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Reporting Area 1 - Messages from key College bodies

Foundation Headmaster

You're a Shining Star – no matter who you are.

I wonder how God would measure a successful person. Who would He be most proud to call son or daughter? Would it be you?

I know it would be John Harpur. On the 14th April 1912 the unsinkable cruise ship – the Titanic – was lost at sea. Four years after the Titanic sank, a young man, finally able to speak of the trauma, rose to his feet in Hamilton, Canada, and said, "I am a survivor of the Titanic. When I was drifting alone on a piece of the ship that awful night, the waves brought John Harpur, of Glasgow, also on a piece of wreck near me. We spoke for a moment about the cold... then John said...'Man, are you saved?'

'No,' I said. 'I am not.'

He replied, ‘Christ died for you. Believe it and you will be saved.’

"The waves took John Harpur away; but, strangely brought him back a little later, and he said...

'Are you saved now???'

'No,' I said, 'I cannot honestly say that I am.' He said again, ‘Christ died for you. Believe it and you will be saved.' Then He took off his Life Vest and gave it to me and said ... “put it on - you need this more than I do”.

I never saw John Harpur again. No-one ever saw him again.

John Harpur - Shining Star – an ordinary man with a powerful legacy.

When we are asked about the heroes of the faith, there is a natural human response that draws us to nominate epic figures like Moses, Joshua, David, Solomon, Noah, Abraham. We measure heroes by the scale of their deeds – parting the sea, building the temple, conquest of nations. Yet, surprisingly, God never seems to do the same. I cannot recall any reference to God being overwhelmed by our success. “I'm impressed; Wow; Love your work.” In fact, God chooses ordinary people to achieve extra-ordinary things. He never says “you're qualified, well done” – He measures the heart and not the history.
Sure God uses ordinary people to become shining stars – but it gets better. Those who are forgiven much – love much. We are all dogged by mistakes; selfishness, bad choices in life. The compounding error is to lets these things define us by imposing our own barrier between us and our Creator – where none need exist. Shining stars are loved much and forgiven much. God does not keep a record of wrongs. Sadly, that’s a job we give ourselves. Our light remains dim – not because God throws a blanket over us – but because of a tightly gathered heavy cloak of guilt that we manufacture for ourselves.

For eleven years this College has been lavishly blessed by God. In late 2003 our little Administration building was propped up, spac-filled and repainted to last until 2006. Yet we never had the heart to build a new Admin as planned. Schools are about students and it just seemed fitting to continue to dispense with portables and to house the students in the modern buildings whilst the years rolled on and the little house became dilapidated and crowded. Of course we survived. In the end, a $1.2 million grant for the construction of a State of the Art Hospitality Skills Centre, fully funded by the Federal Government, thanks to three intense weeks of work by Christine and the Wollondilly team, along with the endorsement of key people in the local community, became the catalyst to relocate and build a new Admin whilst the Bulldozers and concreters were on site. Plans are already underway for a new two stage $4 million double storey English and Creative Arts Complex to be opened in 2016 and 2017 to cater for the continuing rapid expansion of the College.

With 4 past world sporting champions; with a Mixed Martial Arts world champion in 2014; a member of the Australian schoolboys U16 Kangaroos; with four students in NSW Rugby League Teams; with a student heading off to the World JuJitsu titles in 2015 and with various State and Australian titles in 2014, it would be easy to judge us as a Sporting school. But Sport is just as much about the other stars who train hard and run, jump and swim for their House.

With the past title of World Water Champions and with an Australian Chemistry competition Champion here in 2014, perhaps we are a College of excellence in Science. But, Science is just as much about the student who struggles and who stays behind at homework club with 100 others across the College to achieve their very best. With a sell-out performances every night for the College musical in 2014, perhaps Music, Drama, dance and Visual Arts is what defines us. With not one but two students nominated for the prestigious Design-Tech Exhibition of the best HSC projects in NSW, perhaps we are a College of technology.

With placement in the top 200 schools in the State for Academic results, 6 students on the HSC Merit list and ATARs in the high 90s’ perhaps it is our Academic results that define us. But the smile is just as broad on the struggling student who will be the first in her family for generations to attend University.

