Wollondilly Anglican College

2013 Annual Report

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Choose to Listen and Believe the Voice of Truth

Who do you listen to? We live in a world of many voices. When you are little – you listen to mum and dad because you know that they love you and want the best for you. When you go to school, you learn to listen to the teacher. It is obvious at a place like Wollondilly that they care for you too. You learn here that God cares for you – that you are special – and that God has a plan for your life. You start to understand the world through these important voices. Their truth is your truth.

There are other voices in the world too. As you grow, they start to break through. You will hear them on television, radio and in magazines. They tell you that it is important to have the best clothes, to be the best looking, that you will be happier if you buy their toys, spend money in their stores and wear their clothes. They are charming voices. They are clever voices. They never tell you to clean up after yourself or to do your homework. Some of you will start to believe their story. For some it will be more interesting than your teacher’s story or your mum and dad’s story. For some, it will be more interesting than God’s story.

I grew up in a home like yours. My mum was an ordinary mum. She was the daughter of a local chicken farmer in Tahmoor. My dad was an ordinary dad. He was the son of a railway worker in Picton. We lived in a 3 bedroom fibro house in Picton. My mum and dad had 4 boys. Each of us saw the world through the eyes of our parents. We went to Sunday School and learnt that God loved us – and that He had a plan for our lives.

I remember growing up in a school very different to this one. I remember listening to teachers who told me a different story. I was told that I was not special and that there was no plan for my life. I was told that I should study hard to make money. Influential people said that defending your country and ideals was not cool; that opening the door for a lady was not cool; that wearing a singlet and cutting your hair was not cool; that mums and dads were not cool. I wanted to be cool. I rang my dad from the University to tell him that I wanted to change courses. I told him that the Maths part of my course was too hard – that I was working hard while other students...
were out having fun. He reminded me in a rather long lecture that I had always wanted to be a Physics teacher and that I would regret dropping out. I am glad that I listened.

I held a 21st party at the University. It was like a television party, full of fun and lots of loud music. People argued, made a mess and left. It was pointless and soulless. I’m not sure if anyone knew or remembered that it was my 21st.

My family held a 21st party. My aunties and uncles came. It was not like a television party. There were a few nice speeches and a home-made cake. They were people who cared about me. Their words were for my benefit – not theirs – voices of truth. Their words reminded me that I could make a choice between the ways of the world and the Voice of Truth. It was a reality check.

Choose to listen to the voice that raised you, the voice that fed you and clothed you, cried when you were hurt; was disappointed when you broke a promise; the voice that stood by you when your friends deserted you. Listen to mum and listen to dad.

Listen to the voice that cares about your education, the voice that wants you to learn, the voice that goes the extra mile to make sure you understand. Listen to your teacher.

Listen to the voice that made you. God speaks to us through the Bible and through His presence in our lives. Each of us is unique, yet each of us is deeply loved.

God’s voice has stood the test of time. Why would you not trust the one who made you; the one who loves you; the one who always acts in your best interest?

My prayer for each of you at Wollondilly is that you choose to listen; and believe the voice of truth. God is the creator of all things and He is also your father. Listen; and you will be the person you were designed to be. He will never let you down.

Dr Stuart J Quarmby
Foundation Headmaster
You are all aware that in 2013 we celebrated the completion of the first 10 years of Wollondilly Anglican College. We rejoice that many students and families have been enriched through being involved in the life of the College. We are very thankful to God for his gracious provisions since our establishment in 2004.

You might be surprised to know that Anglican schools in the South West of Sydney now educate over 4000 students, employ more than 450 staff and spend over $60 million each year. While all these schools have grown, Dr Quarmby very proudly has reminded us that Wollondilly Anglican is one of the fastest growing schools not just in the South West of Sydney but in NSW. We are very thankful to Dr Scandrett and the Sydney Anglican Schools Corporation for their support in enabling this growth to take place.

Sustained growth takes place in any businesses when quality products have been produced. Parents have recognised the high quality of education offered at Wollondilly and have been prepared, in many cases, to make a sacrificial investment in the future of their children. On behalf of the College, I thank them for their ongoing support.

The distinctive characteristic of the education offered at Wollondilly is that it is delivered by dedicated staff in the context of a Christian worldview. We thank the teaching and support staff for their professionalism and commitment to students and families at Wollondilly. I take this opportunity also to thank Dr Quarmby for his outstanding Godly leadership of the College over the past 10 years.

Most parents are very impressed that this high quality education should be delivered in an efficient manner so that fees remain at affordable levels. The College Council has worked with the Headmaster to reach this goal. You will note in my annual letter to parents that the increase in fees for 2014 does not exceed the increases in basic educational costs. I thank the Headmaster, staff and members of the College Council for their efforts in working towards achieving this objective.

