



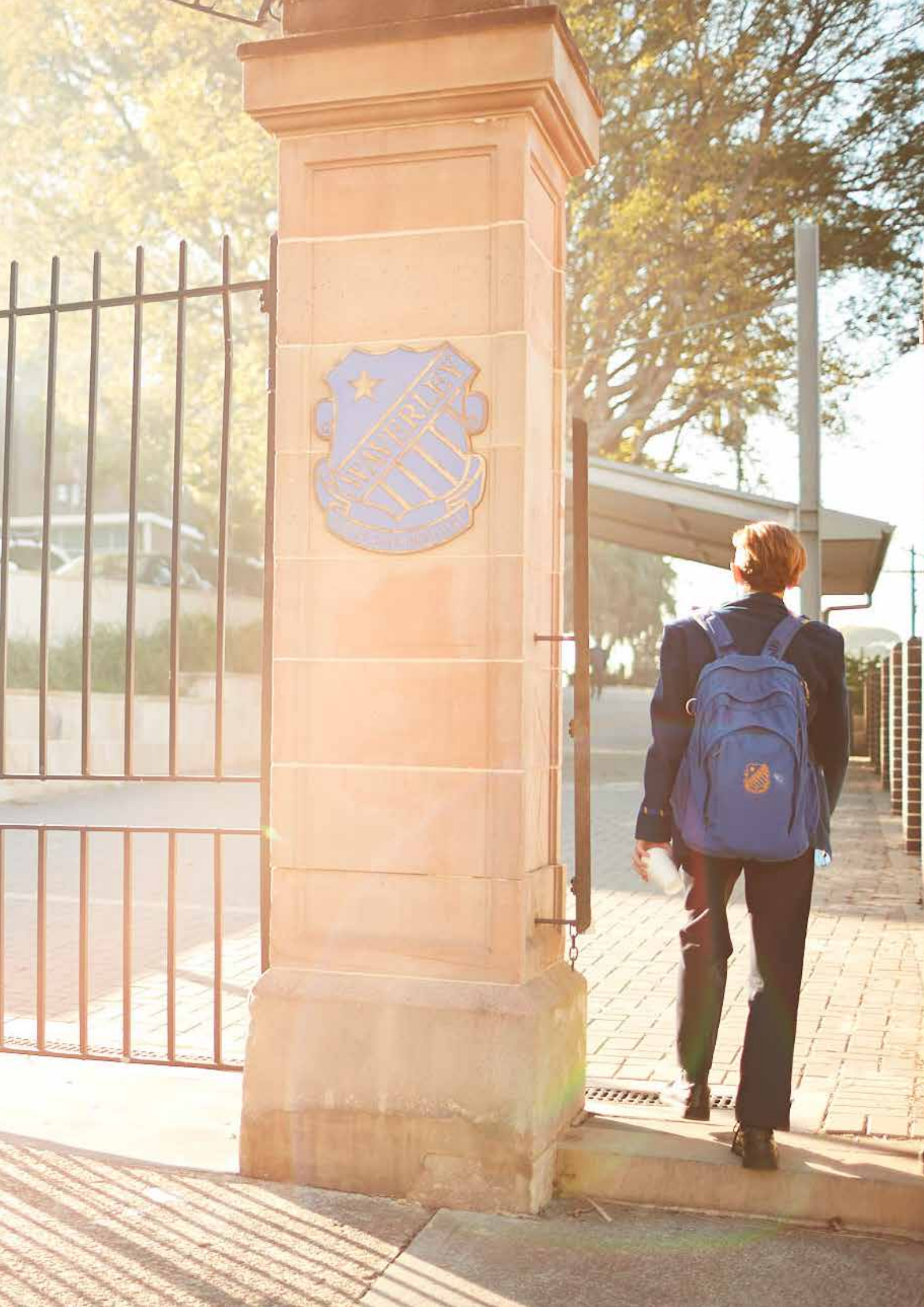
WAVERLEY COLLEGE

# Strategic Plan

2019 – 2023







# Waverley College Strategic Plan 2019-2023

Education that matters springs from our shared faith and respect for traditions, cultures and beliefs. It's being part of a community that rises to meet the challenges of today's world and anticipates tomorrow's. Education that matters engages students with a dynamic and responsive curriculum, in an environment that inspires thinking and develops knowledge, capabilities and skills. Education that matters builds capacity for forward-thinking, creativity, imagination and inquiry, all required to build a solid foundation for a dynamic future.

