



2021 Annual Report

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 Statewide 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:	Enrolment policies and profiles
Reporting Area 9:	College Procedures and Policies
Reporting Area 10:	College Determined Improvement Targets
Reporting Area 11:	Initiatives Promoting Respect and Responsibility
Reporting Area 12:	Parent, Teacher and Student Satisfaction
Reporting Area 13:	Summary financial information

Reporting Area 1 - Messages from key College bodies

Headmaster – Trevor Norman



As 2021 began we were all hopeful of a bright new year with most of our COVID challenges behind us. Yet who could have predicted the kind of year we have had. Yet, I can still confidently state that Wollondilly Anglican College has had a great year.

Our students, teachers and families all partnered together so that our students continued to receive excellent learning through our Off-Campus Learning approach. I appreciate the hard work of our teachers in preparing and delivering these online lessons, as well as the parents who helped to facilitate this in their homes. Well done to our students who used this time productively and continued to engage with their lessons through this period.

This attitude towards quality teaching and high expectations around learning have contributed to another year of excellent HSC results. Our students achieved 41 Band 6 Results, 104 Band 5 Results and 19 of our students were recognised on the Distinguished Achievers' List. In addition to this, some of our students were recognised for outstanding work in Textiles and Design, Industrial Technology, Visual Arts and Dance. We love to recognise our high achieving students but I am also immensely proud of our students at all academic levels who worked hard throughout their time at the College and have achieved results higher than they thought possible. Well done Year 12, 2021, these are outstanding achievements!

Throughout my career as a teacher I have always been motivated by the understanding that I can continue to improve. My background in Sports Psychology and Sports Coaching has certainly contributed to this belief. I am excited by a similar attitude that I see at Wollondilly Anglican College. Our staff are committed to improvement in all they do; we keep learning, we keep practising and we keep getting better. We want to instil this positive attitude to learning in all of our students as well for two important reasons. Firstly, it will help them to learn and achieve across all of their subjects and other areas of interest. And secondly, it will prepare them with a great attitude in the future so that they can achieve what they set their minds to.

“I will instruct you and teach you in the way you should go; I will guide you with My eye.” Psalm 32:8

We have an exciting future ahead and I am feeling so blessed to be a part of it. Wollondilly Anglican College has a great reputation in our community and I am committed to building on this. We will continue to provide every student with excellent learning opportunities in a safe, encouraging and respectful learning environment built on high expectations of behaviour and presentation. This is Wollondilly Anglican College and I am so pleased to be part of this community with you.

God has blessed our College every step of the way and we are so thankful for His guidance over the last 18 years. I pray that you will see God's hand on your family and on our College for he loves us and cares for us. Our hope and our future is secure because we rely on the all powerful Creator of the universe to lead us and guide us into the great plans that he has for each of us.

“For I, the Lord your God, will hold your right hand, Saying to you, ‘Fear not, I will help you.’” Isaiah 41:13

College Council Chairman – Raoul Corry



For a second year in a row, we cannot meet together for our College Presentation Evening as we have done in previous years, but that does not mean that we cannot celebrate the achievement of students who have excelled in all the different aspects of College life.

For all of us, 2021 started with a desire for a back-to-normal year. Mr Ian Croger continued to lead the College in Term 1 and the Council is grateful for his outstanding leadership and sacrificial service. We wish him blessings in his retirement. Mr Trevor Norman joined the College at the start of Term 2 and as a new Headmaster, he has shown his Godly leadership and passion for the Gospel and the College. The Council thanks God that the College is led in such a Godly manner.

Unfortunately, COVID-19 affected learning again in 2021, but our community has shown great resilience through the challenges and impacts of COVID-19. The College Council is thankful to Mr Norman and his Senior Executive Team as they have dealt with the impacts of COVID-19, and the professional staff who had to again switch to Off-Campus Learning. We are truly blessed with the staff we have at Wollondilly.

But, there are still many things to be thankful for and many achievements that deserve recognition, and we will get a chance to celebrate some of these. We know that the God we serve remains in control and that we can continue to be thankful for the many blessings he has placed upon the College again this year.

The College Council's prayer is that not only will you have a joyful Christmas and a blessed New Year, but that the peace and love of Christ dwells with you for all that lies ahead.

Student Representatives

College Captain – Ethan Schultz

Speechless. That's the best word to describe the year we just went through. There are a lot of things to feel disappointed about, but we can let these disappointments light up what we have to be thankful for. So, I'm going to reflect not only on the past year, but to reflect on our entire school career; take a moment with me as we wander the garden of memory.

Staff, thank you. Thank you to the Executive Leaders, Mr Norman whose first year was emergency and disruption, but maintained stability for all of us. Mr Croger, whose victory lap was spent on a Zoom call, you communicated to us with assurance. Sir, your many years of service are priceless. Mr Toland and Mr Burns, your coordination of pastoral care and learning transition to Off-Campus left none by the wayside, and instilled confidence in our College. To the learning coordinators, your flexible and steady response to unpredictable circumstances has demonstrated resilience and strength to all who have witnessed it. And of course, all the teachers of Year 12 under every subject area, who had to deal with all of the issues of online learning. Ms Webb, thank you, as our Year Patron. You brought connection and light-heartedness to all of your Year 12s through quirky Zoom games in our morning meetings. The teachers employed by our College have in many ways performed greater roles than simply teaching, they have demonstrated and modelled life itself. That's why it's sad to say goodbye to all of you, these men and women who played foundational roles in our lives. A piece of them is with us, and that piece tugs as we walk away and move on.

On these grounds, these footpaths and bridges, many of us have grown into the adults who sit in this room together. One of my greatest personal disappointments was that our time together was cut short. The bubbling noise of all of us in the foyer together, the silence of hunched backs over desks in anticipation of the assessments or exams that were due. School really is a strange circumstance, spending time surrounded by people you didn't choose to be around, to compete with, and to build them up. And in total honesty, some of the goodbyes coming up in the next couple of moments are last goodbyes. We aren't coming back bleary eyed on Monday morning in January 2022.

Do you remember late January 2008? That was when you started the 13-year journey which ends here. This year, this time of our lives, this journey has contained hardships that I couldn't imagine. But look at us, we've finished the marathon; the HSC is in the past forever. It's funny when big things end in small ways. When you drive out of the College gates for the last time, Eye of the Tiger won't play, unless you line it up yourself. Things change with or without our permission and sometimes we notice, and sometimes we don't. But before I wrap this up, it's important to mention what won't change, with or without our permission...each of you have been lovingly and intentionally designed, and you will always be loved. Psalm 139, For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.

This I speak with certainty because I know with certainty. So advance with confidence.

College Captain – Samantha Cefai

When I first arrived at Wollondilly Anglican College, I remember looking up to the seniors who wore the black blazers, with badges overflowing, standing proudly in the green, white and black. Now, all these years later, we are those big Year 12 kids. Where has all the time gone? I can't help but feel bittersweet about standing here right now. When I first wrote this speech, I thought our steps out of this College would not be final, and that we would be making a glorious return to finish our HSC exams. But now that we have finished the biggest exams of our lives, we stand here today graduating, and our steps out of this College are much more final, signifying the end of an era and a milestone in our lives.

It blows my mind how far we've come, but also how far I know we are going to go one day. Even with the immense challenges that we have faced collectively, the feeling of belonging at WAC has remained constant. I have come to love this College. Wollondilly has become a second-home, and the people; our peers, friends and teachers have become more like a big family to me, and perhaps this is what makes this moment right now, that much more special.

2021 has been absolutely ruthless. We've endured insurmountable obstacles and adversity to get to this moment right now and every single thing that could've stood in our way has seemingly happened. Two consecutive senior years plagued by the infamous COVID-19, lockdowns, natural disasters, the rats of Flynn kitchen, bad Wi-Fi, new fears of leaving the microphone on in zoom calls, NESA delaying the HSC exams and the fact that we may be the only year group in history to enter the ominous 5th term of Year 12. We've missed a few opportunities and experiences, and we've been kept away from our closest friends, teachers and the College. It has tested our spirit, our motivation and ability to remain connected. All of this. And despite all odds, we stand here today GRADUATING because of the resilience, perseverance and determination of you all. So congratulations to all of you absolute legends.

But we haven't done it alone. Before we get into the good stuff, I want to take a moment to thank the many people who have guided us along the way.

To our teachers, thank you. There are no words to describe the immense gratitude that we have for your dedication and commitment to our learning over the years, especially during COVID. Thank you to Dr Eaton for letting us hide your Pepsi cans every lesson and for making the Chemistry exams so difficult for the 'Chem Chickies', that we felt like dropping out on multiple occasions. Thank you to Mr Davis for carrying our English class to victory, for bringing in creme caramels, and for caving into the pressure every time we begged for a kahoot. Thank you to Dr B for not getting mad when the beakers mysteriously fell from the shelf and shattered all over the floor in Year 10 Science. And thank you to Mr Powter for terrorising the Year 7 kids, for giving me PTSD every time I hear the words 'Pompeii and Herculaneum' and for reminding us all that our souls belong to NESA. Thank you for answering our 'silly' questions, for putting up with our chaotic class discussions and I sincerely apologise for the deterioration of my handwriting over the years.

To Ms Webb, our Year Patron. You have a heart of gold. Thank you for standing by us every single step of the way. Thank you for smiling at us in the mornings when we entered the IRC, for your devotions that inspired us to keep pushing through this rollercoaster ride of a year and for making our days a little brighter during our online roll call meetings.

To Mr Toland, Mr Burns, Mr Norman and Mr Croger, thank you for your leadership and guidance, and for standing by the College motto of "Excellence, Endurance and Eternity". Your dedication along with so many of our teachers, mentors and the staff of the College have worked tirelessly to make our Secondary experience amazing. Thank you to every person at the College for encouraging us to achieve to the best of our ability, and for teaching us that it takes much more than a good grade or ATAR to become a good human being.

Finally, a MASSIVE thank you to our parents for believing in us when we didn't believe in ourselves, for hearing out our wild ideas and dreams and for helping us to accomplish them. Thanks to Dad for staying up with me while I finished my assessment tasks early into the morning and reassuring me that things would be okay despite me leaving them to the last minute every single time. Thank you for loving us unconditionally and for supporting us in whatever we do.

Our time here at Wollondilly has been marked by so much more than our Year 12 experience and journey of completing the HSC. We are made of memories. Our memories. The good and the bad. And even during these uncertain times, there has been reassurance that some things truly never change such as the heartbreak you feel when all of the muffin-melts have been sold out at the canteen or Fraz and Liam asking Mr Toland about doing PE prac every single lesson or even Zane's interesting relationship with painting himself purple.

