



WILLIAM CLARKE  
COLLEGE  
CHRIST OUR WISDOM

# 2023 ANNUAL REPORT

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# 1. A MESSAGE FROM KEY SCHOOL BODIES

## Chair of Council's Message

The Council of the William Clarke College ('the Board') present our Annual Report which outlines some of the activities and results of the College for the 2023 academic year. This report also includes matters upon which we are to report under the requirements of the NSW Education Standards Authority (NESA).

The Council of William Clarke College (the Board) consists of Christian men and women from various professions and fields of endeavour and commerce. Collectively, these individuals undertake their core governance responsibilities, which are:

- To pray for the College, its work and its people
- To employ, enable and empower the Head to manage the College
- To plan for the future
- To set policy
- To review performance and compliance
- To promote the core values of the College

2023 was another year of significant change, one being that I am writing to you as the new Chair of College Council. For the last fourteen years, Mr Philip Bell has held the position of Chair of Council. He has faithfully served the College and now, after 19 years of continual service, he is retiring from College Council. He has led the College Council with outstanding commitment and this is a reflection of his genuine sense of service to education and the wider college community.

2023 also saw the start of Mr Alex Koch's tenure as the Head of College. We are grateful for his strong commitment to ensuring that the College continues to grow as a Christ Centred Community focused on a strong learning culture.

In late 2023, the College community was saddened by the passing of the Mr Philip Bryson, the founding Headmaster. Many William Clarke families will remember the leadership of this great man and the strong foundations he set as evidenced in the growth of William Clarke College -from its small beginnings to where it is now. It is fitting that the new building project to commence during 2024 will bear his name.

Finally, I would like to add a few reflections on the College as the new Chair of Council. I have had many years of working in schools and educational roles. When you walk into a school, you get sense of the community and what goes on in a particular school. I have a strong sense of the strength of the staff of William Clarke College and their commitment to both the Christ Centred focus of the College and to the teaching and learning process that happens each and every day. I am so grateful for their professionalism and their faith.

It has been a joy throughout the year to see so many positive and inspirational things happen at the College. The students bring life, energy, and are the heartbeat of William Clarke. There is a strong student focus at the College which underpins a very positive culture. The sense I get each time I visit the College is of a strong community working together.

I would refer you to the Head's report, the report from the College Captains and the other detailed information about school life and the work of our students.

I trust that you find the information contained in this Annual Report interesting and informative. Further information about the College is contained in the College Website [www.wcc.nsw.edu.au](http://www.wcc.nsw.edu.au) and for our parent community through our Connect portal.

Mr Alan Moran  
Chair of Council

## Head's Message

December 2023 marks the end of my first year as the Head of William Clarke College. I would first like to express my gratitude to the entire William Clarke College community for the way that you have welcomed me to the College this year. I could not have asked for a more warm and genuine welcome. This is a very special place, and I look forward to the years ahead as we continue the important task of educating our students so that they are prepared to face an unpredictable future with knowledge, skills, character, confidence, and a desire to serve others.

While much has changed in William Clarke's 35 - year history, it continues steadfast in its mission to provide high quality education in a clear Christian context. This was the vision of the College's Founding Headmaster, Mr Philip Bryson and it continues today. The College is thankful for Philip Bryson's visionary leadership, and the strong foundations he built for William Clarke College.

Academically, 2023 yielded some fantastic results in the HSC including 3 students appearing on the All-Rounders List, 5 courses having a student on the Top Achievers List and 1 student achieving first place in the state for a course. These results reflect the high standard of teaching and learning at the College, which has cultivated a cohort of extraordinary learners. There are countless examples of our students performing at the highest levels in academic, sporting and cultural pursuits, demonstrating the opportunities William Clarke College students have to achieve at elite levels. However, what is more important for us is to see the way each individual student has made progress this year. Our aim is to see every student make extraordinary progress in their learning and in their character. It has been my delight to see this happening in 2023.

All of this would not be possible without our teaching, support and operational staff. I am thankful for their support and their commitment to deliver great outcomes for the College. They continually seek to improve what we do and how we educate the students in our care holistically. I have been impressed by the way our staff seek to develop students, encouraging growth academically, socially, culturally, physically and spiritually. They continually encourage our students to apply their learnings in the world outside our College gates and in serving others in our community. Education is a complex task, particularly as we find ourselves in the midst of a world that is changing at an ever-increasing rate. I am excited for the challenges ahead as we do this, confident in the strength of our community to face them well.

The College's financial information is contained in section 8 of this report. Further financial information is located on the MySchools website (<http://www.myschool.edu.au>) and via the Australian Charities and Not for Profit Commission (ACNC). In reviewing the College's financial results, I reflect on God's provision and am grateful for those who have come before me and their commitment and faithful stewardship in managing the College's resources.

Finally, I would like to take this opportunity to thank Mr Philip Bell, our outgoing Chair of College Council. During his long tenure, he has led the governance oversight of the College through a remarkable period of growth, working closely with three College Heads, overseeing significant developments of the campus, including the Sports Centre and the Branwhite Centre and seeing student enrolments grow from around 1350 to over 1900. Throughout his leadership, he has remained committed to seeing the College stay true to its founding principles, and that the motto, 'Christ our wisdom', remains central to all aspects of College life.

Both the College Council and I share that same sentiment, and I look forward to continuing the work that has already been firmly established.

Mr. Alex Koch  
Head of College

## College Captains' Message

As the College Captains for 2023, we were incredibly blessed to lead an extraordinary community of individuals who genuinely cared for those around them, and who sought to serve with joyfulness and intentionality. The Class of 2023 was definitely a cohort of people with unlimited potential for greatness and passion for changing the world. A cohort who reflected the College community as a whole.

This community was fostered through events that showcased the talents and enthusiasm of our cohort and beyond. This was no more evident than through the Singing Competition, where harmonies were attempted and energy was abundant; the weekly Inter-House Sports matches; the Box Car Rally, where our Year 12's showed off their wheels (and proceeded to tear them apart); and a truly historic moment where we won the NSW CIS cup, capping off a year of comradery, competition, champions and cheers. Most of all, it was a year of community.