This Strategic Plan acknowledges our past, present and future, to guide us as a learning community, and provide greater clarity and direction for the years ahead. This plan is based on a rich foundation of research, data and insights gathered from our community; which the boys, as the leaders of our future will shape and mould.

Fundamental values and faith guide our principles, but the skills the community and workforce of the future will need are perhaps out of reach of our imagining today. We seek to promote clarity, and set goals and aspirations as we reach for that future, continue to build on the value we add, and promote the excellence to which we aspire. To be the best we can be, and to provide our students with the strongest foundations for the world of tomorrow, we will need to do some things differently.

This document sets out the broad intentions of the staff, parents/carers, and students. It identifies and describes seven key goals, specifying a robust framework for performance indicators. It will guide the use of our College's human, physical and financial resources.

Annual Action Plans will be published internally to support the Strategic Plan and identify specific initiatives, actions and strategies. Our progress in achieving our goals will be measured and reported to the College community.

This Strategic Plan and the Annual Action Plans do not replace other forms of planning already undertaken within the College. Instead, they identify the key areas that we will concentrate on over the next five years and highlight areas that we consider essential for the College's continual improvement.

Our seven key goals are ambitious and wide-ranging. They build on our College's strengths and provide strong directions through to 2023 and beyond. The expectations identified in this Strategic Plan are high, but with energy and commitment from all, we are very confident they will be realised.

We commend the Strategic Plan to all associated with Waverley College.



**MARK DAVIES**  
College Board Chair



**GRAHAM LEDDIE**  
Head of College





# Our Mission

As a Catholic College in the Edmund Rice Tradition for boys in Years 5-12, we strive to empower all students to realise their academic and personal potential to actively contribute to society.

We achieve our mission by:

1. Inspiring individualised learning for all students through a holistic education focused on wellbeing and the EREA Touchstones.
2. Nurturing student strengths through a wide range of spiritual, intellectual, social, cultural, physical and creative endeavours.
3. Valuing and cultivating high standards of academic achievement for all our students.
4. Engaging in partnership with our parents/ carers, alumni and local community.

Our graduates are enterprising global citizens who contribute to all parts of society and promote equality, equity, advocacy and social justice. These are reflected in the College's motto, *Virtus Sola Nobilitat* – 'Virtue is its own reward'.

# Our Values

An education at Waverley College places the learner at the core of our community within the framework of a Catholic College in the Edmund Rice tradition.

- Learning takes place in a positive and supportive environment
- Learning styles are tailored to meet the individual needs of the student
- Learning must connect to each of the emotional, social, physical and spiritual domains
- Learning involves critical thinking
- Learning is a lifelong process

Waverley College is part of Edmund Rice Education Australia (EREA), which is a network of schools and centres offering Catholic education in the Edmund Rice tradition. EREA schools strive to offer a liberating education, based on gospel spirituality, within an inclusive community committed to justice and solidarity.



## LIBERATING EDUCATION

We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement, each person is hope-filled and free to build a better world for all.



## GOSPEL SPIRITUALITY

We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.



## INCLUSIVE COMMUNITY

Our community is accepting and welcoming, fostering right relationships and committed to the common good.



## JUSTICE & SOLIDARITY

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in solidarity with those who are marginalised and the Earth itself.