Our cohort is filled with some of the most inspiring, hardworking and talented people I know, like for instance Jack Carroll and Catherine Shaw who have continuously raised the academic bar, and Tara Boyd who might just be the next Olympian, or Zana Rockwell's dance career, Jordan on the trumpet, Kelsie the baking prodigy, and Beni our talent quest king. From the incredible effort and time placed into major works and performances despite all obstacles, to the effort that has gone into our studies. We truly have defied all odds. But not only is our year group filled with diverse talents, skills and aptitude. The class of 2021 is distinguished by their virtue of character and the personalities that have made our Secondary journey so memorable.

And let me tell you we have some pretty iconic memories. Who can forget Year 7 camp and the infamous gel incident in the boys' cabin or Mrs Rockwell screaming at us to go to sleep or even getting nits from sleeping on the ground in that cabin. To the gold Duke of Ed kids, you'll always have a special place in my heart. I'll never forget laughing hysterically on the jetty on our final night of the qualifying hike or burning a hole in my shorts while cooking my dinner. Or even the 'incident' concerning James Jones, a frisbee and a cliffside, or Chloe Mawbey trying to save the wild possum from the campfire. To almost drowning and losing my thongs while doing our glorious lap at the Swimming Carnival or the iconic dance off between Nicki Minaj and Harry Potter at the Athletics Carnival. In my biased opinion, I believe we have been the best dressed year group of all time. To the poor girl group who was almost led off a cliff-side and to everyone thinking Brianna Nance had broken her legs on Year 9 camp or even the iconic 'Nacho eat-o' song that I'm sure Mr Hewitt was very proud of. Or even just sitting down at recess and lunch with our friends, and being in class with our teachers. I would never have thought that those moments would mean so much to me right now.

I think if COVID has taught us anything, it's that we should cherish every single moment and experience and memory in our lives, and hold onto the people and relationships that we treasure most. You never know when a virus is going to cause a worldwide pandemic, and keep us worlds apart. Now, I would like to share a motto that comes from 'The Secret Life of Walter Mitty' because I thought it would please my good friend Layney Britton but also because I find great meaning in these words and thought it would be fitting for this moment right now as we seemingly depart this college and go out into the big wide world. It goes like this: *"To see the world, things dangerous to come to, to see behind walls, draw closer, to find each other, and to feel. That is the purpose of life."* We have our whole lives ahead of us, so be adventurous, be brave and be creative. Live life rawly and deeply, take risks, pursue your dreams, grasp every opportunity with two hands and enjoy every single second of it. We of all people, have seen how easily opportunities can fly by. What have we got to lose?

These people who we have spent so many minutes, days, months and years with, who we have built lifelong friendships with, who we have laughed hysterically until we couldn't breathe with or cried and shared our very lowest moments with. All of this. These people, these beautiful people; the class of 2021, are going to do truly amazing things. And truthfully, I cannot wait to see what

each of them will do, what they accomplish, how they grow and thrive, and the immense kindness they will spread to the world.

I was once terrified by the thought that we might never experience having everyone in the same room again, or that we might slowly grow apart from our friends, and that this College might just become something that we looked back on fondly and told stories about later in our lives. But Christopher Robin once said *“If ever there is a tomorrow when we’re not together, there is something you must remember. You are braver than you believe, stronger than you seem and smarter than you think. Even if we’re apart, I’ll always be with you.”* So even when we step foot out of this College, when we leave the company of our friends, teachers and this place that we have come to love. If we don’t cross paths again or at least not for a while, it will be our shared experience of coming to Wollondilly Anglican College, our friendships, memories, and unbreakable bonds that will hold these people firmly in my heart. Who knows, maybe one day you’ll open a year book and point out a familiar face that reminds you of a beautiful moment you shared.

It has been an honour to stand amongst the class of 2021, and I could not be prouder of how far we have all come. I love you all from the bottom of my heart, and I truly can’t wait to see where the road takes you. Thank you all, God Bless, and congratulations to the Class of 2021.

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

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

NAPLAN 2021 results show that Wollondilly students in Years 3,5,7 & 9 are continuing to make good progress.

The tables show Wollondilly percentages for the Top Two Bands for each year group in comparison to State figures. In all areas, Wollondilly has achieved a higher percentage of students in the top two bands. In comparison to the bottom bands where Wollondilly also performed well against State percentages with smaller percentages of students in the bottom bands.

The growth data is also encouraging when compared to State figures of expected or above growth. While these figures are encouraging the data demonstrates that COVID lockdowns have impacted on student results. At Wollondilly we have minimised the impact however the results for 2021 show a slight drop in our overall percentage of students in higher bands. We will seek to rectify these by providing quality learning and support for students who have had two years of disruption to their schooling.

Year 3	2021 Top Two Bands	State	2021 Bottom 2 Bands	State
Reading	60%	58%	5%	10%
Writing	75%	62%	5%	6%
Spelling	57%	56%	7%	11%
Grammar	65%	59%	5%	11%
Numeracy	49%	42%	2%	13%

Year 5	2021 Top Two Bands	State	2021 Bottom 2 Bands	State	Growth At or Above Expected growth	State
Reading	59%	43%	8%	11%	76%	64%
Writing	35%	26%	12%	15%	63%	60%
Spelling	58%	46%	12%	13%	56%	59%
Grammar	56%	39%	7%	15%	67%	58%
Numeracy	46%	34%	10%	13%	62%	57%

Year 7	2021 Top Two Bands	State	2021 Bottom 2 Bands	State	Growth At or Above Expected growth	State
Reading	38%	32%	11%	22%	53%	50%
Writing	43%	23%	11%	22%	73%	58%
Spelling	42%	36%	3%	14%	63%	59%
Grammar	41%	32%	13%	21%	61%	58%
Numeracy	51%	37%	8%	16%	77%	68%

Year 9	2021 Top Two Bands	State	2021 Bottom 2 Bands	State	Average growth score	State
Reading	38%	32%	11%	22%	34%	31%
Writing	43%	23%	11%	22%	47%	38%
Spelling	42%	36%	3%	14%	36%	32%
Grammar	41%	32%	13%	21%	44%	31%
Numeracy	51%	37%	8%	16%	38%	33%

Reporting Area 4 - Senior Secondary Outcomes

Report by Deputy Headmaster

Outstanding 2021 HSC Results

19 Students on the “*Distinguished Achievers List*”

41 Band 6 Results and 104 Band 5 Results from 64 students eligible for an ATAR

Congratulations to the Year 12 class of 2021 for their commitment and perseverance in the achievement of exemplary HSC results, particularly given the challenges they have faced over the last two years. Our College community was immensely proud to receive the news that 19 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 2021. We congratulate Jack Carroll for his recognition as an ‘**HSC All Rounder**’ in achieving a Band 6 in ten units of study.

Distinguished Achievers Merit list for NSW – extract –

Britton, Layney:	Earth and Environmental Science
Carroll, Jack:	Ancient History, Business Studies, English Advanced, English Ext 1, Legal Studies, Society and Culture
Cefai, Samantha:	Ancient History, English Advanced, English Ext 1, Mathematics Standard 2, PDHPE
Craig, Isabella:	Community and Family Studies, PDHPE
Earnshaw, Emily:	Business Studies, Community and Family Studies
Hart, Maisie:	English Ext 1, Mathematics Standard 2, Society and Culture
Hoving, Hannah:	Music 1
Jones, Gemma:	Ancient History, Business Studies, Legal Studies, Society and Culture
Mawbey Chloe:	Earth and Environmental Science
McKinley, Kelsie:	Community and Family Studies
Mottershead, Jordan:	Music 1
Nance, Brianna:	Business Studies, Textiles and Design
Noblett, Hophnie:	Industrial Technology
Novak, William:	Ancient History, Industrial Technology
Robertson, Isabelle:	Earth and Environmental Science, Industrial Technology
Rockwell Zana:	Community and Family Studies, Dance, PDHPE
Ryan, Eleanor:	Mathematics Standard 2
Schultz, Ethan:	English Ext 1, Legal Studies
Shaw, Catherine:	English Advanced

In addition, Brianna Nance (Textiles and Design), Hophnie Noblett (Industrial Technology) and Isabella Craig (Visual Arts) had projects or performances that earned nomination by the examiners for exhibition as benchmark works for excellence for the HSC.

Zana Rockwell was placed in the top 10 students (equal) in the state for Dance and Brianna Nance in the top 50 for Textiles and Design, both an outstanding achievement.

Congratulations – Students with ATAR 90+

Jack Carroll (DUX)	97.55
Samantha Cefai	96.10
Zana Rockwell	93.50
Maisie Hart	93.45
Catherine Shaw	93.40
Brianna Nance	93.10

Jemma Jones	93.00
Ethan Schultz	91.60
Layne Britton	90.40
William Novak	90.20

High performing subjects this year (minimum +4 above the State) included Business Studies, Community and Family Studies, Earth and Environmental Science, Engineering Studies, Industrial Technology, Legal Studies, Music 1, Society and Culture and Hospitality.