Ron Webb
Chair, Wollondilly Anglican College Council
Student Representatives

Meet Our Captains 1

Q) How long have you been a student at WAC?
A) Started in Kindergarten in 2005.

Q) In your role as Middle School Captain what things have you been involved in so far this year?
A) Young Leaders Day SASC, Year 5-7 Information Night, Year 7 2014 Information Night, Term 1 Term Service.

Q) What are your interests and likes here at the College?
A) Sport, Mandatory Technology, Food, People and Teachers.

Q) What do you hope to achieve in your leadership role this year?
A) To be a positive role model to others, to serve others in my position and to be a voice for the students of the College.

Meet Our Captains 2

Q) How long have you been a student at WAC?
A) I Started in Year 7 in 2010.

Q) What things have you been involved in at the College throughout your time at WAC?

Q) What are your interests and likes here at the College?
A) Science, Maths, Year Group and a wide range of extra-curricular activities.

Q) What ideas would you like to see discussed at SRC meetings this term?
A) Uniform issues, Environmental issues and Service activities.

Q) Why did you nominate to be Senior School Captain?
A) To represent a positive role model to others and to serve the College Community.
Wollondilly Anglican College was conceived out of the need to provide Christian education in an environment which encourages excellence. It has grown to be a school of choice for those in the Wollondilly Shire and surrounding districts who seek a reinforcement of family values along with the development of life skills, self-discipline and broad educational choice.

The College promotes academic excellence. There is a differentiated curriculum to provide extension opportunities and the E.D.G.E Academy caters for acceleration by subject or by grade. We are blessed with an experienced staff of dedicated professionals, selected from many applicants. The College provides for the education of students from Pre-Kindergarten (4 year olds) to Year 12 and offers specialist facilities to cater for all core subjects along with a variety of academic electives. Modern, technology focused, comfortable, air-conditioned learning facilities accommodate all classes without the use of any portable or demountable buildings.

Controversy surrounding the values that schools teach is never far from the media spotlight. It has even been suggested that some schools are value-neutral. I would challenge this assertion. All schools pass on values to students. Parents do not choose schools on the basis of a presence or absence of values, but rather on the basis of the quality of values that are in evidence. Wollondilly Anglican College espouses the virtues of traditional Australian Christian values. These include freedom for students to shine, the development of God-given talents and a family environment exemplified by quality pastoral care and sense of community.

The spectacular, award-winning grounds and modern, stylish uniforms are testament to a pride in belonging which is shared by staff, students and parents alike. This is enhanced by an emphasis on a safe environment, where students have a right to personal security and are encouraged to share responsibility for the safety of others.

We encourage the consideration of Excellence, Endurance and Eternity, for Christ’s glory.

For more information about the context of the College, please visit our website: www.wac.nsw.edu.au
NAPLAN results are a guide to areas for focus in the classroom. They are diagnostic tests that give a measure of a small section of the curriculum at a point in time. Whilst these results are very pleasing, the information is therefore valuable, but also has limitations. Our advice to all students – even those with outstanding NAPLAN results – is not to look at other local results and rest on their laurels - that there is much more to the curriculum and to schooling than NAPLAN. Keep working on the broader educational skills like critical analysis, problem solving and the presentation of balanced arguments that have more currency in broader measures such as the Higher School Certificate.
**Year 3**
37 students in Year 3 sat the NAPLAN tests in 2013. Reading and Numeracy were highlights for the group. Overall the group performed consistently above National average. The table below shows the percentage of the National cohort and the percentage of the College cohort that scored in the top 3 bands.

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<thead>
<tr>
<th></th>
<th>Reading</th>
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**Year 5**
45 students in Year 5 sat the NAPLAN tests in 2013. Reading and Numeracy were highlights for the group. Overall the group performed above the National average in all areas. The table below shows the percentage of the National cohort and the percentage of the College cohort that scored in the top 3 bands.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
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<td>63</td>
<td>52</td>
<td>59</td>
<td>62</td>
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</table>

**Year 7**
84 students in Year 7 sat the NAPLAN tests. Grammar and Reading were highlights for the group. Overall the group performed above the National average in all areas. The table below shows the percentage of the National cohort and the percentage of the College cohort that scored in the top 3 bands.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
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<td>56</td>
<td>42</td>
<td>61</td>
<td>52</td>
<td>53</td>
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</table>

**Year 9**
76 students in Year 9 sat the NAPLAN tests in 2013. Because of the length of time they have been at the College, this group is best representative of the “Wollondilly difference”. Reading, Writing, Spelling and Numeracy were the highlight for the group. Overall the group performed considerably above National average in all areas with a remarkable strength in Reading. The table below shows the percentage of the State and the percentage of the College that scored in the top 3 bands.

