

Annual Report

2019

Young Men of Faith & Integrity



WAVERLEY
COLLEGE

Contents

| | |
|---|-----------|
| 1. ACKNOWLEDGMENT OF THE CUSTODIANS | 3 |
| 2. ABOUT WAVERLEY COLLEGE | 3 |
| 3. A MESSAGE FROM THE PRINCIPAL | 4 |
| 4. A MESSAGE FROM THE COLLEGE BOARD | 6 |
| 5. A MESSAGE FROM THE COLLEGE CAPTAIN 2019 | 7 |
| 6. SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS..... | 8 |
| NOTABLE ACHIEVEMENTS | 12 |
| HSC SUMMARY 2019 | 12 |
| 7. TEACHER STANDARDS..... | 15 |
| 8. RETENTION RATES | 21 |
| SATISFACTION – STAFF, STUDENTS & PARENTS..... | 22 |
| 9. SCHOOL POLICIES | 23 |
| ENROLMENT POLICY & PROFILE..... | 23 |
| STUDENT WELFARE..... | 24 |
| STUDENT DEVELOPMENT AND FORMATION POLICY | 25 |
| BULLYING POLICY | 26 |
| COMPLAINTS AND GRIEVANCE RESOLUTION..... | 27 |
| 10. SCHOOL-DETERMINED IMPROVEMENT TARGETS | 29 |
| 11. FINANCE | 33 |

1. ACKNOWLEDGMENT OF THE CUSTODIANS

‘As we take our next step we must recognise the people whose footprints first graced this land’.

Waverley College acknowledges that we stand on the traditional lands of the Gadigal people, the original custodians of the land. We are an inclusive environment wishing to learn more about spiritual and cultural values, and the resources connected to this special Gadigal land.

We must also extend this acknowledgement to the elders of the surrounding Eora nation, both past, present and emerging. We acknowledge and respect that the elders have helped to nurture and care for this beautiful land. We thank them for their care of the land and ask that they guide us all to understand the importance of ‘Mother’ Earth to Aboriginal and Torres Strait Islander People.

2. ABOUT WAVERLEY COLLEGE

Waverley College is a boys’ Catholic school in the Edmund Rice Tradition, for Years 5 to 12. There are 55 EREA schools across the country. The College is located in Sydney’s Eastern Suburbs and seeks to develop young men of faith and integrity.

The College shares the provision of education in this region with other independent, Catholic and Government schools (both selective and non-selective). In this context, Waverley is a comprehensive, inclusive, academically non-selective school that offers a wide range of courses, social justice activities and co-curricular opportunities from Year 5 to Year 12.

For 75 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.

Waverley College is a diverse community built on strong relationships. The College’s educational programs - academic, wellbeing, co-curricular, sporting and outreach - are supported and enhanced by mutual respect and concern for the individual and the group. The College is proud to cater for students from diverse backgrounds and continues to strengthen its service to the marginalised in the community. Waverley has a dedicated College Board, enthusiastic parent bodies and a committed Old Boys’ Union who provide ongoing support to the College.

3. A MESSAGE FROM THE PRINCIPAL

Overview

Waverley College strives to deliver a holistic education that empowers every student to realise their academic and personal potential. In 2019, the College continued to deliver innovative learning, teaching and wellbeing programs that assisted boys to flourish across their spiritual, cognitive, social, emotional, and physical dimensions. To achieve our mission, we partnered with our parents/carers, Old Boys and the wider community, who are always willing to assist.

Notably this year, we began to implement the College's Strategic Plan (2019-2023). The Strategic Plan was developed in the previous reporting period, following extensive consultation with the Waverley community.

Our key priorities are as follows:

- Maximising student academic achievement
- Inspiring student learning
- Enhancing teaching quality
- Fostering holistic student development
- Building collaborative partnerships
- Ensuring effective governance and leadership

We also commenced the rollout of the new uniform in 2019, resulting in a saving for parents and carers. This comes after the 2018 review, which resulted in a brief to create an affordable uniform with a contemporary feel that enabled boys to layer effectively in response to the seasons. The final look reflects and respects the history, values and traditions of the College while taking us forward into the future. The rollout is set to continue in 2020.

Highlights

Student Wellbeing

We want our students to feel connected to each other, their families and the wider community. Our student Wellbeing Program focuses on connection, positive relationships and healthy lifestyle choices, with a curriculum based on contemporary issues, embracing equality and showing empathy for others.

Key elements of the program are delivered through our vertical House system. Every teacher in the College, including myself, is a wellbeing mentor. Wellbeing mentors meet with their Wellbeing Group (12 students) every morning. In addition, our eight Heads of House work collaboratively from the College's purpose-built Wellbeing Centre. Wellbeing at the College is further supported by our three psychologists and a nurse - all of whom are based on campus in our dedicated Health Centre.

In 2019, the College joined the Positive Education Schools Association (PESA). PESA is linked to the Positive Psychology Center at the University of Pennsylvania, which promotes research, training and education, along with the dissemination of Positive Psychology, resilience and grit. We also continue to train each staff member at the College to achieve their Mental Health First Aid Certificate, which helps us to identify and support students struggling in this space.

Teaching & Learning - Staff & Students

During the reporting year, the College offered a strong professional development program for staff, which aimed to develop and improve teachers' pedagogical practice. Highlights included teaching staff coaching each other on best practice and supporting each other to implement innovative strategies for improving student engagement and learning outcomes. Congratulations to Year 12 student Luke Harris, vvvvv who scored a perfect ATAR score of 99.95 and received the University of Sydney Scholar Chancellor's Award.

Our whole-school approach to improving literacy and numeracy remained a priority in 2019, and we also continued to develop our STEM program for students in Years 6, 8 and 9. Waverley College's STEM team travelled to the University of Newcastle to compete in the StarLAB Mars Rover Challenge. The challenge saw teams from 18 high schools across NSW create code for a Mars Rover to autonomously navigate the 'Martian Terrain' while collecting data, including light and moisture levels.

The College celebrated significant achievements in Creative Arts, with impressive individual representation in the HSC Drama OnSTAGE, Woollahra Youth Photographic Award and Short Film Prize, Music Encore-Major Composition and the Design and Technology Shape Exhibition. Waterford Concert Band competed in the Robert McAnally Primary School Concert Band Event and the boys received a Silver Award. The highlight of the year was the Drama Production with St Clare's College which was a performance of *Guys and Dolls* at the NIDA theatre which was presented at a professional standard.

The College's Aboriginal and Torres Strait Islander program has continued to build, with more enrolments, more student immersion opportunities and more connections to culture, land and local elders. In 2019, students in Years 9, 10 and 11 participated in the Timor Leste and Red Earth immersions to Arnhem Land and Cape York. Students were able to see life through a new lens as they immersed themselves in the unique cultures, beliefs and environments of the remote communities

Co-Curricular

We continue to facilitate co-curricular programs that enhance leadership skills and provide exciting indoor and outdoor experiences that enable students to develop their skills and fitness. This year, we appointed Ms Julie Ann de Kantzow as the new Commanding Officer to Waverley College Cadet Unit (WCCU) in consultation with Army Headquarters. The College also launched a new Cadets partnership with St Catherine's School. For the first time in the Unit's history, Cadets at Waverley is now a co-educational co-curricular activity.

To complement our academic focus on STEM, we established a STEM co-curricular group. The group provides students with the tools and resources to think creatively and build on their critical thinking and collaborative working skills.

2019 at a Glance

The College participated in a range of events and competitions throughout the year. We hosted the *Master Chef*-style VET Hospitality Worldskills Cooking Competition, which attracted students from across the Eastern Region, and made it to the SurfAid Cup semi-final, raising over \$6,000 to improve the health, wellbeing and self-reliance of people living in isolated regions. It was a proud moment when over 600 of our boys also walked from Randwick to Coogee in support of the Step Out, Speak Out Walk Against Domestic Violence (previously Sydney's White Ribbon Walk).