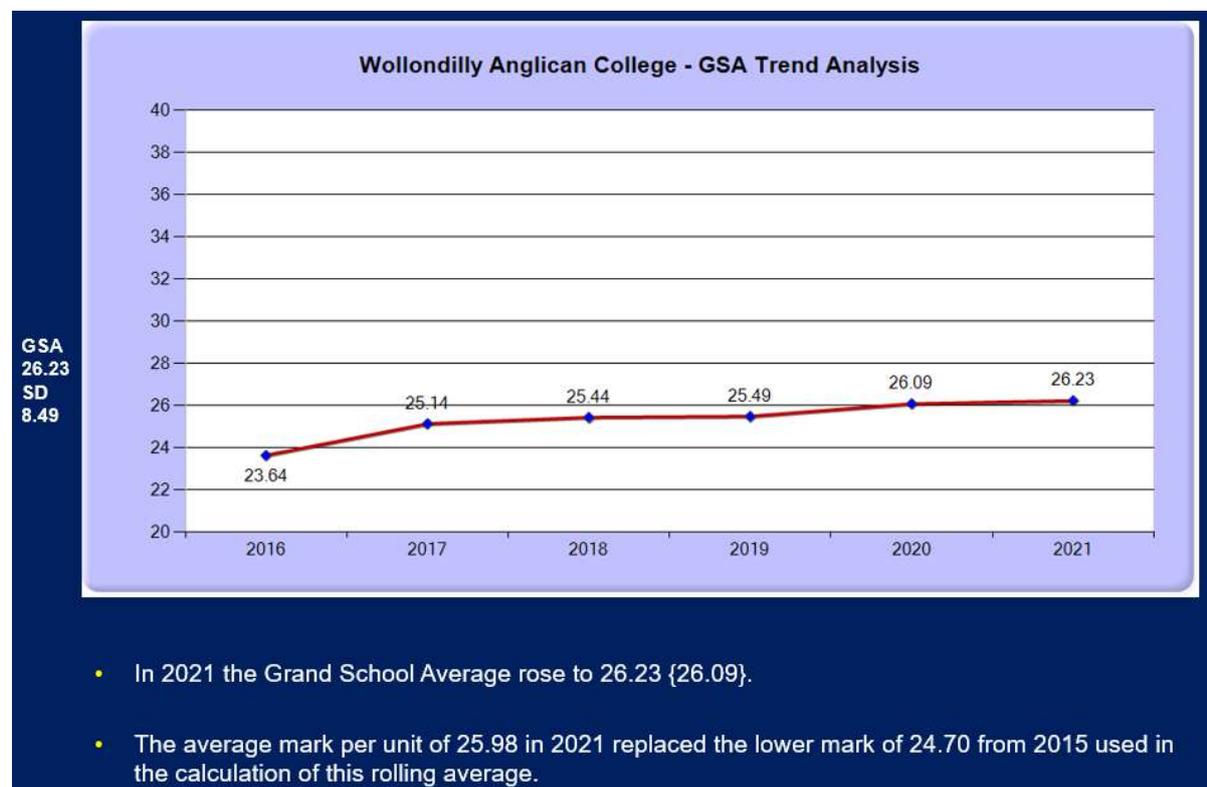
Quote by Headmaster

"We are immensely proud of our class of 2021 who earned 41 Band 6 results and 104 Band 5 results as a product of their diligence and sustained effort and we are particularly proud of the virtues and character of these upstanding ladies and gentlemen and the manner in which they have displayed resilience and navigated the challenges of the last two years. Results such as these are also a testament to the professionalism and dedication of our staff who were able to maintain a continuity of learning for our students during the challenges throughout the year.

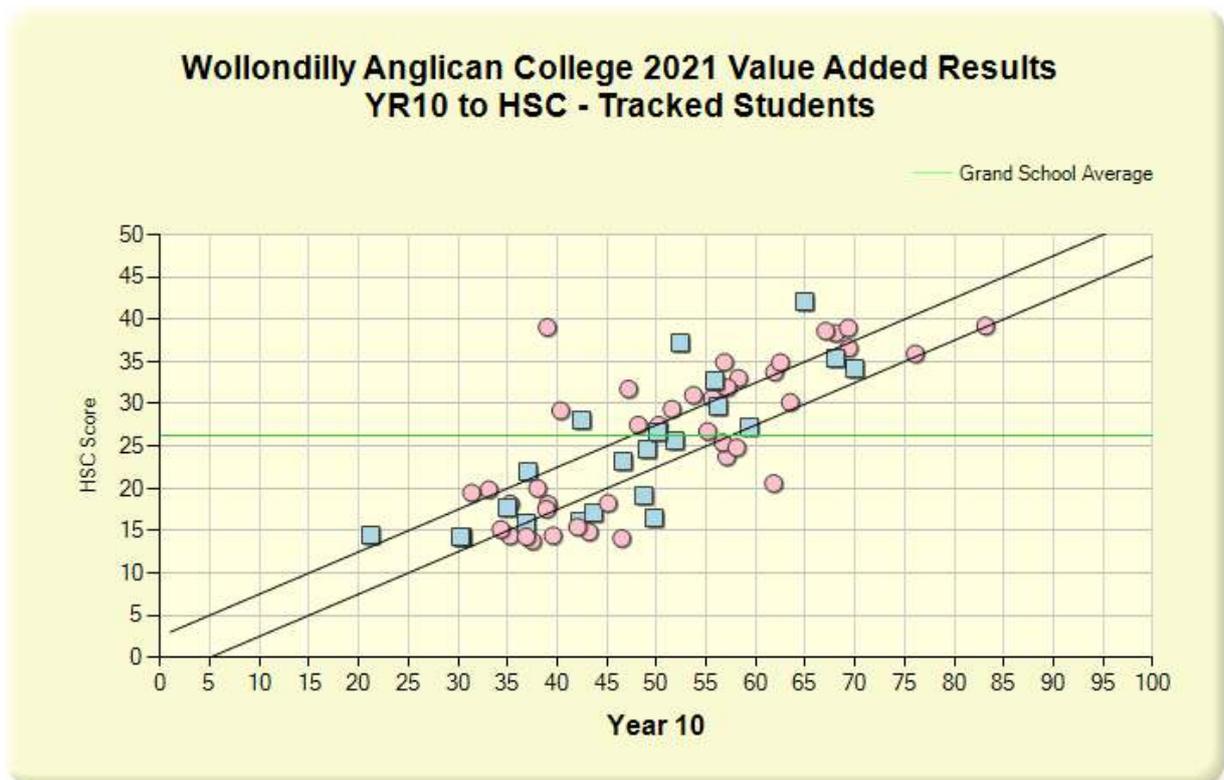
At Wollondilly Anglican College, we celebrate excellence against externally measured benchmarks. Of equal importance to us is the measure of personal best and the extraordinary tales of our externally measured "value added" benchmarked results between Year 10 and Year 12 which attest to the hard work of staff and a positive learning tone for students who will now, as a result, enjoy expanded career and course options."

Grand School Average

A pleasing trend in the HSC Results over the last five years has been increasing the grand schools average mark across all courses combined. This improvement is a reflection of the high quality teaching and learning occurring in the classroom with a focus on explicit teaching as well as critical and creative thinking.

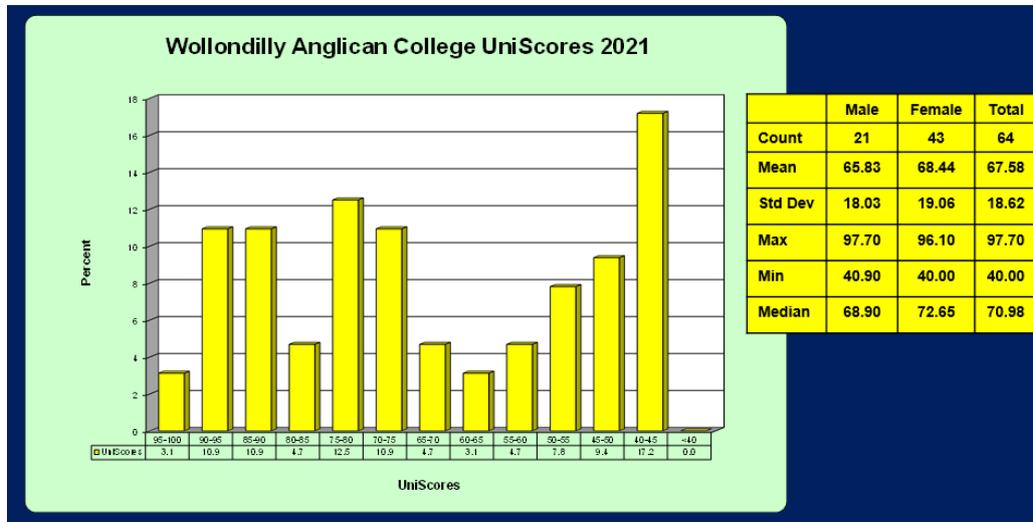


The College engages an external consultant to independently analyse results and determine how much students have improved academically between their results in Year 10 and Year 12. Of course, it would be expected that students improve as they learn and as they get older. We are really interested in how 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.”) Our students’ value added achievement to their benchmark should fall within the tram lines on the graph below. In 2021, 76% of the students reached or exceeded their value added benchmark which was a decrease from 2019 (95%). Five students exceeded their benchmark by a significant margin while three were significantly below it. This is particularly pleasing given the challenges that the last two years of COVID have presented.



ATAR Scores

In 2021, 64 students were eligible for an ATAR score (21 boys and 43 girls). The mean score 67.58 decreased by 5.92 (73.51) and the median ATAR score decreased by 5.90 uniscore points from the 2020 results.



These results are a reflection of an increased tail with 26% (5.2% 2020) of students in 2021 below 50. There was an upward shift in results above 90 ATAR.

UniScore	Count	%	Cumulative % 2021	Cumulative % 2020
99-100	0	0.0	0.0	0.0
95-99	2	3.1	3.1	3.4
90-95	7	10.9	14.1	6.9
85-90	7	10.9	25.0	19.0
80-85	3	4.7	29.7	37.9
75-80	8	12.5	42.2	55.2
70-75	7	10.9	53.1	62.1
65-70	3	4.7	57.8	70.7
60-65	2	3.1	60.9	77.6
55-60	3	4.7	65.6	86.2
50-55	5	7.8	73.4	94.8
45-50	6	9.4	82.8	98.3
40-45	11	17.2	100.0	98.3
<40	0	0.0	100.0	100.0
Totals	64	100.0		

Record of School Achievement

A total of 94 students completed Year 10 and were eligible for their RoSA.

