



WILLIAM CLARKE
COLLEGE
CHRIST OUR WISDOM

2024 **ANNUAL REPORT**

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THEME 1 CONTEXT

A MESSAGE FROM KEY SCHOOL BODIES

Chair of Council's Message

The Council of the William Clarke College ('the Board') present our Annual Report which outlines some of the activities and results of the College for the 2024 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 consists of Christian men and women with 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 College Council and its various subcommittees meet regularly throughout the school year to fulfil these responsibilities. The Council are all volunteers with a wide range of professional expertise that they bring to bear. I wish to thank Council members for their dedication to serving our community.

We are also grateful for the strong commitment from our Head of College, Mr Alex Koch, in ensuring that the College continues to grow as a Christ-centred community, focused on a strong learning culture. He is assisted by a great team of personnel; teachers and professional and operational staff, who together seek to advance the work we do and make our Strategic Plan come to life on the ground. Our new Strategic Plan has four priority areas: Our Learning, Our People, Our Christian Purpose, Our Resources. Please see a fuller explanation of these via the College website (link below).

We commenced the construction of our newest building under the current Master Plan during 2024. This building will add quality teaching and learning areas to our campus, increase our canteen capability, provide Primary students with a great Library and Secondary students with a modern research centre. We will also have a multi-purpose space which can be used for examinations and other purposes that will take pressure off the use of our Sports Centre.

I would like to finish with some reflections on the College and the education sector.

I have many years of prior experience working in schools and educational roles. When you walk into a school, you get a sense of the community and what goes on in a particular school. I have a strong sense of the strength of the staff of William Clarke College and their commitment to both the Christ-centred focus of the College, and to the teaching and learning process that happens each and every day.

We are continuing to work through the current government funding model which sees our per student government funding reduce each year to 2029 under that model's transitioning arrangements. With costs increasing, it remains an area of real focus to ensure the College remains financially viable and able to respond to both current and future needs, including staffing, curriculum and resources.

I would refer you to the Head's report, the report from the College Captains, and the other detailed information in this report about our College 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 can be found on the College website www.wcc.nsw.edu.au and for our parent community through our Connect portal. You can also gain an insight of our College through the My Schools Website [Home | My School](#).

Mr Alan Moran
Chair of Council

Head of College's Message

2024 has been a wonderful year for the College. I have been amazed seeing the progress that our students are making in a wide variety of endeavours, be it in the classroom, on the sports field or in the performing arts. This is true both for people achieving at the highest level of their pursuits, or those developing quickly after trying something for the first time. However, what has impressed me most is the way that I have seen students grow in character, whether it be pushing through the nervousness and self-doubt about a speech in class, learning from a thoughtless mistake they had made, or learning to understand a difficult situation from someone else's perspective. As these opportunities for growth continue, our students are gaining the confidence and skills they need to be ready for the future, whatever it may bring.

Outside of student learning, 2024 saw the launch of the College's Strategic Plan for the period 2025-2027. This strategic plan seeks to ensure that William Clarke College can harness resources effectively at the present time to make our students not only ready for the future, but excited and optimistic about the possibilities as well. The strategic plan seeks to focus on four strategic priorities – namely, Our Learning, Our People, Our Christian Purpose and Our Resources.

2024 also saw the appointment of Rohrig Constructions as the company to construct 'The Bryson Building' - the largest building project in William Clarke College's history. This building will provide a modern, functional and aesthetically beautiful environment for our students to develop as extraordinary learners as they prepare for a lifetime of service to others in God's world.

Academically, I have been thrilled to see our students perform so well across a broad range of courses, allowing students to follow their passions and prepare themselves for further study and work in a wide range of areas. We celebrate those who have achieved at the highest level including two students appearing on the All-Rounders List, 69 students appearing on the Distinguished Achievers List, and 15 nominations for possible inclusion in HSC Showcase exhibitions. We also celebrate those students who have made significant progress in their learning, regardless of their final mark. As we reflect on some of the fabulous achievements of our students, it is important to recognise that a William Clarke College education cannot be captured in an examination mark. As our students have developed academic mastery, they have also grown in their character, their maturity, and their ability to face new challenges with confidence and skill.

All these things would not be possible without our wonderful teaching and professional and operational staff. They work hard every day to ensure the best education possible for our students. We are so thankful for their support and their commitment, for their professionalism and for their faith. A high-performing school needs high quality staff, and so it is essential that the College continues to attract and develop excellent staff, particularly in the current competitive environment. I am excited for the years ahead as we put 'Our People' as one of the main pillars of our strategic plan for the next three years.

Financially, the College's results for the year ended 31 December 2024 show a strong surplus, and ahead of budget. This allows the College to continue to resource our strategic plans, reinvest into our people and infrastructure. The College's healthy balance sheet position ensures the College is sustainable into the future and can respond to the ever-changing demands and challenges in the educational landscape.

While much of the future is unpredictable, we understand the importance of timeless truths and wisdom that have proven immeasurably valuable for people throughout history. For this reason, we ground our vision for our students' future through the lens of what has been handed down to us from the past, namely the hope, identity and purpose we have through the message of Jesus Christ.

Mr Alex Koch
Head of College

College Captains' Message

As we look back on the year that was, we are immensely grateful for the many opportunities that existed for students at William Clarke College. Throughout the year, the College was, once again, filled with many events and initiatives that promoted a vibrant culture. This was clearly seen in the classroom as students had the opportunity to present practical works at events such as Xplore course performances, and APEX and HSC showcases. It was a pleasure to watch so many performances and view expressive artworks in The Branwhite Centre displays during our time as Captains.