Twenty of our students and two members of staff ran the *SMH* Half Marathon in support of Running for Premature Babies - a charity close to our hearts and founded by a Waverley parent. The group raised an impressive \$6,930 to buy lifesaving equipment for the Royal Hospital for Women's neonatal intensive care unit. Our strong connection to R U OK? Day also continues, and we remain committed to helping create awareness and prevention around mental health and suicide.

Our extensive Social Justice Program supported students to make positive contributions to society. Waverley students support the Matthew Talbot Hostel every week, visit aged care facilities and bowl with disabled community members. One of our students received a place in the Australian Olympic Change-Maker program in 2019, after being recognised for demonstrating the Olympic spirit through leadership and driving change in his community.

Three of our Year 10 students took part in our student exchange program with Kearsney College, South Africa, this year. We also supported four student exchanges to the USA, Japan, UK and Canada. There were two overseas tours, including the USA STEM Tour, where students visited the Kennedy Space and Rocket Centre. The Sanix Japan Rugby Tour was also a great success, giving students the opportunity to visit the Nagasaki Atomic Bomb Museum and immerse themselves in Japanese culture for 10 days.

Summary

I thank all members of our College community for their contributions in 2019. We are blessed with exceptional staff who show outstanding dedication to Waverley students and families, as well as committed parents, carers and Old Boys who contribute to the life of the College in so many ways.

I look forward to continuing to work with you all in 2020 as we bring the strategic and master plans to fruition.

Graham Leddie
Principal

4. A MESSAGE FROM THE COLLEGE BOARD

The Waverley College of today - with over 1,500 students - in many respects bears little resemblance to the fledgling school of 20 students that was established in 1903. Despite this, I am confident that those pioneering educators would see the spirit of Edmund Rice and his core values continuing to underpin everything we do. Whilst a man of faith, Edmund Rice was also a practical innovator who responded to the challenges that he was faced with. In 2019, Waverley College has continued a structured program of change and positive growth, integral to caring for our legacy.

Waverley continues to develop as a community. Under the leadership of Mary Ramsay and Salvatore Riolo, the Parents' Association and Old Boys' Union have had a strong presence as key members of the Waverley family, whether hosting and supporting events, mentoring, fundraising, or providing professional advice and assistance. We see the engagement of Old Boys, parents and families as critical to the health of the school and wellbeing of our current students.

Our Marketing & Development team continues to evolve as a highly professional element of the school. The positive profile of our school as a product of the remarkable achievements and

generosity of our students is more visible than ever. Significant time has been devoted to supporting the Waverley College Foundation in its inaugural year. We are fortunate to have a talented group of individuals who, under the Chairmanship of Associate Professor Courtney, have overseen the development of a Foundation that we trust will power initiatives to support teachers, students and educational spaces for the future.

The Board, working with the Principal and College Executive, looks forward to an exciting future for Waverley. I am particularly excited to see how the Percy Watson Fund for Teaching Excellence can support and inspire the talent that exists in our teaching staff and the flow-on effect that has on the students and the school in general. The Waverley College campus promises to deliver a world-class learning environment, as envisaged by the new Master Plan (under development).

This year we have seen some changes to Board membership with the departure of Mrs Penny Wright and Mrs Audrey Bower to take on other responsibilities, and Mr Richard Gray, who finishes his six-year tenure with us. Their expertise and commitment will be missed. Continuing their generous service with the Board will be Mr Pasquale Guerrera, Mr Jason Malone, Mr Greg Bodkin and Mr Mark Fragias.

I would like to personally acknowledge the contribution made by Mr Peter Frost as he steps aside from a lifetime of devotion to Waverley College to take on new challenges. Peter has left an indelible positive mark on my own life as an Old Boy, my two sons and thousands of students over the years. Peter's legacy is enormous as a teacher. He is synonymous with the Waverley College Cadet Unit and an example of a true Waverlian.

Lastly, I would like to congratulate Mr Graham Leddie, his College Leadership Team and the staff at Waverley College for their leadership, vision and courage during 2019. Waverley continues to be in a sound position with a bright future.

Mark Davies
Chairman, Waverley College Board

5. A MESSAGE FROM THE COLLEGE CAPTAIN 2019

The Class of 2019 exhibited the many qualities and values embedded within Waverley men. We were at the forefront of a changing structural and physical Waverley landscape, embracing new class schedules, an adapted leadership model and Wellbeing Program, that were vastly different to the Waverley we walked into back in Year 7 while holding true to the history of this great school.

It felt like only yesterday that we all stood anxiously awaiting the words of Mr Maloney in the Kenny Quad with family and friends by our side, preparing to commence our Waverley College journey. The years to come were filled with many valuable lessons at the hands of our teachers, Heads of House, sporting coaches, the Cadet Unit, the Social Justice Program and the academic obstacles that were overcome.

Drawing upon our journey, the Class of 2019 passed on a compelling message to the boys remaining at the College, stating that for many, this school offers a home away from home. The culture, camaraderie and friendships created at Waverley binds each of us together. As we prepared to walk out of those gates for one last time, we knew we were engraved in this school's history as true Waverlians.

Harry Whitaker
College Captain 201

6. SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Waverley College students took part in the following National and State Assessments, Tests and Examinations during 2019:

National Assessment Program – Literacy and Numeracy (NAPLAN)

- Year 5
- Year 7
- Year 9

Higher School Certificate

- Year 12 in 42 courses

The National Assessment Program – Literacy and Numeracy (NAPLAN)

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are conducted annually in May 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. ACARA recommends that results should be interpreted with particular care this year because some schools' performances may have been affected by online connectivity issues.

Each boy's ability compared to boys across the country:

| Test | Mean Scale Scores (Comparison to Australian Students) | | |
|-----------------------|--|----------------|----------------|
| | Year 5 | Year 7 | Year 9 |
| Reading | 531 (Above) | 566 (Above) | 597 (Above) |
| Writing | 494 (Above) | 527 (Close to) | 558 (Close to) |
| Spelling | 528 (Above) | 563 (Above) | 597 (Above) |
| Grammar & Punctuation | 527 (Above) | 566 (Above) | 588 (Above) |
| Numeracy | 532 (Well above) | 587 (Above) | 621 (Above) |

Comparisons to Statistically Similar Schools Group (SSSG), State Average, Previous Results and Cohort Progress

Year 5

The average of Waverley Year 5 Literacy scores is above State average and identical to the statistically similar schools (SSSG) average. The College's Year 5 performance in reading and writing is the highest of the last seven years. Average writing results show the first upward trend since 2016.

Year 7

Average Waverley Year 7 Literacy scores are well above State average, but not as strong as in the previous two years. Waverley Year 7 Literacy scores fell this year, while SSSG averages remained the same as in 2018. The Waverley grammar and punctuation average also fell. Similarly, the SSSG average decreased in this domain.

A downward trend is evident in Waverley Numeracy results. By contrast, there is an upward

trend in the SSSG average. Notwithstanding this, the average Year 7 Numeracy score is the second highest in the period from 2013 to 2019.

Overall, the data shows that the Year 7, 2019 cohort is making significant gains. When compared to the Year 5, 2017 results (same cohort), the points above average are higher in all testing domains. They are almost twice as high in reading and spelling, more than four times higher in grammar and punctuation, and three times higher in Numeracy.

The MySchool website also paints a positive picture for Year 7 student progress (2017-2019). Average Waverley Literacy scores are close to - and Numeracy scores are above - those of students with the same starting score from similar backgrounds.

Year 9

While average Waverley Year 9 average Literacy scores are trending downwards, the change is not significant given that the SSSG average shows a steeper downward trend. The Year 9 average spelling score is trending positively compared with the SSSG average, which shows a downward trend. However, average Waverley Year 9 writing scores are trending down more significantly than the SSSG. A downward trend is also evident in the Year 9 Waverley Numeracy average, which is consistent with the trend seen in the SSSG average.

