
Annual Report 2022



WAVERLEY
COLLEGE

Young Men of Faith & Integrity



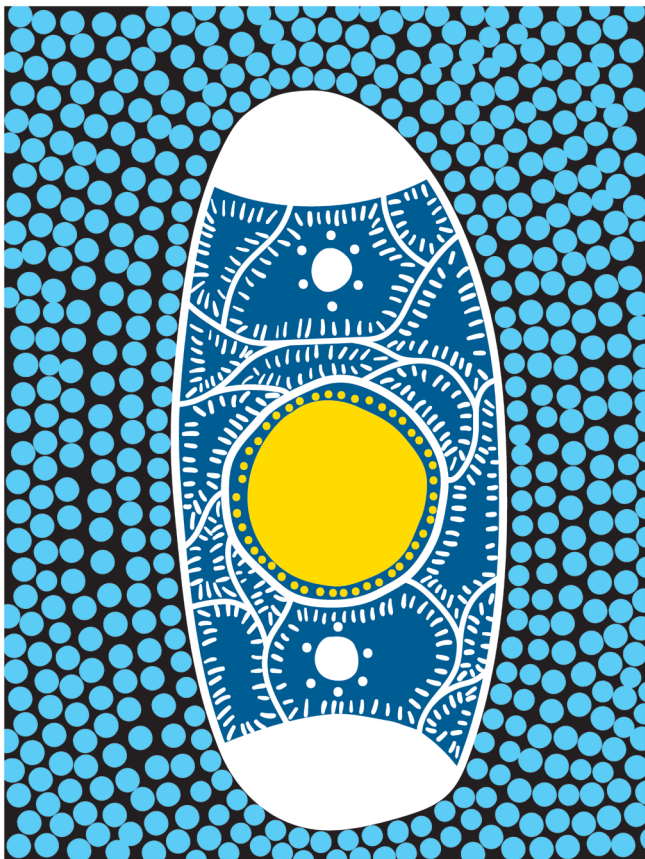


1. Acknowledgement of the Custodians

'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.



INDIGENOUS INTERPRETATION OF THE WAVERLEY COLLEGE CREST, BY INDIGENOUS ARTIST BILLY REYNOLDS



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.

Waverley College is 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 Advisory Council, enthusiastic parent bodies and a committed Old Boys' Union who provide ongoing support to the College.



3. A Message from the Principal

In the College's 119th year of service, our communities' critical and creative thinking, personal and social capability, and ethical and intercultural understanding were challenged by local, national and international events and themes.

The lifting of COVID-19 restrictions and reopening of international borders provided the backdrop to the lives of the Waverley College community, who through patience, hard work, collaboration, expertise, energy and commitment, enjoyed a College year where we were at last reunited, in-person, on campus for the majority of the year. The Year 12 motto for 2022 'Growing Together Through Adversity' was visible in the post-lockdown development and growing resilience of many of our young men across Years 5-12, and we witnessed them bloom in the classroom, on the sporting field, in the water, on the stage, in the debate, and in friendship and citizenship. It goes without saying that our College is indebted to our compassionate teachers, caring support staff, dedicated Parents' Association and faithful Old Boy network for guiding our students on this journey together.

2022 was a foundational year for academic enrichment at Waverley. Teachers made new and visionary inroads into fostering the academic potential of Waverley students through targeted streamed classes beginning in Stage 4. Via rich curriculum opportunities we developed complex problem solving, creativity and critical thinking in our students and this will expand in the years ahead.

New building progress brought uplifting improvements to our physical campuses. In the Junior School we saw refurbishments of bathrooms, solar installation, enhanced security and planning for Wingara progress. Senior School classrooms were repainted, LCD panels replaced ageing projectors, stairs were renewed, additional cameras implemented to improve College security, library study pods for collaboration, additional student and teacher furniture,

and importantly, the first stage of our concrete cancer remediation commenced. These are just some of the stellar campus developments.

Significantly, the opening up of New South Wales post-lockdown, has seen a very welcome return to co-curricular culture activities in the Junior and Senior Schools, particularly for our musicians, singers and thespians.

In June, for the first time since 2019, the talented Drama departments of St Clare's School and Waverley College staged the classic Australian play *Cosi* by Louis Nowra in our PAC. Set in a psychiatric facility, *Cosi* is a play about friendship, romance, community and difference. Over four heartwarming evenings, Mr Peter Lamb directed and Ms Alison Jinga produced a magnificent show. I acknowledge the creativity and efforts of their production team and each and every person who assisted 'behind the scenes' to bring this incredible production to fruition.

In November, we held our inaugural Choral and Chamber Music Concert in the College War Memorial Chapel. It was a fitting setting to showcase to our supportive community, the talents and commitment of our passionate musicians and singers. I also congratulate euphonium player Mark Rede (Year 9) for his acceptance into the Sydney Youth Orchestra – this is a highly commendable achievement.

Local Visual Arts competition congratulations are extended to: Zac Coonan (Year 10) for third place in the Brian Jordan Prize in the Clancy Religious Art Prize for 'My Connection to Heaven.' James Iatrou for his Highly Commended Award in the short film senior category of Woollahra Youth Photographic and Short Film Prize for 'The Future is Yours.' Finley Stern for the People's Choice Award in the senior photographic category of Woollahra Youth Photographic and Short Film Prize for 'Broconomy.' James Iatrou and Constantine Iatrou for finalists in the FlickerUp programme competition at the Flickerfest



32nd International Short Film Festival. James and Constantine's film was screened in January 2023 at Bondi Beach.

Seven students were selected as finalists in the 2022 Mosman Youth Art Prize. Congratulations: Renato Rovacchi - 'A Fresh Start'; Fox Stapleton - 'Home'; Lucas Simcocks - 'Life in Space'; Lachlan Isaac - 'Pop'; Joao Coelho-Cornelius - 'Coffee Table'; Oliver Teh Howell - 'Winter Blossom'; Ashton Hourn - 'Cricketers Dream.'

