



# Wollondilly Anglican College

## 2018 Annual Report

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## Reporting Area 1 - Messages from key College bodies



### Foundation Headmaster

#### Fear Ends Where Faith Begins

*An old Cherokee once taught his grandson about life. “A fight is going on inside me,” he said to the boy. “It is a terrible fight and it is between two wolves. One is evil – he is anger, envy, sorrow, regret, greed, arrogance, self-pity, resentment, lies and Fear. The other wolf is good – it is joy, peace, love, hope, serenity, humility, kindness, empathy, generosity, truth, compassion, and Faith. The same fight is going on inside you boy – and inside every other person, too.”*

*The grandson thought about it for a while and then asked, “Which wolf will win, Grandfather?”*

*The old Cherokee replied, “The one that you feed.”*

There are two futures ahead of everybody. Neither of them has happened yet. One is ruled by Faith and the other by Fear. One is a positive future, full of

dreams, ambitions, possibilities. The other is a dark future, full of despair, unaccomplished tasks, untapped potential.

Fear paralyses.

Faith liberates.

The battle for the future of your son or daughter, or grandson or granddaughter is raging inside their heads right now. We know that.

- It is well that we hold to the belief that every child in our care is unique and precious to God. But it is easy to encourage those students who have come from a family that encourages having a go – getting involved in College and community service, academic pursuits, love of learning, sport, music or any of the other things on offer here. It is more difficult to encourage the student who has little family history of encouragement in such things – but we are compelled by our own faith and the knowledge of Him that we serve to see them and help them anyway.
- It is well that staff hold to the belief that faith must be our motivation and that our fear must be managed if we are to be any sort of example to those we have been entrusted to educate for life. Even if we are struggling with fear; faith must be evident anyway.

It is faith in a more positive future that inspires students and the families here to:

- Get out of bed at 5.30 am and to travel over an hour each way, every day, just to be part of a place that says “You are not a product of chance. You are special. You are loved”.
- Inspires them to give up their time to attend Working Bees, Term Services, Homework Club, Music practice, Dance practice and sundry other activities where their God given talents can be stretched and exercised.
- Such faith drives students to push past the boundaries where others say “good enough” and represent us Nationally and Internationally in Sport, Music, Art, Science and even the World Robotics Championships.
- It motivates students to be part of something special and to make a worthwhile contribution for nine months using artistic, creative, performing and technical talents at the Annual sold out Musical.

Faith in 2003, and in consideration of a possible positive future means that a College that was meant to grow to 400 in the year 2020 due to a small population base and a remote locality could defy Earthly odds and continue each year for 15 years to grow at four times that rate. Faith blessed the thinking of those who stepped outside Earthly logic and trusted the God of the Impossible, anyway.

Fear in 2003 assumes that God is busy elsewhere and bends the collective will to paralysis by analysis and all the why nots that constrain the unborn prospects of the faithless.

Fear Ends Where Faith Begins.

Fear is based on the presupposition that you are not good enough; not smart enough; not confident enough; not fast enough; not popular enough; not brave enough. It is the devil's delight – untapped potential – shelving God's gifts for fear of failure.

Fear is FEAR – False Evidence Appearing Real. It is the negative future that has not happened yet.

Faith is based on the presumption that God thinks I am good enough – good enough to call His son or daughter – good enough to die for. Faith draws us into the world of positive opportunity where anything is possible in the strength of the God of the impossible. Faith allows us to be sure of what we hope for and certain of what we do not see. Faith shows us the positive future that has not happened yet.

Consider the two wolves. You have entrusted the child most precious to you into our care every day to feed the wolf that thrives on faith and starve the one that thrives on fear. It is a responsibility and a partnership that we take very seriously.

## College Council Chairman

2018 has been another great year for the College. Our academic results have been outstanding. In the HSC, Wollondilly is ranked highly in both the local area and the State. More significantly, there is evidence of a high level of "value added" throughout the College. These results, of course, are delivered by a highly motivated staff who are happy to be here. We have an extremely high staff retention rate!



By next year, enrolments will exceed 1000 and waiting lists continue to grow. During the year construction has taken place of another significant teaching block. This has been delivered on time and below budget.

We have much to thank God for.

Previously I have expressed appreciation to the Anglican Schools Corporation for supporting us in our growth. On two occasions I've commended longstanding members of Council for their service and last year expressed the gratitude of the College community for the leadership of Dr Quarmby.

On this occasion I want to acknowledge the contribution of the Senior staff to the College.

Dr Quarmby had to take unexpected leave during the second half of term 3. College Council was particularly impressed with the way that the Senior staff of the College stepped up to meet this challenge. God has blessed us with a depth of talented people who not only maintained the high standards of education and pastoral care but also attended to the complex task of interviewing and appointing 12 new staff for 2019. It is often said that the acid test of the quality of leadership in any business is seen when the boss is absent. The high quality of Dr Quarmby's ongoing leadership was certainly evident at the end of last term.

Our Senior staff have been supported by a staff of over 100 with a wide variety of skills. A recent review indicated a real strength at the College was a very strong shared vision. This has produced teamwork that allows students the opportunity to explore their God given potential.

Again we have much to thank God for.

College Council would like to express our appreciation to Mr Croger, other senior staff and all teaching and support staff and, of course, Dr Quarmby, for a job well done in 2018.

The proposition that "Fear Ends where Faith Begins" has been explored at the College this year. College Council prays that we might all rekindle our faith so that we better cope with our fears in 2019.

## **Student Representatives**

### **College Captain – Sam Napier**

Thank you to our Teachers and my Peers who have all come together over the last two years to work towards achieving the best HSC mark we can receive. It's a shame though that we will forever be the year cast in the shadow of last year's geniuses like Jamieson Bell and Jason Davies. However, in all honesty, the HSC is a bit like Fergus' record collection, it takes a lot of time, a lot of effort, but in the end it probably isn't worth as much as he says.

When I was writing this speech, I took some time and decided to listen to various speakers with the hope that I could give you some words of wisdom and rules to govern yourself by. I asked my parents for ideas on these rules and they gave their typical answers. Dad said 'be nice to your Mum', a typical and solid one Dad, thanks. Mum just said, 'go pat the dogs, it releases endorphins or something and makes you happy'. Another good answer.

Personally, I believe that every person has the capacity to live a good life, full of happiness and joy, and also the ability to affect others' lives and change the world. So here goes it, 'Sam's Top Five Rules for a Happy Life.' And yes I understand that I am barely 18 and undoubtedly some of you will know that I have Christian views, but try and give me a chance.

Firstly, make your bed every day. Now many of you will have heard this before, and it isn't an original idea, however it is one I highly value, no matter how you choose to live your life. If you make your bed every morning, it will be the first accomplishment of your day. Sure it is only minor and can seem mundane, however it will help you, as it develops a sense of pride in your work. This will continue with you throughout the day, so that you have the confidence to go on and complete the next task, and the task after that. And even if you get home, and have had a terrible day, at least you will have a neatly, made bed to crawl into. And no one should complain

about this, parents, teachers or students, as how do you expect to complete the hard tasks in life without completing the simple ones.

Secondly, find like-minded people who want the best for you, and do your best to help them also. At this College and over my life, I have developed a strong connection with various people, family, friends and teachers, and these act as my safety net in life as I know I can rely on them. Be loyal and devoted to each other, and you will both reap the rewards through the good times and the bad. However, be realistic, if not a little cynical. The world is not perfect, and it is filled with pain and suffering that can cause you great emotional trauma through relationships, but on the flip side, take risks and fight for each other. Instil hope in one another, as that truly is the greatest influence a person can have on their fellow man. And possibly most importantly, never judge a person by their money, actions or family, but by the content of their character and the value of their heart.