None of these memorable events would have been possible without the Year 12 Leadership Team, who we had the blessing of guiding, as they innovatively and passionately contributed to their portfolios. Thank you especially to our Vice-Captains – Caitlin Rudd, Gia Chopra and Ryan Drinkrow – who faithfully served in the areas of Christian Life, Extraordinary Learning, and Service respectively.

This team embodied what it meant to 'be the difference', but we cannot talk about what it meant to "bee the difference" without thanking the inspirational Head of Year, Mrs van't Spyker, who coined this phrase. She embodied what it meant to be a woman of integrity, showing us endless care, kindness and encouragement, through the toughest and most joyful times. Thank you.

To the parents of the Class of 2023, what a journey it has been. We thank you for encouraging us to pursue what we love; for waiting for us through all the sports training, music showcases and Saturdays working on Major Works; for reminding us that there is more to life than the HSC.

To the students: continue looking to the needs of others, loving those around you as people dearly loved by God, serving as Christ did, sacrificially and wholeheartedly. Continue to be the difference in every community you are in, being a light amidst the darkness, as you strive to make the world a better place, valuing people above all else.

*...there should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it.*

**1 Corinthians 12:25-26**

Zoe Linsen and Ryan Morris

## 2. CONTEXTUAL INFORMATION ABOUT THE COLLEGE AND CHARACTERISTICS OF THE STUDENT BODY

William Clarke College is a highly respected Preparatory to Year 12, independent, co-educational Anglican College located in Kellyville, in Sydney's Hills District. The College is known for delivering quality education within a Christ-centred community, focusing on developing extraordinary learners with a passion to serve.

In 2023, there were 1869 students of whom 1194 are in the Secondary School and 675 in the Primary School. The College has over 250 highly professional staff who support and provide engaging and effective approaches to Christian teaching and learning while demonstrating passion and commitment to each student's unique learning journey.

Set on a convenient and modern campus, the College facilities are designed to enhance and maximise learning opportunities for all students as well as enabling necessary administrative functions to be fulfilled.

College students are all able to excel academically and thrive on the sporting field as well as in the creative and performing arts. Students seek to serve each other and others in need. Students are supported to progress substantially at school and are challenged to grow in ways that will equip them to thrive in all aspects of their lives.

The current Strategic Plan for the period 2022-2024 captures the essence of William Clarke College – 'A Christ-centred community that seeks to develop extraordinary learners with a passion to serve others.' The A.R.T of Freedom Cultural Framework brings together three core, overarching values for our community. That is, as an organisation, William Clarke College is committed to being Authentic, Relational and Transformative. Our goal is to enable individuals to know, understand and embrace the true freedom that comes from knowing Christ through these values:

- |                        |  |
|------------------------|--|
| <b>Authentic:</b>      | Committing to the pursuit of genuinely exceptional outcomes in response to 'Christ our Wisdom' |
| <b>Transformative:</b> | Developing extraordinary learners with the skill set to ingeniously use what they have learnt  |
| <b>Relational:</b>     | Building trusting relationships, character and a passion to serve others.                      |

The College has developed a further eight key areas of growth that capture our Christian foundation and act as vision statements to achieve these values.

### Initiatives promoting respect and responsibility

#### Primary School

The Primary School run a variety of service projects throughout the year to encourage students to respond in different ways to what they are learning in the classroom. Some of these included Operation Christmas Child, Jump Rope for Heart, Toy 'n' Tucker Anglicare Sydney

*Operation Christmas Child* is one of the service projects that the College's Primary School regularly participates in is Operation Christmas Child run by Samaritan's Purse. This charity provides one avenue of response for students as they learn to live life well in the service of God and others. The College's intention in encouraging participation in this project within the student body is:

- To share a clear Christian perspective for why students participate in service activities, as loving service of others is central to the development of Christ-like attitudes and behaviour
- To develop students' compassion and material care for others who are in need
- To provide real world learning opportunities that are age appropriate, relevant and expose our students to the needs of others.

This project was an optional project for families, but a large number of families participated.

*Jump Rope for Heart* is another service project that the College Primary school participates in. It is a movement to help kids learn the importance of getting active and practicing healthy habits to build a foundation for a healthy life, while helping to fundraise to fund critical heart disease and stroke research that saves lives.

*Toys 'n' Tucker Anglicare Sydney* has been providing a way for schools to share the joy of Christmas and demonstrate God's love by providing food and gifts for those who would otherwise go without. The families of the Primary school wholeheartedly support this charity each year as we seek to serve those in need.

The *Primary Preparatory Service Team* is a team comprising of 23 Year 6 students volunteer once per week during a recess or lunch break to assist our Preparatory children with their acquisition of English language skills. This initiative also helps the children develop a sense of belonging, encourages friendships and positive play. Most of the volunteers involved in the Primary Preparatory Service Team speak another language. Their session begins with the Year 6 students joining the Prep children for their eating time where they foster social interactions through conversations with the children. During playtime, these Year 6 volunteers actively participate with the younger students, encouraging dialogue and supporting their play activities.

## **Secondary School**

Throughout the year, the primary emphasis was on understanding the needs and challenges of individuals. In every service initiative, the Service team prioritised raising awareness about the diverse struggles people endure. Their focus extended to understanding the various ways the College community can unite to make a meaningful difference in the lives of others.

Service opportunities were wide and varied, with the Service team providing regular service initiatives of different kinds so that serving others could become a regular and meaningful part of our year at William Clarke College.

Charities supported throughout 2023 were Tearfund (with the sale of Valentines Day roses), the Leukemia Foundation (World's Greatest Shave) and the Salvation Army (Red Shield Appeal).

Many of our service learning opportunities also raised awareness about Mental Health. The College raised funds for Gotcha4Life and participated and raised funds in the Push-Up Challenge. The College was also involved in R U OK Day? with students across the Secondary School writing notes of encouragement for each other that were given out with free lemonades during lunchtime.

