

**WAVERLEY COLLEGE
ANNUAL REPORT**

2013





OVERVIEW

Waverley College is a Catholic school. As a Catholic school we have an ongoing commitment to supporting students and families as members of the Church. We pray, celebrate and give thanks together. In order that we reflect the words and actions of Jesus, the College provides structures and processes which encourage forgiveness and community. Our hope is that students will engage in their ongoing search for meaning in a supportive environment. All Catholic schools are an important element of Church life and a key contributor to the evolution of the Church. When a student leaves the College, we hope that we have provided him, in partnership with his parents, with the capacity to make life-giving choices as a young Catholic or Christian. We hope that all students will maintain a strong connection with this Catholic community and contribute to the broader Church.

As a Catholic School in the Edmund Rice tradition, Waverley College is open to all. In nineteenth century Ireland, Edmund Rice responded to the needs of his time by establishing schools for the poor and a religious congregation who would lead this ministry. The values of Edmund Rice have been maintained and strengthened by the Australian Christian Brothers who have led and worked at the College for over a hundred years. The establishment of EREA (Edmund Rice Education Australia) by the Christian Brothers has seen the College enter a new era of leadership. The traditions and characteristics of Edmund Rice are clearly present today and we have the great privilege to participate in their ongoing development.

Waverley College continually strives to be an excellent school. The relationships in an excellent school are positive. The atmosphere in an excellent school is hopeful. Parents choose this school because of the values they see operating in the school and the alignment of these values with their own. Our core business of learning is led by a dedicated, professional staff. An excellent school should also be judged on how it reaches out to people in need, how it demonstrates compassion, how it challenges negative thinking and how it deals with conflict. No matter how successful the learning, how positive the relationships or how hopeful the atmosphere, Waverley College constantly seeks improvement.

Waverley College is an independent Catholic school in the Eastern Suburbs of Sydney. It shares the provision of education in this region with other independent schools (both Catholic and non-Catholic), CEO schools and government schools (both selective and non-selective). In this context, Waverley is a comprehensive, inclusive, academically non-selective school which offers a wide range of courses and co-curricular opportunities from Years 5 to 12. The Waverley Community includes a high quality co-educational Pre-School. For over sixty years, Waverley College has been a member of the Associated Schools of NSW (CAS) and Independent Primary School Heads of Australia (IPSHA). These important relationships provide opportunities for students to compete, learn and celebrate together. The College will continue to explore additional learning and community partnerships into the future.

Waverley College is a human community built on strong relationships. Its educational programs whether pastoral, academic, co-curricular, sporting or outreach are supported and enhanced by mutual respect and concern for the individual and the group. The College is proud of its achievements in catering for students of all backgrounds and will continue to strengthen its service to the marginalised in our community. Waverley has a dedicated College Board, enthusiastic parent bodies and a committed Old Boys Union who provide ongoing support to this mission. Together, we encourage and affirm our students as they “liberate their potential” and contend with the challenges of the 21st century.

A MESSAGE FROM THE HEADMASTER



2013 was a year of consolidation and innovation at Waverley College. A notable achievement was the introduction of a dedicated Social Justice and Immersion Assembly which highlighted the many strands of outreach available to students, staff and parents: local (an extraordinary range of experiences supporting the marginalised in Sydney); intra-state (working with indigenous communities in Western NSW); and international (our ongoing ex-student involvement in immersions to India). Our most recent strategic initiative is the Timor Leste EN-RICH program (Rice, Immersion, Computers, House) currently being finalised with the Edmund Rice Foundation, the Oceania Province, EREA and the Church in Timor-Leste.

The College is extremely proud of its new dynamic Archives Precinct. Now fully operational, our Archives offer best practice storage and retrieval, quality archival contributions to a range of publications and the authoring and production of 'In Good Faith: Waverley College and the Great War', which commemorates the centenary of the outbreak of World War 1. This, along with the ongoing improvement of our publications, 'Nurrunga' (weekly) and 'Wavelength' (bi-annually), has contributed to stronger communication and celebration of our identity as an Edmund Rice school. The College's engagement with social media tools and communication apps has allowed us to streamline our messages to the broader community.

In 2013, the College embarked on a Pastoral Care Renewal Process. Current research on boy's learning has been investigated with the aim of developing a specialized school capacity framework to strengthen the pedagogical and pastoral care capacity of the school. In partnership with St Edmund's School Wahroonga, the College aligned with Dr Donna Cross from the University of Western Australia to apply for an Australian Research Council grant which would allow us to investigate capacity building models and implement significant change in the way in which student wellbeing is viewed, structured and resourced in both schools. Most significantly, the project examines the relationship between student wellbeing and learning and challenges structures separating them.