We are not any one of these things. We are all of them.

There are the shining stars that make up the fabric of everyday life here at the College. Even when we are watching, sometimes they are easily missed …

… but God never blinks.

Dr Stuart J Quarmby
Foundation Headmaster
College Council Chairman

In the past week the funeral of the cricketer, Phillip Hughes, clearly demonstrated the value of being surrounded by a supportive community. Wollondilly Anglican College also enjoys the support of a close supportive community. The continuing amazing growth of College is an indication of how much parents value this “sense of community”.

As an educator, I know that the best learning takes place in the context of such support. It is no wonder, then, that the College achieves such high academic standards in many areas. Close supportive communities don’t just happen. They need strong courageous leadership. The recently released movie “Exodus” provides a Hollywood interpretation of the leadership of Moses in the ancient nation of Israel. Moses is depicted as a strong and courageous leader who challenged the status quo of his day. After a few dramatic demonstrations of God’s power, Moses led his people from slavery in Egypt to a new start in the Promised Land. He encouraged them to persevere when times were tough. He chastised them when they went astray. Even with all his own personal limitations, Moses was obedient to the God who called him. He repeatedly urged the Israelites to put God at the centre of their lives. Dr Quarmby provides comparable leadership at Wollondilly. Hopefully, he won’t need to go before us and part the Red Sea. However, he does encourage students to take up opportunities that stretch before them in our “promised land”. He urges them to be the bright stars they are meant to be. He recognises his own limitations and always seeks to be obedient to the God who called him to lead this College. In his weekly newsletter, Dr Quarmby takes the issues of day to day life and challenges the College community to view them in a new spiritual dimension and to put God at the centre of their lives. I praise God for his strong and courageous leadership of our College.

Dr Quarmby of course does not do this single handed. He is supported by a College Council who think strategically and a teaching and support staff who are dedicated professionals. The College Council and staff also offer “Moses like” leadership at the governance and day to day levels. They honour the Jesus they serve by backing up their words with actions.

Parents and grandparents should be proud of all that has been achieved in 2014. On behalf of the College Council and the Anglican Schools Corporation, I thank them for their continued support of the College.

Now sit back and enjoy a taste of the great things God has done at Wollondilly in 2014.

Ron Webb  
Chairman,  
Wollondilly Anglican College Council
**Student Representatives**

**Meet Our Captains 1**

Q) How long have you been a student at the College?
A) Six years.

Q) In your role as College Captain what things have you been involved in so far this year?
A) Helping out in the canteen; lunchtime games with Years 3&4; Government House Leadership day; Running Chapel and Assembly’s; ANZAC day march; Lunchtime Christian group; working bees; playing violin with the strings ensemble at various events.

Q) What are your interests and likes here at the College?
A) Strings ensemble; the extracurricular things that give students an opportunity to find and express their gifts and talents eg. Musical, Tournament of Minds, Talent quest, band, debating.

Q) What do you hope to achieve in your leadership role this year?
A) I hope to be a voice for my peers and that I can be encouraging. I also hope that I might be a role model in terms of getting involved with serving the community.

Q) What ideas would you like to see discussed at SRC meetings this term?
A) Getting students involved in organizing Chapel; timetable for games with the Primary school; the introduction of a sporting lunchtime competition eg. handball, soccer.

Q) Why did you nominate to be College School Captain?
A) I believed it would be a great opportunity to give my time towards serving the College and wider community. I also hoped to contribute to building the atmosphere of the College.

**Meet Our Captains 2**

Q) How long have you been a student at the College?
A) I have attended the College since I was in Year 2.

Q) In your role as College Captain what things have you been involved in so far this year?
A) Canteen helper; attended the NSW Parliament Prefect Leadership day; SASC Prefect Service, running Chapel; leadership assemblies.

Q) What are your interests and likes here at the College?
A) My favourite subjects are Modern History, Biology and PDHPE. I enjoyed the opportunity for acceleration in HSC English last year.