2019-2023

# Key Priorities

01. Maximising student academic achievement
02. Inspiring student learning
03. Enhancing teaching quality
04. Fostering holistic student development
05. Building collaborative partnerships
06. Ensuring effective governance and leadership
07. Promoting a distinctive College identity







01.

# Maximising Student Academic Achievement

Goal: To enable students to reach their academic potential through increasing aspirations and responding to their individual learning needs.

## 01. EXPECTED OUTCOMES

- Opportunities for transparent and productive communication among students, parents/ carers and teachers to reinforce high learning expectations and responsible use of technology.
- A culture of teachers as lifelong learners who are mentored and supported in their professional development.
- All members of the College community working together to support the individual needs of each student.
- Provision of authentic teaching and learning experiences.
- Collaborative use of data by pastoral and academic teams to inform new and inclusive approaches that engage and support all students.
- Using visible learning strategies consistently to forge lifelong learners and global citizens.

## 01. KEY STRATEGIES

- Build partnerships with students, parents/carers and teachers to reinforce a culture of high expectations that all students will achieve their full potential.
- Systematically engage in critical reflection and develop opportunities to enhance teaching and learning.
- Recognise student strengths and nurture the diverse learning needs and ambitions of every student.
- Use evidence-based practices, drawn from the analysis of academic data to plan for improved performance.
- Continue to develop a visible learning environment where students are evaluators of their own learning.



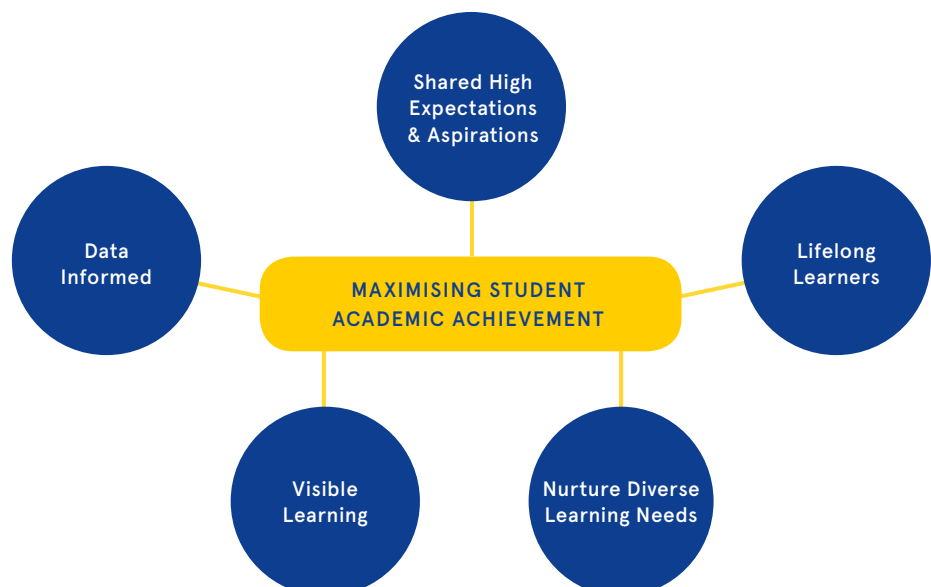




## 01. MEASURING SUCCESS

We will measure our success in the following ways:

- Evaluating the participation and feedback from parents/carers in a range of key communication events such as subject selection evenings and interviews, study skills, career interviews and information evenings.
- Evaluating the range of school-based support programs and courses that meet the diverse needs of students such as: ATAR and non-ATAR pathways, VET courses, learning enrichment, learning support, literacy and numeracy support, homework club, revision lectures, HSC Hub, accelerated programs, extension courses, social justice programs and academically focused co-curricular (STEM and debating).
- Tracking the continued improvement of academic outcomes through internal and external assessments.
- Recording fewer instances of students altering their pattern of study.
- Providing ongoing feedback to support teachers as they adopt a consistent approach to lesson structures evident in our 'learning routine' and 'visible learning practices'.







