

# Annual Report 2020

---

---

*Young Men of Faith & Integrity*



WAVERLEY  
COLLEGE

---

1. ACKNOWLEDGMENT OF THE CUSTODIANS	<b>3</b>
2. ABOUT WAVERLEY COLLEGE	<b>3</b>
3. A MESSAGE FROM THE PRINCIPAL	<b>4</b>
4. A MESSAGE FROM THE COLLEGE BOARD	<b>8</b>
5. A MESSAGE FROM THE COLLEGE CAPTAIN 2020	<b>9</b>
6. SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS	<b>10</b>
NOTABLE ACHIEVEMENTS	12
HSC SUMMARY 2020	13
7. TEACHER STANDARDS	<b>16</b>
8. RETENTION RATES	<b>18</b>
SATISFACTION STAFF, STUDENTS AND PARENTS	18
Staff Satisfaction	18
Student Satisfaction	19
Parent Satisfaction	20
9. SCHOOL POLICIES	<b>21</b>
ENROLMENT POLICY & PROCEDURE	21
STUDENT WELFARE	22
STUDENT DEVELOPMENT AND FORMATION POLICY	23
BULLYING POLICY	24
COMPLAINTS AND GRIEVANCE RESOLUTION	26
10. SCHOOL-DETERMINED IMPROVEMENT TARGETS	<b>28</b>
11. FINANCE	<b>31</b>

---

## 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 76 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 2020, the College continued to deliver innovative learning, teaching and wellbeing programs that assisted students 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.

Undeniably, 2020 has been a very challenging year. We experienced close personal loss with one of our Year 8 Students passing away suddenly, followed by the onset of COVID-19. The necessary restrictions to keep all the community and the country safe, curtailed any events planned, and meant we had to look at new ways in which to come together academically, physically and spiritually. Throughout the year the resilience and tenacity of the College community was evident, and in spite of the difficulties brought by COVID-19, it was abundantly clear that in its delivery of education, the College continued to thrive.

The agility of the learning environment was evident in our online and offline presentations throughout the year. The all-encompassing focus on student wellbeing was consistent and comprehensive and staff commitment to adjust and adapt to maintain the high standards in Teaching & Learning was always evident. As the year progressed, and we approached activities and events that would normally feature in the College calendar, we had to be agile and adapt to new ways. Invariably, the whole community embraced the changes and alterations with graciousness and a willingness to work together.

Virtual learning is quite exciting from one perspective, as the forced change in the delivery of Teaching & Learning will account for the largest change in education for quite some time. Good pedagogical practice, whether online or face-to-face, should be varied and creative to cater to individual needs. Our aim is to provide a balanced pedagogical approach that will be sustainable for our students, teachers and all families.

#### **Closure of the Preschool**

For the last 26 years, our Preschool has provided affordable, quality early childhood education and care. Due to the growing need for space for the Junior School and the need to meet today's expectations of teaching, learning and wellbeing, we needed to absorb the Preschool site in the Junior School site. The extra space will be utilised by the Junior School in 2021. The Preschool ceased operations in December 2020.

#### **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.

Every student from Years 5-12 had a session with Sound Off For Schools, a Mindfulness Education Program, with educators who unpacked and explored the world of mindfulness and meditation. The timing was excellent, considering the pressures and stress in play.

We celebrated Wear it Purple Day, which strives to foster supportive, safe, empowering and inclusive environments for people who identify as part of the LGBTIQ+ community. I was grateful to Ms Peta Friend, who is kindly sharing her story with us as a Waverley College graduate (Class of 1979) and spokeswoman for Wear it Purple Day.

The College is a member of 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 and 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.

The College followed the Government and New South Wales Health directives of having all staff work from home wherever possible. We also had teachers rostered to supervise a small number of students whose parents work in emergency services or who could not access alternative care.

Our whole-school approach to improving literacy and numeracy remained a priority in 2020, and we also continued to develop our STEM program for students in Years 6, 8 and 9.

