



Wollondilly
Anglican College
2017 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:	Post College Destinations
Reporting Area 9:	Enrolment policies and profiles
Reporting Area 10:	College policies
Reporting Area 11:	College Determined Improvement Targets
Reporting Area 12:	Initiatives Promoting Respect and Responsibility
Reporting Area 13:	Parent, Teacher and Student Satisfaction
Reporting Area 14:	Summary financial information

Reporting Area 1 - Messages from key College bodies



Foundation Headmaster

Who Am I?

It is an important question. We are only here for **one** lifetime.

The world will tell you who you are: You are what you do – you are a teacher, a housewife, a builder, a banker, a nurse. You are what you **do**.

Maybe you are defined by your social responsibilities – I am a father, a brother, a son, an aunty, an eldest child.

Maybe you are defined by your success – I am a winner, a graduate, a 99 ATAR, a Prefect. Maybe you are defined by your failure – I am a loser, a dropout, an unco.

The world is a cruel and merciless master. If you are defined by what you do, then you will always need to **do more** to be successful. If you fail to achieve then you slide down until you catch hold and start to scramble back.

If you are defined by your position then you are always one redundancy away from losing your identity. Ask the former successful merchant banker who lost his job and then his family and who now scours the bins outside McDonalds to find enough to eat.

The world will pompously tell you that you don't need God – having been Created, it has grown tired of the Creator. But the world is formless, tactless and soul-less.

We were created for better than this. We were created to be loved. If you have given up on yourself then consider your children and your grandchildren.

They are deeply loved by you. That love never changes. They can disappoint you but you don't love them any less. You can be proud of them, but it does not mean that you can love them more. You just love them.

This is how **God sees you**. It does not matter if you are 6 or 96. You are God's child. There is nothing you can do to make Him love you more. There is nothing you can do to make Him love you less.

The world has nothing to offer in terms of defining you. The world says you are your position; you are your responsibility; you are your success; you are your failure. What parent would ever define a child that way?

We were reminded that God's desire is for us to not only know this, but to be able to live in this truth. It just needs a simple decision – to know Jesus. Colossians 2:10 says that ***we are complete in Christ***. This means we no longer need to find who we are or derive our self-worth from other things. Jesus traded his perfection for our imperfections. In Christ, you are forgiven, saved, and free. You are deeply loved.

That's who you are.

College Council Chairman

2017 has been another great year for the College. We have much to be thankful for. Our continuing growth is an indication of how much parents value the high quality education the College offers. College Council thanks parents, and many grandparents, for their ongoing support.



Recently, plans went on exhibition, in Picton, for the next stage of development in the Wilton area. This is particularly significant for us, as the Corporation has purchased land in this area for the establishment of a campus of the College. The area will be developed by Bradcorp and is located on the northern side of the Picton Road in the vicinity of the existing aerodrome. College Council has been working with the Headmaster and senior staff to develop long term educational, financial and building plans for this project.

Many of the achievements in 2017 have been possible because the Headmaster and staff have worked hard at developing a strongly relational learning community. This is obvious in the quality of the interactions between most students, between students and teachers, between teachers and parents and between the staff themselves. Dr Quarmby's leadership has been vital in establishing and maintaining such a supportive environment which enables students to grow, flourish and achieve their God given potential. We thank him for his wise, dynamic and Godly leadership in 2017.

Dr Quarmby, of course, does not do this single handedly. He is supported by a visionary, strategically driven College Council and a teaching and support staff who are dedicated professionals. This whole team shares a common vision and is prepared to work hard to achieve it. We thank them all for their commitment to ensuring that students have educational opportunities at Wollondilly that rank among the best in this area.

Many in our College community know that the Jesus, whose birth we celebrate at Christmas, is worth having a relationship with. They know from firsthand experience that this relationship can bring purpose and meaning to life in contrast to the shallowness often evident in our world. Council prays that over the Christmas period all might experience afresh the abundant life that can be found in Him.

Student Representatives

College Captain – Max Noakes

So here we are; 13 years of education, 39 sports carnivals, four years of Naplan giving a total of 15,000 hours spent at the College and to think it only took three Year Patrons. Some may say this reflects a year that no one really wanted, I don't think this could be further from the truth. This has been a year group full of many colourful characters with whom I've had the pleasure of spending the HSC year with. And what a big year it has been, we've seen a second sandwich press, the wonders of green concrete, as well as Jason just casually managing to get a perfect 100% assessment ranking in Modern. But we cannot neglect that fact that we are here today not just due to our own hard work but also from the constant dedication of others.

To our Headmaster, Dr Quarmby: your capacity to implement change and continual vision for the WAC community has enabled us to grow as students and ultimately achieve. I thank Mr Toland on behalf of all the prefects for his continual dedication to the promotion of the student body and betterment of the student community.

Now it has been said, that the HSC is a lot like one of Mr Croger's jokes it's long, arduous and at many points you'll ask yourself... what am I even still doing here. Regardless, if you endure you will reap the rewards from your hard work... or at least that's what Mr Croger keeps telling us. But all that aside, Mr Croger's tireless dedication to the students of the College, notably through the organisation of memorable Duke of Ed hikes has not gone unnoticed.

Speaking of terrible jokes, I cannot forget to mention our Year Patron. A firm believer in the Wollondilly Way, Mr Gregory has helped shape us into the individuals we are today. I for one would find myself completely lost without the constant informative emails which offer everything from early entry information to fashion advice. Simply, Mr Gregory and his care enough philosophy has undoubtedly been a major influence in the personal growth of our year. For me, the memories I have made over the last few years are more important than anything I have. But these are not really the best years of your life. That my friends are a pain I do not wish on my worst enemy. Because frankly If SRP's and three hour exams are the best years of your life YOU HAVE DONE SOMETHING VERY WRONG. And there is no doubt that saying goodbye may be difficult because, just like when muffin melts go up by 20 cents... CHANGE IS SCARY. But the future is what you make of it and if the hard work by many of you across countless fields is any indicator, the future is very bright.