My third rule to life is to stand up straight with your shoulders back, but be humble. Tell the truth, be precise in your speech and respect everyone. Never assume you are better than anyone else, because you aren't. No one is perfect. So, always assume the person you are listening to knows something you don't know, and you will be the wiser for it. However, never lose confidence in yourself either. Compare yourself to who you were yesterday, not to the imperfect person you are today. And through that you will see that you have changed, you have grown and you are moving forward. Never be the person intent on pulling everyone else down to your level, but instead raise others to be better than they previously were. Stand tall, be proud but be humble.

My next rule to life is to never back down from what you believe in. We have all been given a moral compass, and that varies from person to person. But it is essential to our existence and ability to be content and happy. If you see something that you don't like, fix it. If someone says something that you don't agree with, discuss your views with them. And if you ever see someone suffering due to another's action, fight against this. Often in this world you will fail, but often you will succeed also, instilling hope in someone else, who can help fight with you for what is right. Our generation is lacking those people who are brave enough to stand up and do what is right, even if it is against the odds and the harder road to take. Ultimately, it will see you through and you will be more content and filled than before you fought.

Lastly, my final rule is this. Trust in the Lord our God, as He loves you and created you. You are all imperfect, every last person, and so is this world. But through God's grace alone, each and every one of you, who chooses to accept it, are saved from this world and shall live in perfection. For those who do love God, do not be lazy and complacent but work hard every day to show God's Glory and aim to be better than your past self, and follow his law. *For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.*

John 3:16. You have all heard it, but please take a moment to reflect upon what it really means and ask yourself what does it mean to you.

Thanks to all the staff at the College, our Primary and Secondary teachers have largely impacted upon the people we have become today and also who we will become. I'd also like to thank Mr Cassidy as our Year Patron and Careers Advisor for his constant support, advice and direction, even when we thought we knew better. Thank you also Year 12 for the opportunity to lead and serve you, even though I can't say a prayer without making a mistake, you have willingly stuck by me. Be proud Year 12, as it is through your own rigour and merit that has brought you this far and I hope that you all go on to succeed in the world and change it for the better. Thank you.

## **College Captain – Eloise Roelandts**

As I was writing this I found it quite difficult to encapsulate just how much this College has meant to all of us and has meant to me. We have created special bonds with the physical College, the staff and of course with each other. We have created bonds especially, with our uniforms.

Although our Year 12 Jerseys made us appear as if we were all on a Rugby team it is in this uniform that most of us were united. It has become a constant in all of our lives, something no one will physically miss but the familiarity and security we will all wish to have back. As I looked back over our time here, it is the only thing that remained consistent. Our teachers changed, our hairstyles changed, our friend groups changed a remarkable amount of times, but never our uniforms.

When we take these blazers off for the very last time, we are not just saying goodbye to highly fashionable outerwear we are saying goodbye to memories and all of the experiences we have had in them.

It would be wrong if I did not actually thank some people. Thanks to Mr Cassidy and Dr Quarmby for sticking with our Year throughout all of these long, long years. Without Mrs Rigg this speech would not exist and if it did it would certainly not be coherent enough to read it, without Mrs Mozjeko, Mr Hazlewood and Mr Croger's continuous mentoring and ongoing support I would not be up here saying this speech, without both Mr Powter's and Mr Croger's pearls of wisdom each day in class I would not be graduating. Thank you for inspiring us, teaching us, but most of all making us laugh.

I thank the people who have watched us grow up Mrs Ferris, Mr Matthews, Mr Wayne, Ms Huxtable and Mr Grant. I thank all of these teachers from the bottom of my heart, the mentors that helped each and every one of us. The College Community, the people who simply said hello and checked up on us, although simple, something like that could brighten a day.

We thank the parents who worried over our shocking sleeping habits, copped the panic attacks, told us we needed to work harder but most of all provided us with support. Making it through 13 years of education is one tough gig, so a massive congratulations goes out to the parents of the graduates.

And now to the graduating class, I am honoured to have shared the kitchen microwave with some of the most positive and optimistic people over my time here at WAC and I am so encouraged when I hear about your plans for next year and the future no matter what each one of you decides.

Over the last years we have seen so many of us change in various ways but in my last few days at the College but at the same time I was reminded of how little we have actually changed. After the stress of Major Works and the HSC Trials a group of us sat down and we all completed dot to dots. However simple in its nature, it was so eye-opening to sit with these kids that I remember doing dot to dots with in Years 1 and 2 and just enjoy it – although the activity was far more advanced this time around – I found myself being a lot more reflective.

Various profound people have said many insightful things about milestones, but one stuck out to me. The person who graduates today and stops learning tomorrow is uneducated the day after. Take the steps you need, to get to where you want to be, then be who you want to be. What steps do you have to take to be the Pro Golfer, Hairdresser, the Physiotherapist, the Vet, the Educator, the Musician, the Politician, the Military Nurse, the Artist?

I would like to say something insightful about the future, but the simple truth is I'm absolutely terrified of it. Over the last few years I have recognised a trait in many of you which shone through when being hit by some curved balls; moral strength, a conscious decision that is made within the experience of excessive negative temptations or actions but are nevertheless resisted. Jim Rohn said '*Let others lead small lives, but not you. Let others argue over small things, but not you. Let others leave their future in someone else's hands, but not you.*' Of course if you live by this you risk everyday falling short and you face the fear of looking like a fool but those are risks you choose to take to realise your potential, to strive to be the greatest you can be and not limit yourself to what others' expectations are of you.

Think about what you have left behind at the College – how did you make your mark, how will you be remembered? Whether you received an award for Sporting, for Creative Arts, for Academics. Whether you were a Prefect, a House Captain or a Peer Leader. I can guarantee that you all have made a mark on this College, even in the most minor way and that is something to be proud of.

Although I've already established that most of you are far more skilled and talented than I am, I am therefore leaving this statement as completely unqualified advice, I would like to share my final of wisdom. It is this. Regardless of your experiences here over the past years, we have shaped each other, for better, for worse. Some moments have been really hard and painful but I think we're through the worst of it. We all wore that uniform together, becoming strong, capable individuals, and that is all thanks to the people you are sitting with right now. These people threw you out of your comfort zone, confided in you, competed with you, supported you, criticised you, questioned you. I ask that you try to remember each other as you are now and not in the moments of tension or disagreement or even at the awkward stages. Forget and simply forgive the differences and this is our final moment of being in unison before we break out into harmony and follow our own paths, so let's own being one.

I would like to truly thank every one of you for giving me the honour to serve you as your Captain and for allowing me to speak on your behalf.

If I've seen further it is by standing on the shoulders of giants. Bernard of Chartres used to compare humans to '*dwarfs perched on the shoulders of giants*'. He pointed out that we see more and further than our predecessors, not because we have keener vision or greater height, but because we are lifted up and borne upon their gigantic stature of knowledge – thank you Wollondilly Anglican College for being that height and finally I can say congratulations to the class of 2018!

## **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 College 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. 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](http://www.wac.nsw.edu.au)

## Reporting Area 3 - Student Outcomes in National and Statewide tests and examinations

### NAPLAN General Comments: 2018

#### Year 3

The College had 55 students in Year 3 sit NAPLAN online in 2018.