Although 2020 was not the kind of year that our Year 12 students had envisioned, I was amazed by the determination shown by every Year 12 student. They demonstrated the resilience required to both successfully adapt to each phase of learning and the restrictions placed on the

---

---

traditional Year 12 end of school activities. This was supported and enhanced by our newly-developed Teacher Tutorial Program. The Year 12 Teachers delivered extra work and guidance to ensure any time lost to COVID-19 was made up, and admirably surpassed our previous practices.

With radical changes to their usual HSC course content, I am more proud than ever of the students who achieved nominations in the HSC Drama OnSTAGE, Industrial Technology Major Project, InTech Exhibition, and the Design and Technology Shape Exhibition.

The College's Aboriginal and Torres Strait Islander program has continued to build, with more enrolments, and more connections to culture, land and local Elders.

### **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 was our first year of girls from St Catherine's School partnershiping in our Cadet program and although COVID-19 limited parts of the program, it was a resounding success. We will also be partnering with them across our Aquatics programs.

An overall review of the co-curricular activities was commenced in 2020 to be finalised in 2021.

### **2020 at a Glance**

Our extensive Social Justice Program supporting students to make positive contributions to society was put on hold due to COVID-19 constraints, and we had to find other ways to support the community. As part of Sustainability we made Solar Buddy lights to send away to children living in countries with Energy Poverty.

Waverley Old Boy Quinn Darragh (Class of 1995) and Year 7 parent Luke Stewart swam the English Channel in support of Premature Babies. We are proud that they raised an impressive \$74,000 to buy lifesaving equipment for the Royal Hospital for Women's Neonatal Intensive Care Unit.

Our strong connection to R U OK? Day continues, and we remain committed to helping create awareness and prevention around mental health and suicide. As part of R U OK? Day, three Old Boys – Lachlan Drew Morris, Patrick Clifton, and Luca Moretti from Turn up the Talk – conducted a live podcast with Maryanne Larkin and Wendall Sailor (R U OK? ambassador), which was aired to all Wellbeing groups.

As part of the Best Foot Forward initiative the College raised \$10,000 for the education of disadvantaged women in developing world countries by selling pink shoelaces. This initiative educates our students about the need to empower girls and women around the world, to help create lasting change.

Waverley Old Boy Oscar Osborne (Class of 2015) was recipient to the prestigious 2020 Westpac Future Leaders Scholars, recognising 15 ambitious young Australians who are investigating solutions to some of our most pressing global problems. Currently at the UNSW Business School, Oscar's PhD project focuses on how innovation ecosystems emerge and the role they have in assisting the sustainable growth of developing economies around the world.

The College also decided to reach out to offer support to College families with local businesses by introducing a Business Support page on our website for the Waverley Community.

We also commenced the draft Master Plan, which aims to rebuild/refurbish the two campuses over the next 40 years by realigning buildings to take advantage of environmental factors.

The three main priorities for both the Junior and Senior School;

- State-of-the-art teaching spaces
- State-of-the-art external environments
- State-of-the-art staff spaces

The full rollout of the new academic uniform was completed in 2020 along with the commencement of the new summer co-curricular uniform towards the end of the year. Owing to incredible community collaboration, a home was found for all the second hand Waverley uniforms via donation to the Navosa Central College in Fiji.

### **Summary**

I thank all members of our College community for their contributions in 2020. 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 2021 as we bring the Strategic and Master Plans to fruition.

Mr Graham Leddie  
Principal

---

## 4. A MESSAGE FROM THE COLLEGE BOARD

In the face of the challenges that have confronted us this year, the Waverley community has continued to adapt and grow. As always, we are proud of our heritage, but continue to be forward facing, striving to provide the best for our current and future students.

Waverley was well placed to drive innovation in learning and teaching during COVID-19. Despite disruption to current learning models and additional impacts on co-curricular activities, the school used the experience to build an even more flexible and rich educational environment. The work and expertise of our teachers has been exceptional.

Our wellbeing programs supporting students and staff through this year have been tested. I would encourage everyone to re-watch the COVID-19 video series produced this year — something of a window into the resilience and determination of the students, teachers and families at Waverley.