Reporting Area 5 - Professional Learning and Teacher standards

Teacher Standards

In 2021, a total of 77 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 77. A total of 73 of these teachers are at Proficient accreditation level with the other four at conditional accreditation level. **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 2021

HEADMASTER

BA(Sports Studies), MA (Applied Sports Psych), DipEd, MA(EdLeadership)

EXECUTIVE STAFF

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

SENIOR MANAGEMENT

5. B Arts/B Teaching (English & History)
6. GradDipEd, BEc
7. BSc (Hons), BTeach, Cert IV(Assessment)+
8. MEd(Admin), BTeach(Mus), PGCAS, GRNCM, MACE
9. PhD, GradDipEd, BSc(Hons), FRACI, CChem FTGN
10. BEd(TAS), CertIV WT&A, CertII Kitch Ops, CertI Hosp
11. BEd Physical & Health Ed
12. BEd(Hons)
13. MEd(Leadership and Management), BA/BTeach, MACE
14. GradDipEd, BTeach, Cert Gifted Ed
15. MTeach, BEd(Early Childhood), AdDip Child Studies
16. BArts, MTeach(Hons)
17. BHlthSc, BEd(PDHPE), GradDipEd(Primary)
18. BTeach, Cert IV HRGradDipEd, BEc
19. MEd(Admin), BEd, BTeach, Grad Cert Ed (Gifted Ed), Cert Residential Care, MACE

SENIOR STAFF

20. MArts(Info Mgmt), BTeach(Secondary), BArts(English & History)
21. BEd(Primary)
22. GradDipEd, GradDipBible&Missions, BEnvSc(Hons)
23. BScBTeach, PTC(Hons)

TEACHING STAFF

24. BTeach(Early Childhood)
25. BEd(Primary)
26. BEd(Primary)
27. BEd(Early Childhood)
28. BEd(Birth to Twelve Years)
29. BTeach, Bed
30. BTeach(Early Childhood)
31. BArts, MTeach (Primary, English Specialisation)

32. BEd(Early Childhood), DipChristian Studies
33. BEd(Primary); Simon Jones, BEd(Primary)
34. BTeach
35. BEd(Primary)
36. BTeach(Primary)
37. BA(Hons)(Primary), MA Ed(SENDI)
38. Bachelor Primary Ed
39. BAarts, BTeach
40. MEd(Leadership), BTeach, BEd, Anglican Youthworks Cert
41. MEd(Primary)
42. BEd(PDHPE)
43. BEd(Primary)
44. BTeach(Primary)
45. BAarts, MTeach
46. BADipEd, MA(Mod History)
47. BTeach, CertChildStud
48. BMusBEd
49. BTeach, MSpPath (Speech Pathology)
50. MEd (Language and Literacy), BA, DipEd
51. BEd(Studs)
52. BSci(Physics), BTeach(Sec Maths/Sci)
53. MEdStud, Bed
54. BMathEd
55. GradDipEd, BMath
56. BSc(Pure Mathematics/Psychology), Dip Ed(Mathematics), B Ministry
57. GradDipEd, BSocSci(PDHPE), DipASci(Nursing)
58. BDanceEd
59. MEd, (Administration & Curriculum) BTeach, BAarts; (English & HSIE)
60. MEd(Leadership), BA/BEd(English & History), Cert IV Management
61. MTeach, BAarts (English Literatures), BLaws(Hons)
62. MTeach(English & History), BAarts(English & History), GradCert Learning Difficulties
63. BA/BEd(English & History), AdDip Textiles & Design
64. GradDipEd, BA
65. BEd Secondary(SocSci)
66. GradDipEd, BBus(HRM/Ec)
67. BTeach(Sec), BAarts(Communication Studies)
68. BAarts, DipEd
69. PhD, GradDip, CareerEd&Dev, BSc(Hons), DipEd
70. GradDip(AppSc-Build), BTeach, BASc
71. MTeach(Secondary), BSc(Bio Sciences)
72. BEd(Ind Arts), Cert IV WT&A, Cert 1 Construction
73. Bus(Comp&InfoMan), GradDipEd, Cert of RelEd, Cert IV Interactive Multimedia
74. GradDipEd (TAS); BVAD(Visual Arts & Design), AdDip Sports Exercise Nutrition, AdDip Principles of Nutrition
75. BEd(TAS); CertIV WT&A, Dip Yoga Teaching
76. PhD, BEng(Hons), CertIII Carpentry
77. BTeach/BA (Technology), CertIII in Information, Digital Media and Technology (Network Administration)
78. MLMed, BMusBEd
79. MCA(Visual Arts), GradDipEd, BCA(Visual Arts)
80. BEd (Hons), PTC (Hons)
81. BAarts,DipEd(Primary)

Summary of Professional Learning in 2021

Amy Green Webinar Series	Legal Studies
ASC Leadership Conference	Library - SCIS Dewey and Books Number
Autism Spectrum Disorder: Intensive Supports	Library and Poetry (English)
Autism Spectrum Disorder: Universal Supports	Library Christian Education
Autism Spectrum Disorder: Targeted Supports	Macqlit Training
Biology HSC Exam (2020) Analysis	Meet the Markers
CSNSW Chemistry Trial Exam Writing	Modern History
Dance - Core Appreciation - Juliet & Romeo	NASSA meeting
Diabetes Training	NASSA Meeting Term 2
Differentiating Teaching & Learning in School Conference	NASSA Secondary Sport Meeting
Drama	NCCD Term 2 Networking Meeting
Early Career Teachers Course	NCCD: Application & Evidence
Edval 10 Training	NSWCIS Primary Boys Football
Edval Training D1 & D2	Pastoral Care
Embedding & Sustaining Instructional Leadership	PDHPE/Pastoral Care
Experience Teacher Accreditation	Reducing Cognitive Load
First Aid Course	Re-Imagining Physical Education Workshop
Future problem Solving Webinars for Teachers & Students	School Counsellors Conference 2021
Heads of Music	Sharing Achievement
HICES Pastoral Care Conference	Sports
HICES Pastoral Care Network	Stage 6 Economics
Hospitality Network Day	STANSW Stage 6 Conference
HSC Marking EES	Support Students with Working Memory Difficulties
HSC Operations	Supporting Students with Working Memory
Ignite the Spark - Developing Talent	TASC June Heads Meeting
Integrating Technology into PDHPE	TASC Review
Introduction to Restorative Practice in Schools	Teaching & Learning
IPSSO	TENS
Kumiko Workshop	The Accidental Counsellor - Pastoral
Language - Creating Valid	The Collaborative Planning process: Developing Individual Plans
Language - Creating Valid (Follow-up)	Union Representative Training Day
Law for School Nurses	VET RTO Consultant & Audit
Leading with Heart - UNSW	Writing Across the Curriculum
	Yr 12 Careers Information all courses

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 **\$23,280.00**. Professional Learning costs dropped significantly as a result of face-to-face training not occurring because of COVID-19. Many training courses were run online instead at a greatly reduced cost and in many cases with no charge.

Averaged across 77 full time and part time staff this equals **\$302.00 per staff member**. The cost of replacement staff allowing teachers to attend Professional Development was **\$28,400.00**.

College In-service 10 days (including retreat day and CPR training) approximately equals an additional **\$7,000.00**.

Reporting Area 6 - Workforce Composition

The staff composition for 2021 was 77 teaching staff and 30 non-teaching staff. No staff members have identified as Aboriginal or Torres Strait Islander.

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

Average Student Attendance Rate by Year 2021

FORM	ATT_OVERALL	ATT_MALE	ATT_FEMALE	ATT_IND_MALE	ATT_IND_FEMALE
Transition2	96.70%	95.30%	98.00%	93.40%	98.00%
Transition3	95.20%	95.10%	95.20%	93.80%	
Kindergarten	93.80%	94.10%	93.60%		89.20%
Year 1	92.90%	92.90%	92.90%		92.40%
Year 2	94.30%	94.30%	94.20%	91.50%	83.90%
Year 3	94.90%	94.10%	95.40%	91.40%	
Year 4	95.10%	95.10%	95.10%		89.70%
Year 5	94.30%	94.70%	93.70%		
Year 6	94.20%	94.80%	93.70%		95.10%
Year 7	92.50%	93.20%	92.10%		
Year 8	91.30%	90.60%	91.90%	94.10%	
Year 9	90.90%	90.70%	90.90%	64.90%	
Year 10	92.20%	92.80%	91.80%		87.30%
Year 11	91.60%	92.20%	91.20%		84.30%
Year 12	93.70%	96.30%	92.40%		84.10%

Retention rates in secondary schools

- 79 students completed Year 10 in 2019
- 70 progressed to Year 11 at Wollondilly Anglican College in 2020
- 65 completed Year 12 at Wollondilly Anglican College in 2021
- 81% Retention Rate (Year 10 to Year 12)

Management of Student non-attendance

Absentee notes from parents

Parents are asked to:

- Notify the College of reasons for absence via a Push Notification on the WAC App or the Edumate Parent Portal. After seven days, absences are permanently recorded as unexplained. If the College receives notification in writing after the seven days, and under the instructions of the Director of Pastoral Care Coordinator T-12, these dates can be adjusted to 'explained' by Office Staff.
- In the first instance, a parent/carer will be sent a Push Notification via the WAC App at (approximately after 10.30 am) to indicate that a student has been recorded as being absent from the College. A follow up Push Notification via the WAC App is generated after the College day (approximately after 4.00 pm) for the parent/carer to verify the absence and provide a reason. Please note whilst this is the preferred option to verify an absence, you can also log onto the Edumate Parent Portal via a desktop or laptop only to verify the absence.
- Attendance information on Edumate is updated on receipt of written notification via the WAC App or Parent Portal via Edumate from a parent/carer and a copy of this information

is stored. The Push Notification response to an absence notification from parents/carers are acceptable as a means of notifying the College of a student absence, so long as the Push Notification is received from the designated mobile of the parent/carer.

- Ensure the reason given for absence/lateness/early leaving must be genuine and the leave unavoidable: illness, medical appointment, pre-approved commitment or unexpected emergency. Unless the provided reason is one of the above, students will have their absence recorded as 'unexplained' on their College record and their Report and will be followed up by the College.

Late Arrivals

Students arriving late need to present to Student Reception. Their diary will be stamped and they will go to class. If the Parent/Carer is not present when dropping off their child, the late arrival will remain as an unexplained absence until the Parent/Carer verifies the absence on the Parent Portal or College App.

Students who are frequently late to roll call are to be referred to the Director of Pastoral Care T-12 for further follow-up.

Early Leavers

Students leaving early need to present to the Student Reception. An early leaver form signed by a parent, will be accepted as an absence note. Otherwise, the early leave will remain unexplained until the Parent/Carer verifies the absence on the Parent Portal or College App. Year 11 and Year 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 Care or Trade training: 19%

Percentage of students attaining Year 12 certificate: 100%
A total of 65 students graduated from the College in 2021.

A total of 66% of students enrolled in University courses such as Law, Sports Science and Criminology with 23% having secured apprenticeships or TAFE courses. At the time of writing this report, 11% of students are noted to be 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.

Conditions of Enrolment

Refer to the link below:

<https://asc.policyconnect.com.au/module/716/page/d704bd86-fe34-498a-9d1a-aff2043b4ec9.md>

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 2021, the College had 1099 students enrolled.

A total of 594 of these students were in the secondary years and 505 were in the primary.

There were also 77 Transition (Pre-Kindergarten) students.

As a comprehensive College, students came from a variety of socio-economic 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.