What we have loved about William Clarke is that College life extends beyond the walls of the classroom. We enjoyed seeing the friendly competition within the House system as students attempted to put their creative skills in action by 'Rhyming Without Reason' and crafting aesthetic boxes during Mentor time for the Box Car Rally. The College Musical was an amazing opportunity for students of different grades to combine their talents to create seven thrilling performances of *Three and Counting*. On the sports field, the Girls CIS Cup team showcased their Football skills in the Grand Final as the College community roared with cheers, while saxophones, drums and signs added to the electric atmosphere.

The Class of 2024 were consistently engaged with the opportunities present throughout their schooling, particularly in their final year at the College. We will always remember our grade for being one that showed up. Two highlights were seeing the Athletics Carnival novelty race become a highly competitive 400m relay event and the overall atmosphere at the 'Recharge' event, where the grade came together to play games and music following the trials. Thank you to each student for your commitment to the grade despite HSC pressures.

The many events and initiatives mentioned would not have been possible without the efforts of student leaders. In particular, we would like to thank the College Vice-Captains for their unwavering passion in leading and serving the College. We'd also like to acknowledge the Prefect team for their support and commitment and the Student Representative Council (SRC) for promoting student voice. Students' contributions to College life were pivotal in making 2024 the year it was. There is so much to give God thanks for.

It was a genuine blessing to be your College Captains for 2024. We wish you all the very best and look forward to seeing the College community continue to thrive as a place of love and support.

Thanks be to God for his indescribable gift. 2 Corinthians 9:15

Anson Liu and Charlotte Maxwell
College Captains

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 school 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 2024, there were 1916 students of whom 1225 are in the Secondary School and 691 in the Primary School. The College has over 260 highly professional staff, who support and 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 current 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.

Moving forward, the Strategic Plan for 2025-2027 was developed throughout 2024 in readiness for the next phase of College operations.

THEME 2 STUDENT OUTCOMES AND RESULTS

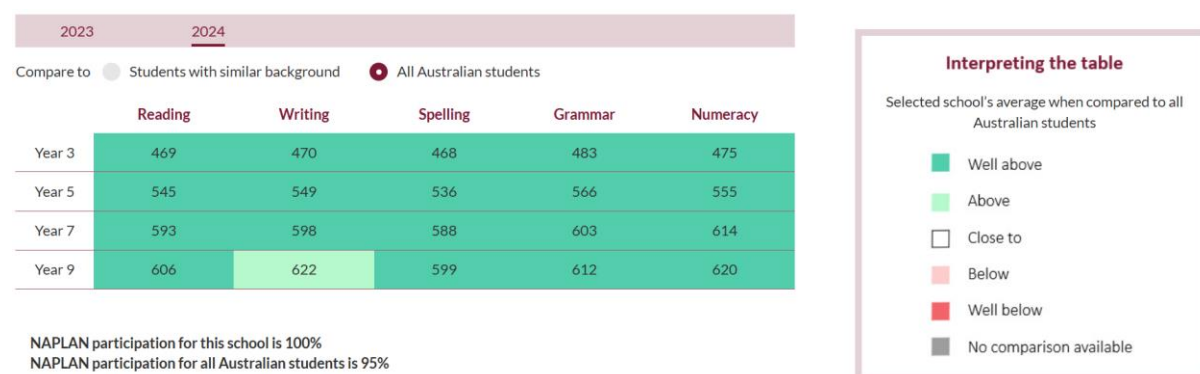
NAPLAN RESULTS 2024

NAPLAN is a basic skills assessment that evaluates student mastery of general competencies in Numeracy and Literacy, namely Reading, Writing, Spelling, and Grammar and Punctuation.

The four proficiency levels for each assessment domain at each year level are:

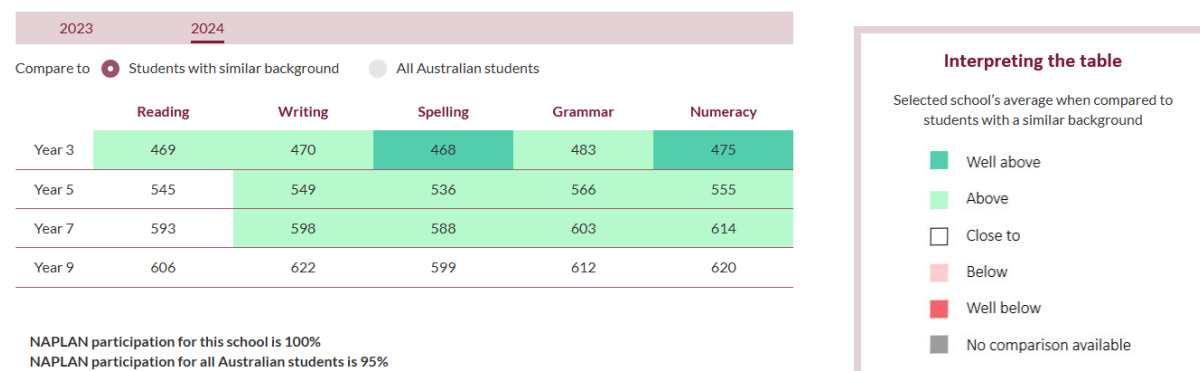
Proficiency level	The student's result:
Exceeding	Exceeds expectations at the time of testing
Strong	Meets challenging but reasonable expectations at the time of testing
Developing	Indicates that they are working towards expectations at the time of testing
Needs additional support	Indicates that they are not achieving the learning outcomes expected at the time of testing. The student is likely to need additional support to progress satisfactorily

The table below demonstrates that in 2024 students at the College performed well above the national average of students for each year group cohort for each domain of literacy and numeracy.



