

**WAVERLEY COLLEGE  
ANNUAL REPORT**

**2016**



## OVERVIEW



Waverley College is a Catholic school in the Edmund Rice Tradition located in the Eastern suburbs of Sydney. It is one of 52 schools across the country. The College has 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. 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 that benefit the wider community.

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.

The College 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 73 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 diverse community built on strong relationships. Its educational programs whether academic, wellbeing, 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 21<sup>st</sup> century.

## A MESSAGE FROM THE HEAD OF COLLEGE

In 2016 Waverley College continued its development of its best practice pedagogy program (liberate) and made preparations for the roll out of a new wellbeing program and structure in 2017 to support the development and wellbeing of each student. Much of the planning and strategy for the new wellbeing program was carried out by our newly appointed Deputy Head of College, Mr Graham Leddie.

2016 saw further development of the ways in which we acknowledge and celebrate our student’s achievement and growth as a community. Complementing our Learning and Co-Curricular assemblies, our Immersion and Innovation assemblies reached new levels of excellence. At our Innovation assembly we recognised the work of some of students who developed some amazing projects that could benefit the wider local and global community including:

- a water filtration unit that was utilised by a rural village in Africa that provided clean drinking water at a low price point;

- medical drone capsule that enables drones to carry medicines to rural areas across Australia (endorsed by Dr Charlie Teo);
- park bench that folds out to allow for someone homeless to sleep and store personal items!

We have continued to build on EREA's Beyond Borders program which has seen us continue to develop our relationship with the people of Timor Leste which included another successful student immersion. We were represented at the international congress in Kolkata and we have continued to build relationships in our local community with St Charles' Primary School and St Clare's College.

Our Major Capital Works Program achieved significant milestones by the end of 2016. The opening of the Cosgrove Centre which houses; multi-purpose gymnasium (seating 1600), indoor and outdoor basketball courts, Technology and Applied Studies classrooms and learning spaces, industrial hospitality classrooms and kitchens, as well as construction and engineering classrooms. These facilities enable the College to offer expanded academic and vocational pathways for students.

The College saw significant creative arts achievements with impressive individual representation in the HSC Drama OnStage, Art Express-Photomedia, Music Encore-Major Composition and the Design and Technology Shape Exhibition along with 8 Woollahra Council Photography award recipients.

These achievements, along with the considerable success we have experienced in sport and co-curricular are a credit to the whole community – staff, the College Executive, students, parents, the Old Boys' Union, the College Board, and the EREA family of which we are a part. Waverley College continues to grow and transform.

Ray Paxton  
Head of College

## **A MESSAGE FROM THE COLLEGE BOARD**

They say the only constant is change. The 2016 school year at Waverley College will be remembered as the year of change. There were great changes, starting with welcoming new members of the College Board; we said goodbye to the first lay Head of College and we also witnessed the completion of the largest College refurbishment, which was years in the planning. This has brought enormous change to the school built environment.

From a governance perspective, not only that the Head of College, Mr Ray Paxton tendered his resignation to take the position of the National Director Identity and Liberating Education with Edmund Rice Education Australia, but four members of the College Board retired; my sincere gratitude to Mr Ray Paxton and Board members Mr Matthew Faddy, Mr Lawrie Fahy, Mr Peter McGuinn and Ms Anne MacNamara.

The strength of the College Strategy 2018, which was launched in 2015 has allowed us to embrace these changes. As for the strategic direction of the College, this was not altered, only the torch bearers have changed.

I welcome new members to the Board, Mr Jason Malone, Mr Greg Bodkin, Ms Penny Wright, Mr Pasquale Guerrera, Mr Mark Fragias and long-time finance committee member, Ms Audrey Bower who will take up the position of Chair of Finance.

Early in the 2016 year, the Board was privileged to have Executive Director of Edmund Rice Education Australia, Dr Wayne Tinsey address the Board. He spoke of the importance of identity and the role of the

College Board within the Edmund Rice tradition, especially in an ever-changing world.