The College continued the implementation of its MacBook Air program, with the rollout completed for Years 7-12. A Cybersafety Awareness Program accompanied each rollout. The rollout will be complete when Years 5 and 6 receive devices in early 2014. The context for learning has continued to experience dynamic change with the intensive adoption of our Haiku Learning Management System, the introduction of flexible furniture and the evolution of our new Stage 4 Higher Order Thinking Learning model: Liberate. The College has continued its partnership with the Oregon Frontier Education Network and iNacol (International Association for K-12 On-Line Learning) in progressing this learning direction. Our first Innovation Assembly celebrated the diversity and creative energy in our students, staff and parents.

Late in 2013, the College received approval for its major ten year Capital Works Program. This was the culmination of three years of intensive work by the community in determining the future needs of learning and facilities. May 2013 saw the departure of the last Christian Brothers as residents in the main campus with a commemorative dinner held in their honour. An exciting development for students was the opening of a new Library precinct in Term 4.

2013 has been a truly remarkable year. I commend our committed parents, our amazing staff and our energetic, hardworking students for all they have contributed to the mission of Waverley College as a School in the Edmund Rice Tradition.

Mr Ray Paxton
Headmaster

A MESSAGE FROM THE COLLEGE BOARD

After 11 years as Chairman of the College Board, I will be passing the figurative gavel to Mr Sam Hardjono, a Board colleague and Old Boy of the College.

I express my heartfelt thanks to my fellow board members, Parents & Friends, Mothers' Club and all the various supporter groups and individuals that make up the fabric of Waverley College, along with our dedicated staff, who spend much of their own time in service to our young men.

I think that the College has not looked better since the day it was built, and many thanks go to Br Paul Leary and his executive for the way they have built up the school to its present splendour. Ray and the College Executive are not resting and continue the renewal of the 'Built Environment', as well as our new Capital Works Programs. I hope to be invited back for the opening of our new developments, culminating with the opening of a brand new Technical & Applied Studies building and the restoration of the old Conlon Building as a modern learning centre for the whole school. It will be a truly exciting time at the College over the next few years and I have already conducted a Board meeting in the newly refurbished hall, at the end of Phase One.

Mr Paul Gillian
Chairman, Waverley College Board

A MESSAGE FROM THE COLLEGE CAPTAIN 2013

To Mr Paxton and the Executive, thank you for the support you have provided us with, particularly over the past 12 months. You have been enthusiastic and have strived to keep alive the tradition of Edmund Rice and the direction of our College. Our Year 11 Master Mr Barr, as well as Mr Chen and Mrs Knowles, we thank you all for your amazing support and effort that you have given to us, not only as teachers and advisors, but as friends that have been so easily approachable. You have a passion for us students that cannot be replaced.

Thomas Duffy
College Captain

SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Waverley College Students took part in the following National and State Assessments, Tests and Examinations during 2013:

- **National Assessment Program – Literacy and Numeracy (NAPLAN)**
 - Year 5
 - Year 7
 - Year 9

- **Higher School Certificate** for Year 12 in 41 Courses.

The following graphs provide information on the performance of Waverley College students in these public assessments, tests and examinations in comparison to the cohort across the State of NSW.

The National Assessment Program – Literacy and Numeracy (NAPLAN)

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are conducted in May each year for all students across Australia in Years 3, 5, 7 and 9. All students in the same year level are assessed on the same test items in the assessment domains of Reading, Writing, language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

Each boy's ability is compared to boys across the state and the country.

Careful planning and instruction in numeracy and literacy, across the curriculum, equips our boys to deliver strong results in NAPLAN and this year has been no exception. All three year levels tested showed results at [above state](#) average across all domains.

Test	Mean scale scores and (Performance above state average)		
	Year 5	Year 7	Year 9
Reading	525 (18)	565 (20)	603 (18)
Writing	511 (30)	536 (19)	588 (34)
Spelling	522 (17)	571 (12)	610 (18)
Grammar & Punctuation	520 (12)	553 (11)	604 (25)
Numeracy	522 (27)	570 (20)	635 (39)

Test	Mean scale scores and (Performance above state average for boys)		
	Year 5	Year 7	Year 9
Reading	525 (23)	565 (24)	603 (22)
Writing	511 (41)	536 (36)	588 (54)
Spelling	522 (26)	571 (19)	610 (26)
Grammar & Punctuation	520 (20)	553 (21)	604 (35)
Numeracy	522 (20)	570 (15)	635 (32)

NAPLAN results are reported using five national achievement scales, one for each of the NAPLAN assessment domains of Reading, Writing, Spelling Grammar and Punctuation and Numeracy. Each scale consists of ten bands, which represent the increasing complexity of the skills and understandings assessed by NAPLAN from Years 3 to 9. Six of these bands are used for reporting student performance in each year level. The report shows a comparison of the student's result to the national average for the year. The bottom band indicates a student is below the national minimum standard, and the second bottom band indicates the student is at the national minimum standard.