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
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<th>Spelling</th>
<th>Grammar</th>
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Reporting Area 4 - Senior Secondary Outcomes

Outstanding 2013 HSC Results

Wollondilly Anglican College
PRE-KINDERGARTEN TO YEAR 12

Staff, Parents and the College Community congratulate all 2013 Year 12 students.

The class of 2013

College Headmaster,
Dr Stuart Quarmby, said

“We are very proud of the Class of 2013 and their fine achievements once again placing Wollondilly on the prestigious Top 200 Schools list for NSW”.

Enrolling now for 2015

“My family is worth the investment”
HSC Overview 2013

Our Year 12 class of 2013 achieved outstanding results in the 2013 HSC. The College has once again been ranked as one of only 5 secondary schools from the Wollondilly Shire and surrounding districts on the Top 200 Schools list in NSW/ACT.

Alyssa Girvan, ATAR 97.15, achieved five Band sixes in her subjects – Ancient History, Biology, Advanced English, Extension History, and Modern History. In a year where accolades were spread across a broad range of subject options, Eleanor Sullivan, ATAR 94.20, was awarded Band sixes for Business Studies and PDHPE.

10 Band sixes (the highest band possible) were achieved among the 22 students eligible for an ATAR.

Subjects to shine in 2013 included Ancient History, Design and Technology, Food Technology, Extension History, Primary Industries and Visual Arts, where all students achieved in the top three bands. 40% of students in the Design and Technology class at the College received a Band 6.

Congratulations are due to those students who were placed on the Distinguished Achievers Merit list for NSW. All have been invited by the Mayor of Wollondilly Shire to a special Mayor reception early in 2014;

Alyssa Girvan
Eleanor Sullivan
Joshua Hornery
Cameron Hunt
Cameron Wright

Of course, great results measured against external benchmarks are important and worthy of celebration, but there were smiles all round from other students in Year 12 who gained results that represented stories of average academic track records being converted through the hard work of staff and their own endeavours into expanded career options.

Percentage of students in Year 12 undertaking Vocational or Trade training: 13%

Percentage of students attaining Year 12 certificate: 96% (1 student accumulating HSC)
39% of students enrolled in university courses such as Medical Science, Psychology and Commerce with 31% having secured apprenticeships or TAFE courses.

70% of students are in Tertiary training.

30% of students are in the workforce or are taking a gap year.
HSC Trend Analysis

The HSC class of 2013 achieved a higher overall ranking at the School Certificate in 2011 than the previous cohort. It went on to achieve a higher average scaled mark per unit at the HSC compared with the previous year. This was the 3rd highest ranked result achieved in the past 5 years.

In 2013 the Grand School Average rose, as the average mark per unit in 2013 was added to the pool of marks used in the calculation of this rolling average.

In 2013 there was an overall improvement in the College’s results with a rise in the mean UniScore and also a percentage point rise in the median.

The average mark per unit increased and the Grand School Average also rose.

Record of School Achievement

53 students completed Year 10 and were eligible for their ROSA.
Reporting Area 5 - Professional Learning and Teacher standards

Teacher Standards

In 2013, a total of 45 teachers were employed either full time or part time at the College. Teachers who had teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOSR) guidelines numbered 45. 100% of teaching staff are Category A.

College Teaching Staff Qualifications 2013

HEADMASTER
    PhD, MEd(Admin), BEd(Sc), PTC(Hons), MACE, AMACEL

EXECUTIVE STAFF
    1) MEd, BA, DipTeach (SocSci), MACE
    2) BHealthSc, DipEd
    3) MEd, BEd, DipTeach

SENIOR MANAGEMENT
    4) MEd, BA, DipEd, CertIV WT&A
    5) MEd (Leadership), GradDipEd, BSc, BTh (Hons), DipDiv, MACE
    6) MEd (Admin), BTech (Mus), GRNCM, MACE
    7) PhD, GradDipEd, BSc (Hons), MRACI, CChem
    8) BEd(TAS), BTec First Cert (Eng), BTec National Cert (Eng)
    9) GradDipEd, BSoSci (PDHPE), DipASci (Nursing)

SENIOR STAFF
    10) BEd, DipTeach, Cert IV WT&A
    11) MEd (Teach/Lib), MArts (Eng & Ling), BEd (Prim), BEd (Sec)(Hons)

