

WAVERLEY COLLEGE
ANNUAL REPORT

2017



OVERVIEW



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.

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

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 73 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.

A MESSAGE FROM THE HEAD OF COLLEGE

In 2017 Waverley College 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.

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 wellbeing program. To help us deliver these key goals this year and into the future we have developed a vertical house structure from Year 5-12. We have eight Houses that are led by a Head of House that all work together in the Wellbeing Centre. Every teacher in the College, including the Principal are wellbeing mentors and meet with their wellbeing group of approximately 12 students each morning. The Wellbeing

program is further supported with 4 psychologists and a Nurse who heads up our new Health Centre.

The College's focus on learning and teaching supports the research that teachers have the largest possible impact on student learning outcomes. Therefore, In 2017 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 developed a whole school approach to improving literacy. Eight teachers and our literacy coordinator all underwent 'Literacy for Learning' training and then implemented these strategies across each faculty. The College also hosted the NSW Literacy for Learning Conference. Our STEM program expanded across Year 6 and 8 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.

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.

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.

Servant leadership is at the core of our student leadership program with students given many opportunities across academic, advocacy and social justice activities, co-curricular, and in their House to lead and demonstrate integrity, courage, compassion, humility and communication skills. Two students stood out in 2017 in servant leadership. Ned Wieland swam the English channel as the youngest Australian male and raised over \$40,000 for RUOK and Tom Carey and his brother Patrick championed the World's greatest shave at the College and raised awareness and over \$40,000.

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

A MESSAGE FROM THE COLLEGE BOARD

Another wonderful and eventful year comes to an end. If 2016 was remembered for completion of the largest refurbishment project, 2017 was about the selection and appointment of the two most important positions, Head of College and Deputy Head of College.

The Board, staff and College community were delighted in the appointment of Mr Graham Leddie as Head of College and Mr Patrick Brennan as Deputy Head of College. Graham had been Acting Head since January 2017 and prior to this was Deputy Head since January 2016.

While in the academic field, as a non-selective school the recent HSC results continued the upward trend experienced over the last couple of years; staff have delivered a quality education and the students continue to improve their academic standing. Not all students are suited to particular subjects and this is where our highly skilled and dedicated teachers have a role to play, in helping the boys and parents select courses and or pathways that better suit their long-term goals.

The new Wellbeing Centre, program and structures championed by Graham Leddie for the last couple of years is critical in looking after our boys in an ever-complicated world. One of the biggest protective factors in adolescent mental health and wellbeing is social connectedness and positive relationships. Positive relationships between students and school staff help to create a school community where all students feel safe, supported, valued and respected.

I would like to thank all of the staff at the College. Your dedication and professionalism is unequalled. Thank you for your commitment to nurturing and educating our students.

On the sporting field, 2017 was certainly a year to remember. A sea of blue and gold flooded Queens Park in August, after both football and rugby were crowned champions of CAS. The raw emotion displayed by the boys that day, will surely stay with them for a lifetime. Nothing like Waverley and Queens Park.

Delivering good education in a Catholic context, good governance and continuing our distinctive identity is paramount to our future. In saying that, we are truly fortunate in having a Head of College and an Advisory Board that fully understands this objective, evident in the College's strategic priorities.

I would like to thank Dr Mark Davis, who will be replacing me as the new Chair, and Board members for their hard work throughout the year. Most of your work is invisible to the school community so please accept my sincere thanks on behalf of the College.

After completing twelve years of service, four of which as the Board Chair, I walk out of the gates of Waverley, for the last time. There have been many challenges throughout my time on the Board but also so many accomplishments. What made it so satisfying are the many parents and staff members that accompanied me on this journey. I will always have fond memories and hope that the College is in someway a better place through my small contribution.

Sam Hardjono
Chairman, Waverley College Board

A MESSAGE FROM THE COLLEGE CAPTAIN 2017

Throughout our journey as the 2017 graduating class, we were the pioneering year for many changes throughout the College. We saw the rolling out of a whole school laptop program, the refurbishment of the school, changes in our Head and Deputy Head of College, the shift to vertical house systems and the introduction of the wellbeing model.

We began our journey back in 2012 in Year 7 and although our transition into high school was never going to be easy, with the guidance of the teachers and the seniors in our wellbeing groups, we quickly adapted to high school and began to thrive, fitting into the weekly routines of serious school work and a challenging yet enjoyable co-curricular program.