Our erudite Year 10 Debating team of Ewan McDonald, Charlie Murphy and Campbell Porteus, are to be congratulated for successfully reaching the elimination round of the Catholic Schools' Debating Association competition and also winning the senior championship at the acclaimed World Scholar's Cup.

Congratulations also to Jay Palm (Year 12), who received the prestigious Archbishop's Award for Excellence for his service work. The annual awards were started in 1999 by Cardinal Edward Clancy, to honour leadership qualities and service to school and parish communities.

After two years of COVID-19 restrictions, 2022 was also the first full year of co-curricular sport activities. Despite challenging weather restrictions, highlights included the annual CAS Swimming and Diving Championships, with Waverley finishing fourth and gaining third place. We were thrilled to participate in the Track & Field season, last held in 2019, and at this year's CAS Championships, our resilient Track & Field Team braved the soggy conditions to place third in the fiercely competitive championships. A momentous performance.

We were also excited to introduce Sailing as a summer sport, with students launching from Woollahra Sailing Club at Rose Bay, learning the key skills of navigating a vessel on the open waters. Our first 12 sailors received a certificate of competency which is recognised Australia-wide.

Other high points include our 1st XI Football

winning the independent schools St Andrew's Cup, our Prep 1sts Rugby and all 13s Rugby enjoying undefeated seasons, and multiple students selected in representative teams at a CAS, CIS, NSW and national level. Several Old Boys represented at an international level which is a very impressive achievement.

Our thoughtful community continues to make brilliant leaps forward in the fundraising domain. It is with great pride that I report the following facts about Team Waverley's entry into the 2022 City2Surf. Our team, 150-people strong, included College students, staff, family and friends across both campuses. With Running Club initiated in the Junior School to support students in their health and wellbeing, training sessions saw upwards of 60 students participating, which helped to adequately prepare many of them for the City2Surf. In our running endeavours, we supported the worthy charity 'Running for Premature Babies' and we're proud that Team Waverley contributed \$23,478.

Our Junior School students also eagerly participated in the Fun Run, getting colourfully sprayed, and raising an incredible \$100,000 for children in need via Sydney Children's Hospital Foundation, Starlight Foundation, Children's Leukaemia & Cancer Foundation, Educating the Future and Edmund Rice Camps.

I'm proud of our continuing coeducational achievements. Waverley College students are fortunate to attend a College in close proximity to two fabulous girls' schools – St Clare's College and St Catherine's School. As a College, we strive to maximise authentic coeducational opportunities, and 2022 brought young men and women together to enjoy rich learning and social experiences. With St Clare's, students have enjoyed Ballroom Dancing, Ecology collaborations, the *Così* theatrical performance, Art and Design HSC Showcase, and with St Catherine's, Cadets and Aquatics. In May, a group of Year 11 students represented Waverley at the Interfaith Dialogue at the Great Synagogue in Elizabeth Street, Sydney, where they experienced coeducational connection with student representatives from other religious schools including Stella Maris College in

Manly, Emanuel School in Randwick, and Moriah College in Queens Park.

We were pleased to once again host more than 100 Old Boys from the Classes of 1963-72, who came together for the first time in two years, for our annual 'Back to Waverley Day.' Memories were shared and created through a short mass, morning tea, assembly and lunch. Days like this are truly special. We're proud that in 2022, two of our Old Boys were recognised with Australia Day Honours: both James Small (Class of 1968) and Mark Cotter (Class of 1988) received the OAM - Medal of the Order of Australia for their services to Surf Life Saving.

And we acknowledge the significant contribution and service of Mr Col Blake to the College. Col has represented the College at the CAS general committee 1993-2022, College Board Member 1992-2004, Chair of the Development Fund, Old Boys' President (three years), Old Boys' Vice-President (21 years), President Parents' Association (two years), HSC Head examiner (15 years), Founder of the Track & Field Supporters' Club and President (1988-92), had two sons at the College, Simon (1992) and Kieran (1993), and utilised his graphic design skills with CAS programs, certificates, recordkeeping, uniform design, *Wavelength* magazine editor and designer, and produced the Waverley Year Book (1993-2005). His service to the College is second to none, and we thank him and his wife Shirley for the significant impact and legacy they have left the College. Col was recognised by the CAS at the annual dinner for his significant service. Mr Patrick Darvill (10 years CAS 1st XI Coach and CAS selector), and Mr Stephen O'Donnell (13 years CAS sportsmaster committee and seven years U16 CAS Rugby Coach), were also recognised for their contributions.

A shifting educational space with a greater focus on wellbeing, has meant looking to Aboriginal and Torres Strait Islander culture, and striving to embrace and recognise its depth and importance here at Waverley College, and beyond. Some highlights of this past year have been where unique contributions have been celebrated as a whole College community. The





first was the artistic interpretation of the College crest by young local Indigenous artist and Yuin man, Billy Reynolds. The artwork was brought to life through video animation, accompanied by Billy's voice speaking to its symbolic meaning, which is now shown at every College assembly. The second was the stunning Acknowledgement of Country video, by Mr Angus McPherson (Marketing Coordinator), featuring Indigenous Elder Uncle Dean Kelly, Mr Kevin Heath (Aboriginal Liaison Officer), and our Walawaani students. Filmed at sunrise at Bondi Beach and at the smoking ceremony on our Senior campus, in ceremonial dress, they perform the Acknowledgement with smoke and clapsticks, honouring the elements and speaking about the importance, power and beauty of Country.