TEACHING STAFF
    12) BTech
    13) BA, BTech
    14) BEd(Primary)
    15) BTech, Cert IV Human Resources
    16) BTech, CertChildStud
    17) MEd(Admin), BEd, BTech, Cert Residential Care, MACE
    18) MTeach, BEd
    19) BArs, DipEd (Primary)
    20) GradDipEd, BTech, Cert Gifted Ed
    21) MTeach, BArs
    22) MEd(Ed Leadership), BTech, BEd, Anglican Youthworks Cert
    23) MEd Stud (Math), BEd (Human Move & Health Studs)
    24) BA, GradDipEd, CertIII Bus Admin
    25) BEd Physical & Health Ed
    26) BTech, BGenStud, DipBus
    27) BEd(Math)
    28) GradDipEd, GradDipBible&Missions, BEnvSc
29) GradDipEd, BSc (Ag)(Hons)
30) BSc, BTeach
31) PhD, GradDip CareerEd&Dev, BSc (Hon), DipEd
32) BEd(TAS), CertIV WT&A, CertIII (Com Cookery);
33) BEd (TAS), Adv CertIV (Hort), CertIV WT&A, CertIV (1st Class) Fitting & Machining,
    CertIV Cabinetmaking, CertIV Woodturning, CertIII Construction, CertIII
    Conservation and Land Management
34) GradDipEd, BA
35) GradDipEd, BEc
36) BA, BTeach
37) BArts, DipEd
38) BArts, DipEd
39) BA, BTeach
40) BMus, BEd
41) MCA (Visual), GradDipEd, BCA (Visual)
42) BEd (Hons), PTC (Hons)
43) BEd (Dance)
44) BTeach(Primary)
45) BTeach, BEd

Summary of Professional Learning in 2013

| AIS Teacher Librarian Conference                  |
| AISTL network Meeting                             |
| Aust Curriculum History                           |
| Beginning Teacher Workshop                        |
| Biblical Worldwide framework                      |
| Big Ideas in Maths                                |
| Blackwattle Pottery                               |
| Building the Foundation Skills                    |
| Charting a course to HSC Music Success            |
| Christian Studies Program                         |
| Curriculum Mapping info Session                   |
| Dealing with Data in Yr7 - Yr10                   |
| Developing PHONICS script                         |
| Differentiation in the 7-10 Classroom             |
| Drama: Performing An Essay                        |
| Embedding Digital Literacy                        |
| Engaging computer tasks for Yr9 & Yr10 Maths      |
| Enhancing Child Protection Skills                 |
| Enhancing Critical and Creative thinking          |
| HICES Pastoral Care Network                       |
| HODS of Mathematics Issues Day                    |
| How big is a Millian? Mathematical enquiry        |
| HSC Best Practice Workshop                        |
| HSC Drama                                         |
| Improving Literacy and Numeracy |
| In Design Essentials |
| Innovative ways to teach 7-10 PDHPE |
| Internet Cyber bullying |
| IPPSO Meeting |
| IPPSO Coordinators meeting |
| IT in the classroom |
| IWB Training |
| Joining the Dots |
| Making Thinking Visible: Building Understanding through Critical thinking and Creative thinking |
| Mathematics General 1 and 2 |
| Mathematics Syllabus Familiarisation |
| Maths Alie Road Safety |
| Medicare Local - Referring students to psychologists |
| Meet Manager (Carnival database management system) |
| Mindmatters workshop |
| Multilit |
| MultiLit - Pre Lit |
| MultiLit - reading Tutor Program |
| NASSA meeting |
| Netball Coaching Clinic |
| New & Aspiring Workshop |
| Peer Support Australia |
| Planning & Programming |
| Planning and Programming for the New Maths |
| Planning and Programming for the New syllabus science |
| Presenting on Experienced Teacher |
| Printing on clay |
| Prioritising Thinking and Learning |
| Programming for national Curriculum |
| Reading Comprehension |
| Resourcing the Australian Curriculum |
| Revealing gifts and talents |
| Romanticism |
| Rugby League Coaching Accreditation |
| SASC Choral Festival |
| School Sport - Football for Primary Students |
| School Support for students with Learning Difficulties |
| Science and Technology Syllabus |
| Science and Technology Syllabus Familiarisation: K-6 |
| Science Syllabus Familiarisation 7-10 |
| Sinfoncetta Composition Project |
| Stay Agile - The Game Keeper |
Number of Teachers Participating in Professional Learning
All full time teachers at the College spent between 9 and 15 days on professional development. All Part time teachers spent at least 2 days devoted to professional development – a number spent more (in accordance with days of service).

Average Expenditure on Professional Learning: per staff member
Out of College in services cost $42715.00. Averaged across 45 Full time and Part time staff equals $949.00 per staff member. College In-service 9 days (inc retreat day) and 1 day senior staff/new staff Approx = $3,500.00
**Reporting Area 6 - Workforce Composition**

The staff composition for 2013 was 45 teaching staff and 22 non-teaching staff.

No staff have identified themselves as Aboriginal or Torres Strait Islanders.