Document	Features	Change in 2021	Summary statement	Access to full Text
Child Protection	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. Online training completed by all staff
Anti-bullying (Student Welfare)	Rationale Implementation General Guidelines	Policy Updated. Additional proactive strategies added	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.
Student Management (Discipline)	Overview Students and supervisors Detentions Suspension	Suspension Policy updated. Adjustments to aspects of procedures	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 wellbeing of others through an attitude of service.	Issued to all staff. Copies on request at College Office. Online Student duty of care training completed by all staff
Reporting complaints and resolving grievances	Parent and students complaints and grievances methods	Nil	The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.	College website
Communication	Newsletter Diaries Assemblies and Chapel Grievances Contacting Staff Parent Teacher Nights Parents and Friends	Diaries updated. New parent communication App	The College values communication with parents by providing regular newsletters and seeking to listen and resolve issues	Copies on request at College Office.
Staff Code of Conduct	Expectations for Staff	Updated and communicated to all staff. All staff signed to	The College provides clear expectations with regard to conduct toward students, other staff and parents.	Issued to all staff. Copies on request at College Office.

		acknowledge the changes		
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Reporting Area 10 – College Determined Improvement Targets

FOCUS AREAS 2021 REPORTING

WAC 2021 FOCUS AREA 1

Throughout 2021 emphasis will be placed on raising levels of achievement by raising levels of expectation of students, staff, and parents.

See the progress summary below:

- Communication to Students and Parents – Pride in Belonging
- Roll Call Reset – Staff and Students
- Off Campus Guidelines – Recognition of achievement
- Academic Care Focuses – Study Skills and Time Management
- Parent Support and Education – Targeted initiatives in areas such as On-line Behaviour and Respectful Relationships
- A focus on Excellence and personal best – Striving to grow – Growth Mindset
Interviews with students by Teaching and Learning and Pastoral Care staff to reflect and set goals
- Increased focus on self-reflection and peer reflection.

WAC 2021 FOCUS AREA 2

In 2021, we will attempt to improve the quality of education for all students by focusing on encouraging higher ability students to aim for excellence.

See the progress summary below:

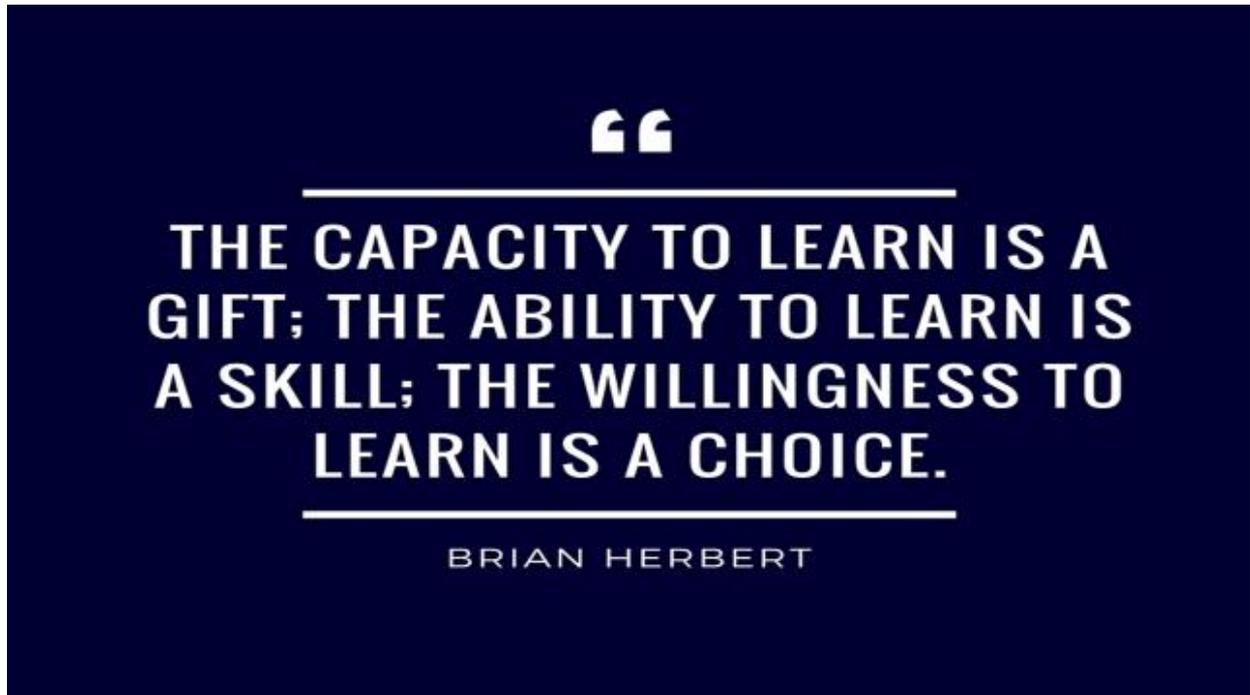
Why are High Expectations Important?

- Direct correlation between level of expectation and achievement
- Direct correlation between level of expectation and wellbeing, self-esteem and academic motivation
- Children learn best when they are expected to succeed
- Studies have shown high expectations in the home were the most important factors in predicting academic resilience and success.

Learning for Life at Wollondilly – Purpose Driven

Consistent Narrative Regarding Expectations

- Whole College communication (assemblies, classrooms, WW, Career aspirations, parent meetings etc)
- Excellence not Perfection
- Personal Best
- Second Education (Values, Morals, Character, Attitude, Mindset)
- Development of self regulation (promoting self discipline; time management; study skills; resilience; personal reflection)
- Use the gifts God has given you.



Developing High Expectation Teaching:

- Communicate Learning intentions and success criteria
- Deep questions rather than recall
- Positive and proactive behavior management
- Set specific goals with students that are regularly reviewed and used for teaching and learning
- Link achievement to motivation, effort and goal setting
- Allow all learners to engage in advanced activities
- Give specific instructional feedback.

Higher Ability Students Aiming for Excellence (Hand in Hand with High expectations)

Long Term Project – Seeing fruit.....

- Staff PD on critical thinking embedding this in teaching and learning
- Attracting and retaining high quality Christian staff
- Grace class
- Identification and development of underachieving high ability students through ALLS team
- Increased subject choice in stage 6 to cater for higher ability students
- Development of an Educational Framework with a focus on Purpose, learning, wellbeing, self regulation and the future
- STEM, maker space, robotics and coding, Da Vinci decathlon etc.

Higher Ability Students Aiming for Excellence (Plans for 2021 and Beyond)

Plans for 2021 and beyond:

- Revisit the effectiveness of the Advanced Learning classes 7-10. Improve quality of the differentiation in these classes
- Backward mapping of skills needed to achieve Band 6 results. Embedding these more consistently and deliberately in 7-10 programs
- Year 12 mentors – Increased role related to academic accountability
- Increased promotion and encouragement of Advanced and Extension Courses in Years 11 and 12
- Increased Cross faculty collaboration – Sharing what works.

An external consultant was used to undertake academic profiling on the 2020 HSC Results. Mr Burns explained the Analysis Process.

- Class teacher analysis of examination and student performance. Class teacher reflects on strategies to move forward with
- TLC Coordinator to analyse course trends and faculty progress. TLC meets with class teacher to discuss results and reflection
- TLC meets with DTL for Faculty reflection and planning strategies for following years.

The 2020 results were extremely pleasing showing the trend of improvement for all students through all levels. The graphs also show the Grand School Average has continued on an upward trend between 2015 to 2020.

See the progress summary below:

In Primary we have started setting up Learning Profiles and plans for students who have been identified through class observations and assessments, as well as some that have participated in testing completed by the Educational Psychologist. Having students identified, has assisted with beginning the teachers onboard. Often the big thing for teachers is knowing what to do within the classroom.

For higher ability students we are not looking at setting them up with individual projects rather our focus is on the in-class further extension of concepts being taught. For example, in Year 1 we currently have a number of students who are performing well beyond Year 1 expectations. During phonics lessons these students still participate in lessons, however, they are given more complex words, they are expected to use words in sentences or to write the meaning of the word in their own words. It is important that students demonstrate a good understanding of what is being taught, before they are moved beyond that. Aim is to have these students respond to goals set by their teachers based on their ability in each subject area.

For teachers it would be good to see a greater widespread use of extension activities, for example, the use of activities like brain image...brain training.

We need to do more work in this area. At the moment, we have a group of teachers doing a Harvard Course on Differentiation.

Our Support teachers and Support Aides have developed tracking systems for use in Secondary and will bring this into Primary. This tracks the grades and utilises a colour system to identify if students have tracked up or down with grades.

Various programs have been running to help extend students with their writing in Year 1. Extra-curricular activities continue to be provided, such as, the Maths Olympics, TOMS in Secondary, Dorothea Mackellar poetry competition, the Write On Competition. Two of our

Year 10 students participated in the NSW EVATT Comp which is a UN Youth competition. We have had a better process for determining what we will participate in.

WAC 2021 FOCUS AREA 3

Throughout next year teachers will be encouraged to evaluate the effectiveness of feedback they are providing to students and urged to explore how they might help students make effective use of it.

See the progress summary below:

This is such an essential aspect of teaching. Started (in a PL lesson) looking at feedback. The plan was to do a short PD session, survey students regarding the feedback they are receiving from teachers, have teachers respond to the feedback with some goals and using further PD help teachers identify strategies they would try. This has been impacted by COVID, the early focus of the year was impacted by the NESAs inspection, completing work to get ready for that.

The initial aims I feel have been met to identify the need to reflect on our feedback, what is most useful and how best to use what we do and say to move students forward. The whole class, written, vocal, in class feedback and also in the future to look at peer feedback.

What has been great is that even through lockdown we have been able to prioritise providing feedback. The Parent Survey showed that this has been greatly valued and appreciated.

WAC 2021 FOCUS AREA 4

In this period of transition, we will take active steps to maintain and strengthen the Christian culture of the College.

- Staff Devotions
- Growing in faith
- Community and Pastoral Support Aide role
- Christian Lunch-time groups
- Chapel
- Year 9-12 Chapel Team
- Family Chapel
- Christian Mentoring
- Prayer Triplets for staff – Future initiative
- Prayer Breakfast – Future initiative
- Roll Call Devotions.

WAC 2021 FOCUS AREA 5

The 2021 budget will be framed to meet all the targets set by the TASC Board and we will seek to maintain financial accessibility for most parents by ensuring overall fee increases do not exceed inflation by more than 1%.

- Exceeded the full year ORBID Budget
- Maintaining Debtor balance levels similar to 2020
- Enrolment numbers kept at a level that resulted in exceeding the full year ORBID Budget. 2022 enrolments are currently better than Budget
- Budgeting for a College fee increase of 2.5% in 2022
- Demographic profiling through Education Geographics, enrolment numbers and monitoring of our Debtors position will be used in determining financial accessibility moving forward.