The MySchool website for Year 9 Student progress (2017-2019) measures Waverley averages against students with the same starting score from similar backgrounds. Reading scores are close to those of the comparison groups, while writing scores are below and Numeracy scores are above.

In summary:

1. All test domain scores across the three year groups are well above State average.
2. Year 5 Literacy scores are very strong, especially in writing.
3. Year 7 overall average Literacy scores are slightly weaker than last year. Waverley grammar and punctuation are in line with the lower SSSG scores, while Year 7 reading, writing, spelling and Numeracy scores are weaker.
4. The Year 7 scores have improved greatly when compared to the same cohort's Year 5 results, particularly in grammar and punctuation and Numeracy.
5. Year 9 average Literacy and Numeracy scores are weaker than last year, in line with a downward trend in SSSG scores, most significantly in writing. Nevertheless, Year 9 spelling scores show an upward trend against a decline in SSSG spelling results and Year 9 Numeracy scores show Waverley students' progress is above that of students with similar backgrounds.

Record of School Achievement (RoSA)

The RoSA is a cumulative credential for Year 10, 11 and 12 students leaving school prior to the Higher School Certificate.

Two RoSA credentials were issued by NESA to students leaving prior to the completion of Year 12 in 2019.

Higher School Certificate 2019

The Class of 2019 celebrated a number of excellent group and individual results in the 2019 Higher School Certificate.

It was pleasing to see how students performed across a range of courses as demonstrated by the consistency of their results in Bands 4-5. The College's highest ATAR was 99.95 and 44 students received ATARs above 90. 82.66 per cent of HSC marks were above 70 (Bands 4, 5 or 6). 85 per cent of HSC subjects studied received results above the State average. As Waverley does not exclude students on the basis of academic ability, these results indicate that students at the College continue to perform very well against the rest of the State.

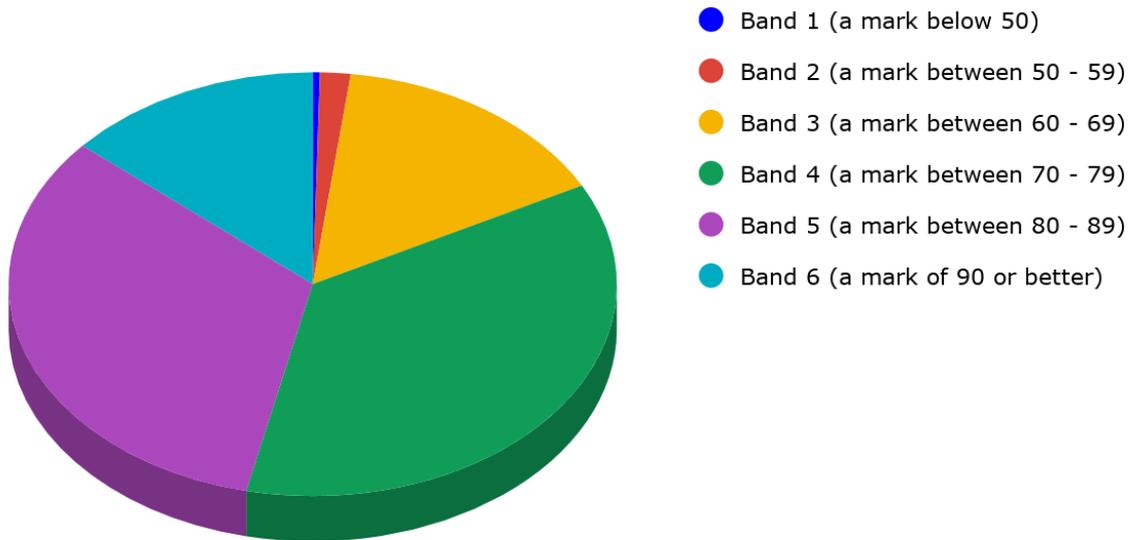
The total number of bands awarded in all HSC subjects:

| Band | Total Number Awarded |
|-------------------|----------------------|
| Band 6 (90+) | 109 |
| Band 5 (80–89) | 262 |
| Band 4 (70–79) | 289 |
| Band 3 (60–69) | 122 |
| Band 2 (50–59) | 13 |
| Band 1 (below 50) | 3 |

Explaining Bands

HSC Bands are awarded 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 of 90+, Band 5 a HSC Mark between 80 and 89 and Band 4 a HSC Mark between 70 and 79. Band 3 requires a HSC Mark between 60 and 69, Band 2 a HSC Mark between 50 and 59, and Band 1 a HSC Mark below 50.

HSC Band Results 2019



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 2014 to 2019. The trend shows a significant increase in the proportion of students moving from the lower Bands (1, 2 and 3) into Band 4, 5, 6 territories. An area of focus for 2019 was to lift boys' results from high Band 5 territory into the Band 6 area so that academic growth was evident. During this time, the majority of subjects studied by students at the College were performing above the State average.

| | | Band 6 | Band 5 | Band 4 |
|-------------|---------------|--------------|---------------|---------------|
| 2014 | % | 11.2 | 38.3 | 34.2 |
| | Actual number | 79 | 271 | 242 |
| 2015 | % | 9.6 | 37.4 | 38.1 |
| | Actual number | 80 | 312 | 318 |
| 2016 | % | 12.0 | 36.6 | 35.6 |
| | Actual number | 86 | 262 | 255 |
| 2017 | % | 11.44 | 40.21 | 33.02 |
| | Actual number | 97 | 341 | 280 |
| 2018 | % | 11.50 | 41.375 | 29.625 |
| | Actual number | 92 | 331 | 237 |
| 2019 | % | 13.66 | 32.8 | 36.2 |
| | Actual number | 109 | 262 | 289 |

NOTABLE ACHIEVEMENTS

All Rounder Award: Jordan Blazevski, Billy De Luca, Marco Emery, Luke Harris and Harry Whitaker

Highest ATAR: Luke Harris - 99.95

The University of Sydney Scholar Chancellor's Award: Luke Harris

Top Achievers:

Marco Emery, 16th in English Advanced

Luke Harris, 13th in English Advanced and 8th in Physics

Joseph Lyons, 14th in Mathematics Standard 2

Lachlan Manastirovski, 3rd in Studies of Religion II

Harry Whitaker, 10th in Studies of Religion II

Statistics:

From a total of scores: 798

13.6% scores of 90+ 109 Band 6 scores

31.2% scores of 85+ 140 High Band 5 scores +109 Band 6

46.5% scores of 80+ 371 Band 5---6 scores

82.7% scores of 70+ 660 Band 4---6 scores

98% scores of 60+ 782 Band 3---6 scores

Creative Arts Achievements

Nominated for Drama OnSTAGE

Group Performance: *Happy Happy Funtime Show*

Andrew Badger

Pedram Biazar

Roman Koteczky

Ethan Vella

Individual Performance:

Andrew Badger for *Richard III*

Nickita Hatjinikitas for *Brighton Beach Memoirs*

Roman Koteczky for *Henry V*

Ethan Vella for *The Curious Incident of the Dog in the Night-Time*

Nominated for Music ENCORE

Remi Defina-Sperando

HSC SUMMARY 2019

- Finest HSC results to date
- 6 State rankings
- 5 Premier's All Rounder recipients
- 44 Distinguished Achievers
- A perfect ATAR score of 99.95 (Luke Harris)
- A recipient of the University of Sydney Scholar Chancellor's Award (Luke Harris)
- Multiple Creative and Performing Arts nominations
- SMH rank: 129 (13.66 per cent success rate)
- 85 per cent of subjects undertaken were above State mean
- Band 6 percentage increase 2018 > 2019