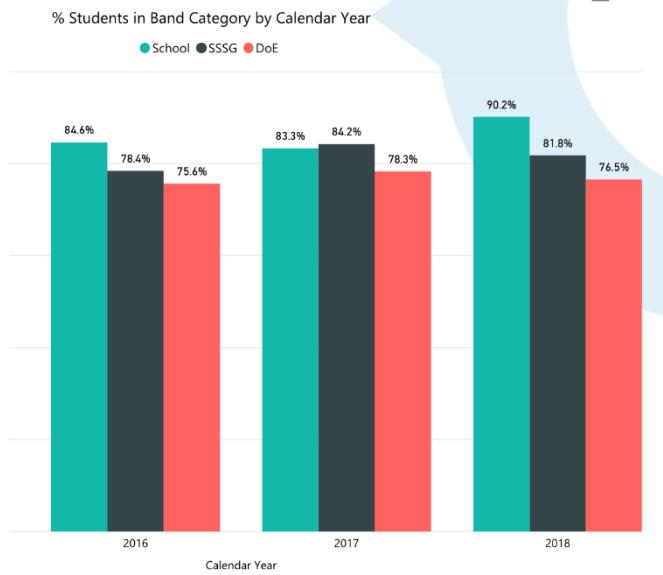
It is very pleasing to note that, for a comprehensive country College -

- as a group, students in Year 3 achieved significantly higher than state averages for every area measured.
- 14% of Year 3 students achieved a Band 9 or 10.
- 90% of Year 3 students achieved in the top two bands for Year 3 level. (Bands 5&6)
- The overall results for Year 3 have continued to increase. Sitting significantly higher than the State.

Explicit instructional approaches continue to be our focus moving forward, as we look to consolidate and build on growth in this area. The growth since implementing these strategies and other specific approaches backed by evidence is a testament to the hard work and dedication of staff and the determination for improvement in our students.

Year 3 Average NAPLAN Score School, SSSG and State 2018.



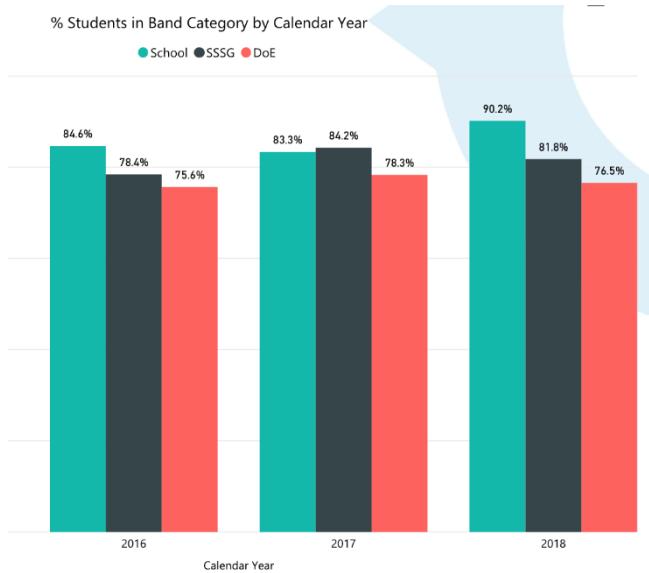


## Year 5

The College had 55 students sit the NAPLAN tests in 2018.

Again, it is very pleasing to note that for a comprehensive country College -

- as a group, students in Year 5 achieved higher than state averages for every area measured.
- 18% of Year 5 students achieved a Band 9 or 10.
- 73% of Year 5 students achieved in the top two bands for Year 5 level. (Bands 7&8) Graph below.
- Year 5 growth since Year 3 has been pleasing. 65-70% of students at or above expected growth in all areas except spelling. This is above State and SSSG Growth outcomes, which will be an ongoing focus for Stages 2 and 3 as we seek ways to improve student outcomes.



## Year 7

The College had 121 students in Year 7 sit NAPLAN online in 2018 (73 female 48 male). As a group, students in Year 7 achieved at similar to, or better than State averages for each area measured.

Achievement Bands range from Band 2 (lowest) to Band 10 (highest). A larger range of bands than previous years is a result of the tailored testing protocols.

62% of Year 7 students achieved a Band 7 or higher in 2018.

Year 7 student results in reading with an average score of 563 exceeded the State average of 554.

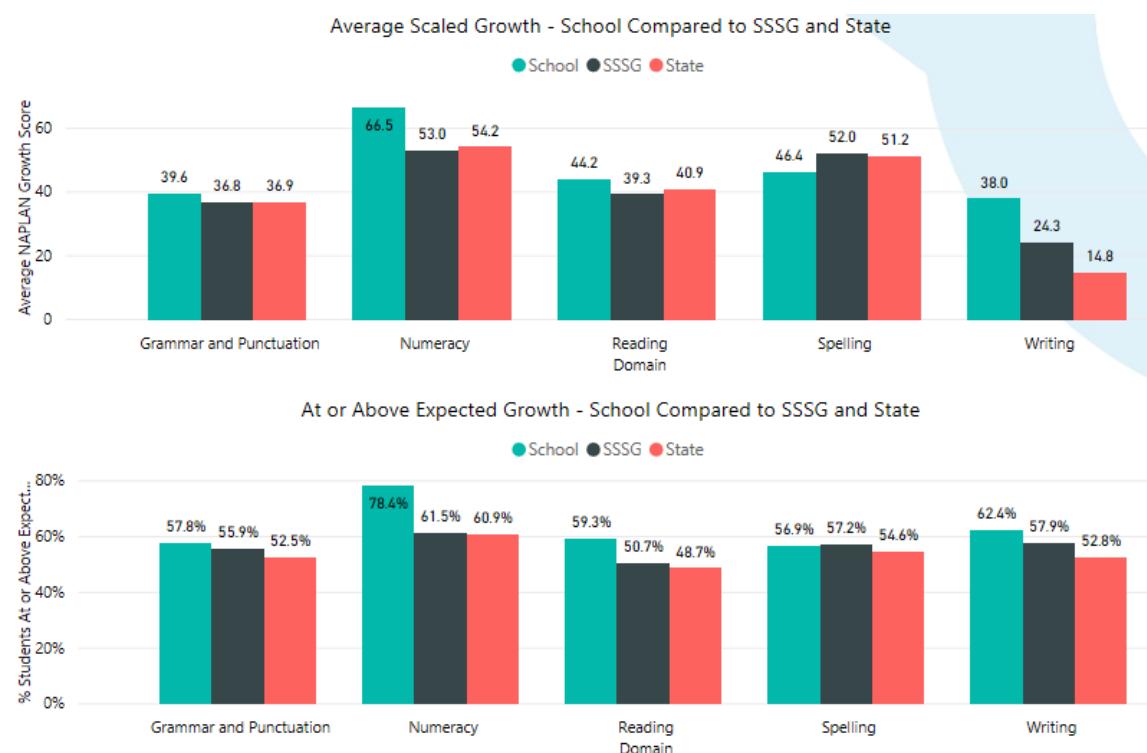
Year 7 writing scores dropped slightly from 2017 in comparison to the state, however

Wollondilly students were required to type their responses which may have had an impact on these scores.

Spelling continues to be focus a for the College moving forward as we look to increase growth in this area.

Wollondilly students have performed well in Year 7 numeracy exceeding both the State and SSCG group averages. Of note is 27% of Year 7 students achieving in the top two bands.

Student growth data is an indicator of effective teaching and learning. As demonstrated in the table below, Year 7 growth data is similar to or better than both State and other similar schools.