Despite the challenges of 2020, the School Board has continued to support the Principal and Leadership Team in strategic issues. The school remains in a sound financial position, despite the impact of changes in Federal funding. An extensive rebuilding and refurbishing vision for Waverley over the next few decades has been mapped out in our Master Plan, presented to the Board and Executive in March by M3 Architects. The first steps have begun in the Junior School space, where an adjacent parcel of land owned by the College has been developed as an outdoor learning and recreational environment. This Wingara Project will come on line in 2021. Securing further elements of our desired College footprint have continued, and we remain proactive in our negotiations to ensure our access to sporting and co-curricular facilities in the area.

We have also seen long-held aims of the Board come to fruition through the establishment and early work of the College Foundation, which will support infrastructure, students and educators. Under the Foundation, the Percy Watson Fund now supports teaching excellence through the academic aspirations of our staff.

Other exciting changes have continued through 2020. The Waverley College Cadet Unit has completed a year partnering with St Catherine's, under the leadership of the new Commanding Officer, MAJ (AAC) Julie-Ann de Kantzow. The rollout of the new school uniform after two years of work, has been widely praised. The professional image of the school has grown along with the development of a new College corporate branding package, showcasing in media in the local community. The expertise of our Development Office in raising the profile of the College, and its work supporting students and staff, the OBU, Parents' Association, and Foundation, has been outstanding.

Finally, the Board in 2021 will be under new leadership. I would like to thank fellow members for their time, commitment, and the diverse range of professional skills they have provided to the

---



College. In 2020, Waverley has again demonstrated its resilience, seeing opportunity in adversity, and has continued to be a vibrant and effective place of learning.

Dr Mark Davies  
Chairman, Waverley College Board

## **5. A MESSAGE FROM THE COLLEGE CAPTAIN 2020**

At the beginning of the year, as the graduating class of 2020, we were preparing to deal with incoming change while planning our next 12 months and what we wanted to leave as our legacy to future Waverlians. As a part of the leadership group, we had grand plans and high expectations for ourselves and the College as a whole going into 2020. A large culture shift was imminent, and we were the ones to lead the College through the challenging year ahead. Not a more challenging year we could have faced!

Some of those changes that came at the beginning of the year were the new uniform rollout and the introduction of female cadets from St Catherine's School into the Cadet Unit.

Obviously, the COVID-19 pandemic basically shut down all aspects of life, yet the tireless efforts of the teachers and staff meant they barely missed a beat when leading the students through home learning. I know I speak for graduated students everywhere when I say we would not have survived the HSC this year (let alone any year!) without the guidance and sacrifice of our teachers and parents, so I thank you.

With half the sports calendar lost, the athletics carnival cancelled, and not many full-school events running, we uneasily returned to face-to-face learning and tentative co-curricular fixtures. As a community, we rallied together and finished the year strong, both on the field and in the classroom, achieving great HSC rankings across the board.

Starting together in 2015, the Class of 2020 was filled with strong, independent, talented, creative, intelligent young men. Throughout the next five years we grew in two directions; we grew up and grew closer. We now share an inseparable bond as we continue the Waverley tradition, having passed the torch to the new guard, and crossing the barrier into the next stage of life, as Men of Waverley.

It has been a great honour and privilege to serve and represent the College in 2020 — this is something I only could dream of in Year 7. Countless doors have been and will be opened, and paths laid out for myself, my peers, and tens of thousands of Waverlians before and after me. Without the guidance and nurture of the College, there wouldn't nearly be as many great men in the world as there are today.

Ben Elder  
College Captain 2020

---

---

## 6. SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Waverley College students took part in the following National and State Assessments, Tests and Examinations during 2020:

### Higher School Certificate

- Year 12 in 40 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](http://myschool.edu.au) to access the school data.

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

### Record of School Achievement (RoSA)

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

Three RoSA credentials were issued by NESA to students leaving prior to the completion of Year 12 in 2020.

### Higher School Certificate 2020

The Class of 2020 celebrated a number of excellent group and individual results in the 2020 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 97.45 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.