Details on school performance are provided in the following tables where band distributions and percentages of students achieving the national minimum standard are outlined separately for Year 5, Year 7 and Year 9.

Fewer Waverley students in lower bands and more in higher bands shows stronger performance.

Year 5 band distributions and % of students at or above national minimum:

		Band 3 %	Band 4 %	Band 5 %	Band 6 %	Band 7 %	Band 8 + %
Reading	Waverley	0	3	17	31	33	16
	National	2	10	24	30	22	11
Writing	Waverley	1	1	32	35	17	14
	National	6	12	28	32	15	5
Spelling	Waverley	0	4	22	31	26	17
	National	5	12	23	28	20	11
Grammar & Punctuation	Waverley	1	4	24	22	19	20
	National	3	10	23	29	21	12
Numeracy	Waverley	0	3	21	37	20	20
	National	5	15	26	27	16	9

Year 7 band distributions and % of students at or above national minimum:

		Band 4 (-) %	Band 5 %	Band 6 %	Band 7 %	Band 8 %	Band 9 + %
Reading	Waverley	1	8	23	28	23	17
	National	4	13	26	30	18	8
Writing	Waverley	2	12	35	23	21	7
	National	9	17	20	25	12	5
Spelling	Waverley	0	7	13	37	32	10
	National	5	10	22	30	21	10
Grammar & Punctuation	Waverley	7	8	21	24	22	17
	National	8	14	24	26	17	9
Numeracy	Waverley	1	4	22	31	25	17
	National	3	15	28	26	16	11

Year 9 band distributions and % of students at or above national minimum:

		Band 5 (-) %	Band 6 %	Band 7 %	Band 8 %	Band 9 %	Band 10 + %
Reading	Waverley	1	6	28	37	21	7
	National	5	16	29	28	15	5
Writing	Waverley	5	18	20	29	21	8
	National	16	21	25	20	11	6
Spelling	Waverley	0	5	34	38	15	8
	National	2	14	28	29	16	5
Grammar & Punctuation	Waverley	1	9	28	38	15	8
	National	11	18	25	24	14	7
Numeracy	Waverley	0	4	21	34	19	23
	National	8	18	26	22	14	11

By year 9, we are able to see the positive change in boys as they have developed good work habits and make the most of the educational opportunities offered by the College. As a sign of the ongoing improvements at the College, this Year's cohort improved on last year's results by 11 scale scores in Reading, 14 scale scores in Writing, 8 scale scores in Spelling, 6 scale scores in grammar and punctuation and 20 scale scores in numeracy.

Growth in results compares our boys' performance to that of the same cohort two years ago, in other words, the value-add of Waverley College over and above what they might achieve at another school in the state. The culmination of skills acquired by our year 9 students was evident in their sound growth in performance over the last two years. For example, this year's cohort performed 17 scale scores above boys' state average growth in the test aspect of Writing, resulting in performance 54 scale scores above state average.

Higher School Certificate 2013

The class of 2013 celebrated a number of excellent group and individual results in the 2013 Higher School Certificate. Waverley College was listed on the Sydney Morning Herald Honour Roll for Mathematics.

One of the most pleasing aspects of the results was the performance of students across a range of Courses and the consistency of their results in Bands 4-5. The College's highest ATAR was 98.35 and approximately 21 students received ATAR's above 85. Approximately 75% of HSC marks were above 70 (Bands 4, 5 or 6). 80% of HSC subjects studied received results above the state average. Considering Waverley does not exclude students on the basis of academic ability, these results would indicate Waverley students continue to perform very well against the rest of the State.

HSC Courses above State Mean Include -

- Ancient History +8.34% above State Mean
- Geography +6.22% above State Mean
- Mathematics +5.93% above State Mean
- Mathematics Extension 1 +5.59% above State Mean
- Mathematics Extension 2 +4.43% above State Mean

- General Maths +5.27% above State Mean
- Engineering Studies +4.67% above State Mean
- Chemistry +4.66% above State Mean
- Construction +4.49% above State Mean
- Visual Arts +4.43% above State Mean

