliance Legislation or Document</b>	Education Act 1990 Disability Discrimination Act 1992 Disability Standards for Education 2005 The William Clarke College Prospectus
<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 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 7, and</li> <li>4. 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 is advised to refer to the College Prospectus and the fee schedule contained on the College's website.</p> <p><b>All applications for enrolment must be accurately completed by:</b></p> <ul style="list-style-type: none"> <li>• Completing the online Application Form which is found on the website</li> <li>• Being signed or digitally acknowledged by the parent/carer(s)</li> <li>• Lodging with a non-refundable Enrolment Application Registration fee, as determined in the current College Fee Schedule, and paid to the College</li> <li>• Being accompanied, as applicable by copies of the student's: <ul style="list-style-type: none"> <li>- birth certificate</li> <li>- relevant Passport or visa</li> <li>- immunisation history from Medicare</li> <li>- any documents from a healthcare professional or educational practitioner</li> </ul> </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><b>Recording of Immunisation Status</b></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/carers 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 maintained.</li> </ul>



- 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.
- 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/carers and the Registrar or the Director of Enrolments take place in the year prior to entry.
- At the same time, the child attends an informal observation/playtime with one of the Preparatory School teachers to assess readiness for Preparatory School including:
  - children being toilet trained unless there is a diagnosed medical condition.
  - children being able to converse in English.
- 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/carers and the Registrar or the Director of Enrolments begin in February in the year prior to entry.
- At the same time, the child 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 7***

- All relevant applications for the intake year are considered 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 5 (for Year 7 entry) between selected parents/carers, students and the Registrar or the Director of Enrolments.
- 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 11***

- 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/carers, students and the Registrar or the Director of Enrolments.
- Offers of a place are made soon after interviews are completed, or where appropriate after follow-up with our Learning Support Team.

#### ***Applications to fill a casual vacancy***

Applications for other year groups are accepted at any time and placed on the relevant waiting list. If a casual vacancy occurs, all students on the waiting list are considered.

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.

#### ***Students with disability***

The College will engage families in a collaborative planning process for applications that indicate specific needs or requirements as a result of disability. This typically engages a member of the Learning Support team and/or a senior leadership role. The collaborative planning process can involve:

- Consultation to understand the student's specific needs and requirements at school with the family, health professionals and educators and how the College environment might support those needs (regarding physical access, health issues, personal care needs, communication needs, curriculum access, specialist agencies and emergency procedures).
- Collaboration with the above stakeholders on potential solutions and adjustments to genuinely meet the student's needs.
- Visiting the child's current educational setting for observation and to discuss their needs with their educators.
- Requesting the family acquire updates to existing documentation.
- Undertaking assessment with a College staff member.

Whilst this collaborative planning process is in operation, a place of enrolment will be held in reserve. It is recognised that this process can easily take 10 weeks and on occasion up to 18 months.

Upon consultation with the family, the College will work to provide:

- a) Information about the enrolment processes:
  - (i) that addresses the needs of students with disabilities.
  - (ii) is accessible to the student and his or her associates.
  - (iii) is made available in a range of formats depending on the resources and purposes of the provider and within a reasonable timeframe.
- b) Enrolment procedures are designed so that the student, or an associate of the student, can complete them without undue difficulty; and

	<p>c) Information about entry requirements, the choice of courses or programs, progression through those courses or programs and the educational settings for those courses or programs is accessible to the student and his or her associates in a way that enables the student, or associates, to make informed choices.</p> <p><b>Enrolment Criteria</b>  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 and test results.</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 Head and the College Council.</p> <p>Continued enrolment at the College is dependent upon the student making satisfactory academic progress, attending consistently, the student and the parent/carer(s) observing all behavioral codes of conduct, being fully supportive of the College including in relation to behaviour and discipline issues and other requirements of the College.</p> <p><b>The offer of a place will be accepted by the parent/carers(s) signing of the Conditions of Enrolment form, and payment of the non-refundable Enrolment Fee.</b></p>
<p><b>Delegation &amp; Responsibilities</b></p>	<p><b>Responsibilities:</b></p> <p><i>Enrolments Administrator</i></p> <ul style="list-style-type: none"> <li>• Receive application forms and enter the data into our Enrolment database (Synergetic).</li> <li>• Maintain the accuracy of the records throughout the child's schooling.</li> <li>• Maintain the records of the destination of the student below seventeen years of age.</li> </ul> <p><i>Registrar or the Director of Enrolments</i></p> <ul style="list-style-type: none"> <li>• Assess the applications and decide who to interview.</li> <li>• Decide who to offer a place to.</li> </ul> <p><i>Database Administrator</i></p> <ul style="list-style-type: none"> <li>• Maintain the database</li> </ul>