Waverley College prides itself on development and innovation and its strong traditions. While it is important to embrace change, traditions serve to reinforce our values and contribute to a sense of belonging.

It was an absolute privilege to serve and lead the school in 2017 and something I will always be thankful for. Over the past year I have had countless invaluable opportunities and made connections with people from around Australia and all over the world.

Tyler von der Heyden
College Captain

SCHOOL PERFORMANCE IN STATEWIDE TESTS AND EXAMINATIONS

Waverley College Students took part in the following National and State Assessments, Tests and Examinations during 2017:

National Assessment Program – Literacy and Numeracy (NAPLAN)

- Year 5
- Year 7
- Year 9

Higher School Certificate for Year 12 in 36 Courses.

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

The National Assessment Program – Literacy and Numeracy (NAPLAN)

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are conducted in May each year for all students across Australia in Years 3, 5, 7 and 9. 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 is compared to boys across the state and the country.

Test	Mean scale scores and (Performance above state average for boys)		
	Year 5	Year 7	Year 9
Reading	516 (13)	568 (26)	606 (23)
Writing	485 (19)	540 (39)	581 (39)
Spelling	508 (8)	574 (24)	601 (16)
Grammar & Punctuation	502 (7)	561 (26)	581 (10)
Numeracy	512 (8)	581 (19)	629 (23)

Notable this year:

- (i) Year 5 2017 scores are lower across all areas of Numeracy and Literacy than Year 5 2016. Spelling, with the exception of 2014, is the lowest recorded; Grammar and Punctuation is the lowest recorded; and Numeracy, with the exception of 2010, is the lowest recorded.
- (ii) Year 7 2017 Reading and Writing scores are the highest since 2011. Spelling scores and Grammar and Punctuation scores have remained relatively consistent. Numeracy scores are less than 2016, but fairly consistent when trends are observed over a longer period.
- (iii) Year 9 2017 scored strongly across Reading, Writing, Spelling and Numeracy tests, compared with Year 9 2016. Reading is the highest since 2011; Writing and Numeracy scores are the highest since 2013; and Spelling is the highest since 2014. However, disappointingly, in Grammar and Punctuation, these are the lowest ever recorded Year 9 scores.

In summary, the current Year 5 cohort appeared to perform less well than in previous years, while in Year 7 and Year 9 results are exceptionally good, reversing the trend of declining results in most areas

of Literacy. Additionally, all Year 7 and Year 9 further extended their performance in Numeracy. Notwithstanding this, Year 9 Grammar and Punctuation performance remains a concern.

Growth of current Year 7 Cohort:

The percentages of students achieving expected growth in Literacy ranged from 61% of students in Grammar and Punctuation to 69% of students in Reading. In Numeracy, the expected growth was achieved by 74% of students.

Year 7 2017 growth in Reading, Writing, Spelling and Grammar and Punctuation is better than average rate of growth of students across the State and the average growth of Year 7 2016 students. Reading growth is highest since 2010; Writing growth is the highest recorded; Spelling growth is the highest since 2012. Grammar and Punctuation growth is the highest since 2014.

Growth of Year 9 Cohort:

The percentages of students achieving expected growth in Year 9 Literacy varies markedly across the domains. In Reading, 81% of students achieved expected growth. In writing, 65% of students achieved expected growth (up from 52% last year). However, only 47% of students achieved expected growth in Spelling and 42% achieved expected growth in Grammar and Punctuation. In Numeracy, the expected growth was achieved by 82% of students (up from 69% last year).

Year 9 2017 growth in Reading and Writing and Numeracy is better than average rate of growth of students across the State and the average growth of Year 9 2016 students. Notably, Reading and Writing growth is the highest recorded. However, Spelling growth is the lowest since 2011 and Grammar and Punctuation growth is both the lowest recorded and less than half the growth of the State

School Comparisons:

Comparison to “Similar” schools, according to the ACARA My Schools website, identifies schools serving students from statistically similar backgrounds. Growth charts show a steeper rise (student gain) in growth (compared to similar schools) in all tests except Year 7 Numeracy.

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. Both growth areas are now strong.