In Term 4, our Students of the World Ecology Group collaborated with Uncle Dean Kelly, Mr Kevin Heath, our Walawaani students, Ms Marie-Anne Maakrun (Assistant Director Student Formation), Gardening Australia's Mr Costa Georgiadis (Class of 1980), and Year 7 students, to utilise Indigenous plant species in a new greening project in the four planters in the Centenary Quad. Uncle Dean performed smoking ceremonies as the traditional hedgerow plantings were removed to make way for native plant species. Uncle Dean chose endangered Eastern Suburbs Banksia Scrub from the local area to replace these, educating the students about the new Indigenous plantings.

Waverley's dream is that the Quad will eventually become something of a fragrant oasis, with rustling branches, new foliage and a green roof. We hope that visitors' first impression as they enter from the Senior School reception, will be of a softer and greener living space, welcoming and restful to the eye and senses. The longer-term aim is to return all plantings in the College to natives.

This year also marked the beginning of our historic fundraising campaign to coincide with our 120-year anniversary in 2023. To mark this occasion, we hope to deliver unprecedented opportunities to current and future students across academic, sporting, cultural and wellbeing spheres. With the support of the wider

Waverley College community, we aim to build a designated, state-of-the-art Science and Innovation Centre in the next few years.

I would like to acknowledge the teaching, support staff and Advisory Council members who have served the College well over a number of years and who have left the College during 2022. We wish them the very best with their respective future endeavours:

Mr Sam Mulgrew, History teacher (one month), Mr Dion Avramides, TAS Teacher (one month), Ms April Barry, Science Teacher (one month), Ms Katie Pearce, Marketing Assistant (one month), Ms Tarryn Thompson, Marketing & Development Manager (two months), Mr Philip Shepherd, Cadet Administrator (two months), Ms Sophie Hall, Science Lab Technician (one term), Ms Melissa Denkinger, TAS Teacher (one term), Mr Gianfranco Leon Rivera, LOTE Teacher (five months), Ms Angelyn Tan, Casual Teacher (two terms), Ms Natalie Keyte, English Teacher (two terms), Mr Michael O'Connell, Mathematics Teacher (two terms), Ms Suzannah Carnargi, Junior School Teacher (two terms), Mr Walter De Vecchis, Campus Team (seven months), Mr Graham Clarkson, TAS Teacher (three terms), Mr Adrian Keri, History Teacher (three terms), Ms Pri Patel, Marketing Team (two years), Mr Sean Moylett Mathematics Teacher (two years), Ms Tanya Buttlng, Junior School Teacher (two years), Ms Tina Lamonica, PA Director of Curriculum (three years), Mr Robert Tall, English Teacher and Literacy Coordinator (three years), Ms Zoe Fitzgerald, HSIE Teacher (three years), Ms Rebecca Sutcliffe, Geography Teacher (three years), Ms Shannon Kelly, History Teacher (four years), Mr Thomas Pryor, English Teacher (four years), Ms Claire Toscano, Mathematics Teacher (five years), Ms Nohara Metros, Religion Teacher (six years), Ms Nicala Pearce, Book Hire and Senior School Librarian (7 years), Mr Jason Malone, Advisory Council Member and Chair of the Finance Committee (six years), Ms Katia Iturrieta, LOTE Teacher (six years), Mr Yann Vignes, Campus Team (six years), Ms Stephanie Boyce, TAS Teacher (seven years), Ms Jyoti Bapat, Science Technician (10 years part-time), Ms Nina Strzechowski, Science Technician (11 years), Ms Jenny Hoare, Junior School Teacher (12 years), Ms Martina Pasfield, Senior

College Receptionist (15 years), Mr Robert Spooner, Campus Manager (17 years), Mr Bradley Thompson, HSIE Teacher (19 years), Mr Anthony Gill, Junior School Teacher (21 years), Mr Matt Ryan, Junior School Teacher and Assistant Director of Cocurricular, Junior School (21 years), Mr Alan Riordan, TAS Teacher (22 years), Ms Audrey Coupe retires after 37 Years of distinguished service to staff, parents, carers and boys. Audrey has provided amazing support to Headmasters and Directors of Junior School. She has run both campuses and supported key personnel whilst also meeting every need of busy families along the way. Audrey has ensured the College weathered the storms and shone like a beacon at all other times; and Mr Chris Blenkinsopp retires at the end of 2022 after 42 years of distinguished service to Waverley. Over his time at the College, Chris has shared his passion of Music with many students through camps, musicals, and tours to Europe, China and the USA. Chris has been an integral member of the Music Department and has assisted with many community bands over the years including the Cadet Band.

Mr Jason Malone, Waverley College Advisory Council Member, decided to step down from the College Advisory Council after six years of service to the College, at the end of 2022. Jason was an instrumental part of the College Board/Advisory Council, as well as part of the Finance committee (Chair). Jason has assisted the College navigate its way through an incredibly difficult time with the pandemic, cost of living increases, significant loss of Government funding for the College, and large fee increases as a result. He has brought a level of transparency to all levels of the budget, and we are grateful for the expertise he has brought to the group and for his leadership.

Finally, an enormous thank you to our dedicated support staff, teachers, Heads of House, Heads of Department and Managers. Thank you for the parish support provided by Fr Bernie Thomas ofm, Headmistress St Catherine's School, Dr Julie Townsend, Principal St Clare's College, Ms Kerrie McDiarmid, Principal St Charles' School, Mr Paul Croker, the leadership and support of our students led by College Captain, Daniel McSweeny, support of

the Old Boys' Union led by President, Salvatore Riolo, support of the Parents' Association led by President, Jade Stapleton, and the support of the College Advisory Council led by Council Chair, Pasquale Guerrera, and the College Leadership Team of Mr Stephen O'Donnell, Mr Bryn Gregerson, Ms Sue Walsh, Mr Simon Potter, Ms Lynsey Porter, Ms Gaby Bransby, Ms Gabby Smith, Mr Patrick Brennan and Ms Elizabeth Watson.