Source: myschool.edu.au/school/43891/naplan/results

A more insightful and meaningful comparison is with results of students with a similar background. The table below demonstrates that in most domains, Year 3, Year 5 and Year 7 students performed above or well above students with a similar background.



Source: myschool.edu.au/school/43891/naplan/results

SENIOR SECONDARY OUTCOMES

Record of School Achievement (RoSA)

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

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

Year 10 RoSA Grade achievement 2024 compared to State:

English

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
21.65	12.17	39.39	29.48	38.53	36.83	0.43	15.32	0.00	5.10

Mathematics

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
19.13	14.95	25.65	22.55	44.35	32.16	10.87	23.20	0.00	6.15

Science

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
21.21	12.90	25.54	24.28	48.05	36.51	5.19	19.19	0.00	6.15

Geography

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
22.08	14.82	48.92	29.28	27.27	35.09	1.73	14.55	0.00	5.51

History

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
22.08	14.92	41.13	28.36	33.33	35.21	3.46	15.06	0.00	5.66

Higher School Certificate (HSC)

The Class of 2024 achieved outstanding HSC results:

- 95% of subjects offered at the College achieved a mean at or above the state average
- 83% of students achieved at least one subject in the top two performance bands
- 40% of students achieved at least one subject in the top performance band
- One student was selected for inclusion in ENCORE for Musicology
- Two students were nominated for inclusion in ENCORE for Music, one student for Music Performance and one student for Music Composition
- Five students were nominated for SHAPE for Industrial Technology and one student for Design and Technology
- Five students were nominated for OnSTAGE for Drama for their Group Performance and four students were nominated for OnSTAGE for Drama for their Individual Performance
- Two All Rounders
- 69 Distinguished Achievers.

Courses with results comparably better than state means

Comparing school against the state mean variance is a comparative benchmark, with notable achievements in the following subjects with mean results significantly above that of the state.

<i>Subject</i>	<i>School vs State Variance</i>
Ancient History (2 unit)	9.45
Business Studies (2 unit)	6.84
Community and Family Studies (2 unit)	6.40
Design and Technology (2 unit)	4.72
Earth and Environmental Science (2 unit)	5.65
Economics (2 unit)	5.09
English Standard (2 unit)	4.86
English Studies Examination (2 unit)	15.25
Food Technology (2 unit)	13.69
Industrial Technology (2 unit)	6.27
Investigating Science (2 unit)	11.92
Legal Studies (2 unit)	11.26
Mathematics Advanced (2 unit)	6.07
Mathematics Extension 1 (2 unit)	7.56
Mathematics Extension 2 (2 unit)	7.95
Mathematics Standard 2 (2 unit)	9.33
Modern History (2 unit)	9.31
Music 1 (2 unit)	7.44
Personal Development, Health and Physical Education (PDHPE) (2 unit)	7.43
Physics (2 unit)	4.71
Retail Services Examination (2 unit)	6.09
Software Design and Development (2 unit)	9.48
Studies of Religion II (2 unit)	6.08
Textiles and Design (2 unit)	7.07

Courses with 100% of candidate results in Bands 6, 5 and 4 or Extension E3 E4:

- Design and Technology
- Drama
- Economics
- English Extension 1
- English Extension 2
- History Extension
- Food Technology
- Investigating Science
- Legal Studies
- Mathematics Extension 1
- Mathematics Extension 2
- Modern History
- Music 1
- Music 2
- Music Extension
- Science Extension
- Software Design and Development
- Studies of Religion I
- Studies of Religion II
- Textiles and Design
- Visual Arts

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

Subject	% of School candidates achieving the Band 6 or E4	% of State achieving Band 6 or E4
Ancient History	29%	10%
Biology	10%	7%
Business Studies	22%	11%
Community and Family Studies	16%	6%
Design and Technology	17%	12%
Drama	29%	23%
Food Technology	57%	10%
Industrial Technology	12%	7%
Investigating Science	50%	7%
Legal Studies	38%	15%
Maths Standard	21%	9%
Maths Extension 1	44%	35%
Maths Extension 2	67%	40%
Maths Advanced	34%	22%
Modern History	16%	10%
Music 1	33%	20%
Music 2	40%	36%
Music Extension	100%	70%
Physics	15%	12%
Software Design and Development	25%	13%
Studies of Religion II	22%	13%

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	71%	36%
Biology	40%	35%
Business Studies	63%	37%
Chemistry	48%	37%
Community and Family Studies	63%	35%
Design and Technology	58%	48%
Drama	83%	61%
Earth and Environmental Science	50%	32%
Economics	79%	51%
Engineering Studies	45%	32%
English Studies	14%	<1%
English Standard	22%	13%
English Advanced	82%	78%
English Extension 1	100%	94%
English Extension 2	100%	87%
Food Technology	86%	32%
Geography	54%	38%
Industrial Technology	46%	23%
Investigating Science	67%	35%
Legal Studies	88%	43%
Mathematics Standard	56%	28%
Mathematics Extension 1	100%	80%
Mathematics Advanced	76%	50%
Mathematics Extension 2	100%	86%
Modern History	84%	39%
History Extension	100%	86%
Music 1	100%	67%
Music 2	100%	84%
Music Extension	100%	97%
PDHPE	67%	35%
Physics	55%	38%
Science Extension	100%	81%
Software Design and Development	75%	38%
Studies of Religion I	75%	43%
Studies of Religion II	78%	56%
Textiles and Design	88%	49%
Visual Arts	92%	67%