Year 5 Band Distributions:

		Band 3	Band 4	Band 5	Band 6	Band 7	Band 8
Reading	Waverley	1.4	7.0	18.2	34.3	23.8	15.4
	State	5.9	14.3	17.3	24.5	20.0	17.9
Writing	Waverley	1.4	8.4	35.7	42.0	11.2	1.4
	State	8.4	11.9	37.9	26.8	10.0	3.9

Spelling	Waverley	2.1	5.6	17.5	37.8	28.0	9.1
	State	6.8	9.4	20.9	28.6	18.6	15.7
Grammar and Punctuation	Waverley	4.2	11.2	19.6	34.3	16.1	14.7
	State	7.9	18.0	17.2	25.3	13.1	18.5
Numeracy	Waverley	1.4	4.9	23.8	31.5	25.2	13.3
	State	3.2	11.8	22.0	27.5	19.6	15.9

(*State percentages are boys only)

Year 7 Band Distributions:

		Band 4	Band 5	Band 6	Band 7	Band 8	Band 9
Reading	Waverley	0.5	3.0	19.7	39.4	24.2	13.1
	State	6.7	12.7	24.1	27.8	17.6	11.1
Writing	Waverley	1.5	10.6	34.8	28.3	20.7	4.0
	State	12.7	25.2	27.2	18.6	12.5	3.9
Spelling	Waverley	1.0	5.6	17.7	31.8	25.8	18.2
	State	6.2	11.5	18.5	25.9	24.6	13.2
Grammar and Punctuation	Waverley	1.0	7.6	19.7	38.9	22.7	10.1
	State	10.2	12.4	23.1	28.9	15.2	10.2
Numeracy	Waverley	0.0	3.0	13.1	39.9	27.8	16.2
	State	2.7	12.1	21.2	27.1	17.8	19.0

(*State percentages are boys only)

Year 9 Band Distributions:

		Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
Reading	Waverley	0.0	5.0	24.4	43.9	20.6	6.1
	State	6.9	16.5	21.5	32.3	15.9	6.9
Writing	Waverley	4.4	15.6	26.1	38.3	10.0	5.6

	State	21.9	21.1	19.7	23.3	8.5	5.7
Spelling	Waverley	2.2	7.8	28.3	26.7	29.4	5.6
	State	7.8	14.7	26.2	22.8	20.1	8.5
Grammar and Punctuation	Waverley	2.8	17.2	32.8	28.3	11.1	7.8
	State	11.3	18.0	25.0	24.7	12.0	9.1
Numeracy	Waverley	0.0	1.1	11.1	46.1	31.7	10
	State	1.1	14.2	24.1	28.4	18.5	13.7

(*State percentages are boys only)

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 2017.

Higher School Certificate 2017

The class of 2017 celebrated a number of excellent group and individual results in the 2017 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 98.5 and 36 students received ATAR's above 85. 85% of HSC marks were above 70 (Bands 4, 5 or 6). 69% 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.

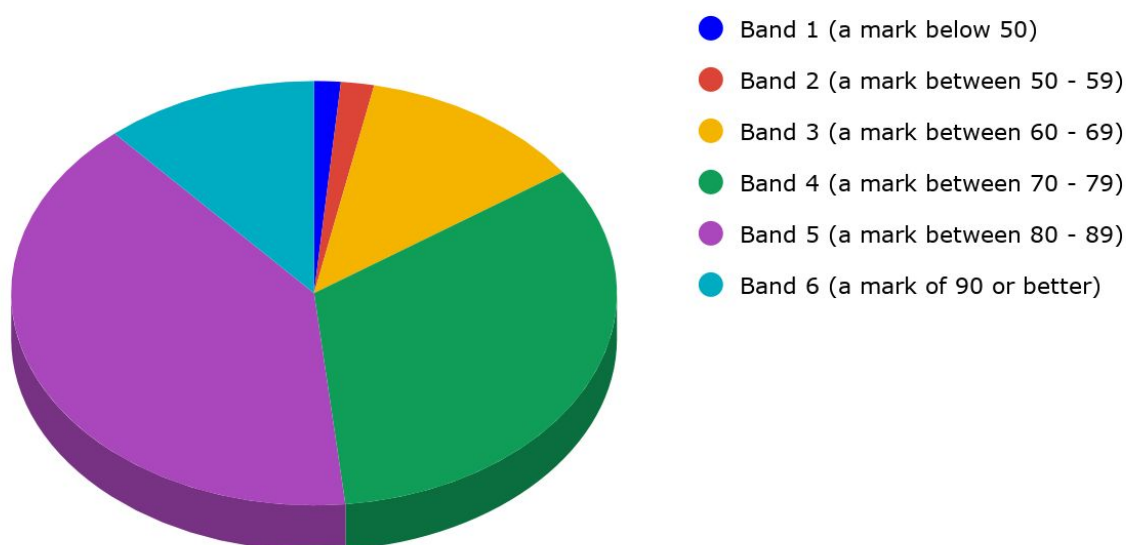
Below are the total numbers of bands awarded in all HSC subjects.

