# Table of Contents

**Reporting Area 1:** Messages from key College bodies  
**Reporting Area 2:** Contextual Information about the College  
**Reporting Area 3:** Student Outcomes in national and state-wide tests and examinations  
**Reporting Area 4:** Senior Secondary Outcomes  
**Reporting Area 5:** Professional Learning and Teacher standards  
**Reporting Area 6:** Workforce Composition  
**Reporting Area 7:** Student Attendance, Management of non-attendance and Retention Rates  
**Reporting Area 8:** Post College Destinations  
**Reporting Area 9:** Enrolment policies and profiles  
**Reporting Area 10:** College policies  
**Reporting Area 11:** College Determined Improvement Targets  
**Reporting Area 12:** Initiatives Promoting Respect and Responsibility  
**Reporting Area 13:** Parent, Teacher and Student Satisfaction  
**Reporting Area 14:** Summary financial information
God Never Blinks

There were 40 boys in my class in Year 7 and one of our favourite classes was Agriculture. I enjoyed getting outside and growing things in an area we all called the Plots. It was on one such occasion that we were breaking up the soil with pitchforks ready for planting when a large clod hit me in the leg. I turned to find Wilberforce sniggering behind his hand. It would have been sensible to ignore him or call him a dimwit but I went for the more stupid option and waited patiently until the teacher looked in the opposite direction before tossing a clod back.

Then came the horrible sound.
“Quarmby. Get your backside outside my office!” The voice came from nowhere but I knew it wasn’t God because there was a profanity included and I knew that God did not use profanities.

It was Mr Rogers – the most feared caner at the school. He had chosen the worst possible moment to be walking past the Ag Plot fence behind my back and to be looking in my general direction. Despite my reassurances that it was a one-off incident and that I would never throw anything again in my entire life, Mr Rogers reached for “old faithful” from the rack on the wall. Thirty painful seconds later, after 4 “conversations” with old faithful and a joke from Mr Rogers about how it would now be impossible for me to throw anything for a few hours, I left his office to a sea of requests to “show us your hands” and inquiries as to whether it hurt or not. I feigned indifference – but could hardly wait to find the nearest place of solitude to examine the wreckage and groan morbidly.

God seemed a bit like Mr Rogers to me in those days. A fairly nice bloke most of the time but cross him and you’re toast.

I remember hearing the song – God is watching us; God is watching us: God is watching us – from a distance.

Mr Rogers was also watching me from a distance – outside the Ag plot fence in fact. I couldn’t see him. I was doing the wrong thing. He punished me. Mr Rogers was like God and God was like Mr Rogers.

The author of the song would certainly seem to agree with this.

But, the author of the song is wrong.

God did not create us to be his precious children and then stand back and watch us from a distance. What loving parent would do that? I could only ever imagine a parent doing that for one reason: Their child has asked them to get out of their life. “I can do it my way. I don’t need
you anymore. You don’t measure up. Go away”. Only then I can imagine a parent watching through the fence – for any sign of the child remembering the care, compassion and parental sacrifice of their childhood.

It is a convenient lens through which to view the world. We dismiss God to the sidelines and reinvent a more suitable God in His place. This God can be uncorked at convenient times like personal illness, family tragedy, horse races and footy games. “God is watching us” becomes God is watching us from a distance – indifferent and powerless; becomes God is not watching us at all – He is one step up from an imaginary friend – only there when I need him. The daughter of Billy Graham, Ann Graham was asked on a TV chat show, convened especially to discuss the horror and trauma of the twin towers terrorist attack in New York was confronted by the host of the panel and asked – where was God when this all happened? Why didn’t he protect us? Ann Graham replied -

“For years we’ve been telling God to get out of our schools, to get out of our government and to get out of our lives. And being the gentleman He is, I believe He has calmly backed out. How can we expect God to give us His blessing and His protection if we demand He leave us alone?”

God does not to choose to watch us from a distance. We choose God to watch us from a distance. We just cannot choose that He will not watch us at all. No loving parent would take that option. His love does not need to be tested. It has already been tested 2000 years ago on a cross on a hill outside Jerusalem. We asked God to leave and He left – but never out of eyesight.

