

**WAVERLEY COLLEGE
ANNUAL REPORT**

2014





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 a 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



2014 saw the culmination of 2011-2014 Strategic Plan. Driven by the imperative to “liberate the potential of every learner”, this plan built upon the infrastructural and pastoral achievements of 2004-2009 and created a new understanding of how we viewed ourselves as a learning community. The visit of ex-student and Governor-General Sir Peter Cosgrove to the Annual May Procession served to highlight these achievements on a day when we honoured the Feast of Blessed Edmund Rice and launched a significant Waverley publication “In Good Faith: Waverley College and the Great War”. The diversity of backgrounds from which our earliest students entered the sphere of war resonated strongly with our current student body who retain this strength of diversity.

2014 also saw our first group of students undertake an immersion to Timor-Leste. Following two years of preparation, ten students and two teachers engaged with Comunidade Edmund Rice and Timorese communities in Fatuhada Dili and Railaco Kraic in the mountainous Ermera district. Painting classrooms, picking coffee beans, competing in volleyball and soccer games and listening to the stories of families had a profound effect on this pioneer Waverley group.

Further development of the Waverley College Student Wellbeing model took place during the year. Following broad consultation with the staff, a full report was prepared by Dr Donna Cross and Echo Research. Our Wellbeing Review Team analysed the report data and recommendations, assisted with the preparation of a Parent Forum (led by Dr Donna Cross) in May, and engaged in school visits both locally and interstate to examine best practice in student wellbeing structures, processes and resources.

The Waverley College Learning paradigm – Liberate – entered another phase of implementation. Liberate is a pedagogy which focuses on positive, personalised, relational instruction in an environment of flexible classroom design and small learning groups. Liberate utilises technology (Haiku) to provide students with access to all learning materials. This enables students to work at their own pace and progress to the higher levels of thinking or seek assistance when progressing through the levels. The College facilitated a successful Learning and Wellbeing Conference in March 2014 which featured local and international contributors.

The College commenced a major capital works program in September 2014, which included the development of a Technological and Applied Studies Centre, an expanded gymnasium/auditorium, rebuilt aquatic centre and PDHPE offices, and a new street frontage to Carrington Road. Significant minor capital projects were completed in vacated areas around the campus and important fire and compliance infrastructure was installed.

From August 2014, the College Board and Executive developed a Phase 2 Strategy Framework for consultation with staff, students, parents and ex-students during Term 4 2014 and Term 1 2015. Whilst the imperative – Liberating the Potential of Every Learner – and the Areas of Growth (Beliefs and Life, Relationships and Leadership, Innovation and Environment, Resources) remain as constants, our central understanding moving forward will be:

A Waverley student (i) appreciates diversity and values inclusion; (ii) is a resilient learner who achieves his best academically; (iii) builds positive relationships and demonstrates leadership; and (iv) is challenged to a liberated way of living. This last descriptor - “is challenged to a liberated way

of living” - signals a new way of describing our deepest hope for each student: the hope that he will be freed by his learning journey, unconstrained by fear, energised by courage so that he may achieve liberation for himself and others.

Amongst all these significant developments and future plans, Waverley continues to grow as a Catholic school for boys in the Edmund Rice tradition. Our concern for each other, our support for those beyond our community, our capacity to demonstrate compassion and offer forgiveness, our openness to prayer and reflection, our solidarity in times of tragedy and our enthusiasm for life – all are recognisable in the interactions of our students, staff and parents. It is a privilege to lead this school.

Ray Paxton
Headmaster

A MESSAGE FROM THE COLLEGE BOARD

Each time a walk through the gates of Waverley College, I am always reminded of the enormous gratitude I have for the education I received from the Christian Brothers and the College. While this great school has experienced changes over the years, some things proudly remain Waverley.

Throughout the years, the challenge for any Headmaster and his team, in fact the school as a whole, is its constant evolution and not only the height but the depth of expectations placed on the institution. I believe that this is an important guide for any learning institution, to ultimately ensure that the education of the boys is relevant and that they have the necessary tools to face life’s challenges.

