



WAVERLEY
COLLEGE



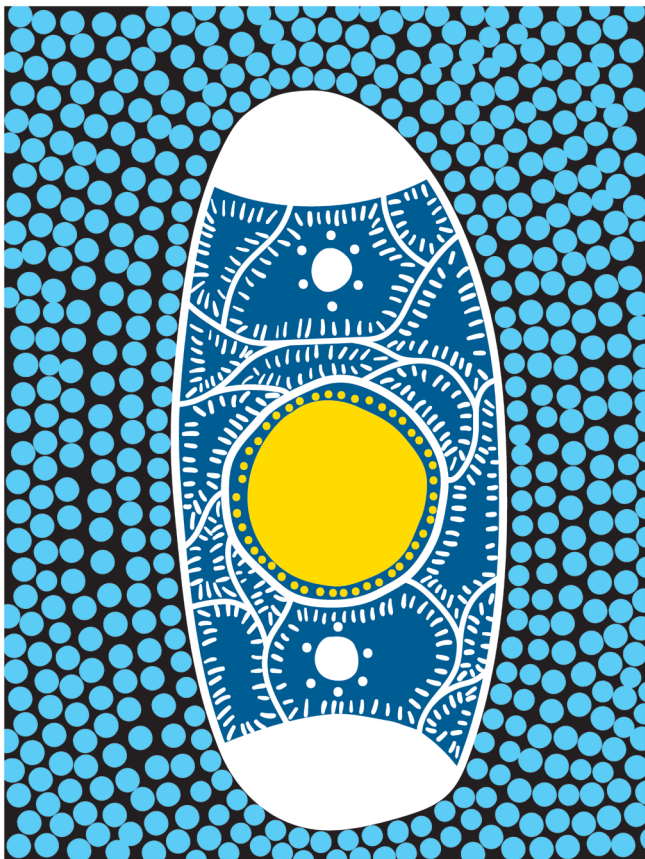


1. Acknowledgment of the Custodians

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

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

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



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.

For 76 years, Waverley College has been a member of the Associated Schools of NSW (CAS) and Independent Primary School Heads of Australia (IPSHA). These important relationships provide opportunities for students to compete, learn and celebrate together.

Waverley College is a diverse community built on strong relationships. The College's educational programs – academic, wellbeing, co-curricular, sporting and outreach – are supported and enhanced by mutual respect and concern for the individual and the group. The College is proud to cater for students from diverse backgrounds and continues to strengthen its service to the marginalised in the community. Waverley has a dedicated College 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 118th year of service, there was a great deal for our community to endure locally, nationally and internationally, that would call for our contemplation, courage, and alter our perspective.

When reflecting on the year of 2021, it is easy to get lost or even feel powerless in our second year of the pandemic, further world conflicts, and a lack of action on the world's biggest threat, climate change. However, if we look closer, there are many things to celebrate in humanity and have hope that we can innovate, compromise, research and work together to make the world a better and safer place.

In Lyon, France, the first transplant of both arms and shoulders was performed on an Icelander; the first legally-binding international agreement to comprehensively prohibit nuclear weapons, came into effect; the United States officially rejoined the Paris agreement, 107 days after leaving; Pope Francis met with Grand Ayatollah Ali al-Sistani in Iraq. It is the first ever meeting between a pope and a grand ayatollah. 'Ingenuity' helicopter, part of the Mars mission, performed the first powered flight on another planet in history; the 2020 Summer Olympics were held in Tokyo, Japan. They were originally scheduled for August 2020, but were postponed due to the COVID-19 pandemic. The first direct observation of light from behind a black hole was reported, confirming Einstein's theory of general relativity; the UN Environment Programme announced that leaded petrol in road vehicles has been phased out globally, 100 years after its introduction; the World Health Organisation endorsed the first malaria vaccine; NASA launched the Double Asteroid Redirection Test (DART), the first attempt to deflect an asteroid for the purpose of learning how to protect Earth. The year ended with the passing of anti-apartheid activist and Nobel Peace Prize laureate, Archbishop Desmond Tutu, aged 90.

All of these actions and events took place 'this year' and represent amazing perseverance, social

intelligence, teamwork, creativity, and a love of learning. I have also witnessed these character strengths in the Waverley community. Fittingly, in 2021, the Year 12 motto was: 'Real Gratitude: Deeds Not Words' and this was evident in the daily behaviours of so many students, parents and staff, both online and offline.

College staff demonstrated exceptional levels of giving and resilience, as they learned new College systems across multiple domains. Together we worked very hard to meet the needs of all students by implementing the new learning management system CANVAS, the new student management system TASS, and our new communications strategy, which included the *Nurrunga* newsletter published weekly, and the development and launch of our own Waverley College app.

