



Wollondilly
Anglican College
2022 Annual Report

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Reporting Area 1 - Messages from key College bodies

Headmaster – Trevor Norman



At the end of another academic year, I am thrilled to reflect on the incredible achievements of our Wollondilly Anglican College community. Our commitment to high-quality teaching, caring for our students and fostering a culture of high expectations has enabled us to provide an exceptional educational experience for all. We are able to do this because of the firm foundation we have on Jesus Christ, our King, our Saviour and our hope for now and the future.

At Wollondilly Anglican College, we are dedicated to providing high-quality teaching in every classroom and in every lesson. We believe that every student has the potential to achieve their very best and we strive to provide the resources, support and guidance necessary for their success. Our teachers are committed to providing engaging and innovative lessons, personalised to the needs of each student. This approach to teaching ensures that all students experience consistently high levels of academic growth. I have to commend our students who have embraced this teaching that is being provided and have achieved outstanding academic results. I would like to make special mention of our Year 12, 2022 students for achieving outstanding results. Of the 25 students from across the Wollondilly region who were recognised as High Achievers by the Mayor, 14 were from Wollondilly Anglican College!

Our aim is for every student to feel cared for and connected to their teachers and peers. We recognise that learning is not just about academic achievement but about the whole student. We want our students to feel supported and valued as individuals, and to experience the safe, loving community that Jesus calls us to provide. Our pastoral care program is designed to support students at every stage of their journey, ensuring that they feel supported and encouraged to be their very best selves. I feel proud to see our students, of all ages, caring for and supporting each other in classrooms and playgrounds. There is a genuine sense of patience and kindness between students.

We believe that a culture of high expectations is essential to the success of our community. At Wollondilly Anglican College, we are committed to supporting all staff and students to achieve and contribute to the continued high expectations of the College. We believe that every member of our community has a unique contribution to make and we encourage all to participate fully in College life. Our strong emphasis on Christian values and principles fosters a sense of belonging and purpose, and provides a strong foundation for the growth and development of our students. I am so pleased to see our students growing in self-discipline and personal responsibility. These characteristics are becoming rarer in our society, especially among our current “Generation Z” (born 1995-2009) and “Generation Alpha” (born 2010-present) students. However, I can confidently say that Wollondilly Anglican College students are going against the trend and proving themselves to be responsible, respectful and mature young men and women.

In the Bible, in Matthew 7:24-27, Jesus explains that the wise person builds on a strong foundation. At Wollondilly Anglican College, our firm foundation is Jesus. We have committed ourselves to him because he knows us, loves us and cares for us. He knows what is best for us and he guides us as we continue to develop this College. Jesus assures us that when we build on a firm foundation, we can be confident that we will stand despite the storms and challenges that life throws at us. This is why we will continue to share God’s Word and invite you and your children to consider

what it means to have a personal relationship with Jesus. He is the only firm foundation on which we can build our lives and we are thankful to God for sustaining us throughout 2022.

As we look to the future, we are excited to continue our commitment to high-quality teaching, caring for our students and fostering a culture of high expectations. We are grateful for the support of our parents, teachers and wider community and for the grace of God that has sustained us throughout the year. We are proud of the achievements of our students and staff and we look forward to continuing to grow and thrive as a community in the years to come.

College Council Chairman – Raoul Corry



I would like to thank all staff, parents and students for the support that you have given to the College this year.

After a couple of challenging years with COVID restrictions, it's been wonderful that we can meet again in person at events such as the end of year presentation evenings where we can celebrate the achievements of students who have excelled in all the different aspects of College life

Here at Wollondilly, we are truly blessed to have the dedicated and professional staff that we have. They are committed to high levels of LEARNING for all students and are passionate about helping students to do their best. They continue to provide opportunities for every student to be cared for, feel connected to the College and feel safe in school. This CARE is provided under an umbrella of sharing God's word so that all students know that Jesus knows them, that He cares for them, that He loves them and that He ultimately wants to have a relationship with them.

And all this is done with the goal that every young person grows and matures in self-discipline and personal responsibility. Thus, continuing to develop the CULTURE that will maintain the high standards that you as parents and our community has come to expect from our students.

Learning, Care and Culture - the strategic themes that will be the College focus for the next four years.

Student Representatives

College Captain – Joshua Phillips

Wollondilly Anglican College, whilst a young College, strives to provide quality Christian education in all areas. I can comfortably say in the 14 years I have been here, that the College does deliver this phenomenally well. It felt like not that long ago I was just starting my education here in Transition, with the other 'OG' students (go team!) and now in the blink of an eye, I'm graduating. Everyone wishes for the bigger better thing, to move on to the next stage in their life, however, this often comes quicker than expected and can be very bitter sweet.

I would like to thank the members of the College Executive Team, Mr Norman, Mr Burns, Mrs Evans, Mr Toland and Ms Huxtable, for their hard work and dedication to making this College a great place. I would also like to thank former staff including Dr Quamby and Mr Croger for building the foundations of this place and carrying me and all of us through the majority of our schooling. Our lovely Year Patrons, there have been a few of you and I thank you all for the commitment, kindness and support you have given us throughout your time, however, I would particularly like to thank our current and longest serving Year Patrons, Mr van Netten and Miss Bailey. You have been with us every step of the way throughout the two hardest years of our schooling and your servant leadership has been of great benefit to all the students here today and is very admirable considering the challenges we constantly threw at you.

Speaking of challenges, COVID-19 presented itself as public enemy number 1 back in 2020 and is still creating issues to this very day. The Off-Campus Learning during Year 10 and Year 11 was loved by some and hated by others, however, thankfully the amazing staff were still able to deliver the course content in an effective manner. To a lot of people's surprise, COVID did not decide to ruin Year 11 camp and we were able to enjoy a few days of fun whilst also learning about the serious issue of homelessness and poverty. One of my favourite moments from the Camp was during the \$5.00 food challenge when Joseph was constantly trying to save our sausages from catching fire as the Trangia we were cooking on, kept flaming up and igniting the fat and oil. Comparatively, Joseph tells me his favourite moment from the Camp was getting Mr Grant to say 'Sheesh! Another amazing day that happened this year was the Athletics Carnival, which was also our Year Group's first fundraiser for our Year 12 Formal. Year 12 students had to wear costumes that corresponded with the first letter of either their first name or last name. Personally, I was part of The Secret agent group which consisted of myself as 'John Wick', Joseph coming as 'James Bond', Hugh coming as 'Agent H' from *Men in Black* and Aaron coming as 'Agent 47', who unfortunately was not able to make it as he was nearly fatally wounded by a pizza during a secretive operation. Another memorable moment from that day was the plan to get all the 'Js' in the year to dress up as an important historical figure from Roman times, who often wore long robes and features in a really big important book. This figure being Julius Caesar of course. The two experiences I just described were only a couple of the amazing opportunities we have had over the past few years. These opportunities have often been very memorable and are something I believe all the students here are grateful for.

Firstly, I would like to thank my parents for the love and affection they have given me throughout my life and particularly throughout the past year. Without your guidance and wisdom, I wouldn't have been able to overcome challenges and develop myself as a person. Thank you for putting up with my shenanigans and for supporting what would be some parents' worst nightmare, having their kid get into a relationship just before the HSC. I would also like to thank Mr Grant, my mentor and long time Music teacher, for your advice and assistance both in the field of Music, in my schooling and life in general, however, I would also like to say, Mr Grant, that despite its new 'revolutionary' features, the top spec iPhone 14 Pro Max is not worth the nearly \$2,800 price tag, you can buy high end PC's for that price and even... well let's say, functioning used cars. Thank you Mr Beckinsale for your amazing bagpipe playing during Physics, Mr Philip for teaching us in Maths Extension that you are more likely to be struck by lightning than win in most forms of

gambling and Mrs Wellington for sharing with me in the pain of the 4WD track which is Mowbray Park Road. One of my greatest experiences this year was certainly the Duke of Edinburgh trip to Kosciuszko National Park, led by Mr Lobb. The very cold climate presented a challenge I had not yet encountered during the program and made me truly realise how harsh, yet tranquil, nature can be. There is nothing quite like the pristine alpine environment of the National Park. There is also nothing quite like watching Josh Croft strip down to his underwear and jump into a freezing cold river for a mere \$50. Overall, it was an extremely memorable experience and one that I think fundamentally changed how I view the world.

There are many great challenges that lie before us, some of these are shared, like the HSC and some are personal. Most of the students here are now legally adults, or will be shortly and this gives rise to the many difficulties of life. Leaving the safe and caring place which is WAC and going out into the big wide world is like jumping off a boat that is adrift in the ominous ocean. Many hard decisions will have to be made, you will be tested and pushed to your limits, all without the added safety net of the College to fall back on. However, this also presents a massive opportunity. Throughout our education here at the College, every one of us has been strengthened and have grown, by our peers, the staff and even the adversity presented by the HSC. Every student here is more than capable of taking the world by storm and dedicating their lives to something they are passionate about, something they want to do. Leaving the boat, diving into the sea, allows us to explore and experience things we otherwise might not have. It may have risks and hardships, but it is better to get lost in the deep blue water, than slowly decay in safety.

I would again like to thank all the staff at WAC for making this place the great College that it is, thank you parents for all your love and support, and to my peers, with the HSC coming up very shortly, don't worry too much, as the Roman philosopher Seneca once said, "We are more often frightened than hurt, we suffer more in imagination than reality."

College Captain – Klarisza Ricciarelli

What a roller coaster of emotions it has been, from nervous little Year 7 kids going on Camp to excited graduates.

There have been many changes and challenges that we have faced as a Year Group, including the countless Year Patrons. Mr van Netten has been the constant, changes in the form of Assistant Year Patrons with Miss Bailey coming in to steady the ship in this area, to a Headmaster change, to Off-Campus Learning and to finally, being able to come back to the College. This journey has been like a pothole on Remembrance Drive, but it is so good to see us all here to graduate and that makes it all worth it.

I just want to start off by thanking the past and present students of the class of 2022. There is no way our College journey would have been the same without some of these lively characters. I know that our Year Group wasn't always the easiest, but not being biased or anything, we were one of the best Year Groups. Sorry Mr Hewitt, I know it might be unethical and going against everything I learnt in CAFS, but it's the truth.

I would like to take the time to thank a few people that have helped and put up with us throughout these last 13 years. First of all, we would like to thank Miss Bailey for being the longest-standing Assistant Year Patron that we have had. We are grateful for your kindness and for always being a listening ear. Mr Stewart stepped in as our Year Patron for Year 11, and what courage that took. We thank you for your service and we will not forget the time you stacked it trying to skip rope at Camp. To Mr van Netten for being there the whole way no matter his role in the College, he truly has been committed to persuading the College that we really aren't that bad, providing great support, care and leadership to the group.

To Mr Norman, Mr Burns, Mr Toland, Mrs Evans and Ms Huxtable, thank you for your Christian leadership and guidance, and for standing by the College motto of *Excellence, Endurance and Eternity*. Things would not be smooth sailing without your constant support.