Mr Graham Leddie
PRINCIPAL



4. A Message From The College Advisory Council

The College continues to grow and adapt to the “new normal”, following the challenges of the prior two years. With this resilience, both staff and students ensured low transmission rates amongst students and limited staff COVID-19 days away, ensuring learning continuity. This was a great achievement, especially in a teacher-shortage environment. As a result, it was pleasing to see so much of College life return.

The culture of wellbeing resonates strongly within the College. It’s wonderful to see this extend to beyond the student body and involve the Waverley College Old Boys. Many Old Boys are involved in all facets of the College. From ‘Back to Waverley’ days, sports coaching or collaborating in an exciting native planting project, the students are lucky enough to share their experiences. These opportunities highlight that they are part of the broader Waverley family and also the importance of connection, respect and working together.

During the year, the College continued to work through the changes brought about by the Government funding model. Whilst we endeavour to balance the needs of the students and the ethos of the College, we also understand the challenges being felt by families. The College, the Advisory Council and the College Foundation, continue to seek alternative forms of funding for the school. As a community, the Foundation is a powerful vehicle for the amazing Waverley family to help build on the legacy of the College, and in the spirit of Edmund Rice, give back to society. I encourage the broader Waverley family to participate, where possible.

Last year, we advised that the College had developed a Masterplan, which encompassed multi-year capital works, including some needed work to existing buildings. The pressures on the current building industry coupled with COVID-19 delays, has had some impacts on the initial phases. In 2023, we look forward to a number of projects coming alive, including Wingara, the bushland behind the Junior School.

The co-curricular programs offered by the College continue to expand. It is extremely pleasing to see the stimulating opportunities the boys are offered. After a COVID-19-inflicted hiatus, it was a pleasure to witness the joint theatrical presentation with St Clare’s College, *Così* by Louis Nowra. Congratulations also, to the Track & Field Team for a well-fought third place, in the 91st CAS Track & Field Championships. In tough conditions, we witnessed the Waverley spirit.

In 2022, the College achieved improved results in the HSC. This can only be achieved through hard work and dedication from the students and staff. As we look forward to our 120th year as a school, the strong foundations that have been laid, will provide momentum as we strive for continued progress.

I would like to thank all the people who have provided tireless support to the College and the boys. Along with the Old Boys’ Union as mentioned previously, we are so lucky to have an amazing Parents’ Association that does so much. Also, the members of the Foundation who provide support, including our patron Sir Peter Cosgrove AK CVO MC (Retd). I would also like to acknowledge the support of the parents and carers within the College. All of you wonderful people are what makes the Waverley College spirit so strong. Finally, I would like to thank the members of the Advisory Council for their work. Your dedication and commitment have been tremendous. Both myself and the College Executive, appreciate the advice, challenge and support you provide.

Mr Pasquale Guerrera

CHAIR COLLEGE ADVISORY COUNCIL



5. School Performance in Statewide Tests and Examinations

Waverley College students took part in the following National and State Assessments, Tests and Examinations during 2022:

Higher School Certificate

Year 12 in 35 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.

NAPLAN Score Comparison to National Averages

The My School website provides further information and data for NAPLAN testing and national comparisons. Go to myschool.edu.au to access the school data.

NAPLAN Score Comparison to State averages and Statistically Similar Schools Group (SSSG)

- Year 5 are strong in Grammar & Punctuation and Reading and Writing; these scores are all above the (SSSG) boys' average scores—An improvement from the 2021 weaker Grammar and Punctuation scores.
- Year 5 Numeracy scores are above SSSG.

- Year 5 Spelling scores are trending upwards.
- Year 7 Grammar and Punctuation, Reading and Spelling are down from previous years, but still above State boys' average scores.
- Year 7 Writing scores are above SSSG boys' average scores for the seventh consecutive year.
- Year 7 Numeracy scores are the same as SSSG average scores.
- Year 9 Writing scores trended upwards, showing an improvement every year since 2019, and now exceeding SSSG boys' average scores.
- Year 9 average Spelling scores trended upwards, in contrast to 2021 declining scores, and are now close to SSSG boys' average.
- Year 9 average Grammar, Punctuation and Reading scores also trended upwards and are now close to SSSG boys' average scores.
- Year 9 average Numeracy scores are stronger than SSSG average scores.

Summary of NAPLAN State Comparisons

All test domain scores, across the three year groups, are well above State average.

Writing is the strongest test domain in all Year groups, with average scores above SSSG. Similarly, Numeracy scores are outstanding, with all Year groups scoring at or above SSSG.

A significant improvement is evident in Year 9 Grammar and Punctuation, Reading and Spelling.

TEST	Mean Scale Scores (Comparison to Australian Students)		
	Year 5	Year 7	Year 9
Reading	528 (Above)	572 (Above)	592 (Above)
Writing	497 (Above)	547 (Above)	572 (Above)
Spelling	517 (Close to)	572 (Above)	586 (Close to)
Grammar & Punctuation	523 (Above)	558 (Above)	586 (Close to)
Numeracy	519 (Above)	601 (Well above)	613 (Above)

Record of School Achievement (RoSA)

The RoSA is a credential listing grades achieved for every NESA Board course completed at the end of Years 10 and 11. Any student leaving school prior to the end of Year 12, may apply to receive their RoSA credential.

9 RoSA credentials were issued by NESA to students leaving prior to the completion of Year 12 in 2022.

Higher School Certificate 2022

The Class of 2022 celebrated a number of excellent group and individual results in the 2022 Higher School Certificate.