And God watches over our College. We don’t have to look to far back into history – In 2015, an extraordinary grant of $1.2 million arrived for the construction of a State of the Art Hospitality Skills Centre, fully funded by the Federal Government. In total, the government has followed that up with a further $1.4 million towards the construction of the new English/Creative Arts Centre. There are 12 construction projects planned – including a link road through the Olive Farms to take pressure off the main road entry. The vision for academic excellence has played out with 7 students mentioned on the Premier’s High Achievers list for the HSC and the recognition of 35 High Distinctions and 87 Distinctions in external competitions both nationally and internationally for a range of subjects. These results are powered by a strong learning culture in the students; motivated staff and an unmatched commitment to teaching and learning resources through 5 Libraries from 2016. The vision to start a Rugby League program with no representative students 4 years ago has become a reality with 7 players representing NSW and two Australian schoolboys, part of the World Champion Australian team, who have played against France, England and New Zealand in the past two years. The sold out College musical continues to inspire the next generation. It complements the music program where every student in years 5 and 6 learns a band instrument. These musicians are emerging and joining more experienced groups.

God is with us. God is watching us – and God never blinks.

When your son or daughter was born, you instantly loved them. In fact, you were smitten with them. You could not take your eyes off them. God is not like Mr Rogers: Just a rule setter and punisher. And God is not like the Agriculture teacher. God never turns away. God never blinks. He doesn’t want to either. He loves us so much that he cannot take His eyes off us. He will watch us too; but never from a distance unless we ask Him to; He has a plan for us; He watches
with pride and sometimes disappointment. He is ready to defend us and sometimes He lets us make mistakes.

**That’s what good parents do.**

**College Council Chairman**

The Perennial is an opportunity to celebrate the outstanding achievements of students during 2015. In these pages we acknowledge the great country we live in and bow our heads before a gracious God who continues to watch over us. This record reminds us of some of ways that God has been generous to us through the year.

I want to take opportunity tonight to publically acknowledge the leadership of two men God has used to bless us over the past 12 years. The first is a member of College Council, Mr. Wayne Deeth. Mr. Deeth has faithfully served on the College Council since the College started. In fact, he was one of a small group of locals who first conceived the idea of establishing an independent Christian school in the Wollondilly Shire. He has been generous with his time and is totally committed to the Council providing a sound governance framework for the College to operate within. Wayne finishes his time on Council in 2015 as Schools Corporation policy only allows people to serve on governing bodies for a maximum of 12 years. The second person God has used to bless this College over the past twelve years is, of course, the foundation Headmaster. Dr Quarmby has provided outstanding Godly leadership in the past and has a clear vision for what is required in the future.

Godly visionary leadership by these two men has been inspiring. Together, and with many others, they have helped create an educational community that has been truly transformational in nature.

As a read through these pages and reflect on 2015, it is Christmas. The Christmas season provides us with a fresh reminder of how God over 2000 years ago reached out to the world through a manger in a stable at the back of an inn. May this ever watchful loving God continue to bless our families and the College in the years that lie ahead!
Student Representatives

Graduation Speech – Laura Fleming
A good friend pointed me to a Bible verse a couple of years ago, 1 Timothy 4:12. “Don’t let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity.” It’s important to remember that although we are young, we can have a massive impact on those around us. I still remember our year 7 orientation day when Mrs Talbot said “you guys are going to be the graduating class of 2015!” With faces full of nervous expectation we turned to one another, ‘that’s ages away.’ Well my friends, the time has come, after over 6900 hours of high school, it has come to an end. There are so many people to thank and so many memories to reflect on before we enter the next part of our lives…

First of all on behalf of year 12 we’d like to thank our Headmaster Dr Quarmby for your support, leadership and encouragement throughout our schooling. We would also like to thank our Deputy Headmaster Mr Croger for your sensational efforts in organising our studies. Thankyou to Mr Toland and Dr Eaton for stepping in this year too. There are a lot of people who have made significant contributions to our life here at the college and we’d like to give a huge thankyou to all of the staff members, our mentors and people behind the scenes, we sincerely appreciate all the time you have put in to help us through high school. A big thanks to our parents for putting up with us through our emotional adolescent years and enabling us to come to this college. Finally, we would like to thank Mrs Talbot, our year patron, for all your support and encouragement throughout our secondary years. Thankyou for all the time you put in to support us through our ups and downs. Sometimes, your smiling face and warmth was enough to help us through. Thankyou to all of these people for allowing us to find ourselves in a safe, community environment.

I tried to get around to everyone in our year and ask what their favourite memory of high school was. For many people, it was the times when we were able to come together as a year group and really get to know one another. Year 9 and 11 camp were a significant time for many of us. I loved seeing everyone come together, we slept outside, had rap battles, cooking competitions, and of course the Amazing Race. I think many of us will treasure the fundraiser during the Athletics carnival where we all came together, cooked, cleaned and sold food whilst jamming out to music. These were times when we truly felt that we are all in this together. There were so many significant moments that I will always treasure including the Duke of Ed hikes, Linkage, country fair, Arnhem Land and Vietnam mission trips, debating, musicals and playing in the String Ensemble. Thankyou to all those involved in their organisation. We are so grateful for all of these opportunities that were provided to us.