The EREA Aboriginal and Torres Strait Islander Education Policy reflects our strong commitment to working with and walking alongside Aboriginal and Torres Strait Islander Peoples in the educational endeavour.

Therefore, it was only fitting that the College Captain and 1st XV Captain, Lachlan Drew-Morris and Tyzac Jordan were part of our first Welcome to Country ceremony held for the commencement of the Winter sports season and led by respected Aboriginal artist, Tim Ella.

The College has always had a strong focus in acknowledging our academic achievements. Thirty 'High Achievers' from our HSC Class of 2015 and parents were invited to an event where the students were presented with certificates and plaques to recognise their outstanding results.

Change is a challenge, which sometimes brings out the fear in us. I congratulate and thank Mr Ray Paxton for his fearless efforts in leading the College after well over a 100-year tradition of Christian Brother Headmasters.

I want to personally thank and celebrate all of our teaching staff, parents, the Old Boys and our volunteers that give their time out of their busy schedules to join the Board or various College committees. This selfless action makes our beloved Waverley College a stronger, more connected and better place for our current and future students.

Thank you

Sam Hardjono  
Chairman, Waverley College Board

#### **A MESSAGE FROM THE COLLEGE CAPTAIN 2016**

As 2016 drew to a close, another group of young men were about to graduate from this great College and walk out of the quadrangle for the last time. This is a surreal feeling for most of us, as it concludes one chapter of our lives and starts another. It is here you start to appreciate all the work the Waverley College teachers do for you, spending long hours marking practice papers and organising work which will challenge us and further prepare us for our exams. With all the amazing opportunities at the College, we were forced to develop a balanced lifestyle where we had enough time for academics, study, sport and other co-curricular activities whilst also trying to assist others on the journey.

When receiving an honour such as a leadership position, or even an award, the first port of call for most of us is doubt. We start to second-guess ourselves, we start to wonder whether we truly earned it and if we are the best person fit for it. To be honest, ever since I received the call telling me I was going to be appointed College Captain, this sort of thinking has occurred. However, the Waverley College Community is a special place and I felt completely supported from staff, my peers, all the boys, the Old Boys, parents and of course my own family. Challenges and obstacles further enhanced my skills in problem solving and finding solutions and I feel prepared to deal with whatever life will throw my direction and I know I have many that I can turn to in this amazing community which does not stop at the end of Year 12. The Waverley experience has taught me self belief, to stand on my own two feet and to assist others wherever I can.

Lachlan Drew-Morris  
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 2016:

- **National Assessment Program – Literacy and Numeracy (NAPLAN)**
  - Year 5
  - Year 7
  - Year 9
  
- **Higher School Certificate** for Year 12 in 37 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. Students are assessed on the test items in the 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.

Notable this year:

- (i) Reading results from Year 5, 7 and 9 are relatively stable and above State average. Year 5 achieved the highest points above average in Reading since 2011, almost double that of Year 5 2015;
- (ii) A substantial positive trend is shown on both Year 5 and 7 Writing, with the highest points above average of the last three years;
- (iii) Year 5 achieved nearly one third higher in spelling points above average, than that of year 5 2015;
- (iv) Grammar and punctuation scores from Year 5 are the highest points above average since 2012;
- (v) Numeracy results from Year 5 and 7 are the highest points above average since 2011.

In summary, Year 5 scored exceptional results, reversing the trend of declining results, in all areas of Literacy. Additionally, Year 5 further extended their performance in Numeracy.

Year 7 scored well in Writing, significantly increasing their lead above the State average. In other areas of Literacy, Year 7 scores are reasonably consistent with previous years. Additionally, Year 7 extended their performance in Numeracy. Significant advances in Year 5 and 7 Writing scores, show the impact of the Junior School programs and the Year 7 Literacy lessons. In these lessons, the teacher focuses on explicit instruction in punctuation, grammar and sentence construction.

Year 9 scores are reasonably consistent with previous years. While the Year 9 relative strength is Writing, these scores are not as strong as in other year groups.