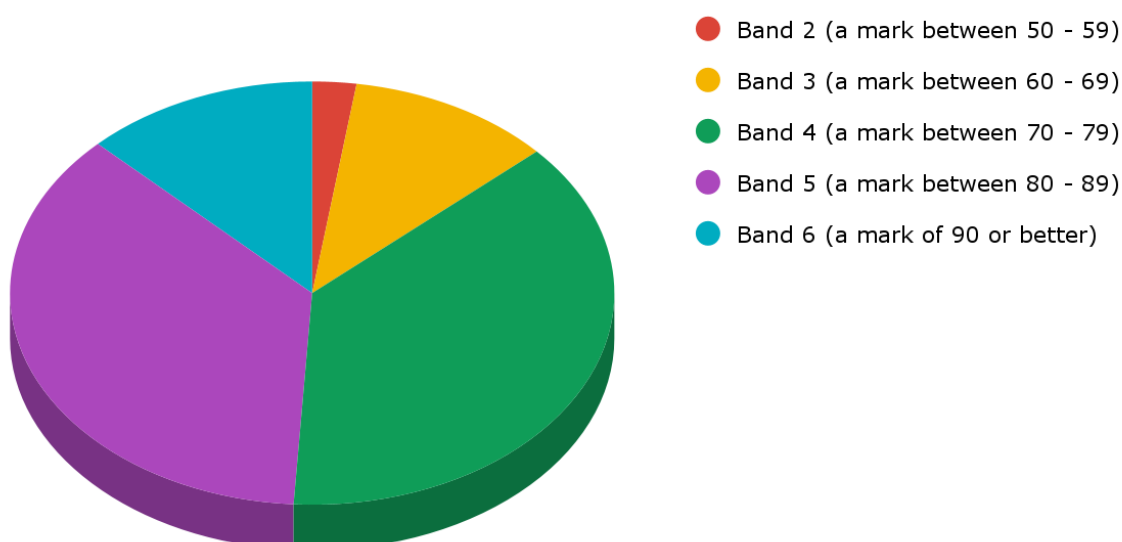
The total number of bands awarded in all HSC subjects:

Band	Total Number Awarded
Band 6 (90+)	96
Band 5 (80–89)	279
Band 4 (70–79)	288
Band 3 (60–69)	84
Band 2 (50–59)	18
B Band 1 (below 50)	0

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

### HSC Band Results 2020



### 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 2020. 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 2020 was to lift boys' results from high Band 5 territory into the Band 6 area so that academic growth was evident. During this time, in the majority of subjects studied, students at the College were performing above the State average.

		Band 6	Band 5	Band 4
<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
<b>2017</b>	%	<b>11.44</b>	<b>40.21</b>	<b>33.02</b>
	Actual number	97	341	280
<b>2018</b>	%	<b>11.50</b>	<b>41.375</b>	<b>29.625</b>
	Actual number	92	331	237
<b>2019</b>	%	<b>13.66</b>	<b>32.8</b>	<b>36.2</b>
	Actual number	109	262	289
<b>2020</b>	%	<b>12.55</b>	<b>36.47</b>	<b>37.65</b>
	Actual number	96	279	288

### NOTABLE ACHIEVEMENTS

**All Rounder Award:** Matthew Brock, Finn Robilliard and Leo Shanahan

**Highest ATAR:** Matthew Brock - 97.45

**Top Achievers:** Finn Robilliard - 3rd in State in Industrial Technology

**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**

#### **Individual Performance:**

Riley Klotz for *Captain Everything*  
Oscar Rowson for *Europe*  
Daniel Townsend for *Dracula*

### **Nominated for *InTech* 2020**

#### **Industrial Technology Major Project:**

Daniel Pomes for his short film, *A Blob's Journey*  
Finn Robilliard for his short film, *Noodle Brain*

### **Included in *Shape* 2020**

#### **Design and Technology Major Project:**

Valentius Wirjana for *The Solar Desalinator*

## **HSC SUMMARY 2020**

- 1 State ranking
- 3 Premier's All Rounder recipients
- 49 Distinguished Achievers
- A highest ATAR score of 97.45 (Mathew Brock)
- Multiple Creative and Performing Arts nominations
- SMH rank: 134 (12.55 per cent success rate)
- 82 per cent of subjects undertaken were above State mean
- This year 166 Year 12 students sat for the HSC, choosing from 33 subjects offered by the College. In 23 subjects more than fifty per cent of students received Bands 5 or 6.