If you take the time to think about it, some of the best memories come from the simple days at school. The line-up for the microwave, the friendly smiles across the bridge, the race to be first in the canteen line, the heated debates in history between Keabs and Claire, the day in year 10 when the other class somehow lit a bunch of paper towels on fire in science, the ebs and flows of conversation during lunch break, including the many blonde moments, and the feeling of being a part of something bigger than ourselves. The best part of being with a group of people for such a long period of time is watching everyone grow both in height and as a person. It has been encouraging to see how everyone’s hobbies, personalities and interests have changed as we’ve moved from year to year. I’m grateful that I have had the opportunity to get to know each and every one of you and for the many friendships we’ve been able to form.

Thankyou year 12, for giving Sam and I the opportunity to serve you as College Captains, we hope we have done the job well and that we can continue to support you as you enter into the next chapters of life. There is so much more that could be said but I’d better finish up. As we
experience some of our lasts; our last day of school, our last hours in this uniform, our last times

together as a year group. I’d like to say that I wish you all the best for your futures, for your

many firsts. May they be filled with love, hope and friendship and may you make the most out of

this life. I don’t think you really appreciate the beauty of an experience until it’s over, so take the
time to reflect on the experiences you’ve had and remember to hold true to yourself in this big

world.

// Year 12 Graduation Address // by Sam Gardiner It has been an absolute honour to

represent you in this capacity as College Captain. It’s hard to believe that some of us have been a

part of this College for eleven years. In that time we have had not only the opportunity, but the

privilege, to be able to grow as individuals and as a group in this caring and compassionate

College community. For many of us, today is a sad occasion. Some of us will never see each

other again. For many of us, today is a happy occasion. Some of us will never see each other

again! One of the fondest memories of my time in primary school at Wollondilly is Year 3 with

Mr Wayne. This year was especially significant, as we were the inaugural class of Mr Wayne’s

teaching career. I am proud to know that Mr Wayne has been able to see his first class of goofy

Year 3’s grow into the strong and determined adults that we have become. Apart from the highly

competitive tennis tournament, and the noisy lessons in the Banks woodwork room, one of the

strongest messages that has remained with me from this time is Mr Wayne’s principle of being

“leaders not followers”. These words were proudly displayed at the top of the whiteboard for the

whole year, and I believe they have defined the work of our year group throughout our time at

the College. I am immensely proud of all that Year 12 has achieved this year. I believe that we

have set the bar high for leadership in future years, and lived up to the challenges and

expectations that have been thrown our way. To our Headmaster, Dr Quarmby: I thank you for

your belief and support in our capacity to implement change in our school community. To Mr

Croger, thank you for your incredible efforts in managing our studies behind the scenes.

Whenever we’ve dropped the ball, you’ve been right there at the forefront to put us back on

track. I’ll miss the jokes you’ve had for every occasion, but most importantly you’ve been

another father figure in my life throughout this school journey, and for that I am truly grateful.

I’d like to thank Mr Toland for his support over the past four years. It has been a privilege to

work with you on the SRC. Our appreciation cannot be emphasised enough for the work of our

Year Patron of six years, Mrs Talbot. I would like to take the opportunity to thank you, on

behalf of your Year 12, for the relentless guidance and support that you have provided

throughout both our seasons of struggle and our seasons of success. You have contributed richly
to the growth and strength of our year group. To our teachers and mentors, thank you for

selflessly sharing your time, your talents and your knowledge with us. I want to thank you for the

ways in which you have extended yourselves far beyond the call of duty. You have not only

fulfilled your roles as teachers, but as mentors and friends. You have steadfastly prepared us for

life after school and lead by example in tailoring our school experience to our individual needs. I

believe that this College is built upon the passionate teachers that demonstrate unparalleled
dedication on a daily basis. Finally to our parents; thank you for the many sacrifices that you

have made to invest in our futures. Thank you for equipping us with the tools to navigate our