WAC 2021 FOCUS AREA 6

We will use the 2021 NESAs Registration and Accreditation process of the College to showcase the quality education we are providing within the framework of a Christian worldview.

See the progress summary below:

Registration and Accreditation of Non Government Schools – (RANGS)

- Renewal of College's Registration and Accreditation
- Approval of the College's Teacher Accreditation Authority
- Registration – License for Non Government schools to operate – requirements of Education Act are met
- Accreditation – authority that the College meets the requirements for the Record of School Achievement and the HSC.

Timeline

- Every five years
- Preparation commenced last year
- WAC categorised in 'Basic Assurance'- low risk
- Documentation uploaded to RANGS Online 31 March this year
- Documentation is checked. Possible clarification sought
- Inspection 24 June 2021.

RANGS – Key Areas

Part E Requirements for Registration and Accreditation

- Proprietor of the School
- Staff
- Curriculum
- Safe and Supportive Environment
- Attendance – Student Enrolment Numbers.

TAA Application

- Part A – TAA Details
- Part B - Certification by the Prime Authorised Delegate of TAA
- Part C – TAA Delegation Schedule
- Part D – TAA Policy and Procedures
- Part E – Submission.

RANGS – Key Areas

- *Proprietor and Principal of the School*
- *Staff* – List of all teaching staff, qualifications, Accreditation status, commencement, experience, teaching area
- *Curriculum* – Year groups taught, courses taught across each stage/year, Outlines of courses, hours, teachers, College timetable, Individual Primary and Secondary Timetables, College bell times
- *Safe and Supportive Environment*
 - Staff Code of Conduct
 - Child Safety Incident Report
 - Parent Helper Agreement
 - External Complaint Handling and Grievance
 - Child Protection Policy
 - Internal Complaints Handling and Grievance
 - Over of documents for Safe and Supportive

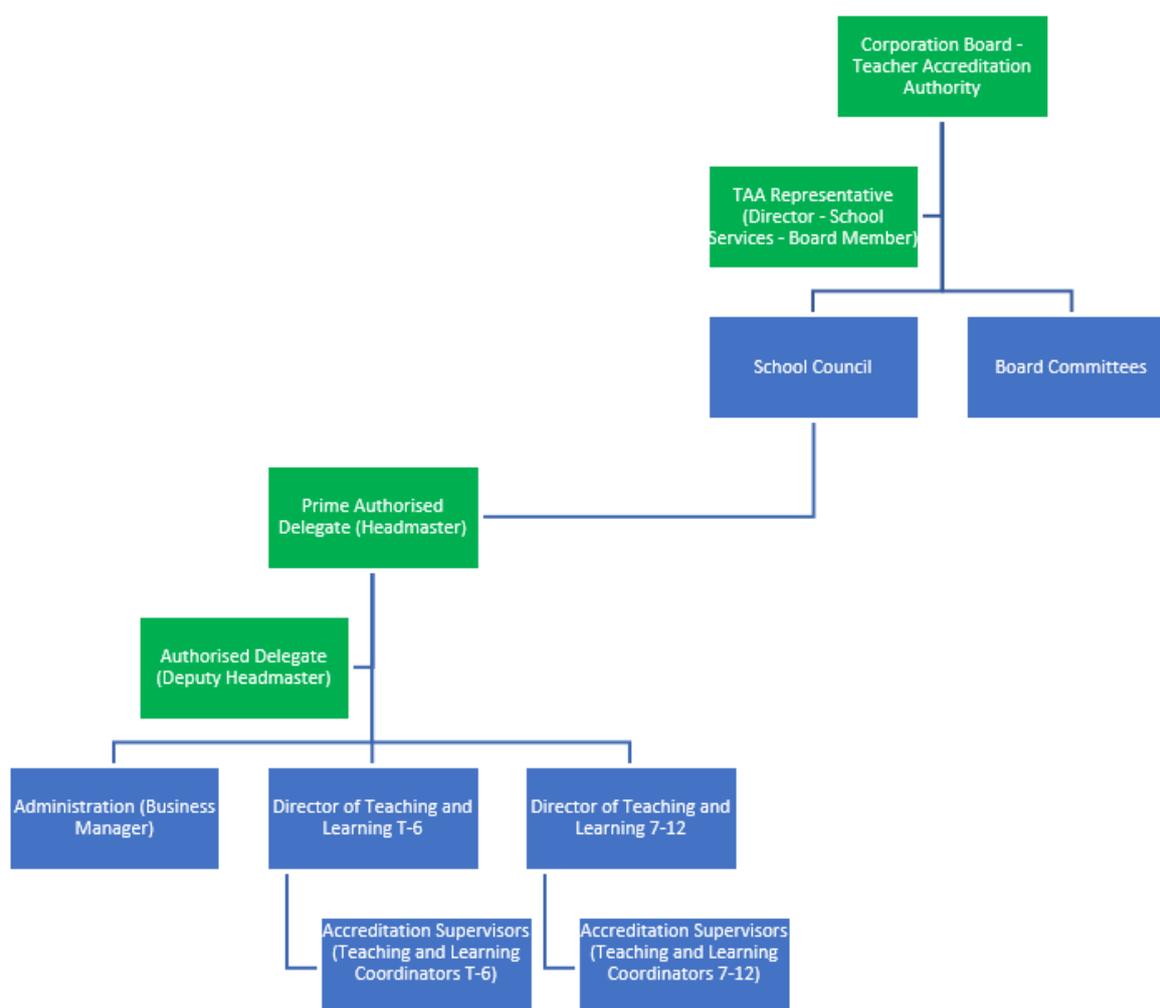
- *Attendance – Student Enrolment Numbers*
- *Further Documentation* that could be requested as evidence that the Headmaster has certified exists.
- Policies – student enrolment, security, evacuation, serious incidents, student management, student leadership, homework, excursions, camps, inclusion, communication, attendance, anti-bullying, medication administration, exemption from schooling,
- Policies – Work, Health and Safety, classroom management, pastoral care, staff handbook, assessment policies, suicide protocol, infectious disease, casual staff policy.
- Documentation – fire safety, premises and buildings, facilities, chemical safety procedures, staff professional development, educational and financial reporting, governance, council members professional development.

Teacher Accreditation Authority

- Policies and Procedures
- Governance
- Organisational Structure
- Delegation Schedule
- Roles and Responsibilities
- Accreditation and Maintenance of Accreditation Processes.

Independent Schools Teacher Accreditation Authority (ISTAA)

Teacher Accreditation Authority (TAA)



Roles and Responsibilities

Headmaster

- Overall supervision of the accreditation process
- Attest that a teacher's accreditation report is accurate
- Provide accreditation certificate issued by NESAs
- Provide 28 days notice not to accredit if not accrediting
- Confirmation of PD requirements being met
- Make Maintenance decisions and notify teacher and NESAs
- Suspension & revocation if Professional Teaching Standards are not being met.

Deputy Headmaster

- All functions performed by the Headmaster at request
- Manage the review process.

Business Manager

- Maintain and regularly check currency of accreditation records
- Manage the evidence of records of relevant staff.

Director of Teaching & Learning

- Selection, managing and supervising the supervising teachers (TLC)
- Identify and document teachers requiring accreditation and timeframes
- Allocate teacher accreditation supervisors
- Monitor professional learning of teachers
- Notify teachers at risk of not being accredited
- Make recommendations to Headmaster regarding accreditation, suspension or revocation.

Teaching & Learning Coordinators

- Supervise, support advise and monitor teachers and record activity
- Determine when a valid and reliable decision can be made about a teachers practice against the standards
- Lesson observations and timely and constructive feedback
- Provide an observation report for finalising accreditation
- Advise the teacher and headmaster in writing of issues with a teachers practice impacting accreditation.

Individual Teachers

- Participate in orientation programs
- Take action to meet proficient teacher standards and engage in TAA process
- Select and annotate evidence
- Meet all requirements for maintenance by the end of the maintenance period
- Within three months of end of maintenance period declare requirements are met.

Accreditation and Maintenance of Accreditation

- Becoming Accredited – valid WWC, status from Conditional or Provisional Accreditation to Proficient.
- Maintenance of Accreditation Requirements:
 - Ensure your teaching practice continues to meet the Standards for Proficient Teacher by performing a range of professional activities as part of your daily practice.
 - A minimum of 50 hours of NESAs Accredited PD across all priority areas. The balance of the 100 hours can be any combination of NESAs Accredited PD or Elective PD.
 - Pay your annual accreditation fee and maintain a current Working With Children Check (WWCC) clearance.

PD REVIEW AND POLICIES



NESA ACCREDITED PD

- Replaces NESA Registered PD
- Meets criteria and focuses on priority areas
- Builds and improves professional knowledge, practice and engagement
- NESA reviews and accredits all courses
- Uploaded to PD log by the provider.

PRIORITY AREAS

- Delivery and assessment of NSW Curriculum/Early Years Learning Framework (as applicable)
- Student/child mental health
- Students/children with disability
- Aboriginal education and supporting Aboriginal students/children.

ELECTIVE PD INCLUDES:



ELECTIVE PD CRITERIA



SUMMARY

- NESAs Accredited PD meets criteria and focuses on priority areas
- Elective PD is flexible so you can align PD to your goals and the Standards
- Transition arrangements apply to your current maintenance period.

Making a decision not to maintain accreditation or to recommend suspension or revocation of accreditation at proficient teacher level?

- Where there is an allegation of a teachers misconduct
- When a teacher is not maintaining their practice against the standards
- When requirements have still not been met after the specified time since formal notice
- When a teacher has not met requirements for professional development or the teacher has failed to declare they have met all the requirements for maintenance of accreditation by the end of their maintenance period (Page 40-43 TAA Policy).

Showcase Quality Christian Education

- NESAs Guidelines
- AIS Advice
- Update of Policies to reflect changes in legislation
- Thorough process of checking so that Policy matches practice.
- Christian worldview but not a criteria for NESAs.

Following the NESAs Registration review, Wollondilly Anglican College has been granted registration under part 7 of the Education Act 1990 for Kindergarten to Year 12 from January 2022 to 31 December 2026.

WAC 2021 FOCUS AREA 7

We will seek to manage efficiently all the uncertainties that surround the building of our final teaching block and the construction of our second entrance so that disruption to students and staff is minimised.