There have been many other teachers who have been by our sides in many different ways across the last 13 years. These teachers have worked with different students in our group through both Primary and Secondary, you have each helped shape who we are as students and helped send us on our way into the real world. You have all definitely made our experience at WAC the best it could be and we thank you for that.

I would personally like to thank Mrs Talbot and Mr Grant for supporting me in my Creative and Performing Arts journey, whether that be with my stage fright, providing countless memories from the College Musicals, Mr Grant providing great dad jokes on the subject Music which I was successful in contrast to PDHPE where I walked away from an OzTag game with a fractured nose. To Mr Hewitt, thank you for the countless acronyms, and feedback you provided us. I hope you don't hold a grudge against Connor leaving you to be the only male in class. To Mrs Mozejko for reading all those past papers that your Standard English class has most definitely sent you, and for always sticking by us even when we might not have been the most enthusiastic about English. I believe it is important to say thank you to Mrs Conquest (aka Nae Nae) for having to deal with what was known as the "Social Math Class" for the past two years. It is commonly known that Mrs Conquest scared away all the boys and a few girls from our Maths class meaning we went from a class of almost 20 to a class of eight, and trust me, we girls would not have it any other way. Another thank you to Miss Bailey, the mum of our Textiles class, and Dr Smiltnieks who both worked tirelessly, giving up their time to allow us into the Workshops to complete our Major Works.

Going into Year 12, we had the opportunity to have Mentors and I couldn't be more appreciative of mine, Miss Valente who I will never be able to forget. Miss Valente has helped me through some of my toughest times at the College. I am unable to count on two hands how many times she has helped me through the peaks of my stress and anxiety, but through all this, I have always come out laughing and with a smile on my face. So for that, I want to say a massive thank you.

One last thank you I have is for one special teacher that started his journey the same time we entered the Secondary Years. Mr Hazelwood had a major impact on our Year Group by always being there to help us through all the challenges we had. Even though he might not be with us today, I know he would be very proud of how far we have come and of course we can't leave out the time at Year 7 Camp when the bird came and stole his hot dog.

Now I want to pass on some advice to the cohorts to come. Value your time and experiences at the College with respect for your peers and teachers. At the end of the day, marks are just marks and everyone is different. You have to try your best and keep on giving your schooling your best shot. Don't let the mark you see on the top of your exam pages define who you are as a person. At Wollondilly, we are encouraged to be thankful. We saw this particularly at our Year 11 Camp where we were shown how blessed we are and were also able to establish new and close friendships that we never thought would be possible. Value the friendships and relationships you make in these last couple of years at the College. It is important to have fun and enjoy yourselves. I know that Mr Hewitt will never forget his Year 11 Business Studies class and the time that Bella and I sang our specialty song 'Incy Wincy Spider'. We hope you don't miss us too much.

A big part of our journey is obviously our families who have continuously supported us from Transition or Kindy through to Year 12 and beyond. Thank you for putting up with our meltdowns and the overflow of study papers in the house. I know if any of you are like me and struggled to get to the College each morning, we would have made it extremely hard for our parents, so thank you for pushing us and continuously making us try harder. Even though sometimes you didn't agree with my choices, Business Studies is harder than you think Dad, my schooling journey would

not have been the same without the constant support shown and we are so lucky for what our families have continued to do for us over the years.

I'm honoured to have the opportunity to reflect on our achievements and reminisce about our time here at Wollondilly. To Taylor Fletcher creating the next million dollar company, to Joshua Phillips challenging the normal study hours by doing 14 units, to Mia Sierra getting all three of her dances into Callback, to Micah Rigg being the next Qantas pilot, to Lily Tutt for completing all four of her Major Works, to all the 2022 graduates, I can't wait to see where you go from here. Congratulations to us, the class of 2022! Thank you and God bless.

Reporting Area 2 - Contextual Information about the College

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

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

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

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

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

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

NAPLAN 2022 results show that Wollondilly students in Years 3,5,7 & 9 are continuing to make good progress.

The tables show Wollondilly percentages for the Top Two Bands for each year group in comparison to State figures. In all areas, Y3, Y5 & Y7 Wollondilly has achieved a higher percentage of students in the top two bands. In comparison to the bottom bands where Wollondilly also

performed well against State percentages with smaller percentages of students in the bottom bands.

While these figures are encouraging the data demonstrates that COVID lockdowns have impacted on student results. At Wollondilly we have minimised the impact. There is no growth data available for 2022. We will seek to improve these results by providing quality learning and support for students who have had two years of disruption to their schooling. We have targeted literacy skills for Year 9 in particular. This group will require more support from the ALLS team as well as targeted interventions in class.

Year 3	2022 Top Two Bands	State	2022 Bottom 2 Bands	State
Reading	73.5%	58%	0%	3%
Writing	67%	60%	5%	6%
Spelling	59%	54%	7%	11%
Grammar	74%	57%	2%	11%
Numeracy	52%	40%	2%	11%

Year 5	2022 Top Two Bands	State	2022 Bottom 2 Bands	State
Reading	49%	44%	1%	11%
Writing	26%	29%	15%	15%
Spelling	43%	43%	9%	12%
Grammar	43%	37%	5%	14%
Numeracy	32%	31%	4%	15%

Year 7	2022 Top Two Bands	State	2022 Bottom 2 Bands	State
Reading	36%	31%	7%	15%
Writing	35%	30%	5%	14%
Spelling	41%	40%	3%	14%
Grammar	36%	29%	16%	19%
Numeracy	45%	37%	10%	17%

Year 9	2022 Top Two Bands	State	2022 Bottom 2 Bands	State
Reading	22%	26%	14%	22%
Writing	19%	22%	25%	29%
Spelling	42%	36%	15%	18%
Grammar	30%	27%	19%	25%
Numeracy	17%	25%	8%	17%

Reporting Area 4 - Senior Secondary Outcomes

Wollondilly Anglican College

2022 HSC Results

14 Students on the “*Distinguished Achievers List*”

19 Band 6 Results, 90 Band 5 Results from 62 students eligible for an ATAR

Congratulations to the Year 12 class of 2022 for their commitment and perseverance in the achievement of very good HSC results. Our College community was immensely proud to receive the news that 14 students were placed in the highest result band for at least one subject. All received honourable mention on the prestigious list of distinguished HSC achievers for 2022.

Distinguished Achievers Merit list for NSW – extract –

Amy Luxford	Hospitality, Community and Family Studies, Mathematics Standard 2
Sam Williams	Business Studies, Economics, Legal Studies
Claire Birta	Business Studies, Personal Development Health and Physical Education
Ashlyn Griffiths	Community and Family Studies
Ridhima Saroya	Business Studies
Chelsea Luppino	Mathematics Standard 2
Mia Sierra	Dance
Lauren Cameron	Hospitality
Bella Rose Walker	Hospitality
Hagen Bossie	Industrial Technology
Josiah Smiltnieks	Industrial Technology
James Batshon	Maths Extension 2
Chaela Lindsay	Maths Extension 2
Joshua Phillips	Maths Extension 2

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

Mia Sierra - Dance - Callback Nomination for Core Performance, Core Composition and Major Study Performance

Claire Birta - Dance - Callback Nomination for Core Performance

Josiah Smiltnieks - Industrial Technology Major Project nomination for INTECH exhibition

Congratulations to Joshua Phillips, the College DUX with an ATAR of 93.45

Exceptionally High performing subjects this year included Hospitality

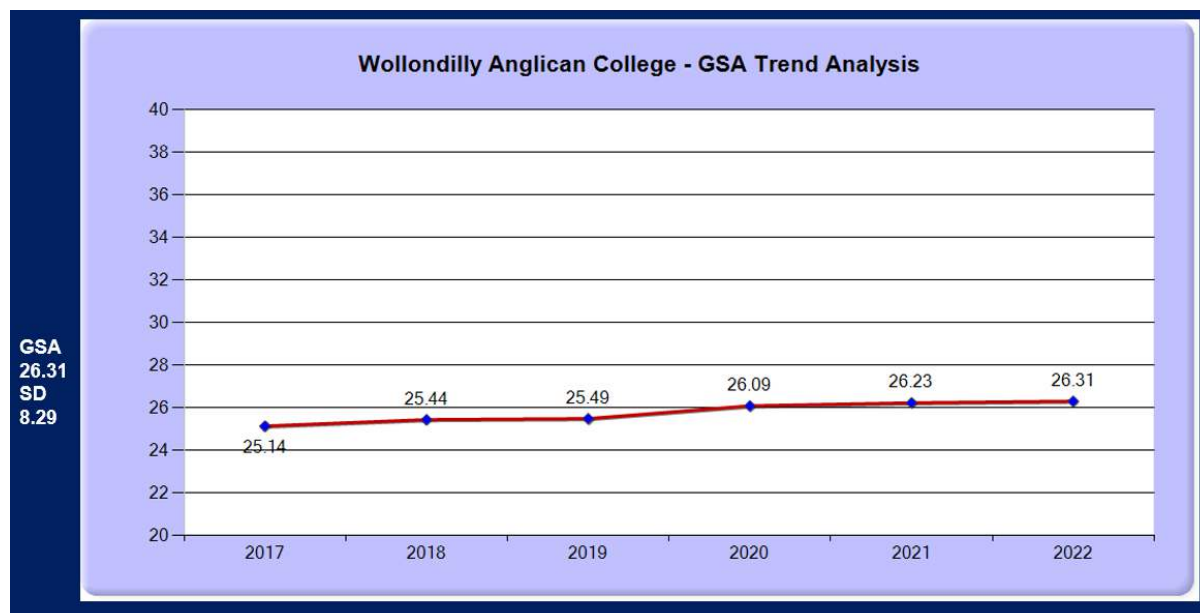
High performing subjects this year (minimum +5 above the State mean) included Ancient History Business Studies, Community and Family Studies, Personal Development Health and Physical Education, Legal Studies and Industrial Technology

"We are very proud of our class of 2022 who earned 19 Band 6 results and 90 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."