Test	Mean scale scores and (Performance above state average for boys)		
	Year 5	Year 7	Year 9
Reading	527 (31)	561 (22)	598 (18)
Writing	496 (30)	534 (34)	553 (24)
Spelling	519 (26)	565 (23)	595 (15)
Grammar & Punctuation	527 (25)	557 (22)	578 (14)
Numeracy	540 (36)	583 (26)	608 (8)

Comparison to “Similar” schools, according to Acara’s My Schools website, identifies schools serving students from statistically similar backgrounds. In Year 7, Waverley NAPLAN scores are above neighbouring similar schools in Reading, Grammar and Punctuation, Writing and Spelling. Particularly strong are Spelling scores, in which Waverley achieves between 0.2 and 0.5 standard deviations above similar neighbouring schools. In Numeracy, scores are also above neighbouring similar schools.

In Year 9, Reading, Numeracy and Grammar and Punctuation scores are the same or within 0.2 Standard deviations as neighbouring similar schools. In Spelling, Year 9 scores are between 0.2 and 0.5 standard deviations above similar neighbouring schools.

In the context of the College’s Wellbeing model, Allwell test results and NAPLAN scores are used by the Learning Support team and Heads of House to track student performance and develop personalised plans to improve on student learning. Strategies include targeting boys, who score at or below minimum standards, to participate in small group Direct Instruction and/or in-class support.

Year 5 Band Distributions:

		Band 3	Band 4	Band 5	Band 6	Band 6	Band 8
Reading	Waverley	0.0	7.6	15.3	28.5	30.6	18.1
	State	7.7	14.4	18.9	22.8	21.7	14.5
Writing	Waverley	2.8	4.9	32.6	31.3	19.4	9.0
	State	7.9	14.0	35.8	27.9	10.5	3.8
Spelling	Waverley	0.7	6.9	20.1	29.2	22.9	20.1
	State	7.1	10.7	22.8	29.0	16.1	14.3
Grammar and Punctuation	Waverley	0.7	5.6	19.4	26.4	28.5	19.4
	State	5.1	13.4	22.0	22.8	18.4	18.3
Numeracy	Waverley	0.7	1.4	19.6	25.9	23.1	29.4
	State	4.3	12.8	24.5	25.0	15.3	18.0

(\*State percentages are boys only)

Year 7 Band Distributions:

		Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
Reading	Waverley	1.0	6.8	25.7	33.0	23.3	10.2
	State	5.8	16.3	27.2	22.1	17.2	11.5
Writing	Waverley	2.4	13.1	34.0	29.6	18.4	2.4
	State	11.7	23.6	31.1	20.4	10.2	3.1
Spelling	Waverley	1.9	7.2	23.3	32.4	24.6	13.5
	State	7.2	13.8	21.7	26.1	20.0	11.2
Grammar and Punctuation	Waverley	1.9	12.6	21.3	34.3	15.0	15.0
	State	6.5	20.5	21.0	25.6	13.9	12.5
Numeracy	Waverley	0.5	1.5	17.5	35.0	27.2	18.4
	State	3.5	13.4	21.8	27.4	18.2	15.6

(\*State percentages are boys only)

Year 9 Band Distributions:

		Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
Reading	Waverley	0.0	7.6	33.7	33.7	17.9	7.1
	State	6.4	18.0	26.7	25.3	16.1	7.4
Writing	Waverley	9.7	31.2	25.8	22.0	7.0	4.3
	State	22.2	25.6	25.0	18.4	6.0	2.9
Spelling	Waverley	3.2	10.2	26.3	38.7	17.2	4.3
	State	10.8	14.5	24.0	27.3	15.6	7.7
Grammar and Punctuation	Waverley	3.8	12.9	44.1	21.5	11.8	5.9
	State	12.2	19.0	31.2	18.4	11.7	7.5
Numeracy	Waverley	0.5	9.6	23.0	34.8	24.6	7.5
	State	2.5	16.0	26.7	25.1	16.2	13.5

(\*State percentages are boys only)

## Higher School Certificate 2016

The class of 2016 celebrated a number of excellent group and individual results in the 2016 Higher School Certificate.

