

**WAVERLEY COLLEGE
ANNUAL REPORT**

2015





OVERVIEW

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

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

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

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

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

A MESSAGE FROM THE HEAD OF COLLEGE



In 2015 Waverley College launched its 2015-2018 Strategy following wide consultation with the community and outstanding leadership from the College Board and Executive. The paramount challenge of this strategy: *A Waverley Student is challenged to a liberated way of living*, signalled a new way of describing our deepest hope for every student: the hope that he will be freed by his learning journey, unconstrained by fear, energised by courage so that he may achieve liberation for himself and others. The visit of the newly consecrated Archbishop of Sydney, the Most Reverend Anthony Fisher, to the Annual May Procession served to highlight the importance of building relationships within our parish and the wider Church.

2015 saw further development of the ways in which we acknowledge our achievements and growth as a community. Complementing our Learning and Co-Curricular assemblies, our Immersion and Innovation assemblies reached new levels of excellence. At our Immersion assembly in March, students spoke of transformational encounters from a wide range of immersion / social justice opportunities in local, rural and international contexts. In our first live-streamed Innovation Assembly in August, students, staff, parents and community leaders (including future PM Malcolm Turnbull) shared insights and experiences of deep learning and innovative thinking in the classroom and beyond.

Our Major Capital Works Program achieved significant milestones by the end of 2015. The opening of our new Aquatic Precinct in September – including the refurbishment of the pool and the construction of new staff, classroom and change room facilities – was well-received by the community. The completion of works in our Heritage Precinct in December provided an inspiring new approach and frontage to the College. Work continues on our enhanced gymnasium and Technology and Applied Studies building which are due to be completed by May 2016.

The Waverley College learning paradigm, *Liberate*, reached its next stage of implementation. *Liberate* is a pedagogy developed by Waverley College which focuses critical thinking and positive, personalised, relational instruction in an environment of flexible classroom design and small learning groups. All courses in Years 7 and 8 have achieved alignment with this model. In Years 9 and 10, progress has been made in the transformation of assessment practice through an emphasis on analysis and evaluation. Our Junior School (Years 5-6) has also embraced these learning principles and continues to thrive as a dynamic learning community.

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

Ray Paxton
Head of College

A MESSAGE FROM THE COLLEGE BOARD

The Airmount building, built in the late 1860's, was occupied by the Brothers from 1903 to the late 1960's. The structure was demolished to make way for progress for the 1969 master plan of the college. Archive notes show that, "Falling into disrepair in its later years, *Airmount* was 'retired gracefully' during the implementation of the master plan for the campus which occurred during 1969".

The refurbishment of the college that started this year and due for completion in 2016, is the largest the college has ever seen. It is far more comprehensive by comparison with the 1969 master plan which for its time, was seen as ground breaking.

Just like the master planners of the 1960's, who tried to predict future needs of the college, the current plan which was greatly influence by the late and old boy of the college Kevin Rice AO, has also done just that. Whilst visible structures like our buildings continue to evolve and have been designed with a strong emphasis on future needs and growth, it is important that we recognise the less visible structures that have also undergone transformation. Significant among these is governance.

The formation of Edmund Rice Education Australia (EREA) close to a decade ago, is a good example of the transformation of our governance structure that's less visible, but critical for the future needs of not just this College but all Christian Brothers schools in Australia. This development has also dwarfed all others before it. All 43 schools and their respective advisory boards report to EREA. Before this structure, each school reported to their state base Christian Brothers province office.

This new structure has also allowed the advisory board of the College to evolve, although still retaining its main task of advising the Head of College as its primary function. It was only a couple of decades ago when the Headmaster was also chairman of the board.

Today, the advisory board is made up of the Head and members with backgrounds in business, law, medicine, IT and the property sector. It is a diverse board, inclusive of Old Boys, representing today's community, working together to ensure the highest standards of governance.

The work of the board this year has included the creation and finalisation of the 2015 – 2018 Strategy as well as the establishment of yearly milestones to ensure the college's journey is "on-strategy". Our committees, working through the Head and College Executive, have supported a range of strategic goals. Our Finance Committee has not only ensured that our financials have satisfied audit processes, but that appropriate funding is available for the refurbishment of the college.

