

ANNUAL REPORT *2024*



Excellence In Learning, Care & Culture





Wollondilly
Anglican College

2024 Annual Report

Table of Contents

Theme 1:	Context.....	2
Theme 2:	Outcomes and Results.....	9
Theme 3:	Staffing.....	14
Theme 4:	Attendance.....	14
Theme 5:	College Policies.....	16
Theme 6:	Stakeholder Satisfaction.....	16
Theme 7:	Summary of Financial Information.....	21

Theme 1 - Context

Headmaster – Trevor Norman



As the 2024 academic year winds down, I'm filled with immense pride and gratitude for the remarkable achievements of our students and the vibrant spirit that defines Wollondilly Anglican College. We've celebrated significant successes across academics, sport, the arts, and many other areas, which truly speaks to the dedication of both our students and staff. This year has certainly been a journey of discovery, challenges, and celebrations.

At our College, we believe that a great education is fundamental to future success. We actively foster an environment where students take ownership of their learning, recognising that this exponentially multiplies their future opportunities. Our vision for 2025 is for every student, without exception, to be constantly learning and growing. We want them to understand that learning extends far beyond tests and experiments – it's about discovering, exploring, and expanding one's mind to become the best version of themselves. We teach our students that learning should never stop, and that achieving goal requires setting clear objectives, taking action, staying positive, and learning from mistakes. As the philosopher Seneca wisely noted, "It is not that we have too little time, but that we waste too much."

Crucially, we believe character is just as important as intelligence, forming the very foundation upon which we build our lives. As Aristotle wisely stated, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." We strive to cultivate a strong, virtuous character in our students, emphasising traits such as honesty, trustworthiness, respect, kindness, compassion, responsibility, accountability, and discipline. Such character not only benefits our whole society but also enables individuals to truly stand out. This year, our students have also become more Resilient, Resourceful, Relational, and Reflective – essential dispositions for their ongoing maturity.

Above all, it is my deepest hope that each student discovers a personal relationship with Jesus Christ. This step is truly the greatest and most life-changing, leading them on a path of purpose and helping them fulfil God's magnificent plan for them.

As we look to the holiday break, I encourage all students to reflect on their academic success this year and set clear goals for what they want to achieve next year. The choice between comfort and challenge, mediocrity and greatness, lies before them. We eagerly anticipate their return in 2025, ready to embrace the challenge to become the best they can be.

Thank you for your continued support of Wollondilly Anglican College. We look forward to another great year of learning and growth in 2025.

College Council Chairman – Raoul Corry



I want to thank the College community for the support you have given the College in this last year.

The College is much more than a school. It is a community, a welcoming community that has been built by God because this is how God wants us to live in a welcoming and supportive community. And you are all part of that community. Each one of you benefits from each person's contribution to the community, no matter what form that contribution takes. So, thank you to each and every one of you for your contribution.

I'd also like to thank the Parents and Friends Association for the work they have done for the College this year from the successful Country Fair to the Golf Day to numerous other events they have run. They have not only raised funds for the College, but they have also enhanced and help grow the community. So, thank you.

This has been another year of growth for the College. There's been an increase in student numbers. The Fynn Senior Precinct and other building works have been completed and after many years of effort to obtain the necessary approvals, work has now commenced on a much needed second entrance to the College. We are not only blessed with what we physically have here, the College is blessed with a team of teachers and support staff who not only strive to provide an exceptional learning environment, but an environment that continues to focus on caring for each student so they feel valued, connected and encouraged. All within a culture to provide every student with the support and guidance they need to be respectful young men and women. The College Council is grateful for our remarkable teachers and support staff and the extraordinary work they perform every day.

As we are nearing the end of the College year and Christmas and the busyness that comes with it is just around the corner, it continues to be the College Council's prayer that you have a joyful Christmas, a blessed New Year and that the peace and love of Christ dwells with you in all that lays ahead.

Student Representatives

College Captains – Emily Galea and Cooper Riddell

We were honoured to serve as College Captains, a role that has been both humbling and inspiring. A few of us started our journey in Transition. Others joined throughout Primary and the majority of us were welcomed in Year 7. When we forward the clock five years from the beginning of high school to where we are now, we can all agree how fast the time has flown. Together as a year group we have gone through immense challenges. One big one being COVID. We could have never foreseen that we would be home learning and in lockdown. Having to adapt to a new learning environment helped us become the independent individuals we are today. We can laugh at those moments that have now faded into memories.

When we began fresh faced in high school, we were grateful to have been led by Mrs Hitchens, our year patron assisted by Mr Davis. Our time with Mrs Hitchens was short lived as she left on maternity leave. Mr Davis was then joined by Mrs Mozejko. As Mrs Mozejko took on the Leader of Care and Culture, her role as our Year Patron was replaced by Mrs Conquest. Unfortunately, Mr Davis resigned at the end of Year 9. We eagerly awaited in anticipation to find out who our new year patron would be. We were introduced to Mr Lobb who was assisted by Mrs Conquest.

We are fortunate enough to still have Mr Lobb guide our year. He has been our longest serving Year Patron. I would like to take a moment to thank all the role models we have had on our schooling journey. Mr Davis and Mrs Mozejko, navigating us through the unknown predictability of COVID. Their guidance and leadership created certainty and stability in a challenging time. I still remember the morning meetings, where we would have new cooking competitions and challenges. I remember having to guess the staff member based on five photos. Even though we were away from school it was because of their influence that we were able to maintain connections and positive interactions.

As Mrs Mozejko leaves the College at the end of this term, we wish her all the best for her new role and we know that she will continue to share her positivity and encouragement at her new school. We also would like to acknowledge Mrs Conquest and Mrs Hitchens who both had to pass on their roles and we wish them all the best on their motherhood journeys. We thank Mr Davis for his time and patience through some difficult years. And to Mr Lobb who has been our consistent Year Patron since Year 10. Thank you for helping us navigate and supporting us through our final years. It definitely hasn't been an easy journey and at times we have been a difficult year group to communicate messages to, however, Mr Lobb we are forever grateful for your humour, guidance and bookmark where the collector's edition will be sold on Facebook marketplace after this Graduation.

