

# Annual Report

## 2024

---

*Young Men of Faith & Integrity*

---



**WAVERLEY  
COLLEGE**



---

# Contents

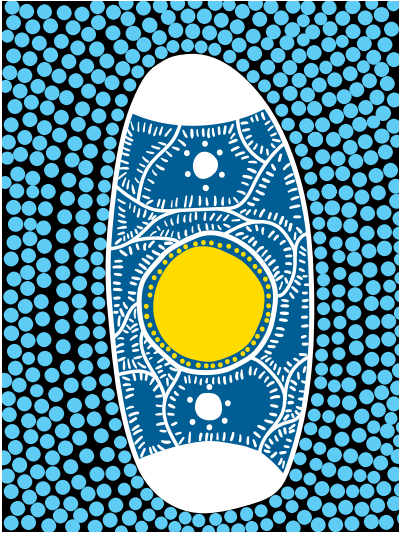
1. Acknowledgement of the Custodians	04
2. About Us	04
3. A Message from the EREA NSW Colleges Ltd CEO / Director of NSW Colleges	05
4. A Message from the Principal	06
5. A Message from the College Advisory Council	08
6. School Performance in Statewide Tests & Examinations	09
<i>Notable Achievements</i>	11
<i>HSC Summary 2024</i>	12
7. Teacher Standards	14
8. Retention Rates	15
Satisfaction Staff, Students & Parents	15
<i>Staff Satisfaction</i>	15
<i>Student Satisfaction</i>	16
<i>Parent Satisfaction</i>	16
9. School Policies	17
<i>Enrolment Policy &amp; Procedure</i>	17
<i>Student Welfare</i>	18
<i>Student Development &amp; Formation Policy</i>	18
<i>Bullying Policy</i>	19
<i>Complaints &amp; Grievance Resolution</i>	20
10. School-Determined Improvement Targets	21
11. Finance	25



“

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

”



## 1. Acknowledgement of the Custodians

Waverley College acknowledges that we stand on the traditional lands of the Gadigal and Bidjigal people of the Eora nation.

We are an inclusive environment wishing to learn more about spiritual and cultural values, and the resources connected to this land.

We extend this acknowledgement to the Elders of the surrounding Eora nation, both past, present and emerging.



EDMUND RICE EDUCATION  
AUSTRALIA

## 2. About Us

Waverley College is a boys Catholic school in the Edmund Rice Tradition, for Years 5 to 12. The College is located in Sydney's Eastern Suburbs and seeks to develop young men of faith and integrity.

The College shares the provision of education in this region with other independent, Catholic and Government schools (both selective and non-selective). In this context, Waverley is a comprehensive, inclusive, academically non-selective school that offers a wide range of courses, social justice activities and co-curricular opportunities from Year 5 to 12.

Waverley College is a member of the Associated Schools of NSW (CAS) and Independent Primary School Heads of Australia (IPSHA).

These important relationships provide opportunities for students to compete, learn and celebrate together.

Waverley College is a diverse community built on strong relationships. The College's educational programs - academic, wellbeing, pastoral, co-curricular, cultural, sporting and service learning - are supported and enhanced by mutual respect and concern for the individual and the group. The College is proud to cater for students from diverse backgrounds and continues to strengthen its service to the marginalised in the community. Waverley has a dedicated College Advisory Council, enthusiastic parent bodies and committed Alumni who provide ongoing support to the College.





### 3. A Message from the EREA NSW College Ltd CEO

Waverley College is a highly valued member of the Edmund Rice Education Australia (EREA) national network of schools which deliver learning through the charm of Blessed Edmund Rice underpinned by the four Touchstones of Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. This strong national network consists of 55 schools in every state and territory serving approximately 40,000 students within a wonderfully diverse range of learning communities.

EREA NSW Colleges Ltd is the governing body for the seven mainstream NSW schools in Greater Sydney, Wollongong and Gosford, with enrolments of 8,500 students and 956 staff. EREA NSW was established to enable more proximate governance for the NSW schools in the Edmund Rice tradition.

The eight member EREA NSW Colleges Ltd Board has governing responsibility for the schools, specifically including ensuring the highest standards of child safety are met, oversight of compliance, staff experience and student experience including teaching and learning.

Across our network, we have witnessed our students excel academically, engage in meaningful service, and grow into compassionate leaders. The dedication of our educators and the support of our families have been instrumental in fostering an environment where every student can thrive.

I would like to take this opportunity to thank the many community members who make our schools great places to learn and grow. To our parents, our school leaders, our staff, our advisory council members, our board members, our Alumni and the many people who contribute without an official title, thank you for your care, wisdom and generosity of spirit. To our young people in our schools, thank you for providing the energy and inspiration that brings our community together to strive for greater things.