Just like our visible structures, more so than ever the Waverley and general community demands our less visible structures to be as robust and well designed as possible in order to cater for the future growth and needs of the College. The governance of the College is paramount to our future, and we are fortunate in having a Head and advisory board that fully understand this objective.

Sam Hardjono
Chairman, Waverley College Board

A MESSAGE FROM THE COLLEGE CAPTAIN 2015

Many of the fondest memories that I hold of the school contain the boys in the graduating class of 2015. We took the field in Year 7 when we entered the Kenny Quad for our first day in 2010.

With the pressures of the Senior School bearing down on us, some were able to find their feet quickly, blending into the Waverley College culture. We were introduced to the locker room, eight-day timetable and home group system, played our first games of sport, and started lifelong friendships. Year 7 was a year of firsts, establishing the Class of 2015 with the perfect base and environment for future success.

Year 8 and 9 hit hard. The Cadet Unit taught many things including respect and tradition. Some thrived, lapping up all that was on offer. As well as Cadets, other lessons were taught outside the classroom.

Year 10 arrived in a flurry and pressures surrounding the formal, subject selection and the Year 10 Camp loomed.

Year 11 was packed, cramming a year's worth of work into three very fast terms. The year allowed for various discoveries. Teacher relationships matured, greater achievements were made in senior sport and academic standards were raised, as boys fought for ranks and marks. As well as this, our teaching cohort was able to set an exceptional standard of success.

Our final season as a team came along as we looked back on all that we had achieved. Year 12 allowed for growth not only in individuals but also as a team. It was the Waverley College environment, on the whole, where we built bonds of camaraderie and solidarity.

Ruairi Biollo
College Captain

SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Waverley College Students took part in the following National and State Assessments, Tests and Examinations during 2015:

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

- **Higher School Certificate** for Year 12 in 34 Courses.

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

The National Assessment Program – Literacy and Numeracy (NAPLAN)

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

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

Literacy and numeracy is taught across all areas of the curriculum through the Liberate paradigm. Team teaching and separate homogeneous Direct Instruction groups are effective in assisting boys who are behind their peers. Teaching programs include adjustments to accommodate students with disabilities and a range of different instructional techniques to accommodate individual learning styles and ensure that each boy has every opportunity to achieve to his potential.

Notable this year:

- (i) While the average Waverley student enters Year 5 with scores between 17 and 21 points above boys' State average, by Year 9 average scores are up to 30 points above State average;
- (ii) Consistent performance of Year 7 and Year 9 boys in Reading
- (iii) Another strong year for Waverley boys in Writing, showing the effectiveness of intervention and sound classroom practice in writing across the curriculum, as well as willingness of older boys to commit themselves with effort and creativity to the persuasive writing task.
- (iv) Significant advances in Year 7 Spelling and Grammar and Punctuation scores, show the rewards of the work done through the specialised Year 7 Literacy lessons, dedicated to each class once per cycle, which involve explicit instruction to master basic skills that are transferable across the curriculum. Additionally new Junior School literacy strategies are having a positive impact in enhancing literacy skills for lifelong learning. It would be expected that these new initiative will continue and broaden their reach into all Year groups, leading to future stronger growth for Year 9 in these areas.
- (v) In Numeracy, while a small number of lower Year 9 outlier scores reduced the average points above average, median scores and expected growth remain high.

Test	Mean scale scores and (Performance above state average for boys)		
	Year 5	Year 7	Year 9
Reading	514 (17)	565 (20)	597 (20)
Writing	489 (17)	521 (26)	556 (30)
Spelling	518 (18)	573 (26)	599 (15)
Grammar & Punctuation	521 (21)	564 (28)	579 (18)
Numeracy	523 (20)	573 (20)	619 (14)

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

In addition to other test results used at the College, NAPLAN scores are useful in determining how to improve on student learning by targeting boys who score at or below minimum standards with extra resources for small group Direct Instruction or in-class support.