Some of you may know us as the thorns between the roses but let me tell you, our year group is much more than that. I was fortunate enough to start my Wollondilly journey in Year 6. Our last year in Primary consisted of a range of incredible experiences that had shaped our outlook on our education. I was in Mrs Apps's class and every Friday we would participate in an Amazing Race. We were given a set of riddles and clues which we would have to solve to be able to add to our overall point score which was collated at the end of the year and the winners won Zooper Doopers. If I remember correctly my group that included myself and Matilda fell short and came a close second to Choccy Milk; Luke, Hayden, Riley and Nait. As well as this we had a class competition which involved memorising the books of the Bible song, me being my competitive self took it very seriously and to this day I still can recite all 66 books of the bible in the correct order. If it wasn't the books of the Bible song being sung, it was definitely some other classics like 'My Lighthouse' and 'Great Great Brill Brill Wicked Wicked Skill Skill'. One of my favourite memories from this final year of Primary school was being privileged to teach a group of boys choreography to the song 'Boot Scootin Baby' which was performed at a Formal Assembly. From that moment I knew that teaching was my calling. I don't think any other year group had the amount of confidence those guys had to perform that dance in front of the whole school. Ethan K, Luke & Hayden know that the majority of our year has seen that video. How great would it be if you could whip out that routine at our Formal. Speaking of Formals, at our Year 6 Progress Dinner we were the last year group to have been a part of Dr Quarmby's tradition of writing a poem or short story using at least everyone's first or last names in the grade.

When Emily and I thought about what to say we both decided that we wanted to draw on not only our own experiences, but also the experiences of others. Together we thought it would be a good idea to gain insight from everyone regarding their school highlights. Our time at the College has been a journey rich with learning, and filled with memories. These moments, whether they were joyous or challenging, humorous or awkward, have shaped our whole schooling years and become stories we will cherish and share long after we leave. Memories such as Rocket's 3 course meals, cooking bacon, pork and steak in the sandwich press. The ping-pong battles that have somehow lasted over a semester. Our most recent incident between Caitlin and Charlie's back bumper. And though met with a rejection, how can we forget Liam's heartfelt proposal to Natalie.

Among the countless memories that have defined our time at the College, there are a few that stand out as truly unforgettable. We've had yabbies being brought to school and housed by Eve, flat tyres on cars being changed at school and Mia wearing roller skates to school. A memorable

moment during the bronze Duke of Ed was when one particular group slightly bent the rules. Whilst walking through the Kiama markets we all begged to be able to stop and buy something cold and refreshing as the exhaustion set in. The group leaders eventually gave in and we were lucky enough to get an extra treat! These moments, along with so many others, have created experiences that we'll carry with us long after we leave College. They are a testament to the fun that has made our time here truly memorable. I have heard some stories about a moo off from Gold Duke of Ed where Alec & Mr Lobb had a very intense mooing competition, to see who would outwit, outplay and outlast. Mrs Mozejko, that survivor reference was for you. As we move forward, we carry with us not only the lessons learned but also the shared moments that have made our journey together unique.

Term 1 of Year 7, was our first Camp as a new cohort. We had barely known each other and had no clue what we were getting ourselves into. The water slide was definitely a highlight, as well as when Pj somehow caught a seagull while fishing. Another stand out memory during this Camp was Mr Hazelwood and his Magnum ice-creams which he gave to the whole year group and if you were lucky enough you would even be able to get seconds. We pay our respects to the wonderful influence that he had on our lives. Even though his life journey was cut short we are forever grateful to have known the amazing person that he was.

Year 9 Camp started with a hike and night camping on a mountain. The girls were involved in a dance competition to the song 'Umbrella' as well as bonding and watching the movie '10 things I hate about you'. Somehow Mrs Mozejko knew how to put a smile upon each one of our faces. We enjoyed snacking on a feast of lollies whilst watching the movie. Everyone enjoyed her time with us as our Year Patron. But the real twist came when we found out that one of the Boys' cabins had been trashed by a wombat, with clothes and food scattered everywhere! However, the wombat wasn't our only camp guest. One morning in Mia, Chelsea & Clare's cabin the door had been left open and a bird had flown in. Let's just say, it left quite a bit of cleaning up for the camp staff.

One of the most memorable experiences that we participated in, was Year 11 Camp. Being homeless wasn't only an eye-opening experience, but something that will be a story to tell throughout our lives. With Ben struggling to carry his massive sleeping bag through Sydney. The group made its way into an IGA to see how we could use \$5 to feed ourselves. This went well for some and not so well for others who thought that boiling chicken nuggets on a camping stove was a great idea. Being homeless wasn't the only experience we had during this Camp. Running around the streets of Sydney for the Amazing Race and taking photos of random locations was definitely something to remember. I still recall our group begging this lady at the fish markets to take a selfie with her fish for one of the challenges. Another part of the Amazing Race was a challenge to get as many people as possible to join in with their group to take a photo. If you can imagine students running around the busy streets of Sydney calling upon strangers to join a photo, you would probably run the other way. Everyone was whistling and trying to draw attention to themselves as if we hadn't had enough of that already!

Throughout our schooling years we have been fortunate enough to attend many great excursions. Going to Barangaroo, walking through the Crown Casino for Geography, or going to the King Henry play for English where the fire alarm was pulled and the play was cut short. And as a result we had missed out on the best part that everyone had been waiting for. When the alarm sounded no one knew what to do, whether it was a real drill or not. Another great excursion is when the Prefects had the opportunity to go to the cathedral. Somehow this was Mr Norman's first time catching a train so nerves were high. However, eating at a great Italian restaurant calmed those nerves.

The Performing Arts subjects have been able to attend a variety of excursions including the Birds of Tokyo concert where we got to dance and sing with one of the lead guitarists. Watching Sydney Dance Company where Miss Valente had her fan girl moment meeting Raffael Bonnacella and we

had to ask for a photo because she was too nervous. But this wasn't the first time she had an embarrassing moment. During HSC Call Back performances in mid silence, she did receive a very important phone call that drew attention our way. We were also lucky to be able to watch the musical Wicked and this was definitely one of everyone's personal favourites. Dance, Music & Drama also attended Call Backs for HSC Showcases. On one of these, Luke and Mr Grant had met an interesting person whilst taking a trip to the bathroom.

During our time at the College we have had many opportunities presented to us. Two major experiences were the College's Singapore & Vietnam trip. I had been lucky enough to be involved in the Singapore trip and Cooper the Vietnam one. Singapore was an eye-opening experience learning about a whole new culture where we got to make some new lifelong friends who we still keep in contact with. Being able to share passions of music and dance as well as our whole nation's culture was definitely a new experience and one which myself and Rianna loved. We were introduced to a new way of life and got to see what it was like to attend their education system. Quick shoutout to my roommate Kiara who I laughed and cried alongside the entire trip. Mr Grant, Miss Valente, Nurse Sally & Mrs Evans were definitely the best group of staff members to have accompanied us on this trip. Some of my favourite highlights were, Mr Grant & Kye screaming on the mummy ride at Universal Studios, Mrs Evans being Papa G at Starbucks, Nurse Sally pretending to be Kye's mum & Miss Valente with her technologically advanced sleep mask. But lastly, how could I forget the tag team race where we would all play photo tag and get in those sneaky photos that remain on our phone for lifelong memories including the Merlloyd meme. I could speak about this trip for hours and hours and is definitely an experience I am so forever grateful for.