### *New Initiative*

At the beginning of 2023, in response to concerns regarding the state of the College grounds, we launched the Litter Improvement Plan with the Secondary School, setting out the expectations of Secondary students. Students were advised that, as a College community, they all have a responsibility regarding:

- The environment, of which God has placed us as stewards
- Teachers and other students, and their right to occupy litter free spaces
- The grounds staff, who care for our College community by seeking to beautify the grounds
- Themselves, demonstrating the virtue of integrity.

In summary, the Litter Improvement Plan involves:

- Each Year Group having designated areas of responsibility
- Students also being prepared to pick up rubbish across the College campus as required
- Teachers on Playground Duty asking students to clean up rubbish in their respective duty areas throughout and at the conclusion of break times.

There are consequences for not following the plan for individuals, groups and the Secondary School as a whole.

As a result of the Litter Improvement Plan, the playground is looking significantly improved.

In the Secondary School, a number of service initiatives were supported during the year. Some of these were supported by students through House groups, others involved the whole Secondary School. A number of charities were supported by these service initiatives, some of these being RUOK? Day, Worlds' Greatest Shave and the Red Shield Appeal. The Year 12 Service Prefects organised and ran Service Week where Secondary students participated in a range of service activities including assisting staff around the College with various tasks, collecting donations and packing bags for Share the Dignity charity and collecting and packaging clothing for Anglicare's Winter Clothing Appeal.

### 3. STUDENT OUTCOMES AND RESULTS

#### NAPLAN Results 2023

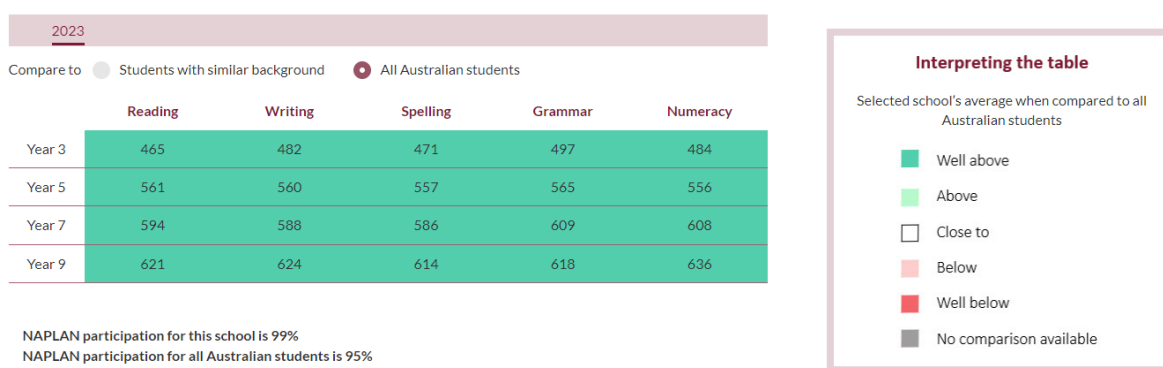
NAPLAN is a basic skills assessment that evaluates student mastery of general competencies in Numeracy and Literacy, namely Reading, Writing, Spelling, Grammar and Punctuation. The attainment scale is the same for Year 3, 5, 7, and 9.

In 2023, students' results were reported against four proficiency standards, replacing the previous 10 bands and national minimum standards. The four proficiency levels introduced for each assessment area at each year level are:

Proficiency level	The students result:
<b>Exceeding</b>	Exceeds expectations at the time of testing
<b>Strong</b>	Meets challenging but reasonable expectations at the time of testing
<b>Developing</b>	Indicates that they are working towards expectations at the time of testing
<b>Needs additional support</b>	Indicates that they are not achieving the learning outcomes expected at the time of testing. The student is likely to need additional support to progress satisfactorily

The resetting of the NAPLAN scale in 2023 means that comparison cannot be made to NAPLAN achievement prior to 2023 to that from 2023 onwards.

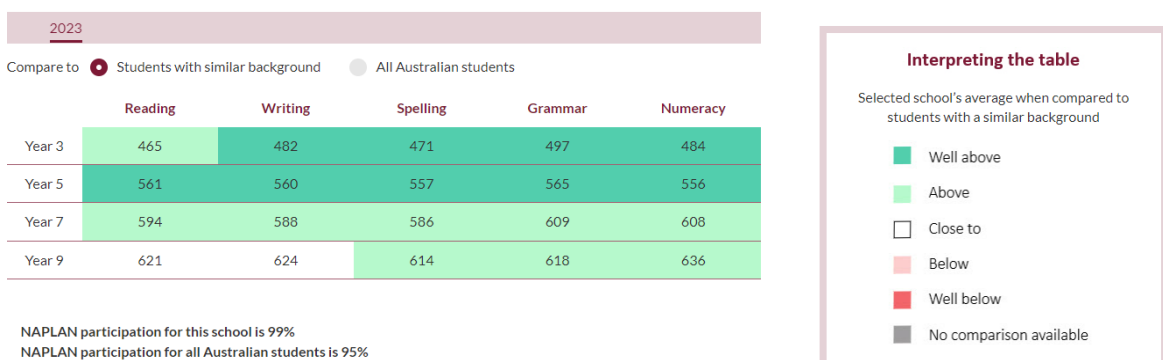
The table below demonstrates that in 2023 students at the College performed well above the national average of students for each year group cohort for each tested competency of literacy and numeracy.



Source: [myschool.edu.au/school/43891/naplan/results](https://myschool.edu.au/school/43891/naplan/results)

A more insightful and meaningful comparison is with results from schools with a similar background. The table overleaf demonstrates that Year 5 students performed well above the average of students for each tested competency of literacy and numeracy. Similarly, Year 3 students performed well above the average of students in their cohort, apart from reading for which they were above average.

Year 7 students performed above the average of students in their cohort for each tested competency of literacy and numeracy. Similarly, Year 9 students performed above the average of students in their cohort, with the exception of reading and writing for which they were close to average.