New building and landscape developments were also exciting. On the Junior campus, builders and landscape gardeners rapidly transformed the site of the former Waterford Preschool, with state-of-the-art transparent, visible learning spaces, and an extra 370 square metres of playground space. It looks out onto Wingara, our 5,000 square metres of bushland with educational potential that we hope to explore in 2022. Some Senior School buildings and facilities also benefited from necessary upgrades, refurbishment, replacement and repair.

I'm pleased to report that in 2021, the introduction of the winter co-curricular uniform and Indigenous Round uniform completed the new uniform rollout. At our Reconciliation Week Assembly, we proudly launched our new Indigenous Round jersey, designed by Indigenous artist and Yuin man, Billy Reynolds. His stunning artwork featured on our AFL, Football and Rugby 1st team jerseys, and we look forward to the jersey expanding to include Tennis, Volleyball and Cross Country in 2022. I also wish to acknowledge the time and games not played due to COVID-19.



I want to acknowledge the many students who trained very hard for their respective College activities and where full competitions or championships did not occur. I am particularly proud of the Track & Field Team, who have not had a CAS competition for two years due to COVID-19. A highlight was our 1st XI Football Team, who made the final of the CIS Independent Cup final for the first time. We were unable to play the game, but Moriah College and Waverley College were named as joint winners.

The College also successfully hosted the prestigious Lawrence Campbell statewide oratory competition this year. Our Rugby 1st XV were also undefeated throughout the GPS and CAS games played, and many expert judges described them as a team of a decade or better. Congratulations to the following students who made higher selections: Harry Schultz - NSW CIS Cricket, AJ Preketes - Australia A Rugby XV, Reeve Smith - Australia A Rugby XV, Aaron Dimovtich - Australia Presidents Rugby XV, Klayton Thorn - Super 15 Brumbies contract, Fritz Janhke-Tavana - Super 15 Waratahs contract, Clem Halaholo - Super 15 Waratahs contract, Isaac Barton - National Gymnastics Titles 2nd Place, Luke Furlong - NSW Golf Championships, and Vasili Vertsonis - NSW All Schools AFL Team.

A new uniform launch inevitably required our College to consider the responsible rehoming of brand new 'old style' Waverley uniforms. Parents and students donated old style uniforms to Navosa Central College in Fiji and in the most affected schools in Vanua Levu. We particularly thank Year 6 parents, Lara Barclay and Roy Pereira, Parents' Association Presidents, Jade Stapleton (2021) and Mary Ramsay (2018-2020), and Secondhand Clothing Pool Representatives, Kirsten Hott and Camille Owen. Uniforms were also sent to needy children in villages in Northern Sri Lanka with assistance from the Hills-Kellyville Rotary Club. Thank you to Kirsten Hott who coordinated the rehoming of this second batch. Additional homes were found for old style and damaged Waverley uniforms, through the organisation 'Worn Up', who collect and up-cycle unwearable uniform items, to send to textile companies to turn into new items like tabletops,

stools and clipboards. I thank our Ecology Group and clothing pool volunteers for this momentous initiative.

Our inaugural 24-hour Waverley Giving Day, 'Inspiring Tomorrow's Men Today', launched in March. This remarkable campaign offered everyone in the Waverley community a rich opportunity to come together and give back. The focus of Giving Day was to raise much-needed funding for our means-tested Edmund Rice Bursaries, which ensure that students in need can start, or continue, their Waverley College journey, and help all of our students be part of an inclusive, diverse and thriving community. We appreciate our ambassadors from the wider Waverley family, who gave 'in kind' support by promoting Giving Day so brilliantly in our uplifting ambassador videos, particularly General the Honourable Sir Peter Cosgrove AK CVO MC (Retd) (Class of 1964) and Former Governor-General of Australia. I would like to also acknowledge the work of Waverley College Foundation Board members in supporting this project: A/Prof Brett Courtenay (Class of 1968), Pasquale Guerrera, Chair of College Advisory Council, Michael Jaeger (Class of 1991), Dr Wal Jarvis (Class of 1965/66), Graham Leddie, Principal, Andrew Maloney (Class of 1983), and Mary Ramsay, (Past President of Parents' Association). Also the two staff members who drove this project forward, Ms Venettia Miller, Archives & Development Coordinator and Ms Jaimi Walker, Marketing & Development Manager. Giving Day was hugely successful, and we raised \$250,428 to help families struggling with the impact of COVID-19.

Under the Foundation, the Percy Watson Fund now supports teaching excellence through the academic aspirations of our staff, an initiative of members of our Old Boy community, to support teaching excellence. This year, we presented the inaugural Percy Watson Award for Teaching Excellence to Ms Belinda Buchan (Teacher PDHPE and Academic Enrichment Coordinator).