Vietnam was everything I wanted, but nothing I expected. Living in a country for 10 days with over 30 degree heat and 100% humidity all the time was an immediate realisation that I was in another country. Bargaining with locals over 50 cents off my soccer jerseys with Bailey and Bailey walking away \$12 poorer, as if we didn't just get ripped off was one of the most fun experiences I've ever had. Building a house for a family in need was rewarding, but with 30 other people, everyone with zero experience bricklaying went as well as you expected, with many questionably shaped walls which were later fixed. However, after working for three days some would say a house was built. Going to the orphanage where kids beamed with happiness when they saw our faces was such a fulfilling experience

Over our schooling we have indulged in many Athletic and Swimming carnivals, however this year was a little different as we were allowed to dress up. This provoked much brainstorming of different outfits that were worn during these carnivals. During the Swimming Carnival a few of those costumes included grandmas with freshly baked cookies, ghostbusters shooting others with water guns, the emojis and for some reason a traffic cone. One of the funniest costumes were four of the guys Pj, James, Luke & Hayden dressed as the same Teletubby. All these costumes proceeded to be ruined after we all jumped in the pool and raced to the end. After being postponed the Athletics Carnival was huge in fundraising for the Year 12 Formal, however some bumps in the road occurred when this carnival was postponed due to the weather. One unsolved problem was the jelly bean jar mysteriously going missing. Like the Swimming Carnival, many more brilliant costumes were present, like Mario and Luigi, the worse Mario and Luigi, bogans, cars, Donald Trump, Joe Biden and Bob Ross. How can we forget the Student v Teacher Sports, though the teachers had a reasonable advantage on the volleyball side of things which ended up with Year 12 being absolutely obliterated. The Oztag game was tighter than anticipated. After a tough loss to the teachers of 6 to 5 it was obvious that the game was rigged and the teachers may have rigged the system. If I am correct the last try was a forward pass and we should have tied.

To our teachers again, we thank you for the guidance and memories made inside and outside the classroom. Thank you to teachers that tell horrible dad jokes every lesson and who don't get mad at us when beakers mysteriously shattered on the science lab floors. We will miss Mr Badger's

small violin when someone throws a tantrum as well as his constant reminder to take a breath. As well as this Mr Shellshear's fart noises in the middle of study and Mrs Taylor reminding us to not swing on our chairs. Mr Powter has also constantly reminded us that the hierarchy is always on the watch and that we aren't humans until we have a black uniform. He would always try to convince me and Natalie if we ate more food, we would grow taller. To all the teachers, small gimmicks which have made every lesson a little bit more fun, we say thank you.

Dear Mrs Evans, Mr Toland, Mr Burns, and Mr Norman, Thank you for your amazing leadership and unwavering commitment to the College motto of "Excellence, Endurance, and Eternity." Your dedication, along with the tireless efforts of our teachers, mentors, and the entire College staff, has made our high school experience truly remarkable. We are grateful to everyone at the College for inspiring us to strive for our best and for showing us that becoming a good person requires much more than just achieving an impressive ATAR. Mr. Toland, I'm sure your PDH class will miss calling you dad by accident. This just shows how our teachers provide us with a nurturing environment. And to our peers, the individuals who I am lucky enough to stand amongst graduating here with today. We have been through a lot of ups and downs and it seems quite the large number of students have come and gone from our year. If I was put in a school with a bunch of people unlike yourselves, I wouldn't be the person I am today. Without each and everyone of you and the shared experiences and memories between us, such as watching Ethan Kenniff's amazing dance moves during lunch time, my schooling journey would not be as memorable as I know it today.

We are grateful for the support of our mentors. I know none of us would've survived this year without their check-ins, encouragement and laughter. Lastly one of our biggest thankyou's not only goes to all of our teachers and fellow peers but also our parents and carers. Hi Mum, Hi Dad. Our parents have guided us through every step of the way so far. They have always been there to listen to our wild ideas and ambitious dreams, offering support and guidance to help us achieve them. Your patience during those long nights of finishing Assessment Tasks, often left until the very last minute, has been deeply appreciated. You've reassured us time and time again that everything would turn out okay, providing comfort and encouragement when we needed it the most. Our parents have acted as our safety nets and personal cheerleaders but this is the part where we show them that they have raised respectful independent young men and women who will thrive to achieve the best in life. We couldn't have made it through to this point without them. Mums and Dads and those who care for us, we thank you for choosing Wollondilly Anglican College. We are grateful for our time here and we will treasure the memories that we have created. As we stand here marking the end of one chapter, we are also on the brink of a new and exciting journey. As your Captains, we are proud of what we have all accomplished and excited to see what awaits in our future. We may be heading in different directions but we will always be bound by the shared memories and experiences. To our fellow graduates, CONGRATULATIONS! Today is our day, may we go forward with confidence to take on whatever comes next. The world awaits us.

That being said, from that first ring of the bell in Kindergarten to the part where we stand here all together under the same roof for one last time on this journey, we say goodbye and good luck.

College Contextual Information

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.

Our College is focused on delivering exceptional Learning, Care and Culture for our students. 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 (four year old) 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.

In 2024 the Flynn Senior Precinct was built and opened. This included a new undercover study and recreation area for our Year 11 and 12 students. The new Flynn Senior Precinct was built to accommodate our ongoing enrolments growth (approximately 1,300) and increased number of Senior students.

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

Theme 2 – Outcomes and Results

NAPLAN 2024 results show that Wollondilly students in Years 3, 5, 7 & 9 are continuing to make good progress.

The tables show Wollondilly's average student results for each year level in each domain tested. The first table demonstrated results in comparison to students with similar backgrounds. For this data set, the green indicates areas that Wollondilly students performed above students of similar background. The white indicates areas that Wollondilly students performed close to students of a similar background. The second table compares Wollondilly's results to all Australian students and pleasingly these results are above or well above in most domains with the exception of Year 7 writing, spelling and grammar where the results were close.

	2023	2024			
Compare to	<input checked="" type="radio"/>	Students with similar background	<input type="radio"/>	All Australian students	
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	411	425	406	415	408
Year 5	518	510	506	522	520
Year 7	556	549	545	552	560
Year 9	593	604	585	601	591

NAPLAN participation for this school is 100%

NAPLAN participation for all Australian students is 95%

	2023	2024			
Compare to	<input type="radio"/>	Students with similar background	<input checked="" type="radio"/>	All Australian students	
	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	411	425	406	415	408
Year 5	518	510	506	522	520
Year 7	556	549	545	552	560
Year 9	593	604	585	601	591

2024 HSC Results

9 Students on the “*Distinguished Achievers List*”

10 Band 6 Results and 81 Band 5 Results from 68 students eligible for an ATAR

Congratulations to the Year 12 class of 2024 for their commitment, perseverance, and achievement throughout their HSC year. Our College community was proud to receive the news that nine 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' Merit List for 2024. The College prides itself on developing students of high integrity and character and we look forward to seeing the contribution this cohort will make to their community. Our students will be entering the workforce, taking up trades or continuing in tertiary education. It is exciting that our Year 12 students received over 90 offers of early university entrance to institutions across the country.