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 98.95 and 27 students received ATAR's above 85. 84% of HSC marks were above 70 (Bands 4, 5 or 6). 73% 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.

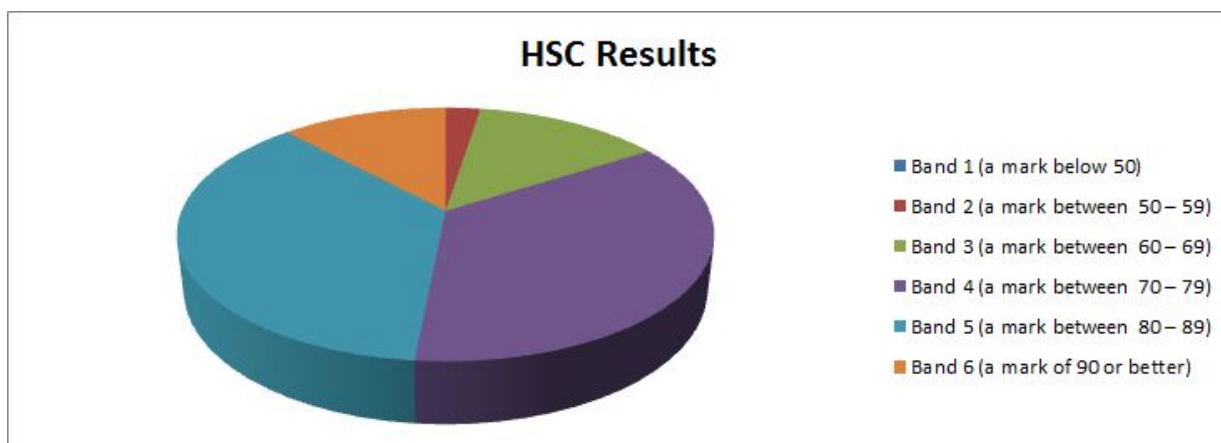
The figures below indicate no marks below 50 in any course. Below are the total numbers of bands awarded in all HSC subjects.

86	Band 6 (a mark of 90 or better)
262	Band 5 (a mark between 80 – 89)
255	Band 4 (a mark between 70 – 79)
97	Band 3 (a mark between 60 – 69)
18	Band 2 (a mark between 50 – 59)
0	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 2016





## 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 2016. 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 2016 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.

		<b>Band 6</b>	<b>Band 5</b>	<b>Band 4</b>
<b>2008</b>	%	<b>5</b>	<b>30</b>	<b>40</b>
	Actual Number	46	282	372
<b>2009</b>	%	<b>8.5</b>	<b>36.5</b>	<b>33.7</b>
	Actual Number	81	347	320
<b>2010</b>	%	<b>10.2</b>	<b>37.9</b>	<b>33.2</b>
	Actual Number	90	336	294
<b>2011</b>	%	<b>12.7</b>	<b>36.3</b>	<b>32.9</b>
	Actual Number	100	285	259
<b>2012</b>	%	<b>6.7</b>	<b>38.9</b>	<b>40.5</b>
	Actual Number	50	294	303
<b>2013</b>	%	<b>7</b>	<b>32</b>	<b>36</b>
	Actual Number	59	273	301
<b>2014</b>	%	<b>11.2</b>	<b>38.3</b>	<b>34.2</b>
	Actual Number	79	271	242
<b>2015</b>	%	<b>9.6</b>	<b>37.4</b>	<b>38.1</b>
	Actual Number	80	312	318
<b>2016</b>	%	<b>12.0</b>	<b>36.6</b>	<b>35.6</b>
	Actual Number	86	262	255