Our wider Waverley community continues to give back. Old Boy Ned Wieland (Class of 2019), broke the record for the most laps of Bondi Beach in the 'Ben Buckler to Boot Enduro Swim' fundraiser, completing

62 laps, some 48km, and in the water for just under 12 hours. Ned's impressive swims are carried out to increase awareness of suicide prevention, and this swim raised over \$24,000 for charity RU OK?. Old Boy Joe Simonella (Class of 2020), ran from Bondi to Palm Beach and back, in an admirable 117.8km ultramarathon, raising \$12,000 for Lymphoma Australia in honour of teacher Mr Gary Kennedy's late wife, Isabella. Waverley parent Sophie Smith, founder of the Running for Premature Babies charity, also enthusiastically involved the Waverley community in the Premmie Marathon Challenge, inspiring us all to participate in a 42km or 100km ultramarathon. Waverley eagerly participated, raising \$4,904 to add to Sophie's grand total, to help to give critically ill and premature babies a better chance of survival.

On 24 May, Catholic schools attended the 200-year celebration of Catholic education in Australia, and five Waverley students accompanied Ms Sue Walsh (Director of Identity & Student Formation) to this special occasion, attended by over 170 Catholic schools. Concelebrated by Bishop Umbers and many other priests, our students represented the College with distinction, recognising the great honour in being present for this significant event.

As well as celebratory events, this year the College was also compelled to acknowledge more sobering issues. We were challenged by Australian student and sexual consent activist, Chanel Contos, for a long-overdue paradigm shift around respectful relationships, and the need for consent education to be taught earlier in schools. Chanel's online petition revealed many testimonies and allegations of sexual assault, that were alarming to read. They reinforced that more must be done by schools, parents, students, governments and society at large, to stamp out abuse, in particular against girls and women. We have an obligation to address these issues as a community, and impart to students that they are responsible as individuals, to always create safe environments for others.





Many schools also acknowledged that the first wave of the COVID-19 pandemic had an adverse effect on student wellbeing and mental health. As a College, we strive to be proactive in this space, and by the start of 2022, every Waverley staff member will be Mental Health First Aid certified. We are one of only two schools in NSW to be presented with a Gold Standard award, further demonstrating our strong commitment to embedding Mental Health First Aid into our daily culture at Waverley.

Little did we know that the second wave of the pandemic would strike in 2021, with the infectiousness and risk of the new Delta strain requiring a 100-day lockdown in Term 3. COVID-19 forced most schools across the world to adopt an online learning model for sustained periods of time, and Waverley teachers, students and parents demonstrated great fortitude in embracing blended learning. Unfortunately, the necessary restrictions to keep all the community and the country safe, curtailed any events planned, and meant we had to look at new ways in which to come together academically, physically and spiritually. Our focus on student wellbeing was consistent and comprehensive, and staff were devoted to maintaining their high standards in Teaching & Learning, in an agile learning environment. Invariably, the whole community embraced the changes and alterations with graciousness and a willingness to work together. I recognise the energy and expertise of teachers, the commitment and courage of students, and the incredible support of parents and carers.

Importantly, the pandemic also united us in appreciating how social interaction and connection with each other are essential to our wellbeing. Australian society has appreciated teachers more, and values their professionalism and also their fundamental desire to assist the next generation on their journey. I recognise, in particular, the extreme disruption that our Year 12 cohort endured over their two senior years, and am proud of the way each and every student adapted to these extraordinary pressures. In spite of the current Omicron strain of the virus, I sincerely hope we will be able to come together to safely celebrate their major rite of passage, the much-

anticipated Year 12 Graduation and Valedictory Dinner, at Royal Randwick Racecourse, in February 2022.

Significantly, the College still saw Creative Arts, Design and Technology achievements with wonderful individual nominations for HSC Drama OnStage, ARTEXPRESS, and Music ENCORE, three talented prizewinners in the Waverley Youth Art Prize, and one in the Woollahra Youth Photographic Award and Short Film Prize. Congratulations to Jet Marsh-Cashman on the inclusion of his artwork *Missed Calls* in ARTEXPRESS 2022. We recognise Dane Perica (Year 12), who received the prestigious Archbishop's Award for Excellence for his service work.

Summary

I thank all members of our College community for their contributions in 2021. We are blessed with exceptional staff who show outstanding dedication to Waverley students and families, as well as committed parents, carers and Old Boys who contribute to the life of the College in so many ways.

I look forward to continuing to work with you all in 2022 as we bring the Strategic and Master Plans to fruition.

