



WAVERLEY COLLEGE



**2018**  
**ANNUAL REPORT**



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## 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, cultural, values and the resources connected to this special Gadigal land.

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

## 2. ABOUT WAVERLEY COLLEGE

Waverley College is a Catholic school in the Edmund Rice Tradition located in the Eastern suburbs of Sydney. The College has an ongoing commitment to supporting students and families as members of the Church. Our hope is that students will engage in their ongoing search for meaning in a supportive environment. When a student leaves the College, we hope that we have provided him, in partnership with his parents, with the capacity to make life-giving choices that benefit the wider community.

The College shares the provision of education in this region with other independent schools (both Catholic and non-Catholic), CEO schools and government schools (both selective and non-selective). In this context, Waverley is a comprehensive, inclusive, academically non-selective school which offers a wide range of courses, social justice activities and co-curricular opportunities from Years 5 to 12. The Waverley Community includes a high quality co-educational Pre-School. For 74 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. Its educational programs whether academic, wellbeing, co-curricular, sporting or outreach are supported and enhanced by mutual respect and concern for the individual and the group. The College is proud of its achievements in catering for students of all backgrounds and will continue to strengthen its service to the marginalised in our community. Waverley has a dedicated College Board, enthusiastic parent bodies and a committed Old Boys Union who provide ongoing support to this mission.

### 3. MESSAGE FROM THE HEAD OF COLLEGE

In 2018 Waverley College continued to focused on developing innovative learning and student wellbeing programs that are designed to assist boys flourish across their spiritual, intellectual, social, emotional, cultural and physical dimensions.

The College's focus on teaching and learning supports the research that teachers have the largest possible impact on student learning outcomes. Throughout 2018, after extensive consultation with our community, the College's Strategic Plan 2019-2023 was developed. The key priorities create a strong emphasis on teaching and learning whilst continuing to develop our boys holistically by providing strong wellbeing, care and formation programs.

The Key Priorities for the plan are:

- Maximising student academic achievement
- Inspiring student learning
- Enhancing teaching quality
- Fostering holistic student development
- Building collaborative partnerships
- Ensuring effective governance and leadership
- Promoting a distinctive College identity

During 2018 we focused on providing a strong professional development program that sought to develop and improve teachers' pedagogical practice. Teachers led and coached each other through best practice and innovative teaching strategies for improving student engagement and outcomes. We continue on a whole school approach to improving literacy and numeracy. Our STEM program in years 6, 8 and 9 continued to develop as well as the establishment of the STEM co-curricular group which gave students tools, resources and mindsets to think creatively and build skills in critical thinking and collaboration.

Our student wellbeing program focuses upon the importance of connection, building positive relationships, making healthy lifestyle choices and delivering a wellbeing curriculum that focuses on contemporary issues facing our students. We want our students to feel connected to each other, their family and the wider community. We are all neurobiologically wired to want to feel connected, it brings purpose and meaning to our lives. When students feel connected, safe and cared for, they have a greater chance of learning and a desire to assist others.

Developing positive relationships, embracing equality and having empathy for others are key elements of the College's Wellbeing Program and are delivered through our vertical house system from Year 5-12. Our eight Heads of House work collaboratively in our purpose built Wellbeing Centre. Every teacher in the College, including the Principal are wellbeing mentors and meet with their wellbeing group of 12 students each morning. The Wellbeing program is further supported with 4 psychologists and a Nurse who all work out of the College's Health Centre.

The College's Aboriginal and Torres Strait Islander program has continued to build with more enrolments, student immersion opportunities and connections to culture, land and local elders. The College is striving to play its part in closing the gap and to build further relationships and learning opportunities for all students. I had the great privilege of travelling to Arnhem Land with 24 boys to witness one of the oldest cultures surviving on earth. The very survival of these communities has been determined by the skills they have developed and passed on to each other over many years.

The College saw significant creative arts achievements with impressive individual representation in the HSC Drama OnStage, Art Express-Photomedia, Music Encore-Major Composition and the Design and Technology Shape Exhibition as well as the College's Drama production of 'Stories in the Dark'.

One of our students received the Pierre de Coubertin Award which recognises secondary school

students who demonstrate values which are consistent with the Olympic Movement through participation in sporting activities.

Two of our students were awarded amongst the top 20 students from across the country by the Governor for service to their community. We were the only school across the nation to have two students in this group. One boy for swimming across the English Channel (youngest ever) and raising over \$45000 for RUOK charity in response to losing a friend to depression. The second boy lost his twin sister to leukaemia and embraced the charity 'world's greatest shave'. His peers and the community supported him and raised over \$40000.

We have students who support the Matthew Talbot Hostel every week, visit aged care facilities and bowl with the disabled to name just a fraction of the extensive social justice program we run. Over 500 boys walked and supported the White Ribbon Walk last year from Randwick to Coogee and one of our students presented at the rally.

We also commenced a review of the current College Uniform with a key criterion to provide a new uniform that has a contemporary feel, is flexible and comfortable to wear, and is better suited to the school environment and to boys' learning. The new uniform design will reflect the values and traditions of Waverley College. With a consistent design and look across Years 5-12, this will also bring uniform cost saving for parents/carers.

The College is blessed with an amazing staff who support each other and the students. Our parent and Old Boy community are always present, connected to the College and willing to assist.

Graham Leddie  
Head of College

#### **4. MESSAGE FROM THE COLLEGE BOARD**

Waverley College has a long and proud history. The Board is again pleased to see that this legacy continues to grow and improve.