But really, what would a graduation speech be without recognising those who have personally helped us through the last few years. First of all Mr Hewitt a man who will attempt to solve the world's problems with a succinct powerpoint presentation and a very well organised Spreadsheet. Mr Hewitt's ability to turn Business Studies from an otherwise dry and arduous subject to a somewhat enjoyable subject has been something to marvel at. Of course, this has only been achieved through Mr Hart's guidance as a Faculty Head. His lessons are engaging, his feedback generous, his exams contentious.

I would also like to thank Mr Hicks who has single handedly preserved the grass on the corner of Melba; anyone will tell you the "walk of shame" back up Melba steps was never a fun experience. Regardless Mr Hicks' pep talks having kept us all going even through the very dark times of trigonometric functions. Of course I couldn't forget to mention Mrs Croger whose hard work coached us to three State debating wins, although Mr Van Netten will continue to take credit for the 3rd. But Mrs Croger is a lot like Jamie Bell in that her constant enthusiasm and commitment makes everyone else feel guilty for not working hard enough. Likewise, Mr Powter's astounding knowledge is only rivalled by his continual passion for teaching. His remarkable ability to incorporate real world issues and personal anecdotes while also addressing the syllabus is something to be marvelled at. And of course there is Mr Shellshear whose classes can only be described as "high quality". The continuous cuts to the soothing sounds of Tom

waits and Midnight Oil have kept us all engaged in the otherwise rigorous modern history course.

And finally a big thank you to our parents who have provided countless tea and bickies mostly because they don't know what else to do. Thank you for putting up with us all over the last 18 months when we say things like “mum give me a break I'm doing the HSC... you wouldn't understand”.

But really there is no other group of people I'd rather have shared this experience with and it has been an honour to serve you all as Captain. And while on the topic I'd like to take this opportunity to thank my fellow captain Maddy for reading the College Prayer each and every time as I cannot keep a rhythm to save my life and would end up just confusing everyone.

Now there is no doubt that the HSC has more than lived up its notorious expectations, but to quote Glenn Ray from the hit TV drama Go Back to Where You Came From “it's been an amazing journey of transformation and discovery”.

So while this is a year that is intensely competitive in everything it does, ultimately there's always someone to lend a hand in times of hardship. And if nothing else can be said about this year it is that almost each and every one of you is a team player. So when the time comes that the study notes are read and reread for the last time, the last exam over, the final essay finished and each and every hewitt knewitt pen finally fallen silent. We can walk out these doors with heads held high in the knowledge that we've achieved so much. So with all that said

CONGRATULATIONS YEAR OF 2017!

College Captain – Maddy Traynor

I am incredibly honoured to write to you on this very important day, that used to seem so far away. Despite all the warnings by the adults in my life, I have finally realised that yes, time really does fly. It seems, funnily enough, adults sometimes know what they're talking about.

I have loved my time at Wollondilly Anglican College. The community here is nothing like I've ever experienced before. People genuinely care about each other, and I could not have asked for a better place to spend my secondary education. I have thrived in this environment, and seen my friends thrive and turn into the beautiful people they are today.

I've had the opportunity to learn many useful – and perhaps not so useful – facts, formulas and dates. For instance, Albert Speer was born in 1905, I can now calculate how many fish are in a lake, and Hamlet had some *real* mummy issues.

However, I have also learnt so much about myself. My strengths and weaknesses, and the importance of teamwork. I have learnt that my year group are some of the strongest, most inspiring people that I have ever met. I have found that, in my limited experience in life, every problem I have had I have overcome with the support of my friends, family and teachers.

I would like to thank all of our wonderful teachers who are so dedicated and approachable and giving of their time. I would especially like to thank our fabulous Year Patrons.

Now let's for a moment imagine that high school is a race, a marathon, and we are a very large team of marathon runners. We've been pretty lucky to have been blessed with some amazing coaches to guide us and train us. Firstly, Mrs Rigg, who was given the task of getting us over the starting line. It was Mrs Rigg's job to teach us in the first stage of our race how to actually run the race, providing support for all of us who weren't sure which way the track was pointing. We must've been too difficult to handle because Mrs Rigg decided to change hand us off to our next coach. After this first stage, it was up to Mr Goldsbrough to carry us through the middle of the race, where we were getting the hang of things, and beginning to stir up trouble. Thanks to Mr Goldsbrough's endless patience and history as a PE teacher, we made it through unscathed. Mr Van Netten was waiting at the three quarter marker, just to say a quick hello, lift our spirits, and to warn us of the final sprint that was looming in front of us. He personally provided me advice in how to regulate my breathing when I had my first panic attack about the looming finish line. And finally, Mr Gregory met us for the final leg of the marathon, making it rain eye pads, misprinted jerseys and cold hard fundraising cash for our formal, telling us of all the great things that would await us beyond the finish line. He pushed us, kicking and screaming towards the line. So, as we finish this six-year marathon, which is a pretty long marathon by my calculations, we are now slightly better than amateur runners, thanks the guidance of our coaches. There will still be marathons we need to run in the future, but we've been trained by the best, so I know that there's only winners graduating today.

That's not to say that every other teacher in this College, whether they taught us in Year 12 or not, did not stop encouraging us to be the best we could be, or do the best we could do. Thanks to all the staff. Your ongoing encouragement to each student has helped in ways you can't imagine, even if we weren't your responsibility or students anymore. To Mr Croger, Mr Toland and Dr Quarmby; your fantastic leadership of this College allowed us to explore our potential, to become involved in a wider community, and to actually enjoy coming to the College.

Parents of students in Year 12; you have certainly run your own marathon. On behalf of all of us, thank you. You've helped us grow to the people we are today, shaped us and molded us into the young adults that stand here in this room. Your encouragement has made an enormous impact.

And of course to my amazing peers – the Class of 2017. We've laughed, we've cried, and that was just me on a Monday morning. I'm grateful to be facing the great unknown with you. You are kind, smart and look out for one another. Occasionally we roast one another... but in a friendly way, and only rarely complain about the lack of paper towels in the kitchenette.