## **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 Vocational 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
2020	HSC	167
2020	VET-Certificate	63

Senior Secondary Outcomes	Number of Boys
Boys qualifying for an ATAR	139
<b>TAFE Delivered Courses:</b>	
Plumbing	1
Electrotechnology	1
Tourism, Travel and Events	1
Real Estate Practice	1
<b>School-Based VET Delivered Courses:</b>	
Construction – Certificate II in Construction Pathways	<b>30</b> 10 ATAR 20 HSC Vocational
Hospitality – Certificate II in Hospitality	<b>24</b> 14 ATAR 10 HSC Vocational
Entertainment – Certificate II in Entertainment	<b>12</b> 7 ATAR 5 HSC Vocational
Information and Digital Technology	<b>7</b> 4 ATAR 3 HSC

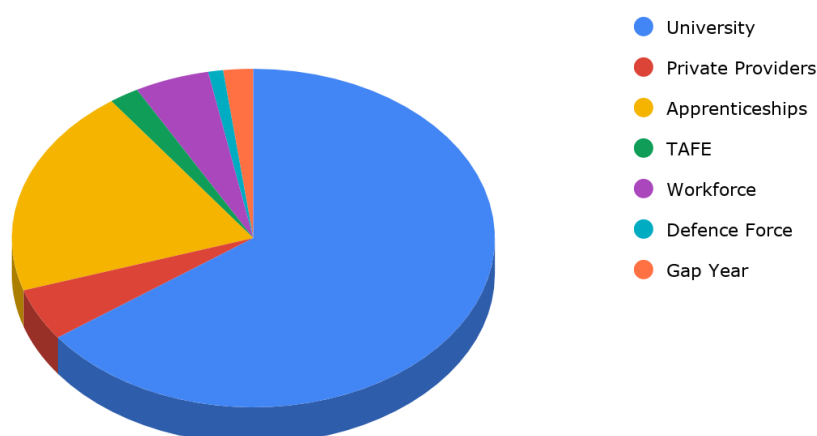
	Vocational
NSW School of Languages – Japanese Beginners	1
NSW School of Languages – Spanish Beginners	
NSW School of Languages – Modern Greek Beginners	

### Post-School Destinations

167 students obtained an HSC in 2020. 83 percent of these students undertook an ATAR pattern of study and 17 percent undertook a Vocational pattern of study. Of the students who obtained an ATAR in 2020, approximately 84 percent of the candidates were offered places at universities. Students accepted places at the University of Technology (UTS), 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 30 percent of the entire cohort 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 2020 Higher School candidature.

Post School Destinations



## 7. TEACHER STANDARDS

Throughout the reporting year, 119 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 2020 held formal qualifications from higher education institutions in Australia or were recognised by the National Office of Overseas Skills Recognition guidelines.

Teachers - senior campus	101
Teachers - junior campus	18
<b>Total teachers</b>	<b>119</b>

Support - senior campus	56
Support - junior campus	4
<b>Total support</b>	<b>60</b>

Preschool	8
-----------	---

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teachers are voluntary. The number of teachers within Waverley College at these levels are as follows:

- Conditional 9 teachers;
- Provisional 8 teachers;
- Proficient 102 teachers.

Additionally, there are approximately eight teachers who are currently actively engaged in the submission process at the higher levels of accreditation.

### Professional Learning

During 2020, 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, curriculum reforms and teaching in virtual environments due to COVID-19. 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 2020 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 with a specific focus on Literacy. 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 introduced a new Learning Management System — CANVAS and offered a wide variety of professional learning in regards to the operations of this LMS with a specific focus to embed formative assessment across all subject areas.

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our College and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities. In 2020, an additional Staff Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

COVID-19 also had a large impact on the direction of Professional Learning. Much of our professional learning focused on how to set up effective virtual teaching environments. All staff embraced the challenge and completed online Professional Learning mainly on Google Classroom and Zoom Meetings.

## 8. RETENTION RATES

### Teacher Attendance & Retention

At any one time, there were 101 teachers employed at Waverley College at the senior campus, with another 18 employed at the junior campus. Fourteen staff left to take up positions in other schools or retire.