02.

# Inspiring Student Learning

Goal: To engage and empower all learners and enhance student achievement through the development of an inclusive learning community, an inspired pedagogical framework for Years 5-12 and the provision of contemporary learning environments.

02.

## EXPECTED OUTCOMES

- Preservation of high standards across all aspects of College life for stakeholders.
- A consistently visible and explicit approach to teaching and learning.
- Formal collaborative relationships with schools and communities regionally, nationally and internationally.
- Integrated classroom organisation and timetabling, which encourages excellence and inspires student engagement.
- Teaching staff collaboration in professional learning communities within the College and the wider community resulting in professional capacity building, cross-curriculum perspectives and collegiality.

## 02. KEY STRATEGIES

- Provide opportunities for team-teaching and cross-curricular collaboration.
- Encourage teacher participation in professional learning which is framed by the College's strategic goals, innovative teaching and learning practices, as well as digital technologies that reflect global best practices.
- Engage all teaching staff in collaboration to develop a culture of continual improvement in their teaching and student learning.
- Create a culture where learning is valued and students understand themselves as learners and take responsibility for their learning.
- Employ strategies where students, in collaboration with their teachers and parents/carers, set high standards, expectations and goals for sustained improvement.
- Develop a community where the intrinsic importance of achievement is embraced by all stakeholders.



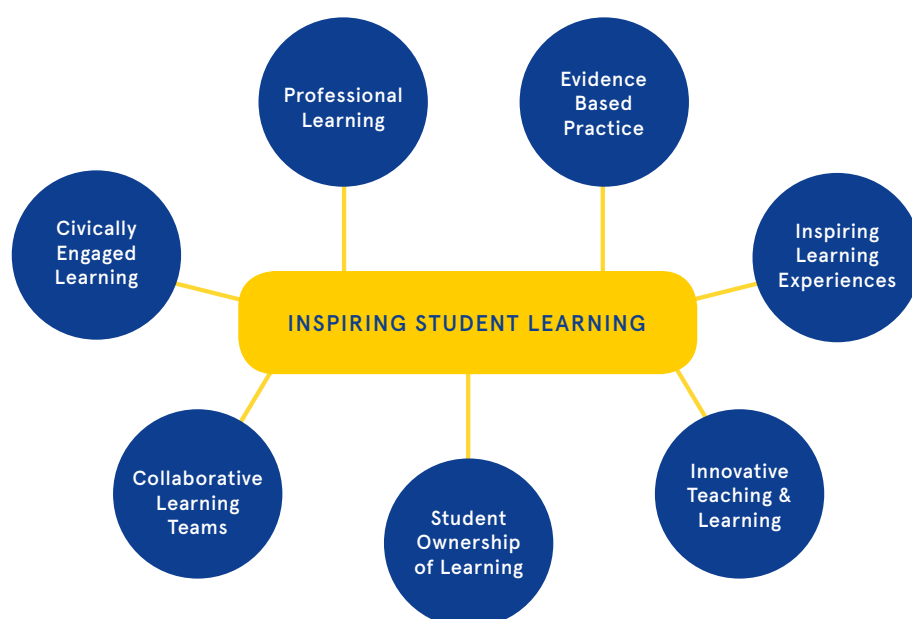




## 02. MEASURING SUCCESS

We will measure our success in the following ways:

- Mapping and reporting examples of teaching and learning best practices that match the learning needs of students.
- Evaluating the professional learning program by tracking participation and seeking feedback through staff and student surveys.
- Reporting on and celebrating examples of inspired and independent learning.
- Awarding teacher scholarships where appropriate.
- Showcasing examples of work which demonstrates our learning principles.







03.

# Enhancing Teaching Quality

Goal: To continually enhance teaching in an environment which encourages, supports and builds staff capacity for excellence.

03.