## HSC SUMMARY 2016

- 86 Band 6 students on SMH Distinguished Achievers List
- First in State for 2 Unit Studies of Religion
- Three students on the Premier's All Rounders list
- 48.60% of scores gained a Band 5 or 6
- 84.21% of students gained a Band 4, 5 or 6
- 73% Subjects Above State
- Ranked 125th School in State

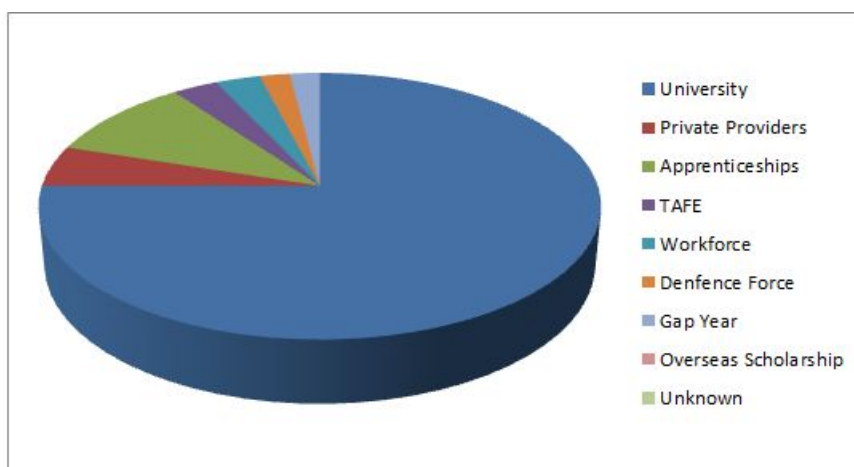
## Post-School Destinations

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 2016 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, Notre Dame University, Australian National University and Canberra University. A number of students accepted positions at private institutions. Approximately 25% 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.

The graph below provides a visual representation of the destination of the 2016 Higher School candidature.



## TEACHER STANDARDS

### Teacher Qualifications

Throughout the reporting year, 133 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 teachers employed at Waverley College in 2016 held formal qualifications from higher education institutions within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines.

No	Qualification	Teacher Qualification Totals 2016
1	Certificate II	5
2	Certificate III	1
3	Certificate IV	13
4	Certificate	19
5	Graduate Certificate	9
6	Diploma	42
7	Graduate Diploma	49
8	Bachelor Degree	128
9	Bachelor Degree (Honours)	12
10	Master Degree	42
11	Doctoral Degree	1
<b>Total Qualifications</b>		<b>321</b>

No	Qualification	Highest Qualification	Highest Qualification %
1	Certificate II	0	0
2	Certificate III	0	0
3	Certificate IV	0	0
4	Certificate	0	0
5	Graduate Certificate	0	0
6	Diploma	3	2
7	Graduate Diploma	3	2
8	Bachelor Degree	84	63
9	Bachelor Degree (Honours)	7	5
10	Master Degree	35	27
11	Doctoral Degree	1	1

<b>Total of qualifications</b>	<b>133</b>
Teachers senior campus	114
Teachers junior campus	19
<b>TOTAL teachers</b>	<b>133</b>
Support senior campus	53
Support Junior campus	3
<b>TOTAL support</b>	<b>56</b>
Preschool	7

### Professional Learning

The College encouraged teaching staff to undertake ongoing professional learning throughout the year. Over \$165,000 was allocated in 2016 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 one hundred and fourteen (114) teachers employed at Waverley College at the senior campus with another nineteen (19) employed at the junior campus. Twenty three staff left to take up positions in other schools or retire. Teacher attendance is approximately 95%.

Group	Total	FTE
Teaching Staff	133	129
Support Staff	56	41

## STUDENT RETENTION RATES

The enrolment at the date of the 2016 August Census was 1311 students.  
The retention rate from Year 10 2013 to Year 12 2016 was 88%.

Year Group	5	6	7	8	9	10	11	12
Average % Attendance	91	95	94	94	94	92	93	95

The average senior school student attendance rate for 2016 was 93.66%. The average junior school student attendance for 2016 was 93%.