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	2024	72	16	56	0
	2023	76	9	61	6
	2022	69	16	51	2
	2021	62	14	45	3
English Advanced	2024	83	68	15	0
	2023	93	67	26	Nil
	2022	100	75	23	2
	2021	99	79	20	Nil
English Extension 1	2024	6	6	0	0
	2023	9	9	Nil	Nil
	2022	9	9	Nil	Nil
	2021	10	10	Nil	Nil
English Extension 2	2024	5	5	0	0
	2023	3	3	Nil	Nil
	2022	2	2	Nil	Nil
	2021	7	6	1	Nil
Mathematics Standard 2	2024	86	48	36	2
	2023	103	58	40	5
	2022	87	41	43	3
	2021	91	35	47	9
Mathematics Advanced	2024	50	38	12	0
	2023	41	28	13	Nil
	2022	66	42	24	Nil
	2021	54	32	21	1
Mathematics Extension 1	2024	18	18	0	0
	2023	18	18	Nil	Nil
	2022	23	16	7	Nil
	2021	22	22	Nil	Nil
Mathematics Extension 2	2024	3	3	0	0
	2023	2	2	Nil	Nil
	2022	7	6	1	Nil
	2021	4	4	Nil	Nil
Ancient History	2024	7	5	2	0
	2023	9	4	5	Nil
	2022	12	6	5	1
	2021	12	5	6	1
Biology	2024	40	16	22	2
	2023	45	13	31	1
	2022	50	24	20	6
	2021	52	18	34	Nil
Business Services	2023	5	Nil	3	2
	2022	3	2	1	Nil
	2021	Nil	Nil	Nil	Nil
Business Studies	2024	55	35	20	0
	2023	63	29	30	4
	2022	45	22	23	Nil
	2021	43	24	17	2
Chemistry	2024	21	10	10	1
	2023	35	15	20	Nil
	2022	32	11	17	4
	2021	39	13	23	3

Community and Family Studies	2024	32	20	12	0
	2023	20	16	4	Nil
	2022	28	19	9	Nil
	2021	Nil	Nil	Nil	Nil
	2023	2	2	Nil	Nil
	2022	9	8	1	Nil
	2021	5	5	Nil	Nil
Design and Technology	2024	12	7	5	0
	2023	14	7	7	Nil
	2022	12	6	6	Nil
	2021	8	7	1	Nil
Drama	2024	17	14	3	0
	2023	14	8	6	Nil
	2022	17	13	4	Nil
	2021	10	5	5	Nil
Earth and Environmental Science	2024	22	11	9	2
	2023	10	4	6	Nil
	2022	10	3	6	1
	2021	14	9	4	1
Economics	2024	34	27	7	0
	2023	21	6	14	1
	2022	20	12	8	Nil
	2021	20	16	4	Nil
Engineering Studies	2024	20	9	10	1
	2023	18	2	14	2
	2022	16	5	11	Nil
	2021	15	7	8	Nil
Food Technology	2024	7	6	1	0
	2023	Nil	Nil	Nil	Nil
	2022	Nil	Nil	Nil	Nil
	2021	12	5	7	Nil
French Beginners	2023 (External)	Nil	Nil	Nil	Nil
	2022 (External)	Nil	Nil	Nil	Nil
	2021 (External)	1	1	Nil	Nil
French Continuers	2023 (External)	Nil	Nil	Nil	Nil
	2022 (External)	4	1	3	Nil
	2021 (External)	2	2	Nil	Nil
Geography	2024	24	13	10	1
	2023	17	13	4	Nil
	2022	13	3	9	1
	2021	15	11	4	Nil
German Beginners	2023	Nil	Nil	Nil	Nil
	2022	1	1	Nil	Nil
	2021	Nil	Nil	Nil	Nil
German Continuers	2023	Nil	Nil	Nil	Nil
	2022	Nil	Nil	Nil	Nil
	2021	Nil	Nil	Nil	Nil
History Extension	2024	6	6	0	0
	2023	10	10	Nil	Nil
	2022	7	5	1	1
	2021	5	4	1	Nil