## EXPECTED OUTCOMES

- Implementation of a clear pedagogical framework based on contemporary educational research linked to teaching and learning innovation across Years 5-12.
- Collaboration within learning areas and subjects from Years 5-12 to enhance innovative teaching, connections and relevance for students.
- Tailored professional learning which has a clear purpose and alignment with the strategic plan, accompanied by staff ownership of professional learning and professional reading.
- Implementation of a formalised and consistent ongoing teacher appraisal process across Years 5-12 where individual teachers aspire to enhance their performance and professional learning.
- Support and professionally develop teachers to become proficient, highly accomplished and lead teachers according to the Australian Professional Standard (AITSL).
- Further development of a community of reflective practitioners to better address teacher development and student learning.
- The attraction and retention of staff who are passionate, informed practitioners, committed to a culture of excellence and lifelong learning.

### 03. KEY STRATEGIES

- Write and implement a research-based framework to promote innovative teaching practices.
- Provide opportunities for collaboration to improve teaching and student learning.
- Ensure provision of relevant and appropriate professional learning opportunities to support teacher development and pedagogical practice.
- Implement a clear, structured framework where ongoing teacher appraisal and development take place.
- Develop mentoring programs to support teacher development.
- Encourage and facilitate a culture of self-reflection for lifelong learning.
- Attract and retain the best quality teachers by ensuring selection criteria emphasise the capacity to deliver the pedagogical framework.
- Recognise and reward teaching excellence.
- Ensure teaching practices are clear, appropriate and uniformly implemented across all members of the College.



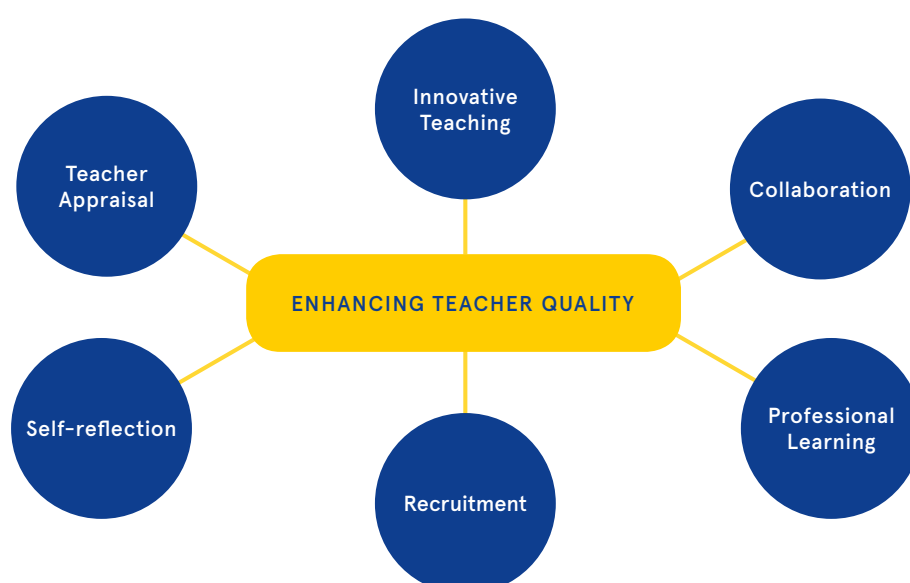




### 03. MEASURING SUCCESS

We will measure our success in the following ways:

- Observing staff engagement in professional learning and innovative teaching, demonstrated through programming (reviewed annually), learning walks, observations, recordings of professional learning sessions.
- Tracking the increase in Years 5-12 teacher collaboration and cross-curricular programming initiatives.
- Identifying the increase in internal/external NESA-endorsed providers of tailored professional learning linked to the pedagogical framework.
- Monitoring frequency and quality of teacher participation in a written and formalised appraisal process.
- Increased use of goal setting, as part of the appraisal process and resulting Professional Learning Plans, by teachers.