Distinguished Achievers' Merit list for NSW – extract –

Tiah Addison - Industrial Technology

Emily Galea - Music 1

Madison Hubbard - Industrial Technology

Shelby Luppino - Textiles and Design

Teighan Sammut - Industrial Technology

Zoe Smith - Industrial Technology

Kalina Tyler - Business Studies and Mathematics Standard 2

Natalie Watts - Dance

Luke Webber - Music 1

In addition, the following students received nominations for outstanding HSC performances and projects.

Industrial Technology – Furnishing

Tiah Addison

Maddison Archer

Mia Farrell

Madison Hubbard

Teighan Sammut

Zoe Smith

Rianna Warne

Industrial Technology – Multimedia

Ethan Whishaw

Textiles and Design

Shelby Luppino

Natalie Watts

Drama

Eve Jones – Monologue Performance

Caitlin Sharp – Group Performance & Individual Project

Maisie Good – Group Performance

Elizabeth Akinba – Group Performance

Dance

Natalie Watts - Core Performance, Major Performance & Core Composition

Sienna Lopez - Major Study Composition

Art

Zoe Smith - Body of Work – Charred Echoes

Congratulations to Kalina Tyler, the College Dux for 2024. (91.00)

High-performing subjects this year (minimum +5 above the State mean) included Community and Family Studies, Industrial Technology and Music 1.

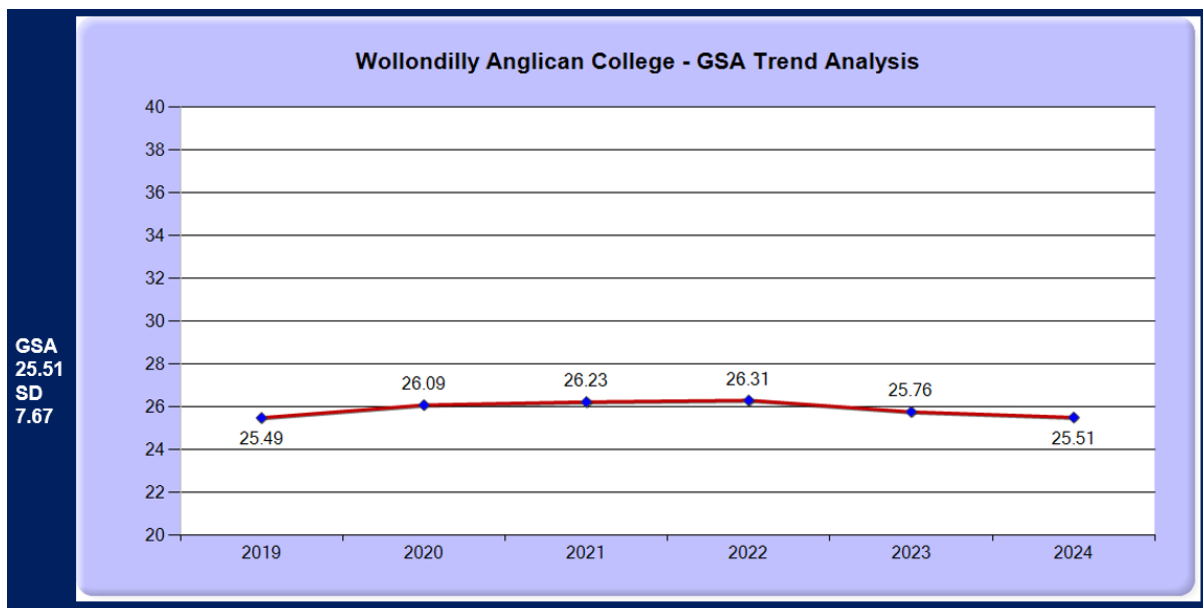
"We are very proud of our class of 2024 who earned 10 Band 6 results and 81 Band 5 results as a product of their dedication. Results such as these are also a testament to the professionalism and dedication of our staff who have provided a high-quality well-rounded education.

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. Wollondilly students continue to achieve outstanding post-Secondary outcomes with expanded career and course options.

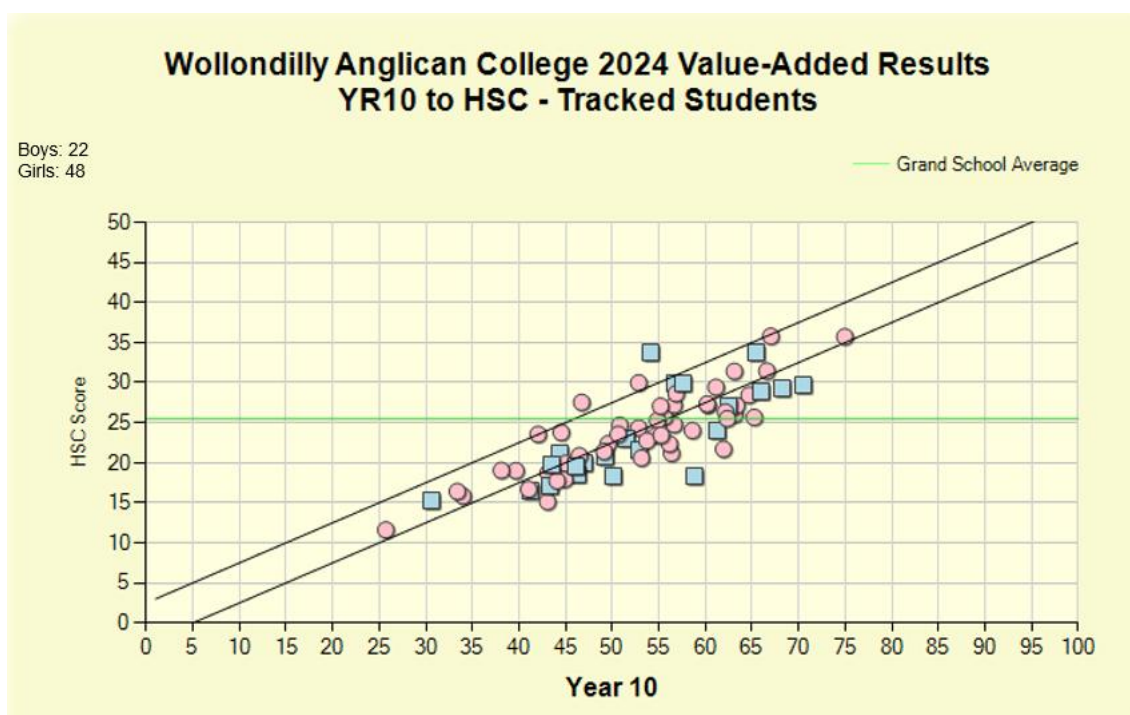
There is both an academic and enduring character return on such a wise investment".