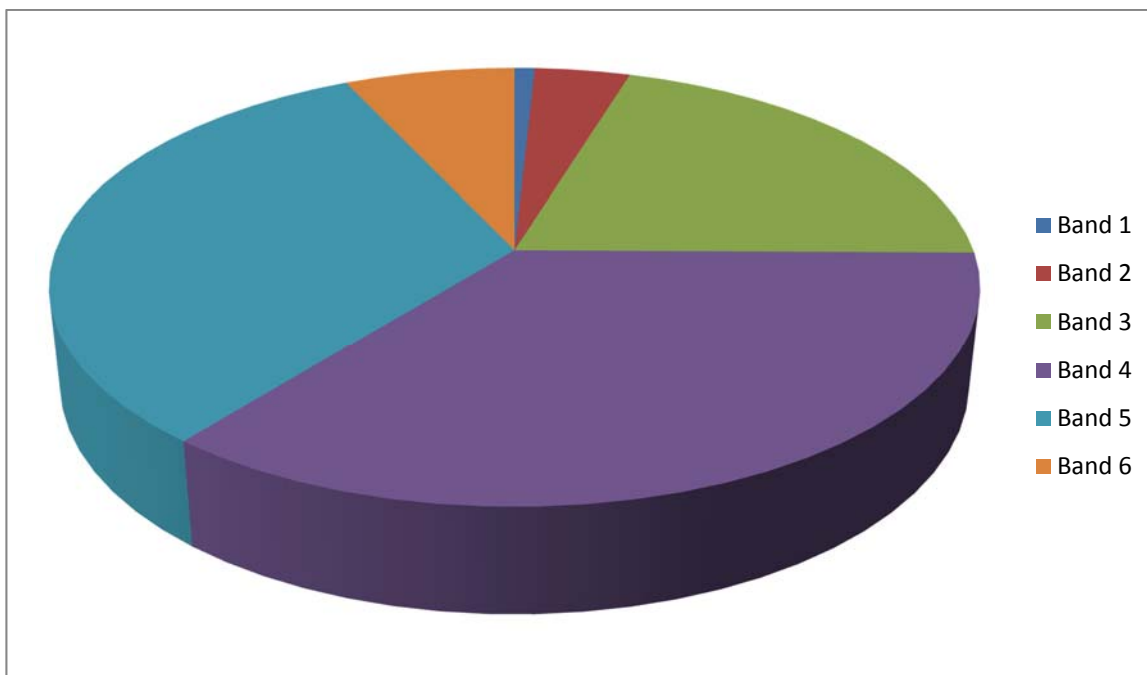
The figures below indicate very few marks below 50 in any course. Below are the total numbers of bands awarded in all HSC subjects.

59	Band 6 (a mark of 90 or better)
273	Band 5 (a mark between 80 – 89)
301	Band 4 (a mark between 70 – 79)
173	Band 3 (a mark between 60 – 69)
33	Band 2 (a mark between 50 – 59)
7	Band 1 (a mark below 50)

Explaining Bands

HSC Bands are awarded to students based on the HSC Mark in each subject. The HSC Mark for a subject is the average of the Examination Mark and Moderated Assessment Mark. Band 6 requires a HSC Mark 90+; Band 5 a HSC Mark between 80 – 89; Band 4 a HSC Mark between 70 – 79; Band 3 a HSC Mark between 60 – 69; Band 2 a HSC Mark between 50 – 59; and Band 1 a HSC Mark below 50.

Below is a graph showing HSC Bands for 2013



Comparative Student Performance in the Higher School Certificate

The table below shows student performance in the Higher School Certificate across Bands 4 to 6 from 2008 to 2013. The trend shows a significant increase in the proportion of students moving from the lower bands 1, 2, 3 into band 4, 5, 6 territory. An area of challenge for 2014 is to lift boys' results from high Band 5 territory into Band 6 area so this academic growth is then reported in the media. During this time the majority of subjects studied by students at this College were above the state average in performance.

		Band 6	Band 5	Band 4

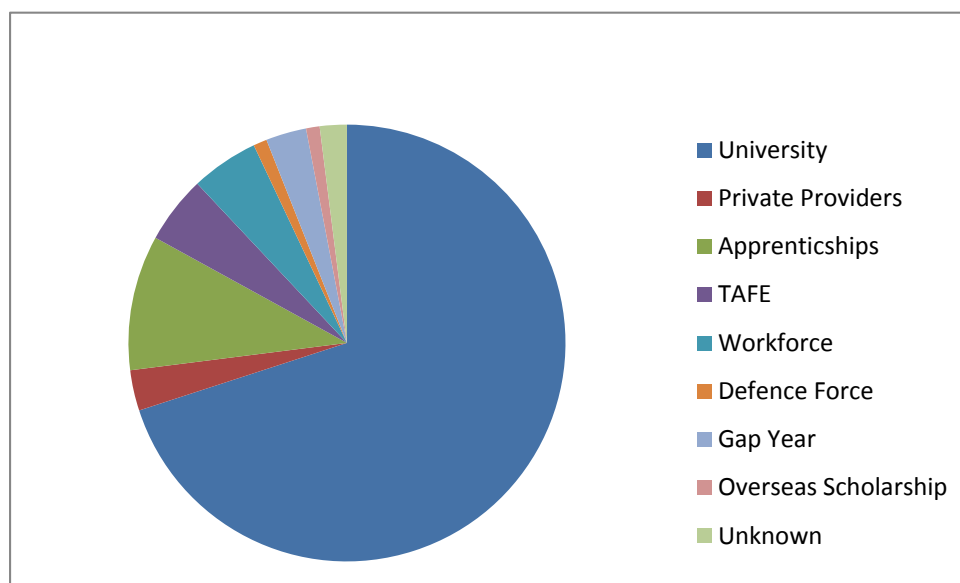
2008	%	5	30	40
	Actual Number	46	282	372
2009	%	8.5	36.5	33.7
	Actual Number	81	347	320
2010	%	10.2	37.9	33.2
	Actual Number	90	336	294
2011	%	12.7	36.3	32.9
	Actual Number	100	285	259
2012	%	6.7	38.9	40.5
	Actual Number	50	294	303
2013	%	7	32	36
	Actual Number	59	273	301