In consultation with the greater Waverley family, in 2010 the Headmaster Mr Paxton produced a four-year strategic paper to guide the College up to 2014. At the end of 2014 and the start of this year, the paper was renewed; the 2019 College Strategic Plan will be available by May 2015. The paper is to give strategic guidance to the Board, the Headmaster and his team as well as to the greater Waverley family for the next four years.

The “learning culture” was and is a centre piece of the previous and future strategic papers. The continuing positive academic results over the last couple of years and the use of IT as a learning tool are important examples of the positive outcome of this culture.

In closing, I would also like to take the opportunity of acknowledging the passing of Justice John Patrick Slattery AO, KGCSG, QC who was awarded three Papal Knighthoods during his lifetime for his services to the Church and the law and one of the founders of the St Thomas More Society in 1945. Another prominent old boy, former Supreme Court Judge, the Hon Barry O’Keefe AM, QC who was also awarded the Papal Honour, Knight Grand Cross of the Order of St Gregory, who died in April 2014. The sudden death of John Fernan, well respected and long serving Deputy Chair to the Board, are all inspiration to us all, these Old Boys have served the College and the greater Australian community selflessly.

I congratulate the Headmaster, Mr Ray Paxton, the Executive and the teachers on a successful 2014 and I look forward to 2015 and beyond.

Mr Sam Hardjono
Chairman, Waverley College Board

A MESSAGE FROM THE COLLEGE CAPTAIN 2014

Our journey at the College began in 2009 for most, as a collective under the help of Year 7 Master Ms O’Sullivan. Beginning our roller coaster of unforgettable memories and experiences that have enabled us to grow as individuals and as a whole year group over the years.

The concept of “innovation” has been one thing to which we as a school community have adopted over the past few years. With this idea and the introduction of innovation into the daily lives of every student aiming for us to differ from other schools to ensure success for the future of every Waverlian student.

With us as a community embracing this wave of new ideas, methods and devices through adopting a number of innovative practices allowing our school to grow and improve towards a whole rounded 21st century approach.

These pivotal developments of the way in which we as a community come together and develop, has a great principle behind its methodology , and has seen wonders for our school over the past few years.

Oscar Osborne
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 2014:

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

- **Higher School Certificate** for Year 12 in 45 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.

Literacy and numeracy is embedded in all areas of the curriculum through the Liberate paradigm. Teaching programs include adjustments to accommodate students with disabilities and a range of different instructional techniques to accommodate individual learning styles and ensure that each boy has every opportunity to achieve to his potential.

Notable this year:

- (i) More than doubling of the gap between the Waverley average and the State average in Spelling across the years of NAPLAN testing;
- (ii) An increase in the lead of Waverley boys in Writing, compared with the performance of State boys' average, every test year;
- (iii) Strong performance of Year 7 boys in Reading; and Consistent performance in Numeracy.

Test	Mean scale scores and (Performance above state average for boys)		
	Year 5	Year 7	Year 9
Reading	513 (14)	569 (24)	599 (19)
Writing	487 (26)	525 (28)	560 (30)
Spelling	506 (8)	561 (17)	600 (19)
Grammar & Punctuation	526 (23)	561 (20)	587 (18)
Numeracy	517 (17)	574 (17)	621 (17)

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 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. In addition to other test results used at the College, NAPLAN scores are useful in determining how to best prioritise teaching resources to improve on student learning; by targeting boys who score at or below minimum standards with extra resources for small group Direct Instruction, in-class instruction and home programs, in the area of each student's weakness, student competence is enhanced and opportunities to perform in academic areas of study are opened up.

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	2.1	6.2	24.8	26.9	24.8	16.1
	State	6.8	13.7	21.4	24.8	17.3	16
Writing	Waverley	4.1	5.5	37.9	33.1	14.5	4.8
	State	11.1	12.1	38.2	25.3	9.1	4.2
Spelling	Waverley	2.1	10.3	15.2	34.5	26.9	11.0
	State	7.0	9.7	19.9	25.2	25.1	13.1
Grammar & Punctuation	Waverley	1.4	6.9	17.2	24.1	26.2	24.1
	State	7.0	12.5	18.6	21.6	20.3	20.0
Numeracy	Waverley	0.7	6.2	24.8	15.3	20.7	17.2
	State	5.2	13.3	21.2	28.3	15.3	16.7