**Reporting Area 7 - Student Attendance, Management of Non-attendance and Retention Rates**

**Average Student Attendance Rate by Year 2013**

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<thead>
<tr>
<th>FORM</th>
<th>OVERALL</th>
<th>MALE</th>
<th>FEMALE</th>
<th>IND_MALE</th>
<th>IND_FEMALE</th>
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<tr>
<td>Kindergarten</td>
<td>95.30%</td>
<td>94.90%</td>
<td>95.80%</td>
<td>93.50%</td>
<td>89.20%</td>
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<tr>
<td>Transition Tembo</td>
<td>97.60%</td>
<td>97.40%</td>
<td>97.70%</td>
<td>90.80%</td>
<td>90.80%</td>
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<tr>
<td>Transition Toto</td>
<td>98.70%</td>
<td>98.40%</td>
<td>99.00%</td>
<td>91.00%</td>
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<tr>
<td>Year 1</td>
<td>95.90%</td>
<td>95.70%</td>
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<tr>
<td>Year 2</td>
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<tr>
<td>Year 3</td>
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<tr>
<td>Year 4</td>
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<td>93.50%</td>
<td>95.70%</td>
<td>89.70%</td>
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</table>

**Retention rates in secondary schools**

38 students sat the School Certificate in 2011.
28 progressed to Year 11 at Wollondilly Anglican College in 2012.
23 completed Year 12 at Wollondilly Anglican College in 2013.
61% Retention Rate (Year 10 to Year 12)

**Management of Student non-attendance**

**Absentee notes from parents**
Parents are responsible for providing a letter explaining their child’s absence from school. This can be provided to the College by the student via their class/roll call teacher, directly to the front office, via email to the class/roll call teacher or completed using the Parent Portal (instructions on College website).
This verification of absence is to be supplied on the first day the student returns to the College. The note should contain the following information:

- The student's full name
- Reason for the absence
- Date of the absence
- Parent or carer's signature
- The date the note was written.

If notes are submitted at the front office by parents they will be filed. The office staff will update the Edumate roll.

When parents phone the office to inform/explain of a student absence, they are asked to confirm the absence in writing when the student returns.

If a note is not provided:

- Roll call teachers will ask students to return a note the following day and may ask the student to make a note of this in their diary to remind their parents of their responsibility to provide written verification of the absence.
- As a courtesy, a proforma letter is usually sent to parents twice a Term to remind them of their responsibility with regards to providing an explanation of absence from the College. This also applies to late arrivals and early departures.
- Roll Call teachers are to inform the Year Patron/Pastoral Co-ordinator/Director of Pastoral Care if a pattern of absenteeism or late arrivals/early leaving emerges. This will be followed up by the Director of Pastoral Care and the Deputy Headmaster will also be informed.

**Late Arrivals**

Students arriving late complete a "Late Arrivals' Slip" at the Office. The Office will mark an Unexplained absence on Edumate unless student provides written verification of the reason for the lateness that is signed by a parent. If a parent accompanies the student to the office and signs the "Late Arrivals Slip" this will be accepted as a note. The other part of the slip is taken by the student to class.

Students who are frequently late to roll call are to be referred to the Director of Pastoral Care for further follow-up.

**Early Leavers**

Students complete an "Early Leavers' Slip" at the office. One copy is retained by the student to show he/she has permission to leave early. An early leaver form signed by a parent, will be accepted as an absence note. Year 11-12 students who have permission to drive to the College need to provide a written note signed by their parents to verify the reason for their early departure.
Reporting Area 8 - Post College Destinations

Four students age 17 and over left during the course of 2013.

Student AAA  
17 years 9 months  20/09/2013  TAFE Course

Student BBB  
17 years 2 months  28/06/2013  TAFE Course

Students leaving at the end of year 12 (over the age of 17)

Percentage of students in Year 12 who participated in Vocational or Trade training: 13%

Percentage of students attaining Year 12 certificate: 96% (1 student accumulating HSC)
23 students graduated from the College in 2013

39% of students enrolled in university courses such as Medical Science, Psychology and Commerce with 31% having secured apprenticeships or TAFE courses. 30% of students are in the workforce or are taking a gap year.
Reporting Area 9 - Enrolment procedures and profiles

Enrolment Statement

Wollondilly Anglican College is a comprehensive co-educational T-12 school. Academic Scholarships are available for students who meet the selection criteria. The College provides a Christian education and operates within the policies of the NSW Board of Studies. All enrolment applications are processed in order of receipt and consideration will be given to the applicant’s support for the ethos of the College, siblings already attending and other criteria determined by the College from time to time. Students and parents/guardians may be asked for an interview with the Headmaster or his delegated authority. Once enrolled, students are expected to support the College ethos and comply with rules to maintain their enrolment.