## SATISFACTION

### (a) Staff

*Staff communication:* All new staff are given a two day induction to the College and are mentored for their first year. These induction days are reviewed annually and adjusted where necessary for the next academic year. There have been regular check in points with them to ensure they are coping well by their mentor and the Director of Personnel Services.

Professional development is linked to the College's Strategic Plan and is actively encouraged and funded. The need for quality professional development will rise at the end of 2017 as all teachers who joined the profession prior to October 2014 will require accreditation for the first time.

The College is looking at becoming a NESAs Endorsed Provider over the next twelve months to provide accredited, in-house professional development opportunities for its own and other teachers. This will continue to make Waverley College an employer of choice within the profession.

In addition to staff days to begin each term, the College conducts weekly staff briefings, weekly middle management meetings across both Learning & Teaching and the Student Wellbeing teams in the school and monthly staff meetings. Working parties and committees are formulated as required and all staff are encouraged to become involved. All leaving staff are invited to attend an exit interview.

The staff have access to the weights room following an accredited induction as well as the aquatics centre. Staff wellbeing was taken into consideration when staff's co-curricular commitments were reduced to one per annum in 2017. Each week the Deputy Head of College shares the Vital Staff Newsletter which focuses on staff wellbeing.

### *Satisfaction Research:*

We have used a number of staff surveys to gather feedback, data, views and expectations of staff for the purposes of making well informed decisions. Policy changes are now surveyed using google documents to allow for more collaboration and wider consultation with the aim of seeking continued improvement.

### (b) Students

*Student Council and Prefects:* Each house has a Student Representative Council and the Senior Prefects of the College are given a prominent portfolio role. The new vertical wellbeing structure at the College on a ratio of around 12 to 1 ensures that the students always have an avenue for expressing their views, concerns and satisfaction. Each house has a ratio of 140 students to 1 Head of House. We have surveyed students to gather data on their social/emotional wellbeing, which will be the start of an annual process

to gather data and track our newly rolled out wellbeing structure.

#### (c) Parents

*Satisfaction Surveys:* Parents continue to be included in comprehensive annual stakeholder satisfaction and perception reviews. This feedback is analysed by the College executive which influences future planning and resourcing.

*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 and Parents' Association. 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 Head of College 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 Wellbeing Mentor/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/Head of House. The system provides continuity and consistency of care.

### **The Role of the Wellbeing Mentor**

The Wellbeing Mentor Groups 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 Wellbeing 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 Wellbeing Mentor is a significant adult in the lives of the students who provides them support, understanding and encouragement. Boys in a Wellbeing are vertically arranged with boys ranging from Year 7 to Year 12.

The Wellbeing Mentor:

- 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 student's 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>

## **STUDENT DEVELOPMENT POLICY**

The Student Development Policy 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 develop. 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. Facilitate great learning opportunities for students
2. Create strong routines and structures to enhance boys learning
3. Encourage boys to own their decisions and admit when they have made a poor judgment
4. Set high expectations and ensure these are followed up on
5. Model professionalism at all time and build relationships based on respect

### **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 Head of College, 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