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

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

Year 5 band distributions:

		Band 3	Band 4	Band 5	Band 6	Band 7	and 8 +
Reading	Waverley	1.4	6.2	22.1	29.0	24.1	17.2
	State	5.5	16.7	21.0	20.6	19.2	17.0
Writing	Waverley	1.4	3.4	40.0	40.0	13.1	2.1
	State	8.4	11.0	35.3	28.6	12.0	4.7
Spelling	Waverley	1.4	8.3	17.2	24.8	37.9	10.3
	State	5.9	12.0	20.6	23.8	25.3	12.3
Grammar & Punctuation	Waverley	2.1	8.3	23.4	22.8	27.6	15.9
	State	8.5	12.2	22.8	20.8	19.3	16.4
Numeracy	Waverley	0.7	2.1	22.8	34.5	22.8	17.2
	State	3.3	14.7	23.7	24.6	17.1	16.6

Year 7 band distributions:

		Band 4	Band 5	Band 6	Band 7	Band 8	Band 9 +
Reading	Waverley	0.0	2.6	24.5	35.9	28.1	8.9
	State	3.4	15.6	26.5	24.1	18.7	11.7
Writing	Waverley	1.5	21.1	39.7	23.7	9.8	4.1
	State	14.8	25.4	27.1	18.9	10.6	3.2
Spelling	Waverley	0.5	3.6	16.5	32.0	36.1	11.3
	State	8.6	9.7	19.4	25.8	25.8	10.7
Grammar & Punctuation	Waverley	0.5	6.2	25.8	25.3	26.8	15.5
	State	9.6	12.4	26.1	21.7	16.7	13.5
Numeracy	Waverley	0.0	4.7	20.8	32.3	25.5	16.7
	State	2.1	15.8	25.5	24.9	16.2	15.5

Year 9 band distributions:

		Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
Reading	Waverley	3.1	9.9	24.0	37.0	21.4	4.7
	State	7.8	21.0	24.7	24.3	15.6	6.6
Writing	Waverley	11.0	26.2	27.7	25.7	5.8	3.7
	State	26.9	21.9	21.1	19.3	6.7	4.0
Spelling	Waverley	3.6	7.8	26.6	36.5	19.8	5.7
	State	10.2	12.3	23.1	29.0	17.0	8.3
Grammar & Punctuation	Waverley	5.2	19.3	25.0	34.4	12.5	3.6
	State	12.5	23.8	22.7	25.0	11.0	5.0
Numeracy	Waverley	0.0	6.9	18.5	36.0	23.3	15.3
	State	2.0	14.2	26.9	25.4	16.2	15.2

Higher School Certificate 2015

The class of 2015 celebrated a number of excellent group and individual results in the 2015 Higher School Certificate. Waverley College was listed on the Sydney Morning Herald Honour Roll for Mathematics.

One of the most pleasing aspects of the results was the performance of students across a range of Courses and the consistency of their results in Bands 4-5. The College's highest ATAR was 99.85 and 40 students received ATAR's above 85. 85% of HSC marks were above 70 (Bands 4, 5 or 6). 74% of HSC subjects studied received results above the state average. Considering Waverley does not exclude students on the basis of academic ability, these results would indicate Waverley students continue to perform very well against the rest of the State.

HSC Courses 6% +above State Mean Include –

- Legal Studies +9.44%
- Drama +8.22%
- Mathematics General +8.09%
- Studies of Religion 2 Unit +7.92%
- Ancient History +7.79%
- Geography +7.60%
- English Extension 2 +7.06%
- Senior Science +6.41%
- Industrial Technology +6.09%

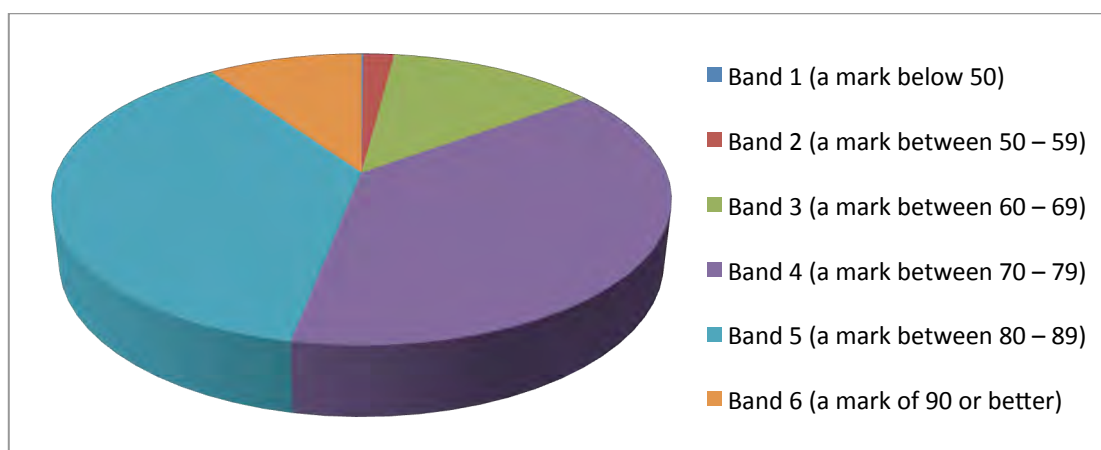
The figures below indicate very few marks below 50 in any course. Below are the total numbers of bands awarded in all HSC subjects.