Q) What do you hope to achieve in your leadership role this year?
A) I hope to leave a legacy for future generations in the College in the area of Christian ministry.

Q) What ideas would you like to see discussed at SRC meetings this term?
A) I would like to see discussion about further opportunities for student involvement in ministry and service of the College eg. involvement in Chapel services and ministry team.

Q) Why did you nominate to be College School Captain?
A) I have always enjoyed positions of leadership and I believe I consistently demonstrate qualities that re reflective of a servant heart.
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
Reporting Area 3 - Student Outcomes in national and state-wide tests and examinations

NAPLAN 2014

NAPLAN results are a guide to areas for focus in the classroom. Whilst these are pleasing, 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
42 students in Year 3 sat the NAPLAN tests in 2014. Reading, Writing and Numeracy were highlights for the group. The table below shows the percentage of the National cohort and the percentage of the College cohort that scored in the top 2 bands.

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<td>39</td>
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<td>51</td>
<td>37</td>
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</table>

Year 5
48 students in Year 5 sat the NAPLAN tests in 2014. Reading, Spelling and Grammar were highlights for the group. 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>
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<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
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<td>16</td>
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</table>

Year 7
85 students in Year 7 sat the NAPLAN tests. 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.

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<thead>
<tr>
<th></th>
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<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
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<tr>
<td>National</td>
<td>29</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>29</td>
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</table>

Year 9
81 students in Year 9 sat the NAPLAN tests in 2014. Reading and Numeracy were the highlights for the group. 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>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
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<tr>
<td>National</td>
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<td>15</td>
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Reporting Area 4 - Senior Secondary Outcomes

Outstanding 2014 HSC Results

HSC Overview 2014

Congratulations to the Year 12 class of 2014 for their hard work and dedication in the achievement of commendable HSC results. The College community was thrilled to learn that seven students were placed in the highest result band for at least one subject. All received honourable mention on the list of distinguished HSC achievers for 2014.
Distinguished Achievers’ Merit list for NSW.

Hayden Cohen: PDHPE  
Katie Flanagan: Design and Tech  
Josh Hanson: Industrial Technology - Timber  
Thomas Hart: Design and Technology AND Information Processes Technology  
Samuel Gardiner#: Extension English AND Advanced English  
Graeme Norton: Industrial Technology – Timber  
Chloe Parsons: Food Technology  

# Samuel Gardiner is an accelerated student who sat the HSC in English whilst in Year 11 as part of the EDGE Academy at the College.

All Distinguished Achievers were invited to a special Mayoral reception early in 2015.

Two Wollondilly Anglican College students were nominated for the prestigious Design Tech exhibition of high calibre works in Sydney.

Katie Flanagan  
Mia Majstorovic


Of course, great results measured against external bench marks 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.

HSC Trend Analysis

The HSC class of 2014 achieved a lower average Year 10 score of 45.01 in 2012 than the previous cohort {49.27} and yet went on to achieve a similar average scaled HSC mark per unit of 24.81 {24.89}.

In 2014 the Grand School Average rose to 23.78 {23.41}.

The value-added figure of 71% was a particular highlight in 2014. 83% of the boys and 59% of the girls reached or exceeded the value-added benchmark which measures the impact of the teaching and learning program of a school across all abilities.

Record of School Achievement

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

**Teacher Standards**

In 2014, 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 (AEOOSR) guidelines numbered 45. **It is reflective of the rigorous recruitment procedures of the College and its popularity as a place of work that 100% of teaching staff are Category A.**