I couldn't be happier to be standing beside this new generation of talented and amazing youth, who will go forth and become dentists, shot-put Olympic Champions, philosophers, scientists, political apparel business owners, and perhaps in the future we will be parents of our own Year 12 students. Pay-back time.

So...what now? Up to this point many things in our lives have been decided for us. Now it is up to us to make choices for ourselves. Here's hoping they are good ones. I wish you the health, happiness and success in all your future endeavours, whatever they may be.

(In the words attributed to the German Playwright Johann Wolfgang von Goethe:
"Whatever you can do, or dream you can, begin it. Boldness has genius, power and Magic in it")

Congratulations. It's been an honour to be a part of the Class of 2017.

Reporting Area 2 - Contextual Information about the College

Wollondilly Anglican College was conceived out of the need to provide Christian education in an environment which encourages excellence. It has grown to be a school of choice for those in the Wollondilly Shire and surrounding districts who seek a reinforcement of family values along with the development of life skills, self-discipline and broad educational choice.

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

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

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

We encourage the consideration of Excellence, Endurance and Eternity, *for Christ's glory*. For more information about the context of the College, please visit our website: www.wac.nsw.edu.au

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

External testing 2017

As can be seen from the ACARA summary below comparing Wollondilly Anglican College to other above average academic schools (or like schools) and with all schools, our remarkable HSC results were part of a trend that can be tracked back to the groups coming through from Year 3 onwards where measuring commences. (Please note that Year 7 represents a new starting point for commitment to a high expectation for learning culture for at least half of the students who are new in that year).

These outstanding results are a tribute to the staff at the College and their commitment to provide students with every opportunity for learning and life.

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	467	444	446	455	429
Year 5	521	479	506	522	504
Year 7	568	546	563	567	577
Year 9	614	594	599	604	618

Selected school's average when compared to all Australian students is:

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	467	444	446	455	429
Year 5	521	479	506	522	504
Year 7	568	546	563	567	577
Year 9	614	594	599	604	618

Selected school's average when compared to schools with similar students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below

NAPLAN General Comments: 2017

Year 3

A total of 54 students sat the NAPLAN tests in 2017.

Students in Year 3 performed significantly better than State averages for each area measured.

It is clear that the College focus on early intervention in areas of Literacy and Numeracy is impacting positively on students' results.

Achievement Bands range from Band 1 (lowest) to Band 6 (highest). 42.6% of students achieved a Band 6 for reading, up from 33.3% in 2016. 70.3 % of WAC students finished in the top 2 Bands for writing. In comparison to the State percentage of 53.2%.

Whilst the percentage of WAC students achieving in the top three bands for Grammar is similar to the State, it was pleasing that 72.2% of students achieved either a Band 5 or 6.

The table below shows the percentage of State students and the percentage of College students who scored in the top 3 Bands.

	Reading	Writing	Spelling	Grammar	Numeracy	Data	Number
NSW Result	73.7	76.3	73.8	76.4	70.6	65.3	68.5
WAC Result	79.6	83.3	81.5	77.8	85.2	70.4	79.7
Difference	+5.9	+7	+7.7	+1.4	+14.6	+5.1	+11.2

Year 5

A total of 59 students sat the NAPLAN tests in 2017.

Achievement bands range from Band 1 (lowest) to Band 8 (highest)

Students scored better than the State average for each area recorded except spelling. However, it was pleasing to note that WAC Year 5 students demonstrated greater growth from Year 3 to Year 5 in this area than both the State and Independent schools. Such student improvement indicates effective teaching and learning.

It is clear that the College's focus on early intervention in areas of Literacy and Numeracy is impacting positively on students' results. Student growth data is an indicator of effective teaching and learning. When compared to both State and Independent schools for Numeracy, Year 5 students have shown very good growth from Year 3 to Year 5.

The table below shows the percentage of State students and the percentage of College students that scored in the top 3 bands.

	Reading	Writing	Spelling	Grammar	Numeracy	Data	Number
NSW Result	65.8	48.1	67.7	61.9	61.8	62.6	57.5
WAC Result	71.7	48.3	66.1	67.7	66.2	76.3	64.4
Difference	+5.9	+0.2	-1.6	+5.8	+4.4	+13.7	+6.9

Year 7

A total of 106 students sat the NAPLAN tests in 2017

As a group, students in Year 7 achieved at similar to, or much better than State averages for each area measured.

Achievement Bands range from Band 4 (lowest) to Band 9 (highest). A total of 41 students recorded at least one Band 9.

It has been positive to see the trend data related to writing with Year 7 students in 2017 performing better than other Independent schools. Student growth data is an indicator of effective teaching and learning. Year 7 growth data is similar to or better than both State and Independent schools. Of note is the very good growth recorded for Writing, Grammar and Numeracy.

The table below shows the percentage of State students and the percentage of College students that scored in the top 3 Bands.

	Reading	Writing	Spelling	Grammar	Numeracy	Data	Number
NSW Result	60.2	42.6	68.2	60.2	63.9	66.1	59.5
WAC Result	71.7	58.9	69.1	71	69.7	79.5	75.7
Difference	+11.5	+16.3	+0.9	+10.8	+5.8	+13.4	+16.2

Year 9

A total of 91 Students sat the NAPLAN tests in 2017. 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) to Band 10 (highest). A total of 26 students achieved a Band 10 in at least one area measured; reading has been a focus in the College and it is pleasing to see 14.3% of College students achieving a Band 10 compared to 7.6% of the State. There has been a positive upward trend in Year 9 reading and writing results at the College.

The table below shows the percentage of State students and the percentage of College students that scored in the top 3 Bands.

	Reading	Writing	Spelling	Grammar	Numeracy	Data	Number
NSW Result	58.4	45.2	55.1	51.5	58.5	62.8	57.9
WAC Result	73.7	61.6	63.8	62.7	70.8	71.9	70.8
Difference	+15.3	+16.4	+8.7	+11.2	+12.3	+9.1	+12.9

Reporting Area 4 - Senior Secondary Outcomes

2017 Outstanding HSC Results

Ranked in the Top 150 Schools. The College ranked 2nd in the local area: Campbelltown/Camden/Wollondilly)

Result included 38 Band 6 Results from 58 students and 14 Students on the “*Distinguished Achievers Merit*” List

Congratulations to the Year 12 class of 2017 for their hard work and dedication in the achievement of commendable HSC results. The College community was thrilled to learn that 14 students were placed in the highest result Band for at least one subject. Each received honourable mention on the prestigious list of distinguished HSC achievers for 2017.