## 04.

# Building Collaborative Partnerships

Goal: To expand partnerships with the College's community, present and past, local and global.

## 04.

### EXPECTED OUTCOMES

- Expansion of diverse local and global educational and cultural student experiences.
- Greater alumni and parent/ carer engagement with the College to enhance networking opportunities for social, professional, intellectual and physical resources.
- The availability of open pathways between the College, higher education providers and industry.
- Reciprocal educational and business partnerships which are mutually beneficial.
- Continued development of the St Charles' School, St Clare's College, Waverley College and Parish relationships.
- A College website and portal that aims to enhance community relationships.

## 04. KEY STRATEGIES

- Expand our involvement with community programs, both local and global.
- Enhance partnerships with the College alumni by fostering meaningful engagement with the Waverley Old Boys' Union.
- Promote greater collaboration with parents/carers through strengthening existing relationships.
- Build relationships with higher education providers, professional organisations and community businesses.
- Participate in regular meetings with principals and College leadership team members between the three Parish schools.
- Engage with EREA Beyond Borders to support global initiatives.







## 04. MEASURING SUCCESS

We will measure our success in the following ways:

- Documenting and evaluating student involvement in community outreach, both local and global.
- Tracking the frequency of community engagement with the College through the school website.
- Formalising relations with other EREA schools have taken place.
- Documenting and evaluating partnerships with educational institutions, business and professional organisations.
- Meetings and sharing of ideas is occurring between the Parish schools.
- A website that is up to date and reflective of the new strategic plan.
- Providing a single portal with up-to-date student progress for parents.









05.

# Fostering Holistic Student Development

Goal: To foster the relationship between innovative learning, formation and wellbeing programs to support staff and students to flourish across spiritual, intellectual, social, emotional, cultural and physical dimensions.

05.

## EXPECTED OUTCOMES

- Heads of Department and Heads of House working effectively together to achieve this goal.
- A supportive, respectful and inclusive school community that focuses on holistic student development.
- The teachings of Jesus and the vision of Edmund Rice underpin the positive social values and service to others within our community.
- Wellbeing programs are enriched, and designed to increase connection, resilience and wellbeing of students.
- Interpersonal and leadership skills are developed for each student.
- The celebration of academic and non-academic achievement.
- The co-curricular program continues to evolve to best meet the needs of our community and be a key contributor to student wellbeing.

## 05. KEY STRATEGIES

- Engage Heads of Department and Heads of House in working collaboratively, vertically and horizontally across Years 5–12.
- Provide equitable opportunities for each student to develop positive mental health, be academically enriched and socially valued.
- Engage all teaching staff in the continual cultural growth and improvement of the wellbeing program based on positive relationships and a strength-based approach.
- Strengthen behaviour development processes and procedures ensuring they are clear, logical and well-communicated to all community members.
- Strengthen policies, procedures and education regarding cyber safety, anti-bullying, and restorative justice practices.
- Develop and embed EREA, student formation and wellbeing programs.
- Map and enhance the formation program journey of each year level.
- Develop a student leadership program.
- Recognise and award excellence in academic, vocational, cultural and co-curricular achievement.
- Connect lifestyle and wellbeing benefits to active engagement in the College's extensive co-curricular program.