80	Band 6 (a mark of 90 or better)
312	Band 5 (a mark between 80 – 89)
218	Band 4 (a mark between 70 – 79)
108	Band 3 (a mark between 60 – 69)
16	Band 2 (a mark between 50 – 59)
1	Band 1 (a mark below 50)

Explaining Bands

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

Below is a graph showing HSC Bands for 2015



Comparative Student Performance in the Higher School Certificate

The table below shows student performance in the Higher School Certificate across Bands 4 to 6 from 2008 to 2015. The trend shows a significant increase in the proportion of students moving from the lower bands 1, 2, 3 into band 4, 5, 6 territories. An area of challenge for 2016 is to lift boys' results from high Band 5 territory into Band 6 area so this academic growth is evident. During this time the majority of subjects studied by students at this College were above the state average in performance.

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

HSC SUMMARY 2015

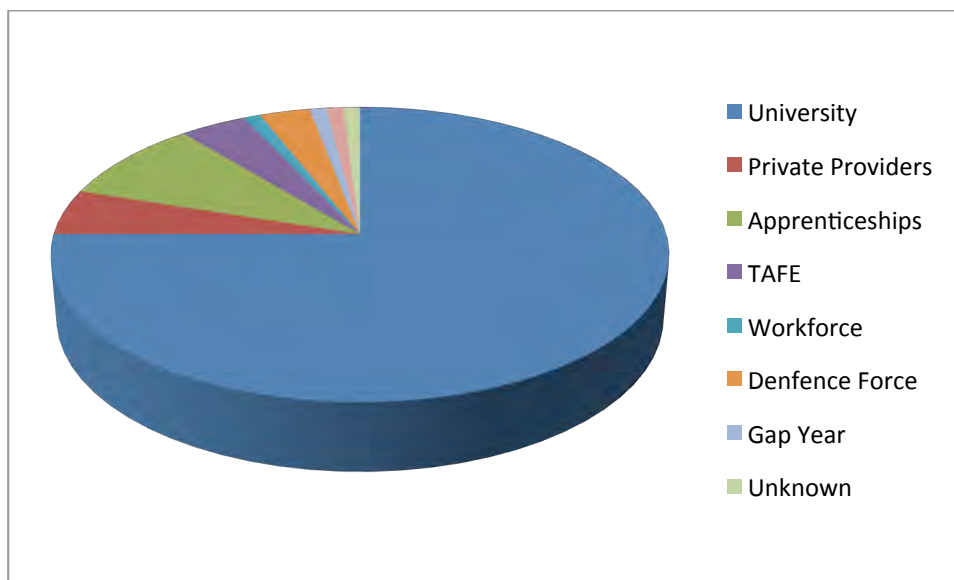
- 80 Band 6 students on SMH Distinguished Achievers List
- First in State for 2 Unit Studies of Religion
- Three students on the Premier's All Rounders list
- Three students in SMH Course Merit list
- English and Mathematics in SMH Subject Merit list
- 46.95% of scores gained a Band 5 or Band 6
- 85.03% of students gained a Band 4, 5 or Band 6 Result
- 74% Subjects Above State
- Ranked 163rd School in State

Post-School Destinations

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

Of the students who completed their HSC in 2015 approximately 80% of the candidature was offered places over a range of courses at universities in Sydney, the majority gaining entrance to the University of New South Wales and University of Technology. Students were also offered places at Macquarie University, Sydney University, Wollongong University, University of Western Sydney, Australian Catholic University and Notre Dame University. A number of students accepted positions at private institutions. Approximately 20% obtained apprenticeships, continued study at TAFE, joined the Defence Force, entered small business such as real estate or other family businesses or took a Gap year.