## 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 2022	Access to full text
<p><b>Student Welfare</b> The College will maintain a safe and supportive environment to holistically meet student needs.</p>	<p>This policy was last reviewed in November 2021. Reference to the Ombudsman Act 1974 was replaced with reference to The Children's Guardian Act 2019.</p>	<p>The full text of the Safe and Supportive Environment Master Policy can be accessed by request from the Head.</p>
<p><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.</p>	<p>This policy was last reviewed in August 2022. Minimal changes were made, limited to position titles.</p>	<p>A statement about anti-bullying is included within the Student Diary.</p> <p>The policy is available to parents/carers via the Connect parent portal and can be requested from a member of staff.</p>
<p><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.</p> <p>The College uses as appropriate, procedural fairness and has a restorative approach to discipline. This is where the student is accountable for poor behaviour and empathy and connectedness are encouraged.</p>	<p>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>.</p> <p>Act references were updated, some procedures enhanced, and responsibilities extended.</p>	<p>Parents may request a copy from College staff.</p> <p>The student behaviour expectations and consequences can be found in the Primary and Secondary College Diary, on the College Connect parent portal, and can be requested from a member of staff.</p>
<p><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 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>The <i>Complaints Handling Policy (Parents/Carers and Students)</i> was reviewed in November 2022. Minimal changes were made, limited to position titles.</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>Lodgement of complaints can occur through the College website as outlined in the College Connect parent portal and in the Parent Code of Conduct.</p> <p>Parents have access to the policy through the Parent Portal.</p>

## 10. SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

### Goals for 2022

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

Aspect	Goals for 2022	Achieved in 2022
<b>Teaching and Learning (Secondary)</b>	<ul style="list-style-type: none"> <li>Plan for the change to the Secondary curriculum to incorporate project-based learning and resultant timetable changes for commencement in 2023.</li> <li>Improve service delivery for students with learning needs, gifted and talented students and EALD, including review of principles and practices of inclusive education.</li> <li>Develop a dashboard that captures student progress in a holistic view (a multi-year program).</li> </ul>	<ul style="list-style-type: none"> <li>Staff have been trained in the new curriculum; the T&amp;L framework has been established; the timetable for 2023 has been established.</li> <li>Consulted experts in these fields, reviewed recommendations from the Learning Support review.</li> <li>Objectives of the dashboard have been defined as well as the dataset needs for academic progress, co-curricular and wellbeing</li> </ul>
<b>Teaching and Learning (Primary)</b>	<ul style="list-style-type: none"> <li>Establish a P-6 framework for Literacy, Numeracy</li> <li>Identify the staff (Literacy and Numeracy Specialists – LANS) for commencement of the program in 2023</li> </ul>	<ul style="list-style-type: none"> <li>Framework has been established</li> <li>Nine LANS have been appointed for a 2023 commencement</li> </ul>
<b>Pastoral Care and student wellbeing</b>	<ul style="list-style-type: none"> <li>Develop a student character and wellbeing program (multi-year program)</li> <li>Develop and enhanced Service program (multiyear program)</li> </ul>	<ul style="list-style-type: none"> <li>Character and wellbeing Staff appointed in 2022</li> <li>Some progress made</li> </ul>
<b>Christian education</b>	<ul style="list-style-type: none"> <li>Further develop a Christian Studies program for Stage 6</li> <li>Introduce Stage 5 electives in 2022</li> <li>Embed “Truth 78” into the Primary School program</li> </ul>	<ul style="list-style-type: none"> <li>Partially commenced, with timetable and program changes now in the 2023 timetable</li> <li>Stage 5 electives available in the academic electives</li> <li>Truth 78 has been rolled-out to all Primary school grades</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Provide training on an Enterprise Skills program for 2023</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 curriculum</li> <li>Continue our journey in New Pedagogies for Deep Learning (NPDL)</li> </ul>	<ul style="list-style-type: none"> <li>Training provided</li> <li>Training provided</li> <li>Deep learning PD has been delivered</li> </ul>
<b>Communication and community</b>	<ul style="list-style-type: none"> <li>Review the alumni strategy</li> <li>Develop a community partners program and links with the Sydney Hills Business Chamber</li> <li>Develop a more robust community engagement strategy (multi-year)</li> </ul>	<ul style="list-style-type: none"> <li>Alumni officer appointed</li> <li>Established membership with SHBC and attend meetings</li> <li>Consulted with experts and conducted an engagement survey</li> </ul>
<b>Master Plan</b>	<ul style="list-style-type: none"> <li>Open the “Primary Infill” building</li> </ul>	<ul style="list-style-type: none"> <li>Building opened January 2023</li> </ul>