Senior Secondary Outcomes

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

| Year 12 | Qualification/Certificate | Number of Boys |
|---------|---------------------------|----------------|
| 2019 | HSC | 180 |
| 2019 | VET-Certificate | 61 |

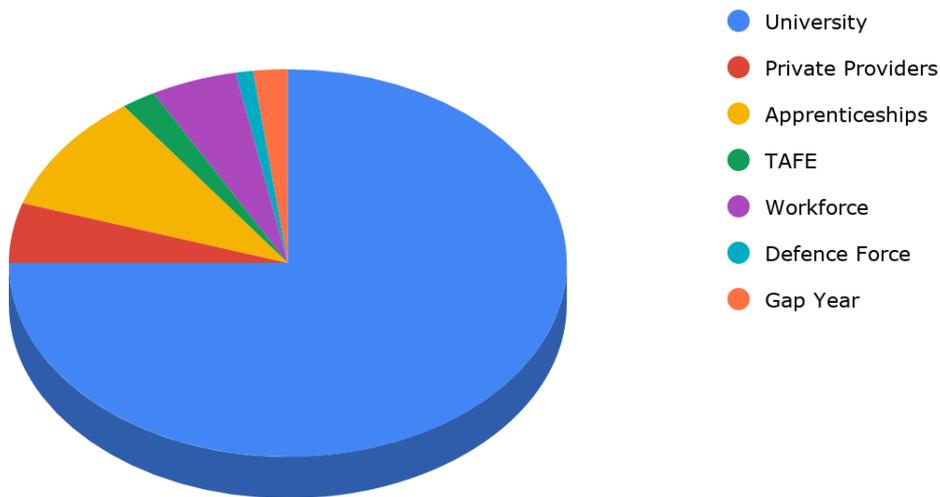
| Senior Secondary Outcomes | Number of Boys |
|--|---|
| Boys qualifying for an ATAR | 148 |
| TAFE Delivered Courses: | |
| Tourism, Travel and Events | 1 |
| Property Services | 1 |
| School-Based VET Delivered Courses: | |
| Construction – Certificate II in Construction Pathways | 30 10 ATAR 20 HSC Vocational |
| Hospitality – Certificate II in Hospitality | 20 7 ATAR 13 HSC Vocational |
| Entertainment-Certificate II in Entertainment | 11 2 ATAR 9 HSC Vocational |
| Open High School- Spanish Beginners | 1 |
| Open High School- German Continuers | 1 |
| Animal Studies | 1 |

Post-School Destinations

Of the students who completed their HSC in 2019, approximately 78 per cent of the candidates were offered places at universities in Sydney (the majority gaining entrance to The University of Technology). Students were also offered places at the University of New South Wales, Macquarie University, The University of Sydney, Wollongong University, University of Western Sydney, Australian Catholic University, Notre Dame University, Charles Sturt University, University of Newcastle, Australian National University and Canberra University. A number of students accepted positions at private institutions. Approximately 20 per cent secured apprenticeships, opted for continued study at TAFE, joined the Defence Force, entered small businesses (including real estate and other family businesses), or took a gap year.

The graph below provides a visual representation of the destinations of the 2019 Higher School candidature.

Post School Destinations



7. TEACHER STANDARDS

Teacher Qualifications

Throughout the reporting year, 123 teachers were employed at Waverley College to deliver the curriculum for 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 2019 held formal qualifications from higher education institutions in Australia or recognised by the National Office of Overseas Skills Recognition guidelines.

| No | Qualification | Teacher Qualification Totals 2019 |
|----|---------------------------|-----------------------------------|
| 1 | Certificate II | 7 |
| 2 | Certificate III | 3 |
| 3 | Certificate IV | 13 |
| 4 | Certificate | 18 |
| 5 | Graduate Certificate | 14 |
| 6 | Diploma | 38 |
| 7 | Graduate Diploma | 30 |
| 8 | Bachelor Degree | 130 |
| 9 | Bachelor Degree (Honours) | 17 |
| 10 | Master Degree | 33 |
| 11 | Doctoral Degree | 1 |

Total qualifications

304

| No | Qualification | Highest Qualification | Highest Qualification % 2019 |
|----|---------------------------|-----------------------|------------------------------|
| 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 | 5 | 4 |
| 7 | Graduate Diploma | 3 | 2.5 |
| 8 | Bachelor Degree | 76 | 62 |
| 9 | Bachelor Degree (Honours) | 9 | 7.2 |
| 10 | Master Degree | 29 | 23.5 |
| 11 | Doctoral Degree | 1 | 0.8 |

Total qualifications

123

| | |
|--------------------------|------------|
| Teachers - senior campus | 97 |
| Teachers - junior campus | 19 |
| Total teachers | 116 |

| | |
|-------------------------|-----------|
| Support - senior campus | 44 |
| Support - junior campus | 3 |
| Total support | 47 |

| | |
|------------------|----------|
| Preschool | 7 |
|------------------|----------|

Professional Learning

During 2019, we continued our commitment to providing ongoing professional learning for staff, to ensure that they are up-to-date with the latest pedagogical research, emerging technologies, new syllabuses and curriculum reforms. Over \$134,000 was allocated to the professional development of staff beyond the five annual pupil-free days.

Waverley College is an approved PD provider. This enables us to offer in-house NESA-endorsed courses to all of our teachers. In-house professional learning in 2019 had a strong focus on the key principles of our Teaching & Learning Framework, Visible Learning, Dynamic Learning and Lifelong Learning - all of which are underpinned by collective teacher efficacy and student agency.

The College joined Australian Independent School (AIS), which provided access to high-quality professional development for teaching and support staff. Staff were all upskilled and trained in the Rock and Water student wellbeing program. Over the last three years, our qualified trainer (College Psychologist) has also trained over 100 members of staff in Mental Health First Aid, which is a 14-hour course. It is our intention to have every staff member at the College trained in this valuable space.

In addition, we embraced international professional learning opportunities in 2019. Staff members represented us at the International Boys School Coalition Annual Conference in Canada, The Catholic Education study tour in Finland and the Catholic Principal's study tour in Rome and Scotland.

Over the course of the year, our teaching staff also attended a number of external professional learning courses in a broad range of areas (detailed below).

| Course Name | Participants in Attendance |
|--|----------------------------|
| A Call to Leadership | 2 |
| A Vision for Liberation | 2 |
| Addressing Climate Change: Innovation Needs | 2 |
| AGTA Whitsunday Pre-Conference Field Trip | 1 |
| AIS ICT Leadership Conference | 3 |
| AIS Meeting | 1 |
| AIS PDHPE Conference | 1 |
| AIS Science Conference: Infinity and Beyond | 1 |
| AIS Teacher Librarian Conference | 1 |
| Analytics Program Showcase | 2 |
| Annual Languages Conference | 1 |
| Annual Teachers Conference | 1 |
| Any Ordinary Day | 1 |
| ASBA 2019 Conference | 2 |
| ASBA NSW | 1 |
| Atmosphere 2019 APAC | 1 |
| Autism Spectrum Disorder All Your Questions Answered | 1 |