The graph below provides a visual representation of the destination of the 2015 Higher School candidature.



TEACHER STANDARDS

Teacher Qualifications

Throughout the reporting year, 118 teachers were employed at Waverley College to deliver Curriculum from Years 5 – 12. This includes temporary positions replacing teachers on Leave for periods of one school term or longer. All teachers employed at Waverley College in 2015 held formal qualifications from higher education institutions within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines.

No	Qualification	Teacher Qualification Totals 2015
1	Certificate II	4
2	Certificate III	1
3	Certificate IV	11
4	Certificate	18
5	Graduate Certificate	9
6	Diploma	42
7	Graduate Diploma	44
8	Bachelor Degree	113
9	Bachelor Degree(Honours)	10
10	Master Degree	40
11	Doctoral Degree	1

Total of qualifications

293

No	Qualification	Highest Qualification	Highest Qualification %
1	Certificate II	0	0
2	Certificate III	0	0
3	Certificate IV	0	0
4	Certificate	0	0
5	Graduate Certificate	0	0
6	Diploma	3	2
7	Graduate Diploma	3	3
8	Bachelor Degree	73	62
9	Bachelor Degree (Honours)	6	5
10	Master Degree	32	27
11	Doctoral Degree	1	1

Total of qualifications

118

Teachers senior campus 101

Teachers junior campus 17

TOTAL teachers 118

Support senior campus 52

Support Junior campus 3

TOTAL support 55

Preschool 7

Professional Learning

The College encouraged teaching staff to undertake ongoing professional learning throughout the year. Over \$137,000 was allocated in 2015 to the professional development of staff beyond the five pupil free days within the College calendar annually. The breadth of these courses included subject specific in-servicing, pedagogical development, information technology and network meetings to ensure currency with the National Curriculum and Board of Studies requirements.

Teacher Attendance & Retention

At any one time there were one hundred and one (101) teachers employed at Waverley College at the senior campus with another seventeen (17) employed at the junior campus. Thirteen staff left to take up positions in other schools or retire. Teacher attendance is approximately 95%.

Group	Total	FTE
Teaching Staff	118	116
Support Staff	55	41

STUDENT RETENTION RATES

The enrolment at the date of the 2015 August Census was 1311 students.
The retention rate from Year 10 2013 to Year 12 2015 was 92%.

Year Group	5	6	7	8	9	10	11	12
verage % Attendance	94	96	94	94	93	92	90	94

The average senior school student attendance rate for 2015 was 92.83%. The average junior school student attendance for 2015 was 95%.

SATISFACTION

(a) Staff

Staff communication: All new staff are given two day inductions to the College and are mentored for their first year. There have been regular check in points with them to ensure they are coping well. Professional development is linked to the College's Strategic Plan and is actively encouraged and funded. In addition to staff days to begin each term, the College conducts weekly staff briefings, weekly middle management meetings across both Learning & Teaching and the Student Wellbeing teams in the school and monthly staff meetings. Working parties and committees are formulated as required and all staff are encouraged to become involved. All leaving staff are invited to attend an exit interview.

Satisfaction Research:

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

(b) Students

Student Council and Prefects: Each year group has a Student Representative Council and the Senior Prefects of the College are given a prominent role. The small vertical home group structure at the College on a ratio of around 12 to 1 ensures that the students always have an avenue for expressing their views, concerns and satisfaction. We are currently planning a survey to gather data on our student's social/emotional wellbeing, which will be the start of an annual process to gather data and track our programs effectiveness.

(c) Parents

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

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

ENROLMENT POLICY & PROFILE

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

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

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

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

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

A place is secured when the College receives

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

Withdrawing from the College

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

STUDENT WELFARE

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

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

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

Organisational Structures

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

the Home Group Teachers will be involved and hold in their hands the long-term pastoral care of the student. The system provides continuity and consistency of care.