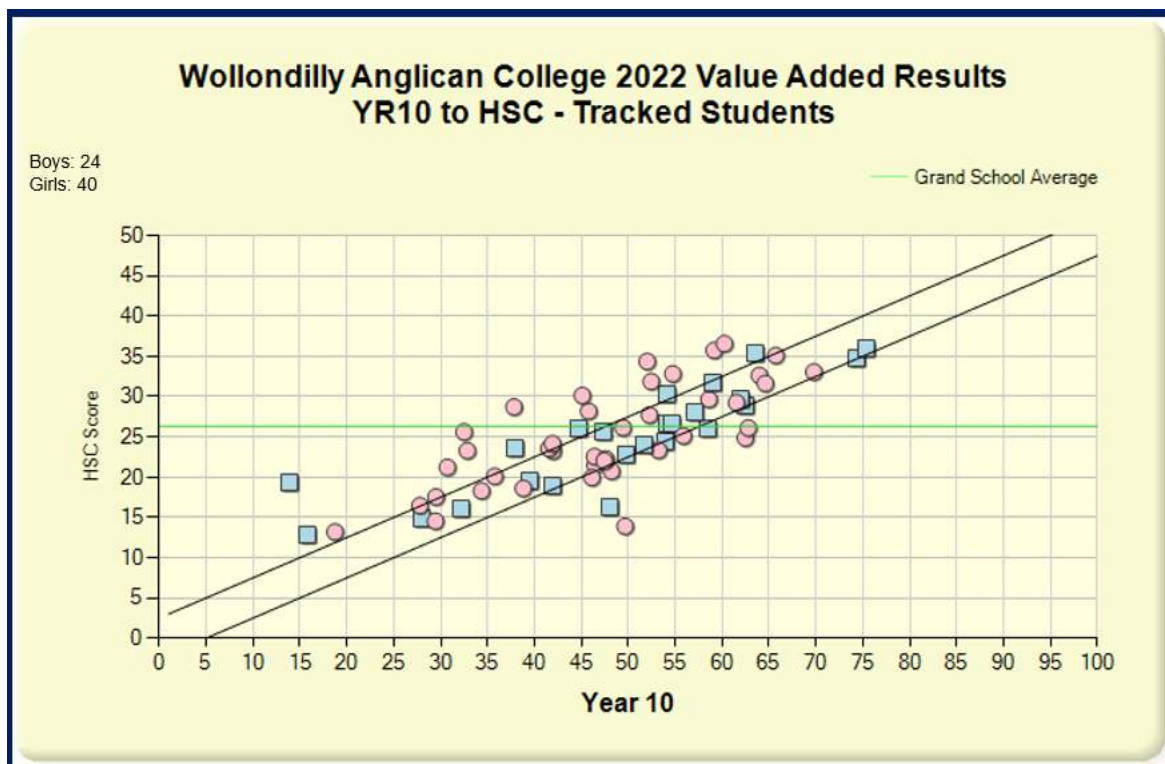
"At Wollondilly Anglican College, we celebrate excellence against externally measured benchmarks. Of equal importance to us is the measure of personal best and the extraordinary tales of our externally measured "value added" benchmarked results between Year 10 and Year 12 which attest to the hard work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

Grand School Average

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

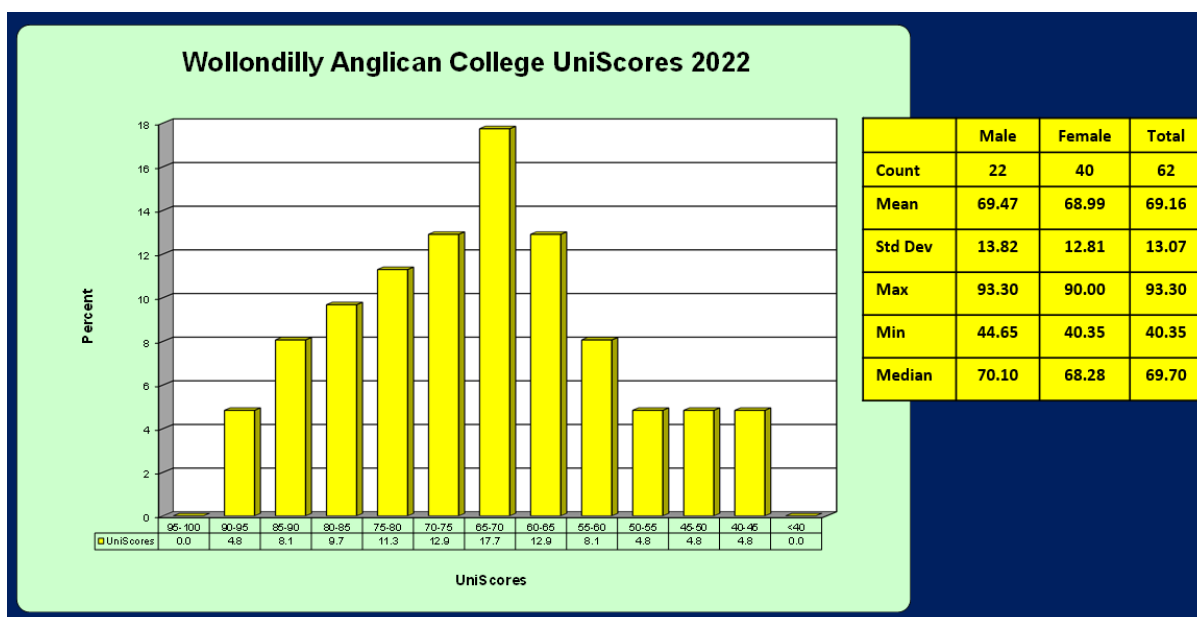


- The College engages an external consultant to independently analyse results and determine how much students have improved academically between their results in Year 10 and Year 12. Of course it would be expected that students improve as they learn and as they get older. We are really interested in how much better or worse they have achieved compared to what would normally have been expected. (This is called “Value Added” and is a measure of “how much value was added to students’ educational outcomes). Our students’ value added achievement to their benchmark should fall in the tram lines on the graph below. In 2022 89% of the students reached or exceeded their value added benchmark which was an increase from 2021 (76%). Pleasingly in 2022, 92% of the boys {82%} and 88% of the girls {72%} reached or exceeded their value-added benchmarks from Y10 to Y12. Five students exceeded their benchmark by a significant margin while two were significantly below it.



ATAR Scores

The 2022 UniScores analysis revealed 62 students eligible for an ATAR {64}, 22 boys {21} and 40 girls {43}. The mean, 69.16 {67.58} increased by 1.57 UniScore points and the median, 69.70 {70.98} decreased by 1.27 UniScore points. The mean for boys, 69.47 {65.83} increased by 3.64 and their median, 70.10 {68.90} increased by 1.20 while the girls' mean, 68.99 {68.44} increased slightly by 0.55 and their median, 68.28 {72.65} decreased by 4.38.



UniScore	Count	%	Cumulative % 2022	Cumulative % 2021
99-100	0	0.0	0.0	0.0
95-99	0	0.0	0.0	3.1
90-95	3	4.8	4.8	14.1
85-90	5	8.1	12.9	23.4
80-85	6	9.7	22.6	29.7
75-80	7	11.3	33.9	40.6
70-75	8	12.9	46.8	50.0
65-70	11	17.7	64.5	56.3
60-65	8	12.9	77.4	60.9
55-60	5	8.1	85.5	62.5
50-55	3	4.8	90.3	73.4
45-50	3	4.8	95.2	82.8
40-45	3	4.8	100.0	98.4
<40	0	0.0	100.0	100.0
Totals	62	100.0		

Record of School Achievement

A total of 100 students completed Year 10 and were eligible for their RoSA.

Reporting Area 5 - Professional Learning and Teacher standards

Teacher Standards

In 2022, a total of 85 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 85. Eighty one of these teachers are at Proficient accreditation level with the other four 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.**

College Teaching Staff Qualifications 2022

HEADMASTER

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

EXECUTIVE STAFF

1. BEd(TAS), CertIV WT&A, CertII Kitch Ops, Cert2 Hosp, Cert 3 in Cookery
2. MEd (Leadership), BEd (Hons)
3. MLd, BHealthSc, DipEd
4. MEd, BEd, DipTeach

SENIOR MANAGEMENT

5. B Arts/B Teaching (English & History)
6. BSc (Hons), BTeach, Cert IV(Assessment)+
7. MEd(Leadership and Management) BA/BTeach, MACE
8. PhD, GradDipEd, BSc(Hons), FRACI, CChem FTGN
9. BTeach/BArts (Technology), Grad Cert Curriculum and Classroom Innovation, Cert II Hospitality, Cert IV Training and Assessment, Cert II in Catering

10. BEd Physical & Health Ed
11. BEd(Hons)
12. GradDipEd, BTeach, Cert Gifted Ed
13. MTeach, BEd(Early Childhood), AdDip Child Studies
14. BAarts, MTeach(Hons)
15. BHLthSc, BEd(PDHPE), GradDipEd(Primary)
16. BTeach, Cert IV HRGradDipEd, BEc
17. MEd(Admin), BEd, BTeach, Grad Cert Ed (Gifted Ed), Cert Residential Care, MACE
18. GradDipEd, BBus (HRM/Eco)
19. MLMEd, BMusBEd
20. BTeach, BEd;
21. GradDipEd, GradDipBible&Missions, BEnvSc(Hons)

SENIOR STAFF

22. MEd(Leadership), BA/BEd(English & History), Cert IV ManagementBEd(Primary)
23. MAarts(Info Mgmt), BTeach(Secondary), BAarts(English History)
24. BEd(Primary)
25. BScBTeach, PTC(Hons)
26. BMusBEd

TEACHING STAFF

27. BTeach(Early Childhood)
28. BEd(Primary)
29. BEd(Primary)
30. BEd(Birth to Twelve Years)
31. BAarts, MTeach (Primary, English Specialisation)
32. BEd(Early Childhood), DipChristian Studies
33. BEd(Primary)
34. BTeach
35. BEd(Primary)
36. BTeach(Primary)
37. BA(Hons)(Primary), MA Ed(SENDI)
38. Bachelor Primary Ed
39. BAarts, BTeach
40. MEd(Leadership), BTeach, BEd, Anglican Youthworks Cert
41. MEd(Primary)
42. BEd(Primary)
43. BTeach(Primary)
44. BAarts, MTeach
45. BADipEd, MA(Mod History)
46. BTeach, CertChildStud
47. BEd(Primary)
48. BEd(Primary)
49. MTeach (Primary), BVET, Cert IV (T&A)
50. Master of Teaching (Primary)
51. BEd(PDHPE)
52. MEd (Language and Literacy), BA, DipEd
53. MEdStud, BEd
54. BMathEd
55. GradDipEd, BMath
56. BSc(Pure Mathematics/Psychology), Dip Ed(Mathematics), B Ministry
57. BDanceEd
58. MEd, (Administration & Curriculum) BTeach, BAarts; (English & HSIE)
59. MTeach, BAarts (English Literatures), BLaws(Hons)
60. MTeach(English & History), BAarts(English & History), GradCert Learning Difficulties
61. BA/BEd(English & History), AdDip Textiles & Design
62. GradDipEd, BA
63. BEd Secondary(SocSci)
64. BTeach(Sec), BAarts(Communication Studies)
65. BAarts, DipEd
66. PhD, GradDip, CareerEd&Dev, BSc(Hons), DipEd
67. GradDip(AppSc-Build), BTeach, BASc
68. MTeach(Secondary), BSc(Bio Sciences)
69. BEd(Ind Arts), Cert IV WT&A, Cert 1 Construction
70. Bus(Comp&InfoMan), GradDipEd, Cert of RelEd, Cert IV Interactive Multimedia