97	Band 6 (a mark of 90 or better)
341	Band 5 (a mark between 80 – 89)
280	Band 4 (a mark between 70 – 79)
103	Band 3 (a mark between 60 – 69)
15	Band 2 (a mark between 50 – 59)
12	Band 1 (a mark below 50)

Explaining Bands

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

HSC Band Results 2017



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 2017. 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
2008	%	5	30	40
	Actual Number	46	282	372
2009	%	8.5	36.5	33.7
	Actual Number	81	347	320
2010	%	10.2	37.9	33.2
	Actual Number	90	336	294
2011	%	12.7	36.3	32.9
	Actual Number	100	285	259
2012	%	6.7	38.9	40.5
	Actual Number	50	294	303
2013	%	7	32	36
	Actual Number	59	273	301
2014	%	11.2	38.3	34.2
	Actual Number	79	271	242
2015	%	9.6	37.4	38.1
	Actual Number	80	312	318
2016	%	12.0	36.6	35.6
	Actual Number	86	262	255
2017	%	11.44	40.21	33.02
	Actual Number	97	341	280

HSC SUMMARY 2017

- 97 Band 6 students on SMH Distinguished Achievers List
- Second in State for Hungarian
- Accelerated Mathematics student achieved 100%
- Two students on the Premier's All Rounders list
- 51.65% of scores gained a Band 5 or 6
- 84.67% of students gained a Band 4, 5 or 6
- 69% Subjects Above State
- Ranked 159th School in State
- Eight Creative Arts student nominations
- One student selected for Art Express

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
2017	HSC	176
2017	VET-Certificate	66

Senior Secondary Outcomes	Number of Boys
Boys qualifying for an ATAR	157
TAFE Delivered Courses:	
Electro-technology	2
Plumbing	1
School-based VET Delivered Courses:	
Construction – Certificate II in Construction Pathways	26 11 ATAR 15 non-ATAR
Hospitality – Certificate II in Hospitality	31

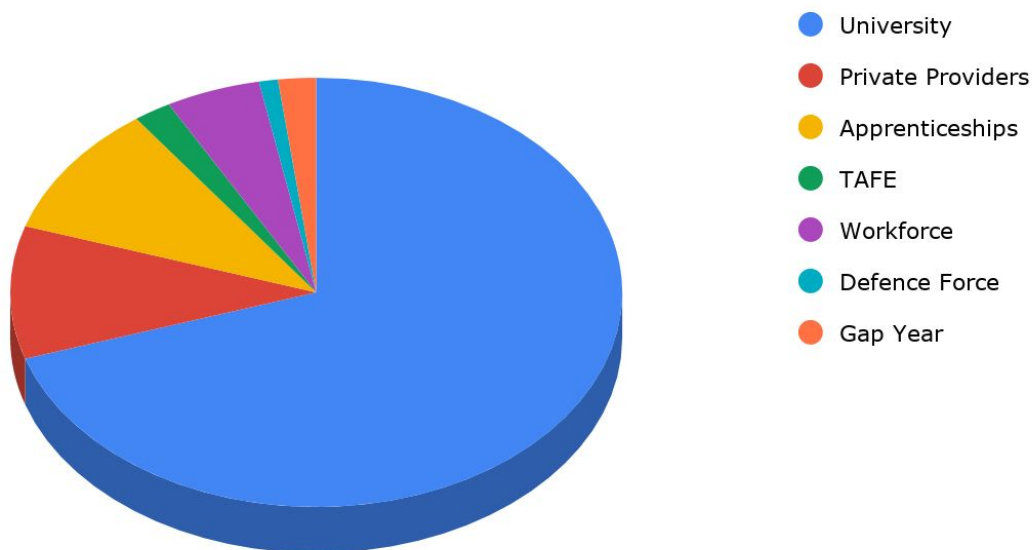
	18 ATAR 13 non-ATAR
Entertainment-Certificate II in Entertainment	9 5 ATAR 4 non-ATAR
Open High School-Hungarian Continuers	1

Post-School Destinations

Of the students who completed their HSC in 2017 approximately 80% of the candidature was offered places over a range of courses at universities in Sydney, the majority gaining entrance to the University of New South Wales and University of Technology. Students were also offered places at Macquarie University, Sydney University, Wollongong University, University of Western Sydney, Australian Catholic University, 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 2017 Higher School candidature.