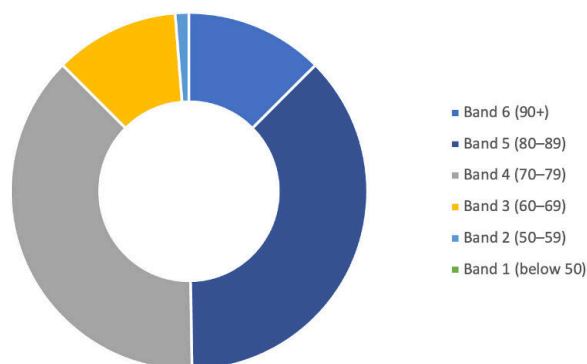
It was pleasing to see how students performed across a range of courses as demonstrated by the consistency of their results in Bands 4-5. The College's highest ATAR was 98.5 and 21 students received ATARs above 90. 87.5 percent of HSC marks were above 70 (Bands 4, 5 or 6). 91 per cent of HSC subjects 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 a Band 6 (90+)
Band 6 (90+)	91
Band 5 (80-89)	270
Band 4 (70-79)	274
Band 3 (60-69)	82
Band 2 (50-59)	9
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.





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 2015 to 2022. The trend shows a significant increase in the proportion of students moving from the lower Bands (1, 2 and 3) into Bands (4, 5, 6). An area of focus for 2022 was to lift boys' results from high Band 5 into Band 6 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.

Notable Achievements

All Rounder Award: Maximilian Barber, Conor Cahill, Jared Garwood and Daniel McSweeney

Highest ATAR: Jared Garwood 98.5

Statistics: From a total of scores: 783

12.53% scores of 90+	91 Band 6 scores
28.24% scores of 85+	114 Band 5 scores + 91 Band 6
49.72% scores of 80+	361 Band 5-6 scores
87.47% scores of 70+	635 Band 4-6 scores
98.76% scores of 60+	717 Band 3-6 scores

Creative Arts Achievements

Music Encore Nominations

Charles Alexander on Guitar for his four pieces of work (Shortlisted for the Encore Performance)

Satch Boogie, Stang Swang, See you Soon and The Wind that Shakes the Heart.

Louis Kitto on Guitar for his three pieces of work *Padre, Skipping and Song for Kenny*

OnStage Drama Nomination (Individual Performance)

Thomas Sheehan for Mendacity.

InTech (Industrial Technology Timber/ Multimedia) Nominations

Jonathan Booy for Consumption

Thomas Wilkins for Australian Native Timber King Bed

Shape 2022 Design and Technology Nominations

Maddox Grebert for Sit Stand Desk

James Harding for The Clean Housing Project

Flickerfest 2023

Jonty Booy and Liam Davis had their HSC Major Project Short Films accepted into the SAE FlickerUp Youth Shorts division of Flickerfest 2023. Out of 3,200 films submitted for this year's screening, less than 5% were accepted.

	Total number awarded a Band 6 (90+)	Band 6	Band 5	Band 4
2015	%	9.6	37.4	38.1
	Actual number	80	312	318
2016	%	12.0	36.6	35.6
	Actual number	86	262	255
2017	%	11.44	40.21	33.02
	Actual number	97	341	280
2018	%	11.50	41.375	29.625
	Actual number	92	331	237
2019	%	13.66	32.8	36.2
	Actual number	109	262	289
2020	%	12.55	36.47	37.65
	Actual number	96	279	288
2021	%	8.94	42.15	30.91
	Actual number	70	330	242
2022	%	12.53	37.19	37.74
	Actual number	91	270	274

HSC Summary 2022

- 4 Premier's All Rounder recipients
- 49 Distinguished Achievers
- A highest ATAR score of 98.5 (Jared Garwood)
- 7 Creative and Performing Arts nominations
- 91 per cent of subjects undertaken were above State mean
- Year 12 students sat for the HSC, choosing from 35 subjects offered by the College. In 23 subjects more than 50 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 ATAR pathway ensures students qualify for the Australian Tertiary Entrance Rank (ATAR), leading students to further study at university, and an HSC Plus Vocational pathway that leads students to apprenticeships, further study at TAFE or full-time employment.