**Mrs Maura Manning**

*CEO / Director of NSW Colleges  
EREA NSW Colleges Ltd*

## 4. A Message from the Principal

In our 121st year of education and service, we continued to implement a bold and transformative vision for teaching and learning, grounded in our mission: *To build an inclusive community of mutual trust and respect that values liberating teaching and learning, celebrates curiosity, critical thinking and nurtures globally-minded citizens.*

Drawing on insights from the NSW Curriculum Reform, our NAPLAN and HSC data, the College's Teaching and Learning Framework, and the EREA National Framework, five key strategic priorities were identified and implemented to support this mission:

### 1) Preparing Students as Lifelong Learners and Active Citizens

Through our partnership with the Association of Independent Schools (AIS) and the Designing for Deep Learning initiative, we continued to equip students with the capacity to articulate their learning and apply the key six critical global competencies - Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking.

### 2) Data-Informed Practice

Staff engaged in targeted professional learning using the TrackOne analytics platform to analyse and act on student data, celebrate learning growth, and provide timely interventions.

### 3) Effective Professional Learning and Staff Support

The College reviewed and restructured its Professional Learning Plan to align with staff learning needs and our overarching strategic goals.

### 4) Building a Strong Learning Culture

The College introduced Learning Checkpoints on our Canvas (Learning Management System) to support student feedback literacy and engage parents in the learning process. The Alumni Award for Academic Integrity and Fortitude was also introduced to celebrate growth and perseverance in academic achievement.

### 5) Mastery of Foundational Skills

Programs including Writer's Toolbox, inferential reading, academic writing tutorials, and Literacy in Mathematics groups were expanded to improve foundational literacy and numeracy skills across key stages.

In response to research on learning habits and the cognitive benefits of handwritten note-taking, we launched a Tech-Free Week for Years 5-12. This initiative aimed to reset student learning routines and promote focus and reflection. We also continued to explore the role of AI in learning and how to best guide students in ethical and effective use of digital tools.

During 2024, we launched a refreshed and research-informed Wellbeing Framework in collaboration with the Association of Independent Schools (AIS), ensuring our programs are aligned with best practice, developmentally appropriate, and tailored to the needs of our boys and their families.

The Wellbeing vision continues to focus on building a safe and supportive school community where every student is **known, valued, and challenged** to achieve their potential.

### Key Developments in Wellbeing included:

- Appointment of a **Head of Student Wellbeing**, bringing new experience and leadership to the team.
- A refreshed Wellbeing class period now known as **Connection, Culture, and Communication Time (CCC Time)**, deepening student connection to peers, House identity, and College culture.
- Expansion of **staff credentialing in Mental Health First Aid**, and enhanced support for inclusive classrooms, including partnership work with Dr Victoria Rawlings (University of Sydney).
- Introduction of the **Kanyini Program** (A Pitjantjatjara word meaning interconnectedness, care, and nurturing) for Years 7-9, which incorporates Indigenous Australian perspectives on care, connection, and responsibility.

In this program student have learnt to:

- Cultivate a growth mindset and resilience,
- Build healthy, respectful relationships,
- Promote inclusivity and cultural understanding,
- Manage stress, sleep, and emotional wellbeing through practical strategies,
- Recognise and value diversity within their community.



In 2024, our Wellbeing Program was further enriched through a series of powerful guest speaker engagements that challenged and inspired our students across a range of important social, emotional, and cultural themes. International Women's Day was marked by a compelling address from Ms Jelena Dokic, who shared her personal journey with resilience and empowerment.

During NAIDOC Week, Mr Fred Leone delivered a powerful message on culture, identity, and reconciliation, while Mr Stan Grant's address during Reconciliation Week prompted deep reflection on Australia's shared history and future. Mr Gus Worland from Gotcha4Life spoke candidly at our R U OK? Day assembly, encouraging open conversations around mental health. Major Hugo Toovey shared his moving story of service, illness, and resilience at the Mother/Son Dinner, while Mr Jack de Groot's address at the May Procession provided a meaningful reflection on faith and leadership.

Holocaust education was deepened through the testimony of Mr Jack Feller from the Courage2Care organisation, and Mr Daniel Witthaus, Founder and CEO of Rural Pride Australia, spoke at Wear It Purple Day about inclusivity, identity, and the power of allyship. Finally, our International Men's Health Assembly featured Mr Jay Steven, who shared his life-changing story of surviving a spinal cord injury in a helicopter crash - offering a powerful lesson in courage, recovery, and the strength of the human spirit.

In line with our Teaching and Learning goals, wellbeing education was also integrated into curriculum delivery and teacher practice through Deep Learning competencies, especially Character, Communication and Citizenship.

Our broad HSC achievements supported our strategic focus on Teaching, Learning and Wellbeing with our results being our highest in modern times and included:

- 1st in State in Mathematics
- 7th in State in PDHPE
- 115 SMH ranking in State as a school
- 30 of the 37 subjects (81%) undertaken were above State Mean
- Median HSC mark of 81

- 65 Students on Distinguished Achievers list (achieved 90+ in a subject)
- Multiple apprenticeships across industries including - Electrical, Air Conditioning, Motor Mechanics, Hospitality, Construction, Landscaping, Agriculture, Carpentry and Plumbing.
- Creative Arts & Technology Selections and Nominations in:
  - HSC Encore - Music
  - HSC OnSTAGE - Drama
  - HSC Showcase Shape - Industrial Technology Timber
  - HSC Showcase Shape - Multimedia

Our enrichment program continues to provide students with valuable learning experiences that extend beyond the traditional classroom, encouraging the development of critical, creative, and transferable skills that prepare them for a rapidly evolving world.