Source: [myschool.edu.au/school/43891/naplan/results](https://myschool.edu.au/school/43891/naplan/results)



## Senior Secondary Outcomes

### Record of School Achievement (RoSA)

The RoSA is a cumulative credential issued to students in Years 10, 11 and 12 leaving school prior to the Higher School Certificate. RoSA grades are submitted to NESAs at the end of Year 10 and Year 11 in the form of an A to E grade by course.

At Stage 5, students at the College are successfully achieving NESAs standards for courses.

#### Year 10 RoSA Grade Achievement 2023 Compared to State (%):

##### English

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
17.47	12.41	54.36	29.57	25.24	37.01	2.91	15.73	0.00	5.28

##### Mathematics

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
15.16	15.07	32.69	22.34	37.91	33.12	14.20	22.91	0.00	6.55

##### Science

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
24.75	13.17	35.43	24.48	33.98	36.82	5.82	19.52	0.00	6.02

##### Geography

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
19.90	15.24	43.20	29.14	33.00	35.32	3.88	14.78	0.00	5.52

##### History

A		B		C		D		E	
School	State	School	State	School	State	School	State	School	State
16.50	14.75	43.20	28.50	32.52	35.63	7.28	15.37	0.48	5.74

In 2023, the formal Record of School Achievement credential was awarded to six (6) Year 10 students who left the College

## Higher School Certificate (HSC)

The Class of 2023 achieved outstanding HSC results:

- 77.5% of the courses offered at the College achieved a mean above that of the state
- 80% of students achieved at least one subject result in the top two performance bands (Band 5 & Band 6)
- 3 students appeared on the All-Rounders List for achieving results in the highest band possible for at least 10 units of HSC courses
- 68 students appeared on the Distinguished Achievers Merit List for achieving a Band 6 in one or more of their subjects
- 3 students appeared on the Top Achievers List for achieving one of the top marks in the state in:
  - Business Studies
  - English Standard
  - Mathematics Advanced
  - Information Processes and Technology
  - Mathematics Extension 1

### Courses with results comparably better than state means

Comparing School against the state mean variance is a comparative benchmark, with notable achievements in the following subjects with mean results significantly above that of the state.

<i>Subject</i>	<i>School vs State Variance</i>
Mathematics Extension 1	13.26
Mathematics Extension 2	10.84
Legal Studies	9.98
Community and Family Studies	8.99
Ancient History	8.94
Information Process and Technology	8.11
Visual Arts	8.01
Investigating Science	7.61
Mathematics Standard 2	7.40
Mathematics Advanced	6.50
Geography	6.14
Dance	6.00
Earth and Environment Science	5.90
Industrial Technology	5.75
Software Design and Development	5.43
Chemistry	4.69
Music 1	4.67

### Total number of achievements in the top two performance bands (Band 5 and Band 6 or E3 and E4)

Total Number of Band 5 achievements including E3	322
Total Number of Band 6 and E4 achievements including notional	138

**Courses that achieved ABOVE STATE in the top band (Band 6 or E4 for extension courses) were:**

Subject	% of School candidates achieving a Band 6 or E4	% of State achieving a Band 6 or E4
Mathematics Extension 2	100.00	37.77
Mathematics Extension 1	72.22	34.22
Visual Arts	58.33	18.46
Ancient History	44.44	9.18
History Extension	40.00	26.32
Mathematics Advanced	39.02	22.31
Information, Process and Technology	33.33	6.72
Legal Studies	28.57	13.86
Science Extension	25.00	7.17
Community and Family Studies	25.00	5.7
Design and Technology	21.42	12.18
Mathematics Standard 2	21.35	9.15
Chemistry	20.00	12.37
Investigating Science	18.18	7.31
Physics	17.24	13.05
Economics	14.28	13.04
Software, Design and Development	13.33	12.08
PDHPE	7.69	6.37

**Courses that achieved ABOVE STATE in the top two band (Band 5 and 6 or E4 for extension courses) were**

Subject	% of School candidates achieving a Band 5 or Band 6	% of State candidates achieving a Band 5 or Band 6
Music 1	100.00	68.70
Dance	100.00	68.75
Visual Arts	100.00	65.44
Legal Studies	85.71	42.18
Community and Family Studies	80.00	35.31
Geography	76.46	41.63
Society and Culture	73.32	44.76
English Advanced	71.04	67.12
Mathematics Advanced	68.64	49.72
Investigating Science	63.63	33.65
Information Process and Technology	58.33	31.33
Drama	57.16	60.29
Mathematics Standard 2	56.30	31.42
Studies of Religion I	50.00	48.56
Design and Technology	49.99	47.21
Business Studies	46.02	35.75
Ancient History	44.44	32.37
Chemistry	42.85	38.20
PDHPE	42.30	30.70
Earth and Environmental Science	40.00	33.39
Software Design and Development	39.99	35.16
Industrial Technology	30.00	23.57