way through challenges of stress and balance that the HSC year has presented. Today we leave
equipped with the tools to hone our skills in whatever career we choose to pursue. Whether we go to university, TAFE or into the workforce, we will continue to learn and grow. For today is only the beginning. It's the path we choose to take from here that really matters. I am incredibly excited by the potential of each and every person in the Year 12 class of 2015 to make a difference in this world as leaders. I'm personally looking forward to seeing Briony as the leader of the Labour Party in a few years, delivering her first speech as Australia’s 2nd ever female Prime Minister. To see Sam’s band travelling the world, selling millions of records and packing out arenas. I’m looking forward to turning on the TV in a few years to see Ray and Kye playing rugby league in the green and gold, and having the opportunity to tell those around me about our shared experiences at Wollondilly. Keabs is destined for success on Wall Street, and Fuzz will be the one to save the Great Barrier Reef. Oh and I’m secretly hoping for an invite to Will and Zoe’s wedding. It would be amiss of me to deliver this speech without some special mentions to my teachers who have impacted me this year. We would always lean in closer and listen more intently whenever Dr B delivered one of his take home messages in Biology. Thank you Mr Shellshear for your efforts in providing an endless stream of high quality handouts, so that we could gain a more complete understanding of the wonderful world of Modern History. To Doc, thank you for making even the driest Chemistry lessons more interesting with your consistently jovial approach. To Mr Hicks, thank you for your gentle reminders throughout the year of your dedication to support us in our learning and development as individuals. Finally to Mrs Croger, who I have had the honour of knowing the longest. Since I first met her in Year 4, she has been incredibly supportive in helping myself and other students reach their full potential in English. I’d like to conclude by sharing one of the most comforting Bible verses for me throughout this year. Romans 8:28 says that “in all things God works for the good of those who love Him, who have been called according to His purpose”. To my Year 12 classmates, as you move out into this great big world, remember that God is greater and so much bigger than all of our problems. He wants only the best for each and every one of us. As you face trials of many kinds in this world, simply remember to trust in Him, and everything will fall into place exactly as He has designed.
Reporting Area 2 - Contextual Information about the College

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. 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

External testing 2015

Here are the results of External testing – HSC and NAPLAN for 2015. As with past years, there is a general trend for improvement as students’ progress through the College, though, progress can be faster for some groups than others. It is notable that, when compared to the starting point for each of the groups, there is considerable improvement from when they were last tested. No group should therefore be compared with another based on these results alone.

NAPLAN 2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Persuasive Writing</strong></td>
<td><strong>Spelling</strong></td>
<td><strong>Grammar and Punctuation</strong></td>
<td><strong>Numeracy</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIM</td>
<td>ALL</td>
<td>SIM</td>
<td>ALL</td>
<td>SIM</td>
<td>ALL</td>
<td>SIM</td>
<td>ALL</td>
</tr>
<tr>
<td>435</td>
<td>449</td>
<td>424</td>
<td>448</td>
<td>383</td>
<td>406</td>
<td>409</td>
<td>412</td>
</tr>
<tr>
<td>415 - 456</td>
<td>432 - 466</td>
<td>406 - 442</td>
<td>426 - 469</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>431 - 440</td>
<td>421 - 430</td>
<td>417 - 434</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIM</td>
<td>ALL</td>
<td>SIM</td>
<td>ALL</td>
<td>SIM</td>
<td>ALL</td>
<td>SIM</td>
<td>ALL</td>
</tr>
<tr>
<td>525</td>
<td>490</td>
<td>491</td>
<td>506</td>
<td>499</td>
<td>514</td>
<td>548</td>
<td>514</td>
</tr>
<tr>
<td>608 - 543</td>
<td>484 - 477</td>
<td>473 - 504</td>
<td>487 - 525</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIM</td>
<td>ALL</td>
<td>SIM</td>
<td>ALL</td>
<td>SIM</td>
<td>ALL</td>
<td>SIM</td>
<td>ALL</td>
</tr>
<tr>
<td>574</td>
<td>539</td>
<td>566</td>
<td>660</td>
<td>666</td>
<td>566</td>
<td>566</td>
<td>566</td>
</tr>
<tr>
<td>502 - 506</td>
<td>529 - 542</td>
<td>514 - 579</td>
<td>546 - 573</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIM</td>
<td>ALL</td>
<td>SIM</td>
<td>ALL</td>
<td>SIM</td>
<td>ALL</td>
<td>SIM</td>
<td>ALL</td>
</tr>
<tr>
<td>596</td>
<td>555</td>
<td>591</td>
<td>568</td>
<td>596</td>
<td>555</td>
<td>555</td>
<td>555</td>
</tr>
<tr>
<td>585 - 601</td>
<td>569 - 601</td>
<td>578 - 601</td>
<td>611 - 601</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When comparing the same cohort against 2013 results, there has a strong improvement in reading from Year 3 to Year 5. Year 7 results were excellent with the cohort performing above the national average in all areas, with significant improvement in persuasive writing and spelling. **ALL schools:** There were no PINK or RED results against ALL schools in the state indicating that results were average or above for all WAC grades and across all measured areas. **SIM schools:** This statistic is created by ACARA and grades us against schools representing their best guess of “Similar” schools.