## Year 9

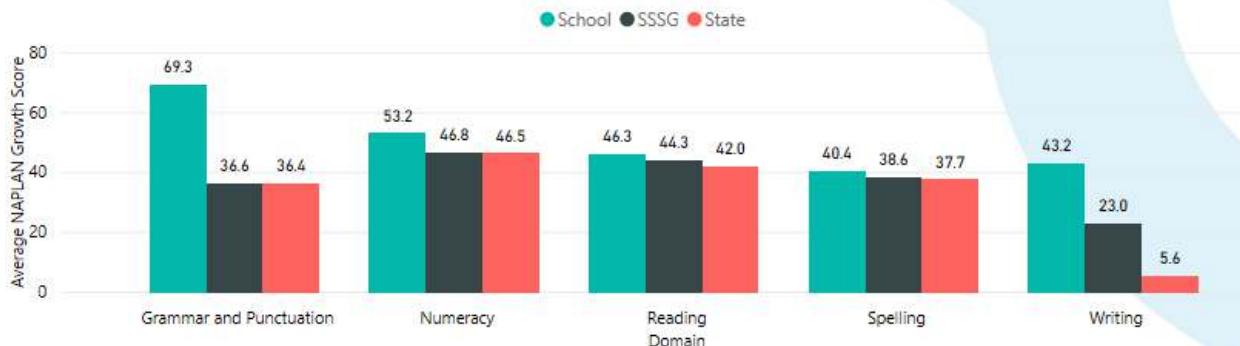
The College had 89 Students sit the NAPLAN tests in 2018 (50 female 39 male).

As a group, when reported by ACARA, students achieved significantly better than, State averages for each area measured.

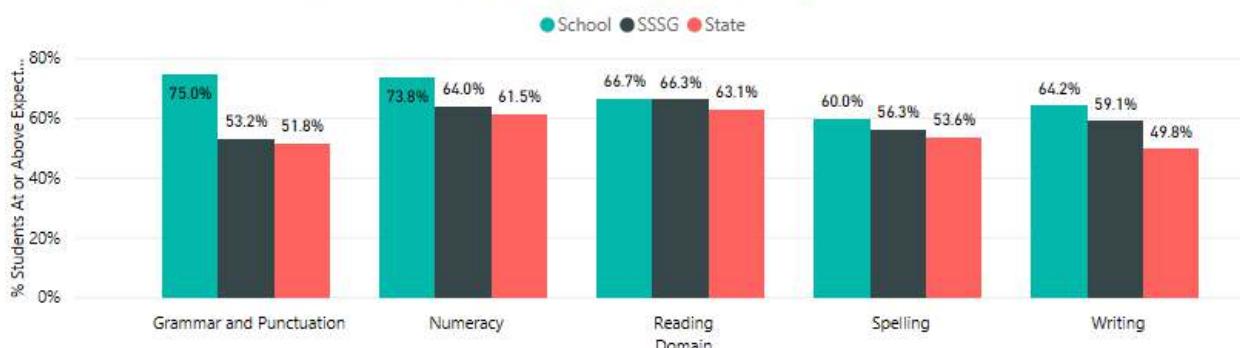
Achievement Bands range from Band 5 (lowest) 6% to Band 10 (highest) 10%. The large range of bands is due to the tailored testing protocols of Naplan online.

Reading will continue to be a focus in the College and there has been a levelling of results from 2017. However, there has been some positive growth data in this cohort from Year 7 to Year 9. There has been a slight decline in numeracy scores across all groups in NSW. Wollondilly's results are in line with this, with an average score in 2017 of 617 and in 2018 an average of 610. However, our students have continued to achieve or exceed expected growth in all areas. Of particular note is the growth in numeracy (74%) and grammar and punctuation (75%) both of which have been a focus in the College.

### Average Scaled Growth - School Compared to SSSG and State



### At or Above Expected Growth - School Compared to SSSG and State



# **Reporting Area 4 - Senior Secondary Outcomes**

## **Wollondilly Anglican College**

### **Great 2018 HSC Results**

**10 Students on the “*Distinguished Achievers Merit*” List**

**17 Band 6 Results and 88 Band 5 Results from 47 students eligible for ATAR**

Congratulations to the Year 12 class of 2018 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 prestigious list of distinguished HSC achievers for 2018.

**Distinguished Achievers Merit list for NSW – extract –**

<b>Roy Bramich-Wilson</b>	Earth and Environmental Science/Mathematics
<b>Jacob Hall</b>	Ancient History/English Extension 1
<b>Fergus Hayes-Sant</b>	Earth and Environmental Science
<b>James Hornery</b>	Drama/Modern History
<b>Alex Kosednar</b>	Legal Studies
<b>Courtney Lange</b>	Drama
<b>Elke McCormick</b>	Business Studies
<b>Samuel Napier</b>	Chemistry/English Advanced/Mathematics/Modern History
<b>Timothy Ryan</b>	Business Studies/Legal Studies
<b>Haydn Urquhart</b>	English Extension 1

*"We are very proud of our class of 2018 who produced 17 Band 6 results and 88 Band 5 results as a product of their hard work and dedication. We are also proud of their leadership and character"- Dr S J Quarmby, Foundation Headmaster*

All students in the **English Extension 1** Course were placed in the highest band of results. All students in the **History Extension** and **Food Technology** courses were placed in the second highest band of results.

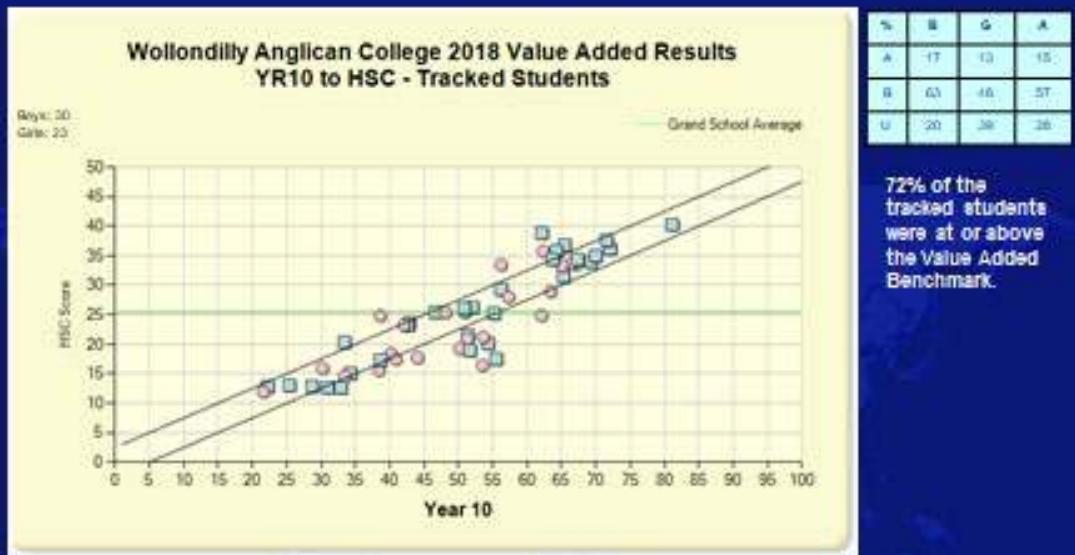
Other subjects this year with significant positive College vs State variation included **Earth and Environmental Science, Industrial Technology, Physics, Modern History, Information Process Technology, Business Studies**.

**Congratulations – Students with ATAR 89+ (based on information to hand)**

<b>Samuel Napier (Dux)</b>	<b>96.4</b>
<b>Haydn Urquhart</b>	<b>94.1</b>
<b>James Hornery</b>	<b>93.5</b>
<b>Jacob Hall</b>	<b>90.3</b>
<b>Timothy Ryan</b>	<b>89.7</b>
<b>Roy Bramich-Wilson</b>	<b>89.0</b>

Of course, great results measured against external bench marks are important and worthy of celebration, but the wider story for all students is that our externally measured “value added” benchmarked results between Year 10 and Year 12 show the conversion of a variety of students’ academic results through the hard work of staff and a positive learning tone for students into expanded career and course options. The smiles on the faces of each of these students are no less broad.

