### Waverley College Parents' Association Term 3: Tuesday, 5 August 2025

### **Minutes**

Meeting Location: Waverley College, Grange Meeting Room

In Attendance: 20 Parents plus teaching staff.

Meeting commenced: 6:35pm

### 1. President: Louise Lakomy

- a) Welcome and thank you.
- Minutes of previous meeting accepted by the Meeting as an accurate record.
- c) Previous Business: School Communications
  - i) College has appreciated the feedback from previous meeting.
  - ii) College has addressed.
  - iii) Various changes made to APP and clipboards.
  - iv) Updates to be trialed in Term 4.

### 2. Treasurer's report: Carl Lee

- a) Refer to the attached report.
- b) \$309,355 in the account.
- c) Thanks again to the Secondhand Clothing Pool for their great work raising funds.
- d) There are sufficient funds to contribute to the new toilet block which is part of the Master Plan.

### 3. Lynsey Porter (Deputy Principal - Teaching & Learning):

Please see attached report.

### 4. Helen Barrie (Head of Academic Enrichment):

Please see attached report.

#### 5. Other Business:

- a) 600 attended the Father and Son Dinner. Was a great success.
- b) Toilets: Several parents made note their sons were having difficulty using the toilets. Mr Graham Leddie responded that it is a difficult issue to manage. Old design of

toilets. Very difficult for teachers to manage. College looking to change the design in the future.

Meeting closed: 8:40pm

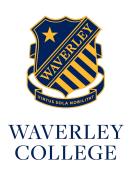
Next meeting:- Monday 10 November 2025 6:30pm (face to face)

### Waverley College - Parents Association Financial Summary For the 2025 Financial Year to 31 July 2025

Opening Balance as at end of Term Four 2024	\$309,355
Inflows - Current Year Activities	
Clothing Pool Revenue	\$32,575
Father & Son Event Revenue	\$68,778
Year 5 Parent Social - Revenue	\$0
Mothers Day Stalls - Junior School Revenue	\$2,046
Fathers Day Stalls - Junior School Revenue	\$0
Total Inflows	\$103,399
Outflows - Current Year Activities	
	\$0
Clothing Pool Expenses Father & Son Event Expenses	\$90,858
Year 5 Parent Social - Expenses	\$549
Mothers Day Stalls- Junior School Expenses	\$4,130
Fathers Day Stalls - Junior School Expenses	\$4,130
Total Outflows	\$95,537
Total Sullows	ψ55,567
Net Surplus/(Deficit) - Current Year Activities	\$7,862
Contributions to Waverley College	
To be confirmed for 2025 contributions (please refer to projected 2025 levies below)	\$0
Total Contributions to Waverley College	\$0
Closing Balance as at 31 July 2025	\$317,218
	\$317,218
Projected Parents Association Levies 2025 - \$90 x 1,275 Families (Based on	
	\$317,218 \$114,660
Projected Parents Association Levies 2025 - \$90 x 1,275 Families (Based on	
Projected Parents Association Levies 2025 - \$90 x 1,275 Families (Based on Enrolments As at 31 July 2025)	
Projected Parents Association Levies 2025 - \$90 x 1,275 Families (Based on Enrolments As at 31 July 2025)  Event Summary - 2025 Calendar Year	\$114,660
Projected Parents Association Levies 2025 - \$90 x 1,275 Families (Based on Enrolments As at 31 July 2025)  Event Summary - 2025 Calendar Year Clothing Pool - Net Proceeds	<b>\$114,660</b> \$32,575
Projected Parents Association Levies 2025 - \$90 x 1,275 Families (Based on Enrolments As at 31 July 2025)  Event Summary - 2025 Calendar Year Clothing Pool - Net Proceeds Father & Son Event - 31 May 2025 - Overall Surplus/(Deficit)	<b>\$114,660</b> \$32,575 -\$27,789
Projected Parents Association Levies 2025 - \$90 x 1,275 Families (Based on Enrolments As at 31 July 2025)  Event Summary - 2025 Calendar Year Clothing Pool - Net Proceeds Father & Son Event - 31 May 2025 - Overall Surplus/(Deficit) Year 5 Parent Social - 2 May 2024 - Overall Surplus/(Deficit)	<b>\$114,660</b> \$32,575 -\$27,789 -\$549