71. GradDipEd (TAS); BVAD(Visual Arts & Design), AdDip Sports Exercise Nutrition, AdDip Principles of Nutrition
72. PhD, BEng(Hons), CertIII Carpentry
73. MCA(Visual Arts), GradDipEd, BCA(Visual Arts)
74. BEd (Hons), PTC (Hons)
75. BTeach/BA (VA&Eng), CertII Fashion Design & Technology
76. BArts,DipEd(Primary)
77. BA, GraDipEd
78. Grad Dip Ed, Dip Div, BSc, BTh (Hons), MEd (Leadership)
79. MTeach (Secondary), BMedChem (Hons)
80. BEd(TAS)
81. BBus, MTeach (Secondary)
82. BComm, BArts, MTeach (Secondary)
83. BEd(PDHPE), CertIII Outdoor Education
84. BMus, BEd
85. BTeach (0-5), M Special & Inclusive Education

Summary of Professional Learning in 2022

ACT Careers Expo
 AIFC Certificate in Christian Counselling
 ASC Deputies Network
 Bachelor of Advanced Studies
 Be you Virtual Conference
 Business Studies/Economics/Commerce
 Chaplaincy
 Critical Readers
 Crusaders Christian Development Leadership
 CSSA Convenor Training Day
 Cultural Engagement
 Curriculum Reform
 Dance, Frama, Music, Visual Arts
 Deputies Catch up
 Drama
 Driving High Performance with Dare to Lead
 Driving Leadership for Learning
 Duke of Edinburgh/Sport
 Freeing the Teacher's Voice
 Future Problem Solving
 Future Problem Solving Coaches Training
 Growing Evidence Informed Practice
 HICES Pastoral Care Meeting
 HSC Chemistry
 HSC Chemistry Marking
 HSC Coaching
 HSC Physics
 Industrial Technology Furnishings
 Integrating Literacy Skills
 IPSSO Meeting
 Languages
 Leadership
 Leadership Development
 Learner Dispositions
 Learning Support
 Legal Studies HSC Marking
 Level up Science Teaching
 Library & Literature (English)
 Library and Reading. Use the Data

Literacy
 LNAP Masterclass
 MacqLit Training
 Mathematics Advance
 Meet the Marker - Chemistry & Science Extension
 MISA
 Modern History
 NAPLAN Administration Training
 NASSA Secondary Sports Meeting
 NESA Chemistry Standards
 Neuromusical Development in Students
 Nutrition (Eating Informed Programs)
 Opportunity Hub - Indigenous Students
 Overview of Theory & Statistics for various situations
 Presentation at AIS Exec PA Program
 Pastoral Care
 Pastoral Care - Student Wellbeing - HICEs
 PDHPE
 PDHPE Beginners Teachers Conference
 PLP for Aboriginal Students
 Reimagining Assessment in PE
 School Marketing Masterclass
 School Counsellors Conference
 Science of Learning Leadership Accelerator
 Specific/in depth Strategies & Theory
 Stage 2 Legal Studies
 Stage 6 CAFS Resources Exploration Webinars
 Stage 6 CAFS Strategic Approaches to IRP
 Stage 6 Legal Studies
 STANSW meet the Markers Conference
 Strength Based Approach to help thrive
 Students with complex learning
 TASC Junior Heads Meeting
 TENS Annual Conference
 TESEP: Introducing our dynamic planet
 Understanding PAT - Progressive Achievement
 VET Entertainment
 Work Health and Safety in Schools

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 was **\$36,492.00**. Professional Learning costs increased with more face to face training occurring as COVID-19 restrictions eased.
 Averaged across 85 full time and part time teaching staff this equals **\$429.00 per staff member**.
 The cost of replacement staff allowing teachers to attend Professional Development was **\$34,200.00**.

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

Reporting Area 6 - Workforce Composition

The staff composition for 2022 was 85 teaching staff and 32 non-teaching staff.

No staff members have identified as Aboriginal or Torres Strait Islander.

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

Average Student Attendance Rate by Year 2022

FORM	ATT_OVERALL	ATT_MALE	ATT_FEMALE	ATT_IND_MALE	ATT_IND_FEMALE
Transition2	88.60%	88.30%	88.80%	89.00%	91.90%
Transition3	90.30%	90.60%	90.00%	76.60%	
Kindergarten	90.70%	90.50%	90.80%	86.50%	91.50%
Year 1	89.20%	90.20%	88.20%		86.00%
Year 2	90.20%	90.00%	90.30%		91.80%
Year 3	91.40%	90.90%	92.00%	89.60%	
Year 4	91.90%	91.50%	92.10%	92.30%	65.40%
Year 5	91.10%	90.60%	91.50%		74.60%
Year 6	91.50%	92.00%	91.00%		
Year 7	91.80%	92.00%	91.70%	89.60%	86.90%
Year 8	89.30%	89.30%	89.30%		
Year 9	89.10%	87.30%	90.50%	91.50%	
Year 10	88.90%	90.00%	88.30%	68.50%	
Year 11	90.30%	91.30%	89.60%		87.30%
Year 12	90.10%	93.50%	88.10%		78.30%

Retention rates in secondary schools

93 students completed Year 10 in 2020.

90 progressed to Year 11 at Wollondilly Anglican College in 2021.

72 completed Year 12 at Wollondilly Anglican College in 2022.

77% Retention Rate (Year 10 to Year 12)

Management of Student non-attendance

Absentee notes from parents

Parents are asked to:

- Notify the College of reasons for absence via a Push Notification on the WAC App or the Edumate Parent Portal. After seven days, absences are permanently recorded as unexplained. If the College receives notification in writing after the seven days, and under the instructions of the Director of Pastoral Care Coordinator T-12, these dates can be 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 diary will be stamped and they will go to class. If the Parent/Carer is not present when dropping off their child, the late arrival will remain as an unexplained absence until the Parent/Carer verifies the absence on the Parent Portal or College App.

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

Early Leavers

Students leaving early need to present to the Student Reception. An early leaver form signed by a parent, will be accepted as an absence note. Otherwise, the early leave will remain unexplained until the Parent/Carer verifies the absence on the Parent Portal or College App. Students in Years 11-12 who have permission to drive to the College need to provide a written note signed by their parents to verify the reason for their early departure.

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

The percentage of students in Year 12 who participated in Vocational Care or Trade training:
11%

Percentage of students attaining Year 12 certificate: 100%
A total of 72 students graduated from the College in 2022.

A total of 71% of students enrolled in University courses such as Law, Sports Science and Nursing with 15% having secured apprenticeships or TAFE courses. 14% of students are in the workforce or are taking a gap year.

Reporting Area 8 - Enrolment procedures and profiles

Enrolment Statement

Wollondilly Anglican College is a comprehensive co-educational T-12 school. Academic Scholarships are available for students who meet the selection criteria. The College provides a Christian education and operates within the policies of the NSW Board of Studies. Enrolment applications are processed and consideration will be given to the applicant's support for the ethos of the College, siblings already attending and other criteria determined by the College from time to time. Students and parents/guardians may be asked for an interview with the Headmaster or his delegated authority. Once enrolled, students are expected to support the College ethos and comply with rules to maintain their enrolment.

Conditions of Enrolment

Refer to the link below:

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

Procedures

1. All applications will be processed within the College enrolment procedures.
2. Following the presentation of a non-refundable application fee, consideration will be given to each applicant's supporting statements and past reports along with interview responses regarding their ability and willingness to support the College ethos.
3. Consideration will be given to each applicant's educational needs. To do this, the College may need to gather information and consult with the parents/family and other relevant persons.
4. Strategies may need to be identified which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. The applicant will be informed of the outcome.
6. If an offer is made, the position will be held open for 14 days.
7. Acceptance of a position will be accompanied by an enrolment fee.

Adapted from Annual Report Sample 5-7: Policy 19
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Profile

In 2022, the College had 1168 students enrolled.

A total of 598 of these students were in the secondary years and 570 were in the primary.

There were also 60 Transition (Pre-Kindergarten) students.

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

Reporting Area 9 - College Procedures and Policies

All policies written in light of current requirements.

Document	Features	Change in 2022	Summary statement	Access to full Text
Child Protection	General Statement Definitions Safe environment Reporting Obligations Risk Management Investigation Pastoral Care	Nil in 2022. Developed the Child Safe Policy which was introduced in 2023	The College will seek to continue to provide a safe and supportive environment as well as to participate in the provision of parent and community awareness of relevant issues	Issued to all staff and College Council. Copies on request at College Office. Online training completed by all staff
Anti-bullying (Student Welfare)	Rationale Implementation General Guidelines	Policy Updated. Additional proactive strategies added	Wollondilly Anglican College is committed to the provision of a safe and supportive environment for both staff and students. In summary, attention is given to the bully, the bullied and the bystanders. Ongoing targeting of students or staff is not tolerated.	Issued to all staff and Council. Copies on request at Office.
Student Management (Discipline)	Overview Students and supervisors Detentions Suspension	Student Code of Conduct located on our website https://wac.policyconnect.com.au/module/80/page/7e8efb83-b2f8-4d0b-bc03-106b691694d1.md	The College encourages learning and respect for others. We will develop self-discipline, self-awareness and self-esteem in students while fostering mutual respect, tolerance and understanding. We seek, under God's guidance, to develop an intrinsically self-controlled individual who demonstrates a genuine care and responsibility for the wellbeing of others through an attitude of service.	Issued to all staff. Copies on request at College Office. Online Student duty of care training completed by all staff
Reporting complaints and resolving grievances	Parent and students complaints and grievances methods	Nil	The policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents	College website

			and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.	
Communication	Newsletter Diaries Assemblies and Chapel Grievances Contacting Staff Parent Teacher Nights Parents and Friends	Diaries updated. Updates to parent communication App	The College values communication with parents by providing regular newsletters and seeking to listen and resolve issues	Copies on request at College Office.
Staff Code of Conduct	Expectations for Staff	Updated and communicated to all staff. All staff signed to acknowledge the changes	The College provides clear expectations with regard to conduct toward students, other staff and parents.	Issued to all staff. Copies on request at College Office.

Reporting Area 10 – College Determined Improvement Targets

WAC 2022 FOCUS AREA 1

Our ability to deliver quality education within a Christian Worldview depends on the quality of our teachers. During 2022 we supported teachers to improve their practice in targeted areas that will lead to improved educational outcomes for students.

Our 2022 focus was to ensure that our teachers are effectively using our Explicit Instruction approach in every classroom. We determined that this would be our Thematic Goal for all of 2022. Every fortnight, we reviewed our progress according to the Defining Objectives for this goal. Through this process, we were able to maintain our focus and make excellent progress.

A Lesson Observation checklist was created and teachers received professional learning about this. We then used this checklist to give feedback to teachers on their implementation of Explicit Instruction. Ongoing Professional Development was provided about Explicit Instruction with opportunities for discussion and reflection; both within faculties and as larger staff groups. Executive staff completed Lesson Observations regularly. Our goal was a total of nine observations per week, and we achieved close to 95% success in Terms 1-2. Term 3 dropped to around 70%; however, Term 4 picked up slightly to around 80% success.