Procedures

1. All applications will be processed within the College enrolment procedures.
2. Following the presentation of a non-refundable application fee, consideration will be given to each applicant’s supporting statements and past reports along with interview responses regarding their ability and willingness to support the College ethos.
3. Consideration will be given to each applicant’s educational needs. To do this, the College may need to gather information and consult with the parents/family and other relevant persons.
4. Strategies may need to be identified which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. The applicant will be informed of the outcome.
6. If an offer is made, the position will be held open for 14 days.
7. Acceptance of a position will be accompanied by an enrolment fee.

Profile

In 2013, the College had 667 students enrolled. 372 of these students were in the secondary school and 295 were in the primary.

There were also 40 Transition (Pre-Kindergarten) students.

As a comprehensive College, students came from a variety of socioeconomic and cultural backgrounds. There are a number of students with needs in gifted and talented, literacy and numeracy areas.
# Reporting Area 10 - College Procedures and Protocols

All policies written in light of current requirements.

<table>
<thead>
<tr>
<th>Document</th>
<th>Features</th>
<th>Changes in 2013</th>
<th>Summary statement</th>
<th>Access to full Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Protection</td>
<td>General Statement Definitions Safe environment Reporting Obligations Risk Management Investigation Pastoral Care</td>
<td>Updated to incorporate the new WWCC procedures</td>
<td>The College will seek to continue to provide a safe and supportive environment as well as to participate in the provision of parent and community awareness of relevant issues</td>
<td>Issued to all staff and College Council Copies on request at College Office</td>
</tr>
<tr>
<td>Anti-bullying (Student Welfare)</td>
<td>Rationale Implementation General Guidelines</td>
<td>Nil</td>
<td>Wollondilly Anglican College is committed to the provision of a safe and supportive environment for both staff and students.</td>
<td>Issued to all staff and Council. Copies on request at College Office</td>
</tr>
<tr>
<td>Student Management (Discipline)</td>
<td>Overview Students and supervisors Detentions Suspension</td>
<td>Nil</td>
<td>The College encourages learning and respect for others. We will develop self-discipline, self-awareness and self-esteem in students while fostering mutual respect, tolerance and understanding. We seek, under God’s guidance, to develop an intrinsically self-controlled individual who demonstrates a genuine care and responsibility for the well-being of others through an attitude of service.</td>
<td>Issued to all staff Copies on request at College Office</td>
</tr>
<tr>
<td>Communication</td>
<td>Newsletter Diaries Assemblies and Chapel Grievances Contacting Staff Parent Teacher Nights Parents and Friends</td>
<td>Nil</td>
<td>The College values communication with parents by providing regular newsletters and seeking to listen and resolve issues</td>
<td>Available at College Office</td>
</tr>
</tbody>
</table>
Reporting Area 11 - College-Determined Improvement Targets

Focus Areas 2014

SASC Strategy Area, Objective 1: Provide high quality education shaped by the Bible.

WAC Focus Area 1
To continue to seek positive changes in the “study culture” at the College within the framework of a Biblical worldview.

<table>
<thead>
<tr>
<th>Strategies to consider</th>
<th>As indicated by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of an underlying Biblical philosophy of “study culture”</td>
<td>A philosophy statement and action plan</td>
</tr>
<tr>
<td></td>
<td>Anecdotal evidence of developments</td>
</tr>
<tr>
<td>Engaging an external consultant with expertise in the development of such a culture</td>
<td>A report on current practice and a plan for improvement</td>
</tr>
<tr>
<td>to observe College practice and participate in the process of change</td>
<td>Anecdotal evidence of change</td>
</tr>
<tr>
<td></td>
<td>SASC Review report</td>
</tr>
<tr>
<td>Engagement of an external consultant to provide information on “value added” in</td>
<td>Yearly report to Council on value added information –</td>
</tr>
<tr>
<td>HSC subjects (over time) with a view to highlight strengths and challenges across</td>
<td>including objective statistics</td>
</tr>
<tr>
<td>subjects.</td>
<td></td>
</tr>
<tr>
<td>Work with and educate parents in the establishment and reinforcement of a study culture in the home.</td>
<td>Anecdotal evidence of developments</td>
</tr>
<tr>
<td></td>
<td>SASC Review report</td>
</tr>
<tr>
<td>Proactive engagement and planning for future education trends</td>
<td>Preparation for the 2014 launch of the National Curriculum</td>
</tr>
<tr>
<td>Strengthening the delivery of curriculum</td>
<td>Staff appraisal</td>
</tr>
</tbody>
</table>

SASC Strategy Area, Objective 2: To communicate in word and deed the gospel of Jesus Christ to students, staff, parents and the wider community.