VET Hospitality (Kitchen Operations)	2023	3	1	2	Nil
	2022	7	5	2	Nil
	2021	7	2	4	1
VET Human Services	2023	1	Nil	1	Nil
Industrial Technology	2024	17	8	9	0
	2023	10	3	7	Nil
	2022	6	3	3	Nil
	2021	14	3	11	Nil
Information Processes and Technology	2023	12	7	3	2
	2022	17	10	7	Nil
	2021	13	7	6	Nil
Information and Digital Technology (VET)	2023	Nil	Nil	Nil	Nil
	2022	Nil	Nil	Nil	Nil
	2021	Nil	Nil	Nil	Nil
Investigating Science	2024	6	4	2	0
	2023	11	7	4	Nil
	2022	11	4	6	1
	2021	Nil	Nil	Nil	Nil
Japanese Continuers (External)	2023	Nil	Nil	Nil	Nil
	2022	2	1	Nil	1
	2021	2	1	Nil	1
Japanese Extension	2023	Nil	Nil	Nil	Nil
	2022	Nil	Nil	Nil	Nil
	2021	Nil	Nil	Nil	Nil
Legal Studies	2024	24	21	3	0
	2023	28	24	4	Nil
	2022	18	12	6	Nil
	2021	29	24	5	Nil
Modern History	2024	19	16	3	0
	2023	23	7	13	3
	2022	27	13	14	Nil
	2021	18	9	9	Nil
Music 1	2024	6	6	0	0
	2023	5	5	Nil	Nil
	2022	7	7	Nil	Nil
	2021	9	6	3	Nil
Music 2	2024	5	5	0	0
	2023	10	7	3	Nil
	2022	3	3	Nil	Nil
	2021	10	9	1	Nil
Music Extension	2024	3	3	0	0
	2023	2	2	Nil	Nil
	2022	2	2	Nil	Nil
	2021	3	3	Nil	Nil
Personal Development, Health and Physical Education (PDHPE)	2024	37	25	12	0
	2023	52	22	30	4
	2022	55	20	31	4
	2021	47	22	24	1
Physics	2024	27	15	12	0
	2023	29	11	17	1
	2022	30	14	15	1
	2021	29	13	16	Nil
VET Retail Services (External)	2024	1	0	1	0
	2023	1	Nil	1	Nil
	2022	5	Nil	5	Nil
	2021	Nil	Nil	Nil	Nil

Science Extension	2024	2	2	0	0
	2023	8	8	Nil	Nil
	2022	8	7	1	Nil
	2021	7	7	Nil	Nil
Society and Culture	2024	16	5	11	0
	2023	15	11	4	Nil
	2022	12	8	4	Nil
	2021	15	10	5	Nil
Software Design and Development	2024	4	3	1	0
	2023	15	6	9	Nil
	2022	6	3	3	Nil
	2021	12	8	4	Nil
Spanish Beginners	2023	Nil	Nil	Nil	Nil
	2022	1	1	Nil	Nil
	2021	Nil	Nil	Nil	Nil
Studies of Religion 1	2024	4	3	1	0
	2023	2	1	1	Nil
	2022	6	3	3	Nil
	2021	7	2	5	Nil
Studies of Religion 2	2024	9	7	2	0
	2023	Nil	Nil	Nil	Nil
	2022	16	7	9	Nil
	2021	15	6	8	1
Visual Arts	2024	25	23	2	0
	2023	12	12	Nil	Nil
	2022	17	14	3	Nil
	2021	28	22	6	Nil

Vocational Education and Training

The College supports a growing number of Year 11 and 12 students who complete School Based Apprenticeships or Traineeships (SBAT) as part of their HSC Testamur. In 2024, there were six such students who attained an SBAT and used this as part of their HSC credential.

Post School Destinations

The table below includes post HSC offers only. It does not capture the numerous early entry offers that students received.

University	Number of student offers
Macquarie University (MQ)	64
University of Technology Sydney (UTS)	42
University of Sydney (USYD)	27
University of New South Wales (UNSW)	25
Western Sydney University (WSU)	17
Australian Catholic University	17
Other	24

This is a demonstration of the excellent way that the College prepares our students for success beyond success at school in the significant number of early offers and direct entry offers that were made to the Class of 2024 through the MQ Leaders and Achievers Program, ACU Community Achievers Program, UTS Early Entry program, UNSW Portfolio Entry and WSU True Rewards, as well as the Schools Recommendation Scheme.

THEME 3 STAFFING

Teaching staff 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	216
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

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	20
Provisional	8
Proficient Teacher	188
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0
TOTAL	216

Professional Development

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.

Area of Learning	Number of Staff participating
2024 ACHPER K-12 PDHPE Conference	1
2024 Meet the Markers - Online Exam Analysis: Chemistry	1
2024 Research Conversations	1
ABODA NSW Conducting Course - Level 2 Choral	1
ACEL National Conference	1
ACHPER Early Career Teachers Conference 2024	1

ACU Advisory Conference	1
Affirming Practice Neurowild	6
AHISA Conference 2024	1
AHISA Director of Studies Conference	1
AIS English Conference 2024 Truth and Beauty	1
AIS Middle Leaders Course (Online)	1
AIS Visual Arts Conference 2024	1
AISNSW History Conference 2024	1
AISNSW Mathematics Conference 2024	2
AISNSW Music Conference 2024	1
AISNSW PDHPE Conference 2024	1
AISNSW PDHPE K-12 Conference	1
AISNSW Personalised Learning Processes for Aboriginal Students	1
AISNSW School Improvement Conference	1
AISNSW School Improvement Conference 2024	1
AISNSW Science Conference 2024	2
AISNSW Sport Leadership Conference	2
AISNSW Stage 6 Health and Movement Science Conference - Leaving the Shore	1
AISNSW Studies of Religion Conference 2024	1
AISNSW Teacher Librarian Conference 2024	2
AISNSW Teacher Wellbeing (Online)	1
AISNSW Wellbeing Conference 2024	1
Allegations Against Staff and Best Practice	1