Firstly, I would like to acknowledge the positive impact the Head of College, Mr Graham Leddie and his College Leadership Team are having on the College. This change, is notably seen in the culture and identity of the College. The quality of Education at Waverley remains a primary focus. A detailed appraisal of the school's academic performance in 2018 has been undertaken. We continue to produce high achievers across many traditional and creative academic disciplines. Over 50% of boys achieved an ATAR of 80 or greater in 2018. We have also seen a growth in students pursuing a purely non-ATAR stream. The TAS facility has proved to be an outstanding resource and influence on learning pathways in the school. Students at Waverley continue to benefit from teachers that are excellent educators, innovative, interested in the school, and interested in the boys' wellbeing.

The College Board, along with the College Leadership Team, continues to focus on the future of the College. This is a strategic view that has oversight of key areas including the financial health of the College, physical resources, education and spiritual development. These include practical concerns such as property acquisition in the precinct, and ongoing negotiations with Queens Park Trust regarding access to sporting facilities.

The Board and the College Leadership Team continue to forge stronger relationships with key stakeholders within the Waverley College Community. In particular, I would like to acknowledge the enormous contribution made by both the Old Boys Union and the Parents Association. Both of these bodies have worked tirelessly under the leadership of Mr Salvatore Riolo and Ms Mary Ramsay respectively, and remain an indispensable source of expertise and hard work. Our boys benefit from an

environment where they are surrounded by a wider Waverley family that is engaged and interested. Parents and former students of the College are integral to the current and future identity of the school.

Finally, I would like to thank the other members of the Waverley College Board for their generous time, expertise, and support.

Mark Davies  
Chairman, Waverley College Board

## **5. MESSAGE FROM THE COLLEGE CAPTAIN 2018**

The graduating class of 2018 saw what it meant to be a Waverlian in the truest sense of the word. We bore witness to 115 years of history and relished in the fact that we would become a cohort that has formed unbreakable bonds and crafted the purest memories. We were fortunate enough to experience all of the new changes that the school has undergone, the wellbeing system, the final touches of the whole school renovations amongst many others.

Our story began in 2013 as bright-eyed young boys ready to begin our transition in to Waverley Men. We were guided by many whether it be the teachers, our wellbeing teacher, year and house masters and most notably the older boys. We as young students began to thrive in the rich college environment taking part in all the college had to offer, Saturday sports, cadets, social justice initiatives, and all other co-curricular activities.

Maintaining a tradition may seem like an easy task yet at times it can be quite challenging, but that is exactly the reason why Waverley College is such a special school. The rich history, tradition and culture that runs in the blood of Waverlians both past and present is what separates this school from any other. No matter who you are or where you came from, you are always going to be a Waverley Boy.

Being able to lead the school was a dream I had held since Year 7 and I was fortunate enough to do so for 2018, truly something that I am forever grateful for. It was an honour to have made so many important connections and friendships that I will take on with me into the future.

Harley McGuiggan  
College Captain, Class of 2018

## 6. SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Waverley College Students took part in the following National and State Assessments, Tests and Examinations during 2018:

### National Assessment Program – Literacy and Numeracy (NAPLAN)

- Year 5
- Year 7
- Year 9

### Higher School Certificate

- Year 12 in 36 Courses.

### The National Assessment Program – Literacy and Numeracy (NAPLAN)

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

Each boy's ability compared to boys across the country:

Test	Mean scale scores (comparison to Australian Students)		
	Year 5	Year 7	Year 9
Reading	531 (Above)	574 (Above)	599 (Above)
Writing	483 (Above)	534 (Above)	569 (Above)
Spelling	525 (Above)	577 (Above)	591 (Close to)
Grammar & Punctuation	532 (Above)	577 (Above)	596 (Above)
Numeracy	534 (Substantially Above)	602 (Substantially above)	627 (Above)

### Comparisons to previous years

1. Waverley Year 5 2018 Reading, Spelling, Grammar and Punctuation and Numeracy scores are significantly higher than 2017 scores. Writing scores are similar to 2017.
2. Year 7 2018 Reading and Spelling scores are higher than 2017 scores. Grammar and Punctuation Spelling scores are significantly higher than 2017 scores. However, Year 7 Writing scores are lower than 2017 scores.
3. Year 9 2018 scored less well than in 2017 in Reading, Writing and Spelling. However, Grammar scores are significantly higher than 2017 scores and Numeracy scores are similar. As noted in later paragraphs, despite some lower average scores, when making comparisons Waverley's scores are sound.

### In summary;

1. the current Year 5 cohort appeared to perform better than in previous years.
2. The concerning decline in Year 7 and Year 9 Grammar, raised last year, has been addressed and 2018 results are strong.
3. Numeracy results continue to be strong in all Year groups.
4. Notwithstanding these successes, weaknesses, or lower of growth, is identified in Spelling across the whole of the Year 7 and Year 9 cohort and is being addressed with new initiatives (in 2019) including Direct Instruction streamed classes for most Year 7 students.

**School Comparisons - Average scores:**

Comparisons to “Similar” schools, according to the ACARA My Schools website, identify schools serving students from statistically similar backgrounds.

Year 7 Numeracy results place Waverley equal 2nd highest amongst statistically similar schools. In all other Year 7 and Year 9 tests, Waverley places within 0.2 standard deviations of similar schools' averages.

**School Comparisons - Average Student Growth**

Growth charts show a substantial rise (student gain) in growth (compared to similar schools) in all tests.

Year 5 to Year 7 growth is higher than similar schools in Reading and Numeracy, while slightly lower in Writing.

Year 7 to Year 9 growth is consistent with similar schools, with Waverley Writing and Numeracy showing slighter greater growth.

In the majority of tests, Waverley has bucked the trend of Waverley boys performing well from Year 5-7 then slowing down in growth from Year 7 to Year 9. Growth across all Stages is now equally as strong.