**College Teaching Staff Qualifications 2014**

**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), BTeach (Mus), GRNCM, MACE
7) PhD, GradDipEd, BSc (Hons), MRACI, CChem
8) BEd(TAS), BTeach First Cert (Eng), BTeach National Cert (Eng)
9) GradDipEd, BSc(SocSci) (PDHE), 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) BTeach
13) BA, BTeach
14) BEd(Primary)
15) BTeach, Cert IV Human Resources
16) BTeach, CertChildStud
17) MEd(Admin), BEd, BTeach, Cert Residential Care, MACE
18) MTeach, BEd
19) BArts, DipEd (Primary)
20) GradDipEd, BTeach, Cert Gifted Ed
21) MTeach, BArts
22) MEd(Ed Leadership), BTeach, 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) BTeach, BGenStud, DipBus
27) BEd(Math)
28) GradDipEd, GradDipBible&Missions, BEnvSc
29) GradDipEd, BSc (Ag)(Hons)
30) BSc, BTeach
31) PhD, Grad Dip 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 2014

| Callback HSC Workshop          |
| NASSA Meeting                  |
| AIS Assessment Panel           |
| IPPSO sports Coordinators      |
| MBA Mtg                        |
| Contemporary Education and Teacher Policy |
| Pre-Lit Training               |
| Preparing the library for curriculum |
| SASC Junior Heads meeting      |
| Review team                    |
| AIS Literacy & Numeracy Workshop |
| Supporting Struggling Students in Yr7-Yr8 Maths |
| Maths Mastery Course           |
| Teaching & Learning (Dance & PDHPE) |
| VET - Hospitality              |
| English                        |
| VET - Hospitality              |
| Modern History                 |
| Engaging Approaches to text in Aunt English |
| Middle Leaders                 |
| Engaging Maths Classroom        |
| Maths 8 & 10 in 2015            |
| Programming in English Using Quality Literature |
K-6 Physical Activity and Health Eating Conf
T & I Technology & Libraries
Hospitality
Back to the Workshop/TAS
Library network Meeting
programming New 7-10 syllabus
Oliver Library System
Inferential reading S2&3
VADEA: What matters
Planning and Programming The New 7-10 English
Cert IV Hospitality
Student Centred Leadership
HSC Insight
IPPSO sports Coordinators
TL conference 2014
MISA Meeting
Cert IV T & A
Focus on the Focus Studies
Visual Arts
Biology to Engage in the future
Critical Thinking & Engagement
HICES Pastoral Conference
Cert II Commercial Cookery
Prepare & Service Espresso
Leadership
Dance Studies Stage 6 Course Prescription
MISDA PD Risk Management
Roseville SASC Review
IPSSO Sports Coordinators
HICES Deputies Meeting
Teaching & Support Students with special Needs
BOSTES - Best HSC Practice
Spelling K-6: More Than I and e
Romanticism - New Texts English
Area Of Study - Discovery
Discovery -Year 12 Area
Senior English
HICES pastoral Care Network
Yr 12 General Mathematics
Young Scientist Judging
Big Ideas in Mathematics
Nationally consistent Collection
| Mathematics                                      |
| Getting to Know the Mathematics                |
| Leading for Understanding: Online Course       |
| English                                        |
| Leadership                                     |
| So little time, so much to do                  |
| Social & Ethical protocols and practices for TL|
| PASS Workshop                                  |
| ICT in PDHPE                                   |
| HSC IPT Course                                 |
| Experienced Teacher Professional Support Session|
| Enhancing Your Child Protection                |
| Disability Provisions: planning meeting        |
| Maths - 2U Preliminary                         |
| T/L Network Meeting                            |
| Learning Support Network Meeting               |
| Maths                                          |
| Physic                                         |
| Creating Capacity for Learning                 |
| Books - Particularly resources for Yr 12       |
| Economics                                      |
| Developing a HSC Photo media BOW               |
| Prelit                                         |
| Esmart Workshop                                |
| Multilit-Spell it                              |

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 total cost $42872.00.
Averaged across 45 Full time and Part time staff this equals $952.00 per staff member.
College In-service 9 days (inc retreat day) and 1 day senior staff/new staff Approx equals an additional $3,500.00 per staff member.
Reporting Area 6 - Workforce Composition

The staff composition for 2014 was 45 teaching staff and 15 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 2014

<table>
<thead>
<tr>
<th>FORM</th>
<th>ATT_OVERALL</th>
<th>ATT_MALE</th>
<th>ATT_FEMALE</th>
<th>ATT_IND_MALE</th>
<th>ATT_IND_FEMALE</th>
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<td>Kindergarten</td>
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<tr>
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<td>95.40%</td>
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<tr>
<td>Transition Toto</td>
<td>95.90%</td>
<td>96.10%</td>
<td>95.70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>96.00%</td>
<td>95.80%</td>
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<td></td>
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<td>95.50%</td>
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</tbody>
</table>