Mr Graham Leddie
PRINCIPAL

4. A Message From The College Advisory Council

Waverley College continues to learn from the challenges of COVID-19. Following on from 2020, the 2021 year has provided new challenges and opportunities. The agile thinking and educational experiences developed through this period, has allowed staff to be better equipped to face these uncertain times. Their effort and dedication has been tremendous.

The wellbeing programs that have been developed in recent times, have provided amazing support to the students. This resilience and openness to discuss such issues, continues to foster a sense of inclusiveness at the College. With this, the College continues to work on Identity. This year, we appointed our first Indigenous Liaison Officer, which is allowing our students to learn and embrace our Indigenous culture.

This year was also a period of change within the Advisory Council. We welcomed a number of new members, who have provided a wonderful tapestry of views and experiences. The Council continues to support the Principal and the Leadership team of the College, on the Strategic Plan. In relation to this, it was pleasing to see the growing partnership with EREA. The guidance and support provided by EREA, instils confidence in the College and the Council, as we work through the next phase. Whilst the College remains in a sound financial position, the changes to Federal funding flagged in recent times, has impacted the College. The Council has worked with the College, to ensure we achieve a balance between providing a valued education and securing the future of the College. In the spirit of Edmund Rice, we want to ensure the College remains as appealing to as many as possible.

In relation to the Masterplan developed by M3 Architects, COVID-19 has had some impacts on the initial phases. In 2022, we look forward to the much anticipated Wingara project coming online. The other focus is to start work on the main quad area, to upgrade areas for Wellbeing and Heads of House. This will be an extensive and multi-year plan. As always, the desire continues to be that we maximise our current

footprint, be sustainable and ensure staff and students have access to quality facilities.

Our vaunted co-curricular programs continued throughout the year, with the College doing amazing work to keep programs going, online where possible. In this, I would like to congratulate the 1st XI Football awarded joint premiers with Moriah for the NSW CIS Independent Cup. The final was cancelled for this state-wide competition and this is the first time we have won this prestigious tournament. Congratulations also to the 1st XV Rugby players who were selected with Australia Rugby Schoolboy honours.

In 2021, the College has again demonstrated its amazing spirit. This is only achievable with the help of so many. I would like to thank the OBU, the Parents' Association and the Foundation for their continued support. All have the College's best interests at heart and work tirelessly to support the students. I would also like to acknowledge the support of the parents and carers within the College. Finally, I would like to thank the members of the Advisory Council for their work. It has been a challenging year, but your commitment has been tremendous. Your advice and support, has been appreciated by both myself and the College Executive.

Mr Pasquale Guerrera
CHAIR COLLEGE ADVISORY COUNCIL



5. A Message From The College Captain 2021

2021 marked, arguably, the most challenging and disruption-filled year for a graduating cohort in a very long time. Through the struggles of online-learning, the sufferings of lockdown, and the overwhelming confrontations of COVID-19, the year was nothing short of plain confusion. However, 2021 marked the end of an eight-year journey for most students; a journey full of many highs and lows, but most of all, some everlasting memories and friendships.

For many, the beginning of that journey began in Year 5 of the Junior School.

The year of 2021 began with myself and Vice Captains Byron Scott, Patrick Hogget and Charles Harris, deciding on the motto of the 2021 cohort – Real Gratitude: Deeds Not Words. This stemmed from the opportunities presented to our cohort from Years 5 to 12, including being one of the first years to experience the laptop roll out, witnessing the old Lacey gymnasium transform into an amazing modern hall and gymnasium hosting the 1st V's Friday night basketball games, and the new PE department and TAS facilities which allowed numerous projects to be completed from bridges made from paddle pop sticks, to tables and incredible pieces of furniture in the later years. Our cohort also experienced a major dynamic change with the introduction of the Wellbeing system, which provided a whole lot of support and guidance for the maturing young adults across the College.

We wanted to make sure our appreciation and gratitude for these opportunities were shown physically rather than verbally. This included participation in social justice activities such as Holdsworth Bowling, helping out at the Matt Talbot Hostel, bingo with the elderly, as well as participation on immersions to the Northern Territory, Timor-Leste and Kenya. These were just a few of the many opportunities provided to students to help us appreciate what we have, by giving back to our community and those who are less fortunate.

The high hopes for our final year, with social justice activities, immersions and sports tours lined up, as well as the upcoming CAS competition and our graduation ceremony, were unfortunately crushed due to the implications of COVID-19. In Year 11, we witnessed the Class of 2020 experience a world of interruptions and adversity. At the time, it seemed as if that cohort had experienced the worst of it, and how grateful we were for that not happening to us. We were sure that it would have passed in a year's time.