| | |
|---|----|
| Australian Youth Suicide Prevention Summit | 1 |
| AWS Conference | 2 |
| Beyond Borders | 1 |
| Brene Brown - Brave Leaders | 1 |
| Bricklaying and Blocklaying Teacher Training | 1 |
| Building and Developing Assessment Capable Visible Learners | 4 |
| Building Positive Work Relationships | 1 |
| CANVAS Conference | 4 |
| Careers Advisers Information Session | 1 |
| Careers Advisers Professional Learning Network | 1 |
| Catholic Schools NSW Network Meeting | 2 |
| Centacare Solidarity Day | 3 |
| CEO Sydney SOR Study Day | 1 |
| Cert 1 Construction | 1 |
| Cert 4 Training and Assessing Completion of Written Work | 1 |
| Cert II in Construction Pathways | 1 |
| Cert IV Training and Assessment | 1 |
| CIS HR Networking Forum | 1 |
| Classroom Management Through Effective Teaching | 1 |
| Coding | 2 |
| Collective Efficacy | 4 |
| Construction Network Meeting | 1 |
| Conversations That Work: Tackling the Tough Stuff | 1 |
| Cool Kids Workshop | 1 |
| CPR/First Aid Annual Refresher Update | 1 |
| Creative Approaches to Programming the New Syllabus, Stages 4-5 | 1 |
| CSSA Forum | 4 |
| Design and Technology Pilot Marking | 1 |
| Development Day for Standard Maths | 5 |
| ECA National Conference - Early Childhood Aust | 1 |
| ECO Peace High Tea | 1 |
| Education Perfect Innovate and Collaborate | 1 |
| Enhancing the Links 2019 | 2 |
| Enriching Stage 6 PDHPE | 2 |
| Enriching the Curriculum | 16 |
| EREA - A Call to Mission | 12 |
| EREA - A Call to Transformation | 1 |
| EREA Child Safety Officer Training | 3 |

| | |
|--|---|
| EREA Counselling Network Meeting | 1 |
| EREA Identity Leaders Meeting | 1 |
| EREA Leaders of Wellbeing Conference | 2 |
| EREA Leadership Challenge Workshops 2019 | 6 |
| EREA Liberating Education Meetings | 3 |
| EREA National Business Managers Forum | 2 |
| EREA Principals Conference | 1 |
| EREA Sustainability Meeting - Melbourne | 5 |
| EREA Teaching and Learning Conference | 4 |
| EREA Women in Leadership Forum | 3 |
| Essentials of Emergency Nursing | 1 |
| Familiarisation Module Stage 6 | 1 |
| FASS WISE Visit | 1 |
| FBT Seminar | 1 |
| Finland Professional Development Teacher Tour | 1 |
| Frantic Assembly One-Day Workshop | 2 |
| Gifted and Talented Secondary Teachers Association Meeting | 2 |
| Google Cloud Conference | 2 |
| Great Teachers Give Great Feedback | 1 |
| Happiness Mission | 3 |
| Historiographies: Contemplating Recent Scholarship on History Making | 1 |
| Hospitality Network Meeting | 2 |
| HSC Composition with APPS and DAWS | 1 |
| HSC Texts and Human Experience | 2 |
| HSC Visual Arts Marking Day | 3 |
| HTA State Conference | 1 |
| Identifying, Understanding and Supporting a Student with a SLD | 2 |
| IDT Network Meeting | 1 |
| International Boys' Schools Coalition Annual Conference - Canada | 1 |
| Introduction to History Extension: New Syllabus | 1 |
| Introduction to Lighting | 1 |
| IPSHA Deputies/Leaders Conference | 1 |
| IPSHA NSW Branch Country Meeting | 1 |
| IT Helpdesk Customer Experience | 1 |
| IT MILE Term 3 Conference | 2 |
| IT SAMF300 | 2 |
| ITE Conference - Engineering Materials and Mechanics | 1 |
| JS Languages Planning | 2 |

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| Killer Depth Studies | 1 |
| Law for School Counsellors - Lawsense | 1 |
| Laws for Schools | 1 |
| LawSense Law for School Counsellors NSW 2019 | 2 |
| Lead and Expert Teachers Colloquium | 1 |
| Learning Support Network Meeting | 7 |
| Legal Studies State conference | 1 |
| Liberating Lives Through Education in Sydney | 6 |
| Link and Learn School Leadership Study Tour | 1 |
| Listen to the Spirit and Sing | 1 |
| Literacy and Numeracy Learning Progressions | 4 |
| Marine Studies Collaborative Programming Day | 2 |
| Marine Teachers Association Conference | 2 |
| Mathematics Conference 2019 | 1 |
| Maths Stage 6: Stats for Adv and Ext 1 | 1 |
| MET East Maths Head Teachers Association Annual Conference | 3 |
| Michael Fullen Workshop - Nuance | 2 |
| Middle Leaders | 2 |
| Mini COGE Course - Mini Cert of Gifted Edu | 1 |
| Music OSANSW Twoay Conference | 1 |
| Music Software - Optimo Inservice | 4 |
| National Boys Education Conference | 3 |
| National Conference of Orff Schulwerk - Vision 2020 | 1 |
| National Future Schools Expo | 1 |
| NCCD Moderating Workshop | 2 |
| NCCD Training Program - Catholic Schools NSW | 4 |
| NESA Focus Group Meetings | 2 |
| NESA Inspection | 3 |
| NESA Integrated Computing Years 7-10 | 1 |
| NESA Meeting | 1 |
| Neurological Impact of Trauma | 1 |
| New Stage 6 Syllabus Content Ext 1 & 2 | 2 |
| NSW HTA Conference - Teaching History | 2 |
| Nsw PDHPE K-10 Syllabus | 1 |
| PDHPE Years 7-10 and Wellbeing Resource Exploration | 1 |
| Philosophical Inquiry in the Secondary Classroom | 2 |
| Pilgrimage 2019 - Kenya and Ireland | 1 |
| Preparing to Teach Ext 1 Maths | 2 |
| Preparing to Teach Unit 2 Maths Prelim Course | 1 |

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| Primary Teacher Rugby Coaching Workshop | 3 |
| Production Meeting with NIDA Staff | 2 |
| Professional Experience Coord Workshop | 1 |
| Prue Salter - Study Skills | 120 |
| RAGE One-ay Facilitators Program | 3 |
| Religious Education Symposium | 2 |
| Resin Case Jewellery | 1 |
| Risk - PD event ASBA NSW | 2 |
| Rock and Water Course | 20 |
| School Learning Spaces and Pedagogy | 3 |
| School Marketing Masterclass | 3 |
| Scotland and Rome Principal Study tour | 1 |
| SCS TAS Coordinator Meeting | 1 |
| SemiCon West - Beyond Smart | 1 |
| Sentral Conference 2019 | 4 |
| Seven Steps to Writing Workshop | 4 |
| SMH Schools Summit | 4 |
| SOM Training | 1 |
| SOR in Focus Conference | 2 |
| Special Education Committee - NESA | 1 |
| Spelling Mastery and Spelling through Morphographs | 3 |
| Stage 6 History | 1 |
| State Conference - What Matters Most | 1 |
| Studies of Religion Conference - Presenting | 1 |
| Sue Pike Curriculum Review - English | 15 |
| Supervisor of Marking Briefing New to Onscreen | 1 |
| Supervisor of Marking Meeting with NESA | 1 |
| Sydney Catholic School TAS HOD meeting | 1 |
| Teachers Librarian Network Meeting | 1 |
| Teaching Aboriginal and Torres Strait Islander Perspectives | 2 |
| Teaching History Symposium | 1 |
| Tertiary Update Day | 1 |
| The Advanced Leadership Program | 1 |
| The AIS History Conference | 2 |
| The American Civil War | 1 |
| The National Educational Leaders Conference: Transforming Practices | 1 |
| Thrive 2019 | 2 |
| Todd Whitaker Webinar Series (plus books) | 2 |
| Tournament of Minds Workshop | 2 |

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| Understanding Autism Spectrum Disorder | 1 |
| VET Entertainment Network Day | 2 |
| VET Hospitality Pilot Marking | 2 |
| What Do You Do (School-specific workshop) | 1 |
| What is Artificial Intelligence in the Modern Classroom | 2 |
| WHS Networking Forum | 1 |
| Women Leading Social Change | 1 |
| World Edulead Congress - Singapore | 1 |
| Yr 8 PBL Week PD session - eduSTEM | 20 |
| Total number of PD courses attended | 508 |

8. RETENTION RATES

Teacher Attendance & Retention

At any one time, there were 97 teachers employed at Waverley College at the senior campus, with another 19 employed at the junior campus. Twenty staff left to take up positions in other schools or retire.

| Group | Total | FTE |
|----------------|-------|-----|
| Teaching staff | 132 | 121 |
| Support staff | 55 | 45 |

Student Retention Rates

At the date of the 2019 August Census, the total number of students enrolled at the College was 1,433. The retention rate from Year 10, 2017 to Year 12, 2019 was 95 per cent.

| Year Group | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----------------------|----|----|----|----|----|----|----|----|
| Average % Attendance | 95 | 94 | 94 | 93 | 92 | 91 | 92 | 84 |

The average Senior School student attendance rate for 2019 was 91 per cent. The average Junior School student attendance for 2019 was 94.5 per cent.