We surveyed teachers during the year regarding 'busy work' - explained as "that work that you are required to complete that does not improve the learning of students". We were able to address a number of concerns raised by teachers to ensure that they have less 'busy work' and can spend more time on student learning.

Specific action on Staff Wellbeing was slow to get going. A Staff Wellbeing Committee was established before the end of the year with a strategic approach to Staff Well-being implemented at the beginning of 2023.

We did not make further progress on reviewing our approach to Professional Growth Plans for staff. This will be an area for development in 2023. Teachers set goals based on our Explicit Instruction approach, and the Executive have been monitoring teachers' use of Explicit Instruction.

WAC 2022 FOCUS AREA 2

We will strengthen the Christian culture of our College amongst staff and students.

The Chaplaincy work, leading to the appointment of a Chaplain for 2023 was incredibly valuable. In this 'Acting' role, Matt Roberts was able to achieve great progress during the year (eg small group student meetings, prayer meetings, connection with local Churches).

As an Executive Team, we feel that staff devotions have been very valuable in supporting the growth of our staff. We had good attendance (Zoom) and followed up staff when we felt that attendance was poor. In Term 3, we returned to face to face meetings in the Johnson building. This has been very positive also, with a great feeling of positivity in meeting together in person again. We did consider other ways of meeting (eg small prayer groups) during devotions but felt that accountability may be lacking if we don't have fairly tight structures around this. We will look into this again in 2023. Anecdotally, we believe that staff are appreciating our devotional time and are being challenged to grow in their faith. We are aware of a small number of staff who still appear to be very 'young' in their faith and we are meeting with them to encourage them in their journey and answer any questions that they have about faith.

We have been encouraging staff to pray for each other. We drop in reminders every few weeks and the staff prayer request doc is often referred to as a way of praying for each other. We encourage our Leaders through the College to be good role models of praying for and with their Faculty/Stage teams.

Our connections with local Churches is a slow and steady process. It has been great to have some attend our prayer breakfast mornings. Matt is also working with the Churches on a combined youth event with the goal of directing students back into their local youth groups.

The Pastoral program, including devotional content, has been reviewed during Term 4 as teams met to discuss how we can most effectively share the gospel and encourage our Christian students.

The Headmaster will initiate a review of the Christian Studies programs. He held some informal discussions with a few key people but we did not action a specific review for the future. We did believe that we do not provide enough Christian Studies lessons in Secondary and we have been reviewing how our timetable covers all teaching areas to determine if we can devote more time to this.

WAC 2022 FOCUS AREA 3

The 2022 budget will be framed to meet the Budget Targets set by the Corporations Finance and Audit Committee (FAC) and Board and we will seek to maintain financial accessibility for most parents by ensuring overall fee increases are in step with inflation.

During 2022 we:

- a. Ensured that the 2022 budget targets were met, and
- b. Framed the 2023 budget to meet the Corporation targets and to maintain financial accessibility for most parents.

The Executive keep track of finances by asking the Business Manager to report each fortnight. Monthly papers are presented to Council and reviewed. These practices ensure that we keep a close eye on the budget and annual spending. Large purchases are discussed with Headmaster and Business Manager before being approved.

Marketing and Enrolments team meeting twice per term to discuss marketing strategies, enrolment numbers, response to marketing. In future meeting we will establish practices of assessing our enrolment pipeline so that we understand what our conversion rate is (ie from the number of parents who make an initial enquiry, how many enrol and stay enrolled over 12 months) Enrolments and withdrawals are presented to Council each month.

2023 Budget was developed and approved and meets TASC targets with 3% fee increase.

WAC 2022 FOCUS AREA 4

We are committed to improving College leadership at all levels (Council, Executive and Coordinators) through intentional strategic growth and development of individuals and teams.

During 2022 the Executive Team have been focused on developing our leadership through reading books and discussing aspects of leadership through our meetings. We have implemented an improved meeting structure so that our meetings are more efficient, effective and productive. We have been challenging ourselves to grow as a team, particularly in the area of keeping each other accountable and focusing on goals/outcomes/results.

We have shared what we are learning with our Middle Leadership teams so that they are also being challenged to grow as a team and as individuals. They were provided with an Audible subscription and we have been listening to and discussing a variety of Leadership books.

A Leadership Book Club was introduced in Term 4 with over 30 staff members joining. We have met twice this term and will meet eight times during 2023 as we study The Leadership Challenge together. With staff from across the College involved, this gives us a great opportunity to strengthen and guide the culture that we want to see at the College.

Staff have been invited to be part of the 2023 Mentoring of New Staff program. Each of the Mentors will be provided with training to support them to be highly effective Mentors so that new staff feel highly supported and cared for as they begin at WAC.

In 2023 we will develop our Instructional Coaching program that will have budget implications for the 2024 budget.

WAC 2022 FOCUS AREA 5

In collaboration with the Headmaster and the College Executive develop a Strategic Plan (2023-2027).

The strategic planning process followed the prescribed plan of consultation and discussion and has brought about the development of an excellent Strategic Plan. The goal was to have a relevant, practical and achievable plan that would direct our attention over the next few years, and I believe that we have achieved this. The Headmaster looks forward to working with the Executive Team and being kept accountable by the Council, as we make great progress over the next four years.

Reporting Area 11 – Initiatives Promoting Respect and Responsibility

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

College Expectation

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

Student Responsibilities - That students will:

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

College Expectation

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

Student Responsibilities - That students will:

- follow 'Playground Procedures' in particular those relating to rough play, keeping hands and feet to themselves, bullying, out of bounds areas, wearing hats
- Reporting incidences of bullying including Cyberbullying
- Follow 'Classroom Procedures'
- Follow 'Travel Procedures'

College Expectation

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

Student Responsibilities - That students will:

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

College Expectation

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

Student Responsibilities - That students will:

- Show care and respect towards others
- Use non offensive language
- Respect the property of others
- Not smoke, drink alcohol or take drugs or encourage other students to do so

- Follow all directions given by staff in a pleasant and co-operative manner
- Follow 'Classroom Procedures'

College Expectation

That students should: **Follow College Procedures**

Student Responsibilities - That students will:

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

Community Service

College Working Bees

Attendance at Evening Family Chapel

ANZAC Day Services

WAC Cares meals for families in crisis

Food Donations/Monetary donations for WAC Cares

Fundraising days for Local/National/International Missions

Reporting Area 12 - Parent, Teacher and Student Satisfaction

Staff and Student Satisfaction

Year 7 students completed a survey on Safe and Supportive Environment. This is helpful in providing an opportunity for students to reflect on their experience in the first year of Secondary schooling and provides an insight for the Care and Culture team on their experiences and any potential concerns. The students reported very high levels of feeling safe at WAC and a strong ability to raise concerns with staff. Students indicated in high levels that they felt that students in Year 7 were friendly and inclusive of others. This provided an opportunity for students to raise concerns with the Care and Culture Team. As a result, student follows-up can be tailored based on the concerns raised through the process.

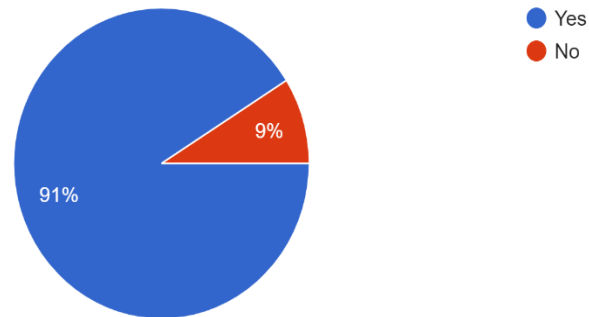
Year 10 students completed a survey as part of a Managing Wellbeing Seminar presented to students as part of their subject selection process. This had a focus of having students reflect on aspects of their wellbeing and rank them according to where they felt they were travelling. Students also responded 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 Time Management, Study Skills and Managing Anxiety. This was helpful for the Care and Culture team 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 the mid year Professional Development Week. This was broken into Primary and Secondary respondents. The information collected from this was valuable in evaluating the sessions from the week and for future planning around Professional Development and College goals.

Parent Communication Survey

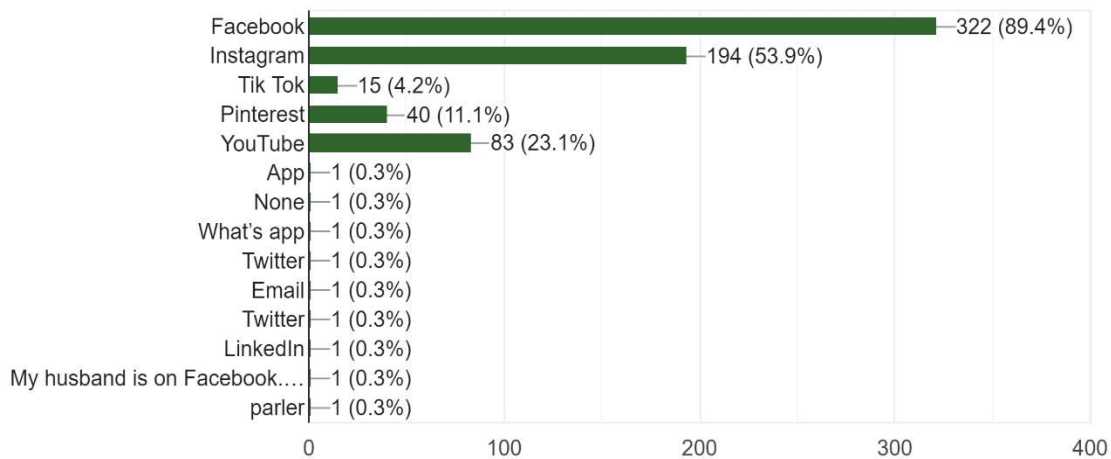
Do you currently use social media

390 responses



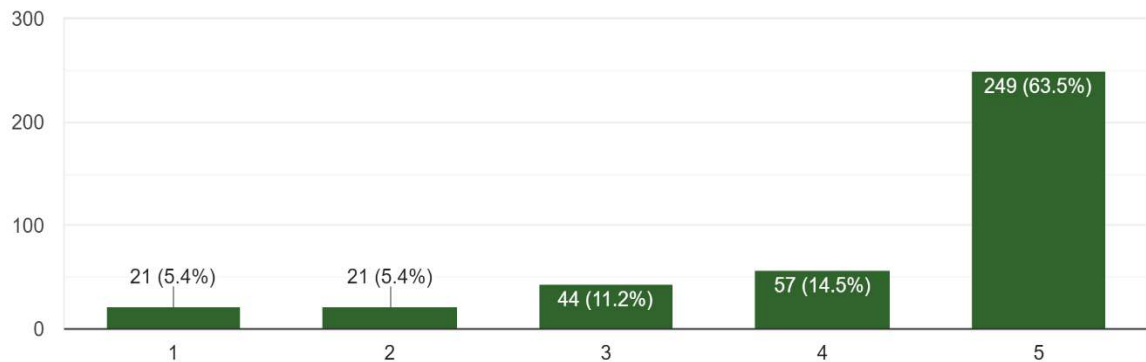
Which social media platform do you use regularly?