Grand School Average

In 2024 we saw a slight decline in the Grand Schools average. This is due partially to the performance of the 2024 cohort as well as the 2018 results dropping off the rolling average. There is a continued need to be focusing on high quality teaching and learning occurring in the classroom with a focus on explicit teaching as well as critical and creative thinking. The review of the HSC performance has resulted in a renewed focus on Academic achievement and engagement as a thematic goal in 2025

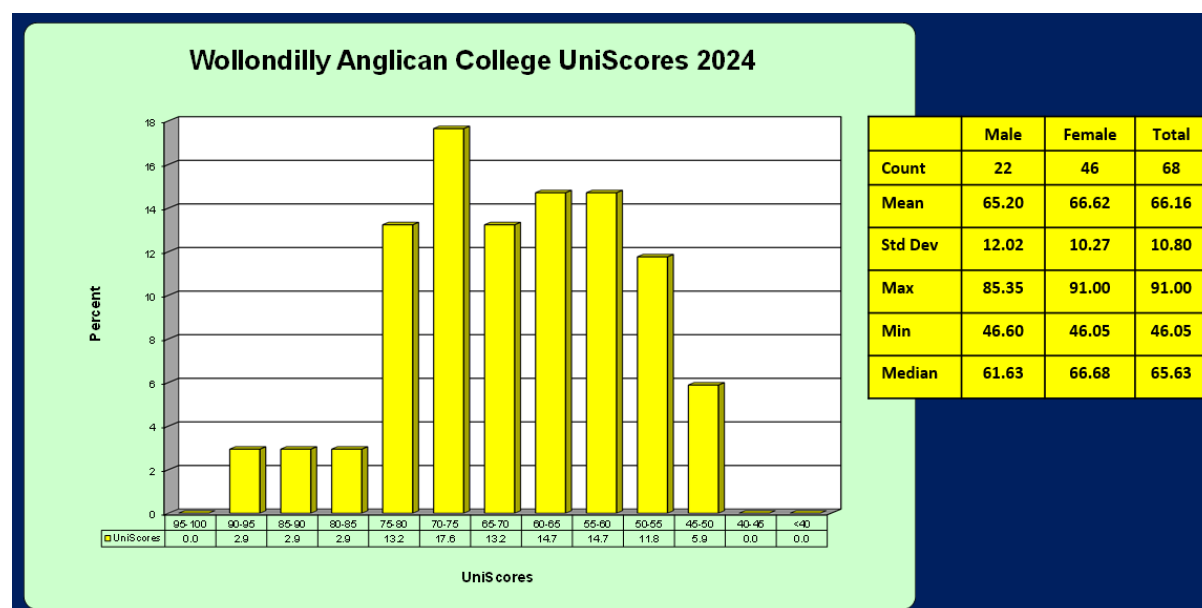


The College engages an external consultant to independently analyse results and determine how much students have improved academically between their results in Year 10 and Year 12. Of course, it would be expected that students improve as they learn and as they get older. We are really interested in how 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 in the tram lines on the graph below. In 2024 47% of the students reached or exceeded their value-added benchmark which was a decline from 2023 (72%). In 2024, 32% of the boys (85%) and 54% of the girls (64) reached or exceeded their value-added benchmarks from Year 10 to Year 12.



ATAR Scores

The 2024 UniScores analysis revealed 68 students eligible for an ATAR, 22 boys and 46 girls. The mean, 66.16 decreased slightly by 0.09 UniScore points. The mean for boys, 65.20. increased slightly by 0.24 and their median, 61.63 decreased by 1.78 while the girls' mean, 66.62 decreased slightly by 0.37 and their median, 66.68 increased by 1.52.



UniScore	Count	%	Cumulative % 2024	Cumulative % 2023
99-100	0	0.0	0.0	0.0
95-99	0	0.0	0.0	0.0
90-95	2	2.9	2.9	0.0
85-90	2	2.9	5.9	12.7
80-85	2	2.9	8.8	19.7
75-80	9	13.2	22.1	29.6
70-75	12	17.6	39.7	40.8
65-70	9	13.2	52.9	49.3
60-65	10	14.7	67.6	64.8
55-60	10	14.7	82.4	84.5
50-55	8	11.8	94.1	87.3
45-50	4	5.9	100.0	91.5
40-45	0	0.0	100.0	98.6
<40	0	0.0	100.0	100.0
Totals	68	100.0		

Record of School Achievement (RoSA)

A total of 114 students completed Year 10 and were eligible for their RoSA. Two students withdrew and a further two transferred their enrolment.

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: 10%

Percentage of students attaining Year 12 certificate: 100%

A total of 71 students graduated from the College in 2024.

A total of 68% of students enrolled in University courses such as Law, Medicine and Teaching with 17% having secured apprenticeships or TAFE courses. The remaining 15% of students are in the workforce or are taking a gap year.

Theme 3 - Staffing

Teacher Standards

In 2024, a total of 84 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 84. The number of these teachers at Proficient accreditation level is 76 with the other 8 at Provisional or 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.**

The staff composition for 2024 was 84 teaching staff and 40 non-teaching staff.

No staff members have identified as Aboriginal or Torres Strait Islander, but we strongly encourage applications from First Nations Teachers and Other Staff.

Theme 4 - Attendance

Average Student Attendance Rate by Year 2024

FORM	ATT_OVERALL	ATT_MALE	ATT_FEMALE	ATT_IND_MALE	ATT_IND_FEMALE
Transition 2 Days	92.80%	94.20%	91.50%		90.70%
Transition 3 Days	93.70%	93.60%	93.90%	95.50%	95.50%
Kindergarten	92.70%	92.60%	93.00%	88.20%	87.50%
Year 1	92.50%	92.60%	92.40%	80.90%	91.90%
Year 2	93.20%	94.20%	92.60%	91.20%	95.00%
Year 3	90.40%	91.20%	89.50%	94.10%	86.50%
Year 4	91.20%	91.40%	91.10%	92.40%	90.30%
Year 5	90.70%	90.70%	90.60%	86.40%	
Year 6	91.10%	90.30%	91.80%	78.10%	
Year 7	91.70%	91.50%	91.80%		75.90%
Year 8	91.10%	92.00%	90.10%		
Year 9	89.80%	90.20%	89.40%	79.60%	83.60%
Year 10	89.60%	89.10%	89.90%		
Year 11	91.50%	91.10%	91.60%	96.20%	
Year 12	92.60%	92.80%	92.50%	93.60%	

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 Care and Culture T-12, these dates can be verified 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 College 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 Care and Culture 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. Students in Years 11-12 who have permission to drive to the College need to provide a written note signed by their parent/s to verify the reason for their early departure.