SATISFACTION – STAFF, STUDENTS & PARENTS

Staff

Staff Communication

All new staff are given a two-day induction to the College and assigned a mentor for their first year. These induction days are reviewed annually and adjusted where necessary for the next academic year. To ensure that new starters are settling in well, we schedule regular check-ins with mentors and the College People and Culture Manager.

Professional development is linked to the College's Strategic Plan. It is actively encouraged and funded. The need for quality professional development has risen this year, as all teachers who joined the profession prior to October 2014 now require accreditation for the first time.

The College is proud to be a NESAs Endorsed Provider with the ability to provide accredited, in-house professional development opportunities for both internal and external teachers. This continues to make Waverley College an employer of choice within the profession.

In addition to staff days at the start of each term, the College conducts weekly staff briefings, cyclic (fortnightly) middle management meetings across the Teaching & Learning and student Wellbeing teams, and monthly staff meetings. Working parties and committees are formulated as required and all staff are encouraged to participate. Members of staff who are leaving the College are invited to attend an exit interview. 2019 saw the continuation of a quarterly staff consultative committee, with elected representatives across both campuses and a mix of teaching and support staff.

Employee wellbeing was taken into consideration when staff co-curricular commitments were reduced to one per annum in 2019. All staff have access to free and confidential counselling through our chosen provider. Each week, the Deputy Principal - Student & Staff Wellbeing shares the *Vital Staff Newsletter*, which focuses on staff wellbeing. Staff pilates and yoga occur weekly and a number of health and wellbeing checks are carried out. This year we introduced a Skin Patrol free skin cancer check clinic for all staff, which proved to be very popular, as well as annual flu shots. All staff have access to free and confidential counselling through our chosen provider. Furthermore, staff can access the weights room following an accredited induction, as well as the Aquatics Centre.

Satisfaction Research

We have used a number of staff surveys to gather feedback, data, views and expectations to make 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.

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. Our vertical wellbeing structure is based on a ratio of around 12:1, ensuring that students can always express their views, concerns and satisfaction. Each House has a ratio of 140 students to one Head of House. We have surveyed students to gather data on their social/emotional wellbeing, which continues to be an annual process for collecting data and tracking our wellbeing structure.

Parents

Satisfaction Surveys

Parents continue to be included in comprehensive annual stakeholder satisfaction and perception reviews. This feedback is analysed by the College Executive and 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.

Mentor meetings are held at the start of the year. Each parent has the opportunity to become acquainted with their son's mentor as an important first point of contact at the College.

Nurrunga, our fortnightly newsletter, is sent to parents electronically. Parent representatives are part of the College Board and the Parents' Association. Most sports at the College also have parent supporter clubs that are run by Waverley families.

9. SCHOOL POLICIES

ENROLMENT POLICY & PROFILE

'EREA schools are called to be inclusive, forming communities that are accepting and welcoming, fostering right relationships and committed to the common good.' (*EREA Charter 2012*)

Waverley College accepts applications at any point for entry into Years 5 and 7. The College does not have a 'first in, best dressed' policy based on application date. The criteria used for assessment are multi-dimensional. The College considers the 'whole person' and attempts to select applicants who will be best suited to the holistic schooling offered at the College.

Catholic Schools in the Edmund Rice Tradition:

- Encourage active participation by and engagement with Indigenous people within the school community.
- Promote social inclusion and view diversity as beneficial to a liberating education.
- Ensure students with special needs occupy a valued place in the community.

Factors that impact on offers of enrolment:

- Reasons for seeking enrolment
- The desire to provide access to those who may not/could not otherwise seek enrolment
- The faith and religious practice of the student and parents
- Acceptance of, and commitment to, the ethos and goals of the College
- Siblings of current and past students at the College
- Family connections with the College
- Capacity to contribute to College life

Each student is assessed on:

- A satisfactory current school report
- Commitment to supporting the College, its Catholic faith and values, the particular character of the school, together with its mode of operation
- Commitment to making a contribution to the life of the College
- Outcome of the interview process with the Principal or chosen delegate
- Advice on relevant academic and behavioural history, including any applicable assessments and reports

Continued Enrolment

The expectations for continuing enrolment are clearly set out for all students who are successful applicants in the Confirmation of Enrolment (Contract). In addition to the Confirmation of Enrolment, students are subject to the normal guidelines for academic progression required by the NSW Education Standards Authority, documented in the Assessment, Certification and Examination (ACE) Manual.

As a Year 5-12 school, our enrolments for 2019 were 1,437.

| Cohort | Year/s | Number of Students |
|--|---------------|---------------------------|
| Primary | 5 and 6 | 290 |
| Junior secondary | 7 to 10 | 781 |
| Senior secondary | 11 and 12 | 353 |
| Of our total enrolments, there were 17 Indigenous students. | | |

STUDENT WELFARE

Everyone in the College community is involved in student wellbeing. A commitment to partnership and shared responsibility amongst staff, students, parents and other family members is an integral feature of pastoral care and student wellbeing at Waverley College.

The vertical House system from Years 5-12 continues to develop and strengthen. We have enhanced our pastoral care and wellbeing curriculum by restructuring the Deputy Principal role to include students and staff (Deputy Principal - Student & Staff Wellbeing), developing a Wellbeing Centre (housing eight Heads of House) and Health Centre, and appointing an acting College Nurse due to maternity leave.

As a result, our students are feeling more connected to each other and the school. This is highlighted in qualitative and quantitative data from the 2019 Student Wellbeing Survey, which affirms that the College is a safe and welcoming place.

Organisational Structures

In the day-to-day life of the school, the ways in which members of our College community interact with each other can affect each student's sense of self worth, belonging and wellbeing. At Waverley, the Wellbeing Mentor and Head of House are the primary carers for each student,

supporting boys to flourish spiritually, intellectually, socially, emotionally, culturally and physically. Our Heads of Department play a critical part in academic care and student wellbeing, setting standards and clear learning expectations.

In 2019, we saw the introduction of an agreed Learning Routine for each lesson and learning walks carried out by management. Staff receive feedback via their Head of Department. In addition, all staff have been trained in restorative processes, which encourage students to reflect on poor choices and take ownership of their behaviour while providing protective measures to ensure that the behaviour is not repeated.

STUDENT DEVELOPMENT AND FORMATION POLICY

All of the College's expectations, policies and procedures are outlined to parents and students in the College diary. The diary includes an A-Z of student wellbeing and academic procedures that is easy for students to read. Expectations and consequences are also outlined and regularly communicated to both students and parents.

The Student Formation Program aims to support students to integrate their intellectual, social and spiritual lives. Student Formation provides valuable opportunities to help shape each student's attitude, actions and beliefs, enabling them to develop into the Waverley College graduate.

The Student Formation program is specially designed to include targeted experiences and opportunities that inform, challenge and extend students beyond the curriculum, taking them into spaces and places that they wouldn't otherwise venture. The Student Formation Program includes camps, retreats, immersions, wellbeing meetings, social interactions with other schools, house assemblies, College assemblies, leadership opportunities, advocacy and social justice experiences, mentoring programs and other opportunities for growth. Key areas of the program include an anti-bullying program, R U OK? Day, respect for equality, respect for women, and awareness of social justice.