Group	Total	FTE
Teaching staff	119	115
Support staff	60	53

### Student Retention Rates

At the date of the 2020 August Census, the total number of students enrolled at the College was 1,450. The retention rate from Year 10, 2018 to Year 12, 2020 was 87 per cent.

Year Group	5	6	7	8	9	10	11	12
Average %	9	9	9	9	9	9	9	9
Attendance	6	3	6	4	4	4	5	5

The average Senior School student attendance rate for 2020 was 95 per cent. The average Junior School student attendance for 2020 was 94.5 per cent.

## SATISFACTION STAFF, STUDENTS AND PARENTS

### Staff Satisfaction

#### 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. 2020 saw the continuation of a quarterly staff consultative committee, with elected representatives across both campuses and a mix of teaching and support staff.

COVID-19 brought its challenges, particularly during the online phase of learning during the lockdown across schools in New South Wales and following a positive COVID-19 case at the College requiring 14 days of isolation for the student's immediate contacts. The Leadership Team were conscious of the anxiety and stress this caused across our community.

Employee wellbeing was taken into consideration when staff co-curricular commitments were reduced to one per annum. 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.

The quarterly Staff Consultative Committee meetings provide an important conduit between staff and the leadership team for matters that can not be addressed by line managers.

## **Student Satisfaction**

### **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.

## **Parent Satisfaction**

### ***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.

In 2020 these meetings were a blend of online and face-to-face in response to the feedback from staff and parents.

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.

*The Nurrunga* newsletter returned to a weekly format at the end of 2020 and is sent to parents electronically. Parent representatives are part of the College Advisory Council 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 & PROCEDURE

‘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:

- 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.

The College considers the following when assessing an application:

- Academic interests and achievements.
- Results of an entrance examination (if applicable).
- Co-curricular interests and achievements.
- Community leadership.
- The desire to provide access to those who may/could not otherwise seek enrolment.
- The faith and beliefs of the student and parents/carers.
- Acceptance of, and commitment to, the ethos and goals of Waverley College.
- Family connections, including siblings and Old Boys.

- Outcome of the interview process with the Principal or chosen delegate.

A detailed copy of our [Enrolment Policy](#) is available through our website.

### 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 New South Wales Education Standards Authority, documented in the Assessment, Certification and Examination (ACE) Manual.

As a Years 5-12 school, our enrolments for 2020 were 1,450.

Cohort	Year/s	Number of Students
Primary	5 and 6	301
Junior secondary	7 to 10	798
Senior secondary	11 and 12	351
<b>Of our total enrolments, there were 20 Indigenous students.</b>		

### 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 a College Nurse in job shared roles. The College employs three psychologists housed across the Junior and Senior campuses. It is an aim that all staff will be trained in Mental Health First Aid before the start of 2021.

As a result, our students are feeling more connected to each other and the College. This is highlighted in qualitative and quantitative data from the 2020 Student Wellbeing Survey, which affirms that the College is a safe and welcoming place.

### Organisational Structures

In the day-to-day life of the College, 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 students 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 2020, we continued to embed our 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.

The Wellbeing team started to formulate our Wellbeing Framework which will be released in 2021.

## **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 both 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 about 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**

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

#### **Staff**

- EREA Code of Conduct
-

- 
- EREA Child Safeguarding 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/about-us-policies/>) 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.

### Key Priority 1

### Maximising Student Academic Achievement

- Home Learning Policy reiterated to students, staff & parents
- Reporting & Assessment Review - implementation of continuous reporting from 2021
- Whole School Literacy Program
- Implementation of Year 12 Tutorial Program

### Key Priority 2

### Inspiring Student Learning

- Transformation of classroom spaces allowing for 21st-Century teaching and learning environments
- Working with AIS to embed their Deep Learning program along with Fullans 6C's across Teaching & Learning and Wellbeing. This is to ensure our students develop the global competencies required to engage in the world as active citizens
- Mentoring program - engaging with alumni to mentor current students in a variety of fields
- CANVAS adoption across the College as a platform allowing for students to access their work anytime, anywhere. The new Learning Management System (LMS) will be fully adopted by the commencement of the 2021 School Year.