Post-School Destinations

Students at Waverley College can choose an ATAR or non-ATAR pathway for study for the Higher School Certificate. The College offers two clearly defined patterns of study. An ATAR pathway ensuring students qualify for the Australian Tertiary Entrance Rank (ATAR) leading students to further study at university and a non-ATAR pathway that skills students to gain an apprenticeship, further study at TAFE or full-time employment.

Of the students who completed their HSC in 2013 approximately 70% of the candidature was offered places over a range of courses at universities in Sydney, the majority gaining entrance to the University of New South Wales and Sydney University. Students were also offered places at Macquarie University, University of Technology, Wollongong University, University of Western Sydney, Australian Catholic University and Notre Dame University. A number of students accepted positions at private institutions. Approximately 25% obtained apprenticeships, continued study at TAFE, joined the Defence Force, accepted scholarships at American universities, entered small business such as real estate or other family businesses.

The graph below provides a visual representation of the destination of the 2013 Higher School candidature.



Teacher Qualifications

Throughout the reporting year, 113 teachers were employed at Waverley College to deliver Curriculum from Years 5 – 12. This includes temporary positions replacing teachers on Leave for periods of one school term or longer. All but one teacher employed at Waverley College in 2013 held formal qualifications from higher education institutions within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines.

The majority (89%) of the teaching staff holds a bachelor degree as a minimum qualification. 72% of staff hold post-graduate qualifications. These qualifications range across a number of disciplines.

Qualification	Total	Highest Qualification %	
Certificate II	3	-	0
Certificate III	2	-	0
Certificate IV	9	-	0
Certificate	16	-	0
Graduate Certificate	9	-	0
Diploma	27	5	5
Graduate Diploma	29	2	2
Bachelor Degree	94	80	70
Bachelor Degree (Honours)	5	3	3
Master Degree	29	20	18
Doctoral Degree	2	2	2

Professional Learning

The College encouraged teaching staff to undertake ongoing professional learning throughout the year. Over \$85,000 was allocated in 2013 to the professional development of staff beyond the five pupil free days within the College calendar annually. The breadth of these courses included subject specific in-servicing, pedagogical development, information technology and network meetings to ensure currency with the National Curriculum and Board of Studies requirements.

Teacher Attendance & Retention

At any one time there were eighty-nine (95) teachers employed at Waverley College at the senior campus with another nineteen (18) employed at the junior campus. Seven staff left to take up positions in other schools or retire. Teacher attendance is approximately 95%.

Group	Total	FTE
Teaching Staff	112	111
Support Staff	50	41.5

STUDENT RETENTION RATES

The enrolment at the date of the 2013 August Census was 1304 students. The retention rate from Year 10 2011 to Year 12 2013 was 83.5%.

Year Group	5	6	7	8	9	10	11	12
Average % Attendance	96.4	96.3	94.5	94.3	93.2	92.9	92.4	91.3

The average whole school student attendance rate for 2013 was 93.91%.
(93.1% Years 7-12; 96.35% Years 5-6)

SATISFACTION

(a) Staff

Staff communication: All new staff are given two day inductions to the College and are mentored for their first year. Professional development is actively encouraged and funded. In addition to staff days to begin each term, the College conducts weekly staff meetings, monthly staff meetings and convenes working parties and committees as required; all staff are encouraged to become involved. All leaving staff are invited to attend an exit interview.

Strategic planning: Having reached the mid point of the implementation of the Waverley College Strategy 2011-2014 the College engaged in two evaluative processes: (1) a strategic checking where staff were involved in evaluating the pace and impact of change and (2) the development of strategic 'roadmaps' for each of the priorities. The processes were used to determine the need for adjustments to the plan and provide communication to staff about the timelines connected to each target.

Learning Statement: Staff were also involved in consultation and development of a 'Learning Statement' for the College that forms the basis for all teaching and learning programs. The Statement was publicly launched in late 2012.

Satisfaction Research: MMG Education (MMG) was commissioned by the Headmaster to assist with research based insights relating to the views, needs and expectations of staff for the purposes of establishing research based data for strategic and operational planning and as a tracking tool to drive continual improvement. This review complemented those of Years 5 to 12 students and their parents conducted in 2012.