Preferred Practice for Teachers

- Facilitating dynamic and engaging learning opportunities for students
- Creating strong routines and structures to enhance boys' learning
- Encouraging boys to own their decisions and admit when they have made a poor judgment
- Setting high expectations
- Modelling professionalism at all times and building relationships based on respect

Staff Qualities & Key Values

The College operates and leads based on respect for the individual, tolerance and academic integrity.

We model these key values through:

- Our use of inclusive, hope-filled language.
- Our clear, consistent approach to discipline that is appropriate for boys, and our 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.

BULLYING POLICY

Waverley College is committed to providing all staff and students with an inclusive community that values diversity and respects difference. Each person is to be treated with courtesy and respect in a fair and just manner. We are committed to creating a caring and supportive culture that promotes positive relationships.

All members of the College have a responsibility to ensure a safe and supportive environment, which fosters growth, self-esteem and positive interpersonal relationships. This means that any form of bullying, discrimination and harassment damages relationships at our school and is therefore completely unacceptable. Bullying, cyber bullying, harassment, aggression and violence disregard core values of our faith, including dignity, respect, justice, equity, compassion, trust and courage.

Bullying occurs when actions or words have been identified as harmful and there are repeat instances. Bullying can happen anywhere: at school, at home, at work, in transit or over digital technologies like social media, text message or email. Bullying can be student to student, staff to student, student to staff or involve outside groups.

Bullying is not the same as conflict. While disliking someone or a one-off isolated incident of teasing or aggression may not constitute bullying, these behaviours can still harm relationships between members of our community and they are not tolerated for this reason. Bullying can have a negative impact on everyone, it's not just a problem for those who are bullied. People who bully others need help to change.

All members of our community have a responsibility to contribute to preventing and managing bullying by helping to minimise its frequency and severity. Anyone who sees bullying is encouraged to help by informing a parent or staff member, offering the victim support or assistance, or simply walking away and showing the bully that others do not condone their actions.

Effects of Bullying

A person who experiences deliberate, persistent threats or actions from an individual or group can become lonely, isolated and depressed. Their schoolwork and health can suffer and they may experience a loss of confidence and self-esteem.

Both the bully and the person being bullied need help. Bullies who are not challenged about their anti-social way of relating to others are also at risk. This can lead to deep-rooted unhappiness and anti-social, even criminal, behaviour in the future.

Strategies for Bullying

The students, staff and parents of Waverley College seek to create a safe and supportive environment that rejects all forms of bullying. The procedures below are in place to help with this.

The following strategies should only be tried if there is no immediate threat or danger of physical injury:

- Ignore the bullying - turn and walk away.

- Say “No” or “Stop it” firmly in an assertive tone, rather than an aggressive or submissive manner.
- Take a copy of offensive words, messages or images exchanged via digital technologies.
- Note any witnesses.

Talk to Someone

Bullying is not okay, ever. It’s really important to tell someone, particularly if the bullying has been going on for a while or the strategies tried previously haven’t worked. Telling someone shares the problem and helps the victim to feel supported. Sharing your concerns can be a very empowering action that leads to positive changes.

- Talk to friends who can help by telling a teacher or parent, or simply by helping the victim to feel better by knowing they don’t have to deal with the situation alone.
- Talk to parents - tell them the ‘who, what, when and where’.
- Talk to a teacher, coach, priest or other trusted adult. This can be done discreetly by email, or over the phone if the victim doesn’t feel comfortable coming forward in person.
- Talk to someone at one of the listed helplines.
- Alert a College Prefect, who can help with the next steps.

How the College can Help

Any reports of bullying are treated seriously and followed up promptly. The College has a responsibility to investigate and take appropriate action in cases of bullying and harassment.

Action may include:

- Giving the person being bullied ideas of how to deal with the situation.
- Helping the person being bullied to confront the bully in a safe way that causes the bully to reflect on their actions and change their behaviour.
- Parents may be required to attend a meeting at the College.
- Consequences may be necessary when a bully refuses to change their way of relating to others.
- Bullying may constitute a criminal offence and the victim and their family may be within their rights to contact the police or seek legal representation.
- In repeated or extreme cases, the bully’s enrolment can be reviewed.

A Responsibility for All Students

To conclude, all members of our school community are expected to prevent and challenge these actions in order to build respectful relationships that respond effectively and sensitively to the needs of the individual.

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 principles of sensitivity, confidentiality and procedural fairness as appropriate. In serious situations only, members of the College community who do not feel that their grievance has been handled fairly or that an inappropriate process has been utilised can appeal to the EREA Regional Director - Eastern Region.

Each student year group has a Student Representative Council as a means of communication between students and the College. If students feel a grievance has occurred, other avenues of communication include student Prefects, Wellbeing Groups, Heads of House, Heads of

Department and College Leadership Team members.

The College's landing page has a link to our complaints handling policy. These are also logged so we can action a review and analyse trends in future policy planning.

Policies Summary

Relevant policies for dealing with student and staff welfare, discipline and complaints include:

Students

- Child Protection Policy
- Code of Conduct
- Student Wellbeing and Behaviour Management Policy
- Information & Communication Technology (ICT)
- Concussion Policy

Staff

- Code of Conduct
- Child Protection Policy
- Work Health & Safety Policy
- Complaints Handling Policy and Guidelines

This is a selection - a full list of our policies can be found on our staff intranet page. All EREA policies can be located on the EREA webpage (<https://www.erea.edu.au/policies-2/>), and a selection of policies are available on the Waverley College website (<https://waverley.nsw.edu.au/information/policies/>).

10. SCHOOL-DETERMINED IMPROVEMENT TARGETS

The school's Strategic Plan directs the improvement targets for each year. The current plan was implemented in 2019, for the period ending in 2023. The key focus is Teaching & Learning, with emphasis on holistic development across spiritual, social, cultural, physical dimensions.

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| Key Priority 1 | Maximising Student Academic Achievement |
| Goal | To enable students to reach their academic potential through increasing aspirations and responding to their individual learning needs. |
| Outcome 1.1 | Shared High Expectations and Aspirations Opportunities for transparent and productive communication among students, parents/ carers and teachers to reinforce high learning expectations and aspirations. |
| Outcome 1.2 | Lifelong Learners A culture of students as lifelong learners who set goals, demonstrate resilience and curiosity and have a growth mindset. |
| Outcome 1.3 | Nurture Diverse Learning Needs All members of the College community working together to support the individual needs of each student. |
| Outcome 1.4 | Data Informed Collaborative use of data by pastoral and academic teams to inform new and inclusive approaches that engage and support all students. |
| Outcome 1.5 | Visible Learning A consistently visible and explicit approach to teaching and learning. |

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| Key Priority 2 | Inspiring Student Learning |
| Goal | To engage and empower all learners and enhance student achievement through the development of an inclusive learning community, an inspired pedagogical framework for Years 5-12 and the provision of contemporary learning environments. |
| Outcome 2.1 | Dynamic Learning Provision of cross-curricular experiences that occur in an inclusive learning community that fosters collaboration and connectedness and teachers to reinforce high learning expectations and aspirations. |
| Outcome 2.2 | Student Agency Opportunities for students to be actively involved in the learning process through meaningful and relevant activities that reflect their interests. |
| Outcome 2.3 | Contemporary Learning Environments Flexible and contemporary learning spaces that encourage collaboration and student engagement. |
| Outcome 2.4 | Inspiring and Innovative Learning Experiences |

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| | Innovative and tailored learning experiences that cater for individual students' needs and interests and inspire critical and creative thinking. |
| Outcome 2.5 | Evidence-Based Teaching Practice Teaching and learning experiences that reflect global best practices to ensure that every student is engaged, challenged and learning successfully. |