360 responses



How frequently do you read the Waratah Weekly?

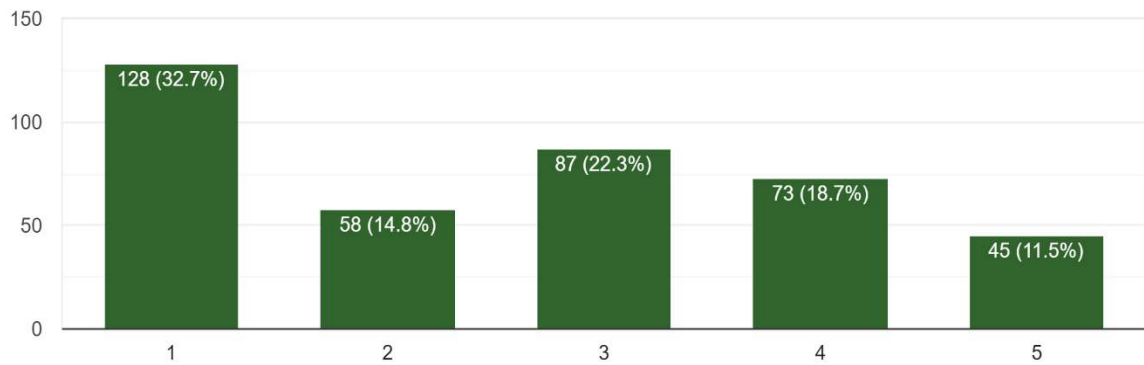
392 responses



1 = Never, 5 = Weekly

Do you find the Waratah Weekly easy to read?

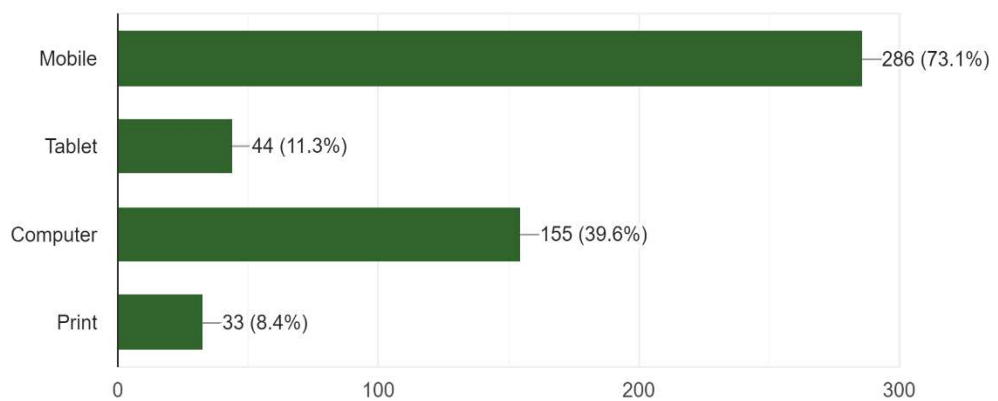
391 responses



1 = Strongly Agree, 5 = Strongly Disagree

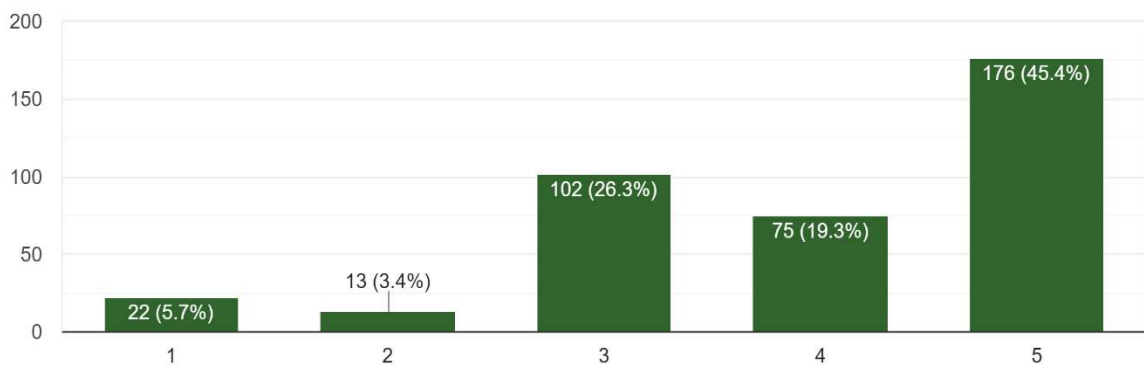
How do you view the Waratah Weekly?

391 responses



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

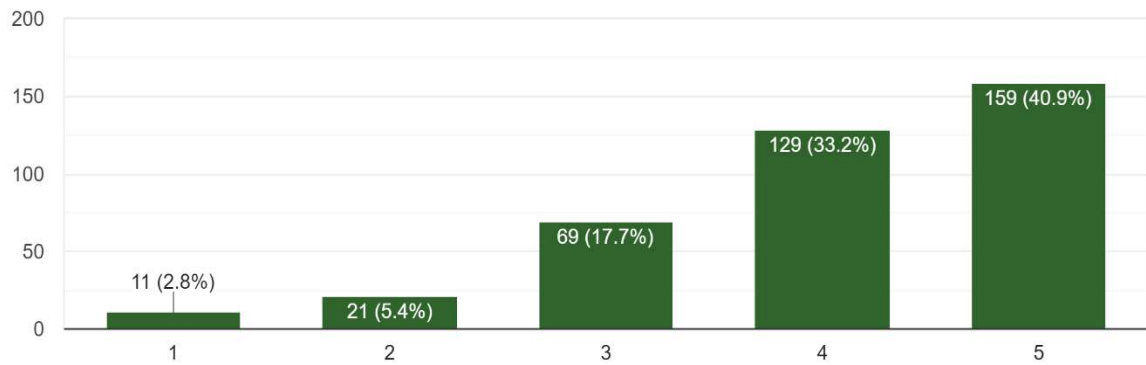
388 responses



1 = Strongly Disagree, 5 = Strongly Agree

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

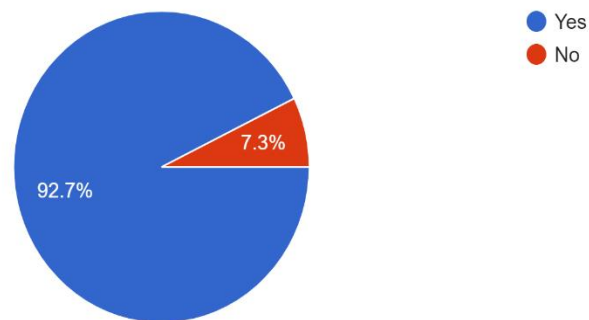
389 responses



1 = Strongly Disagree, 5 = Strongly Agree

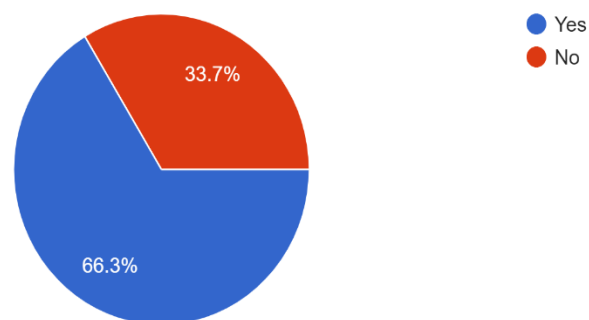
Have you downloaded the College App?

386 responses



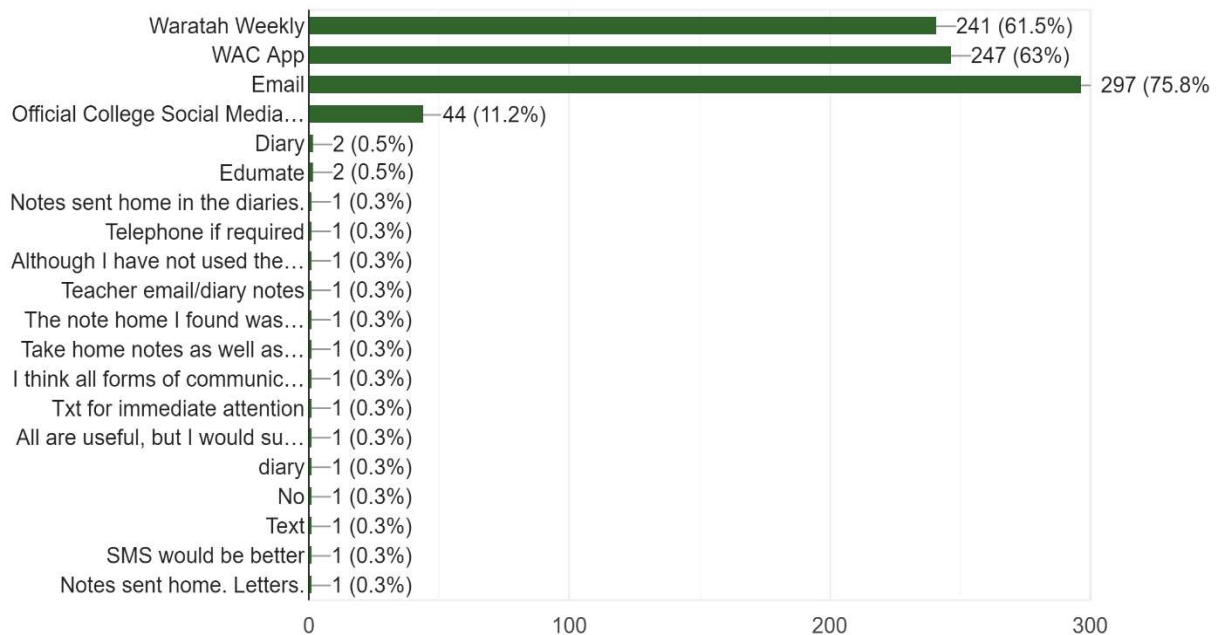
Do you follow the College Facebook, Instagram & Youtube accounts?

392 responses



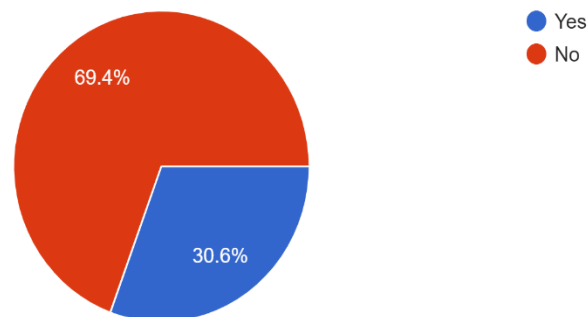
Which of the following do you find the most effective for College Communication?