A tailored survey, administered in an on-line format was completed in late November to early December 2012. A total of 111 of teaching and non-teaching staff completed their questionnaires. The overall staff satisfaction score was a 'high' 77% with 92% of Junior School staff and 75% of Senior School staff rating satisfaction as 'high' or 'very high'. The report provided staff feedback on a broad range of indicators including: academic program, learning support, ICT program, religious formation, pastoral care, communications, sport, staff welfare, staff morale, professional learning and management and leadership. The feedback will be incorporated into the College's strategic plans over the coming year.

(b) Students

Student Council and Prefects: Each year group has a Student Representative Council and the Senior Prefects of the College are given a prominent role. The small vertical home group structure at the College on a ratio of around 12 to 1 ensures that the students always have an avenue for expressing their satisfaction.

Satisfaction Surveys: The Headmaster, Mr Ray Paxton, commissioned MMG Education to conduct a stakeholder satisfaction and perception review of the 2012 Years 5 to 12 students and their parents as part of a comprehensive stakeholder review undertaken in 2012. The objective of the Years 5 to 11 students and their parents was to provide the Headmaster with deep insights into their views of and experiences of the College.

The Report was conducted by MMG Education in Term 4, 2012 and provides detailed analysis and observations of the views of Years 5 to 12 students and parents across most key areas of College life. Areas surveyed included: academic program, learning support and enrichment, religious formation, pastoral care, communications, sports program, co-curricular program management and leadership, facilities and resources. Overall satisfaction from both parents and students was rated a 'very high' 81%. The feedback will be

incorporated into the College's strategic plans over the coming year. Much of the feedback is already being incorporated into co-curricular and pastoral care reviews already underway.

(c) Parents

Satisfaction Surveys: As mentioned above, parents were included in a comprehensive stakeholder satisfaction and perception review in 2012, resulting in a 'high' 81% overall satisfaction score from parents.

Meetings and Information Evenings: Parent/Teacher evenings are held for each year group from 5 to 12 at least twice each year. Information evenings are held at least once a year for each year group with some years having two. Attendance at these information nights is usually between 90 and 95 per cent attendance. A weekly newsletter is sent to parents either electronically or in hard copy each week. Parent representatives are a part of the College Board. The College also supports the College P & F, Mothers Club, and most sports at the College have Parent Supporter Clubs which are run by the parents.

ENROLMENT POLICY & PROFILE

Waverley College has a non-selective enrolment policy. Primary intakes are taken at Years 5 and 7. Limited places are available in other years dependent on total enrolments. Preference is given to Catholic students, students with siblings already attending the College and to sons of old boys.

A member of the College Executive interviews all students applying to the College along with their parents prior to final acceptance.

A reference is required from the Parish Priest, Minister of Religion or some other person in the Community; and a copy of the two most recent school reports must be provided. We also ask to see the Birth Certificate and Baptism Certificate.

Once a child has enrolled at the College, parents become part of the Parents and Friends Association and the Mothers' Club.

All children of parents who are prepared to support the religious principles and ideals of this school are considered eligible for enrolment. The following group of applicants will however have a priority over others in admissions:

- Members of the Catholic community;
- Sons of Old Boys of the College;
- Brothers of those who have attended or are attending the College;

The Headmaster shall determine the Year of entry of a boy after appropriate consideration of the Board of Studies rules and the previous progress of the boy. Children of socially, culturally or financially disadvantaged families may receive special consideration.

Applications and further information are available on the College Website: www.waverley.nsw.edu.au or from the College Registrar.

STUDENT WELFARE

Everyone in the College community is involved in pastoral care. A commitment to partnership and shared responsibility amongst staff, students, parents and other family members is an integral feature of pastoral care at Waverley College. The College does not support the use of corporal punishment in the school setting nor does it support its use in the home.

While pastoral care initiatives respect the privacy of students' lives, some students and their families actively seek the College's support in times of crisis and instability. Within the limits of its resources and expertise, Waverley College is committed to the well being of its students.

Pastoral care at Waverley College is vitally concerned with the fostering of student's self-discipline. It aims to develop students who are responsible and inner directed, capable of choosing freely in conformity with their conscience. Pastoral care also contributes to students recognising that their fundamental freedoms and rights are reciprocated by responsibilities.

Organisational Structures

In the College's daily and routine life, the way in which people interact with each other significantly affect each student's sense of self worth, belonging and well being. The Home Group Teacher is the primary contact for the student's spiritual, intellectual, emotional, cultural, and physical development over his six years in the Senior School. If a student is having a problem in class or with some misunderstanding of the subject then the class teacher should be the first point of contact; failing here, then the Head of Department. If the student has a disciplinary problem the Year Master is usually the contact. Yet in all this the Home Group Teachers will be involved and hold in their hands the long-term pastoral care of the student. The system provides continuity and consistency of care.