### Key Priority 3

### Enhancing Teaching Quality

- Learning Walk pilot program commenced and will officially begin in 2021. This program will allow colleagues to support each other in setting goals, observing classroom practice and providing constructive feedback.
- Professional Learning Plans (PLPs) have been developed to work alongside our Learning Walk Program
- CANVAS - allowing teachers to create a dynamic learning environment for their students
- In 2020 we launched our Teaching & Learning Framework. The focus for 2021 is ensuring this is embedded across the College with student agency and collective teacher efficacy underpinning this framework.

- Working with faculties in regards to programming and teaching in the collaborative environments that are being transformed across the College

#### Key Priority 4

#### Fostering Holistic Development

- Wellbeing Framework developed in draft form to be launched in 2021
- Continued diversification of the co-curricular offerings of the College, ie: art club, drawing club, hip hop dance, pilates, yoga, oratory etc.
- Movement towards reconciliation by increasing our enrolments of Indigenous students and developing programs that celebrate Indigenous culture and specifically support our Indigenous students
- Mentoring program utilising alumni for Indigenous / Pacific Islander students.
- Offering a diverse range of guest speakers to educate and support all students, including 'Wear it Purple Day' and 'RUOK Day'
- Cyber Safety Week - All students attended sessions and a parent evening was streamed with a specific focus on bullying via social media
- Continuing to develop authentic experiences with the local girls' schools, as shown below:
  - Co-ed cadets with St Catherine's School
  - Music classes and whole school musical with St Clare's College
  - Swim training with St Catherines School
  - Post COVID-19 a shared weekly Mass with St Clare's College

#### Key Priority 5

#### Building Collaborative Partnerships

- Established the Percy Watson teachers' award supporting teacher excellence through financially supporting them to participate in extra study
- Mentor Program for Academic Enrichment students where alumni are the mentors
- Alumni Community Speaker Series — alumni are invited to speak at lunchtime to the students, inspiring our students through hearing the stories of our Old Boys
- Old Boys' website relaunched as another platform to communicate and celebrate our alumni achievements
- Old Boys' weekly Tennis game organised after school on Campus
- New Old Boy feature on social media with 'Throwback Thursday' being well received with large amounts of engagement
- Partnered with Old Boys Lochie Drew-Morris, Pat Clifton and Luca Moretti from Turn Up The Talk to raise awareness for mental health and R U OK ? Day
- Connected with Old Boy Peta Friend to raise awareness for Wear it Purple Day

- Waverley representation member of the EREA 20-person national writing team responding to the four areas of AITSL's discussion paper *Indigenous cultural competency in the Australian teaching workforce. (2020-2021)*
- (HALT) Highly Accomplished and Lead teachers – two teachers currently working through the process
- CCER Principal Industrial committee member
- Waverley representation involved in the development of the EREA Principal's Ecology and Sustainability Statement (PESS) Support Document and accompanying EREA curriculum resources that link PESS to the Australian Curriculum
- Waverley representation in National EChO across EREA Community of Practice
- Continued support of local community groups allowing our students to participate in a wide range of social justice activities
- AIS – Deep Learning Network
- PESA Membership
- IBSC – International Boys' Schools Coalition membership

## Key Priority 6

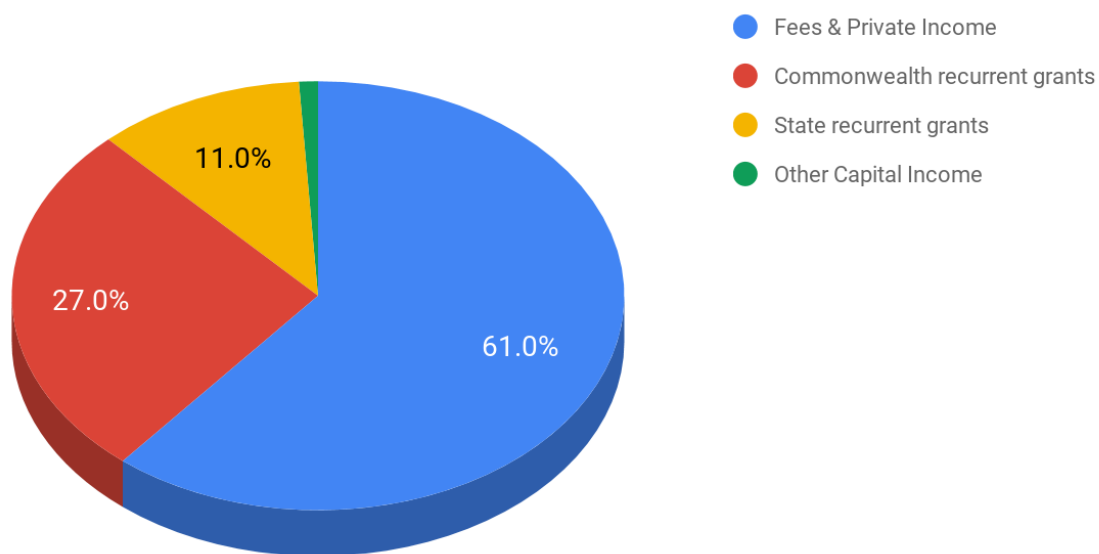
## Ensuring Effective Governance and Leadership