Answering Tough Questions, Max Jeganathan - Public Christianity	22
Aspiring Heads of Department: English - Blended Learning Experience	2
Autism Spectrum - Intensive Support	1
Autism Spectrum - Targeted Support	1
Autism Spectrum - Universal Supports	1
Autism Spectrum: Universal Supports - Self-paced Learning Experience	19
Barnabas Conference	4
Be Prepared for an Unexpected School Registration Inspection	1
Bell Shakespeare National Teacher Conference	2
Briefings by NESA 2025 Regulatory Process for School Registration	1
Business Studies: Navigating the Dynamic Business Environment	3
CAA High School Careers Advisors Annual Conference 2024	1
Careers Advisers Association Executive Committee Planning Day	1
Cert III Catering Qualification Upgrade	1
Coaching in Leadership	1
Collaborative and Proactive Solutions: Introductory and Advanced Courses	1
Community Problem Solving Information Series	1
Completing and Submitting 2024 Experienced Teacher Accreditation Online	1
Conducting Course	2
Courageously Navigating Hard Conversations	2
Cracking the Hard Class - Secondary	1
Creating Neuroaffirming Schools	1
CSSA Trial HSC Examinations - Committee Meeting	1

Cumberland Careers Forum Meetings	1
Data Science in the New 7-10 Syllabus	1
Diabetes in Schools Level 2	1
Disability Legislation - Self-paced Learning Experience	10
Drama NSW State Conference	2
Education Research Connections #3 - Teacher Wellbeing	1
Foundations of Maths (online)	1
Getting to Know your Students through Data	1
Grow: The Future of Teaching Schools	1
Growing Evidence Informed Practice	1
HICES Deputies Meeting T1	1
HICES Pastoral Care Meeting	2
History Extension Symposium 2024	1
Hustle Leadership Conference	1
ICT Management and Leadership Conference 2024	1
Identifying and Responding to Children and Young People at Risk (online)	1
Information Education Masterclass	1
International Transforming Education Conference 2024	1
Intervention for Maths Difficulties	1
Investigations Masterclass - Reportable Conduct	1
IPSHA Curriculum and Deputies Umbrella Group Meeting	2
IPSHA Early Childhood Umbrella Group Meeting	1
IPSHA G&T Conference	1

IPSHA K-2 Umbrella Group Meeting	2
IPSHA Music Umbrella Group - Choral Reading	1
IPSHA Teaching Math to Students with Dyscalculia	8
IPSHA Umbrella Group Curriculum Coordinators	1
IPSHA Umbrella Group Session	1
IPSHA Umbrella Group Term 3 Meeting	1
IPSHA Umbrella Session Differentiated Instruction in Maths	2
IPSHAA Term 4 Branch Meeting	1
Job Skills and Employment Pathways Forum	1
LAN Conference	1
LAN Mini - Conference	1
Language Lift PD Workshop	2
Lawsense - School Employment Law - ill and injured, toxic staff	1
LawSense Dealing with Harmful Sexualised Behaviours between Students	1
LawSense: School Law 2024	1
Leading EALD Support Webinar	1
Leading Effective Professional Learning in Schools	1
Legal Studies Association 2024 State Conference	1
Legal Studies State Conference 2024	1
Macquarie University Careers Advisors Day	1
Making Mathematics Meaningful and Memorable	1
Master of Education (Leading Learning)	1
Masterclass 1: Optimising School Practices to Support All Students within Multi-tiered Systems	1

Mental Health Intensive Supports: Essential for Few	1
Mental Health Targeted Support: Necessary for Some	1
Mental Health Universal Support: Good for All	1
MLTA Conference	2
Modern Managers: The Performance Coaches of the Workplace Webinar	1
NAPLAN 2024 Test Administrator Training	2
Not for Profit Charity Law Half Day 2024	1
NSW Parliament + Stage 5 Commerce	1
NSW Reportable Conduct and Allegations Against Employees (online)	1
NSW State English Conference 2024 Horizons	1
Online Oil Painting Masterclass	1
Orff Level 1 Course Teacher Training	1
Orff Teacher Training (Level 3)	1
Phonics Introduction and Review	3
Phonics Introduction Review Bundle	7
Planning for Inclusive Reform	1
Positive Partnerships	2
Positive Partnerships - Autism	1
Preparing for Implementation - Health and Movement Science 11-12	1
Project Management for Professionals	1
Provide First Aid in an Educational and Care Setting	5
PTC: Early Church History (Level 2)	1
Questions in the Christian Studies Classroom	3

Refresh 2024 SASMA Dinner	5
S&S Creativity Unlimited Printmaking	1
SACA Research Conversations Conference	1
SASMA Refresh 2024 Archbishop's Day	3
School Data Telling the Story	1
School of Business School Principals and School Leaders Breakfast	1
Shark Tank eSchool Teacher Training	2
Silver Jewellery Introductory Course	1
Society and Culture Association HSC Conference	1
Stage 6 Health and Movement Science Conference	2
STANSW Conference 2024 Hands-on Science	1
Studies of Religion: In Focus 2024 Conference	1
Supervising Teachers Progressing to Proficient Teacher	1
Supporting Students with Challenging Behaviours	1
Supporting Teachers through 2024 Experienced Teacher Accreditation	1
Teaching for Metacognition	1
Teaching Year 11 Legal Studies for the First Time	1
Term 4 Staff PD Day Device Security and Identifying Phishing Emails	133
The Clarke Lecture - The Life We Could Lead	5
The Educator Series: Leadership in Learning - A Cognitive Psychology Approach	1
The Educator Series: Leading People	1
The Educator Series: The Importance of High Expectations	1
The World of Watercolour and Creative Drawing	1

Theory for Year 11 Investigating Science	1
Towards Social and Cultural Literacy - An Exploration of Continuity and Change	1
Transgender and Gender Fluidity Update (webinar)	1
UNSW Careers Advisors Conference	1
UTS Careers Conference	1
Vectors - The What and the How	1
Western Sydney University Careers Conference	1
Wingara Education Conference	1
Women in Leadership	1
Work Health and Safety in Schools	2
Workplace Wellbeing Aligning Compliance and Psychological Safety Strategies Webinar	1

WORKFORCE COMPOSITION

College Staff 2024

Teaching staff	191
Full-time equivalent teaching staff	179.2
Non-teaching staff	94
Full-time equivalent non-teaching Staff	85.3

*No member of staff is identified as being of Aboriginal or Torres Strait Islander descent. (Data excludes casuals).