In the words of one 2018 HSC Cohort parent – *“We have just received our boy’s results and I am enormously proud. You have to remember he was a little boy that could not sit still or read until Year 3. Academically he has struggled to maintain interest but he has worked very hard. He is immensely happy”*.



- ❖ In 2018, 72% of the students reached or exceeded the value added benchmark (76%).
- ❖ 80% of the boys (86%) and 61% of the girls (69%) demonstrated positive academic growth from Y10 to Y12.
- ❖ 1 student exceeded this benchmark by a significant margin but 2 students were significantly below it.

Wollondilly Anglican College 2018 Academic Profiles

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The College engages an external consultant to independently analyse results and determine how much students have improved academically between their results in Year 10 and Year 12. Of course it would be expected that students improve as they learn and as they get older. We are really interested in how much better or worse they have achieved compared to what would normally have been expected. (This is called “Value Added” and is a measure of “how much value was added to students’ educational outcomes). We are pleased to report that –

- 72% of students achieved better results than could have been expected by just improving naturally from Year 10 to Year 12.
- Of the students who performed at or below expected improvement, none were significantly below expectation.
- The rising tide of positive learning culture gathered all boats – students who were finding academic achievement difficult benefitted just as much as those with strong ability. This is the most pleasing report card result for a comprehensive family school where parents aspire to invest in education for their children.

**Wollondilly Anglican College is proud of these benchmark results in value added education.**

### Record of School Achievement

A total of 87 students completed Year 10 and were eligible for their ROSA.

# **Reporting Area 5 - Professional Learning and Teacher standards**

## **Teacher Standards**

In 2018, a total of 72 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 72. 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 2018**

#### **HEADMASTER**

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

#### **EXECUTIVE STAFF**

1. MEd, BA, DipTeach (SocSci), MACE
2. MEd (Leadership), BEd (Hons)
3. BHealthSc, DipEd
4. MEd, BEd, DipTeach

#### **SENIOR MANAGEMENT**

5. MEd, BA, DipEd
6. GradDipEd, BEc
7. MEd (Leadership), GradDipEd, BSc, BTh (Hons), DipDiv
8. MEd(Admin), BTech(Mus), PGCAS, GRNCM, MACE
9. PhD, GradDipEd, BSc(Hons), FRACI, CChem MTGN
10. BEd(TAS), BTec First Cert(Eng), BTec National Cert (Eng)
11. BEd Physical & Health Ed
12. BEd(Hons)
13. MEd(Leadership and Management), BA/BTech, MACE
14. GradDipEd, BTech, Cert Gifted Ed
15. MEd Stud (Math), BEd (Human Move & Health)
16. BEd(Primary)
17. MEd(Admin), BEd, BTech, Cert Residential Care, MACE

#### **SENIOR STAFF**

18. MArts(Info Mgmt), BTech(Secondary), BArts(English & History)
19. BTech, Cert IV Human Resources
20. MTeach, BEd(Early Childhood), AdDip Child Studies
21. BHlthSc, BEd(PDHPE), GradDipEd(Primary)
22. GradDipEd, GradDipBible&Missions, BEnvSc(Hons)

#### **TEACHING STAFF**

23. BTech
24. BTech
25. BEd(Primary)
26. BEd(Primary), DipTh, DipWTA
27. BAarts, BTech
28. BEd(Primary)
29. BTech(Early Child)
30. BTech(Primary)
31. MEd(Leadership)
32. BTech, BEd, Anglican Youthworks Cert
33. BEd(Primary)
34. BAarts, DipEd(Primary)
35. BEd(Primary)
36. BEd(Primary)
37. MTeach, BAarts
38. DipTeach, TeachCert
39. BTech, CertChildStud
40. BEd(Studs)
41. BMathEd
42. BSci(Physics), BTech(Sec Maths/Sci)

43. MEdStud, BEd
44. BMathEd
45. MTeach(Sec), BMathematics
46. GradDipEd, BSocSci(PDHPE), DipASci(Nursing)
47. BArts, DipEd
48. BArts, MTeach(Hons)
49. MEd, BTeach, BArts
50. MTeach, BA/BLaws(Hons)
51. MEd(Leadership), BA/BEd(English & History), Cert IV Mangmt
52. MTeach(English & History), BArts(English & History)
53. BArts, BTeach
54. GradDipEd, BA
55. BEd Secondary(SocSci)
56. GradDipEd, BBus(HRM/Ec)
57. BScBTeach, PTC (Hon)
58. PhD, GradDip CareerEd&Dev, BSc(Hon), DipEd
59. GradDip(AppSc-Build), BTeach, BASc
60. BEd(TAS), CertIV WT&A, CertIII (Com Cookery), CertII Kitch Ops, CertI Hosp
61. BBus(Comp&InfoMan), GradDipEd, Cert of RelEd, Cert IV Interactive Multimedia
62. BEd(TAS), Adv CertIV (Hort), CertIV WT&A, CertIV (1st Class) Fitting & Machining, CertIV Cabinetmaking, CertIV Woodturning, CertIII Construction, CertIII Conservation and Land Management, MCAA
63. GradDipEd; BVA&D, AdDip Sports & Exercise Nutrition, AdDip Principles of Nutrition
64. GradDipEd, BSc (Ag)(Hons), CertIV WT&A, CertII Kitch Ops, CertI Hosp
65. BMusBEd
66. MCA(Visual Arts), GradDipEd, BCA(Visual Arts)
67. BEd (Hons), PTC (Hons)
68. BEd (Dance), GradCert(Hum Nutrition)
69. BTeach/BA(VA&Eng)
70. BEd (Dance & PDHPE)
71. BArts, Dip Ed(Primary)
72. MVA(Visual Arts), MArts(Visual Arts), BArts, GradDipEd, Dip Photo Imaging

## **Summary of Professional Learning in 2018**

3D Printing for Secondary Technologies Teachers  
 A Day of Learning with Michael Fullan  
 A framework for Adaptive Leadership  
 Aboriginal and Torres Strait Islander Art  
 Academic Profiler  
 Accidental Counsellor  
 Accreditation  
 AIS PDHPE Conference  
 AIS Planning and Programming for New PDHPE  
 An Introduction to Creating Safer Independent Schools  
 Archbishop's Day  
 Business Studies  
 Cert IV Training & Assessment Trans to TAE40116  
 Cert IV Training Release  
 Cert IV Upgrade  
 Christian Education  
 Commerce  
 Copyright  
 CPR Update  
 Creating Great Units in Mathematics  
 Creating Safer Independent Schools  
 Creative & Critical Thinking  
 Dance  
 Design Thinking and PBL  
 Designed Rubrics  
 Designing Great Units in Geography and History

Diabetes Teacher Training  
Earth & Environmental Science  
Edcomm First ALN Hub Meeting  
Edval Basis  
English  
Enhancing Child Protection Skills  
Enhancing Your Child Protection Investigation Skills  
Experience Teacher Training  
Experienced Teacher Accreditation  
Extension English  
Feedback  
First Aid  
Geography  
Getting your head around Syllabus  
Growing Early Careers Teachers  
GTA Annual Conference  
HICES Conference Agility in Leadership  
HICES Debating and Judication Grand Finals  
HICES Heads of Music Meeting  
HICES Pastoral Care Network  
Hospitality and Tourism Webinar  
Hospitality Network Day  
HSC Biology and Physics  
HSC Provision  
HSC Senior Marker Training  
HSC Visual Arts - Practical Marking Day  
IEU Rep Training  
IPSSO Coordinators  
IPSSO Meeting  
Lab Assistants' Network Meeting  
Law for School Business Managers  
Learning Support  
Legal Studies  
Library  
Library/IRC  
Lifting the Bar - NAPLAN Writing  
Library/Geography K-10 and Literacy  
LNAP  
LNAP Master Class Planning 2018  
Maintenance of Accreditation  
Mathematics  
Mediums Bootcamp: Working with Acrylics  
Modern History  
Multilit Training  
Music Education  
NAPLAN Administration  
NAPLAN Online  
NASSA Meeting  
NCCD  
NESAA Creative Arts K-6  
Network Meeting of Local Teaching and Learning Support Teachers  
New Mathematics Syllabus  
NSW Class or Kind Investigators Accreditation Course  
NSW Enhancing your Child Protection Investigation Skills  
On the Verge Conference  
Opens CIS Rugby League Selector  
PD4 Maths WINDSSM Workshop - HSC Standard Maths