**Comparative Analysis of HSC results**

Subject	Year	No. of students	Performance band achievement by number		
			Band 5 & 6 or E3 E4	Band 3 and 4 or E2 E1	Band 1 and 2
English: Standard	2023	76	9	61	6
	2022	69	16	51	2
	2021	62	14	45	3
English: Advanced	2023	93	67	26	Nil
	2022	100	75	23	2
	2021	99	79	20	Nil
English: Extension 1	2023	9	9	Nil	Nil
	2022	9	9	Nil	Nil
	2021	10	10	Nil	Nil
English: Extension 2	2023	3	3	Nil	Nil
	2022	2	2	Nil	Nil
	2021	7	6	1	Nil
Mathematics: Standard 2	2023	103	58	40	5
	2022	87	41	43	3
	2021	91	35	47	9
Mathematics: Advanced	2023	41	28	13	Nil
	2022	66	42	24	Nil
	2021	54	32	21	1
Mathematics Extension 1	2023	18	18	Nil	Nil
	2022	23	16	7	Nil
	2021	22	22	Nil	Nil
Mathematics Extension 2	2023	2	2	Nil	Nil
	2022	7	6	1	Nil
	2021	4	4	Nil	Nil
Ancient History	2023	9	4	5	Nil
	2022	12	6	5	1
	2021	12	5	6	1
Biology	2023	45	13	31	1
	2022	50	24	20	6
	2021	52	18	34	Nil
Business Services	2023	5	Nil	3	2
	2022	3	2	1	Nil
	2021	Nil	Nil	Nil	Nil
Business Studies	2023	63	29	30	4
	2022	45	22	23	Nil
	2021	43	24	17	2
Chemistry	2023	35	15	20	Nil
	2022	32	11	17	4
	2021	39	13	23	3
Community & Family Studies	2023	20	16	4	Nil
	2022	28	19	9	Nil
	2021	Nil	Nil	Nil	Nil
Dance	2023	2	2	Nil	Nil
	2022	9	8	1	Nil
	2021	5	5	Nil	Nil
Design and Technology	2023	14	7	7	Nil
	2022	12	6	6	Nil
	2021	8	7	1	Nil
Drama	2023	14	8	6	Nil
	2022	17	13	4	Nil
	2021	10	5	5	Nil
Earth & Environmental Science	2023	10	4	6	Nil
	2022	10	3	6	1
	2021	14	9	4	1

Economics	2023	21	6	14	1
	2022	20	12	8	Nil
	2021	20	16	4	Nil
Engineering Studies	2023	18	2	14	2
	2022	16	5	11	Nil
	2021	15	7	8	Nil
Food Technology	2023	Nil	Nil	Nil	Nil
	2022	Nil	Nil	Nil	Nil
	2021	12	5	7	Nil
French Beginners	2023 (External)	Nil	Nil	Nil	Nil
	2022 (External)	Nil	Nil	Nil	Nil
	2021 (External)	1	1	Nil	Nil
French Continuers	2023 (External)	Nil	Nil	Nil	Nil
	2022 (External)	4	1	3	Nil
	2021 (External)	2	2	Nil	Nil
Geography	2023	17	13	4	Nil
	2022	13	3	9	1
	2021	15	11	4	Nil
German Beginners	2023	Nil	Nil	Nil	Nil
	2022	1	1	Nil	Nil
	2021	Nil	Nil	Nil	Nil
German Continuers	2023	Nil	Nil	Nil	Nil
	2022	Nil	Nil	Nil	Nil
	2021	Nil	Nil	Nil	Nil
History Extension	2023	10	10	Nil	Nil
	2022	7	5	1	1
	2021	5	4	1	Nil
VET Hospitality (Kitchen Operations)	2023	3	1	2	Nil
	2022	7	5	2	Nil
	2021	7	2	4	1
VET Human Services	2023	1	Nil	1	Nil
Industrial Technology	2023	10	3	7	Nil
	2022	6	3	3	Nil
	2021	14	3	11	Nil
Information Processes & Technology	2023	12	7	3	2
	2022	17	10	7	Nil
	2021	13	7	6	Nil
Information & Digital Technology (VET)	2023	Nil	Nil	Nil	Nil
	2022	Nil	Nil	Nil	Nil
	2021	Nil	Nil	Nil	Nil
Investigating Science	2023	11	7	4	Nil
	2022	11	4	6	1
	2021	Nil	Nil	Nil	Nil
Japanese Continuers	2023 (External)	Nil	Nil	Nil	Nil
	2022 (External)	2	1	Nil	1
	2021 (External)	2	1	Nil	1
Japanese Extension	2023	Nil	Nil	Nil	Nil
	2022	Nil	Nil	Nil	Nil
	2021	Nil	Nil	Nil	Nil
Legal Studies	2023	28	24	4	Nil

	2022	18	12	6	Nil
	2021	29	24	5	Nil
Modern History	2023	23	7	13	3
	2022	27	13	14	Nil
	2021	18	9	9	Nil
Music 1	2023	5	5	Nil	Nil
	2022	7	7	Nil	Nil
	2021	9	6	3	Nil
Music 2	2023	10	7	3	Nil
	2022	3	3	Nil	Nil
	2021	10	9	1	Nil
Music Extension	2023	2	2	Nil	Nil
	2022	2	2	Nil	Nil
	2021	3	3	Nil	Nil
Personal Development, Health & Physical Education	2023	52	22	30	4
	2022	55	20	31	4
	2021	47	22	24	1
Physics	2023	29	11	17	1
	2022	30	14	15	1
	2021	29	13	16	Nil
VET Retail Services (External)	2023	1	Nil	1	Nil
	2022	5	Nil	5	Nil
	2021	Nil	Nil	Nil	Nil
Science Extension	2023	8	8	Nil	Nil
	2022	8	7	1	Nil
	2021	7	7	Nil	Nil
Society and Culture	2023	15	11	4	Nil
	2022	12	8	4	Nil
	2021	15	10	5	Nil
Software Design and Development	2023	15	6	9	Nil
	2022	6	3	3	Nil
	2021	12	8	4	Nil
Spanish Beginners	2023	Nil	Nil	Nil	Nil
	2022	1	1	Nil	Nil
	2021	Nil	Nil	Nil	Nil
Studies of Religion1	2023	2	1	1	Nil
	2022	6	3	3	Nil
	2021	7	2	5	Nil
Studies of Religion 2	2023	Nil	Nil	Nil	Nil
	2022	16	7	9	Nil
	2021	15	6	8	1
Visual Arts	2023	12	12	Nil	Nil
	2022	17	14	3	Nil
	2021	28	22	6	Nil

Of the 170 students in Year 12, all of them achieved their Higher School Certificate, with twelve (12) students also attaining a Certificate II in an AQF course.

Year 12	Qualification/Certificate	% of Students
2023	HSC	100%
2023	AQF Certificate II or above	7.06% (12 students)*

\*This represents six students who studied one AQF Certificate III as part of their Higher School Certificate

### **Vocational Education and Training**

A number of students completed a Vocational Education and Training course as part of their HSC pattern of study: Cert II in Kitchen Operations & Cookery was delivered at the College as was Cert II in Business Services. The following courses were delivered by an external provider and studied by twelve (12) students: Retail Services and Human Services.