WAC Focus Area 2
Focus on Wollondilly's place in Australia and the World. To expand student awareness of the cultural context of the College.

<table>
<thead>
<tr>
<th>Strategies to consider</th>
<th>As indicated by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Mission and on less developed nations and peoples</td>
<td>Mission to an indigenous community and to an international community</td>
</tr>
<tr>
<td></td>
<td>SASC Review report</td>
</tr>
<tr>
<td>Witness through celebration</td>
<td>Community involvement in WAC 10 years celebrations</td>
</tr>
<tr>
<td>Development of student leadership</td>
<td>Establishment of a Student Representative Council</td>
</tr>
<tr>
<td></td>
<td>Establishment of a Peer Support Program</td>
</tr>
<tr>
<td>Maintain records of College History</td>
<td>Commencement of a College Archive</td>
</tr>
</tbody>
</table>
**SASC Strategy Area, Objective 3:** To provide education that is financially accessible to local communities.

**WAC Focus Area 3**
Maintain a focus on increasing enrolments and optimising our stewardship of resources.

<table>
<thead>
<tr>
<th>Strategies to consider</th>
<th>As indicated by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly reporting on Income and expenditure within SASC benchmarks and “financial guideposts”</td>
<td>Achieving financial targets</td>
</tr>
<tr>
<td>Improvement of College financial accessibility</td>
<td>Per Student debt reduction</td>
</tr>
<tr>
<td></td>
<td>Minimal fee rises</td>
</tr>
</tbody>
</table>

**SASC Strategy Area, Objective 4:** To operate the Corporation efficiently.

**WAC Focus Area 4**
Focus on governance training and improvement.

<table>
<thead>
<tr>
<th>Strategies to consider</th>
<th>As indicated by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of an underlying Biblical philosophy of “study culture”</td>
<td>Development and utilisation of a College specific governance effectiveness measuring instrument</td>
</tr>
<tr>
<td>Influencing the Corporation with models and examples of good governance</td>
<td>Sharing of WAC strategic plan as an “alignment model”</td>
</tr>
</tbody>
</table>

**Review of Focus areas from 2013**

WAC Focus Area 1: To continue to seek positive changes in the “study culture” at the College within the framework of a Biblical worldview.
Comment: Continued emphasis on developing the student’s study skills. Ongoing implementation of teaching strategies to encourage self-evaluation and goal setting supported through mentoring and teacher directed feedback.

WAC Focus Area 2: Continue our thrust into the wider world and plan for future initiatives in the proclamation of the gospel after reviewing the achievements of the first ten years
Comment: Continued opportunities for students to engage with the community through activities organised outside the College. Development of the student leadership program to offer greater opportunities for younger students.

WAC Focus Area 3: Maintain a focus on increasing enrolments and optimising our stewardship of resources.
Comment: The appointment of a Development Manager in 2013 will provide significant opportunities for the expanded promotion of the College.

WAC Focus Area 4: Commencement of a new College Campus in the Highlands area and embedding quality education and Christian principles, ethic and practices.
Comment: Corporation staff and the College Headmaster continue to look for a suitable location for a second campus in the Southern Highlands.
Reporting Area 12 - Initiatives Promoting Respect and Responsibility

The values of Respect and Responsibility have been reinforced in the College’s Student Guidelines Document. This document incorporates the College expectations of student behaviour and student responsibilities.

There are five core College expectations. Two of these expectations and their associated responsibilities relate to Respect and Responsibility. The overview of these guidelines and the two Expectations are indicated below:

Overview
The College provides discipline and order that encourages learning and respect for others. We will endeavour to develop self-discipline, emphasise the importance of making sensible choices and accepting the consequences of these choices and actions. Self-awareness and self-esteem will be encouraged in students while fostering mutual respect, tolerance and understanding. We seek under, God’s guidance, to develop an intrinsically self-controlled individual who demonstrates a genuine care and responsibility for the wellbeing of others through and attitude of service.

College Expectation
That students should feel safe and cared for.

Student Responsibilities
That students should:
- follow ‘Playground Procedures’ in particular those relating to rough play, keeping hands and feet to themselves, bullying, out of bounds areas, wearing hats
- Reporting incidences of bullying
- Follow ‘Classroom Procedures’
- Follow ‘Travel Procedures’

College Expectation
That students should respect themselves and others.

Student Responsibilities
That students should:
- show care and respect towards others
- use non offensive language
- respect the property of others
- not smoke, drink alcohol or take drugs or encourage other students to do so
- follow all directions given by staff in a pleasant and co-operative manner
- follow ‘Classroom Procedures’

These expectations have been communicated to parents and appear in the Student College Diary. They are also used for the basis of student self-evaluation when they enter the College’s detention system. Respect and responsibilities are values that are also reinforced within the College curriculum, Christian studies classes, Chapel and the College Pastoral Care Program.