**School Comparisons - Comparisons to students with the same starting scores**

Waverley students grow at a faster rate than students with the same starting scores from statistically similar school. The only exception being Year 7 to Year 9 Reading, which grew at the same rate as those with the same starting scores.

**Breakdown of results by test**

The tests in which we grow at a faster rate than similar local schools are Numeracy and Grammar and Punctuation. These results could be attributed to the continuation of Literacy classes in Year 7 and Year 8 and literacy initiatives across the curriculum, as well as improvements in delivery in Mathematics classes, such as additional learning assistant in-class support.

Tests in which we perform less favourably than similar local schools are Writing and Spelling - these results support the need for our additional programs, particularly Spelling Mastery commenced in 2019 across all of Year 7, as well as our Literacy Coordinator's writing across the curriculum program initiative.

Most Year 7 Waverley average scores are higher than last year, while many other schools in this area of Sydney, and similar Sydney EREA School, scored less well across the board this year than last year.

Across all tests, Year 9 Waverley average scores are not vastly different from last year's scores, while there was a variety of different, often less positive, trends across comparison schools.

**Record of School Achievement (RoSA)**

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

Five RoSA credentials were issued by NESA to students leaving prior to the completion of Year 12 in 2018.



## Higher School Certificate 2018

The class of 2018 celebrated a number of excellent group and individual results in the 2018 Higher School Certificate.

One of the most pleasing aspects of the results was the performance of students across a range of courses and the consistency of their results in Bands 4-5. The College's highest ATAR was 98.85 and 45 students received ATAR's above 85. 82.5% of HSC marks were above 70 (Bands 4, 5 or 6). 80% of HSC subjects studied received results above the state average. Considering Waverley does not exclude students on the basis of academic ability, these results would indicate Waverley students continue to perform very well against the rest of the State.

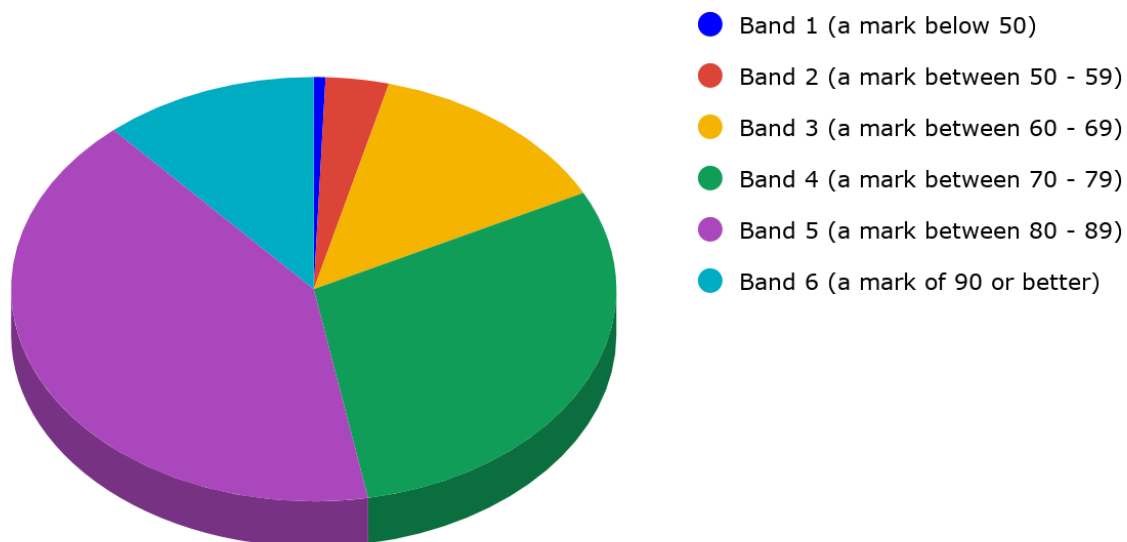
Below are the total number of bands awarded in all HSC subjects.

92	Band 6 (a mark of 90 or better)
331	Band 5 (a mark between 80 – 89)
237	Band 4 (a mark between 70 – 79)
108	Band 3 (a mark between 60 – 69)
27	Band 2 (a mark between 50 – 59)
5	Band 1 (a mark below 50)

### Explaining Bands

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

## HSC Band Results 2018



### Comparative Student Performance in the Higher School Certificate

The table below shows student performance in the Higher School Certificate across Bands 4 to 6 from 2008 to 2018. The trend shows a significant increase in the proportion of students moving from the lower Bands 1, 2, 3 into Band 4, 5, 6 territories. An area of challenge for 2018 is to lift boys' results from high Band 5 territory into Band 6 area so this academic growth is evident. During this time the majority of subjects studied by students at this College were above the state average in performance.

		Band 6	Band 5	Band 4
<b>2014</b>	%	<b>11.2</b>	<b>38.3</b>	<b>34.2</b>
	Actual Number	79	271	242
<b>2015</b>	%	<b>9.6</b>	<b>37.4</b>	<b>38.1</b>
	Actual Number	80	312	318
<b>2016</b>	%	<b>12.0</b>	<b>36.6</b>	<b>35.6</b>
	Actual Number	86	262	255
<b>2017</b>	%	<b>11.44</b>	<b>40.21</b>	<b>33.02</b>
	Actual Number	97	341	280
<b>2018</b>	%	<b>11.50</b>	<b>41.375</b>	<b>29.625</b>
	Actual Number	92	331	237

### NOTABLE ACHIEVEMENTS

**All Rounder Award:** Andre Vumbaca

#### Creative Arts Achievements

##### Selected for Music ENCORE- Composition

Damian Lim: "Tetesan"