# WAVERLEY COLLEGE



# WAVERLEY COLLEGE

# **Highest ATAR**

- James Medland: 97.9
  - Seventh in Course for PDHPE (out of 17,539 entrants)

- Anton Svensson
  - First in Course for Mathematics Standard (out of 31,711 entrants)



### **ATAR Stats**

- 9 students achieved an ATAR above 95
- 26 students achieved an ATAR above 90
- 44 students achieved an ATAR above 85
- 60 students achieved an ATAR above 80



### **Notable Achievements**

- 65 Students on Distinguished Achievers list (achieved 90+ in a subject):
- 57% of entries scored a Band 5 or 6 (80+)
- 90% of entries scored a Band 4, 5 or 6 (70+)
- 30 of the 37 subjects (81%) undertaken were above State Mean
- Average HSC mark 80



**State Rank: 115th (2023 - 134th)** 

<u>Total Band 6 / E4:</u> <u>115</u> = 15.86%

Total examinations attempted: 706



### **Band 6/ E4 Distribution: School Vs State**

Course	School %	State %
Ancient History	18.75	9.49
Modern History	17.85	10.35
History Extension	66.66	28
Business Studies	18.18	10.42
Legal Studies	18.75	15.27

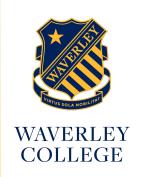
### Band 6/ E4 Distribution: School Vs State

Course	School %	State %
English Standard	5.06	0.55
English Extension 1	50	41.92
English Extension 2	100	33.89
Studies of Religion I	15.78	13.99
Studies of Religion II	14.47	12.76



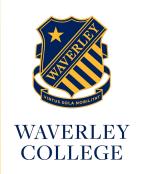
### Band 6/ E4 Distribution: School Vs State

Course	School %	State %
Mathematics Standard 2	25	9.3
Mathematics Advanced	45	22.3
Mathematics Extension 1	41.17	34.89
Investigating Science	9.09	7.25



### Band 6/ E4 Distribution: School Vs State

Course	School %	State %
Music 1	26.66	20.11
PDHPE	12.5	8.43
Construction	6.66	5.39
Food Technology	20	9.39
Industrial Technology	11.11	6.72



# WAVERLEY COLLEGE

### **Measures of Success**

The following subjects achieved 100% of students in Bands 5 - 6

**English Extension 1** 

English Extension 2 (100% Band 6)

**History Extension** 

Mathematics Extension 2

**Music Extension** 

**Visual Arts** 

The following subjects achieved 100% of students in Bands 4- 6

WAVERLEY COLLEGE

Biology Mathematics Extension 1

Design and Technology Music 1

Drama Society and Culture

Engineering Studies Spanish Beginners

Investing Science Hospitality

# WAVERLEY COLLEGE

## **DeCourcy Analysis**

Overall, Waverley College performed slightly above the typical range

### **Creative Arts Selection**

### **HSC Encore Music Selection**

James Birbas - Musicology Viva Voce

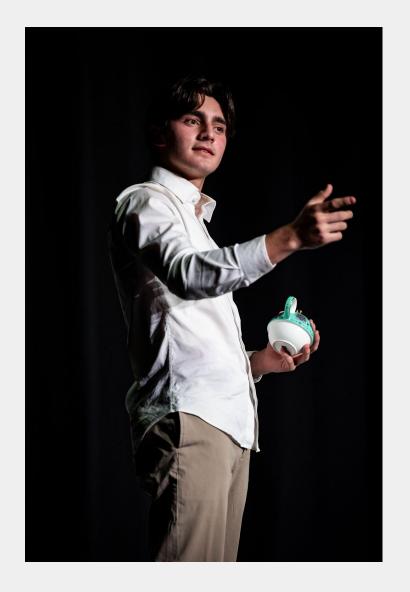


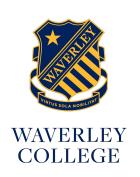


### **Creative Arts Nomination**

HSC Showcase OnSTAGE Nominations (Individual Performance)