Retention rates in secondary schools

49 students sat the School Certificate in 2012.
40 progressed to Year 11 at Wollondilly Anglican College in 2012.
39 completed Year 12 at Wollondilly Anglican College in 2014.
77% Retention Rate (Year 10 to Year 12)

Management of Student non-attendance

Absentee notes from parents
Parents are responsible for providing verification 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, 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. If not using the Parent Portal the verification should contain the following information:

- The student's full name
- Reason for the absence
- Date of the absence/s
- 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 2014.

<table>
<thead>
<tr>
<th>Student</th>
<th>Age</th>
<th>Date</th>
<th>Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAA</td>
<td>17 years 1 months</td>
<td>21/02/2014</td>
<td>TAFE Course</td>
</tr>
<tr>
<td>BBB</td>
<td>17 years 2 months</td>
<td>11/12/2014</td>
<td>TAFE Course</td>
</tr>
<tr>
<td>CCC</td>
<td>17 years 3 months</td>
<td>3/12/2014</td>
<td>Unknown</td>
</tr>
<tr>
<td>DDD</td>
<td>17 years 10 months</td>
<td>11/12/2014</td>
<td>TAFE Course</td>
</tr>
</tbody>
</table>

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: 15%

Percentage of students attaining Year 12 certificate: 100%

39 students graduated from the College in 2014.

59% of students enrolled in university courses such as Medical Science, Information Technology and Commerce with 28% having secured apprenticeships or TAFE courses. 13% 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 2014, the College had 799 students enrolled.

439 of these students were in the secondary school and 320 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 2014</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>Nil</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 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</td>
<td>Nil</td>
<td>The College values communication with parents by providing</td>
<td>Available at College Office</td>
</tr>
<tr>
<td>Chapel</td>
<td>Grievances</td>
<td>Contacting Staff</td>
<td>Parent Teacher Nights</td>
<td>Parents and Friends</td>
</tr>
<tr>
<td>--------</td>
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</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>Engaging an external consultant with expertise in the development of such a culture to observe College practice and participate in the process of change</td>
<td>A report on current practice and a plan for improvement</td>
</tr>
<tr>
<td>Engagement of an external consultant to provide information on “value added” in HSC subjects (over time) with a view to highlight strengths and challenges across subjects.</td>
<td>Yearly report to Council on value added information – including objective statistics</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 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 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 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 2014**

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.
Comment: Continued opportunities for students to engage with the community through activities organised outside the College. This also included the 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: College enrolments remain strong and growth continues to exceed expectations, with continued expansion of classes and elective options.

WAC Focus Area 4: Influencing the Corporation with models and examples of good governance.
Comment: The WAC strategic plan has been demonstrated to SASC as an “alignment model” for other schools to consider.
**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 well-being of others through and attitude of service.

**College Expectation**

That students should feel safe and cared for.

**Student Responsibilities**

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**

In the most recent survey of staff, 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.

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

**Parent and Student Focus Group**

In the most recent survey a group of parents, and a group of Junior students and a group of Senior students were interviewed.

**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*

**Growth and Retention**
The College continues to be in the top growing Independent schools in NSW and ACT. The purchase of the adjacent olive grove will allow for increased expansion in the future. The completion of the Skills Training Centre in 2105 will provide a first class facility for students to undertake Hospitality training.

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

Over 3500 visitors were welcomed at the Annual Country Fair and over 1000 attended the first Wheels at Wollondilly Cart Show.
Reporting Area 14 - Summary Financial Information 2014

**Income**
- Fees & private income: 21%
- State recurrent grants: 17%
- Commonwealth recurrent grants: 44%
- Government capital grants: 8%
- Other capital income: 10%

**Expenditure**
- Salaries, allowances & related expenses: 49%
- Non-salary expenses: 26%
- Capital expenditure: 25%