##### Shortlisted for Writers OnSCREEN

Leo Bosi

##### Nominated for Drama OnSTAGE

##### Group Performance: "Wishful Thinking"

Dominic Augoustis

Ryan Bakels

Luca Martin

Otis Pavlovic

##### Individual Performance

Simon Finnegan: "Scab"

Luca Martin: "The Case of Antony and Brutus"

Otis Pavlovic: "Shake Hands Pop"

##### Nominated for Music ENCORE

Morgan Hall

Dominic Augoustis

##### Nominated for Design and Technology Shape Exhibition

Kiva Gwynne

Benjamin Heal

## HSC SUMMARY 2018

- Distinguished Achievers: 92 across 54 students
- 154 high Band 5 scores
- 52.875% of scores gained a Band 5 or 6
- 82.5% of students gained a Band 4, 5 or 6
- 80% Subjects Above State
- Ranked 134th School in State
- Eleven Creative Arts student nominations
- Two students nominated for the Design and Technology Shape Exhibition

## Senior Secondary Outcomes

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

Year 12	Qualification/Certificate	Number of Boys
2018	HSC	173
2018	VET-Certificate	62

Senior Secondary Outcomes	Number of Boys
Boys qualifying for an ATAR	142
TAFE Delivered Courses:	
Electro-technology	1
Plumbing	1
School-based VET Delivered Courses:	
Construction – Certificate II in Construction Pathways	21 2 ATAR 19 non-ATAR
Hospitality – Certificate II in Hospitality	28 12 ATAR 16 non-ATAR
Entertainment-Certificate II in Entertainment	12 5 ATAR 8 non-ATAR
Open High School- Greek Beginners	1

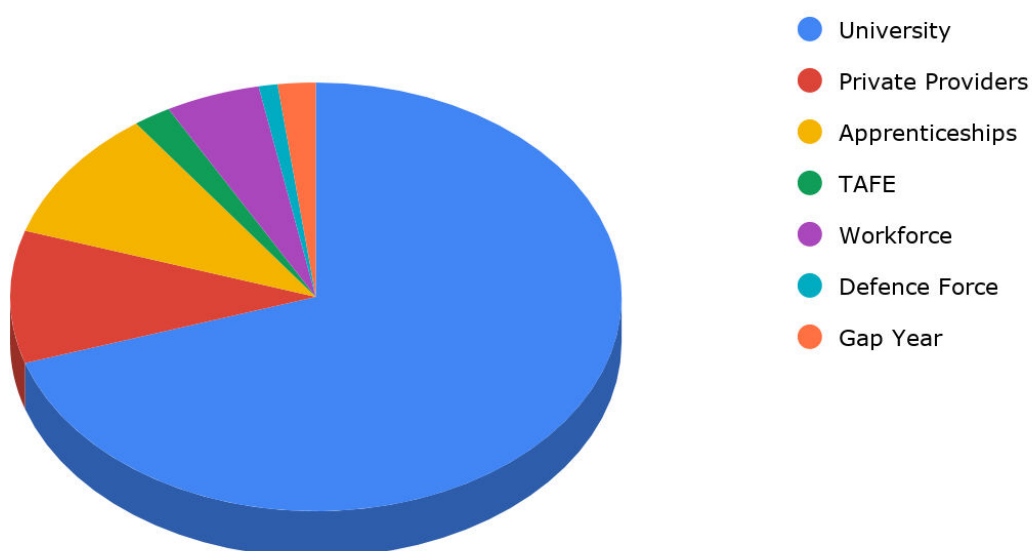


## Post-School Destinations

Of the students who completed their HSC in 2018 approximately 81% of the candidature was offered places over a range of courses at universities in Sydney, the majority gaining entrance to the University of Technology. Students were also offered places at the University of New South Wales, Macquarie University, Sydney University, Wollongong University, University of Western Sydney, Australian Catholic University, Notre Dame University, Charles Sturt University, University of Newcastle, Australian National University and Canberra University. A number of students accepted positions at private institutions. Approximately 20% obtained apprenticeships, continued study at TAFE, joined the Defence Force, entered small business such as real estate or other family businesses or took a Gap year.

The graph below provides a visual representation of the destination of the 2018 Higher School candidature.

### Post School Destinations



## School-determined improvement target

- Improved literacy - Whole school literacy program implemented (focus on writing)
- Better structures of care for students - New Wellbeing structures, curriculum, resourcing and systems implemented - Wellbeing Centre and Health Centre completed
- Pedagogical improvement for teachers - Academic professional development focused on teachers sharing best practice and Formative Assessment
- Timetable efficiency - changed to a 10 day cycle
- Cultural change - ACER School Improvement Plan evaluated
- Further details - Completion of goals listed in the College's Strategic Plan
- Member of the New South Wales Association of Independent Schools (NSW AIS)

## 7. TEACHER STANDARDS

### Teacher Qualifications

Throughout the reporting year, 132 teachers were employed at Waverley College to deliver Curriculum from Years 5 – 12. This includes temporary positions replacing teachers on leave for periods of one school term or longer. All teachers employed at Waverley College in 2018 held formal qualifications from higher education institutions within Australia or as recognised within the National Office of Overseas Skills Recognition guidelines.