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	1.5	3.9	23.9	33.7	20.0	12.3
	State	4.5	14.6	24.9	25.9	17.7	12.9
Writing	Waverley	2.4	19.0	32.7	26.8	16.6	2.4
	State	12.5	27.4	28.5	17.6	10.7	3.3
Spelling	Waverley	1.5	6.8	19.0	31.7	31.7	9.3
	State	7.2	13.5	20.0	25.0	20.9	13.4
Grammar & Punctuation	Waverley	0.5	10.7	19.5	34.1	24.9	10.2
	State	7.7	17.4	18.1	26.7	17.4	12.7
Numeracy	Waverley	0.0	3.9	24.6	26.6	28.1	16.7
	State	2.8	14.9	24.5	23.3	17.1	17.3

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	2.6	10.5	20.5	33.7	28.4	4.2
	State	9.4	17.2	23.2	25.3	17.9	7.0
Writing	Waverley	7.9	24.1	33.5	22.5	8.9	3.1
	State	26.1	22.2	20.2	19.2	7.4	4.8
Spelling	Waverley	1.0	10.5	25.7	38.7	16.2	7.9
	State	10.4	13.0	26.3	26.2	12.8	11.3
Grammar & Punctuation	Waverley	4.2	12.6	34.0	29.3	16.2	3.7
	State	13.0	20.9	26.9	18.7	14.4	6.1
Numeracy	Waverley	0.0	3.7	22.6	32.6	27.4	13.7
	State	2.9	16.0	24.4	24.1	15.9	16.6

Higher School Certificate 2014

The class of 2014 celebrated a number of excellent group and individual results in the 2014 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 98.50 and approximately 30 students received ATAR's above 85. Approximately 83% 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 -

- Geography +11.76% above State Mean
- Industrial Technology +11.49% above State Mean
- Studies of Religion 2 Unit +9.13% above State Mean
- English Extension 2 +9.01% above State Mean
- Mathematics General +8.57% above State Mean
- French Continuers +8.00% above State Mean
- Construction +7.36% above State Mean
- Ancient History +7.33% above State Mean
- Chemistry +7.21% above State Mean
- Design + Tech +6.38% above State Mean
- Legal Studies +6.28% above State Mean
- PDHPE +6.80% above State Mean
- Senior Science +6.80% above State Mean

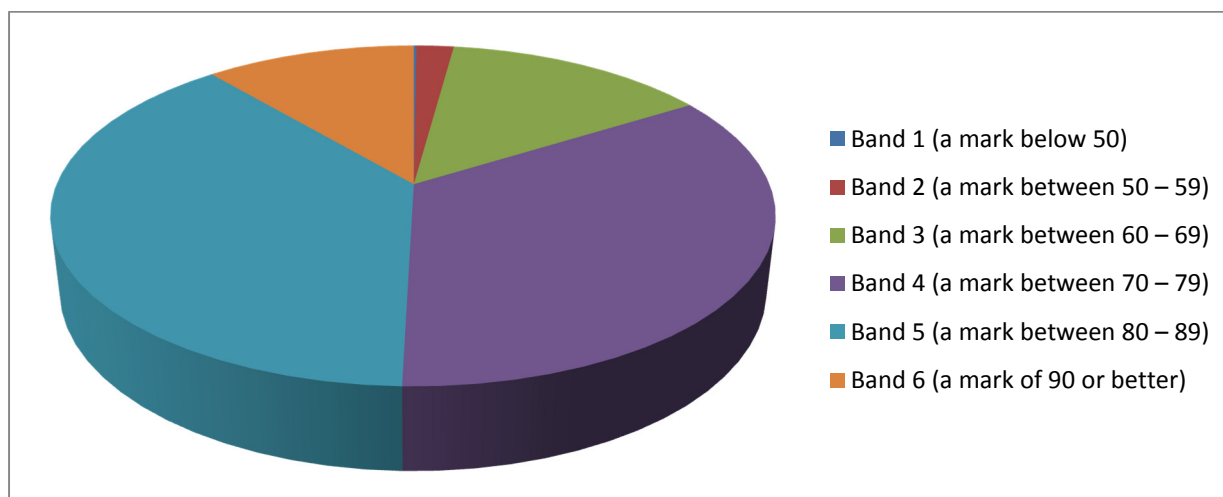
The figures below indicate very few marks below 50 in any course. Below are the total numbers of bands awarded in all HSC subjects.