We were wrong, terribly wrong. With the rapidly-increasing case numbers, and additional COVID-19 restrictions, students residing in high-risk Local Government Areas were placed into isolation for almost five months, deprived of seeing friends and family on a face-to-face basis. Furthermore, face-to-face learning was restricted, leaving our cohort to interact with students and study, for both Trial exams and the HSC, via email and Zoom. I believe our perseverance in overcoming such challenging circumstances, accentuated the true strength and maturity we all possessed as individuals. On behalf of the 2021 cohort, I would like to extend my gratitude to the many staff of Waverley College who were constantly supporting us from our start in Year 5 to our end in Year 12.

Although the year of 2021 ruined many highly-anticipated events and disrupted the most important year of our schooling, I can confidently say that each Year 12 student displayed immense amounts of maturity and independence in surviving such an historic year. It has been a true pleasure to have the opportunity to lead the 2021 cohort through our final year at the College. I'll be forever grateful for our bond as a cohort, and the many friendships and memories made over the years, which will be cherished for a very long time.

Peter Stamatelatos
COLLEGE CAPTAIN

6. School Performance in Statewide Tests and Examinations

Waverley College students took part in the following National and State Assessments, Tests and Examinations during 2021:

Higher School Certificate

Year 12 in 37 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)

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

Year 5 Grammar & Punctuation and Spelling are the weakest literacy scores, while writing and Reading are closer to the SSSG average.

Year 5 Numeracy scores are weaker than previous years.

Year 7 average literacy scores are stronger than last year and above SSSG scores. Notwithstanding this, Waverley Year 7 Grammar and Punctuation scores are a relative weakness.

Year 7 Numeracy scores are stronger than SSSG scores.

Year 7 cohort growth is strong, with the exception of Grammar and Punctuation; Numeracy results showing the best performance.

Year 9 average Writing scores are increasing and close to SSSC scores, while spelling scores are declining.

Year 9 Numeracy scores are consistent with trends.

Year 9 cohort growth, similarly, is strong in Writing yet weaker in Reading, Grammar and Punctuation and Spelling (Spelling being the weakest).



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 2021.

Higher School Certificate 2021

The Class of 2021 celebrated a number of excellent group and individual results in the 2021 Higher School Certificate.

It was pleasing to see how students performed across a range of courses as demonstrated by the consistency of their results in Bands 4-5. The College's highest ATAR was 99.7 and 23 students received ATARs above 90. 82.66 per cent of HSC marks were above 70 (Bands 4, 5 or 6). 85 per cent of HSC subjects studied received results above the State average. As Waverley does not exclude students on the basis of academic ability, these results indicate that students at the College continue to perform very well against the rest of the State.

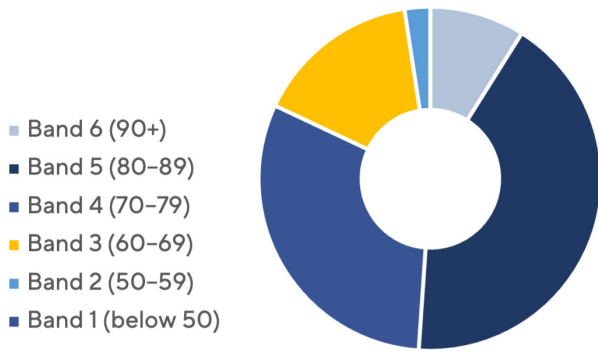
The total number of bands awarded in all HSC subjects:

Band	Total number awarded a Band 6 (90+)
Band 6 (90+)	70
Band 5 (80-89)	330
Band 4 (70-79)	242
Band 3 (60-69)	122
Band 2 (50-59)	19
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.

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)





Comparative Student Performance in the Higher School Certificate

The table below shows student performance in the Higher School Certificate across Bands 4 to 6 from 2014 to 2021. The trend shows a significant increase in the proportion of students moving from the lower Bands (1, 2 and 3) into Band 4, 5, 6 territories. An area of focus for 2020 was to lift boys' results from high Band 5 territory into the Band 6 area so that academic growth was evident. During this time, in the majority of subjects studied, students at the College were performing above the State average.