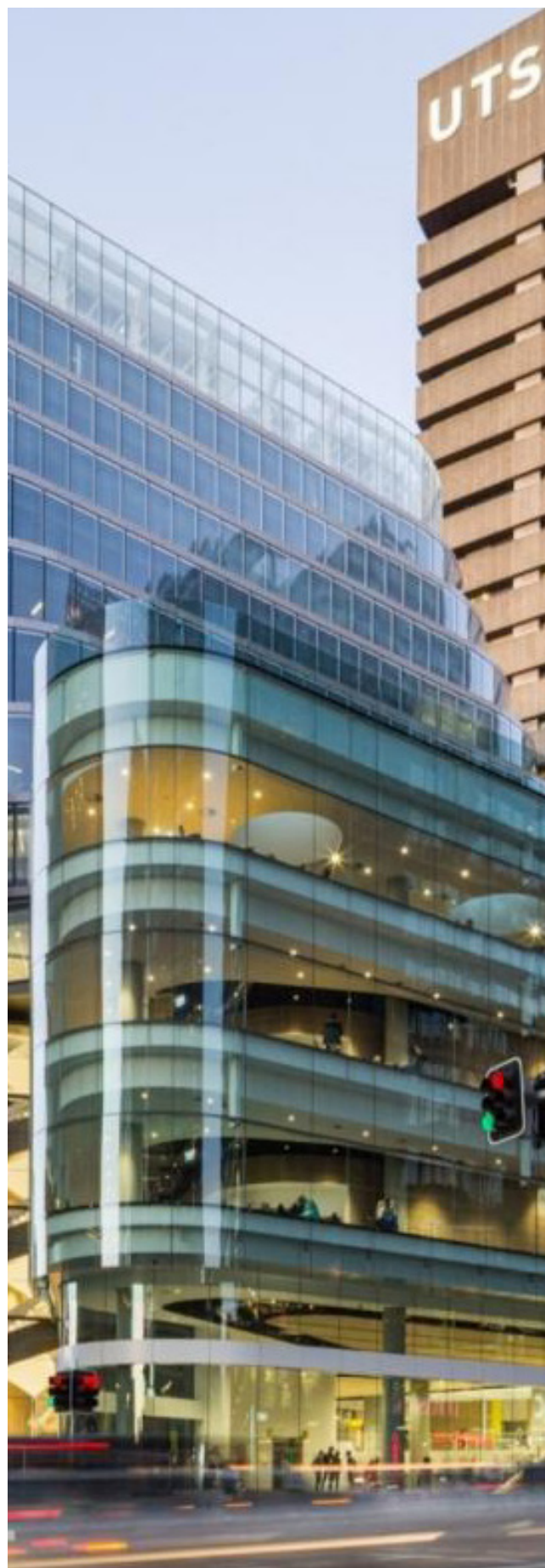
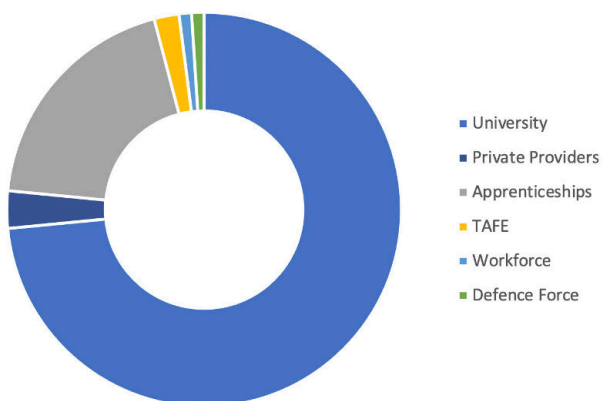
Qualification/Certificate	Number of Boys
HSC	177
VET Certificate	63
Senior Secondary Outcomes	Number of Boys
Boys qualifying for an ATAR	177
136	63
Real Estate Practice	3
Electrotechnology	3
Plumbing	1
School-Based VET Delivered Courses:	
Construction – Certificate II in Construction Pathways	48 18 ATAR 30 HSC Vocational
Hospitality – Certificate II in Hospitality	32 2 ATAR 30 HSC Vocational
Entertainment – Certificate II in Entertainment	5 3 ATAR 2 HSC Vocational
NSW School of Languages – Japanese Beginners	1
NSW School of Languages – German Beginners	1
NSW School of Languages – French Beginners	1
NSW School of Languages – French Continuers	1
NSW School of Languages – Italian Continuers	1
NSW School of Languages – Modern Greek Beginners	2



Post-School Destinations

177 students obtained an HSC in 2022. 77 per cent of these students undertook an ATAR pattern of study and 23 per cent undertook a Vocational pattern of study. Of the students who obtained an ATAR in 2022, approximately 83 per cent 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, University of New England, Australian National University and Canberra University. A number of students accepted positions at private institutions. Approximately 30 per cent 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 2022 Higher School Certificate candidature.



6. Teacher Standards

Throughout the reporting year, 122 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 2022 held formal qualifications from higher education institutions in Australia or were recognised by the National Office of Overseas Skills Recognition guidelines.

Teachers - senior campus	102
Teachers - junior campus	20
Total teachers	122

Support - senior campus	59
Support - junior campus	3
Total support	62

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 4 teachers;
- Provisional 8 teachers;
- Proficient 110 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 2022, the College continued our commitment to providing ongoing professional learning for our staff to ensure they are kept up-to-date with the latest pedagogical research, emerging technologies, new syllabuses and curriculum reforms. Approximately \$72,000 was allocated to the professional development of staff beyond the five annual pupil-free days. In addition to our teaching staff attending a number of external professional learning courses in a broad range of areas, we offered a series of whole school in-house professional learning.

All professional learning is tailored to enhance teacher capacity and efficacy. Our teachers are encouraged to be reflective in their practice and each staff member has an annual Professional Learning Plan to set targets and goals. Professional learning this year had a strong focus on High Impact Teaching Strategies (HITS), Cognitive Load Theory (CLT), Deep Learning with the six Global competencies, Literacy and Mental Health First Aid.

Cognitive Load Theory (CLT) sessions were facilitated by leading expert Amanda Hicks. Contemporary educational researcher Dylan Wiliam (2017) describes CLT as ‘the single most important thing for teachers to know’. CLT involves optimising the load on students’ working memories to help maximise their learning. This can be achieved when students are given explicit instruction accompanied by lots of practice and feedback.

Deep Learning sessions were facilitated by lead AIS educational consultant Jorga Marrum. Deep learning is the process of students acquiring the six Global Competencies: Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking. These skills and attributes are essential for learners to flourish as citizens and to engage and innovate successfully in our increasingly complex and connected world. Deep Learning moves students beyond surface knowledge by creating learning experiences where students go deeper in knowledge, standards and assessment. Students are actively involved in the learning process as co-designers and co-learners. Deepening units of work enlivens our Teaching and Learning Framework.

2022 also saw a whole school approach to improving boys’ Literacy through Writer’s Toolbox. This comprehensive writing program, developed by Dr Ian Hunter is designed to improve syntax, punctuation, precision and paragraphing.

Throughout 2022 we continued to ensure that all staff are trained and accredited as Mental Health First Aiders. This program is designed for adults working



with adolescents to improve knowledge, reduce stigmatising attitudes, and increase first aid towards people with mental health problems. Throughout the 14-hour blended program, staff examine a range of topics including common youth mental disorders, depression and anxiety in young people, eating disorders, substance misuse, intoxication, suicide and aggression.