NAPLAN General Comments: 2015

**Year 3**
As a group, when reported by ACARA, students achieved at the same level as, or better than, state averages for each area measured.
43 students in Year 3 sat the NAPLAN tests in 2015.
Achievement Bands range from Band 1 (lowest) to Band 6 (Highest). 13 of the 43 students in Year 3 attained a Band 6 result in Reading.
Reading, Writing, and Grammar and Punctuation were highlights for the group with over half of the cohort receiving the top two Bands (Band 5 or 6). Numeracy has been identified as an area for particular attention and strategies have already been put in place to focus more on this skill in 2016.

One student achieved Band 6 for all areas tested. Over half of the students achieved a Band 6 in at least one area.

The table below shows the percentage of the State students and the percentage of College students 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>
</tr>
</thead>
<tbody>
<tr>
<td>State (NSW)</td>
<td>71</td>
<td>77.4</td>
<td>68</td>
<td>75.2</td>
<td>61.9</td>
</tr>
<tr>
<td>WAC</td>
<td>75</td>
<td>88.6</td>
<td>77.3</td>
<td>86.4</td>
<td>53.5</td>
</tr>
<tr>
<td>Gap</td>
<td>+4</td>
<td>+11.2</td>
<td>+9.3</td>
<td>+11.2</td>
<td>-8.4</td>
</tr>
</tbody>
</table>

**Year 5**

As a group, when reported by ACARA, students achieved at the same level as, or better than, state averages for each area measured.

48 students in Year 5 sat the NAPLAN tests in 2015.

Achievement Bands range from Band 3 (lowest) to Band 8 (Highest).

The results for Reading and Numeracy showed a strong improvement from the 2013 NAPLAN results for the group. Writing, Spelling and Grammar have been identified as areas for particular focus in 2016 and beyond. 11 students recorded at least one Band 8.

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>
</tr>
</thead>
<tbody>
<tr>
<td>State (NSW)</td>
<td>59.8</td>
<td>52.9</td>
<td>65.1</td>
<td>60.2</td>
<td>56.3</td>
</tr>
<tr>
<td>WAC</td>
<td>78.2</td>
<td>43.5</td>
<td>53.3</td>
<td>55.3</td>
<td>66</td>
</tr>
<tr>
<td>Gap</td>
<td>+18.4</td>
<td>-9.4</td>
<td>-11.8</td>
<td>-6.9</td>
<td>+9.7</td>
</tr>
</tbody>
</table>

**Year 7**

As a group, when reported by ACARA, students achieved at the same level as, or better than, state averages for each area measured.

89 students in Year 7 sat the NAPLAN tests in 2015.

Achievement Bands range from Band 4 (lowest) to Band 9 (Highest). 12 students achieved Band 9 for numeracy. 32 Band 9s were recorded. 28 students received a Band 9 in at least one category of Literacy and Numeracy.

The group compares very favourably against state benchmarks.

The table below shows the percentage of the State students and the percentage of College students 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>
</tr>
</thead>
<tbody>
<tr>
<td>State (NSW)</td>
<td>57.6</td>
<td>4.08</td>
<td>66.9</td>
<td>56.9</td>
<td>55.2</td>
</tr>
<tr>
<td>WAC</td>
<td>75.2</td>
<td>63.5</td>
<td>75.3</td>
<td>63.5</td>
<td>61.9</td>
</tr>
<tr>
<td>Gap</td>
<td>+17.6</td>
<td>+22.7</td>
<td>+8.4</td>
<td>+6.6</td>
<td>+6.7</td>
</tr>
</tbody>
</table>

**Year 9**

As a group, when reported by ACARA, students achieved at the same level as, or better than, state averages for each area measured.

84 students in Year 9 sat the NAPLAN tests in 2015.
Achievement Bands range from Band 5 (lowest) to Band 10 (highest).

It is very pleasing to note that 16 students received a Band 10 in at least one category of Literacy and Numeracy.

Whilst as a group, Year 9 has achieved significantly above State average results in Reading and Numeracy, other Literacy results are closer to State average and deserving of greater focus. NAPLAN results provide a diagnostic tool for focus on group strengths and weaknesses but also, more importantly, on individual strengths and weaknesses.

The table below shows the percentage of the State students and the percentage of College students 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>
</tr>
</thead>
<tbody>
<tr>
<td>State (NSW)</td>
<td>50.4</td>
<td>38</td>
<td>58.8</td>
<td>46.1</td>
<td>54.6</td>
</tr>
<tr>
<td>WAC</td>
<td>58.8</td>
<td>33</td>
<td>58.7</td>
<td>43.6</td>
<td>59.3</td>
</tr>
<tr>
<td>Gap</td>
<td>+8.4</td>
<td>-5</td>
<td>-0.1</td>
<td>-2.5</td>
<td>+4.7</td>
</tr>
</tbody>
</table>
Reporting Area 4 - Senior Secondary Outcomes

External testing 2016

Here are the results of External testing – HSC and NAPLAN for 2015. As with past years, there is a general trend for improvement as students’ progress through the College, though, progress can sometimes be faster for some groups than others. It is notable that, when compared to the starting point for each of the groups, there is considerable improvement from when they were last tested. No group should therefore be compared with another based on these results alone.