Notable Achievements

All Rounder Award: Leon Palacio, Hayden Wild
Highest ATAR: Leon Palacio 99.7

Top Achievers: Leon Palacio - 1st in State in Spanish Beginners and Darcy Widdowson - 17th in State for Modern History

Statistics: From a total of scores: 783

8.94% scores of 90+ 70 Band 6
28.74% scores of 85+ 155 High Band 5 +70 Band 6
51.09% scores of 80+ 400 Band 5-6
82.00% scores of 70+ 642 Band 4-6
97.58% scores of 60+ 764 Band 3-6

Creative Arts Achievements

Jet Marsh-Cashman - selected for inclusion in ART EXPRESS: *Missed Calls*

Rory Hughes - NESA nominated for Music ENCORE: *Waiting*

Band	Total number awarded a Band 6 (90+)			
2014	%	11.2	38.3	34.2
	Actual number	79	271	242
2015	%	9.6	37.4	38.1
	Actual number	80	312	318
2016	%	12.0	36.6	35.6
	Actual number	86	262	255
2017	%	11.44	40.21	33.02
	Actual number	97	341	280
2018	%	11.50	41.375	29.625
	Actual number	92	331	237
2019	%	13.66	32.8	36.2
	Actual number	109	262	289
2020	%	12.55	36.47	37.65
	Actual number	96	279	288
2021	%	8.94	42.15	30.91
	Actual number	70	330	242

HSC Summary 2021

- 2 State rankings
- 2 Premier's All Rounder recipients
- 44 Distinguished Achievers
- A highest ATAR score of 99.7 (Leon Palacio)
- 2 Creative and Performing Arts nominations
- 73 per cent of subjects undertaken were above State mean
- Year 12 students sat for the HSC, choosing from 37 subjects offered by the College. In 24 subjects more than fifty per cent of students received Bands 5 or 6.

Senior Secondary Outcomes

Students at Waverley College can choose an HSC Plus ATAR pathway or a HSC Plus Vocational pathway to study for the Higher School Certificate. The College offers two clearly defined patterns of study. An HSC Plus 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.

Senior Secondary Outcomes	Number of Boys
Boys qualifying for an ATAR	142
TAFE Delivered Courses:	
Business Services	1
Electrotechnology	2
School-Based VET Delivered Courses:	
Construction – Certificate II in Construction Pathways	26 4 ATAR 22 HSC Vocational
Hospitality – Certificate II in Hospitality	25 8 ATAR 17 HSC Vocational
Entertainment – Certificate II in Entertainment	11 8 ATAR 3 HSC Vocational
NSW School of Languages – Japanese Beginners	1
NSW School of Languages – Japanese Continuers	1
NSW School of Languages – French Beginners	1
NSW School of Languages – Italian Beginners	1
NSW School of Languages – Italian Continuers	1

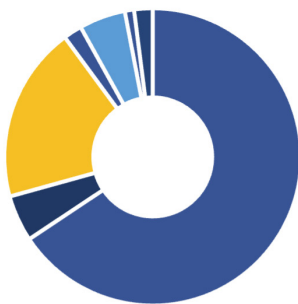


Post-School Destinations

173 students obtained an HSC in 2021. 82 per cent of these students undertook an ATAR pattern of study and 18 per cent undertook a Vocational pattern of study. Of the students who obtained an ATAR in 2021, approximately 84 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 2021 Higher School candidature.

- University
- Private Providers
- Apprenticeships
- TAFE
- Workforce
- Defence Force
- Gap Year
- Overseas Scholarships
- Unknown



7. Teacher Standards

Throughout the reporting year, 121 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 2021 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	19
Total teachers	121

Support - senior campus	58
Support - junior campus	5
Total support	63

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

- Conditional 9 teachers;
- Provisional 8 teachers;
- Proficient 104 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 2021, although much professional learning was cancelled or postponed due to COVID-19, we continued our commitment to providing appropriate professional learning for staff, ensuring that they were equipped with the skills to educate our students in virtual environments. In light of the 2021 climate, \$73,000 was still allocated to the professional development of staff beyond the five annual pupil-free days. In-house professional learning continued to have a strong focus on the key principles of our Teaching & Learning Framework, Visible Learning,

Dynamic Learning and Lifelong Learning – all of which are underpinned by collective teacher efficacy and student agency.

Throughout 2021, NESA de-registered all schools as NESA Approved PD providers which included Waverley College. Schools were then given the opportunity to reapply in which Waverley was successful. We had to acknowledge that they would provide professional learning supporting the following priority areas:

- student/child mental health
- students/children with disability
- Aboriginal education and supporting Aboriginal students/children.

These priority areas were in response to an internal review of NESA's processes for endorsing professional development (PD) providers and feedback from stakeholders.

The College worked closely with Australian Independent Schools (AIS) to introduce 'Deep Learning' into teaching and learning programs, units of work and assessment across Years 5 – 12. Deep learning focuses on the six global competencies – communication, critical thinking, collaboration, creativity, citizenship and character allowing learners to contribute to the common good, address global challenges and flourish in a complex world.