No	Qualification	Teacher Qualification Totals 2018
1	Certificate II	7
2	Certificate III	3
3	Certificate IV	13
4	Certificate	24
5	Graduate Certificate	25
6	Diploma	45
7	Graduate Diploma	35
8	Bachelor Degree	138
9	Bachelor Degree (Honours)	15
10	Master Degree	42
11	Doctoral Degree	0

**Total Qualifications 347**

No	Qualification	Highest Qualification	Highest Qualification %
1	Certificate II	0	0
2	Certificate III	0	0
3	Certificate IV	0	0
4	Certificate	0	0
5	Graduate Certificate	0	0
6	Diploma	6	4.5
7	Graduate Diploma	4	3
8	Bachelor Degree	79	60
9	Bachelor Degree (Honours)	8	6
10	Master Degree	35	26.5
11	Doctoral Degree	0	0

**Total of qualifications 132**

Teachers Senior campus	113
Teachers Junior campus	19
<b>TOTAL teachers</b>	<b>132</b>

Support Senior campus	52
Support Junior campus	3
<b>TOTAL support</b>	<b>55</b>

Preschool	7
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### Professional Learning

During 2018 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. Over \$163,000 was allocated in 2018 to the professional development of staff beyond the five pupil free days within the College calendar annually.

In 2018, Waverley received approval for 5 years to offer NESA endorsed courses to all of our teachers in-house, ensuring that the highest standards of teaching and learning are maintained across the school.

Professional learning in 2018 had a strong focus on High Impact Teaching Strategies, Literacy in Boy's Education, Visible Learning, Restorative practices, Learning routines, Growth Mindset, Goal Setting, Australian Curriculum Programming and HSC reforms.

Over the course of the year, our teaching staff attended numerous internal and external professional learning courses across a broad range of areas. These are detailed in the following table:

Course Name - updated 2018	Participants Attended
2E Twice Exceptional Learners	2
3 day Rock and Water workshop	2
A Guide to teaching Preliminary PDHPE	1
Aboriginal & Torres Strait Islander History & Geography	1
Aboriginal Education Matters	2
Alcohol and Drugs what you need to know	1
ACT for Depression and Anxiety	1
ACU Career Advisers Day	1
ADHD for School Psych	1
Advanced First Aid	1
Advanced skills for elite PA and EA	2
Advocacy Strategies	1
Africa Immersion - EREA	1



AHISA Director of Studies Conference	1
AIS Economics Conference	1
AIS IT Managers Conference	2
AIS School Counsellor Conference	2
AIS Studies of RE Conference	1
Ancient History and Studies of Religion Conference	1
Anti Slavery and Human Trafficking workshop	1
Anti-Discrimination Board of NSW Consultation Group Meeting	3
Anticipate! Appreciate! Applaud! - children's books	2
Approaches to NSW English Syllabus	1
Archdiocesan Secondary REC Meeting	2
ASBA NSW PD	1
ASBA NSW PD and AGM	1
ASBA NSW State Conference	2
AWS Summit	3
Behaviour Management	1
Biology, earth & Science and Investigating Science Conference	2
Breaking Shackles	4
Bullying Prevention in Schools	1
CAS Head of English Network Meeting	1
Catholic Leaders Formation Symposium	1
CEO Construction Teachers Network Meeting	1
CEO HOD TAS Network Meeting	1
Cert IV in Training & Assessment Transition Workshop	6
Cert IV Training and Assessment Upgrade	1
Coding and Game Development using Unity 3D	3
Conflict Resolution Made Easy workshop	1
Connecting the Dots Conference	1
Consumer Electronic Show	1
CSSA Forum - Review of Curriculum 7 - 12	3
CSSA Forum: NESA HSC reforms	2
Developing ASP.NET MVC5 Web Apps	1
Differentiation in the Classroom: A proactive, common sense approach	1
Digital Technologies - Coding	4

Early Childhood Australia National Conference	1
Eastern Region Identity Leaders Gathering	1
EBE 2018 Annual Conference	1
ED Summit 2018: Resolve to lead	2
Edu Tech Conference	1
Educate Plus Conference - Auckland NZ	2
Education in Games Summit	1
Emergency First Aid	1
Engaging Boys in Writing	1
Engaging Vulnerable or Disadvantaged young people in education - NOUS	1
Entertainment VET Network day	2
EREA Identity Leaders National Conference	1
EREA Junior School Conference	1
EREA Library Network Conference	2
EREA Meeting Learning and Teaching	2
EREA National Business Managers Forum	2
e resources for researchers	1
Evidence and Experience	1
Evidence Based Teaching in Schools	2
Extension 1 English: Literacy Worlds	1
Extension 1 English: Reimagined Worlds	1
Familiarisation NSW PDHPE	1
First Aid Course	2
From Freedom to Slavery	1
Gifted and Talented term meetings	8
How the Brain learns Mathematics	1
HSC English New Curriculum programming	4
ICTE NSW TERM 3 Workshop	1
Image the dramatic revolution - state drama conference	2
Implementation NSW PDHPE K-10 new syllabus support	1
Implementing the new PDHPE Syllabus	1
Improving STEM education	2
International Boys School Conference	1
Introduction to Studies in Catholic Thought	2

IPSHA Language Teachers Umbrella Group	2
Kids in Cyberspace	1
Law for Schools	1
Learning Support Network Meeting	1
Legal Studies State Conference 2018	1
Linking Engineers and Scientists with Teachers-Westconnex	1
Liquid Galaxy Development	1
Making Connections Forum	1
Mathematics Annual Conference	4
Mental Health in Education	1
Motivational Interviewing: Helping people commit to change	1
Museum Shabbat Dinner	2
National Pastoral Musicians Conference 2018	1
NCCA Strategic Workshop and Network Meeting	2
NESA Endorsed Provider Session	2
NESA NSW Curriculum Review Roadshow	1
NESA Rugby Coaching Level 1 Workshop	7
New Stage 6 Syllabus Content - Std and Adv Maths	2
NSW PDHPE K-10 new syllabus support	7
NSW School Archives SIG Term 1 PD day	1
PDHPE Teachers Association Annual State Con	1
Peace Education Aust - EREA - Adelaide	1
Performance Appraisals from Drab to Inspiration	1
Preparing for the Yr 11-12 National Curriculum	3
Problem based learning	1
Programming the New K-10 Languages Syllabus	1
Provide CPR - Annual refresher	1
Restorative Practice Workshop - Maurizio Vespa	1
Science Teachers Workshop 2018	1
Scout Training	1
Social Justice Planning Day for SJ Symposium	1
Spanish Teachers Conference	1
St John First Aid course for Cadets	1
Stage 4 Tech Syllabus	1