THEME 4 ATTENDANCE

Student Attendance Rates

In 2024, an average of 92.3% of students attended the College each school day. This compares to 2023 which reported an average attendance of 92.8%.

Absences are predominantly as a result of illness.

Every student absence requires a signed explanatory note from their parent or carer. In the event that a parent/carers wishes to take their child out of the school for a family holiday, they are required to apply to the Head of College and the Head of the respective sub-school at least four weeks prior to the event.

Year Level	Attendance Rate %
PRIMARY	
Kindergarten	94.15%
Year 1	93.50%
Year 2	92.12%
Year 3	94.25%
Year 4	92.61%
Year 5	92.68%
Year 6	91.87%
SECONDARY	
Year 7	93.34%
Year 8	90.50%
Year 9	90.57%
Year 10	90.11%
Year 11	89.46%
Year 12	94.73%
WHOLE SCHOOL	92.30%

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 our electronic sign in/sign out system. This updates the College database.

Students leaving via First Aid are signed out with the same electronic sign in/sign out system by the First Aid team, when a parent/carers arrives.

Unknown Absences

Rolls are completed in the morning for K-6 and each period for Years 7-12. Any student who is marked absent up until recess whose absence is unexplained will have an 'SMS' sent.

If an explanation of absence has not been received by the College, an email requesting a reason for an absence is generated via the student database and sent to the parents/carers twice in the week following the absence.

Parents/carers submit an electronic notification to provide an explanation for an absence through the College's online portal. Where explanations have been received, these have been recorded in our electronic database.

If students are showing patterns of unsatisfactory absences (three days absence in a fortnight), a 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/carer via letter
- d) Outline to parents/carers their legal requirements and include the 'Compulsory School Attendance – Information for Parents' brochure from the NSW Education website.

In Secondary School, the Heads of Year receive a report from our student database regarding students with potential unsatisfactory patterns of attendance. 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/carer via letter
- d) Outline to parents/carers 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 of College for follow-up.

The Head of College 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 of College will refer the matter to the Children's Court.

THEME 5 COLLEGE POLICIES

The following College policies are publicly available on the website (<https://www.wcc.nsw.edu.au/policies/>):

- Child Protection Policy and Manual
- Student Behaviour Management Policy
- Student Anti- Bullying Policy
- Complaints Handling Policy (General Matters) with Flowchart
- Enrolment Policy
- Privacy Policy
- Whistleblower Report

THEME 6 STAKEHOLDER SATISFACTION

STUDENTS

Student feedback is sought through two key avenues, being:

1. The Year 12 exit survey and
2. The Student Representative Council (SRC).

This year, the Year 12 'survey' was undertaken through a series of focus groups. The topics covered were:

1. Best practice learning
2. Faculty acknowledgements
3. Xplore courses, Deep Learning and Semesterisation
4. Preparation for assessment tasks
5. Approach to and methods of Christian education
6. Method of conducting MYCAH/Tutor/Mentor sessions
7. Methods of support
8. Standard of Facilities
9. Methods of communication
10. Best things about the College
 - a. Relationships between students and teachers
 - b. Carnivals and events
 - c. Camps
 - d. Careers support
 - e. Culture of the College
 - f. Student voice is encouraged
 - g. House and Inter-House sport events
 - h. College responses to social issues
 - i. Communication through the 'Connect' portal is excellent
11. What could the College do better?
 - a. Include a Year 10 leavers class
 - b. Integrate more activities for service
 - c. Disability inclusion
 - d. Traffic issues
 - e. More sport facilities – eg hard courts
 - f. More consistency with academic expectation and model of assessment
 - g. Timing of the Year 12 camp (too early).

[Specific feedback on the last two points included as a summary]

The SRC is a student-led body which meets regularly throughout the school year. The agenda for these meetings is generated by the students and covers issues raised by the student body. The body consists of Year Group Leaders from each of Year 7 to Year 11, meeting with the Year 12 Prefects. Minutes are maintained. The Head of Secondary attends these meetings and, following each meeting, provides a summary of matters for consideration/deliberation by the College Executive.

The School Captains co-ordinate sub-committee lunchtime meetings that run either side of the mid-term SRC meeting.

PARENTS

In 2023, the College engaged an external organisation that specialises in school parent surveys (MMG Education) to conduct an extensive survey of our College parents. The responses of this survey conveyed that William Clarke College is performing exceptionally well in meeting the expectations of its parent body.

The College Executive was extremely pleased with these results and sought to build on the strengths outlined in this survey throughout 2024. The survey results were considered in the formulation during 2024 of the 2025-2027 Strategic Plan.

The College always welcomes feedback from our parents via the various communication channels.