Post School Destinations



TEACHER STANDARDS

Teacher Qualifications

Throughout the reporting year, 129 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 2017 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 2017
1	Certificate II	6
2	Certificate III	1
3	Certificate IV	10
4	Certificate	18
5	Graduate Certificate	15
6	Diploma	39
7	Graduate Diploma	39
8	Bachelor Degree	129
9	Bachelor Degree (Honours)	11
10	Master Degree	43
11	Doctoral Degree	1
Total Qualifications		312

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	4	3
7	Graduate Diploma	3	2
8	Bachelor Degree	73	57
9	Bachelor Degree (Honours)	11	8.5
10	Master Degree	37	29
11	Doctoral Degree	1	.5

Total of qualifications	129
Teachers senior campus	110
Teachers junior campus	19
TOTAL teachers	129

Support senior campus	52
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Support Junior campus	3
TOTAL support	55
Preschool	7

Professional Learning

The College encouraged teaching staff to undertake ongoing professional learning throughout the year. Over \$167,000 was allocated in 2017 to the professional development of staff beyond the five pupil free days within the College calendar annually. The breadth of these courses included subject specific in-servicing, pedagogical development, information technology and network meetings to ensure currency with the National Curriculum and NESA requirements.

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	Participants Attended
A guide to preparing to teach preliminary PDHPE	1
ADHD in Childhood	1
Adobe After Effects Essentials 2 day course	1
AIS Business Studies Conference	1
AIS Economics Conference	1
AIS Languages Conference	1
AIS PDHPE K-10 Draft Syllabus Consultation	1
AIS Physic Teachers Conference	2
AIS primary conference: A Beautiful Question	2
AIS School Counsellors Conference	2
AIS Teacher Librarian meeting	1
AIS Visual Arts Conference	1
An evening with Martin Sellingman	5
Anticipate Appreciate Applaud: CBCA shortlist	2
Archdiocesan Secondary Meeting	2
Association of SOR AGM and Twilight conference	4
Autistic Voectrum Disorder Workshop	1
Brick and Block laying course	1
Building Positive Communities	1
Building Positive, Respectful Relationships at work	2

Camera Craft 2 for 5 weeks	1
CAS Heads and HODS Religion Meeting	1
CAS Heads of Stem Meeting	2
Celebrating respectful relationships through PDHPE	1
CEO TAS HOD Network meeting P1- P4	1
Chemistry Teachers Conference	1
Cherry Hood Residential Workshop	2
ClickView Academy	1
Coach level 2 - Rugby	1
Construction Network Meeting - all day	2
Construction Zone World Skills Competition	1
Developing Creative Writing in Stages 5 & 6 English	1
Discovering AOS and 'The Tempest'	1
Earth Sustainability Conference	2
Edrolo Training	6
Education Perfect	3
Engaging Boys in Writing	1
English Stage 6: Change and Continuity	2
English Stage 6: Syllabuses History online	4
Enhancing Student Learning in SOR	2
EREA Pastoral Wellbeing Conference	4
Essentials in Emergency Nursing - workshop for school nurses	1
Exploring New Horizons in History	1
Ext 1 English - Science Fiction	1
Familiarisation: Revised Stage 6 Science Syllabuses	2
First Aid training	1
Flash Photography	1
Food Technology Fun	1
Gender Leadership Forum - Melbourne	5
Gifted and Talented Teachers AGM	1
GTA Conference	1
HSC Trials / Marking	4
Identify and Respond to Young People at Risk	1
Improving STEM	2