### **Post School Destinations**

Of the 170 students in Year 12 there were estimated to be 279 offers to university through UAC, noting that some students received more than one offer. The table below includes post HSC offers only. It does not capture the numerous early entry offers that students received.

<b>University</b>	<b>Number of student offers</b>
Macquarie University	96
Western Sydney University	39
University of Technology Sydney	47
Australian Catholic University	20
University of Sydney	14
University of New South Wales	33
Other	30

## 4. TEACHER ACCREDITATION AND QUALIFICATIONS

### Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	4
Provisional	7
Proficient Teacher	153
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0
TOTAL	164

### Teacher Qualifications

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	164
Teachers having a bachelor's degree from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

### Workforce Composition

#### College Staff 2023

Teaching staff	164
Full-time equivalent teaching staff	155
Non-teaching staff	87
Full-time equivalent non-teaching Staff	73.25

*\*One member of staff has identified as being of Aboriginal or Torres Strait Islander descent.*



## 5. ATTENDANCE

### Student Attendance Rates

In 2023 the annual student attendance rate was 92.8%, an increase of 1.8% from 2022. Most students were absent from the College through illness. Every student absence requires a signed explanatory note from a parent or carer. In the event that parents/carers wish to take their children out of school for a family holiday they are required to apply to the Head and Head of the respective Sub School at least four weeks prior.

Year Level	Attendance Rate
K	93.0%
1	93.3%
2	93.2%
3	93.4%
4	93.0%
5	93.3%
6	93.3%
7	92.3%
8	92.8%
9	92.4%
10	89.4%
11	92.9%
12	94.1%
Whole school	92.8%

### Process for Monitoring Attendance

#### Student Receptionists

Our receptionists monitor any emails or phone messages that may have been sent throughout the night to inform the College of a student absence. They also monitor partial absences of students throughout the day using our electronic sign in/sign out system. This updates the College database.

Students leaving via First Aid are signed out with the same electronic sign in/sign out system by the First Aid team, when a parent/carers arrives.

#### Unknown absences

Rolls are completed in the morning for K-6 and each period for Year 7-12. Any student who is marked absent up until recess whose absence is unexplained will have an 'SMS' sent.

If an explanation of absence has not been received by the College – an email requesting a reason for an absence is generated via the student database and sent to the parents/carers twice in the week following the absence.

Parents/Carers submit an electronic notification to provide an explanation an absence through the College's online portal. Where explanations have been received, these have been recorded in our electronic database.

If students are showing patterns of unsatisfactory absences (three days absence in a fortnight) follow up occurs. In Primary School, the Head of Primary contacts the Class Teachers requesting that they contact the parents/carers to check on the welfare of the student and identify any ways that the student may need assistance upon their return to the College. If there is a persistent pattern of unsatisfactory attendance, the Head of Primary will contact the parents/carers to:

- a) Determine reason/s for absences
- b) Develop strategies to assist with the student returning to school

- c) Write a plan for the student and send confirmed strategies to parent via letter
- d) Outline to parents their legal requirements and include the “Compulsory School Attendance – Information for Parents” brochure from the NSW Education website.

In Secondary School, the Heads of Year receive a report from our student database regarding students with potential unsatisfactory patterns of attendance. The Head of Year contact the parents/carers to check on the welfare of the student and identify ways that the student may need assistance upon their return to the College. If there is a persistent pattern of unsatisfactory attendance, the Head of Secondary will contact the parents/carers to:

- a) Determine reason/s for absences
- b) Develop strategies to assist with the student returning to school
- c) Write a plan for the student and send confirmed strategies to parent via letter
- d) Outline to parents their legal requirements and include the “Compulsory School Attendance – Information for Parents” brochure from the NSW Education website.

If the attendance pattern remains unsatisfactory (30+ days in 100), the Head of Primary/Secondary will refer the matter to the Head of College for follow-up.

The Head of College or their delegate is to send a letter to the parents/carers informing them of the need to hold a Compulsory Conference with parents/carers, student (if appropriate) and a representative from the Association of Independent Schools. The aim of this meeting is to have parents/carers agree to undertakings to have the student return to school on a regular basis.

If attendance remains unsatisfactory, the Head of College will refer the matter to the Children’s Court.

## 6. COLLEGE POLICIES

The following College policies are publicly available on the website (<https://www.wcc.nsw.edu.au/policies/>) :

- Child Protection Policy and Manual
- Student Behaviour Management Policy
- Student Anti- Bullying Policy
- Complaints Handling Policy (General Matters) with Flowchart
- Enrolment Policy
- Privacy Policy
- Whistleblower Report

## 7. STAFF, STUDENT AND PARENT SATISFACTION

### 2023 Staff Forum

In 2023, the College organised an all staff forum in order to gain a deeper understanding of our staff's experiences across the College, how they feel and their perspectives.

The forum asked the following questions:

- What do you think is great about William Clarke College?
- What's not working?
- What do you think are the highest priorities for the next 5 years?
- What gets in the way of you doing your job?

There were 197 staff who attended the forum and this represents approximately 78.5% of staff.

The feedback demonstrates that staff believe the College has excellent resources and facilities, has a strong student culture, and has a supportive and caring staff culture. Staff also hold in high regard the College's identity as a Christ-centred community. It also highlights the staff's desire to keep as high priorities the College's academic and Christian vision, staff wellbeing, and developing facilities over the next five years.

Through the invaluable feedback our people have offered up, we are able to measure our progress, shape our thinking about existing and new initiatives, and ensure that in all we do, we are aligned with our purpose statement – *"A Christ-centred community that seeks to develop extraordinary learners with a passion to serve others"*.

Overall, the forum highlighted the multiple opportunities the College provide for both Students and Staff to hear and engage with the Gospel as well as the genuine care staff have for students, coupled with a strong sense of belonging.