STAFF

The last formal staff survey we undertook was in 2022. However, this survey and subsequent follow-up has informed the development of the 'Our People' section of the 2025-2027 Strategic Plan. The development work for this plan commenced in 2024 which focuses on three key initiatives in response to our last survey. Those initiatives being developed are:

1. Invest in our people by focusing on their professional growth in alignment with their goals
2. Attract and recruit high-quality Christian staff who will use their gifts to serve passionately in our Christ-centred community at the College and in the profession
3. Promote staff wellbeing so our people are invigorated to flourish in their professional lives and promote others to flourish in our community.

In addition, during late 2024, we commenced the development of an externally provided staff survey (xRef) that is to be rolled out in 2025.

CHILD SAFETY

During the year data from a number of Child Safety surveys was used in order to improve the College's processes and procedures in relation to the 10 Child Safe Standards. Data was gathered via student survey (both Primary and Secondary students), a staff survey and a parent focus group.

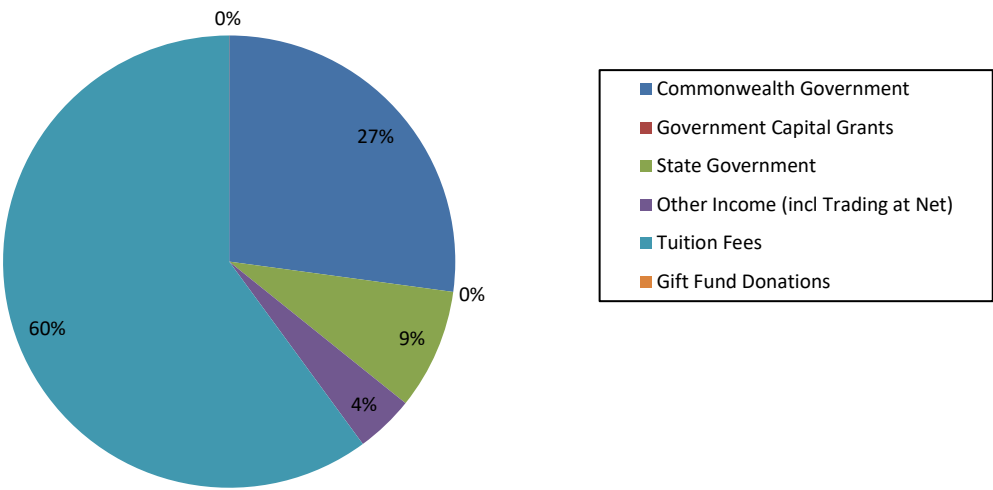
THEME 7 SUMMARY OF FINANCIAL INFORMATION

INCOME

Income to educate students comes from a number of areas:

• Commonwealth Government	27.1%	to cover recurrent expenses
• Government Capital Grants	0.0%	for dedicated capital expenditure
• State Government	8.6%	to cover recurrent expenses
• Other Income	4.2%	Extras, trading income, interest income
• Tuition Fees	60.1%	Fees paid by parents for tuition
• Gift Fund Donations (eg Building Fund)	0.0%	Parent voluntary contributions

Graph 1: recurrent/capital income



Capital Grants

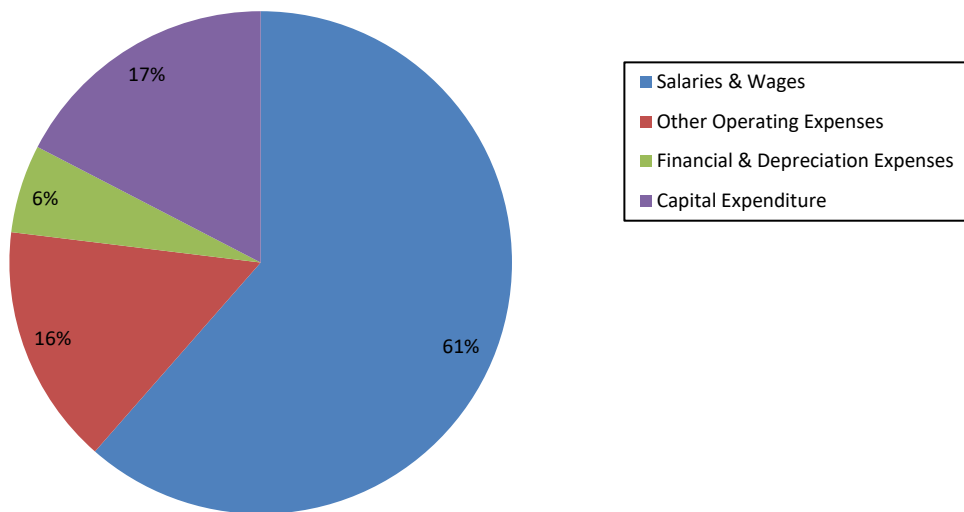
Specific Government initiatives may arise on limited occasions. However, as a rule, the College does not receive regular Capital Funding from Government. No capital grants were received in 2024.

EXPENDITURE

Expenditure incurred in the education of our students was allocated to the following areas of the College:

- | | | |
|-------------------------------------|-------|------------------------------------|
| • Wages and associated costs | 61.5% | Total employment costs |
| • Other operating expenses | 15.5% | Administration, property, IT, etc. |
| • Financial & Depreciation expenses | 5.7% | Interest and depreciation |
| • Capital expenditure | 17.4% | Consistent update of capital items |

Graph 2: recurrent/capital expenditure



Capital Expenditure

Capital Expenditure can vary significantly from year to year dependent on where the College is at in its construction cycle for new buildings. When capital expenditure is high, it will alter the percentages on all other expenses.