Inspire Conference	1
Inspiring Questions - Teaching Philosophy and Religion	1
Institute of Industrial Arts Technology Education Conference	2
K - 12 Student Wellbeing Conference - Spring into Wellbeing	1
Kids in Cyberspace	1
Leadership in Languages	1
Library software training - softlink	2
Literacy for Learning	7
LSA State Conference	1
Maintaining Relevant Libraries	2
Mastering Discovering Creative Writing	1
ME Program - STEM Conference	2
Media Training Workshop - Advocacy training for Social Justice course	1
Mental Health First Aid Instructor training	1
Middle Leaders program	1
Mindfulness training	1
Music Australia Advocacy trip to ACT	1
Naplan online readiness test	3
National Library and Info Tech Symposium	2
National Pastoral Musicians Conference	1
NESA - Endorsement PD provider	1
On your marks - stages 4-6 PDHPE	1
PDHPE Conference 2017	1
Pornography/Young people and Sexuality	2
Positive Schools Mental Health Wellbeing Conference	1
Preparing to teach Ext 2 Maths	1
Preparing to teach 2 Unit Maths Prelim	1
Preschool Site Visit - The Point Preschool	7
Reading to Write:Transition to Senior English	1
Religious Education Curriculum Stage 4 & 5 RE	1
Religious Education Curriculum: Strand A	1
Religious Education Curriculum: Strand B	1
Religious Education Curriculum: Strand C	1
Religious Education Curriculum: Strand E	1

Responding to child protection allegations against staff	1
Revised Stage 6 History Syllabuses	4
School Champion Asthmas Management Program	1
School Refusal - Every day counts	1
Shabbat Dinner	2
Standardised Assessments of Reading	3
Statement of Attainment in outdoor risk assessment and emergency response - DE	2
Stem Teachers Workshop	2
Strategies for teaching problem solving in Maths Year 5 & 6	1
Teacher Librarian AIS Conference	1
Teaching Filmmaking - Secondary	1
Teaching HSC Food Technology	1
The Craft of Writing Imaginatively	1
The Positive Schools Conference	5
Thinking & Learning Conference	6
Train the trainer workshop for registered nurses	1
Trial Marking - HSC Studies of Religion	1
UNSW Mathematics Teacher PD Day	3
VET Hospitality Pilot Marking	2
VET Hospitality Network Meeting	3
What is working well in wellbeing	1
Worldskills Western Region Comp - Adjudicator	1
Writing Quality Annotations & Supporting referees	1
TOTAL	194

Money spent per teacher on professional learning in 2017:

Total spend: \$65,087.84

Teaching staff per census (FTE): 119

Average per staff member: \$546.96

Teacher Attendance & Retention

At any one time there were one hundred and ten (110) teachers employed at Waverley College at the senior campus with another nineteen (19) employed at the junior campus. Five staff left to take up positions in other schools or retire. Teacher attendance is approximately 95%.

Group	Total	FTE
Teaching Staff	129	119
Support Staff	56	40

STUDENT RETENTION RATES

The enrolment at the date of the 2017 August Census was 1422 students.
The retention rate from Year 10 2014 to Year 12 2017 was 91%.

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

The average senior school student attendance rate for 2017 was 93.16%. The average junior school student attendance for 2017 was 95.5%.

SATISFACTION

(a) 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 has successfully become 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 addition 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 2017. 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.

(b) 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.

(c) 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.

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.

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, the appointment of a Director of Student Wellbeing, 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.

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 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

1. Facilitate great learning opportunities for students.
2. Create strong routines and structures to enhance boys' learning.
3. Encourage boys to own their decisions and admit when they have made a poor judgment.
4. Set high expectations.
5. Model professionalism at all time 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
- ☐ The full text of these policies and documents is available on the College website.

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

COMPLAINTS AND GRIEVANCE RESOLUTION

The College's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of sensitivity, confidentiality and procedural fairness. 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 Executive members if students feel a grievance has occurred.

Harassment Prevention Policy

There is an expectation that, as a Catholic community in the Edmund Rice Tradition, all members speak, act and relate in hopeful, compassionate, life-giving ways. It is the responsibility of all staff, student and parents to respect the rights of others and ensure that they do not become involved in or encourage harassment. Every staff member and student has the legal right to a work/study environment that is safe, and that is *not* sexually harassing, sexist, racist, homophobic, or discriminating on disability, ageist, or stereotyping in any way.