79	Band 6 (a mark of 90 or better)
271	Band 5 (a mark between 80 – 89)
242	Band 4 (a mark between 70 – 79)
99	Band 3 (a mark between 60 – 69)
14	Band 2 (a mark between 50 – 59)
1	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 2014



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 2014. The trend shows a significant increase in the proportion of students moving from the lower bands 1, 2, 3 into band 4, 5, 6 territories. 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 evident. 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
2014	%	11.2	38.3	34.2
	Actual Number	79	271	242

HSC SUMMARY 2014

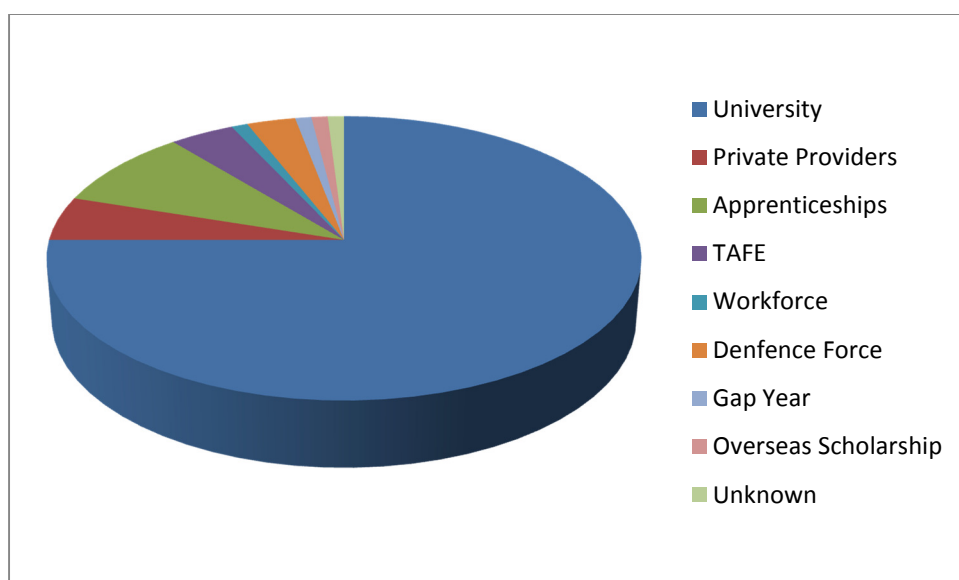
- Highest Band 5-6 Result
- 79 Band 6 students on SMH Distinguished Achievers List
- 49.56% of scorests gained a Band 5 or Band 6
- Ranked 133rd School in State (up 120 places from 2013)
- 83% Subjects Above State
- Second Highest Band 6 results on record
- 83% of students gained a Band 4, 5 or Band 6 RESULT
- 3 students on Premiers All Rounders' List (all above 90)

Post-School Destinations

Students at Waverley College can choose an ATAR or HSC PLUS 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 HSC PLUS pathway that skills students to gain an apprenticeship, further study at TAFE or full-time employment.

Of the students who completed their HSC in 2014 approximately 75% 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 University of Technology. Students were also offered places at Macquarie University, Sydney University, Wollongong University, University of Western Sydney, Australian Catholic University and Notre Dame University. A number of students accepted positions at private institutions. Approximately 20% obtained apprenticeships, continued study at TAFE, joined the Defence Force, entered small business such as real estate or other family businesses or took a Gap year and one student has been accepted on an overseas scholarship.

The graph below provides a visual representation of the destination of the 2014 Higher School candidature.