Ensuring we continued to provide access to high-quality professional development for teaching and support staff with a specific focus on Literacy, we trained the English faculty and Year 5 staff on the Writer's Toolbox Program. This cloud-based online writing tool provides students with an interactive environment where their writing skills are both reinforced and extended through engaging activities and immediate feedback. Artificial Intelligence built into the tool reads student work and provides this individualised feedback.

Over the last four years, our qualified trainer (College Psychologist) has also trained over 150 members of



staff in Mental Health First Aid, which is a 14-hour course. It is our intention to have every future staff member at the College trained in this valuable space.

We continued to consolidate learning around our Learning Management System – CANVAS and offered a wide variety of professional learning in regards to extensions on this LMS. We opened CANVAS to a trial group of parents where they were able to access assessment task results and any feedback for formative tasks in real-time, rather than waiting for a static report snapshot. This will open to all parents in 2022.

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our College and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

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

8. Retention Rates

Teacher Attendance and Retention

At any one time, there were 102 teachers employed at Waverley College at the senior campus, with another 19 employed at the junior campus. Fourteen staff left to take up positions in other schools or retire.

Group	Total	FTE
Teaching Staff	121	116
Support Staff	63	55

Student Retention Rates

At the date of the 2021 August Census, the total number of students enrolled at the College was 1,491. The retention rate from Year 10, 2019 to Year 12, 2021 was 94 per cent.

Group	Average % Attendance
5	99
6	99
7	97
8	97
9	97
10	95
11	96
12	97

The average Senior School student attendance rate for 2021 was 95 per cent. The average Junior School student attendance for 2021 was 94.5 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.

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

In addition to staff days at the start of each term, the College conducts weekly staff briefings, cyclic (fortnightly) middle management meetings across the Teaching & Learning and Student Wellbeing teams, and monthly staff meetings. Working parties and committees are formulated as required and all staff are encouraged to participate. Members of staff who are leaving the College are invited to attend an exit interview. 2021 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 found missing their friends as the most difficult part of COVID closely followed by missing out on their sport and co-curricular activities (49%)
- The best thing about returning to face-to-face learning was seeing their friends (86%)
- 90% of students are getting enough sleep
- 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 students 'strongly agree' that the College works towards an environment where bullying is not tolerated.
- Mentor Time is the standout feature of the Wellbeing structure that the students appreciate (53%) followed by their Head of House (48%) then 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 Satisfaction

SATISFACTION SURVEYS

Parents 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 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 2021 these meetings were a blend of online and face-to-face in response to the feedback from staff and parents.

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

The *Nurrunga* weekly newsletter is sent to parents electronically. Parent representatives are part of the College Advisory Council and the Parents' Association. Most sports at the College also have parent supporter clubs that are run by Waverley families.

9. School Policies

Enrolment Policy & Procedure

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

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

Catholic Schools in the Edmund Rice Tradition:

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

Factors that impact on offers of enrolment:

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

The College considers the following when assessing an application:

- Academic interests and achievements.
- Results of an entrance examination (if applicable).
- Co-curricular interests and achievements.
- Community leadership.
- The desire to provide access to those who may/could not otherwise seek enrolment.
- The faith and beliefs of the student and parents/

carers.

- Acceptance of, and commitment to, the ethos and goals of Waverley College.
- Family connections, including siblings and Old Boys.
- Outcome of the interview process with the Principal or chosen delegate.

A detailed copy of our Enrolment Policy is available through our website.

Continued Enrolment

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

As a Years 5-12 school, our enrolments for 2021 were 1,491.

Cohort	Year/s	Number of Students
Primary	5 and 6	310
Junior secondary	7 to 10	820
Senior secondary	11 and 12	361
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 before the start of 2022.

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 2021 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 2021, 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.

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 or involve outside groups.

Bullying is not the same as conflict. While disliking someone or a one-off isolated incident of teasing or aggression may not constitute bullying, these behaviours can still harm relationships between members of our community and they are not tolerated for this reason. Bullying can have a negative impact

on everyone, it's not just a problem for those who are bullied. People who bully others need help to change.

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

Effects of Bullying

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

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

Strategies for Bullying

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

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

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

Talk to Someone

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



Talk to friends who can help by telling a teacher or parent, or simply by helping the victim to feel better by knowing they don't have to deal with the situation alone.

Talk to parents — tell them the 'who, what, when and where'.

Talk to a teacher, coach, priest or other trusted adult.

This can be done discreetly by email, or over the phone if the victim doesn't feel comfortable coming forward in person.

Talk to someone at one of the listed helplines.

Alert a College Prefect, who can help with the next steps.

How the College can Help

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

Action may include:

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

A Responsibility for All Students

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

Complaints & Grievance Resolution

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate principles of sensitivity, confidentiality and procedural fairness as appropriate. In serious situations only, members of the College community who do not feel that their grievance has been handled fairly or that an inappropriate process has been utilised can appeal to the EREA Regional Director - Eastern Region.