Theme 5 – College Policies

College Policies

The following policies are publicly available on the College's website <https://www.wac.nsw.edu.au/about/policies/> :

- Enrolment Policy
- Child Safe Policy
- Anti-bullying Policy
- Discipline Policy
- External Complaint Handling and Grievance Policy

Theme 6 – Stakeholder Satisfaction

Staff and Student Satisfaction

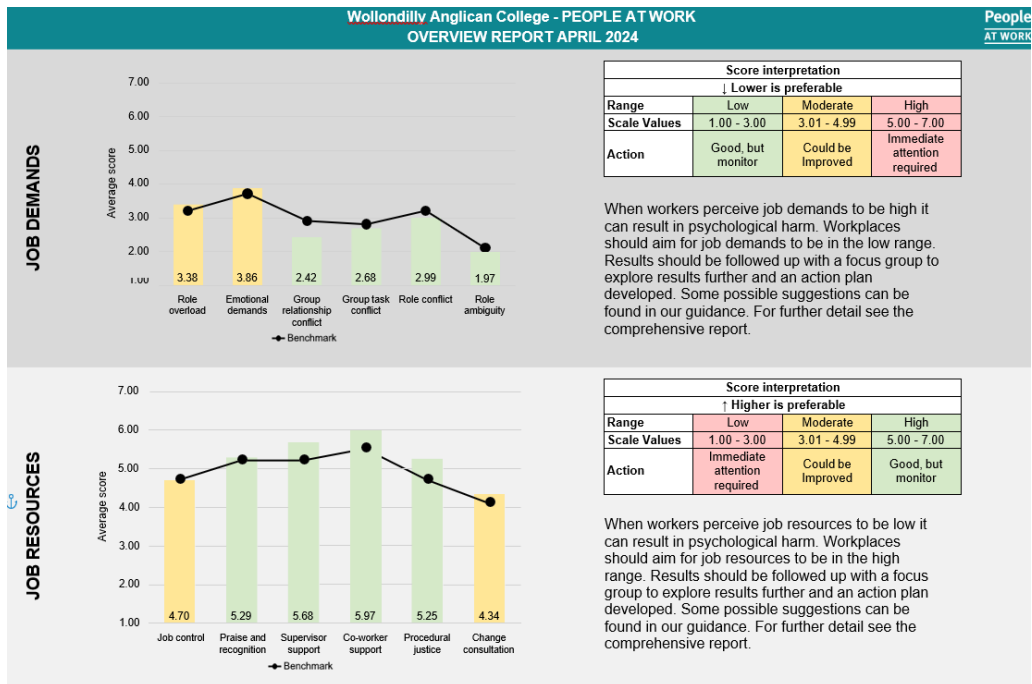
In 2024, students in Year 12 completed surveys relating to their understanding of the Christian faith. This was additional to the standard exit survey completed by Year 12 students. This was surveyed as part of a continued focus on ensuring increased understanding of this in students, particularly on leaving the College and to follow-up on assessing the progress of targeted initiatives, including increased Christian Studies lessons to ensure improved understanding in this area. The survey results reflected improved outcomes in this area, which was encouraging. Students in Year 7 also completed this survey which was helpful to gain insights into new students starting at the College. This was used to assist with the formation of Discipleship Groups to support Christian development.

Students from Years 7-12 also completed surveys relating to the College wide thematic goal focused on Care. This involved students reflecting on the areas assessed within the thematic goal and rating their progress. This was useful in assessing the progress of the goal from a students' perspective.

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 areas were Managing Anxiety, Study Skills and Time Management. This was helpful for the Care and Culture team and the Educational Psychologist to prepare pro-active seminars to support student wellbeing in this important transition period between Year 10 and Year 11.

Staff completed a survey to provide feedback on Professional Development Week. The information was useful in evaluating the week and planning for future professional development focus areas. Staff also completed a survey that assessed the College thematic goal. This was valuable in assessing progress, refining areas for continued work or making immediate clarifications or adjustments to strategies to make progress related to the goal.

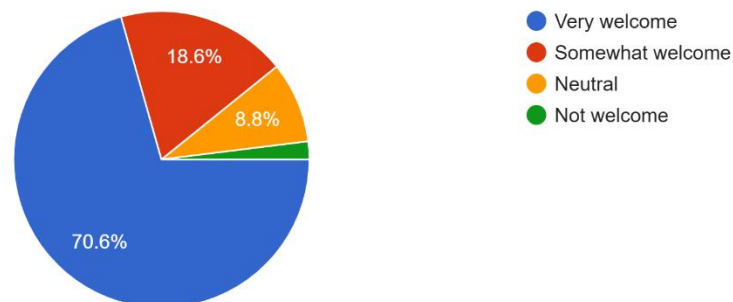
Staff also completed a Wellbeing Survey. Some of the findings are displayed in the charts below.



Parent Surveys

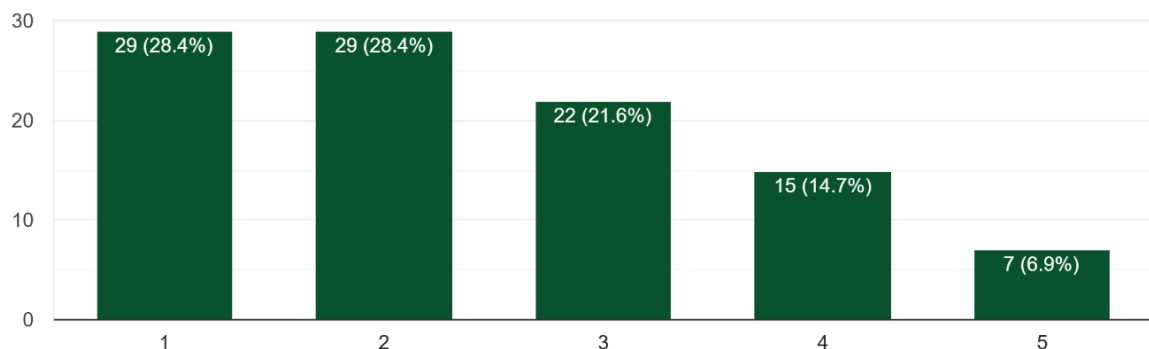
How welcome do you feel as a parent/guardian in the College community?

102 responses



On a scale of 1 to 5, how effectively do you think the College engages with families and the community regarding child safety?