Phase 2 Action Plan  
Photographic & Digital Media  
Planning from SASC Choral Festival  
Preparing for 2019 Programming New K-10 Syllabus  
Programming the New K-10 PDHPE Syllabus  
Provide First Aid  
School Law  
Science Extension - AIS Familiarisation & Planning  
Science Stage 6 - Biology  
Senior Modern History  
Society & Culture  
Southern Highlands Inland Jobs Agenda  
Special Educational Needs Summit  
Sports - AICES  
Sports - All School  
Sports - CIS  
Stage 5 Science  
Stage 6 Economics  
STEM Education  
Support Special Needs  
Teaching 2 Unit Mathematics  
Teaching Practices that Make a Difference  
Technology  
Technology Mandatory Stage 4  
Textiles Technology  
UAC Update  
Various Senior Drama  
Vet Network Day  
Writing K-6 Teaching Beyond the Text Types  
Yr 12 Standard Mathematics

### **Number of Teachers Participating in Professional Learning**

All full time teachers at the College spent between 10 and 15 days on professional development.  
All Part time teachers spent at least two 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 **\$61,466.00**.  
Averaged across 72 full time and part time staff this equals **\$854.00 per staff member**.  
The cost of replacement staff allowing teachers to attend Professional Development was **\$24,500.00**.

College In-service 10 days (inc retreat day and CPR training) approximately equals an additional **\$5000.00**.

### **Reporting Area 6 - Workforce Composition**

The staff composition for 2018 was 72 teaching staff and 30 non-teaching staff.

One staff member has identified as Aboriginal or Torres Strait Islander.

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

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

#### **Average Student Attendance Rate by Year 2018**

FORM	ATT_OVERALL	ATT_MALE	ATT_FEMALE	ATT_IND_MALE	ATT_IND_FEMALE
Kindergarten	94.8%	92.5%	96.1%	94.6%	
Transition2	94.5%	94.1%	94.9%		
Transition3	96.8%	97.0%	96.5%	97.2%	95.5%
Year 7	95.8%	96.0%	95.7%		93.0%
Year 8	94.6%	95.0%	94.2%		94.0%
Year 9	93.8%	93.1%	94.4%	75.4%	
Year Five	95.1%	95.3%	94.8%	94.6%	
Year Four	95.9%	95.1%	96.5%		
Year One	95.9%	95.8%	96.0%		75.5%
Year Six	95.3%	94.8%	95.6%	100.0%	
Year Three	96.4%	97.4%	95.5%		98.4%
Year Two	96.0%	96.6%	95.3%		
Year 10	93.3%	92.8%	93.8%	87.4%	92.9%
Year 11	95.5%	95.9%	95.2%	98.9%	
Year 12	94.4%	93.7%	95.2%	96.7%	

#### **Retention rates in secondary schools**

76 students completed Year 10 in 2016.

65 progressed to Year 11 at Wollondilly Anglican College in 2017.

55 completed Year 12 at Wollondilly Anglican College in 2018.

72% 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 the College. 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 telephone 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 Coordinator/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 the 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 Form" 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.

### **Students leaving at the end of Year 12 (over the age of 17)**

The percentage of students in Year 12 who participated in Vocational or Trade training: 28%

Percentage of students attaining Year 12 certificate: 100%  
A total of 55 students graduated from the College in 2018.

A total of 67 % of students enrolled in university courses such as Law, Sports Science and Criminology with 19 % having secured apprenticeships or TAFE courses. 14 % of students are in the workforce or are taking a gap year.

## **Reporting Area 8 - 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 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*

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### **Profile**

In 2018, the College had 991 students enrolled.

A total of 525 of these students were in the secondary years and 392 were in the primary.

There were also 74 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 9 - College Procedures and Policies

All policies written in light of current requirements.

<b>Document</b>	<b>Features</b>	<b>Change in 2018</b>	<b>Summary statement</b>	<b>Access to full Text</b>
<b>Child Protection</b>	General Statement Definitions Safe environment Reporting Obligations Risk Management Investigation Pastoral Care	Nil	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	Issued to all staff and College Council.  Copies on request at College Office.
<b>Anti-bullying (Student Welfare)</b>	Rationale Implementation General Guidelines	Updated to include capacity for E-Smart Accreditation (cyber related adjustments)	Wollondilly Anglican College is committed to the provision of a safe and supportive environment for both staff and students. In summary, attention is given to the bully, the bullied and the bystanders. Ongoing targeting of students or staff is not tolerated.	Issued to all staff and Council.  Copies on request at Office
<b>Student Management (Discipline)</b>	Overview Students and supervisors Detentions Suspension	Nil	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.	Issued to all staff.  Copies on request at College Office.
<b>Communication</b>	Newsletter Diaries Assemblies and Chapel Grievances Contacting Staff Parent Teacher Nights Parents and Friends	Nil	The College values communication with parents by providing regular newsletters and seeking to listen and resolve issues	Copies on request at College Office.

# **Reporting Area 10 – College Determined Improvement Targets**

## **FOCUS AREAS FOR 2018**

### **WAC 2018 FOCUS AREA 1**

In 2018 teaching staff will endeavour to enrich past curriculum initiatives within the College by now focusing on the learning outcomes in Science, Technology, Engineering and Mathematics. They will encourage students to gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills in an integrated manner within authentic contexts.

### **WAC 2018 FOCUS AREA 2**

During 2018 all staff will seek to further develop the teaching and learning culture of the College by using best practice in the interpretation and use of data to improve teaching practices, programs and student outcomes particularly in areas of early intervention in literacy and numeracy.

### **WAC 2018 FOCUS AREA 3**

During this year the College will continue to promote excellence in all areas of College life but will be giving a particular emphasis to promoting programs for gifted and talented students. It is expected that this will occur across all academic disciplines, in the creative and performing arts and in sport.

### **WAC 2018 FOCUS AREA 4**

Over 2018 we will review teaching programs and organisational structures across the College to ensure that they are being effectively delivered within the framework of the Christian worldview and are consistent with our underlying faith and values.

### **WAC FOCUS AREA 5**

During this year the College will focus on ways to continue to reach out into the community it serves in Tahmoor and in finding new ways of serving the community in Wilton.

### **WAC FOCUS AREA 6**

Our ministry focus for this year will be to explore ways to integrate the gospel outreach of the Wollondilly Community Church with that of the College. We will seek to do this in a manner that maintains appropriate accountability to government and parents for the funds they provide.

### **WAC FOCUS AREA 7**

The 2018 budget will be drafted so that fee increases are minimised and that we maintain at least the Corporation's Level 2 status whilst progressing towards reducing debt per student.