- TASS Migration (20-year event) - implementation of a new centralised school management system and portal which connects the whole College community
- Preparation for the NESA Rangs inspection in 2021
- Digistorm – online enrolment applications launched in 2020
- Queens Park Lease extension (2022)
- Master Plan Draft
  - Centenary Buildings refurbished
  - New Building
  - Wingara (Junior School)
- New print system was fully implemented
- New replicated server architecture now live with the ability to failover essential school architecture to a secondary, off-site data centre location in the event of a major site failure
- New IT trainee scheme initiated
- New security cameras installed in both Senior and Junior campuses to assist with playground management and site security

## 11. FINANCE

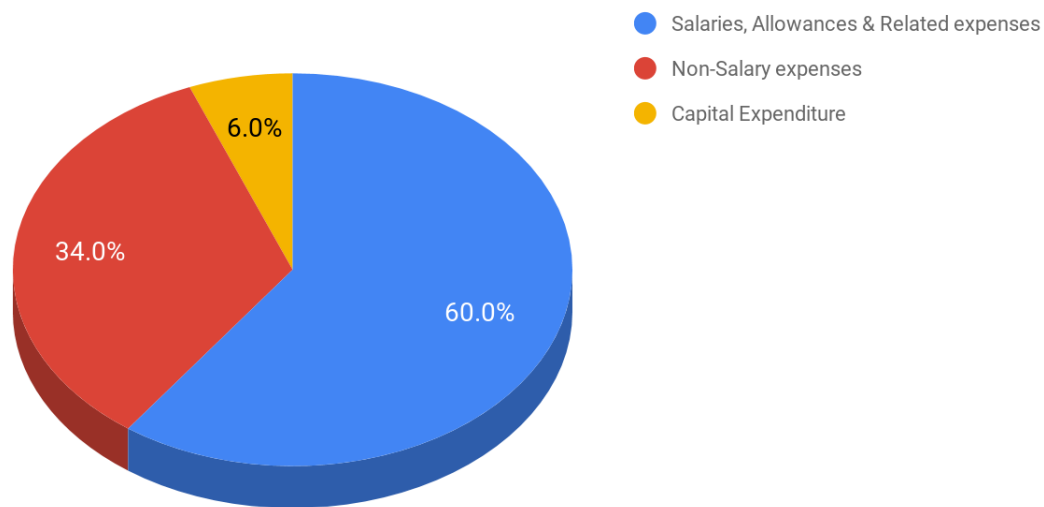
The summary of income and expenditure is presented in graphical form, aggregated from financial information that is provided annually to the Commonwealth.

### Income %



Fees and private income:	23,101,609
State recurrent grants:	4,048,528
Commonwealth recurrent grants:	10,166,428
Government capital grants:	0
Other capital income:	572,340
<b>Total:</b>	<b>37,888,905</b>

Expenditure %



Salaries, allowances and related expenses:	22,410,665
Non-salary expenses:	12,451,699
Capital expenditure:	2,109,273
<b>Total:</b>	<b>36,971,637</b>





# WAVERLEY COLLEGE

Waverley College  
131 Birrell St, Waverley, NSW 2024

—  
[waverley.nsw.edu.au](http://waverley.nsw.edu.au)