### 2023 Parent Survey

In June 2023, the College engaged MMG Education to conduct a survey of our College parents. There were 869 responses. Roughly a third of responses were for the Primary School, another third for Years 7-9, and the final third for Years 10-12. Survey items were on a 5-point scale (strongly disagree to strong agree, or very dissatisfied to very satisfied). The responses conveyed that William Clarke College is performing exceptionally well in meeting the expectations of its parent body.

Parents have a very high overall satisfaction with the College. William Clarke College is 1% above the MMG benchmarked average for overall parent satisfaction, taken from over 400 projects in leading schools. According to MMG, to achieve this status suggests that the College is a school of first choice that enjoys the loyalty of its parent body and positive word of mouth in the community.

The survey also included open ended questions including what do you value most about your association with the College? This word cloud highlights the significant aspects that respondents believe positively differentiates William Clarke College from other schools.



The College is always seeking to improve its educational offering. The College is thankful to the Parents and Carers who expressed their partnership with the College and value their time and reflections.

### **Year 12 Exit Survey**

The College conducts an exit survey for our Year 12 students each year to understand their level of satisfaction during their time at the College. Students are given the opportunity to reflect on their education and comment on areas that they would like to see improved.

Responses to the 2023 Year 12 Exit Survey showed:

- 83.62% (2022: 72.56% 2021: 83.62%, 2020: 88.23%) believed that there was a wide range of subject choices in Years 11 and 12
- 81.03% (2022: 72.56% 2021: 81.03%, 2020: 89.21%) believed that the subjects offered in Years 11 and 12 enabled them to study what they wanted to
- 92.24% (2022: 85.18% 2021: 92.24%, 2020: 90.29%) believed that the Sports Facilities of the College are of a good standard
- 86.21% (2022: 83.18% 2021: 86.21%, 2020: 93.13%) believed that the buildings at the College are of good standard.

There was an overall increase in student satisfaction in each of these 4 areas from 2022 to 2023.

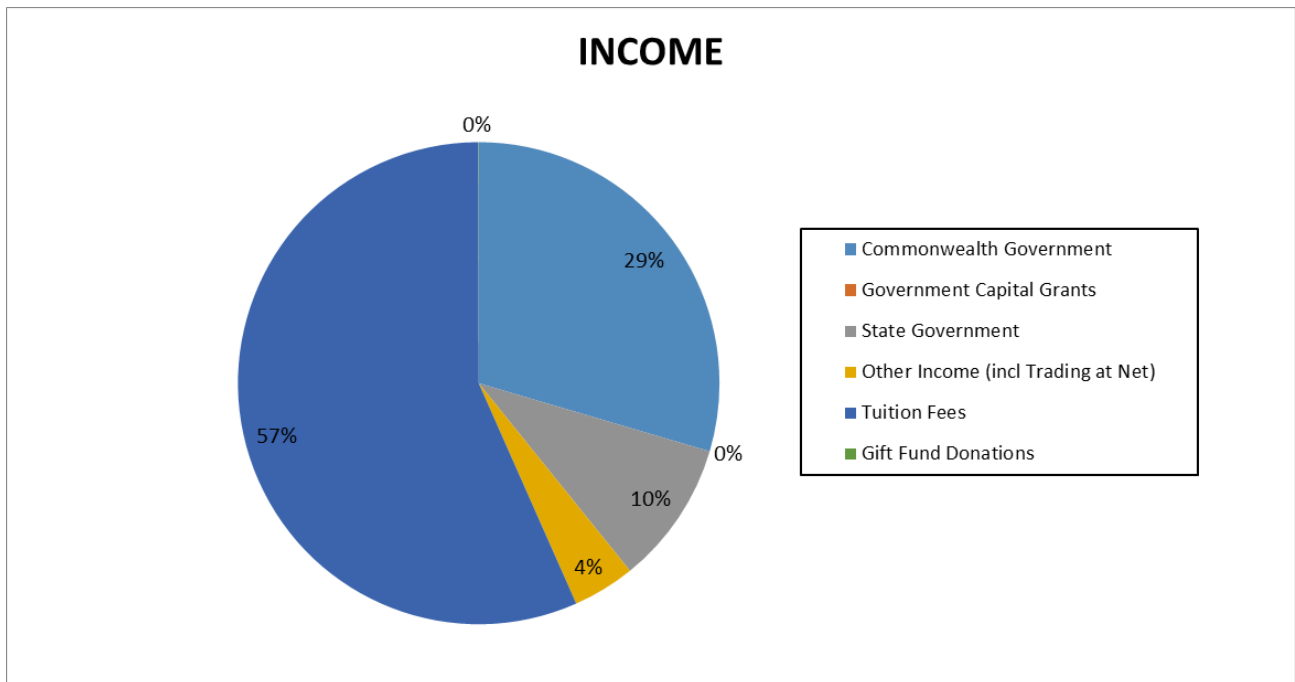
## 8. SUMMARY OF FINANCIAL INFORMATION

The following details highlight the Income and Expenditure of William Clarke College in respect to the 2023 Calendar Year. Further financial details about the College are disclosed on the Government's My School website.

### Income

Income to educate your child comes from a number of areas:

- |  |       |   |
|--|-------|---|
| • Commonwealth Government                | 29.6% | to cover recurrent expenses             |
| • Government Capital Grants              | 0.0%  | for dedicated capital expenditure       |
| • State Government                       | 9.6%  | to cover recurrent expenses             |
| • Other Income                           | 4.2%  | Extras, trading income, interest income |
| • Tuition Fees                           | 56.6% | Fees paid by parents for tuition        |
| • Gift Fund Donations (eg Building Fund) | 0.0%  | Parent voluntary contributions          |