The Role of the Home Group Teacher

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

The Home Group Teacher:

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

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

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

DISCIPLINE POLICY

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

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

- Homework
- Entitlements & Responsibilities
- Bullying and Harrassment
- Haircuts & Uniform
- Saturday Sport
- Behaviour on Buses & Trains
- Drug & Alcohol Policy
- Acceptable Use of Technology

Copies of these policies are available on the College website:

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

Preferred Practices of Teachers

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

This requires teachers to:

- Establish expectations in the context of their particular class

- Establish a set of routines that must be adhered to: e.g. seating plans, orderly entry to the classroom, beginning with prayer, cleanliness of classrooms, guidelines for collaborative practise in classrooms
- When correcting behaviour teachers will refer to 'What rule was broken?'

2. Use Positive Corrective Practice

This requires teachers to:

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

3. Model, and expect Respect

This requires teachers to:

- Separate the behaviour from the person
- Use appropriate language
- Use private rather than public reprimands

4. Utilizing related and reasonable consequences

This requires teachers to:

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

Staff Qualities & Key Values

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

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

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

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

COMPLAINTS AND GRIEVANCE RESOLUTION

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of sensitivity, confidentiality and procedural fairness. The majority of concerns that arise from parents and/or students need never take the form of a formal complaint. The Head of College, Executive, Middle Management staff and teachers are available to discuss and resolve concerns in more informal ways. Such lines of communication are clearly outlined in the College diary and at information sessions involving each year group every year. Each year group has a Student Representative Council as a

means of communication between students and the College. Other avenues of communication include Home Group Teachers, Year Masters, Heads of Department (curriculum issues) and Executive members with specific areas of responsibility.

Harassment Prevention Policy

It is the responsibility of all staff to respect the rights of others and ensure that they do not become involved in or encourage harassment. Every staff member has the legal right to a work/study environment that is safe, and that is *not* sexually harassing, sexist, racist, homophobic, anti-disability, ageist, or stereotyping in any other way. There is an expectation that, as a Catholic community, all members speak, act and relate in hopeful, compassionate, life-giving ways. Staff must be careful not to do anything that could be interpreted as sexually harassing, stereotyping or demeaning people because of their race, sex, disability or age. The Staff has access to the full policy via the College's Intranet site.

RESPECT AND RESPONSIBILITY

Both the College's Mission Statement and Enrolment Understanding promote respect and responsibility. All students are taught to respect themselves and others, and celebrate the differences that exist within the College community. The Student Behaviour Management Policy clearly indicates acceptable behaviour, and was reinforced by such initiatives as the anti-bullying program conducted each term. Service to others is at the core of the College community and is evident through the Year 11 Community Service Program, the Social Justice Group and the role of the Social Justice Co-ordinator throughout the College.

SCHOOL DETERMINED IMPROVEMENT TARGETS ESTABLISHED IN JANUARY 2015 AND ACHIEVED IN DECEMBER 2015

1. Beliefs and Life

- 1.1b The College is an active contributor to the Edmund Rice Beyond Borders program. **ACHIEVED**
- 1.1c Year 9/10 Outward Bound Camps have meaningful prayer and reflection elements. **ACHIEVED**
- 1.1e ENRICH program for Timor Leste is completed (Rice, Immersion, Computers, House). **ACHIEVED**
- 1.2d College publications provide broader coverage of liturgical and social justice activities. **ACHIEVED**
- 1.2f Staff Scholarship Scheme gives priority to Study of Religious Education and Theology. **ACHIEVED**
- 1.4a Parent Forums provide opportunities for discussion of faith and belief. **ACHIEVED**
- 1.4b Staff and students engage with other faith based schools and organisations (Jewish, Muslim, Buddhist) as well as other denominations within Christianity. **ACHIEVED**
- 1.4e Within the curriculum, RE units of work promote an understanding of other faiths. **ACHIEVED**

2. Relationships and Leadership

- 2.1e A well-resourced range of co-curricular opportunities is available to all students. **ACHIEVED**
- 2.2a A new student wellbeing model is implemented based on extensive research and consultation by staff, students and parents. **ACHIEVED**
- 2.2b A protocol is established for all communication between parents and the College. **ACHIEVED**
- 2.2e Optimum use of communications technology supports College relationships. **ACHIEVED**
- 2.3d All students in need or "at risk" are supported by strong collaboration between the College and external health professionals. **ACHIEVED**
- 2.4d Year Assemblies feature guest speakers from sporting, professional and wellbeing agencies. **ACHIEVED**