Specific projects included –
- Duke of Edinburgh service activities
- Mission trip to Arnhem Land to support Missionaries and assist with Childrens’ Mission
- Year 11 work among the homeless in King’s Cross, Sydney.
- Fund Raising for Missions and Charities
- Pastoral Care Programs – Peer Support, Buddy Programs
- Learning Support Programs – Peer Reading and Numeracy programs.
Reporting Area 13 - Parent, Teacher and Student Satisfaction

Staff Survey

A survey was conducted with all staff in the week prior to the Review. The overwhelming response was one of great satisfaction and support for the College, the leadership and Christian life of the College and the practical outworking of the College vision.

The teachers expressed confidence in their ability to bring a Christian perspective in their teaching and provided well considered ways in which they differentiate the learning experience for students in their classroom.

The greatest strengths of the College were seen as pastoral care, Christian ethos and Christian staff, and a caring and supportive community.


Parent and Student Focus Group

The team met with a group of parents, and a group of Junior students and a group of Senior students.

Parents
The parents indicated that their children have been very happy following the move, and they have found that the College meets special needs with great attention to the family situations. They commented that the Headmaster is excellent and inclusive. They were happy with the fact that the College is a Christian school and consider that it has excellent facilities.

They indicated that they like the way the College handles the Christian message. This is strengthened because of a sense of unity among the staff because of the Christian focus. The modelling of a Christian life by teachers is a more effective message than any aggressive approach would be.

The parents considered that there was a strong learning culture, evidenced by a mentoring program using older students with younger students. They were happy with the standard in the Secondary, with Independent Education Programs for students in need, and considered the subject choices good. They appreciated the access to the IT Parent Portal for communication of information about student progress.

They would like to see the College facilities improved with a bigger auditorium and more outdoor seating.

The parents strongly supported the idea of the College community, which is seen as a big advantage in a semi-rural area. As the College has grown this has raised challenges in maintaining that sense of community. The College has shown a caring attitude to the whole family and not just the students currently enrolled, and this is shown when ex-students return to participate in College events and maintain contact via newsletters and visits to the College.

One of the catch-cries of the College is “Pride in belonging” and this was echoed by both parents and students. A pride in uniform is emphasised and appreciated.
The parents considered that they did receive value for money for the fees that were being charged at Wollondilly Anglican College. They had chosen the College because they saw quality education as a priority for their students.

**Junior Students**

Junior students liked being at the College because they felt they had more opportunity to read and more time to stop and think. They really enjoyed Chapel. The students felt the interactive whiteboards in the classrooms were good because they allowed for interactive learning. The students had many opportunities for leadership through House Captains, Music Captains, Middle Captains, Senior Captains, Senior Captains and College Captains as well as being part of the Student Representative Council (SRC).

The Senior SRC also meet with the Junior students. Students in the Junior section hold the SRC position for a term at a time, while the Senior students are in the role for a full year. The students and staff elect the students for the SRC. They meet once a fortnight at lunchtime and are guided by the Director of Pastoral Care.

**Senior Students**

Senior students were happy with the elective subject offerings at the College. They consider that there is a good teacher: student ratio and that the teachers know the students well. Year 12 students all have a mentor who can be from either the teaching or administrative staff and appreciate the dedication of staff at the College. Senior students are buddies for students in lower Year groups.

The Senior students commented that there is no pressure to make non-Christians feel out of place. They appreciated the good speakers at Chapel, but would prefer to have Christian Studies lessons more frequently than once per fortnight.

The students were not aware of any significant issues around bullying and knew who they should approach if they had any problems. Senior students commented that their Year Patrons responded very quickly to any indication of bullying. Outside the College, the students were known as ‘good kids’ and are known to make a name for themselves in the right way.

The students commented that the award system worked well (‘once you get used to it’) and that there were plenty of opportunities for recognition.

*SOURCE: Sydney Anglican Schools Corporation Review – Independent Review Team: 2013*

**Growth and Retention**

The College continues to be in the top 25 growing Independent schools in NSW and ACT.

The College averages over 130 parents and students at Working Bees.

Over 3500 visitors were welcomed at the Annual Country Fair.

In response to demand, the Out of School Hours care program is exploring the option of increasing the number of students under its current licensing arrangement to 45.
Reporting Area 14 - Summary Financial Information 2013

**Income**
- Fees & private income: 20%
- State recurrent grants: 21%
- Australian Government recurrent grants: 44%
- Australian Government capital grants: 15%
- Other capital income: 15%

**Expenditure**
- Salaries, allowances & related expenses: 57%
- Non-salary expenses: 38%
- Capital expenditure: 5%