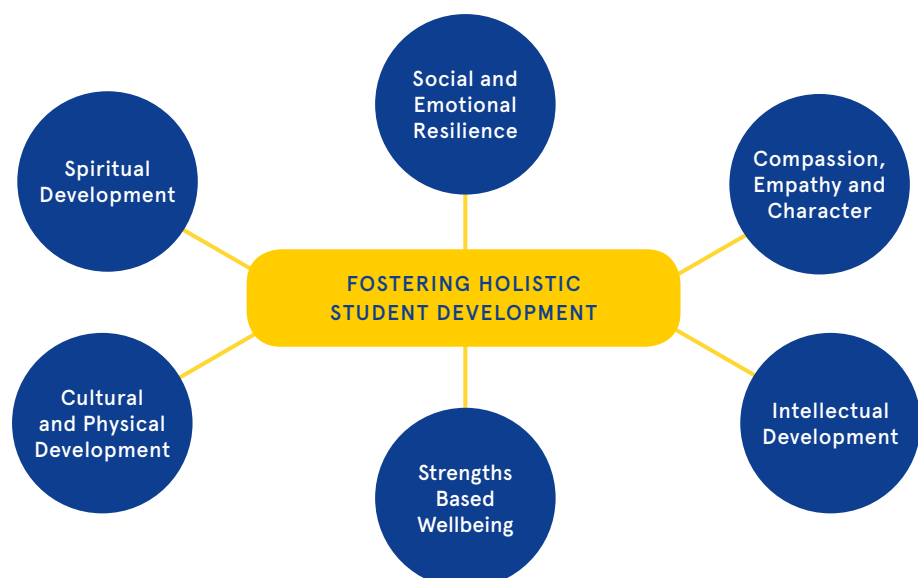




## 05. MEASURING SUCCESS

We will measure our success in the following ways:

- Monitoring and tracking of student academic achievement, wellbeing, social and emotional health via our existing and future ICT portals.
- Recording student attendance at parent teacher interviews, the writing of personal reflections and SMART goal setting for self-improvement.
- Monitoring behaviour development processes to include restorative justice practices, empathy competencies, and guidelines and consequences.
- Conducting the Annual Wellbeing Survey and reviewing improvements across criteria.
- Mapping and evaluating the extent to which the curriculum and co-curriculum program contributes to a holistic approach to education for all students.
- Monitoring how student data is used to enhance our teaching and co-curricular programs and practices.









06.

# Ensuring Effective Governance and Leadership

Goal: To ensure the long-term viability of Waverley College through strong corporate governance and ethical and transparent leadership.

06.

## EXPECTED OUTCOMES

- Contemporary learning environments which foster inspired student engagement and students' ownership of their learning.
- An assured ongoing financial capacity and viability.
- The development of a Foundation to support philanthropic pursuits.
- A response to the EREA affordability document.
- A strengthened Waverley College brand.
- Risks are managed effectively by meeting or exceeding all statutory compliance requirements.
- Professional learning is resourced to align with strategic priorities.

## 06. KEY STRATEGIES

- Budget forecast, allocations and expenditure are aligned with College strategies.
- Review all learning, administration, development, and software systems ensuring connectivity.
- Develop a College Master and Sustainability Plan.
- Launch and build the College Foundation.
- Maintain College's tuition fees to be as affordable as possible.
- Market the College brand based on school improvement achievements and the community – centric and innovative nature of programs.
- Regularly review and enhance the risk management process.
- Actively grow the leadership capacity of staff to promote and enable them to take on leadership roles within the College and be exposed to leadership formation opportunities.
- Assure compliance with NESA and AITSL Teaching and Educational Standards and other regulatory requirements through ongoing review.
- Maintain the College's TAA status and verify the maintenance of accreditation progress for staff on an annual basis.