### **WAC FOCUS AREA 8**

As we continue to grow in 2018 we will focus on reviewing the effectiveness of communication systems within the College so that staff, parents and students continue to share a common purpose

### **WAC FOCUS AREA 9**

In 2018 we will be further implementing our marketing plan so that we maintain our four streams in secondary at the Tahmoor campus and possibly commence Lakeside primary classes at Tahmoor in 2019 as well as expanding our own Junior years.

### **WAC FOCUS AREA 10**

Continue to develop a master plan for Wollondilly to take account of changing circumstances. After consultation with Developers, the Wollondilly Shire Council and Wilton Anglican Parish produce an integrated Master Plan for Lakeside that is driven by a well thought out Educational Plan.

Evaluation: Some Key Points:

Gospel –

- Our College community reaction (trust) and support for authentic employment of Christian teachers and support for the Council, Headmaster and staff.
- No program is written without consideration of the gospel and the relevance of learning to Christian living: FA4
- Engagement with the TASC Philosophy of Education, and embedding the concepts and content as a professional learning exercise: FA4
- Effectively delivered/organisational structures
- Appointment of Christian Studies Coordinator: FA4
- Appointment of a Nurse: FA4
- Reflecting the gospel into the community must come from a strong base: 90 per cent of staff are either very satisfied or extremely satisfied (4 and 5 of Likert scale) in the way that the College explicitly communicates Christian Education/Second Education (2016 figures) FA4/FA5
- Strong TASC Review endorsement of Christian Education at the College from Parents and staff FA4
- Because we employ Christian staff there is a strong presence of WAC staff in Camden, Campbelltown, Wollondilly, Highlands, Wollongong churches of all denominations. FA4/FA5
- Increasing demand from students and parents for our students to be engaged in Mission/Service based overseas trips. 40 students on House building mission to Vietnam in 2018: FA4/FA5
- Easter Message and Christmas message delivered by invitation to several local State primary schools FA4/FA5
- WAC Cares ministry that feeds over 20 families almost 100 meals a week and sponsors breakfast programs in local State schools in conjunction with local churches FA4/FA5
- College very active in local events – ANZAC March (350 students)/Remembrance Day/Illuminart/Steam Festival (150 students marching): FA5
- Dilly Drought Fundraiser - \$2500 raised: FA5
- Mission Fundraising on Foundation Day - \$4767 raised: FA5
- Return and Earn – Recycling bottles and containers – ongoing: FA5
- Family Chapel House Collection - Gold Coin Donations and Non-perishable food items - Assist and support local needs and College families struggling. WAC Cares program: FA4/FA5/FA6
- Service Learning Program in Years 5-8 Pastoral Care Social Media to portray a positive message. Years 9-10 Practical Service Learning - WAC Cares Meals Packaging, Nursing Home Visits, Nursing Home Cards, Tie/Dye Socks Making and Selling for Link to Hope Street Mission, Tree Planting and Re vegetation of Sites at Bargo River and Picton, Letters to Vietnam Orphanage/African Link School, Emergency Packs/Trauma Teddies Hospital
- Weekly Nursing Home Visits by students: FA5
- RFS Cadets Program: FA5
- Year 11 Camp Program - Hope Street Mission - Workshop with Homeless: FA5
- Parent Evenings – Cybersafety; Social Media/Cybersafety, Alcohol and Partying: FA5
- Presence of key local clergy and youth workers at Chapel and Family Chapel: FA5/FA6
- Assisting with the Christ Church Anglican Church establishment, planning day and presence of the new Minister at Christ Church (CC) at the College: FA6
- Building relationship with CC minister: Social meetings / Presence at staff PL days / presence at Chapel and Family Chapel / Christian groups / Working space during visits – access to IT etc: FA6

- Regular meetings with Director of Pastoral Care T-12 and contact with Pastoral/Chapel teams FA6
- Invite to Weekly Cake Morning Tea on Wednesday / Invite to Morning Devotions with students in Middle and Senior School FA6
- Advocacy with new local minister for CC to return to Wollondilly Parish: FA6

Academic –

- College Ranked in the Top 150 schools in the HSC: FA1
- Value Added measured (70%+) and greatly exceeded expectation (50%): FA2
- 38 Band 6 Results from 58 students: FA1/FA3
- 14 students on the Distinguished Achievers' List: FA3
- Students ranked 4<sup>th</sup> in the Higher School Certificate for Mathematics: FA3
- Two students who achieved the highest band, Band 6 or equivalent, for all subjects: FA3
- Formation of T-12 STEM Committee cross faculty and including two Exec Members. STEM Committee recommendation for Engineering Science to be offered in Years 11/12 and STEM to be offered in Years 9 and 10: FA1
- Education Framework created and developed including T-12 staff: FA1
- ICT Parents Nights and Seamless (Benchmark) Rollout of My-Tech program with zero pushback from parents: FA1
- NAPLAN Results – at or above State and like schools in comparison: FA1/FA2
- Primary Explicit and Direct teaching continues to attract the attention of AIS who contacted the Headmaster and offered funding, monitoring and support: FA1/FA2
- Student as part of the Champion Australian team attending the World Robotic Championships: FA1/FA3
- Primary students awarded as National champions in the Crystallography Chemical Institute Australia Competition: FA1/FA3
- Analysis and deployment of data for better teaching practice and learning outcomes - Screening tests for every year in Primary (PAT/DIBELS/VALID/STARS/CARS/Seesaw); Primary and Secondary NAPLAN analysis (All senior staff in-service on best use of data); Secondary HSC Analysis, NESA RAP, PAT Tests: FA1
- Staff Professional Assessment Data – EI (Educator impact data collected from students / peers / supervisors on effective practice: FA2
- Appointment of Advanced Learning and Learning Support Coordinator as a budget cut to replace separate support and advanced learning roles (Note for FA3)
- Enrichment program focus on Critical Thinking FA3
- Focus on identification of gifted students and on tracking them T-12 FA3

Staff and Community –

- High retention of staff: FA8
- Destination school for staff (more lateral leadership transfers this year): FA8
- College Website Good – BUT – new web site will be better: FA8
- Who's On location?: FA8
- Proven Multiskilling program – Office staff learn each other's roles so that we can recover easily when a staff member is sick / leaves: FA8
- Refinement of process for quickly contracting new staff - FA8
- High community attendance and engagement at College Events such as Family Chapel (500 to 800), Working Bees (100 to 300), Country Fair (almost all staff and students), Thirlmere Steam Festival (70 – washout), ANZAC Day Marches (200 at Picton – 100 elsewhere). FA4/FA8

- Marketing focus on Community visibility for existing students (less pressure to market for enrolments with Wait Lists): FA 9
- Marketing effectiveness reviewed to direct spending away from pure focus on student recruitment: FA 9
- Monitoring trends eg Transition 2019 less than 2018/Year 7 2020 already oversubscribed: FA9

#### Finances and Efficiency –

- Corporation Level 1 status: FA7
- Fee Increases have not exceeded inflation: FA7
- Reduction in student debt: Effect of higher than expected enrolments is a multiplier over several years/long term projections show reduction in student debt – notwithstanding the above: FA7
- All TASC Targets budgeted for 2019: FA7
- High quality education and high operating surplus without the need for portables or other compromises: FA7
- Low fee rises BUT we have continued to build state of the art facilities – largely funded by growth: FA7
- Wollondilly Anglican College financial efficiency rating out of over 200 Independent schools in NSW Act is still top 20 (as is our growth rate): FA7

#### Growth

- Continual liaison with Shire Council and TASC re expansion into Olive Farm and Master Plan: FA10
- Three Years Capital Works plan and projected reduction in student debt: FA10
- Ten years expansion of capital works planned including high growth/low growth and incubation of Lakeside projections: FA10
- Minor works planned and project managed: FA10
- Planning for Wilton including negotiations and politics continues: FA10

## **Reporting Area 11 – Initiatives Promoting Respect and Responsibility**

The College will continue to endeavour to provide structures and processes that encourage self discipline, learning and respect for others. An important part of this process is to encourage students to make sensible choices and accept the consequences that these choices bring. We will continue to seek, under God's guidance, to develop self-controlled individuals who demonstrate a genuine care and responsibility for the well being of others through an attitude of service.