The Role of the Home Group Teacher

The Home Group consists of a teacher and usually two to three students from each of the six years within the College. The number of students in each group is approximately fourteen. The purpose of the Home Group is to provide for each student a family type group where a staff member individually knows them and relationships are fostered between different age levels. The Home Group Teacher is a significant adult in the lives of the students who provides them support, understanding and encouragement. Boys in a Home Group are vertically arranged with boys ranging from Year 7 to Year 12.

The Home Group Teacher:

- Will conduct ten-minute meetings five times a week.
- Provides a Christian example and model by word and action.
- Takes a personal interest in, helps, guides, directs and fosters the spiritual, intellectual, emotional, cultural, and physical development of their boys.
- Fosters interpersonal relationships and communication between group members.
- Oversees the students' academic reports, and discusses any serious problems with students and their parents.
- Works in partnership with class teachers, coaches and all who have dealings with a boy.

The full text of this policy is provided to all new parents and students entering the College.

Updated copies are available on the College website: <http://www.waverley.nsw.edu.au/publications>

DISCIPLINE POLICY

The College Discipline ensures College expectations are made explicit and students are made aware of the consequences of their actions. Central to the Policy is the signing of the *Student Agreement and Commitment* that appears in the Student Diary. Students and parents sign this agreement when first enrolling and it is re-signed at the beginning of each academic year.

The Student Diary outlines the College Policy, Rules and Regulations related to student discipline. Policies covering the following issues exist within the College Diary:

- Homework
- Entitlements & Responsibilities

- Bullying
- Haircuts & Uniform
- Saturday Sport
- Behaviour on Buses & Trains
- Drug & Alcohol Policy

Copies of these policies are available on the College website:

<http://www.waverley.nsw.edu.au/publications>

Preferred Practices of Teachers

1. The School's rules form the basis of all behaviour management and discipline

This requires teachers to:

- Teach the school rules in the context of their particular class
- Determine and discuss regulations arising out of the rules
- Establish a set of routines that must be adhered to: e.g. seating plan, line up outside the classroom, prayer, pick up all rubbish before leaving the room.
- When correcting behaviour teachers will refer to 'What rule was broken?'

2. Use Positive Corrective Practice

This requires teachers to:

- Plan for managing expected difficulties
- Use of least-to-most intrusive intervention
- Focus is on the primary behaviour
- Tell students what it is that they should be doing
- Use encouragement, praise and rewards
- Re-establish working relationships as soon as possible after correction

3. Model, and expect Respect

This requires teachers to:

- Separate the behaviour from the person
- Use of appropriate language
- Use of private reprimands

4. Utilizing related and reasonable consequences

This requires teachers to:

- Regularly clarify consequences with students and apply them as necessary
- Emphasize the relatedness of the outcome to the behaviour
- Use consistency in application

Staff Qualities & Key Values

The College operates and leads based on the values of respect for the individual, tolerance, academic integrity. These are modelled in the following ways:

- Our use of inclusive, hope-filled language
- Our clear, consistent approach to discipline: appropriate to boys, understanding of diversity
- Balancing the rights of the individual with the needs of the group
- Respecting the importance of punctuality, collegial support and appropriate dress

- Recognising the importance of problem solving and the ongoing need for team work and conflict resolution.

The full text of these policies and documents is available on the College website:

<http://www.waverley.nsw.edu.au>

COMPLAINTS AND GRIEVANCE RESOLUTION

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of sensitivity, confidentiality and procedural fairness.

The majority of concerns that arise from parents and/or students need never take the form of a formal complaint. The Headmaster, Executive, Middle Management staff and teachers are available to discuss and resolve concerns in more informal ways. Such lines of communication are clearly outlined in the College diary and at information sessions involving each year group every year. Each year group has a Student Representative Council as a means of communication between students and the College. Other avenues of communication include Home Group Teachers, Year Masters, Heads of Department (curriculum issues) and Executive members with specific areas of responsibility.

Harassment Prevention Policy

It is the responsibility of all staff to respect the rights of others and ensure that they do not become involved in or encourage harassment. Every staff member has the legal right to a work/study environment that is safe, and that is *not* sexually harassing, sexist, racist, homophobic, anti-disability, ageist, or stereotyping in any other way.

There is an expectation that, as a Catholic community, all members speak, act and relate in hopeful, compassionate, life-giving ways. Staff must be careful not to do anything that could be interpreted as sexually harassing, stereotyping or demeaning people because of their race, sex, disability or age. Harassment Behaviours outlined in the extended policy have been used with permission from the University of Sydney's 'Staff and Student Equal Opportunity unit' website.

(<http://www.usyd.edu.au/eoo>) The Staff has access to the full policy via the College's Intranet site.

RESPECT AND RESPONSIBILITY

Both the College's Mission Statement and Enrolment Understanding promote respect and responsibility. All students are taught to respect themselves and others, and celebrate the differences that exist within the College community.