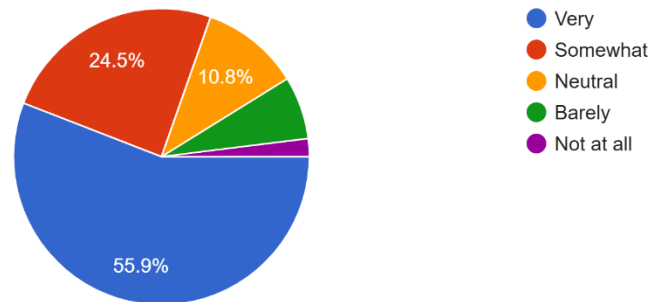
102 responses



1 – Very effective 5 – Not at all effective

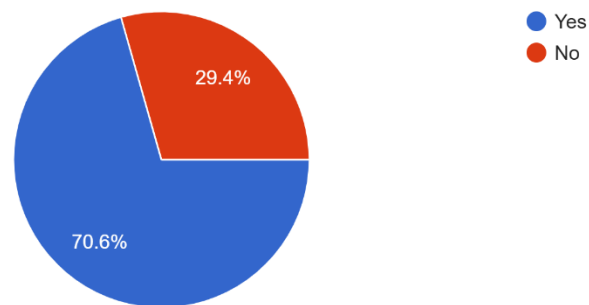
How comfortable do you feel approaching the College to ask questions or voice concerns about child safety?

102 responses



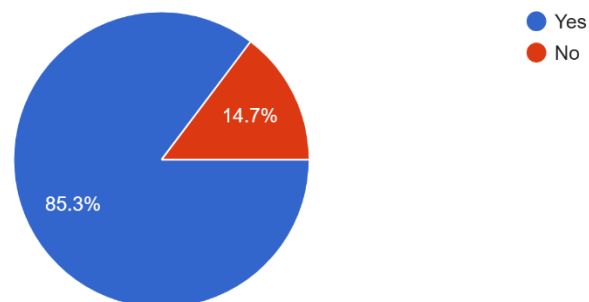
Do you feel adequately informed about the safety protocols and measures implemented by the College?

102 responses



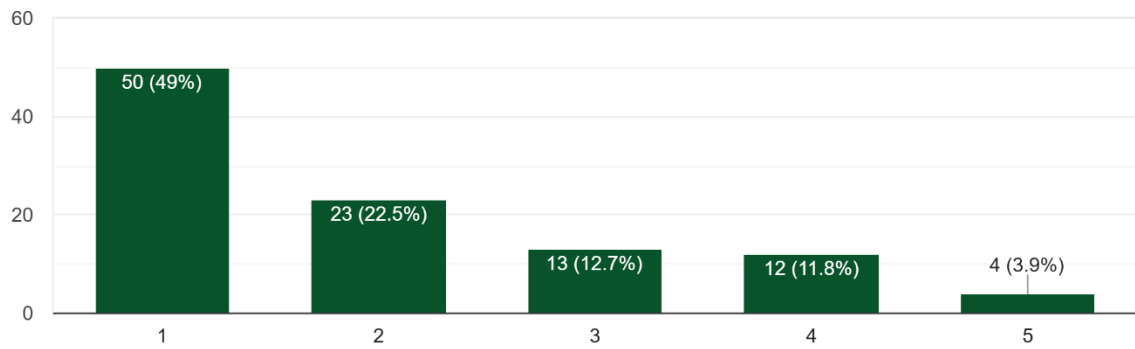
Do you believe that the College encourages open dialogue and collaboration between parents/guardians and College staff on child safety-related matters?

102 responses

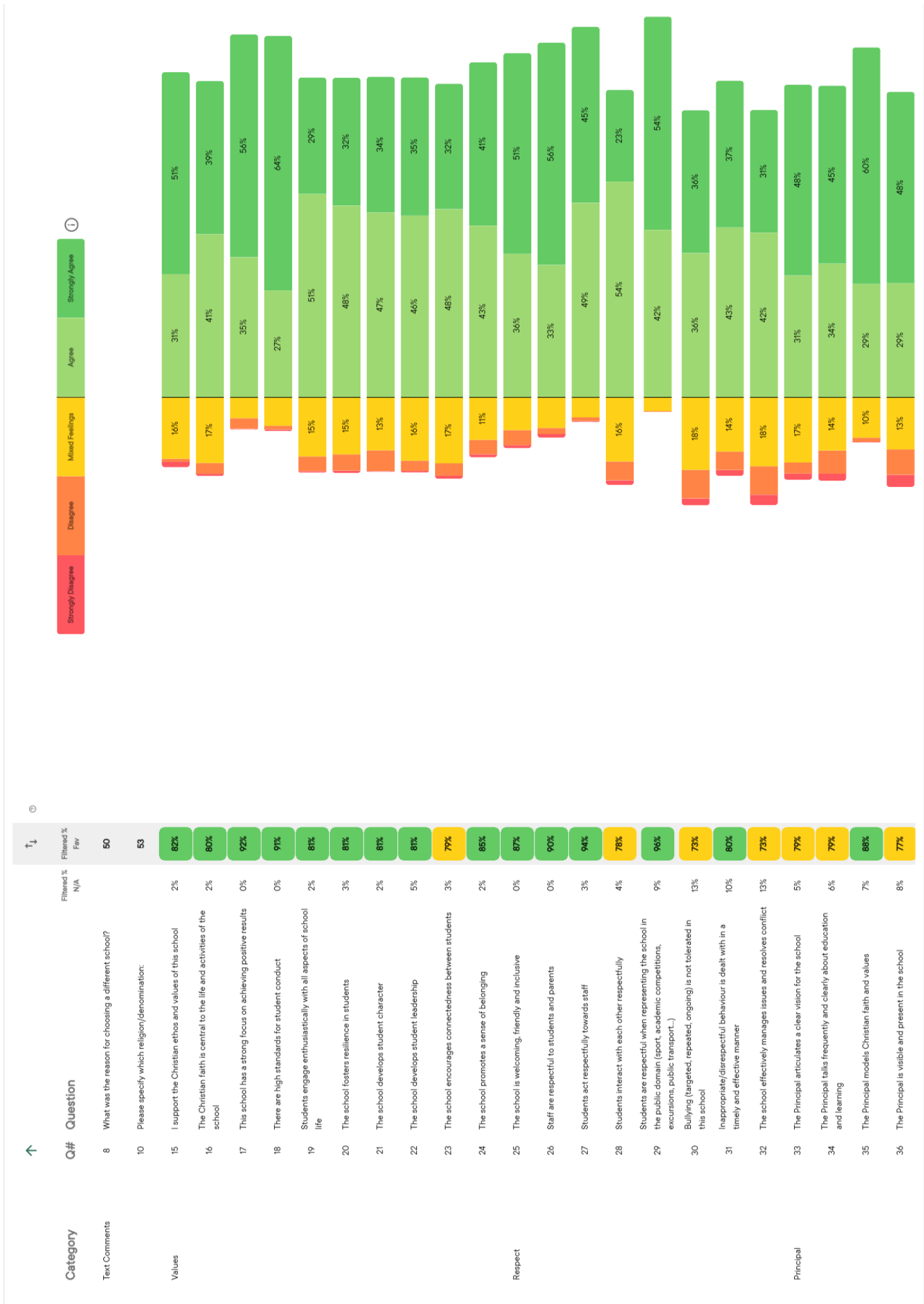


How likely are you to recommend the school to other parents/guardians based on its efforts towards ensuring child safety?