Stage 6 History PD day	1
STANSW Chemistry Teachers Conference	1
Strand A Stages 4+5 RE	1
Strand B Stages 4+5 RE	1
Strand C Stages 4+5 RE	1
Strand D Stages 4+5 RE	1
Strand E Stages 4+5 RE	1
Studies in Catholic Thought Prelim Module 1	3
Sydney Catholic Schools Careers PD day	1
Teaching Finance in Business Studies	1
Teaching Prelim Food Tech Successfully	1
Technology Mandatory - Agriculture & Food Tech	1
Term 4 Congregational Network Meeting	5
Tertiary Update Day at UTS	1
The AIS Mathematics Conference	1
The Craft of Writing: Advanced English	1
The DeCourcy HSC Analysis	8
The intersection of Technology & Pedagogy	1
The Leadership challenge Workshops	3
The Literacy Blok	1
The state of play in PDHPE	1
The Tempest and Hag-Seed(Adv Mod A)	1
Tourette's Syndrome National Conference	1
Transforming Library Spaces	1
TS Elliot: A Critical study	1
Union Reps Training Day - Advanced	1
Unpacking the new Technology Mandatory syllabus	1
Using Geogebra to illuminate stage 5 & 6	2
Using Naplan Data to support school strategic plan	2
VET Hospitality HSC Trial Pilot Marking	1
VET IDT Network Meeting	1
VET IDT Orientation Day	1
VET Network Meeting - Blue Mountains resort	3
VET Retrain upgrade	2
VForum 2018	1
Visible Learning in literacy workshop	3
Visible Learning Workshop	4

What is History Now	1
White Card - Work Safely in the Construction Industry	2
World Conference Music - Baku	1
Writing Day New Stage 6 Syllabus Catholic Thought	4
Year 12 Common Module: Texts and Human Experiences	2
<b>TOTAL</b>	260

## 8. RETENTION RATES

### Teacher Attendance & Retention

At any one time there were one hundred and thirty two (132) teachers employed at Waverley College at the senior campus with another nineteen (19) employed at the junior campus. Eighteen staff left to take up positions in other schools or retire. In 2018 as part of our alignment to our new strategic plan eleven staff received redundancy. Teacher attendance is approximately 95%.

Group	Total	FTE
Teaching Staff	132	121
Support Staff	55	45

### Student Retention Rates

The enrolment at the date of the 2018 August Census was 1452 students.  
The retention rate from Year 10 2016 to Year 12 2018 was 94%.

Year Group	5	6	7	8	9	10	11	12
Average % Attendance	96	95	94	94	92	92	90	93

The average senior school student attendance rate for 2018 was 92.5%. The average junior school student attendance for 2018 was 95.5%.

## SATISFACTION

### Staff

*Staff communication:* All new staff are given a two day induction to the College and are mentored for their first year. These induction days are reviewed annually and adjusted where necessary for the next academic year. There have been regular check in points with them to ensure they are coping well by their mentor and the Director of Personnel Services.

Professional development is linked to the College's Strategic Plan and 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 will require accreditation for the first time.

The College is proudly a NESA Endorsed Provider thus can provide accredited, in-house professional development opportunities for its own and other teachers. This continues to make Waverley College an employer of choice within the profession.

In addition to staff days to begin each term, the College conducts weekly staff briefings, weekly middle management meetings across both Learning & Teaching and the Student Wellbeing teams in the school and monthly staff meetings. Working parties and committees are formulated as required and all staff are encouraged to become involved. All leaving staff are invited to attend an exit interview. 2018 saw the continuation of a quarterly staff consultative committee with elected representatives across both campuses and a mix of teaching and support staff.

The staff have access to the weights room following an accredited induction as well as the aquatics centre. Staff wellbeing was taken into consideration when staff's co-curricular commitments were reduced to one per annum in 2018. Each week the Deputy Head of College shares the Vital Staff Newsletter which focuses on staff wellbeing. Staff pilates occurs weekly as well as a number of health and wellbeing checks. All staff have access to free and confidential counselling through our provider.

#### *Satisfaction Research:*

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

### **Students**

*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 at the College on a ratio of around 12 to 1 ensures that the students always have an avenue for expressing their views, concerns and satisfaction. Each house has a ratio of 140 students to 1 Head of House. We have surveyed students to gather data on their social/emotional wellbeing, which will be the start of an annual process to gather data and track our newly rolled out wellbeing structure.

### **Parents**

*Satisfaction Surveys:* Parents continue to be included in comprehensive annual stakeholder satisfaction and perception reviews. This feedback is analysed by the College executive which 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 percent attendance.

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

A weekly newsletter is sent to parents either electronically or in hard copy each week. Parent representatives are a part of the College Board and Parents' Association. Most sports at the College have Parent Supporter Clubs which are run by the parents.

## 9. SCHOOL POLICIES

### ENROLMENT POLICY & PROFILE

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).

#### 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:

- reasons for seeking 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; and
- capacity to contribute to College life.