	<ul style="list-style-type: none"> <li>• Revisit the site Master Plan and prepare a concept Masterplan for the next stages of site development</li> <li>• Commence planning the Bryson Building project to cater for the increased enrolments and modernization of facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Draft Site Masterplan revised in readiness for SSDA in 2023</li> <li>• Concept Design completed in readiness for SSDA in 2023</li> </ul>
<b>Financial</b>	<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> </ul>	<ul style="list-style-type: none"> <li>• Updated the College's financial model to forecast for 2023 to 2032</li> </ul>

## 11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

### College Discipline System

No changes to this system were made in 2022. 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. The College looks to examine behaviour to identify the intent behind actions and to administer consequences when the intent is to undermine, defy or disrespect people, property or procedures.

Discipline may address three areas of student conduct:

1. Uniform
2. Behaviour

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

In the Secondary School, a number of service initiatives were supported during the year. Some of these were supported by students through House groups, others involved the whole Secondary School. A number of charities were supported by these service initiatives, some of these being RUOK? Day, Worlds' Greatest Shave and the Red Shield Appeal. The Year 12 Service Prefects organised and ran Service Week where Secondary students participated in a range of service activities including assisting staff around the College with various tasks, collecting donations and packing bags for Share the Dignity charity and collecting and packaging clothing for Anglicare's Winter Clothing Appeal.

#### 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

### 2022 Staff Survey

The College undertakes a Staff Engagement and Feedback Survey annually. Participation in the survey is voluntary. In 2022, the College received 160 individual responses to the survey which represents approximately 63.24% of staff.

Our Staff Engagement and Feedback Survey seeks to expand and build upon our culture by providing a valuable opportunity to gain a deeper understanding of our people's experience across the College and to also uncover and understand more about how our people feel about working at the College. Through the invaluable feedback our people have offered up, we are able to measure our progress, shape our thinking about existing and new initiatives, and ensure that in all we do, we are aligned with our purpose statement – *“A Christ-centred community that seeks to develop extraordinary learners with a passion to serve others”*.

In 2022, we categorised the questions in the survey under the following: **Workplace Satisfaction & Engagement, Leadership & Change, Enablement, Alignment and Development.**

In relation to overall workplace satisfaction and engagement, 68% of staff said they were content with the position they held at the College and 64% said they would recommend the College as a great place to work. When asked about the College purpose – *“A Christ-centred community that seeks to develop extraordinary learners with a passion to serve others”*, 55% of staff said they were committed and aligned.

In relation to College Leadership and Change (Executive and Senior Leadership Teams), 60% of staff either strongly agreed or agreed that Leadership has staff best interests in mind when making decisions.

Overall, the survey highlighted the multiple opportunities the College provide for both Students and Staff to hear and engage with the Gospel as well as the genuine care staff have for students, coupled with a strong sense of belonging.

College Executive are happy with the results of the staff survey.

### 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.

Responses to the 2022 Year 12 Exit Survey showed:

- 72.56% (2021: 83.62%, 2020: 88.23%) believed that there was a wide range of subject choices in Years 11 and 12
- 72.56% (2021: 81.03%, 2020: 89.21%) believed that the subjects offered in Years 11 and 12 enabled them to study what they wanted to
- 85.18% (2021: 92.24%, 2020: 90.29%) believed that the Sports Facilities of the College are of a good standard
- 83.18% (2021: 86.21%, 2020: 93.13%) believed that the buildings at the College are of good standard.

There was an overall reduction in student satisfaction in each of these 4 areas from 2021 to 2022.



### 13. SUMMARY OF FINANCIAL INFORMATION

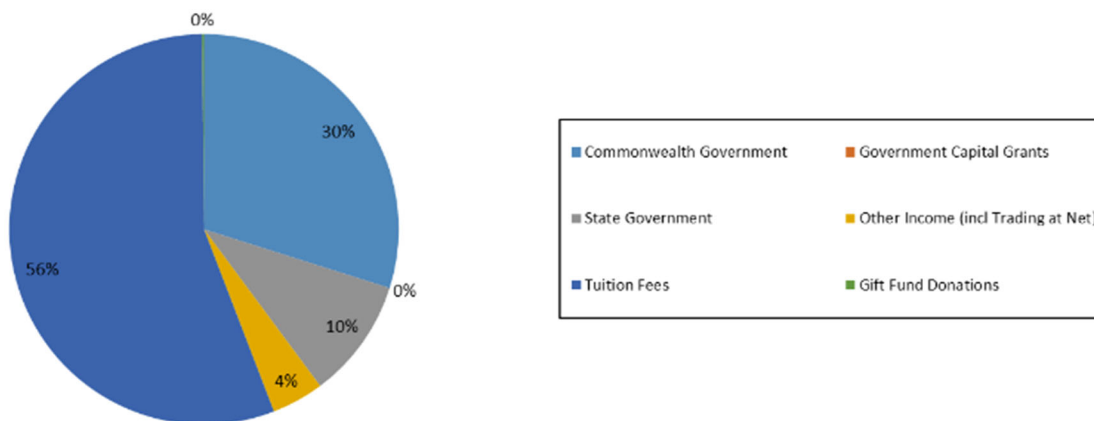
The following details highlight the Income and Expenditure of William Clarke College in respect to the 2022 Calendar Year. Further financial details about the College are disclosed on the Government’s My School website.