Top Achievers List

Caitlin Konzen – Ranked 4th in the State for the Higher School Certificate for General Mathematics

All Rounders list

(students who achieved the highest band, Band 6 or equivalent, for **all** subjects)

Jamieson Bell

Murray Jobbins

Distinguished Achievers Merit list for NSW

Morgan Allan:	Mathematics
Jamieson Bell:	Economics; Advanced English; English Extension 1; English Extension 2; Mathematics Extension 1; Mathematics Extension 2; Physics
Joshua Bell:	Industrial Technology;
David Clark:	Mathematics; Physics;
Jason Davies:	Economics; Advanced English; English Extension 1; English Extension 2; Modern History; History Extension
Taylah Fenning:	General Mathematics
Nicholas Fleming:	General Mathematics; Society and Culture
William Harris:	Biology
Murray Jobbins:	Chemistry; Advanced English; Mathematics Extension 1; Mathematics Extension 2; Physics; German Continuers
Caitlin Konzen:	Ancient History; Advanced English; General Mathematics; Society and Culture
Lucy Mills:	Advanced English; Modern History; Music 1
Max Noakes:	Modern History; History Extension
Lukas Potter:	Music 1
Jamie Thain:	Mathematics

Merit list notable mentions:

English Advanced Extension 1 and 2: Rank 114

Congratulations – Students with ATAR 90+

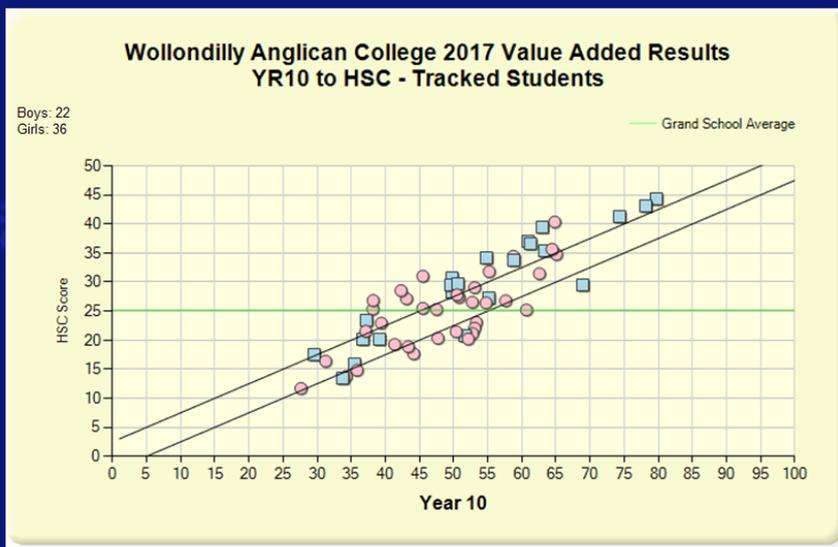
Jamieson Bell	99.35	College Dux
Murray Jobbins	98.45	
Jason Davies	97.30	

Caitlin Konzen	95.95	
David Clark	94.10	
Morgan Allan	90.15	
Max Noakes	90.05	College Captain

Jamieson is exploring a scholarship offer for study in Mathematics at Wollongong University;
Murray hopes to continue studies at the Australian National University in Science and Philosophy;
Jason has accepted an offer of early entry into a Commerce degree at University as a Deans scholar;
Caitlin has a preference for a Bachelor of Social Science and Law at the University of Western Sydney;
David has accepted early entry to University of Wollongong to study Civil Engineering
Max will travel and then take up a Dean’s Scholar placement for a Bachelor of Commerce in 2019.

College Foundation Headmaster, Dr Stuart Quarmby was pleased with the results. “They are a testament to the hard work of the students, the support of their parents and the many hours of extra time committed by staff in the creation of a unique Learning Culture at the College. What impresses me most, is the strength of character and the persistence that is embedded in this list of names which reminds those who know and care for them of their achievements nationally and internationally in endeavours such as Science, Music, Debating and Community Service”.

“Of course, great results measured against external bench marks are important and worthy of celebration, but there were smiles all round from other students in Year 12 who gained results that represented stories of average academic track records being converted through the hard work of staff and their own endeavours into expanded career options. The smiles on the faces of each of these students are no less broad”, said Dr Quarmby.



%	B	G	A
A	68	41	52
B	18	28	24
U	14	31	24

76% of the tracked students were at or above the Value Added Benchmark.

- ❖ In 2017, 76% of the students reached or exceeded the value added benchmark {86%}.
- ❖ 86% of the boys {88%} and 69% of the girls {85%} demonstrated positive academic growth from Y10 to Y12.
- ❖ 4 students exceeded this benchmark by a significant margin while none were significantly below it.

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 –

- 76% 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 benefited 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 77 students completed Year 10 and were eligible for their ROSA.