#### Each student is assessed on:

- a satisfactory current school report;
- commitment to supporting the College, its Catholic faith and values, the particular character of the school, together with its mode of operation;
- commitment to making a contribution to the life of the College;
- outcome of the interview process with the Head of College or chosen delegate; and
- advice on relevant academic and behavioural history, including any applicable assessments and reports.

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

As a Year 5-12 school our enrolments were 1452 for 2018.

Cohort	Year	No of Students
Primary	5 and 6	290
Junior Secondary	7 to 10	804
Senior Secondary	11 and 12	358
Of our total enrolments, there were 17 indigenous students		

The criteria used are multi-dimensional. The College considers the 'whole person' and attempts to choose applicants who will be best suited to the holistic schooling offered at the College.

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

## **STUDENT WELFARE**

The introduction of a vertical house system from Year 5-12, a restructure which resulted in the Deputy Head of College's role to include staff and students (Deputy Head of College - Staff and Students), the development of a Wellbeing Centre (housing 8 Heads of House), the development of a Health Centre and appointment of College Nurse and the introduction of a Wellbeing curriculum has led to a drastic change in pastoral care, student wellbeing and the softening of the College. Our students are feeling more connected to each other and the school.

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.

### **Organisational Structures**

In the College's daily and routine life, the way in which people interact with each other significantly affects each student's sense of self worth, belonging and well being. The Wellbeing Mentor and Head of House are the primary carers for each student and assist boys flourish across their spiritual, intellectual, social, emotional, cultural and physical dimensions. Our Heads of Department are also critical to academic care and student wellbeing and set standards and clear expectations of learning.

2018 saw an introduction of an agreed Learning Routine for each lessons and subsequent learning walks carried out by management - subsequent feedback is then provided back to the staff member via their Head of Department.

In addition, all staff have been trained in restorative processes which promotes the student to reflect on the poor choice, take ownership of their behaviour, and provide protective measures to ensure this behaviour does not occur again.

## **STUDENT DEVELOPMENT AND FORMATION POLICY**

All of the College's expectations, policies and procedures are outlined to parents and students in each student's diary in an easy to read A - Z of student wellbeing and academic procedures. Expectations and consequences are also outlined and regularly communicated to students and parents.

The Student Formation program aims to assist students integrate their intellectual, social and spiritual lives. Student Formation provides opportunities and moments to form the student's attitudes, actions and beliefs that allows them to grow into the Waverley College graduate. The Student Formation program is a specific program of intentionally designed and targeted experiences and opportunities that inform, challenge and extend students beyond the curriculum and into spaces and places that they would otherwise not 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, mentorship programs and a myriad of other elements and opportunities for growth. Some key areas of the program include; anti-bullying program, RUOK Day, respect for equality, respect for women, and social justice awareness.



## **Preferred Practices of Teachers**

- Facilitate great learning opportunities for students.
- Create strong routines and structures to enhance boys' learning.
- Encourage boys to own their decisions and admit when they have made a poor judgment.
- Set high expectations.
- Model professionalism at all times and build relationships based on respect.

## **Staff Qualities & Key Values**

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

- Our use of inclusive, hope-filled language
- Our clear, consistent approach to discipline: appropriate to boys, 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. 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 bullying, discrimination and harassment in any form damage relationships in our College and are therefore completely unacceptable.

Once actions or words have been identified as harmful, and there are repeat occurrences, then bullying is occurring. Bullying can happen anywhere: at school, home, work, transit or via digital technologies such as social media, text message or email. Bullying may be student to student, staff to student, student to staff or 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 harm relationships between our community members and are also seen as unacceptable behaviours. Bullying can have a negative impact on everyone — it is 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 help minimise the frequency and severity of bullying.

Those who see others being bullied can help by informing a parent or staff member, by offering the victim support or assistance or by simply walking away and showing the bully that others do not support their actions.

### **Effects of Bullying**

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

Bullies who are allowed to go unchallenged in their anti-social way of relating to others are also at risk because cowardice, cruelty and selfishness are allowed to flourish in them. This can lead to much future unhappiness, and anti-social, even criminal behaviour. Both the bully and the person being bullied need help.

Students, staff and parents at Waverley College seek to create an environment that totally rejects all forms of bullying behaviour. The following procedures will help bring this about:

**If a student is being bullied he should...**

**Try some strategies**

These 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. The tone of your response should be assertive, rather than aggressive or submissive.
- Take a copy of offensive words, messages or images exchanged via digital technologies.
- It may also be useful to note any witnesses to the incident.

### **Talk to someone**

Bullying is not ok, ever! It is 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 shares the problem and it helps the victim feel supported. Sharing your concerns can be a very empowering action that leads to positive changes.

- Talk to friends — they can help by telling a teacher or parent or just 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' of what's been happening.
- Talk to a teacher, coach, priest or other trusted adult. This can be done discreetly by email or over the phone if the victim does not feel comfortable coming forward in person.
- Talk to someone at one of the helplines listed under "Assistance" above.

### **How the College can help**

Any report of bullying will be treated seriously and followed up promptly. The College has a responsibility to investigate and take appropriate action regarding bullying and harassment. Action may include:

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

### **A responsibility for ALL students**

The prevention and management of bullying, inappropriate use of technology and disrespectful behaviour is more readily achieved in a caring and supportive school culture that promotes positive relationships. Bullying, cyber-bullying, harassment, aggression and violence disregard core values of our faith including dignity, respect, justice, equity, compassion, trust and courage. Importantly, such actions can adversely affect the wellbeing of students and are therefore unacceptable.

All members of our school community are expected to prevent and challenge such actions in order to build respectful relationships that respond effectively and sensitively to the needs of each person. If bullying is to cease, all students have a responsibility to work for this.