#### Income

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

- |  |       |   |
|--|-------|---|
| • Commonwealth Government                | 29.9% | to cover recurrent expenses             |
| • Government Capital Grants              | 0.0%  | for dedicated capital expenditure       |
| • State Government                       | 10.0% | to cover recurrent expenses             |
| • Other Income                           | 4.3%  | Extras, trading income, interest income |
| • Tuition Fees                           | 55.7% | Fees paid by parents for tuition        |
| • Gift Fund Donations (eg Building Fund) | 0.1%  | Parent voluntary contributions          |

#### INCOME



#### Capital Grants

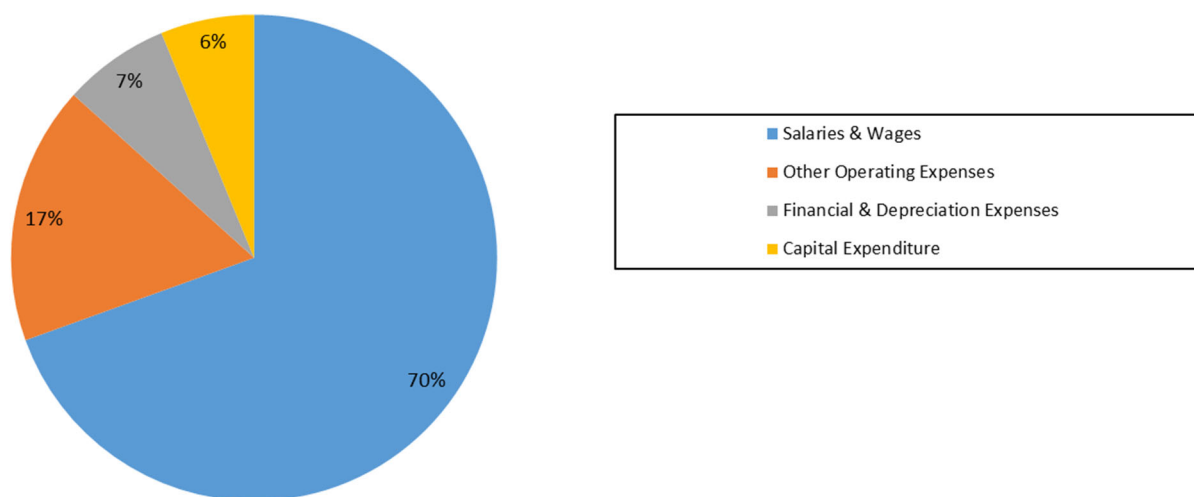
On occasion specific Government initiatives may arise, however as a general rule, the College does not receive regular Capital Funding from Government. No capital grants were received between 2014 and 2018.

## Expenditure

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

- |                                     |       |                                    |
|-------------------------------------|-------|------------------------------------|
| • Wages and associated costs        | 69.5% | Total employment costs             |
| • Other operating expenses          | 17.2% | Administration, property, IT, etc. |
| • Financial & Depreciation expenses | 7.1%  | Interest and depreciation          |
| • Capital expenditure               | 6.2%  | 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 2022 capital expenditure of \$2.6m was at a similar level to years prior to the Primary Infill and Branwhite Centre.

## Achievements in 2022

The Strategic Plan, covering the period 2022 to 2024, continued to be managed by the Executive team.

## General commentary

The costs of the College generally rise at rates above the level of inflation due to the complex mix of resources required to run the College and the pricing of those resources. This is particularly so with wages which rise based on rate increases and progression increases. As a result of greater resourcing costs and the uncertainty of

government funding increases, CPI cannot be a relevant index for measuring the level of tuition fee rises. The College Council painstakingly continues to balance the need for appropriate resources and the financial impact on parents in relation to the level of tuition fees.

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

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

### **Plans and funding changes beyond 2023**

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.