102 responses

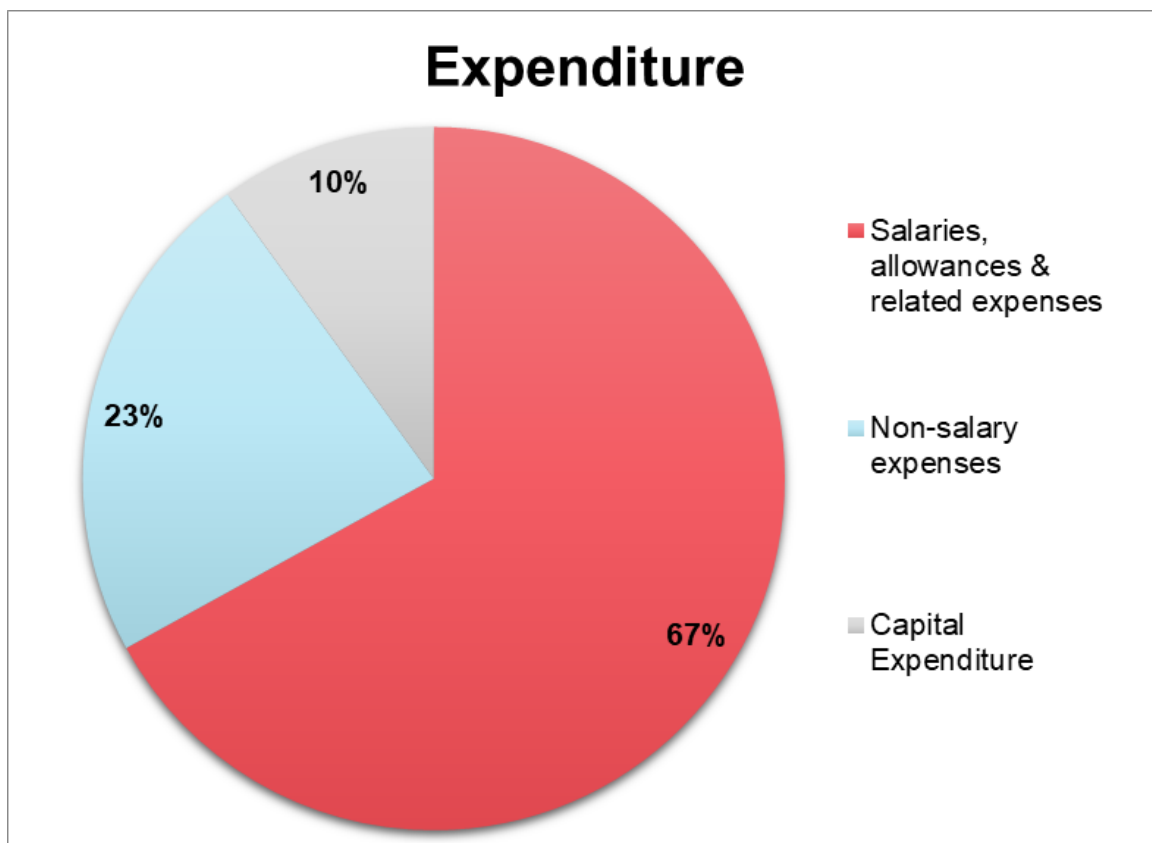
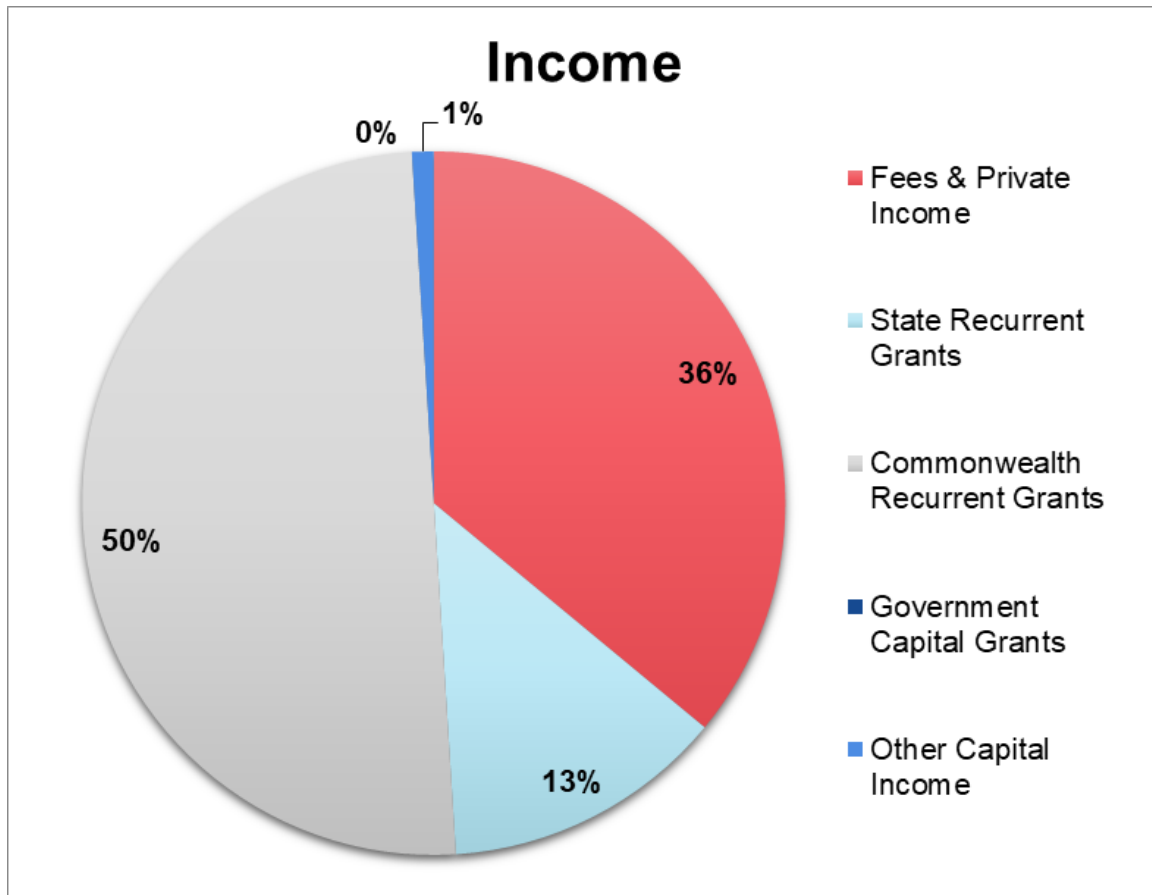


1 – Very likely 5 – Very Unlikely



Theme 7 – Summary Financial Information

Consistent operation between 2024 and 2023



Excellence In Learning, Care & Culture