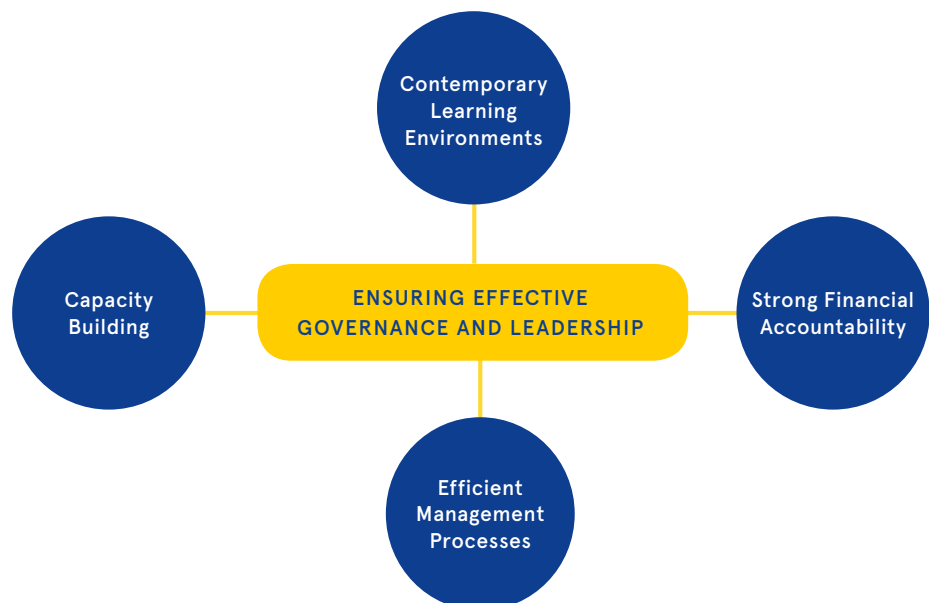




## 06. MEASURING SUCCESS

We will measure our success in the following ways:

- Monitoring the College's ongoing financial viability through quarterly reporting to the EREA Finance Committee and monthly financial reports to budget holders.
- Installing new systems and platforms that are effective and interconnected.
- Enhancing communication, collaboration and aesthetics across the campus via new learning, active and staff spaces.
- Developing and monitoring sustainable processes across our energy, rubbish and water usage and management.
- Evaluating Foundation targets.
- Tracking and monitoring enrolment demand at key entry points.
- Tracking Website interaction.
- Reviewing and responding to Complispace data.
- Tracking delivery of NESA-Registered Programs to support teacher accreditation.
- Monitoring staff leadership development through performance review, professional goal-setting and mentoring processes.
- Ensuring staff achieve their 100 hours required for accreditation.







07.

# Promoting a Distinctive College Identity

Goal: To communicate the College's distinctive, strong and unique identity to the community as one of Australia's leading Catholic schools.

07.

## EXPECTED OUTCOMES

- All aspects of College life are aligned to the EREA Touchstones.
- Waverley offers comprehensive education with a broad curriculum allowing boys to pursue their best suited pathway.
- An inclusive learning community with a diverse student population that provides a rich and real world learning experience both inside and outside of the classroom.
- Waverley known as an employer of choice.
- Waverley graduates leave the College possessing key qualities that will assist them to live hope filled and productive lives.
- The College website and portal are effectively employed to enhance community relationships.
- Every meeting and interaction with a student, parent, or alumni is treated as an opportunity to develop further positive relationships and build upon our community.

## 07. KEY STRATEGIES

- Strive to offer a liberating education, based on gospel spirituality, within an inclusive community committed to justice and solidarity.
- Provide a strong suite of subjects across ATAR and non-ATAR pathways.
- Strengthen our innovative learning, formation and wellbeing programs.
- Further develop staff wellbeing programs.
- Reduce work intensification to allow teachers to focus on their core business of teaching and learning.
- Develop a list of attributes, qualities and characteristics of a Waverley College Graduate.
- Develop the College website to showcase the achievements of the students, staff, and Old Boys and share the Waverley College story.







## 07. MEASURING SUCCESS

We will measure our success in the following ways:

- Reviewing annual plans and engaging in the EREA School Renewal Process (2022).
- Tracking continual improvement in academic outcomes as evidenced by internal and external assessments.
- Evaluating wellbeing survey data.
- Increasing engagement in professional learning and innovative teaching.
- Tracking student population diversity and representation of minority groups.
- Surveying parents/carers, students, staff and wider community perceptions of the College.
- Track website diagnostics and search engagement.
- Recording and publishing former student achievements.
- Monitoring the Old Boys' Union and Wavelength for feedback to build and maintain meaningful engagement in the community.