Matthew Frost - Life Without Me





**Creative Arts Nominations** 

HSC Showcase Shape
Industrial Technology Multimedia Nominations

William Kirk - 'Changes'

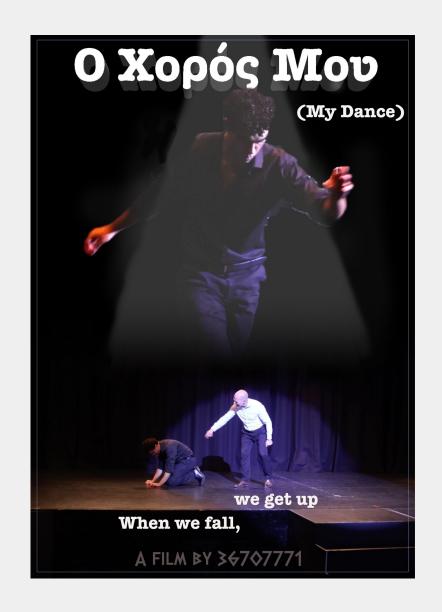




### **Creative Arts Nominations**

HSC Showcase Shape
Industrial Technology
Multimedia Nominations

Luke Crosson - 'My Dance

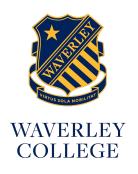




### **Creative Arts Nominations**







### **HSC Showcase Shape**

### **Industrial Technology Timber Nominations**

James Anstis - 'Floating Blackwood Curves'

Flynn Busteed - 'Epoxy River Study Desk'

Drew Devereux - 'Modern Entertainment Bar'

Sean Foley - 'Walnut Coffee Table'

Jack Kerves - 'Modern Coastal Dining Table'

Milan Mann - 'Modern DJ Cabinet'



# 2024 HSC plus Vocational Highlights

# WAVERLEY COLLEGE

### **Apprenticeships**

- Electrical and Airconditioning
- Motor Mechanics
- Construction
- Landscaping/ agriculture
- Carpentry
- Plumbing

# 2024 HSC plus Vocational Highlights

# WAVERLEY COLLEGE

### **Further Study and other:**

- JMC Bachelor of Audio Engineering
- ACU Foundation Studies
- TAFE Youth Work
- Real Estate
- o ADF
- Gap Year

### Vision for our Students

# WAVERLEY COLLEGE

### **Curriculum Reform**

• "ensure every student leaves school well-prepared for a lifetime of ongoing learning and informed and active citizenship and with knowledge, skills and attributes that will help equip them for meaningful work and satisfying careers." NESA

# Waverley College Teaching and Learning Vision and Mission 2024-2026

 To build an inclusive community of mutual trust and respect that values liberating teaching and learning, celebrates curiosity, critical thinking and nurtures globally-minded citizens.

# **HSC Results Analysis Process**

WAVERLEY COLLEGE

- Review of DATA sets in Term 1:
  - HSC RAP Data
  - Student Growth Data
- Heads of Department HSC Analysis and annual department goals - Term 1 meeting with Leadership
- Ongoing review of student progress: school-based assessment and ATAR trajectories

# **Short Term Strategies for improvement**

WAVERLEY COLLEGE

- HSC Data analysis informs annual department goals
- Review of HSC programs and assessment for each KLA
- HSC Tutorial opportunities
- HSC Writing Workshops
- ATAR Trajectories
- Efficient tracking of students using Track One
- Support of HSC marking and Professional Learning around HSC assessment

WAVERLEY COLLEGE

Priority: Prepare our students to know how they learn and to graduate as active citizens who have acquired and can articulate key skills.

- Consolidation and expansion of Deep Learning particularly in the implementation of new Stage 6 syllabuses (that require students to acquire subject specific skills).
- Teaching 'feedback literacy' through Learning Checkpoints

WAVERLEY COLLEGE

Priority: Continued work with supporting student mastery of foundational skills - particularly reading and writing

- Literacy continuing Writer's Toolbox in Years 5-8 plus Years
   9-12 where subject specific appropriate.
- Extension of inferential reading.
- Literacy HSC writing workshops.
- Literacy in Maths

# WAVERLEY COLLEGE

Priority: Using our data to inform practice and know our students.