392 responses



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

392 responses

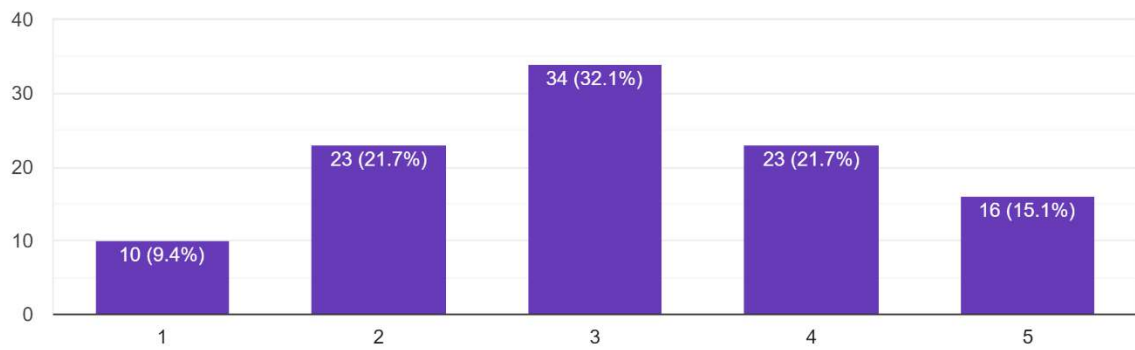


Year 10 Student Welfare Survey

1 = Poor/Disagree, 5 = Good/Agree

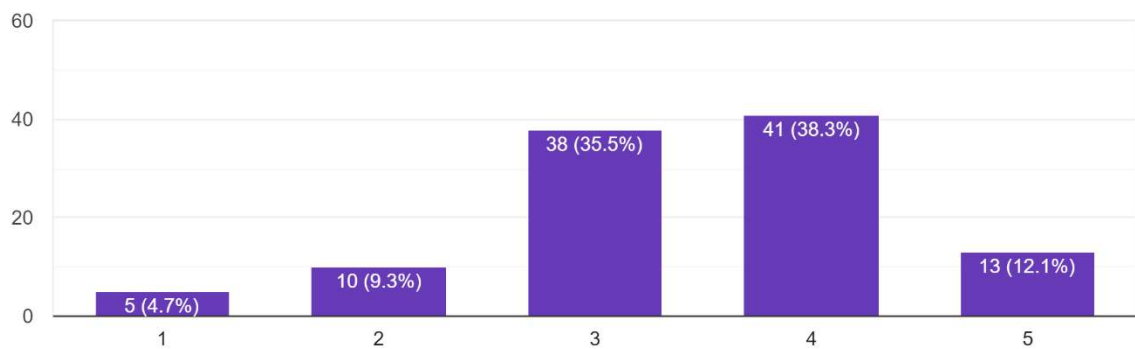
How would you rate your current sleep patterns?

106 responses



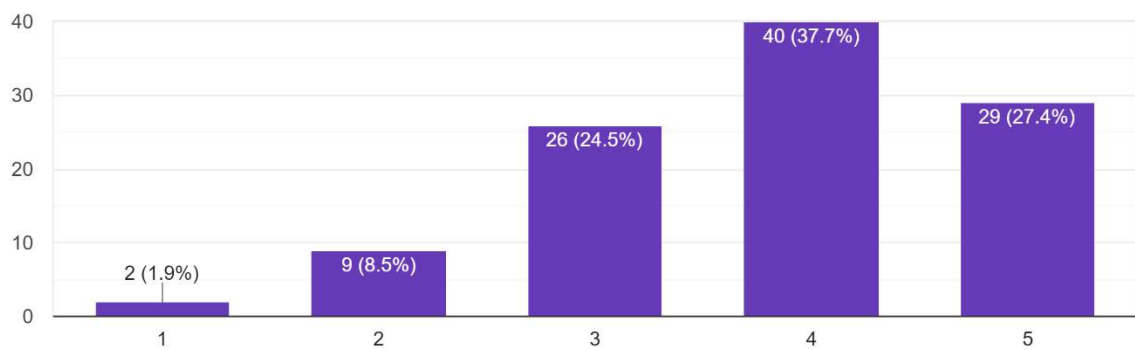
How would you rate your current diet and nutrition?

107 responses



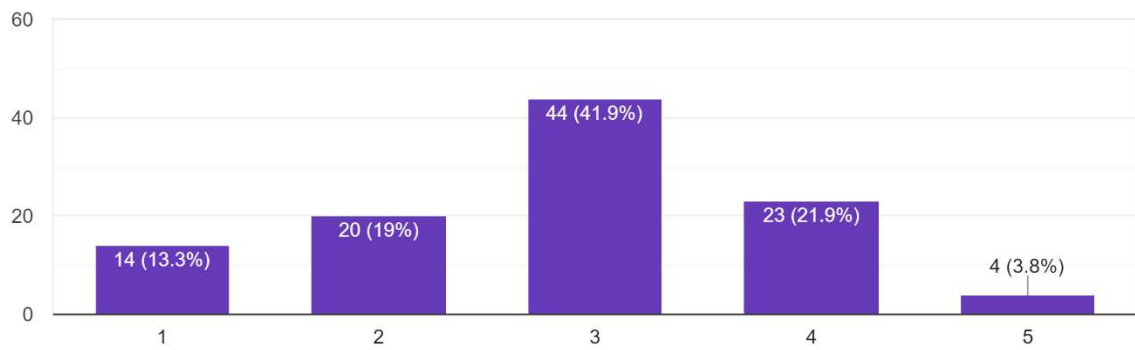
How would you rate your current physical activity and exercise levels?

106 responses



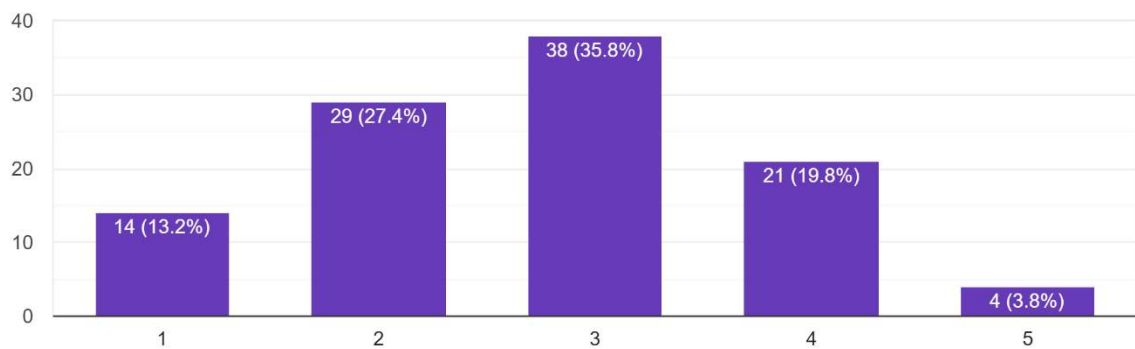
I manage my time well

105 responses



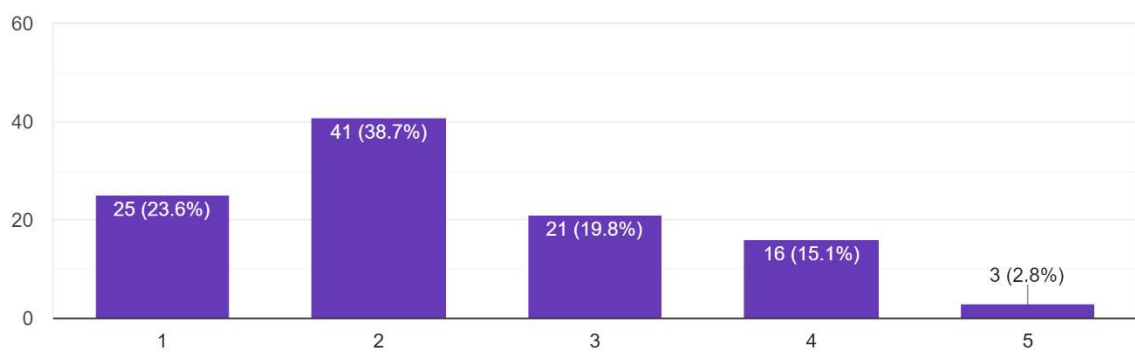
I am organised with regards to my schoolwork