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| Key Priority 3 | Enhancing Teaching Quality |
| Goal | To continually enhance teaching in an environment which encourages, supports and builds staff capacity for excellence. |
| Outcome 3.1 | Innovative Teaching Implementation of a clear pedagogical framework based on contemporary educational research linked to teaching and learning innovation across Years 5-12. |
| Outcome 3.2 | Collaboration Collaboration within learning areas and subjects from Years 5-12 to enhance innovative teaching, connections and relevance for students. |
| Outcome 3.3 | Professional Learning Tailored professional learning which has a clear purpose and alignment with the strategic plan, accompanied by staff ownership of professional learning and professional reading. |
| Outcome 3.4 | Teacher Appraisal Implementation of a formalised and consistent ongoing teacher appraisal process across Years 5-12 where individual teachers aspire to enhance their performance and professional learning. |
| Outcome 3.5 | Reflective Practitioners Further development of a community of reflective practitioners to address teacher development and student learning. |
| Outcome 3.6 | Recruitment The attraction and retention of staff who are passionate, informed practitioners, committed to a culture of excellence and lifelong learning. |

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| Key Priority 4 | Fostering Holistic Development Maximising |
| Goal | To foster the relationship between innovative learning, formation and wellbeing programs to support staff and students to flourish across spiritual, intellectual, social, emotional, cultural and physical dimensions. |
| Outcome 4.1 | Social and Emotional Resilience Implementation of the Wellbeing Framework to enrich resilience, connection, and wellbeing of staff and students that build mental fitness and health programs that address the growing trends in society. |
| Outcome 4.2 | Compassion, Empathy and Character |

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| | Development of immersion and life-changing learning experiences that provide meaning and purpose in lives and the continued development of servant leadership and character strengths programs. |
| Outcome 4.3 | Cognitive Development Synergy of both the Teaching and Learning and Wellbeing Frameworks to develop a supportive, respectful and inclusive school community that focuses on holistic development. |
| Outcome 4.4 | Strengths-Based Approach Promotion of a strength-based approach utilizing positive psychology to enhance student development and excellence across academic, vocational, cultural and co-curricular programs. |
| Outcome 4.5 | Physical Development Further development of health and positive lifestyle programs for students and staff to enhance overall wellbeing. |
| Outcome 4.6 | Spiritual Development The teachings of Jesus and the vision of Edmund Rice underpin the positive social values and service to others within our community to enhance spiritual development and provision of faith formation programs. |

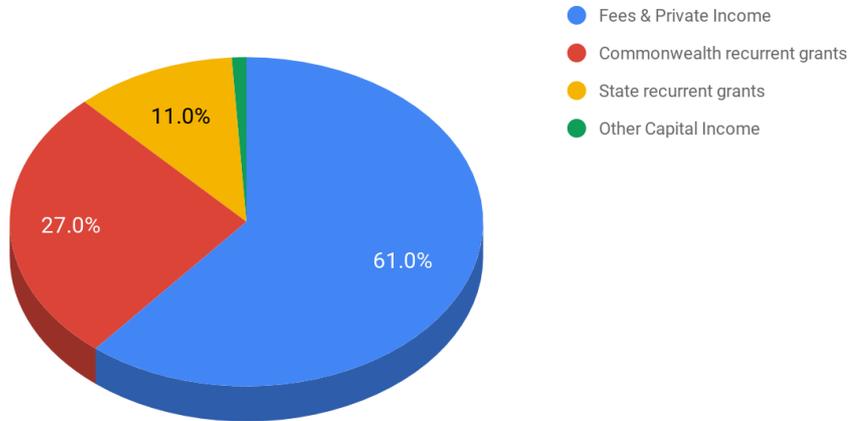
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| Key Priority 5 | Building Collaborative Partnerships |
| Goal | To expand partnerships with the College's community, present and past, local and global. |
| Outcome 5.1 | Schools local and global Expansion of diverse local and global educational and cultural student experiences. |
| Outcome 5.2 | Alumni Engagement Greater alumni and parent/ carer engagement with the College to enhance networking opportunities for social, professional, intellectual and physical resources. |
| Outcome 5.3 | Parent Participation Promote greater collaboration with parents/carers through strengthening existing relationships through groups such as Parent Association, Supporters Clubs, parent portal and focus groups. |
| Outcome 5.4 | Community Involvement The College actively participates in the promotion of cultural diversity by developing relationships with local communities by supporting charities, businesses as well as social and cultural activities. |
| Outcome 5.5 | Business Partnerships Reciprocal educational and business partnerships which are mutually beneficial. |
| Outcome 5.6 | Educational Collaboration The availability of open pathways between the College, higher education providers and industry. |

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| Key Priority 6 | Ensuring Effective Governance and Leadership |
| Goal | To ensure the long-term viability of Waverley College through strong corporate governance and ethical and transparent leadership. |
| Outcome 6.1 | Contemporary Learning Environments Contemporary learning environments which foster inspired student engagement and students' ownership of their learning. |
| Outcome 6.2 | Strong Financial Accountability Building an assured ongoing financial capacity and viability. The development of a Foundation to support philanthropic pursuits. |
| Outcome 6.3 | Efficient Management Processes Ensure that risks are managed effectively by meeting or exceeding all statutory compliance requirements. |
| Outcome 6.4 | Building Capacity Deliver 50-year School Masterplan. Further, develop the sustainability plan. |
| Outcome 6.5 | Investing in Staff Professional learning is resourced to align with strategic priorities. Develop team leadership by creating synergy in problem-solving, providing emotional and practical support, distributing leadership and promoting interpersonal accountability. |
| Outcome 6.6 | Communication The College website and portal are effectively employed to enhance community relationships. |

11. FINANCE

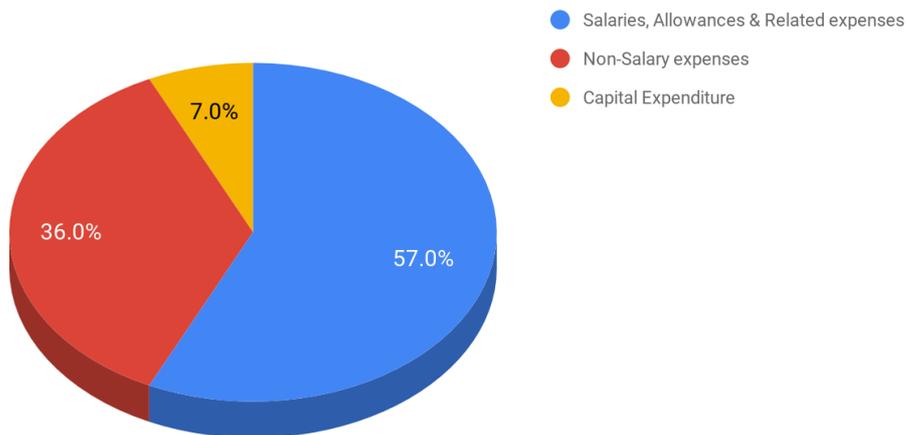
The summary of income and expenditure is presented in graphical form, aggregated from financial information that is provided annually to the Commonwealth.

Income %

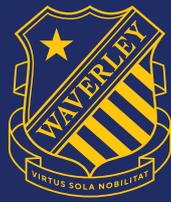


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| Fees and private income: | 23,675,800 |
| State recurrent grants: | 4,102,025 |
| Commonwealth recurrent grants: | 10,478,289 |
| Government capital grants: | 0 |
| Other capital income: | 546,000 |
| Total: | 38,802,114 |

Expenditure %



| | |
|--|-------------------|
| Salaries, allowances and related expenses: | 21,232,014 |
| Non-salary expenses: | 13,544,466 |
| Capital expenditure: | 2,771,584 |
| Total: | 37,548,064 |



**WAVERLEY
COLLEGE**

Waverley College
131 Birrell St, Waverley, NSW 2024

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waverley.nsw.edu.au