Harassment Behaviours outlined in the extended policy have been used with permission from the University of Sydney's 'Staff and Student Equal Opportunity unit' website. (<http://www.usyd.edu.au/eeo>) The Staff has access to the full policy via the College's Intranet site.

anti-bullying program, RUOK Day, respect for women including an International Women's Day breakfast and social justice awareness campaigns

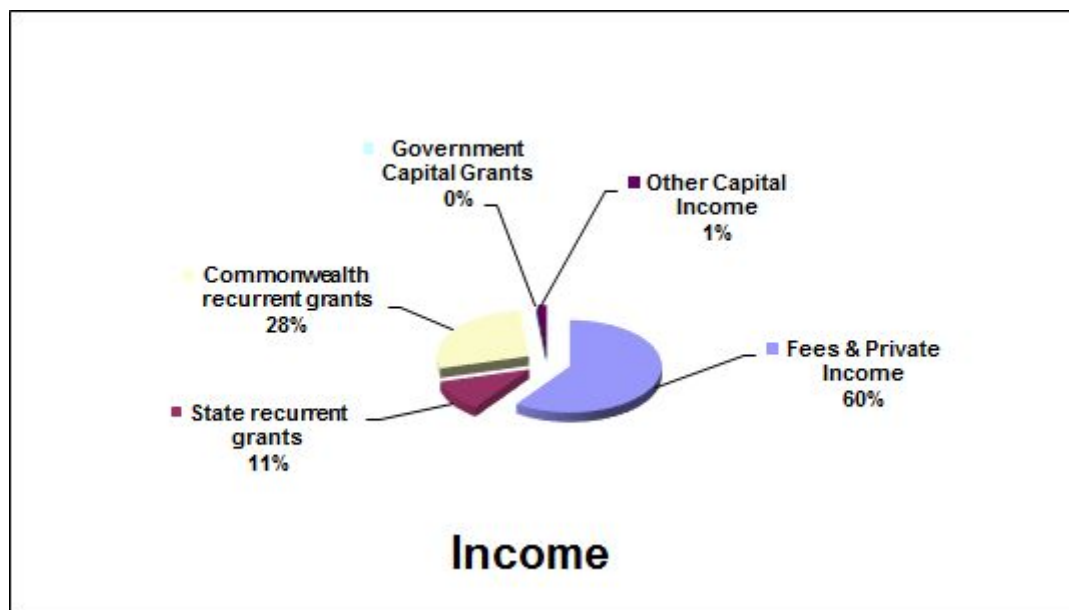
School-determined improvement target

- ☐ Improved literacy - Whole school literacy program implemented (focus on writing)
- ☐ Better structures of care for students - New Wellbeing structures, curriculum, resourcing and

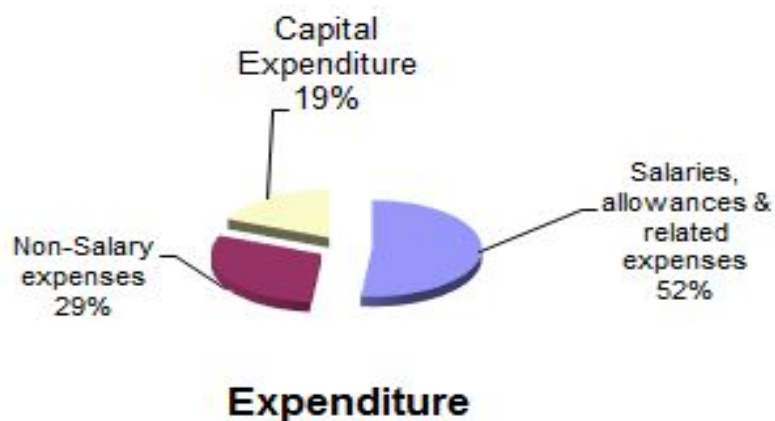
- systems implemented - Wellbeing Centre and Health Centre completed
- Pedagogical improvement for teachers - Academic professional development focused on teachers sharing best practice and Formative Assessment
- Timetable efficiency - changed to a 10 day cycle
- Cultural change - ACER School Improvement Plan evaluated
- Further details - Completion of goals listed in the College's Strategic Plan

FINANCIAL INFORMATION

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



Fees and Private Income:	21,469,687
State Recurrent Grants:	3,895,447
Commonwealth Recurrent Grants:	9,913,597
Government Capital Grants:	0
Other Capital Income:	586,000
Total:	35,864,731



Salaries, Allowances and Related Expenses:	20,818,135
Non-Salary Expenses:	11,948,449
Capital Expenditure:	7,540,449
Total:	40,307,033

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