106 responses



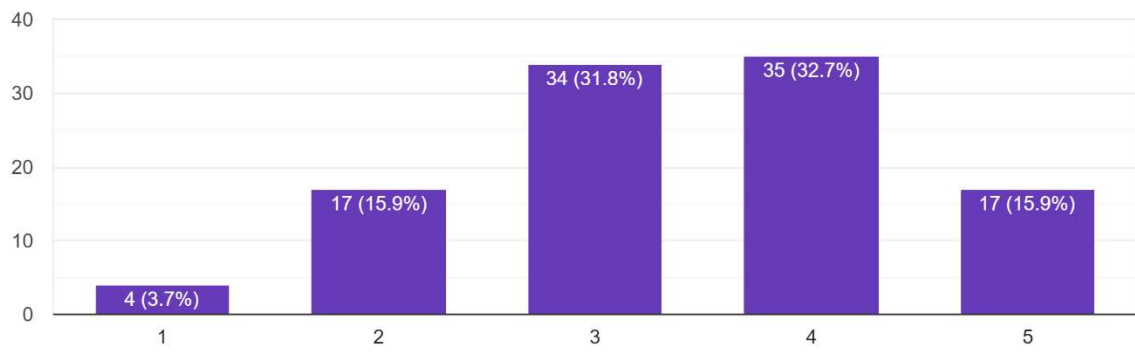
I have good study habits

106 responses



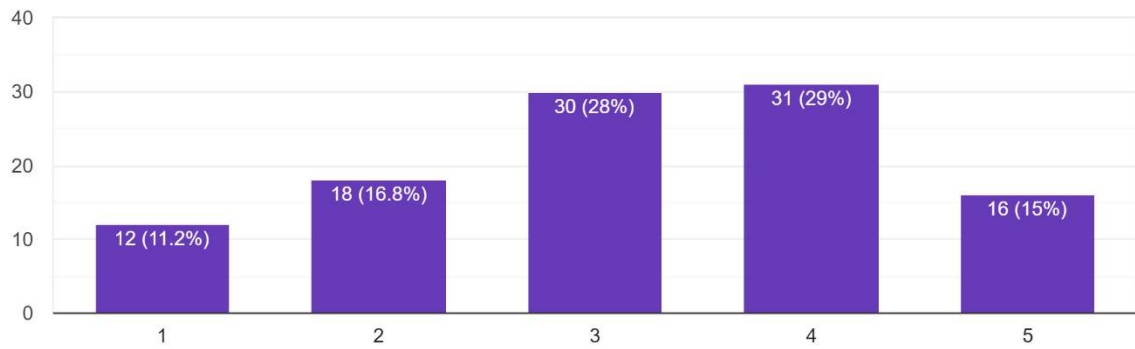
I am a resilient person

107 responses



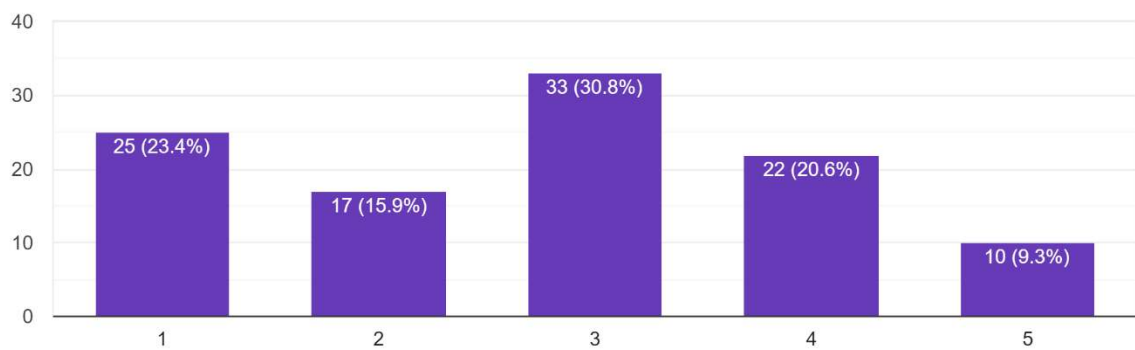
I can regulate my emotions well

107 responses



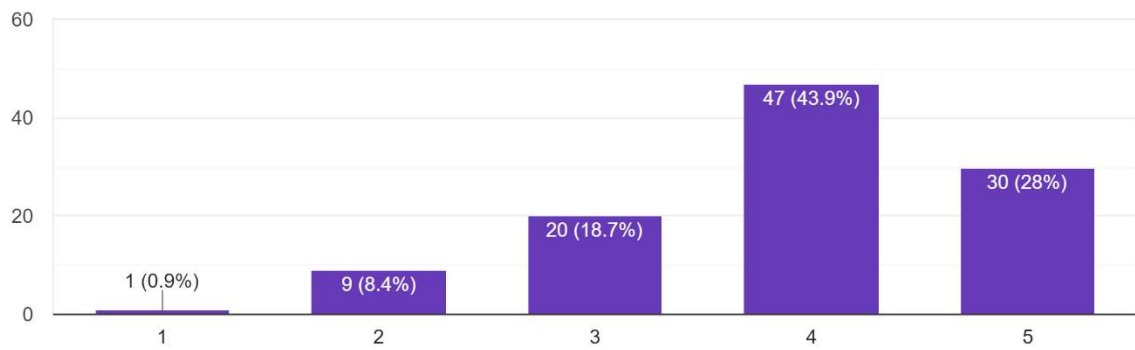
I manage stress well

107 responses



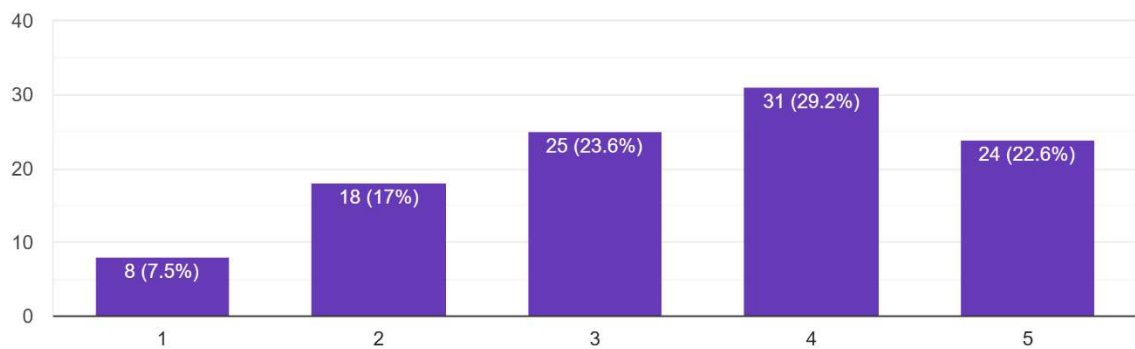
I have positive relationships with my peers at school

107 responses



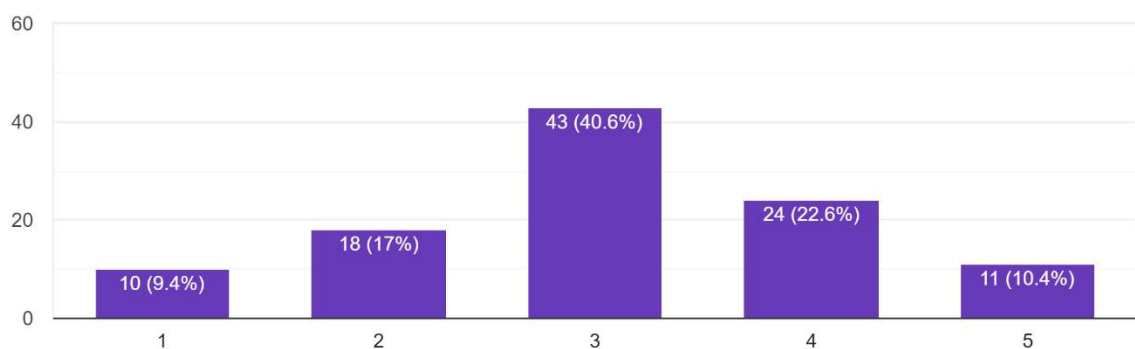
I have clear goals and purpose in my life

106 responses



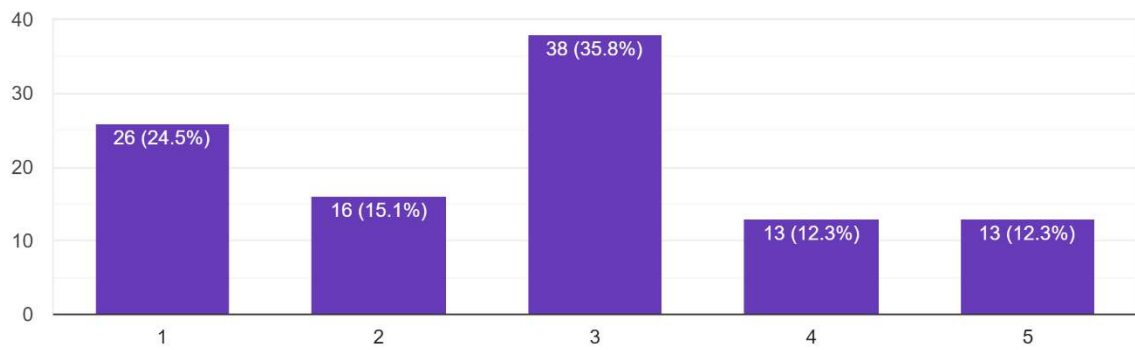
I am a motivated learner

106 responses



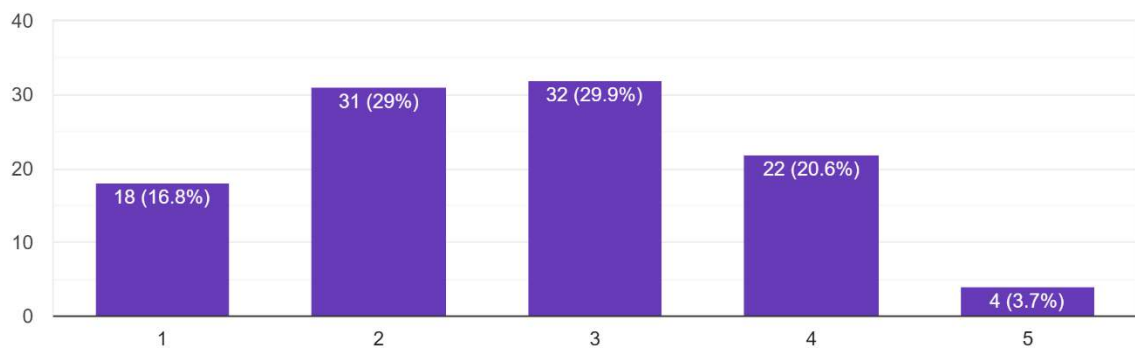
I am engaged in the life of the College

106 responses



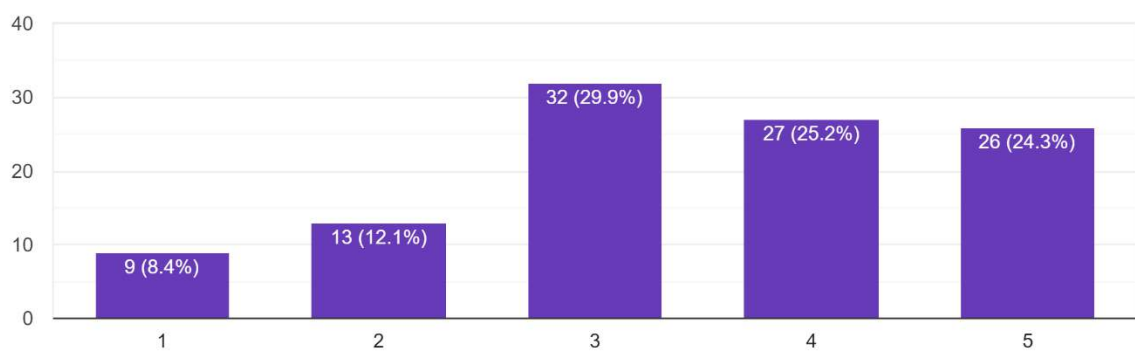
I feel confident being able to raise concerns with staff at the College

107 responses



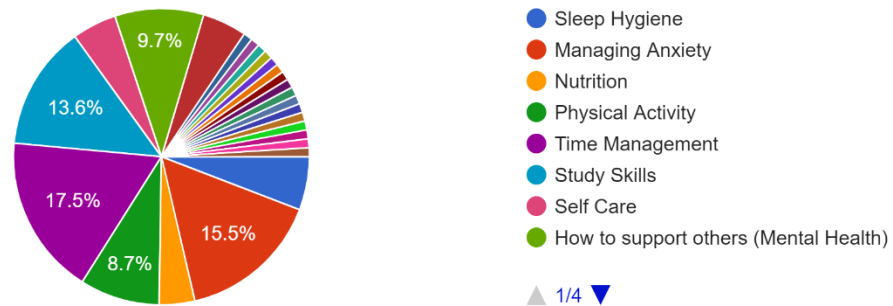
I feel supported by and able to raise concerns with my parents

107 responses



Suggestions for Presentations on Wellbeing that would assist Year 11 students. Tick all that you feel would be beneficial and add others below if you have further suggestions.

103 responses



Growth and Retention

The College continues to be in the top growing Independent schools in NSW and ACT. The adjacent olive grove will allow for increased expansion in the future.

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

Reporting Area 13 - Summary Financial Information 2022

Consistent operation between 2022 and 2021