## **COMPLAINTS AND GRIEVANCE RESOLUTION**

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of sensitivity, confidentiality and procedural fairness. In serious situations only, If members of the College community do not feel that their grievance has been handled fairly or an inappropriate process has been utilised, an appeal can be made 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. Other avenues of communication include Student Prefects, Wellbeing Groups, Heads of House, Heads of Department and College Leadership Team members if students feel a grievance has occurred.

## POLICIES SUMMARY

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

### ***Students:***

- EREA Pastoral Care Policy
- EREA Child Protection Policy
- EREA Child Safe Code of Conduct
- Student Wellbeing and Behaviour Management Policy
- IT Acceptable Use Policy
- Information & Communication Technology (ICT)

### ***Staff:***

- Waverley College Code of Conduct Policy & EREA Code of Conduct
- Discipline and Termination Policy
- Discrimination, Harassment and Bullying Policy
- IT Acceptable Use Policy

### ***General:***

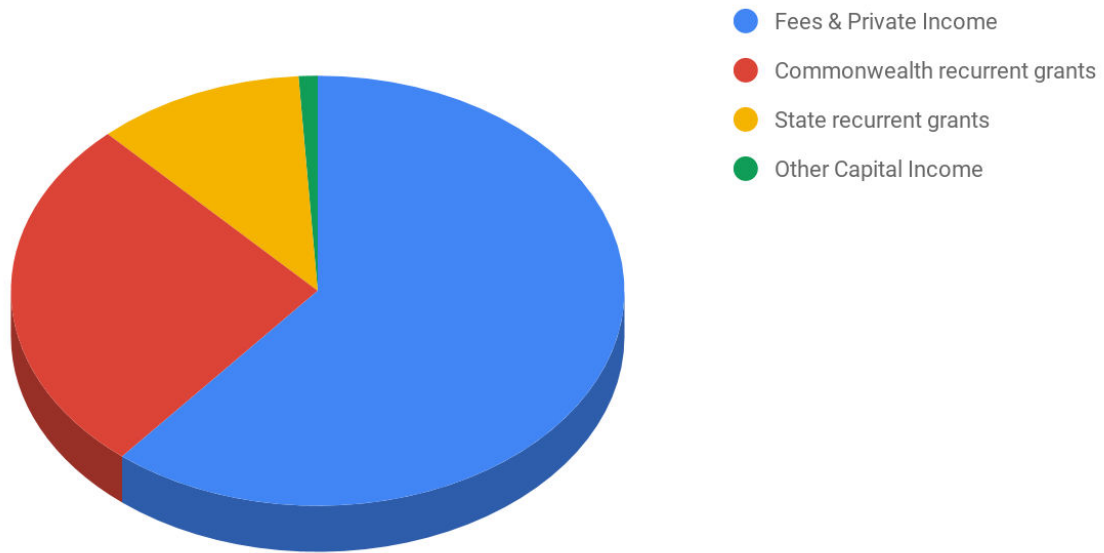
- EREA Complaints Handling Policy
- Waverley College Complaints Handling Guide
- EREA Privacy Policy
- Critical Incident Policy
- EREA Health and Safety Policy

All policies can be located on either the EREA webpage <https://www.erea.edu.au/about-us/policies>  
Or the Waverley College website <https://waverley.nsw.edu.au/information/policies/>

## 10. FINANCE

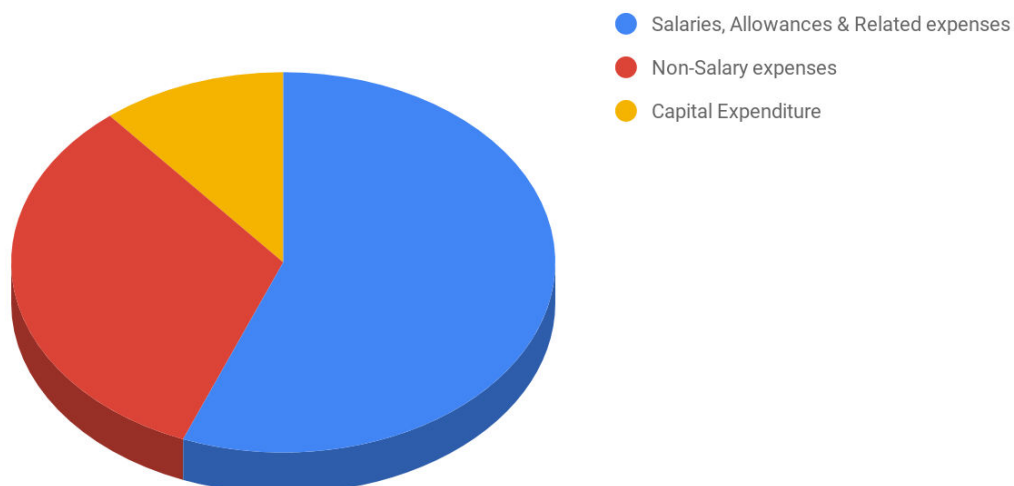
The summary of income and expenditure is presented in graphical form aggregated from financial information that is provided annually to the Commonwealth.

### Income



Fees and Private Income:	23,493,498
State Recurrent Grants:	4,062,167
Commonwealth Recurrent Grants:	10,514,887
Government Capital Grants:	0
Other Capital Income:	580,000
<b>Total:</b>	<b>38,650,542</b>

## Expenditure %



Salaries, Allowances and Related Expenses:	22,143,859
Non-Salary Expenses:	13,089,138
Capital Expenditure:	4,334,279
<b>Total:</b>	<b>39,567,276</b>

I congratulate the Waverley College community – students, staff, parents, Old Boys, and our Edmund Rice colleagues – on another year of significant achievement.

Graham Leddie  
**HEAD OF COLLEGE**





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