7. Retention Rates

Teacher Attendance and Retention

At any one time, there were 102 teachers employed at Waverley College at the senior campus, with another 20 employed at the junior campus. 22 staff left to take up positions in other schools or retire.

Group	Total	FTE
Teaching Staff	122	118
Support Staff	63	56

Student Retention Rates

At the date of the 2022 August Census, the total number of students enrolled at the College was 1,507. The retention rate from Year 10, 2020 to Year 12, 2022 was 93 per cent.

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

The average Senior School student attendance rate for 2022 was 92 per cent. The average Junior School student attendance for 2022 was 93.5 per cent.

Satisfaction Staff, Students & Parents

Staff Satisfaction

STAFF COMMUNICATION

All new staff were given an induction day 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.

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. 2022 saw the continuation of a quarterly staff consultative committee, with elected representatives across both campuses and a mix of teaching and support staff.

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

Additionally, the College has created a bespoke Performance Management online process which allows staff to supply confidential feedback on their manager, peers, and direct reports.

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.

Key points already extracted from this year's survey include:

- 61% of students indicated that the most challenging part of COVID last year was not being able to see their friends, and 86% of students said the best thing about returning to face-to-face learning was seeing their friends, socialising and human interaction
- 91% of students feel safe and supported at the College
- The majority of our students have never experienced bullying at the College
- The majority of our students 'strongly agree' that the College works towards an environment where bullying is not tolerated and the College has very clear policies in regard to bullying
- Mentor Time is the standout feature of the Wellbeing structure that the students appreciate

(53%) followed by their Head of House (48%) and playground facilities (44%).

In addition to the annual wellbeing survey, all students concluding their studies in Year 12 were invited to take part in an exit survey conducted by Michael Elphick and Associates.

Parent/Carer Satisfaction

SATISFACTION SURVEYS

Parents and carers continue to be included in comprehensive annual stakeholder satisfaction and perception reviews. This feedback is analysed by the College Leadership Team and influences future planning and resourcing.

MEETINGS AND INFORMATION EVENINGS

Parent/Teacher/Student 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.

Again in 2022 these meetings were a blend of online and face-to-face in response to the feedback from staff and parents/carers.

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

The *Nurrunga* weekly newsletter is sent to parents/carers electronically. Parent/carers 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.

8. 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 2022 were 1,507.

Cohort	Year/s	Number of Students
Primary	5 and 6	311
Junior secondary	7 to 10	830
Senior secondary	11 and 12	366
Of our total enrolments, there were 27 Indigenous students.		

STUDENT WELFARE

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

The vertical House system from Years 5-12 continues to develop and strengthen. The College's Wellbeing Program is overseen by the Deputy Principal (Student & Staff Wellbeing). Our eight Heads of House are



housed in the Wellbeing Centre. The Health Centre houses our College Nurse. The College employs four psychologists housed across the Junior and Senior campuses. It is an aim that all staff will be trained in Mental Health First Aid.

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 2022 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 2022, we continued to embed our evidence-based 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 in consultation with the wider College community formalised and released our evidence-based Wellbeing Framework that included elements of Fullan's 6 Global Competencies for Deep Learning primarily focusing on communication and citizenship in mentor groups.

Student Development & 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/carers.

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 attitudes, 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 judgement.
- 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, staff 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/carer 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, parents and carers 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/carer, or simply by helping the victim to feel better by knowing they don't have to deal with the situation alone.

Talk to parents/carers – 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/carers 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 & 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/carer 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/>).



9. 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 2024. The key focus is Teaching & Learning, with emphasis on holistic development across spiritual, cognitive, social, emotional and physical dimensions.

Key Priority 1

Maximising Student Academic Achievement

- Home Learning Policy - reiterated to students, staff, parents and carers (Policy developed in 2020) continuing to embed in 2022.
- Reporting & Assessment Review - implemented a whole new system that includes summative and formative assessments and reports that provide immediate feedback whilst ensuring there is consistency across the College.
- Whole School Literacy Program - Writers' Toolbox implemented across all years and continuing to embed in 2022.
- Numeracy and Literacy Support in after school study groups and tutorials.
- Year 12 Tutorial Program - is based on university lecture and tutorial style of delivery, interaction and feedback.
- Implemented a reading program for Years 7 and 8 no devices, hard copy, reading aloud, inferential questions, reflection log book.
- Implementation of the TrackOne Student Data Analytics package so College Leaders and teachers can easily track student progress.
- PSAM (post secondary academic measure) with Allwell. Predictive data to see if Stage 6 students are on track and working toward their target.
- Implementation of Learning Routines.
- Implementation of streamed enrichment base classes across all subject areas in Years 7 and 8 as a strategy to extend and cater for high potential students.
- Review of the Head of Academic Enrichment role.
- Initiation of an action research project to review effective formative task strategies.

Key Priority 2

Inspiring Student Learning

- Master Plan Implementation - aimed at improving learning spaces in collaboration with staff, students, parents and carers. We are up to Pre DA meeting with council with DA lodgement pending for Centenary Classrooms, Science & Innovation Centre, Staff Carpark, Library external space, Head of House space, Junior School outdoor space (Wingara).
- Deep Learning Program - continued implementation across both Teaching & Learning and Wellbeing Teams with the AIS (NSW) supporting us as a critical friend.
- Academic Scholarship Program - the College has increased the number of offers made based on the ACER exam.
- Review of the Student awards - Blue / Gold / Principal's Awards.
- EREBB Global Connected Classrooms program.