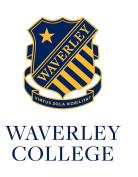
- Coaching conversations with HSC students using PSAM ATAR trajectories
- Early intervention of students at risk: teacher training Track One and PSAM ATAR trajectories
- Celebration of learning gains evidenced through quantitative data
- Data-informed subject selection advice

### **Priority: Building our Learning Culture**

- Continued review and improvement of our Learning Enrichment program
- Celebrate student learning growth and effort: growth awards, senior scholarships, creative arts showcases
- Continue with Learning Checkpoint implementation
- Communicate a 'blueprint' for learning success: such as the recent Academic Awards assemblies
- Continue to implement Writing and Speaking initiatives: such as the Edmund Rice Essay and Speech Competition



# **Questions?**





### **Academic Enrichment Program**

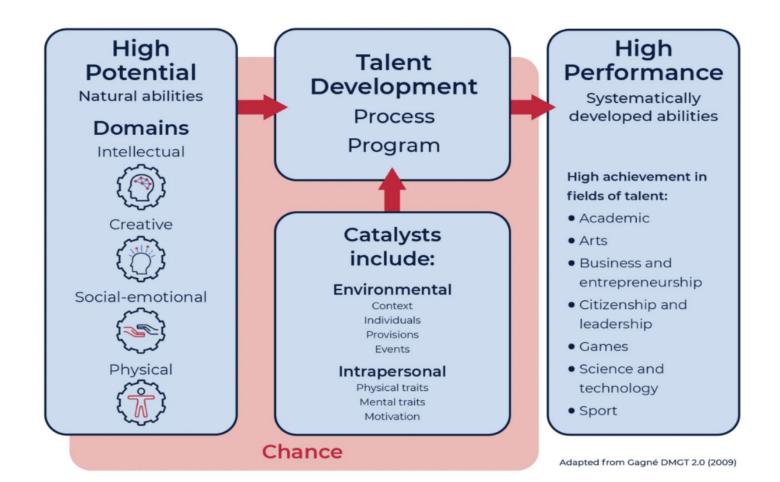


We are altogether too easily deceived by the timeworn argument that the gifted student, 'the genius' perhaps, will 'get along somehow without much teaching. The fact is, the gifted... and the brilliant... are the ones who need the closest attention of the skilful mechanic. –

W. Franklin Jones, Ph. D., in An Experimental-Critical Study of the Problem of Grading and Promotion (1912)



### Gagne's Differentiated Model of Giftedness and Talent (2009)



Academic Enrichment

### The aims of our Learning Enrichment program,

- To identify and support students with high intellectual ability
- To acknowledge that students of high intellectual ability have different learning needs
- To acknowledge the importance of each student's learner
   readiness within a learning community
- To extend the learning of students with high intellectual ability and provide opportunities for a variety of challenging learning environments
- Train teachers in all aspects of high ability/high potential education - UNSW Mini-COGE, Staff Development Days
- Walk the walk and talk the talk of Academic culture!



Aligned with CSNSW High Potential/Gifted Education Position Paper and Evaluative Tool



- Goal Coaching Program for identified high potential students
  - Opportunities to opt in and train for Academic Competitions

Individual Level

Year Level

- Top 52 students identified by GPA for two enrichment classes per year group
  - Academic Competitions

College- Wide Level

- International Trips Expressions of Interest across the College
- Niche opportunities for specific student interests e.g. Astronomy club etc

Academic Enrichment



### **Identifying and Tracking High Academic Potential**

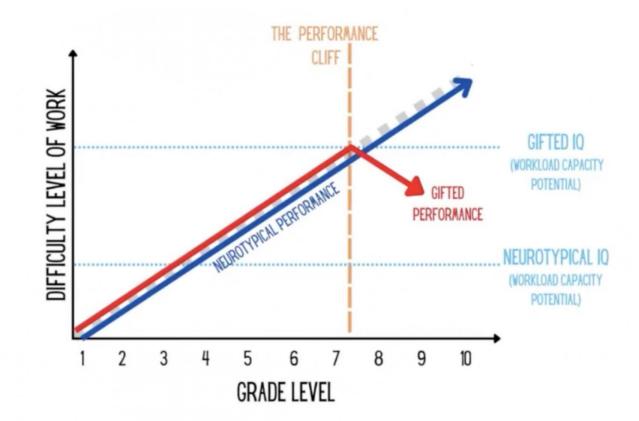
- -**Triangulate** internal and external assessment data for aggregated analytics.
- -Track external result performance over time Naplan, Allwell, ACER testing
- -Compare internal and external results to identify students strengths and potential.
- -Rank Cohort by GPA and Student Engagement
- **Monitor** Student S.M.A.R.T goals and learner engagement