See the progress summary below:

- Quarmby Cottage was successfully completed and furnished for the commencement of the 2021 year. Years 3 and 4 occupy Quarmby Cottage
- The rezoning to a combination of RU2 Rural Landscape and E2 Environmental Conservation of the Olive Lane site was approved by Wollondilly Council on 3 December 2021
- Regular second entrance planning meetings are occurring.
- Organising the second entrance Pre DA for Wollondilly Council (see map below)
- Discussions are taking place with the Mine across the road in relation to roadworks that they're required to do in relation to their new mining DA.



WAC 2021 FOCUS AREA 8

In a period of uncertainty surrounding our emergence from the Pandemic's impact on the economy we will monitor and manage enrolments to best ensure our ongoing financial stability.

- The ongoing Marketing Review
- Engagement of Mr John Black – Demographer
- Now receiving more detailed reporting on withdrawals
- The fast tracking of enrolments due to COVID, as interviews not permitted
- Ongoing Budget Review.

WAC 2020 FOCUS AREA 9

In consultation with the Interim Head and the new Head, seek to establish a five-year Strategic Plan for 2022-26.

Strategic plan for 2023+

The Headmaster suggested that initial discussions were necessary regarding the scope of this project. Such as:

- General guidelines and direction established.
- Who has skills/experience in strategic planning?
- Should a sub-committee be formed for the initial planning?
- Council members discussed the above at the meeting.

WAC 2021 FOCUS AREA 10

We will persist with the long-term ambition to establish a second campus at Wilton.

Focus Area 10 reported at Council Meeting – 20 October 2021

- A committee was formed to persist with the Wilton Campus
- Bradcorp introduced Wollondilly Anglican College representatives to Landcom representatives, the new Developers
- Analytics/demographics from Education Geographics will be used to support the case for a 2nd campus at Wilton
- Still in the early stages of discussions both with Landcom and the Corporation CEO.

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 wellbeing 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

- College Working Bees
- Attendance at Evening Family Chapel
- ANZAC Day Services
- WAC Kids Care program - 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

Staff and Student Satisfaction

As part of remote learning specific focus was placed on check-ins and wellbeing follow-up of staff. This was conducted via Zoom mostly due to the nature of the lock down and remote learning. Meetings and Professional Development were adjusted to recognise the increased time on screen and higher demands for staff related to the creation of digital resources for remote learning delivery. A specific wellbeing afternoon was implemented to support both staff and student wellbeing with staff and students being provided resources and suggestions on how to better manage wellbeing in the context of the lock down. Videos were produced of activities that staff and students engaged in as part of the wellbeing afternoon to highlight good practices in this area. Videos were distributed as part of the Waratah Weekly by our Educational Psychologist with information for staff and parents on how to support students with regard to their wellbeing during this time period. A final initiative that supported staff wellbeing during this time was the implementation of a Virtual Prayer Breakfast to encourage growth in faith and to connect in Christian community due to inability to attend church or the College face-to-face.

Year 10 students completed a survey as part of a Managing Wellbeing Seminar presented to students as part of their subject selection process. This had a focus of having students reflect on aspects of their wellbeing and rank them according to where they felt they were travelling.

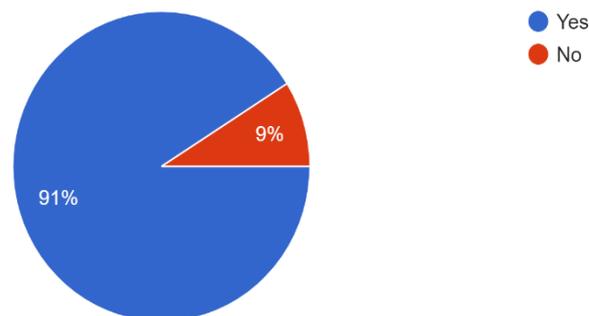
Students also responded to areas that they would like to know more about or learn how to better manage to support their wellbeing. The top ranked area was Study Skills - Managing stress and Anxiety Management was the next most prominent. This was helpful for the Pastoral Care Team to prepare pro-active seminars to support student wellbeing in this important transition period between Years 10 and 11.

Parents and students were surveyed regarding care and learning during the lock down period. Parents and students consistently reported on the care provided by the Pastoral Team and the work of the Year Patrons in promoting connection through the morning meetings session. This provided consistency and continuity of care for students and had a focus on building relationships, devotion material, wellbeing tips and support for one another. Screen breaks, alternative activities that didn't require computer use, movement activities and wellbeing challenges were all reported as valuable in engaging and supporting students in the remote learning period.

2021 Parent Communication Survey

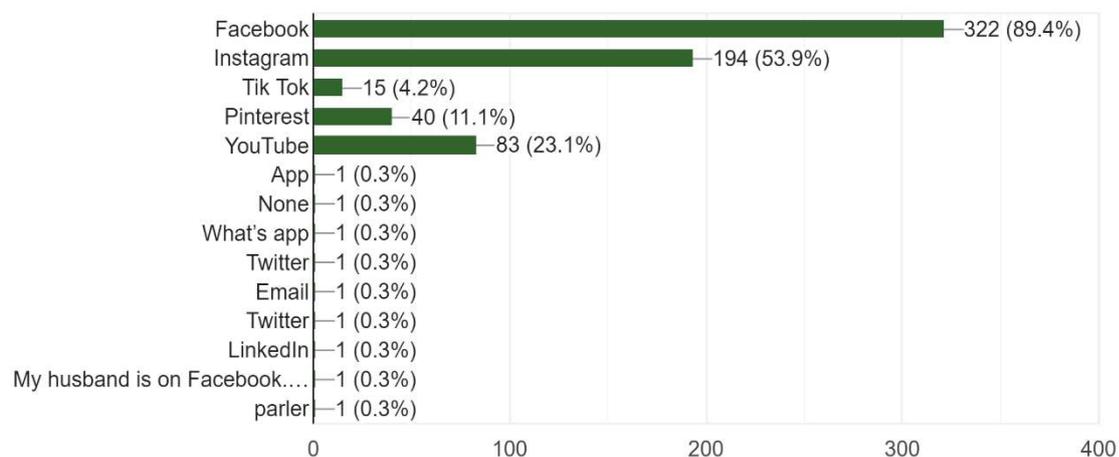
Do you currently use social media

390 responses



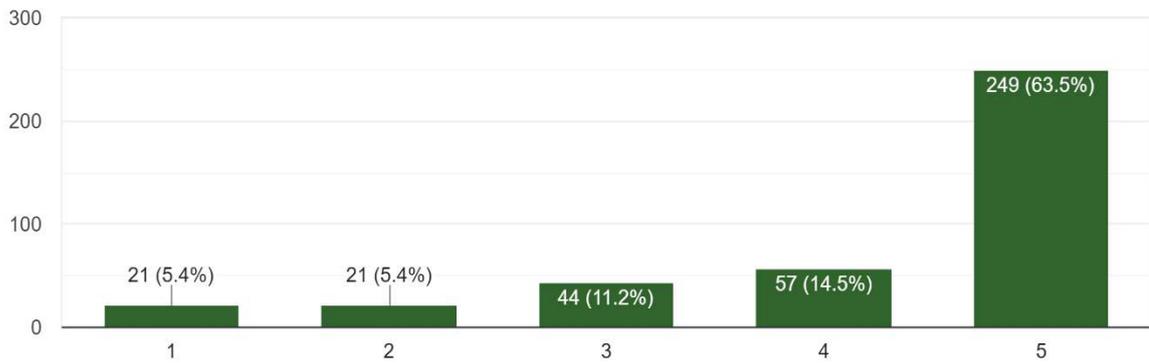
Which social media platform do you use regularly?

360 responses



How frequently do you read the Waratah Weekly?

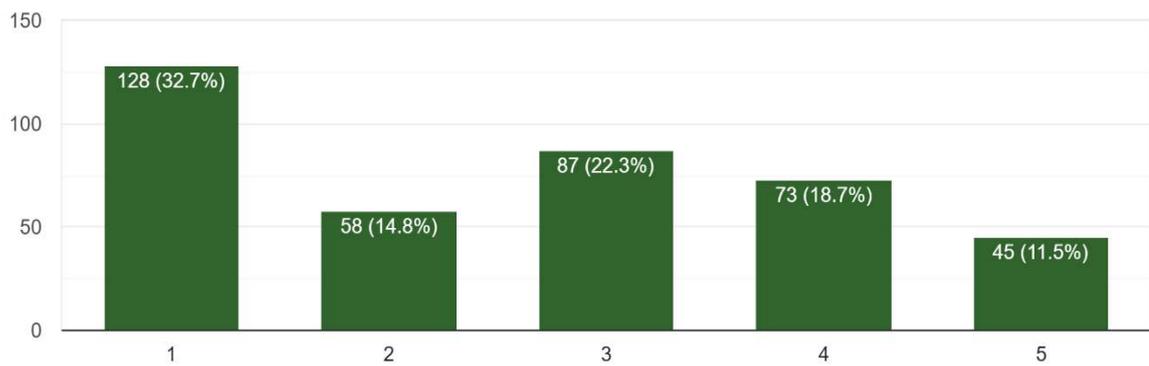
392 responses



1 = Never, 5 = Weekly

Do you find the Waratah Weekly easy to read?