Reporting Area 5 - Professional Learning and Teacher standards

Teacher Standards

In 2017, a total of 65 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 65. **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 2017

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), BTeach (Mus), GRNCM, MACE, PGCAS
9. PhD, GradDipEd, BSc (Hons), MRACI, CChem
10. BEd(TAS), BTec National Cert (Eng)
11. BEd (Primary)
12. MEd(Admin), BEd, BTeach, Cert Residential Care, MACE

SENIOR STAFF

13. GradDipEd, BTeach, Cert Gifted Ed
14. BEd Physical & Health Ed
15. MEd(Ed Leadership), BTeach, BEd, Anglican Youthworks Cert
16. BABTeach, MACE
17. BTeach(Primary), GradDip(SpEd)
18. MEd (Teach/Lib), MArts (Eng & Ling), BEd (Prim), BEd (Sec)(Hons)
19. GradDipEd, GradDipBible&Missions, BEnvSc(Hon)
20. MEd Stud (Math), BEd (Human Move & Health)

TEACHING STAFF

21. BTeach
22. BEd (Primary)
23. BTeach (Early Child)
24. BTeach, CertChildStud
25. BEd (Primary)
26. BEd(Primary), DipTh, DipWTA
27. BArts, BTeach
28. MTeach, BEd (Early Childhood), AdDip Child Studies
29. MEd(Leadership), BTeach, BEd, Anglican Youthworks Cert
30. BHealthSc, BEd (PDHPE), GradDipED(Primary)
31. BEd(Primary)
32. BEd (Birth to Yr 6)
33. BTeach, Bed
34. GradDipEd, BTeach, Cert Gifted Ed
35. BArts, DipEd (Primary)
36. BTeach, Cert IV Human Resources
37. BEd (Primary)MTeach, BArts
38. GradDipEd, BSocSci (PDHPE), DipASci (Nursing)
39. BMathEd
40. BSci (Physics), BTeach (Sec Maths/Sci)
41. MEdStud, Bed

42. BAarts
43. BAarts, MTeach (Hon)
44. BAarts, BTeach, Med
45. BA/BLaws, MTeach
46. MEd (Leadership), BA/BEEd (English & History), Cert IV Magmt
47. GradDipEd, BA
48. BEd Secondary (SocSci)
49. GradDipEd, BBus(HRM/Ec)
50. BScBTeach, PTC (Hon)
51. PhD, GradDip CareerEd&Dev, BSc (Hon), DipEd
52. BTeach, BAsc, GradDip(AppSc-Build)
53. BEd(TAS), CertIV WT&A, CertIII (Com Cookery), CertII Kitch Ops, CertI Hosp
54. BBus(Comp&InfoMan), GradDipEd, Cert of RelEd, Cert IV Interactive Multimedia
55. BEd (TAS), Adv CertIV (Hort), CertIV WT&A, CertIV (1st Class) Fitting & Machining, CertIV Cabinetmaking, CertIV Woodturning, CertIII Construction, CertIII Conservation and Land Management
56. BVA&D, GradDipEd
57. GradDipEd, BSc (Ag)(Hons), CertIV WT&A, CertII Kitch Ops, CertI Hosp
58. BMusBEd
59. MCA (Visual Arts), GradDipEd, BCA (Visual Arts)
60. BEd (Hons), PTC (Hons)
61. BABTeach, MACE
62. BEd (Dance), GradCert(Hum Nutrition)
63. BTeach/BA(VA&Eng)
64. BAarts(Eng/Comm), BTeach
65. MArts (Info Mgmt), BTeach (Secondary)

Summary of Professional Learning in 2017

A Coach approach to building growth mindset
 Accidental Counsellor
 Achieving Quality in Drama - Advanced Strategies
 Ancient History
 Ancient History for New Subject Teachers
 ASC Junior Heads' Meeting
 Aspiring Leaders Dinner
 Assessment of Learning - non traditional
 Banksia Planning Day
 Becoming Accredited at Experienced Teacher
 Beginning Stage 6 Journey (Presenter)
 Boosting Mental Health & Wellbeing in Schools
 Canvas Networking Day
 Chemistry Teachers Conference
 CIS Rugby League End of year subcommittee meeting
 Cognitive Behaviour
 Communicating Research
 Cracking the Hard Class
 Dance
 Earth and Environmental Science
 EBE Annual Conference
 Edval for Parent - Teachers Nights
 Edval for Parent - Teachers Nights
 EES HSC Judging
 EES HSC Marking and Judging
 English
 Enhancing Music Mindset
 Enhancing Student Literacy Strategies in Stage 6 PDHPE Assessment
 Environmental Management
 Every Student, Every Lesson, Every Day

Extension History
German
Grammar
GTA NSW Annual Conference
HICES Music Heads Meeting
HICES Pastoral Care Meeting
Hospitality Validation and Network Day
How the brain learns mathematics
HSC Chemistry Judging
HSC Marking
HSC Practical Marking - Drama Projects
HSC Skills Masterclass
HSC Standards Committee
HSIE - Stage 6 Geography
Improving Student Learning Through Wellbeing
Instructional Leadership
IPSSO Coordinators Meeting
K-6 Creative Arts
Leading Learning
Literacy and Numeracy
LNAP DET Tainting on Best Start
LNAP Master Class 4
LNAP Masterclass 2
LNAP Module 3
LNAP Module 3 and 4
LNAP Planning 2018
Macqlit
MANSW Conference
Mathematics
Maths
Maths Panel
MiniLit
MISA Softball Coaches Professional Development
Modern History
Module C - The Crucible - People and Politics
Networking
New HSC Syllabus
NRL Training
Online Naplan Training
Opens CIS Rugby League Selector
Pastoral Care
Police School Liaison
Radicalisation of Youth
Risk Assessment and Emergency Response
School Law Conference
Science Yr 10 Valid Marker Training
Senior Woodwork
Sport
Sport Coaching - Hockey
Stage 6 Syllabus
Standards Setting Judging
Stem/Data Analytics
Student Wellbeing
Supporting School Improvement
Supporting Teachers Through Accreditation
TAS

Teaching Cohesion for Writing and Reading
Technology
Textiles
UNSW Global Analysis of Assessment in ANCO
VADEA Conference
Visual Arts - The Medium is the Message
Visual Arts HSC Practice Marking Experience
WHIP Card Presentations

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 **\$52,111.00**.

Averaged across 65 Full time and Part time staff this equals **\$802.00 per staff member**.

The cost of replacement staff allowing teachers to attend Professional Development was **\$19,500.00**

College In-service 10 days (inc retreat day and CPR training) approximately equals an additional **\$4000.00**.

Reporting Area 6 - Workforce Composition

The staff composition for 2017 was 65 teaching staff and 25 non-teaching staff.