HSC Results

College ranked 2 in Campbelltown / Camden / Wollondilly LGAs
29 Band 6 Results from 41 students
10 Students on the “Distinguished Achievers Merit” List

Congratulations to the Year 12 class of 2015 for their hard work and dedication in the achievement of commendable HSC results. The College community was thrilled to learn that 10 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 2015.

Distinguished Achievers Merit list for NSW.

Colette Anderson: Food Technology; General Mathematics;
Thomas Croucher: Ancient History; Advanced English; English Extension 1;
                    Modern History; History Extension;
Laura Fleming: Biology; Chemistry; Advanced English; Mathematics; Modern History;
Samuel Gardiner#: Modern History; Personal Development, Health and Physical Education; (Advanced English; English Extension 1: 2014)
Samuel Harper: Music 1
Jasmin Law: Ancient History; Design and Technology; General Mathematics;
            Visual Arts
Kye Madden^: Personal Development, Health and Physical Education;
Briony Roelandts: English Extension 1; History Extension; Music 1
Andrew Russell: Earth and Environmental Science; General Mathematics;
Samantha Vibert: Advanced English; English Extension 1; Food Technology;
                 Personal Development, Health and Physical Education;

Congratulations – Students with ATAR 90+

Laura Fleming (Dux) 98.90
Samuel Gardiner 96.20
Jasmin Law 95.95
Samantha Vibert 93.50
Thomas Croucher 92.40

• Dayna Bruynius: who was First in NSW: Early Childhood Studies
• **# Samuel Gardiner** who is an accelerated student who sat the HSC in English whilst in Year 11 as part of the E.D.G.E Academy at the College. He achieved 2 Band 6 results in 2014 (total Band Sixes for cohort is 31).

• **Samuel Harper** who was also nominated for the prestigious Encore exhibition of highly talented musicians in Sydney.

• **^ Kye Madden** who also represented in the successful Australian Schoolboys Rugby League Team in 2015

Subjects to shine in 2015 included **English Extension 1; Biology; General Mathematics; Modern History; History Extension; Music 1 and PDHPE.**

Wollondilly Anglican College was the highest ranked low fee school in the Camden, Campbelltown, Wollondilly and Wingecarribee Shires. This result, after only 12 years of growth, is a tribute to the dedication of staff and students in the creation of a learning culture – dedicated to the “pursuit of personal best”.

Wollondilly Ranked 54 in NSW / ACT for Mathematics and 111 for English.

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. The smiles on the faces of each of these students are no less broad.

**Value Added**: 67% of the course results were at or above the Value Added Benchmark for all courses. This represents a dramatic improvement in Year 12 for most students over what could reasonably be expected from their Year 10 results.

After a rise of 5 places in the 2014 report, the College improved by another two places in schools that engage these external consultants for analysis – one of the leading improvers.
76% of the tracked students were at or above the Value-Added Benchmark.

Three students exceeded the benchmark by a significant margin and none were significantly below it.

**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 2015, a total of 49 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 (AEINOOSR) guidelines numbered 49. 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 2015

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), GRNCE, MACE
7) PhD, GradDipEd, BSc (Hons), MRACI, CCChm
8) BEd(TAS), BTec First Cert (Eng), BTec National Cert (Eng)
9) GradDipEd, BSocSci (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) 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)
Summary of Professional Learning in 2015