TEACHER STANDARDS

Teacher Qualifications

Throughout the reporting year, 114 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 2014 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	Teacher Qualification Totals 2014
Certificate II	4

Certificate III	1
Certificate IV	10
Certificate	19
Graduate Certificate	8
Diploma	38
Graduate Diploma	42
Bachelor Degree	108
Bachelor Degree (Honours)	9
Master Degree	38
Doctoral Degree	2

Total of Qualifications: 279

Qualification	Highest Qualification	Highest Qualification %
Certificate II	0	0
Certificate III	0	0
Certificate IV	0	0
Certificate	0	0
Graduate Certificate	0	0
Diploma	3	3
Graduate Diploma	3	3
Bachelor Degree	71	62
Bachelor Degree (Honours)	5	4
Master Degree	30	26
Doctoral Degree	2	2

Total of Qualifications: 114

Professional Learning

The College encouraged teaching staff to undertake ongoing professional learning throughout the year. Over \$133,000 was allocated in 2014 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 ninety-six (96) teachers employed at Waverley College at the senior campus with another eighteen (18) employed at the junior campus. Eleven staff left to take up positions in other schools or retire. Teacher attendance is approximately 95%.

Group	Total	FTE
Teaching Staff	114	112
Support Staff	56	42

STUDENT RETENTION RATES

The enrolment at the date of the 2014 August Census was 1314 students.
The retention rate from Year 10 2012 to Year 12 2014 was 83%.

Year Group	5	6	7	8	9	10	11	12
Average % Attendance	95.5	96.8	94.7	95.4	94.4	94.8	93.2	92.7

The average senior school student attendance rate for 2014 was 94.69%. The average junior school student attendance for 2014 was 96.15%.

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.

Satisfaction Research: MMG Education (MMG) continues to be 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.

(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: MMG Education continues to conduct annual student satisfaction and perception review of the 2012 Years 5 to 12 students and their parents as part of a comprehensive stakeholder reviews. This provides the Headmaster with insights into their views of and experiences of the College.

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 is incorporated into the College's Strategic Plan.

(c) Parents

Satisfaction Surveys: Parents continue to be included in comprehensive annual stakeholder satisfaction and perception reviews.

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 accepts applications two to three years prior to the year of entry in Year 5 and Year 7. The College does not have a policy of "first in, best dressed" based on application date.

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

- Members of the Catholic community
- Sons of Old Boys of the College
- Brothers of boys who are attending the College and of those who have attended.

The College contacts families for an interview in April/May of the year before commencement. However an interview does not guarantee a place.

Offers are made soon after the interview based on the priority list above and the interview. Families are given a closing date to respond to the Offer of a place.

A place is secured when the College receives

- Confirmation of Enrolment Form including payment of an enrolment fee
- Initialled and signed Enrolment Agreement.

Withdrawing from the College

If a family decides to withdraw their child from the College, four week's notice in writing to the Headmaster is required or a penalty equivalent to four week's tuition fees will be payable.

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, discusses any 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 teamwork

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/eeo>) 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 ESTABLISHED IN 2011 AND ACHIEVED IN 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. **ACHIEVED**
2. Our identity as an Edmund Rice School is evident in the range of meaningful celebrations, artworks and projects undertaken. **ACHIEVED**
3. Waverley serves the poor of Sydney, supports targeted EREA indigenous and immersion activities and Christian Brothers projects. **ACHIEVED**
4. Waverley's position on learning is clearly understood in the local and wider community. **ACHIEVED**
5. Our long tradition of student success is systematically and creatively promoted through on-line, print and exhibit materials. **ACHIEVED**
6. The achievements of Waverley College are highlighted through a structured media plan. **ACHIEVED**

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. **ACHIEVED**
2. Waverley staff are affirmed and recognised by the College, the local and broader educational communities. **ACHIEVED**
3. The pastoral care structures at Waverley are recognised as firm, just and formational by students, staff, parents and the community. **ACHIEVED**
4. The College, parents groups and the Old Boys' Union are operating with coordinated goals and accountabilities so that their full potential is realised. **ACHIEVED**
5. Staff have clear role descriptions and meaningful performance reviews. **ACHIEVED**
6. Waverley College is an harmonious, professional working environment sought after by excellent teachers and support staff. **ACHIEVED**