The Student Discipline Policy clearly indicates acceptable behaviour, and was reinforced by such initiatives as the anti-bullying program conducted since 2007. Service to others is at the core of the College community and is evident through the Year 11 Community Service Program, the Social Justice Group and the role of the Social Justice Co-ordinator throughout the College.

SCHOOL DETERMINED IMPROVEMENT TARGETS TO 2014

(as determined by the 2011-2014 Strategy)

Beliefs and Life

1. Our identity and those we serve are clearly defined in our prospectus and clearly visible around the College and in the community.
2. Our identity as an Edmund Rice School is evident in the range of meaningful celebrations, artworks and projects undertaken.

3. Waverley serves the poor of Sydney, supports targeted EREA indigenous and immersion activities and Christian Brothers projects.
4. Waverley's position on learning is clearly understood in the local and wider community.
5. Our long tradition of student success is systematically and creatively promoted through on-line, print and exhibit materials.
6. The achievements of Waverley College are highlighted through a structured print and digital media plan.

Relationships and Leadership

1. Waverley College is a member of CAS and other co-curricular bodies with committed teams, coached by expert internal staff and outside providers.
2. Waverley staff are affirmed and recognised by the College, the local and broader educational communities.
3. The pastoral care structures at Waverley are recognised as firm, just and formational by students, staff, parents and the community.
4. The College, parents groups and the Old Boys' Union are operating with coordinated goals and accountabilities so that their full potential is realised.
5. Staff have clear role descriptions and meaningful performance reviews.
6. Waverley College is an harmonious, professional working environment sought after by excellent teachers and support staff.

Innovation and Environment

1. Waverley College is engaged in an appropriately staged building program designed to support our educational goals.
2. Waverley College is a best practice school in relation to innovative learning, achieving excellent outcomes in NAPLAN, ATAR and non-ATAR courses. College IT infrastructure supports a range of devices and systems.
3. All students use a personal iMac device in a collaborative online learning environment as part of an innovative partnership of schools.
4. All staff are mentored in a new 'blended learning' management system.
5. All learning programs have integrated critical thinking targets.
6. Waverley College has a sustainable languages program which includes two languages within the curriculum and a range of external options.

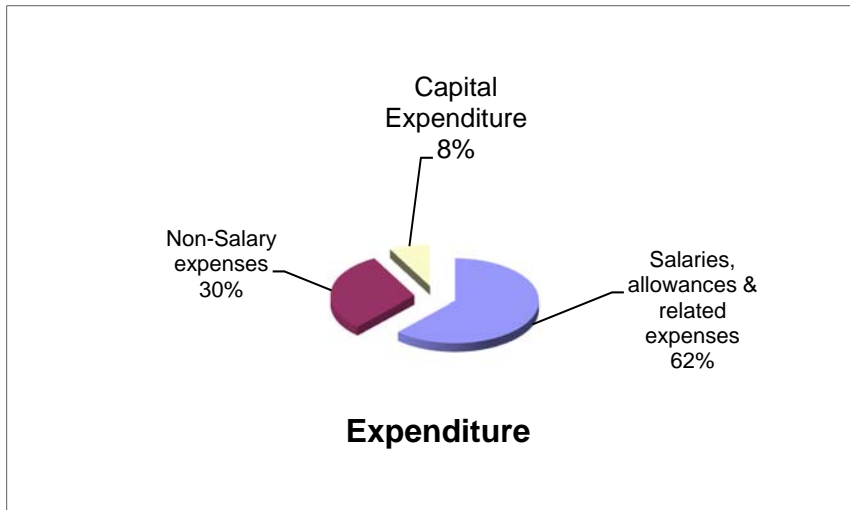
Resources

1. Students are learning in a dynamic TAS/Visual Arts precinct
2. All learners are utilising a new, innovative Learning Resource Centre.
3. The College Development Office is facilitating a systematic program of reunions and community events designed to support our Educational Masterplan.
4. The College utilises and shares outside facilities and grounds under appropriate agreements.
5. Families at Waverley College have access to an effective bursary, scholarship and fee concession scheme.
6. Waverley College has incorporated agreed areas of the campus from occupation by the Christian Brothers' Community through a sound transition plan.

FINANCIAL INFORMATION

The summary of income and expenditure is presented in graphical form aggregated from financial information that is provided annually to the Commonwealth.

Income	\$
Fees & Private Income	16,127,625
State recurrent grants	3,250,546
C/Wealth recurrent grants	8,142,520
Government Capital Grants	0
Other Capital Income	435,000
Total	27,955,691



Expenditure	\$
Salaries, allowances & related expenses	17,543,115
Non-Salary expenses	8,566,009
Capital Expenditure	2,249,726
Total	28,358,850

I congratulate the Waverley College community – students, staff, parents, old boys, the Christian Brothers and our Edmund Rice colleagues – on another year of significant achievement.

Mr R Paxton
HEADMASTER
June 2014