One staff member is 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 2017

FORM	ATT_OVERAL L	ATT_MALE	ATT_FEMALE	ATT_IND_MA LE	ATT_IND_FE MALE
Kindergarten	95.4%	94.7%	95.9%		92.9%
Transition2	94.7%	91.2%	97.8%	87.8%	
Transition3	95.3%	94.1%	96.6%		
Year 7	94.8%	95.0%	94.5%		96.4%
Year 8	95.2%	95.1%	95.4%	76.1%	
Year 9	94.3%	94.2%	94.5%	90.1%	97.8%
Year Five	96.1%	96.4%	95.9%	95.6%	
Year Four	95.6%	95.7%	95.3%	92.9%	
Year One	95.5%	95.8%	95.3%		
Year Six	94.2%	92.8%	95.3%		93.4%
Year Three	96.2%	95.6%	96.5%		
Year Two	96.9%	97.0%	96.8%		97.8%
Year 10	93.2%	93.5%	93.0%	98.4%	
Year 11	93.7%	93.0%	94.5%	84.7%	
Year 12	94.2%	95.4%	93.2%	100.0%	96.8%

Retention rates in secondary schools

79 students completed Year 10 in 2015.

67 progressed to Year 11 at Wollondilly Anglican College in 2016.

58 completed Year 12 at Wollondilly Anglican College in 2017.

73% 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 phone the office to inform/explain of a student absence, they are asked to confirm the absence in writing when the student returns.

If a note is not provided:

- Roll call teachers will ask students to return a note the following day and may ask the student to make a note of this in their diary to remind their parents of their responsibility to provide written verification of the absence.
- As a courtesy, a proforma letter is usually sent to parents twice a Term to remind them of their responsibility with regards to providing an explanation of absence from the College. This also applies to late arrivals and early departures.
- Roll Call teachers are to inform the Year Patron/Pastoral 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 student provides written verification of the reason for the lateness that is signed by a parent. If a parent accompanies the student to the office and signs the "Late Arrivals Slip" this will be accepted as a note. The other part of the slip is taken by the student to class.

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

Early Leavers

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

Reporting Area 8 - Post College Destinations

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 58 students graduated from the College in 2017.

A total of 57 % of students enrolled in university courses such as Law, Sports Science and Criminology with 10 % having secured apprenticeships or TAFE courses. 33 % of students are in the workforce or are taking a gap year.

Reporting Area 9 - Enrolment procedures and profiles

Enrolment Statement

Wollondilly Anglican College is a comprehensive co-educational T-12 school. Academic Scholarships are available for students who meet the selection criteria. The College provides a Christian education and operates within the policies of the NSW Board of Studies. Enrolment applications are processed 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 2017, the College had 960 students enrolled.

A total of 529 of these students were in the secondary years and 391 were in the primary.

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

As a comprehensive College, students came from a variety of socioeconomic and cultural backgrounds. There are a number of students with needs in gifted and talented, literacy and numeracy areas.

Reporting Area 10 - College Procedures and Protocols

All policies written in light of current requirements.

Document	Features	Change in 2017	Summary statement	Access to full Text
Child Protection	General Statement Definitions Safe environment Reporting Obligations Risk Management Investigation Pastoral Care	Nil – Staff Code of Conduct signed as part of induction	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
Anti-bullying (Student Welfare)	Rationale Implementation General Guidelines	Nil	Wollondilly Anglican College is committed to the provision of a safe and supportive environment for both staff and students.	Issued to all staff and Council. Copies on request at Office
Student Management (Discipline)	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
Communication	Newsletter Diaries Assemblies and Chapel Grievances Contacting Staff Parent Teacher Nights Parents and Friends	Update ICT agreement to reflect BYOD program. Use of Parent Portal in Edumate to allow parent communication	The College values communication with parents by providing regular newsletters and seeking to listen and resolve issues	Available at College Office

Reporting Area 11 - College-Determined Improvement Targets

FOCUS AREAS FOR 2017

WAC 2017 FOCUS AREA 1

Prepare programs/deliver Stage 6 of the National Curriculum within the framework of a Christian worldview shaped by the Bible and review implementation of Prep-6 programs.

How effective has the College been in meeting BOSTES requirements for Stage 6 in National Curriculum and in shaping curriculum within a worldview shaped by the Bible?

- College received maximum five years for Accreditation (to run HSC)
- College received maximum five years for Registration (to receive Government funding)
- Headmaster (position) received maximum five years as a Teacher Accreditation Authority (TAA) (To be accredited to assess Staff Professional status)
- There was no area that required extra work to meet or exceed compliance standards (this includes WHS/Child Protection/Attendance/Curriculum/Governance/TAA/Pastoral care programs/Grievance procedures/Discipline/Suspension and Expulsion HR practices)
- Evidence was tabled that programs meet BOSTES guidelines but also reflect a Christian worldview. BOSTES agreed that programs were compliant within the curriculum brief. (ASC Review had previously commended the College on the Christian element to programs).
- Curriculum Framework is home grown – using the Melbourne declaration in conjunction with Christian “context”
- National Curriculum rollout was compliant
- High quality education was reflected in WAC HSC results.
- Value added was regarded as a benchmark for independent schools by external consultant (83% of students performed at or above expected value add from Year 10 to Year 12)
- NAPLAN Results – excellent vs similar schools and overall
- Quality Education: MyTech roll out – ongoing – staff training, infrastructure set up, parent purchasing portal, website update
- Focus for Stage 6 National Curriculum has been Science, English, HSIE Faculties developing programs commencing for the preliminary course 2018 and 2019 HSC. Teachers in these faculties have been on external professional learning and had release for course development.
- Review of Stage 6 assessment policies and procedures to align with changes in assessment.
- The Transition to Year 6 (Primary) focus has been on developing programs that have an explicit and direct approach to teaching phonics, reading, writing and numeracy programs. This approach (and the programs produced) will be transferred to Lakeside along with the staff and leadership team that will transfer. (Especially in T-2 Literacy and Numeracy).
- This is a high quality evidence based approach to teaching, with support and consultation provided by the AIS.

- We have continued to develop formative assessment strategies that support quality learning.

WAC 2017 FOCUS AREA 2

Continue to enhance the learning culture of the College by promoting the ongoing professional development of all staff particularly in view of our intention to export this culture to a new campus

Within budget constraints, how effective has the professional development of staff been in equipping staff to cope with change?