Academic Enrichmer



### The Performance Cliff Dr. Matthew Zakreski



Academic Enrichment



### **Unlocking the intrinsic High Potential in our Students**







Academic Enrichment







### **Ongoing Projects to Mitigate the Learning Cliff**

- High Potential Goal Coaching Program
- Working with the Junior School to stretch and strengthen curriculum for the high ability and high potential learners
- Organic embedding of academic culture and resilience focussed language through character progression plotting prior to receiving back all assessment results
- Parent Education any ideas in this space welcome!
- Ongoing Student Education starting to see the results of this through students reporting gains!



Academic Enrichment



Academic Enrichment



### Character | Student-Friendly Deep Learning Progression

Learning to deep learn, to keep trying, to have integrity, empathy, and compassion, and to always be a learner.





perseverance, and

Grit, tenacity,

resilience

Se,

#### Limited Evidence

I usually give up when I face an unexpected challenge or receive negative feedback.

When a task or experience is too hard. I am unable to work through the challenge to find a solution.



### **Emerging**

I need a lot of support to deal with setbacks, negative feedback, and difficult challenges.

I am starting to work through challenges but still need to be supported and encouraged not to give up.



### Developing

I am learning to persevere and to not give up even when tasks are challenging. Major setbacks or difficulties may throw me off track sometimes, but I can deal with small or medium challenges by pausing, reflecting, adapting, and finding new solutions.



### Accelerating

even when working on the most challenging tasks. When faced with major setbacks or negative feedback, I pause, reflect, adapt, and work through

I persevere and never give up,

the challenge to find a solution. I understand and can talk about why the character qualities are important for my life.



#### **Proficient**

My grit, tenacity, perseverance, adaptability, and resilience allow me to work through any challenge or setback and to help others do the same.

I seek out feedback and use it to help my learning.

Lunderstand that the character qualities are essential for creating meaningful change in my life and the world.

#### Where are you?

- I feel that currently I am at .....

- The reason I say that (language of cause

#### What is one next step?

- I will work on.... so

#### What makes you say that?

is because when...... and effect)

that.....

Om culterty in Accelerating and some developing.
I perservere as much as I can to achieve my goals. I will



### **Ongoing Research**

- Goal Coaching
- Habits of highly effective students

#### NEW NOTEBOOK

# "If I Had a New Notebook, I Know Things Would Change": Bright Underachieving Young Men in Urban Classrooms

**Thomas P. Hébert**The University of Georgia

#### ABSTRACT

Despite a preponderance of research on students who fail academically in urban schools, few studies have examined the academic experience of high-ability students in urban schools, particularly those who do not reach their potential. The study described in this article examined what happens to intelligent urban teenagers when they achieve academically. Through a qualitative research design that integrated case study and ethnographic research, the investigation examined the lives of 6 high-ability males in an inner-city high school to understand how their urban life experiences influenced their underachievement. The 6 cases reported in this study are a subset of 12 cases (Hébert, 1993) that contributed to a larger study (Reis, Hébert, Diaz, Maxfield, & Ratley, 1995) of talented stu-

Excellence in Education reported in A Nation at Risk (1983) that "over half the population of gifted students do not match their tested ability with comparable achievement in school" (p. 8).

The literature offers several explanations for the origins of underachievement among high-ability students. In a comprehensive review, Baker, Bridger, and Evans (1998) highlighted research studies that found individual, family, environmental, social, and school-related factors as contributors to under-

### PUTTING THE RESEARCH

High-ability young men in urban high schools have educational needs that must be addressed in order to actualize their potential. To accomplish this goal, educators must be

**Academic Enrichment** 