### **College Expectation**

That students should: **Come to the College to Learn and Participate**

**Student Responsibilities** - That students will:

- learn to the best of their ability and actively participate in learning experiences
- complete all homework and assessment tasks.
- respect the rights of other students to learn without any disruption from other students
- be prepared and bring the necessary equipment for lessons
- attend the College when physically able and be punctual to class
- care and respect College property so that it can be used by other students
- follow 'Classroom Procedures'

### **College Expectation**

That students should: **Feel Safe and Cared For**

**Student Responsibilities** - That students will:

- 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 including Cyberbullying
- Follow 'Classroom Procedures'
- Follow 'Travel Procedures'

### **College Expectation**

That students should: **Have Pride in Belonging**

**Student Responsibilities** - That students will:

- Follow 'Uniform Rules'
- Follow 'Playground Procedures' in relation to placing rubbish in bins and keep the playground clean
- Respect College property
- Not bring or use chewing gum, aerosol deodorant, liquid paper, thick textas or chalk
- Participate in College community events
- Behave in a manner which brings credit to the College
- Participate in sporting events and uphold the code of conduct of good sportsmanship.

### **College Expectation**

That students should: **Respect Themselves and Others**

**Student Responsibilities** - That students will:

- 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'

**College Expectation**

That students should: **Follow College Procedures**

**Student Responsibilities** - That students will:

- Follow 'Diary Procedures' (Years 3 and over)
- Follow 'Roll/Call and Bible Period Procedures'
- Follow procedures for Canteen, Staff Room and Office.
- Follow procedures for 'mobile phones'

**Community Service**

4 Annual College Working Bees

Attendance at Evening Family Chapel

ANZAC Day Services

Thirlmere Festival of Steam

House building Program - Vietnam

Clean-up Australia Campaign

WAC Cares meals for families in crisis

Food Donations/Monetary donations for WAC Cares

Fundraising days for Local/National/International Missions

# **Reporting Area 12 - Parent, Teacher and Student Satisfaction**

## **College Review**

### **Quantitative surveys**

Six surveys were generated and collected by an independent College review coordinator:

- a parent survey, sample size n = 420
- a staff survey, sample size n = 79
- four student surveys:
  - Stage 3 sample size n = 108
  - Stage 4 sample size n = 216
  - Stage 5 sample size n = 165
  - Stage 6 sample size n = 116

## **Parents: Teaching and Learning**

### **Importance of academic achievement to the College community**

In their reasons for selecting the College for their child(ren), parents weighed the quality of teachers as the most important factor.

When describing the distinguishing features of the College, parents described academic achievement at the College as strong, and significantly more important than at other schools. Indeed, staff and students also identified academic achievement as a main distinguishing feature. Thus, Wollondilly Anglican College was identified for its academic rigour, and academic achievement was expected of its students.

### **Learning Expectations**

The College engenders high expectations and hard work in students, from Early Stage 1 (ESt1) to Stage 6 (St6).

Parents were consistently confident that Wollondilly Anglican College does a good job in encouraging students to have high expectations and to work hard.

Perceptions of how the College engenders high expectations and hard work in students

- parent and student perceptions were similar and relatively consistent across College stages, hovering around the border of good to very good

### **Core academic growth from Early Stage 1 to Stage 6**

Parents at Wollondilly Anglican College tended to give a rating of good for education in each of the core academic subjects.

They rated their child(ren)'s education in English, Mathematics and Science subjects similarly across Stages 1 to 6. Their ratings for quality English education were slightly higher than ratings for Science, and the ratings for Mathematics education were slightly lower than the ratings for Science.

### **Breadth of subject choice**

Parents were slightly more satisfied with the range of subject choices than other schools' baselines; Parents rated subject range as very good.

Assessment and reporting were positively perceived by parents. There were very few negative comments made by parents in extended responses.

## **Reporting**

Parents, teachers and students agreed that the College provides good service in reporting progress to parents, and reporting progress and giving feedback to students.

## **Performance of teachers**

Parents at Wollondilly Anglican College were significantly more likely than parents at other schools to think that quality teaching was a distinguishing feature of the College. Like parents at other schools, College parents gave high importance to the quality of teaching in their initial choice of the College for their child(ren).

## **Staff: Teaching and Learning**

Perceptions of how the College engenders high expectations and hard work in students

- staff perceptions increased throughout a student's experience; teachers thought they were getting students to work harder and to have higher expectations as they moved up through College stages.

## **Breadth of subject choice**

Teachers were slightly more satisfied with the range of subject choices than other schools' baselines. Staff gave a rating of good to subject range.

Assessment and reporting were positively perceived by teachers. There were very few negative comments made by staff in extended responses.

## **Assessment**

Teachers rated all areas of student assessment at Wollondilly Anglican College equal to or more highly than other schools' baselines. Differences were significant.

Staff rated all areas of assessment as good.

## **Reporting**

Parents, teachers and students agreed that the College provides good service in reporting progress to parents, and reporting progress and giving feedback to students.

## **Professionalism of staff**

Wollondilly staff also considered teacher quality as a very important distinguishing feature of the College. They rated their professionalism highly, and similarly to staff at other TASC schools

## **Students: Teaching and Learning**

Interestingly, rating of academic achievement as a distinguishing feature varied across student stages, with Stage 5 students considering it most highly.

Addressing learning issues in Stage 5 could pay dividends for success in Stage 6; the difference from student perceptions in Stage 5 to where they need to be thinking and acting for high performance in Stage 6 currently appears too large for the College to achieve the excellent HSC results that parents, staff and students desire.

## **Learning expectations**

Perceptions of how the College engenders high expectations and hard work in students

- parent and student perceptions were similar and relatively consistent across College stages, hovering around the border of good to very good

Students considered their teachers were encouraging of learning success and hard work.

## **Core academic growth from Early Stage 1 to Stage 6**

Students at the College gave similar ratings to other schools' baselines in Stages 3 and 4 but higher ratings than other schools' baselines in Stages 5 and 6. The difference in Stage 6 is significant.

## **Reporting**

Parents, teachers and students agreed that the college provides good service in reporting progress to parents, and reporting progress and giving feedback to students.

## **Differentiated learning for students**

Wollondilly Anglican College appears to cater well for general learning in classrooms and there is a perceived strength in the use of ICT in lessons.

## **Breadth of subject choice**

Students were as equally satisfied as students at other schools with breadth of subject choice. Students gave a rating of good.

Assessment and reporting were positively perceived by students. There were very few negative comments made by students in extended responses.

## **Assessment**

Student ratings of assessment were very similar to other schools' baselines. From student comments, it is apparent that the College has an assessment process in place to try to spread assessments fairly. Only 1% of students complained about assessment crowding.

## **Reports**

Parents reported that access to results via the portal was good, and significantly above the experience of parents at other schools.

## **Growth and Retention**

The College continues to be in the top growing Independent schools in NSW and ACT. The adjacent olive grove will allow for increased expansion in the future. The completion of the Bradford and Banks building in 2017 will provide a first class facility for students to undertake Science and Technology and Applied Science studies.

The College averages over 100 parents and students at Working Bees.

Over 3500 visitors were welcomed at the Annual Country Fair.

## Reporting Area 13 - Summary Financial Information 2018