- Again, it is not just high quality programs that will transfer; it is evidence based teaching and learning practice.
- All full time teachers at the College spend between 10 and 15 days on professional development each year.
- Staff were accountable for tracking their own Professional Learning and tabulating Professional outcomes through 360 Software involving observations by supervisor and colleague as well as surveys of students.
- Cross Faculty Teams were formed to address College Strategic Plan Focus Areas and research areas of common interest in professional development: improved literacy and numeracy/ICT pedagogy/assessment for learning; and reported back to other staff.
- All PD activities are accepted on the basis of “report back” to faculty or staff
- High results in HSC and NAPLAN
- Other PD activities for ongoing professional development – Peer Lesson Observation and providing feedback, First Aid Training, Anaphylaxis Training, Chemical Safety, 21 Century Learning – Preparing of ICT roll out, Canvas Training, Critical Incident Planning
- Identification of target areas for growth for staff (with supervisor) and a focus on professional reading and professional learning to meet goals in these areas.
- Pastoral Care upskilling before commencement for new Year Patrons and expansion of the use of *Edumate* for all staff to centralise recording of welfare matters
- Professional Learning meetings have focused on development of Critical Thinking. These meetings are Cross faculty and Primary/Secondary Professional Learning groups after College Hours on a monthly basis dedicated to developing Learning Culture
- LNAP research has enabled data driven programming and direct and explicit instruction
- Comment from a staff member - *The 360-degree process has allowed us to collect some data relating to general strengths and opportunities for future Professional Learning. The embryonic development of the Professional Learning framework is helping to shape the direction of Professional Learning moving forward as we develop as ‘Christ-centred, reflective, 21st Century teachers using evidence and data to drive practice’.*
- Challenges include competing priorities for professional learning – CANVAS, maintaining accreditation, budgetary considerations
- College Professional Learning program is mapped against key strategic focus areas for 2017 – and has now been modified to work towards those for 2018.
- Staff Professional Learning is also mapped against individual goals.
- Professional Learning (and spending) is tracked for each staff member over the year.

- A rolling professional Learning plan, which maps teaching and learning and with compliance benefits is considered and deployed annually by College Executive
- Staff professional learning is driven by current research in education. Professional Learning meetings provide staff with opportunities to undertake their own professional reading and share their learnings within their teaching faculty and across faculty groups.
- ICT pedagogy has been a focus as staff move to towards implementing the one to one device program and integrate Canvas in their teaching and learning practice.
- A focus for 2017 has been on developing teaching practice with a focus on Critical Thinking skills such as problem solving, inference, interpretation, evaluation, explanation and self-regulation.

WAC 2017 FOCUS AREA 3

To facilitate development of a 21st century teaching and learning framework we will proceed with the implementation of the five pillars of the ICT Strategic Plan (2015-2019).

To what extent has the Teaching and Learning framework driven expansion of our ICT program?

- 5 Pillars:
 - 1. **Integration of ICT into the Teaching and Learning:** I-Pad Rollout to all Primary. Rollout of Chromebook laptops into Stage 4. Digital presenters and Smartboards deployed as planned. Program is still ahead of schedule. Rollout of My-Tech one to one BYOD program for Years 7-12 and appointment of Primary and Secondary specialists
 - 2. **Professional Development:** New staff issued with devices so they can be professional developed in best use (Augment and rewrite curriculum with ICT capability). In-house peer mentoring re ICT use. CANVAS Champions train staff. PD continues to occur in Canvas, Edumate, iPad use, Smartlibrary, Lightspeed filter usage and College infrastructure usage. PD has been taken both by internal and external providers.
 - 3. **Access to Technology:** New buildings are constructed with new wireless infrastructure in place
 - 4. **IT Hardware:** Staff laptop refresh. Back-up systems regularly reviewed and deployed. Continuous monitoring of internet capacity The College continues to upgrade the local area network to 10Gb. The Banks building will be upgraded in early 2018, leaving only Melba and Sturt to be upgraded from 1Gb to 10Gb. Any new building will default to a 10Gb fibre optic installation. Internet upgrade planned via the ASC 10Gb network for start of 2018.
 - 5. **IT Software:** Rollout of Windows 10 complete. Change over from Moodle to Canvas Learning Management System. Dual system has ceased. We are moving to a Windows 10 64-bit (was 32 bit) standard operating environment (SOE)
- Communication with parents via Waratah Weekly, email and Parent Information nights re Roll out. MyTech Information provided on College website with MyTech email address for Q&A, Booklet prepared for parent information, Q&A, Purchasing portal set up for parents to look at options for purchasing devices.
- ICT guidelines for students have been evaluated and modified

- Canvas is a Learning Management System. Programs are created with technology in mind and then deployed onto Canvas. Teachers are increasingly integrating Canvas into their teaching practice.
- The IT program has been constructed to serve direct and explicit instruction in the Primary.
- The role of the SLIC is being planned to extend beyond the functions of rolling out the one-to-one program and Canvas into future thinking such as deployment of touchscreen devices and their functionality in different KLA's. He also maintains currency on best practice in terms of programs/apps to support learning. There will also be an opportunity to further develop the role as we consider STEM moving forward.
- The role of the PLIT has evolved differently to the SLIC. He is more interactive with staff in their classrooms in deployment of IT as a support for teaching and learning. The PLIT has also been a driver in the development of the Primary webpage and move towards a more dynamic method of sharing student work with parents and the greater community.
- Comment by the Teaching and Learning Directors - *Technology does not replace the explicit teaching of concepts or the interaction between the teacher and the students. Its purpose is to enhance the method and practice of teaching. Staff have undergone professional learning to reinforce this paradigm. Students are still required to complete handwritten tasks, and the blended model ensures that students are not occupied by technology, rather the technology assists quality teaching and learning.*

WAC 2017 FOCUS AREA 4

Build on our success in exposing the Wollondilly community to the value of “Christian community”.

Recognising obvious limitations, how successful has the College been in influencing community attitudes and values?