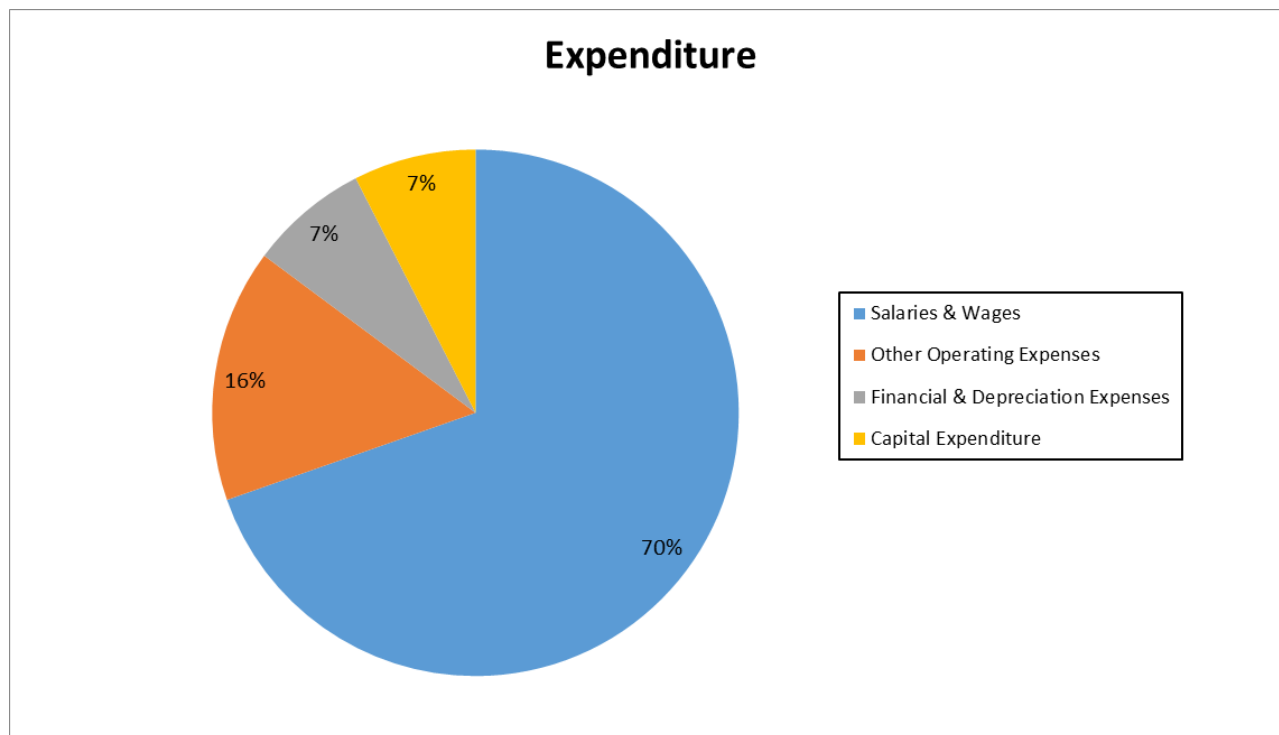
### Capital Grants

Specific Government initiatives may arise on occasion. However, as a rule, the College does not receive regular Capital Funding from Government. No capital grants were received in 2023.

## Expenditure

Expenditure incurred in the education of your child/children was allocated to the following areas of the College:

- Wages and associated costs 69.6% Total employment costs
- Other operating expenses 15.5% Administration, property, IT, etc.
- Financial & Depreciation expenses 7.3% Interest and depreciation
- Capital expenditure 7.5% Consistent update of capital items



Salaries and wages, including superannuation, long service leave and workers compensation, continues to be the most significant cost of running the College. The key drivers of salary increases are the rate of pay and number of staff and progression increases.

Teachers and Support staff are paid under a Union negotiated Multi-Enterprise Agreement. In particular, the teaching staff pay scales are two-tiered; the first tier provides them **CPI** increases as well as a second tier which provides for additional **progression** increases through three performance Bands. Each performance band attracts significantly higher rates of pay.

Operating expenses cover items such as administration costs, insurance, property maintenance, cleaning, electricity, teaching materials and resources, information technology network and support costs and a range of other expenditures. These are carefully budgeted each year but need to be maintained at a level that matches the requirements of the curriculum and support for students.

Finance expenses are impacted by interest rates and the amount of borrowing for building projects. For all building projects where borrowing is required, the term of the loan is a maximum of 15 years as this allows for an appropriate spreading of the cost over time and over school generations.

In 2023, capital expenditure of \$3.5m was higher than previous years due to the addition of new demountables and preparations for the Bryson Centre.

## General commentary

The costs of the College generally rise at rates above the level of inflation due to the complex mix of resources required to run the College and the pricing of those resources. This is particularly so with wages which rise based on rate increases and progression increases. As a result of greater resourcing costs and the uncertainty of government funding increases, CPI cannot be a relevant index for measuring the level of tuition fee rises. The College Council painstakingly continues to balance the need for appropriate resources and the financial impact on parents in relation to the level of tuition fees.

The College continues to receive recurrent grants from both the State and Commonwealth governments, but at a level of funding that is vastly short of the actual running costs of a State school. The difference, unfortunately, needs to be met by parents.

It is important to note that the College is a not-for-profit entity and any and all surpluses are invested back into the College. We need surpluses so that the future of the College is assured as well as to meet a legislative requirement to be financially viable. We need surpluses to repay debt. We need surpluses to continue to invest in necessary plant & equipment, furniture and fittings and refurbishment of facilities.

#### **Plans for 2025 and funding changes beyond 2024**

Master planning for the College site will continue to meet the needs of increased enrolments.

As indicated in previous Annual Reports, the Government had legislated changes to schools funding impacting the funding model from 2018 through to 2029. For the College, those changes mean an overall reduction in the per student government funding amounts received over the next 10 years. The College Council has and will continue to undertake detailed financial modelling so as to limit the impact of these changes on the tuition fees charged to parents.

The reduction is as a direct result of the funding model change from the old SES basis to a new Direct Measure of Income (DMI), based on parent tax information. This determines the College community's "capacity to contribute", and as a result the level of per capita recurrent funding that will be provided by the combination of State and Commonwealth Governments. Transitioning to the new lower per capita funding will occur during the period from 2022 to 2029.