Innovation and Environment

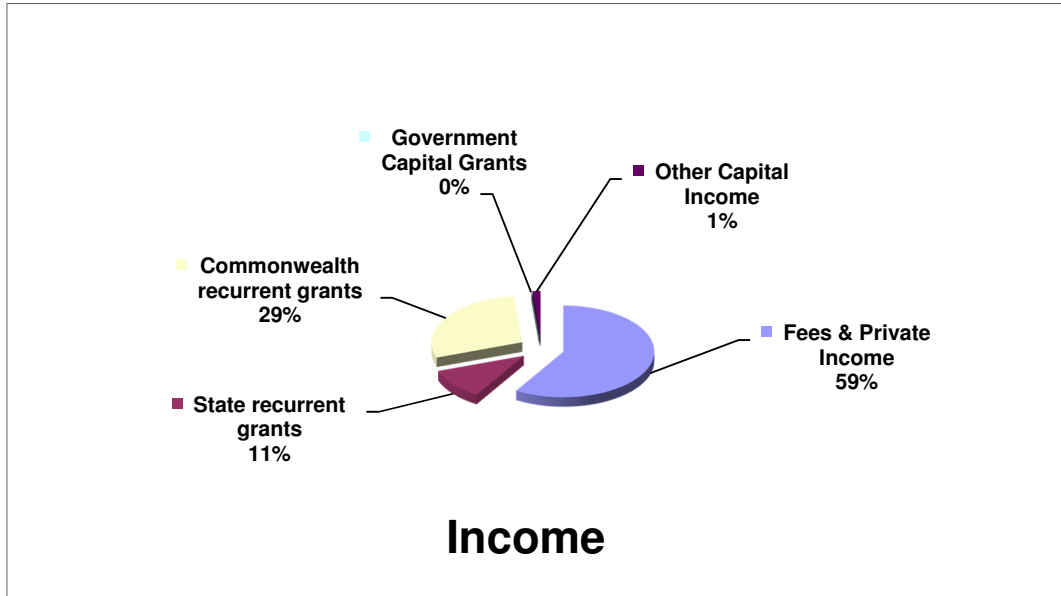
1. Waverley College is engaged in an appropriately staged building program designed to support our educational goals. **ACHIEVED**
2. Waverley College is a best practice school in relation to innovative learning, achieving excellent outcomes in NAPLAN, ATAR and non-ATAR courses. College IT infrastructure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

Resources

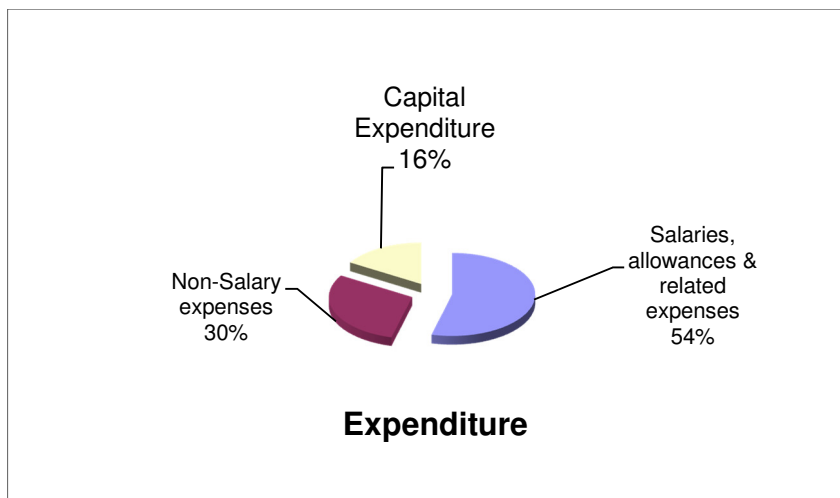
1. Students are learning in a dynamic TAS/Visual Arts precinct **IN PROGRESS**
2. All learners are utilising a new, innovative Learning Resource Centre. **ACHIEVED**
3. The College Development Office is facilitating a systematic program of reunions and community events designed to support our Educational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

FINANCIAL INFORMATION

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



Fees and Private Income:	17,699,128
State Recurrent Grants:	3,288,363
Commonwealth Recurrent Grants:	8,740,696
Government Capital Grants:	0
Other Capital Income:	434,000
Total:	30,162,187



Salaries, Allowances and Related Expenses:	18,142,019
Non-Salary Expenses:	9,981,540
Capital Expenditure:	5,479,560
Total:	33,603,119

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 2015