- 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)
- Focus on Faith course completed by all staff, including new staff to the College
- Staff complete a Statement of Faith each year at WAC (this is unique in Anglican schools)
- Because we employ Christian staff there is a strong presence of WAC staff in Camden, Campbelltown, Wollondilly, Highlands, Wollongong churches of all denominations.
- The Head takes personal carriage over the appointment of all new staff at the College including initial induction. This is important in the transmission of the tradition “story”.
- *Positive feedback from parents at Sibling student interviews around impact of the College and clarity of our distinctives leading to further enrolments due to the visible impact of College on students that are already enrolled and part of the College culture (Liam Toland – Director of Pastoral Care).*
- High community attendance and engagement at College Events such as Term Service (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).

- Increasing demand from students and parents for our students to be engaged in Mission/Service based overseas trips. Forty students on House building mission to Vietnam in 2018.
- Attendance and participation in QV Hospital Remembrance Day/ANZAC Day
- Arnhem Land Mission Trip send a positive message of outreach to our community
- Easter Message and Christmas message delivered by invitation to several local state primary schools
- Pastoral Unit on Service with local, national and international focus - Moving focus or shift from me to we.
- 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

WAC FOCUS AREA 5

In preparation for establishing a new campus at Wilton, work with the church planter to develop Christian community.

How successful have we been in partnering with Wilton in growing the Christian community?

- Rev Ben Boardman (Wilton Church) has been appointed to the College Council
- Meeting between the Headmaster, Chairman and Rev Boardman to discuss future directions and locations of College, timelines, Wilton Church development
- Assistance of the College in restoration of St Marks Church
- College partnering with Rev Ben Boardman and engaging him with our community through Term Service and Senior Chapel.
- College partnering with Wilton and exploring possible service learning related activities to support growing the Christian Community in Wilton (Liam Toland).

WAC FOCUS AREA 6

To balance the competing needs of growing enrolments, increased capital expenditure on new buildings, more generous staff/student ratios and broader educational offerings so that fee increases are minimal.

How successful have we been in funding growth and maintaining at least Level 2 status?

- We are ahead of course to hit the Level 2 budget target.
- Fee rise for 2018 has been set to include a moderate increase
- We continue to have higher growth in salaries than most ASC schools (due to younger workforce and bracket creep) yet continue to minimise fee increases.
- We have continued to build state of the art facilities – largely funded by growth.
- The surplus had been reached despite a vigorous building program
- Wollondilly Anglican College financial efficiency rating out of over 200 Independent Schools in NSW Act is still top 20 (as is our growth rate).

- *Higher than budgeted enrolments which has increased the revenue and allowed the College to not increase fees above inflation levels. A change in the Master plan in deferring new buildings from 2019 will contribute to keeping fees low in the future. (Geoff Adams – Business Manager)*

FOCUS AREA 7

Continue the process of updating all policies so that they comply with current requirements of various government agencies and minimise our exposure to risk.

APPRAISAL QUESTION 7

Has the Head ensured, as much as could be reasonably expected, that we have met compliance requirements and minimised our exposure to risk.

- We were a pilot TASC school in embedding our policies into Complispace. These policies were presented to BOSTES for Registration
- We continue to attract very substantial grants from government authorities (who conduct risk analysis before fund allocation)
- BOSTES inspection found us compliant in areas of risk management and practice
- WHS Audit made minimal recommendations – all of which have been actioned
- College received maximum five years Registration, Accreditation and TAA Authority
- Financial Auditors (annually) gave the College a high recommendation
- Compliance requirements this year have been met regarding First Aid - Emergency Care, Child Protection Training, Staff Code of Conduct, Chemical Safety, Risk Management for Excursions, Anaphylaxis Training, Asthma Training and Diabetes Training.
- The College maintains a Risk Management program which includes a risk register and risk assessments on new activities.
- Injury risk management is reviewed every term by the safety committee who discuss all incidents independently.

WAC 2017 FOCUS AREA 8

Plan for, and where possible, increase the number of senior executive in anticipation of the establishment of a new campus and develop a plan for communication and change management for both schools.

How effective has the process of change in the College been managed and has this process been carried out with Godly wisdom and care for staff?

- Senior Management increase: The appointment of Director of Teaching and Learning (7-12) has been of great benefit to the College. This has meant there is a dedicated senior staff member working closely with the DoTL T-6 to focus Teaching and Learning and drive Staff Professional learning. The recruitment in 2017 and appointment of a Senior Pastoral Care 9-12 Co-ordinator to commence in 2018 will benefit the Pastoral Care team and free the Director to focus T-12. Appointment of an Advanced Learning and Support Coordinator will allow for better progress in catering for extension students in addition to those requiring remediation.

- The introduction of the Performing Arts T-12 position in 2018 will enhance the performance aspects of the College T-12 and release the Creative Arts co-ordinator to focus on the development of quality Teaching and Learning in the faculty.
- The appointment of a PDHPE coordinator will allow the PDHPE faculty area to continue growing and developing its role, supporting student wellbeing with an academic focus. This will also allow the Mathematics Coordinator to focus on developing high quality programs as well as prepare for the new Stage 6 syllabus commencing in the preliminary course 2019.

WAC 2017 FOCUS AREA 9

Update marketing plans for Wollondilly to enhance the Wollondilly brand name and support the expansion to four streams in Year 7 and to include possible future development.

Has the revised marketing plan produced additional enrolments at Tahmoor and created potential enrolments?

- The current marketing plan has assisted in producing waiting lists in all but two years at the College. This was not anticipated in March 2016.
- The four streams commencing in Year 7 2018 are over full. There is some fallout in the community about not being able to enrol at the College.
- With enrolments being full in most years there is now no need for a significant change in the current marketing plan for WAC. Marketing for the current campus will continue to focus on community events and brand marketing in our catchment area. This will include local publications and billboard marketing. In 2018, all current marketing for the Tahmoor campus will be reviewed to determine its purpose and effectiveness.
-

Reporting Area 13 - Parent, Teacher and Student Satisfaction

Staff Survey 2017

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 14 - Summary Financial Information 2017