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

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

Policies Summary

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

STUDENTS

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

STAFF

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

This is a selection — a full list of our policies can be found on our staff intranet page. All EREA policies can

be located on the EREA webpage (<https://www.erea.edu.au/about-us-policies/>) and a selection of policies are available on the Waverley College website (<https://waverley.nsw.edu.au/information/policies/>).



10. School-Determined Improvement Targets

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

as a critical friend.

- Academic Scholarship Program - the College has increased the number of offers made based on the ACER exam.

Key Priority 3

Key Priority 1

Maximising Student Academic Achievement

- Home Learning Policy - reiterated to students, staff & parents (Policy developed in 2020) continuing to embed in 2021.
- 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 implementation across all years and a trial of ongoing "Write that Essay" in Years 5 and 6.
- Numeracy 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.

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 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.

Key Priority 2

Inspiring Student Learning

- Master Plan Implementation - aimed at improving learning spaces in collaboration with staff, students and parents. We are up to Pre DA meeting with council with DA lodgement pending for (Centenary Classrooms, Science 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 supporting us

Key Priority 4

Fostering Holistic Development

- Wellbeing Framework - continued implementation and refinement of framework that seeks to develop the students 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 - on track to occur by 2022.
- Student Behaviour - focus on positive behaviour, positive language and reinforcement, wellbeing survey feedback, high expectations, and whole school approach.
- Class size reduction in the Junior School implemented - 2022 Year 7 x 26 students.
- Reconciliation Action Plan (RAP) - designed and ongoing, Mr Kevin Heath appointed as Indigenous Officer.
- LGBTQIA+ smart goals and deliverables via LGBTQIA+ Advocacy Group..

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 - Open classrooms, Feedback surveys, Mother's Day and Father's Day Masses, targeted Parent Information Nights, Parents Association, Elephant Education program, Parent Supporters' Groups for major co-curricular activities.
- Collaboration across key stakeholder groups with our Old Boys Committee, College Advisory Council, Foundation Board and Parent Association.
- Engagement with outside bodies including; NESA, EREA, CAS, Sydney Catholic Schools, AIS, PESA and IBSC.
- PESA Membership.
- IBSC - International Boys' Schools Coalition membership - staff have been engaging in a variety of courses offered through IBSC.

Key Priority 6

Ensuring Effective Governance and Leadership

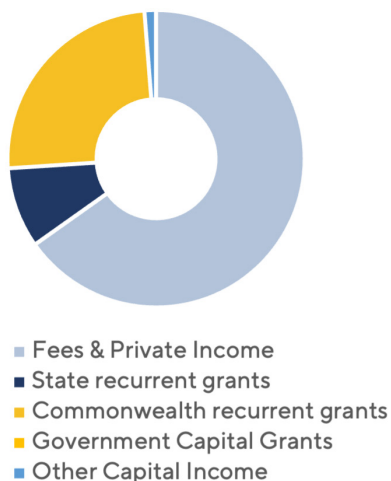
- TASS Migration (20 year event) - completed and further enhancements being implemented.
- Successfully completed the NESA Rangs inspection in 2021.
- Govt Funding Reduction - implemented \$1,400 fee increase and communicated with parents.
- Digistorm (online applications launched 2020) - implemented and further enhancements being implemented.
- Master Plan - presented to College Advisory Council and Edmund Rice Education Australia approval being granted. Stage 1 includes the development of a Science Centre and outdoor recreational space for the Junior School .



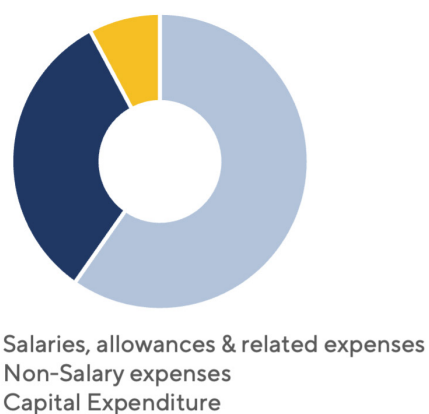
11. Finance

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

Income



Expenditure



Fees & Private Income	24,938,661
State recurrent grants	3,356,801
Commonwealth recurrent grants	9,475,921
Government Capital Grants	0
Other Capital Income	482,000
Total	38,253,383

Salaries, allowances & related expenses	23,038,780
Non-Salary expenses	12,511,060
Capital Expenditure	3,014,122
Total	38,563,962



**WAVERLEY
COLLEGE**



**EDMUND RICE EDUCATION
AUSTRALIA**

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