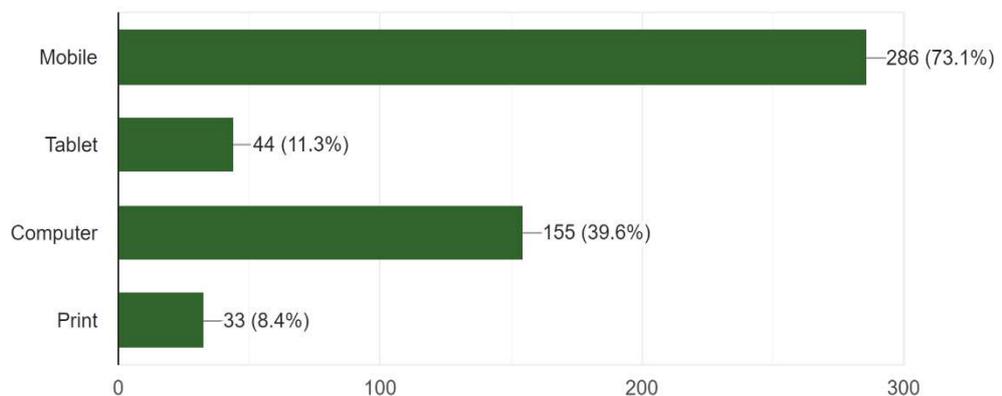
391 responses



1 = Strongly Agree, 5 = Strongly Disagree

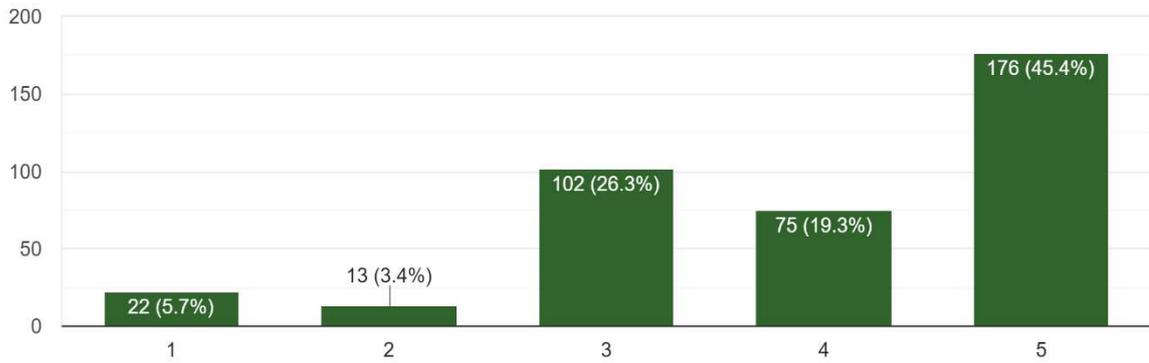
How do you view the Waratah Weekly?

391 responses



If the Waratah Weekly was to be published digitally on using a more mobile device suitable format, would you find this more helpful?

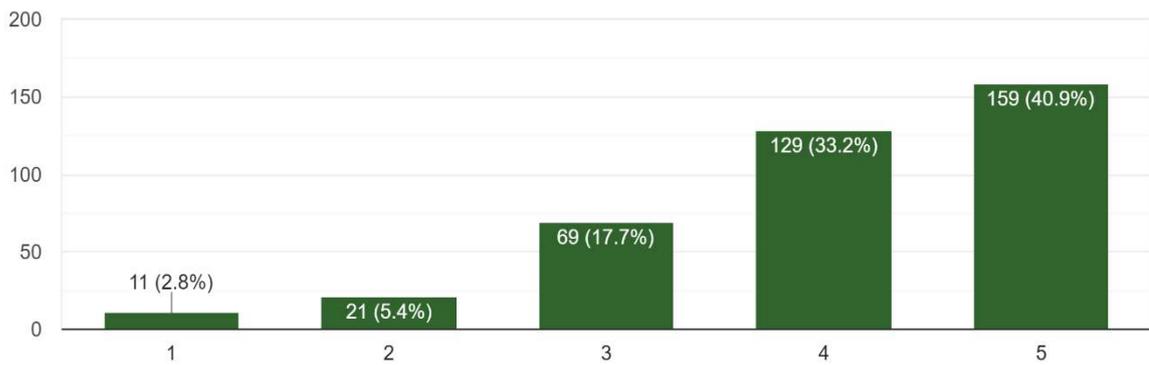
388 responses



1 = Strongly Disagree, 5 = Strongly Agree

Do you think that the College communicates effectively with parents/carers?

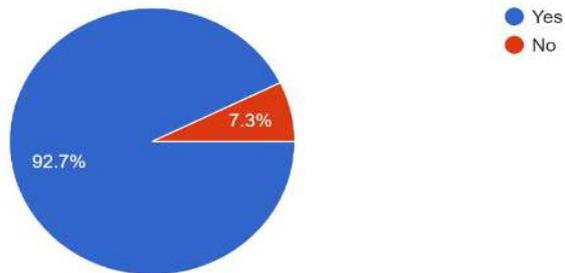
389 responses



1 = Strongly Disagree, 5 = Strongly Agree

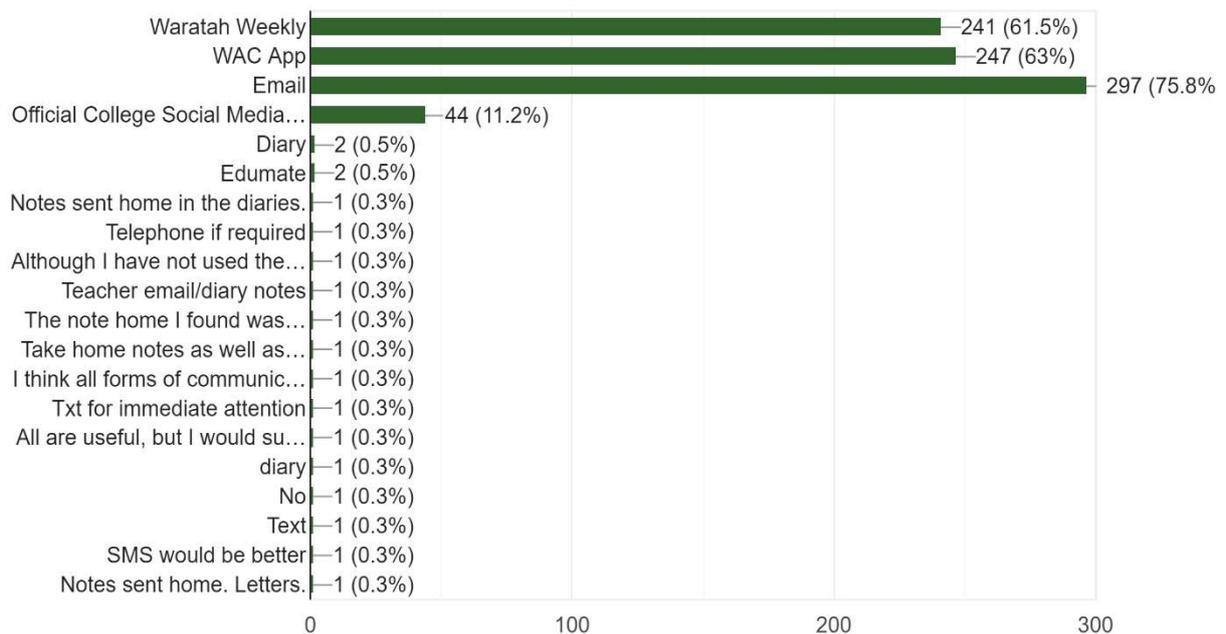
Have you downloaded the College App?

386 responses



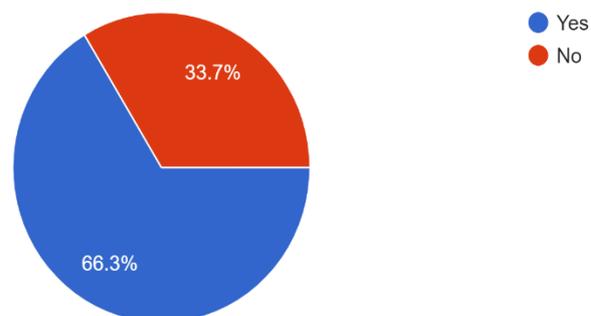
Which of the following do you find the most effective for College Communication?

392 responses



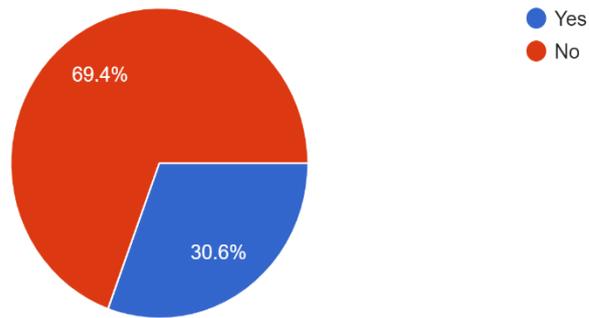
Do you follow the College Facebook, Instagram & Youtube accounts?

392 responses



Have you considered joining the College Parents & Friends (P&F) group?

392 responses

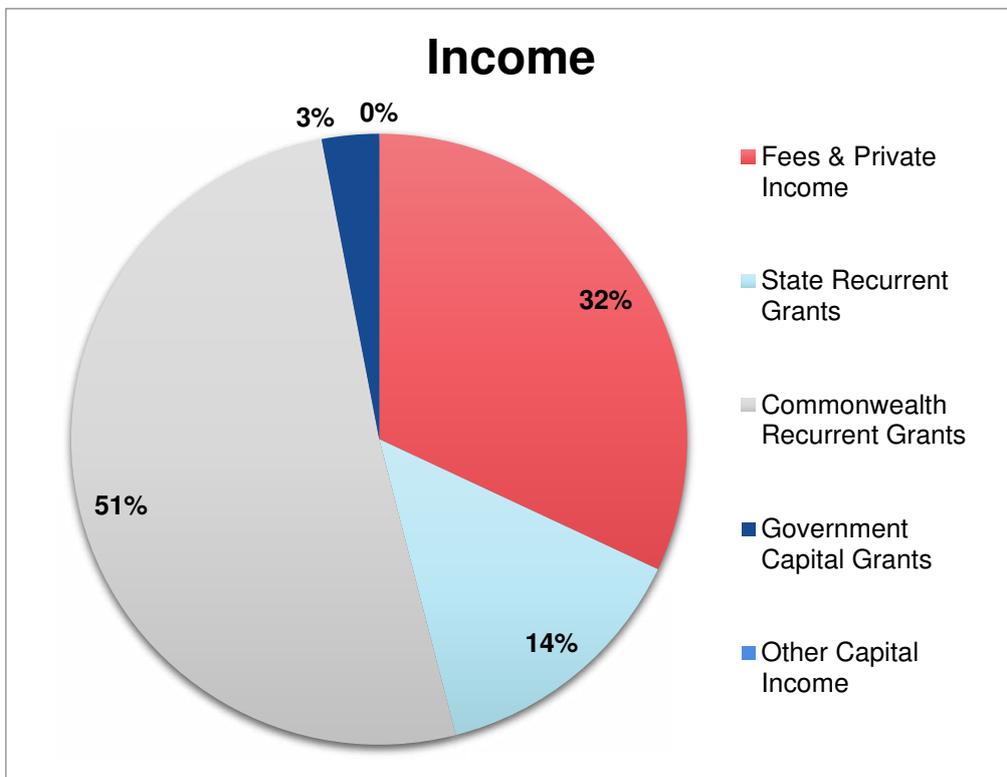


Growth and Retention

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 College averages over 100 parents and students at Working Bees.

Reporting Area 13 - Summary Financial Information 2021



Expenditure