MiniLit
Ipad 101: Let's take it slowly
Sec Library Meeting
MultiLit Trail Program Training
Project German
New Paradigms in Leadership
Assessment that Leads to Learning in Science
Beginners Teachers
Hospitality VET
Comprehension Training
Modern History
Standard English
Preparing to Teach Ext 1 Maths
History
Drama
SASC Junoir Heads Meeting
Ipads Maths K-2
Senior History
Association of Science Education Technicians
Mathematics
Teaching Struggling Students in Mathematics
The Highly Effective Teacher
Writing
English
Differentiated Instructions strategies
E-Smart Cyber safety Training
English K-6 Ipads
Using Edval
Biblical Studies PD
HSC Biology Marking
Economics - Not a Dismal Science
Visual Arts
EBE NSW Annual Conference
The AIS Visual Arts Conference
Generative Thinking
TL Conference
Child Protection Training
Board endorsed provider courses
Using Edval
Library
Support Network Meeting
History Curriculum
Enhancing Child Protection
Geography - Changing environment and Human Geographies
Problems solving Mathematics 3-6
AIS Special Education Conference
History 2015 State Conference
HSC Modern History
Drama
21st Century skills: Critical and creative thinking
Various KLAS
The 2015 Love Learning Conference
Autism Spectrum
Using Interactive Whiteboards in English K-2
Using Edval
Constant Teacher Judgment Workshop
Romanticism
English- Assessing student
Using Edval
Visible Libraries
Learning Assessments
Nurturing and growing number sense
Beginners Teachers
IPT
Kids Matter Primary Briefing
Considering opportunities for thinking in the classroom
Computational Thinking for Early Stage 1
Strategies for Leading wellbeing teams
Careers
Executive Personal Assistants
Preparing to Teach 2U maths Prelim
Term 4 Network meeting
Chrome book Program
ICT
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 $34626.00. Averaged across 49 Full time and Part time staff this equals $706.00 per staff member. The cost of replacement staff allowing teachers to attend Professional Development was $18737.00. College In-service 9 days (inc retreat day and CPR training) and 1 day senior staff/new staff approx equals an additional $4000.00.
Reporting Area 6 - Workforce Composition

The staff composition for 2015 was 49 teaching staff and 18 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 2015

<table>
<thead>
<tr>
<th>FORM</th>
<th>ATT_OVER ALL</th>
<th>ATT_MALE</th>
<th>ATT_FEMALE</th>
<th>ATT_IND_MALE</th>
<th>ATT_IND_FEMALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Tembo</td>
<td>94.60%</td>
<td>92.80%</td>
<td>96.50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Toto</td>
<td>94.70%</td>
<td>94.10%</td>
<td>95.20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>96.30%</td>
<td>97.00%</td>
<td>95.70%</td>
<td></td>
<td>94.40%</td>
</tr>
<tr>
<td>Year One</td>
<td>95.90%</td>
<td>94.80%</td>
<td>96.50%</td>
<td></td>
<td>92.80%</td>
</tr>
<tr>
<td>Year Two</td>
<td>95.10%</td>
<td>94.70%</td>
<td>95.60%</td>
<td>93.80%</td>
<td>93.50%</td>
</tr>
<tr>
<td>Year Three</td>
<td>97.00%</td>
<td>96.30%</td>
<td>97.40%</td>
<td>97.20%</td>
<td></td>
</tr>
<tr>
<td>Year Four</td>
<td>95.30%</td>
<td>93.50%</td>
<td>96.70%</td>
<td></td>
<td>91.90%</td>
</tr>
<tr>
<td>Year Five</td>
<td>95.10%</td>
<td>94.50%</td>
<td>95.80%</td>
<td></td>
<td>98.40%</td>
</tr>
<tr>
<td>Year Six</td>
<td>95.20%</td>
<td>94.40%</td>
<td>95.80%</td>
<td></td>
<td>79.60%</td>
</tr>
<tr>
<td>Year 7</td>
<td>95.50%</td>
<td>95.20%</td>
<td>95.70%</td>
<td>87.40%</td>
<td>96.20%</td>
</tr>
<tr>
<td>Year 8</td>
<td>94.40%</td>
<td>94.60%</td>
<td>94.20%</td>
<td>97.30%</td>
<td>96.50%</td>
</tr>
<tr>
<td>Year 9</td>
<td>93.70%</td>
<td>94.30%</td>
<td>93.00%</td>
<td>93.90%</td>
<td>88.30%</td>
</tr>
<tr>
<td>Year 10</td>
<td>91.90%</td>
<td>91.70%</td>
<td>92.00%</td>
<td></td>
<td>89.70%</td>
</tr>
<tr>
<td>Year 11</td>
<td>92.90%</td>
<td>92.60%</td>
<td>93.10%</td>
<td>83.80%</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>94.80%</td>
<td>95.60%</td>
<td>94.00%</td>
<td>94.10%</td>
<td>97.00%</td>
</tr>
</tbody>
</table>

Retention rates in secondary schools

53 students completed Year 10 in 2013.
46 progressed to Year 11 at Wollondilly Anglican College in 2014.
42 completed Year 12 at Wollondilly Anglican College in 2015.
79% 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 students 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 2015.

<table>
<thead>
<tr>
<th>Student</th>
<th>Age at Departure</th>
<th>Date of Departure</th>
<th>Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>17 years 6 months</td>
<td>10/12/15</td>
<td>Not provided</td>
</tr>
<tr>
<td>Student B</td>
<td>17 years 6 months</td>
<td>10/12/15</td>
<td>TAFE Course</td>
</tr>
<tr>
<td>Student C</td>
<td>17 years 11 months</td>
<td>17/2/15</td>
<td>Not provided</td>
</tr>
<tr>
<td>Student D</td>
<td>17 years 3 months</td>
<td>18/9/15</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: 3%

Percentage of students attaining Year 12 certificate: 100%

42 students graduated from the College in 2015.