Key Priority 3

Enhancing Teaching Quality

- Learning Walks - continued demonstrating and sharing of best pedagogical practice and sharing of ideas.
- Professional Learning Plans (PLPs) - each staff member prepares, articulates and peer reviews their annual plan.
- CANVAS implementation (5-10 year event) - refinement - improvement in assessment page consistency, standards have improved, some outstanding outliers that share their expertise, held off launch with parents//carers this year - coming next year for their access, Online learning has fast tracked this.
- Teaching & Learning Framework - embedded in all professional learning across the school (ongoing)
- Deep Learning - 6Cs - Collaboration / Communication / Citizenship / Critical Thinking

/ Creativity / Character - ongoing with academic departments and pastoral care Heads of House.

- Ensure adequate training for Staff administering The Writer's Toolbox.
- Mapping of PL in line with the Strategic Plan, T&L and Wellbeing Framework to provide specific training for staff that focuses on priority areas.
- Provide staff with internal and external PL opportunities in line with their goals and NESA priority areas, allowing for the mandated Accreditation hours to be met.

Key Priority 4

Fostering Holistic Development

- Wellbeing Framework - continued implementation and refinement of framework that seeks to develop the student's spiritual, cognitive, social, emotional and physical dimensions - key focus areas have been mental health, respectful relationships, and servant leadership.
- Mental Health First Aid training for all staff.
- Student Behaviour - focus on positive behaviour, positive language and reinforcement, wellbeing survey feedback, high expectations, and whole school approach.
- Reconciliation Action Plan (RAP) - implemented.
- Strategic Plan for LGBTQIA+ Advocacy Group implemented.
- ERA for Change Program <http://www.eraforchange.org/> embedded in College programs.
- Development of the following programs: Social Justice/ Big brother - little brother / Year 13 / Refugees / Student exchanges / Mentor and Cultural program for our Pacific Islander students / Liturgical Group / First Nation students (32 currently).
- Review of Curriculum taught in the Junior School with the building of a Science Laboratory, enhancing Science skills within the primary curriculum.
- Opportunities developed and implemented for coeducational experiences across year levels in:
 - Wellbeing (program, dances, bbq, dinners, picnics, formals);

- Co Curricular (cadets, musicals, drama production, swimming, waterpolo, mixed touch football);
- Masses;
- Retreats;
- Immersions;
- Curriculum.

Key Priority 5

Building Collaborative Partnerships

- Teachers - sharing best practice - this has been achieved through PLPs, Mentor Program, Learning Walk program and sharing of best practice at staff meetings.
- Parents/carers - Open classrooms, Feedback surveys, Mother's Day and Father's Day Masses, targeted Parent Information Nights, Parents' Association, Elephant Education program, Parents' Supporters' Groups for major co-curricular activities.
- Collaboration across key stakeholder groups with our Old Boys' Union, College Advisory Council, Foundation Board and Parent Association.
- Engagement with outside bodies including; NESA, EREA, CAS, Sydney Catholic Schools, AIS, PESA and IBSC.
- Further collaboration with local schools - Cadets and Aquatic facilities as well as academic opportunities.
- Development of our partnership with parents/ carers by providing them with relevant boys education programs that work in tandem with the College's student formation programs.
- Centennial Park Trust and Greater Sydney Parks for ongoing use and access to Queens Park and T&M Hayes Pavilion.

Key Priority 6

Ensuring Effective Governance and Leadership

- TASS (School Management System)- further development new Finance modules (Purchasing, Fixed Assets) and Parent Lounge.
- Successfully completed the NESA Rangs inspection in 2022.

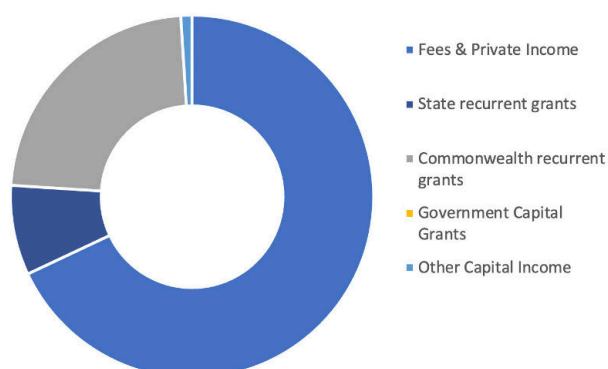


- Government Funding Reduction - implemented fee increase and communicated with parents/ carers.
- Master Plan - presented to College Advisory Council and Edmund Rice Education Australia approval being granted. Stage 1 includes the development of a Science & Innovation Centre and outdoor recreational space for the Junior School.
- Meeting the financial needs of Stage 1 of the Master Plan.
- Implement and adopt the new EREA Cybersecurity framework and how it fits in the classroom.
- Queens Park User Agreement finalised.

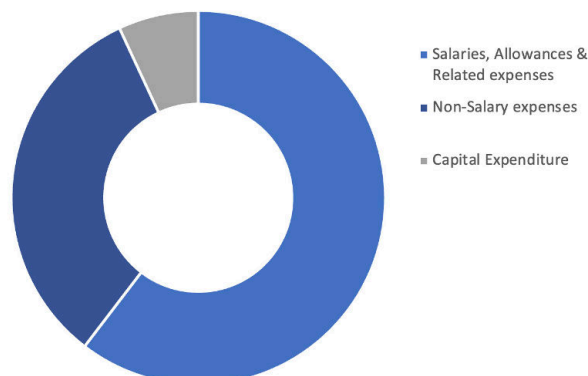
10. Finance

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

Income



Expenditure



Fees & Private Income	28,283,132
State recurrent grants	3,246,994
Commonwealth recurrent grants	9,458,608
Government Capital Grants	0
Other Capital Income	533,986
Total	41,522,720

Salaries, allowances & related expenses	24,551,062
Non-Salary expenses	13,187,905
Capital Expenditure	2,798,528
Total	40,537,495



WAVERLEY
COLLEGE



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