3. Innovation and Environment

- 3.2a Year 5-12 information evenings maintain clear, sequenced information in relation to course selection, benchmarks and eligibility requirements. **ACHIEVED**
- 3.2c A broader range of non-ATAR courses have been introduced so that students are able to choose a full pattern of non-ATAR courses. **ACHIEVED**
- 3.2d The College conducts supplementary courses to address specific areas of learning need identified in the HSC Results Analysis Package (RAP) data. **ACHIEVED**
- 3.3a NAPLAN and Allwell data are evaluated or all students from Year 5-10 to better inform learning pathways and provide evidence for intervention. **ACHIEVED**
- 3.3c HSC Analysis using RAP and DeCourcy data is produced annually by Heads of Department. **ACHIEVED**
- 3.4a Waverley Staff are presenters and facilitators at local, national and international forums (iNacol, ICBS, EREA, AIS, AHISA, ACER, ACEL). **ACHIEVED**
- 3.4c The College hosts visiting professionals seeking an experience of the Waverley College learning model and practice. **ACHIEVED**

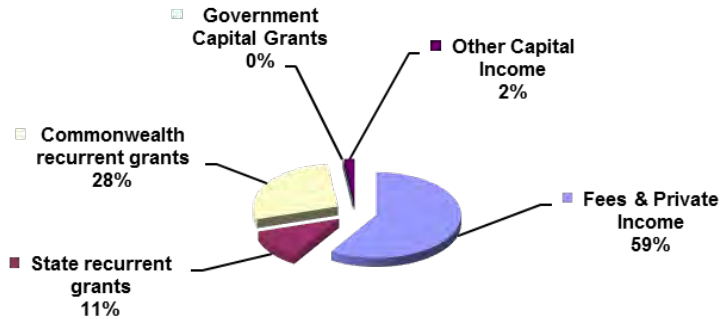
4. Resources

- 4.2a The College Website, Prospectus, Branding and Marketing plans have been realised. **ACHIEVED**
- 4.2b The Old Boys' Union, the Parents' and Friends' Association, the Mother's Club and Supporters' Groups provide inclusive forums, events for alumni and parents and agreed resources for students. **ACHIEVED**
- 4.2c Alumni participate in tailored Career information programs. **ACHIEVED**
- 4.2d "Wavelength" has strong international circulation. **ACHIEVED**
- 4.2e Communication Apps (Skoolbag and uTeach) have enhanced functionality. **ACHIEVED**
- 4.2f The Development Office hosts consecutive 5 yearly dinners for College Captains, Dux and Major Award Winners, 1st Captains, Brothers and Clergy on the eve of the May Procession. **ACHIEVED**

- 4.4c The College has contributed to the ongoing evolution of CAS. **ACHIEVED**
- 4.4d A vision for Queens Park is operationalised in consultation with Centennial Parklands. **ACHIEVED**
- 4.4e A resource sharing relationship is established with St Charles', St Clare's and Waverley Parish. **ACHIEVED**
- 4.4f A partnership has been established between the College, EREA and the CEO in relation to the longer terms provision of K-12 education in the region. **ACHIEVED**

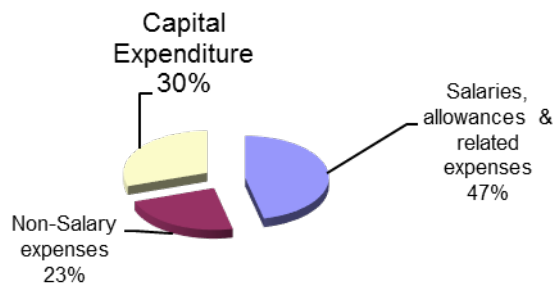
FINANCIAL INFORMATION

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



Income

Fees and Private Income:	18,773,491
State Recurrent Grants:	3,602,196
Commonwealth Recurrent Grants:	8,881,961
Government Capital Grants:	0
Other Capital Income:	635,000
Total:	31,892,648



Expenditure

Salaries, Allowances and Related Expenses:	19,007,577
Non-Salary Expenses:	9,577,297
Capital Expenditure:	12,372,368
Total:	40,957,242

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

Mr R Paxton
HEAD OF COLLEGE
 June 2016