58% of students enrolled in university courses such as Law, Sports Science and Criminology with 26% having secured apprenticeships or TAFE courses. 16% 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. 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.

Adapted from Annual Report Sample 5:7 - Policy 19
© The Association of Independent Schools NSW 2005

Profile

In 2015, 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>Change in 2015</th>
<th>Summary statement</th>
<th>Access to full Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child Protection</strong></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><strong>Anti-bullying (Student Welfare)</strong></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><strong>Student Management (Discipline)</strong></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><strong>Communication</strong></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 FOR 2015

WAC FOCUS AREA 1:
As student numbers continue to increase we will aim to:-
  a) Continue to improve the quality of Christ centred education offered at the College.
  b) Broaden curriculum offerings throughout the College.
  c) Continue to improve the delivery of high quality education through
     a. A focus on value added teaching and learning and,
     b. Efficiency in support staff management and practice.

Evidence before governors -
  a) New teaching programs, forming part of the introduction of the national curriculum, would be high quality and reflect a distinctive Christian worldview.
  b) Broader curriculum offerings motivated by a desire to cater better for the needs of individual students and lead to the retention of more students.
  c) Opportunities to develop new teaching strategies in line with current educational thinking. Improvement in student academic outcomes. Significant improvements of IT infrastructure, teachers would be incorporating 21st century teaching practices in their classroom. Support staff developing more efficient work practices.

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

WAC FOCUS AREA 2:
As an Anglican College in 2015 we are keen to more effectively communicate the gospel by:-
  a) Continuing the critical review of structures for the delivery of Christian Studies programs in Years 11 and 12 (as recommended by the 2013 SASC Review).
  b) Developing programs to promote Christian leadership by students.

Evidence before governors -
  a) Changes to the allocation of time and resources for Christian Studies in Years 11-12 supported by a clear rationale that enabled a better delivery of an integrated program.
  b) New initiatives empowering students to better exercise Christian leadership within the College.

SASC OBJECTIVE 3: To provide education that is financially accessible to local communities.

WAC FOCUS AREA 3:
We are committed to:
Maintaining a philosophy of operating the College within a fee structure that makes it financially accessible to the local community, even with the added burden of planned building programs.

Evidence before governors –

- Budget for 2015 met financial targets

**SASC OBJECTIVE 4:** To operate the Corporation efficiently and safely.

**WAC FOCUS AREA 4:**

We aim to continue to plan for the restructuring of teaching and non-teaching staff so that the College operates efficiently with increasing student numbers. (Following the recommendations of the SASC Review)

Evidence before governors –
Staffing changes would maintained the balance between improving academic outcomes/enhancing pastoral care and operating efficiently at a financially accessible level. Staged program over the next two years showing restructuring of middle management to allow them to better oversee ongoing development.
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
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 Children’s 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 2016

Feedback (Strongly Agree/Agree or Very High/High)
All staff offered an opportunity for anonymous feedback
65 staff Responded (Collated independently)

Advertising job vacancies 95
Job Satisfaction 94
Rate High Quality Teaching 94
Rate your sense of pride in the College 94
Rate Strong Leadership 92
Encouraged to set goals by supervisor & reviewed 92
Immediate supervisor understands difficult family demands 92
Rate Pastoral Care 92
Respected by Colleagues 91
Competency of Colleagues 91
Rate College Involvement in the Community 89
Staff Selection Process 89
Your confidence in bringing a Christian perspective 89
Recognised for contribution by supervisor 88
Organising time to meet workplace deadlines 88
Rate your sense of belonging at the College 88
Rate Discipline 88
Professional development opportunities 85
Rate Communication between home and College 85
Freedom to Express Views 83
Rate the support you receive in your role at the College 83
Rate Christian Values 82
Rate your experience of a Christian community at WAC 82
Can ask for time for important emergencies 80
Rate ‘Pride in Belonging’ 80
Rate student ‘Learning Culture’ 80
Rate College involvement in international community 65
Rate Parental Involvement at the College 64

Staff retention rate runs at a consistent 95 to 100%

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 2015

**Income**

- Fees & private income: 8%
- State recurrent grants: 17%
- Commonwealth recurrent grants: 26%
- Government capital grants: 1%
- Other capital income: 48%

**Expenditure**

- Salaries, allowances & related expenses: 47%
- Non-salary expenses: 25%
- Capital expenditure: 28%