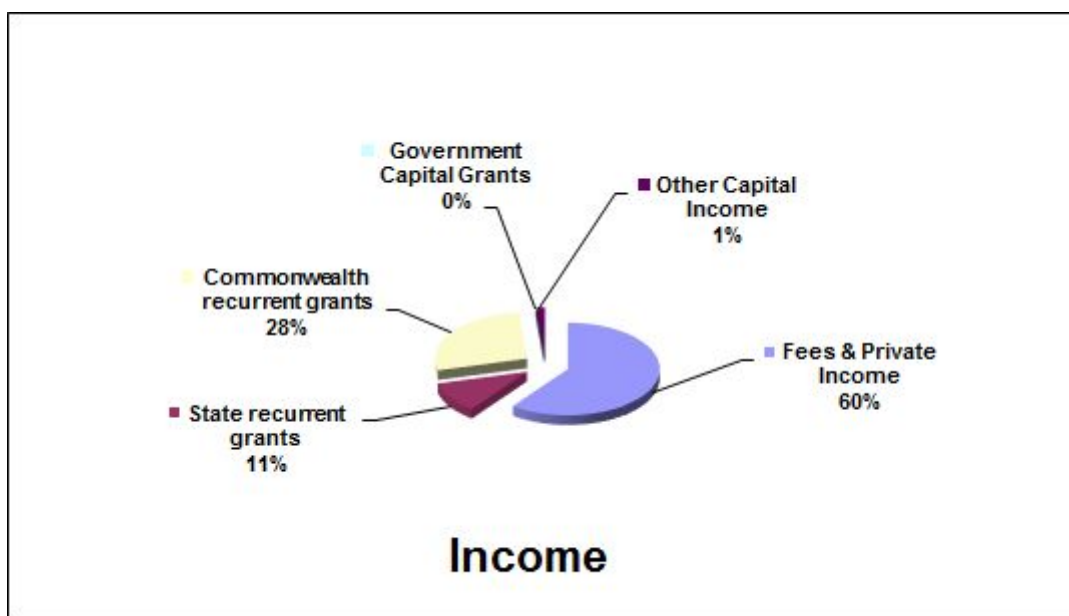
stereotyping in any other way. There is an expectation that, as a Catholic community, all members speak, act and relate in hopeful, compassionate, life-giving ways. Staff must be careful not to do anything that could be interpreted as sexually harassing, stereotyping or demeaning people because of their 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 Development Policy clearly indicates acceptable behaviour, and was reinforced by such initiatives as the anti-bullying program, RUOK Day, respect for women including an International Women’s Day breakfast and social justice awareness campaigns which are held throughout the year. 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 Coordinator throughout the College. Each House now focus’ on one social justice campaign.

### FINANCIAL INFORMATION

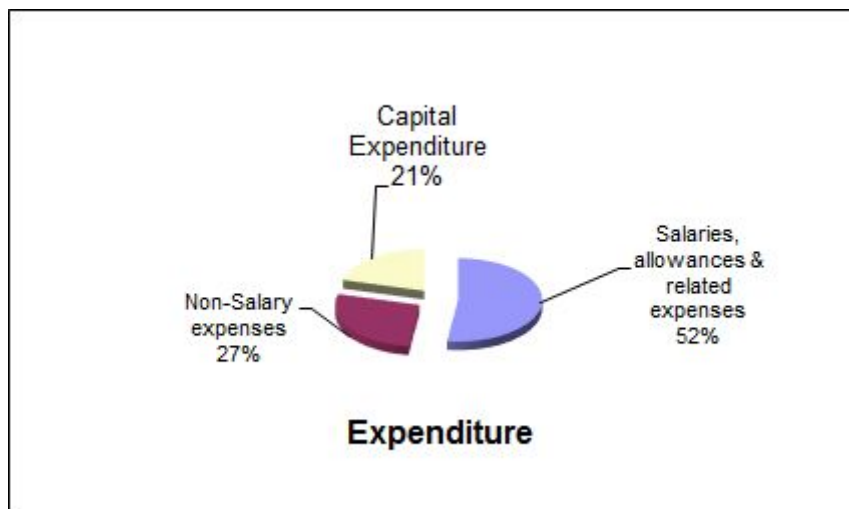
The summary of income and expenditure is presented in graphical form aggregated from financial information that is provided annually to the Commonwealth.



Fees and Private Income:	20,261,640
State Recurrent Grants:	3,616,325
Commonwealth Recurrent Grants:	9,299,062
Government Capital Grants:	0



Other Capital Income:	488,700
<b>Total:</b>	<b>33,070,397</b>



Salaries, Allowances and Related Expenses:	20,696,289
Non-Salary Expenses:	10,789,123
Capital Expenditure:	8,262,174
<b>Total:</b>	<b>39,747,586</b>

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 Ray Paxton  
**HEAD OF COLLEGE**