This year, our Year 9 team achieved outstanding success in the University of Newcastle's STEM Outreach Program and distinguished themselves at the Sydney Regional Da Vinci Decathlon. Their exceptional performance saw them place first in Science, second in Cartography, and third in Legacy, Engineering, and Code Breaking, ultimately earning them an impressive third place overall.

In the realm of ethical reasoning, our senior students were commended at the Ethics Olympiad for their thoughtful engagement with complex moral dilemmas. Judges praised their insight, empathy, and articulate contributions, recognising the team with honourable mentions in the final results. Demonstrating strong leadership and civic awareness, Archie Godby was selected to represent the College at the 2024 NSW Schools Constitutional Convention, held at the NSW Parliament House.

We were also proud to see 40 students from Years 7-9 selected to participate in the prestigious Oxford University Junior Stretch and Challenge Day. This inspiring experience allowed students to engage in advanced academic enrichment and gain insight into a university-style learning environment, fostering critical thinking and intellectual curiosity. With an understanding that three-quarters of the fastest-growing careers will require skills in Science,



Technology, Engineering, and Mathematics (STEM), the College has continued to advance its vision for a state-of-the-art Science and Innovation Centre. In support of this commitment, 40 students had the extraordinary opportunity to travel to NASA, where they took part in immersive STEM activities, explored space science and engineering firsthand, and were inspired by real-world applications of innovation and discovery.

In public speaking, Year 11 student James Peate delivered an exceptional performance to win the NSW Rostrum State Final and went on to represent New South Wales at the national level, further exemplifying the College's commitment to nurturing confident and articulate young leaders.

In the visual arts, Year 11 student Renato Rovacchi was named a finalist in the 2024 Lester Prize, one of Australia's most esteemed portraiture competitions, highlighting the calibre of artistic talent emerging from our student body.

The performing arts flourished in 2024, highlighting the exceptional talent, creativity, and commitment of our students. Our drama production, *Tartuffe* (The Hypocrite), a bold, modern reinterpretation of Molière's classic set in 1980s Sydney featured a collaborative cast from Ascham School, St Clare's College and Waverley College. The production captivated audiences with its energy, wit, and polished performances. Meanwhile, Year 12 students Mackenzie Singh and Matthew Frost took on senior roles in the Kincoppal-Rose Bay production of *Legally Blonde*, which opened to enthusiastic audiences at NIDA. Their performances were met with widespread acclaim and stood out as a testament to their dedication and stagecraft. Year 11 student Fox Stapleton also impressed, delivering a standout performance as one of the lead male roles in the St Catherine's musical—further evidence of the growing strength and depth of our students in the dramatic arts.

Our Music Department has also reached new heights this year. After eight months of dedicated preparation, 56 students and 6 staff members embarked on the 2024 European Music Tour. Over 15 days, they performed and immersed themselves in musical and cultural experiences across Germany, Austria, Slovenia, Italy, and Switzerland - an extraordinary opportunity to share their talents and grow as artists and global citizens.

In the Junior School, students showcased their dramatic talents in a magical production of *The Lion King Jr.* We thank the dedicated staff from both St Catherine's School and Waverley College who brought this remarkable show to life.

In our Faith in Action programs, we continue to see the profound impact of service and solidarity. This year, students participated in life-changing immersion experiences in Cambodia, Timor-Leste, and Fiji, where they engaged with local communities and deepened their understanding of global justice and intercultural learning. Our College community also enthusiastically supported a wide range of initiatives including Running for Premature Babies, Beanies for Brain Cancer, Dorothy Boyt House, Legacy, Hearts 4 Arch, RUOK Day, My Big Kitchen, Educating the Future (a charity that builds primary schools in Timor-Leste), Matthew Talbot Hostel, Edmund Rice Camps, and the Indigenous Literacy Foundation.

Our Aboriginal and Torres Strait Islander students—known within our community as Walawaani students, drawing on the Dhurga word meaning “safe journey”—had a deeply enriching year in 2024. They continued to deepen their knowledge of culture, identity, and Country, while also generously sharing these insights with the wider College community. A particular highlight was their collaboration with Waverley Council during Reconciliation Week. Together, they created a powerful series of artworks that were proudly displayed on street banners along Birrell Street and featured prominently in the Waverley Council Library. This project not only showcased the creativity and cultural pride of our students but also stood as a public affirmation of reconciliation and shared understanding.

A standout initiative in 2024 was the success of our inaugural Ecology Symposium, organised by our passionate Students of the World Ecology Group (SOTWEG). The event attracted over 100 students from schools across Sydney and as far as Wollongong, all coming together to learn, collaborate, and take meaningful steps toward a more sustainable future.

We were privileged to host a remarkable lineup of guest speakers, including Uncle Dean Kelly, Mr Geoff Lui, Ms Allegra Spender MP, Mr Costa Georgiadis, Ms Mary Ryan, Dr Marjorie O'Neill MP, Mr Sam McGuinness, and Ms Lynsey Porter.



Their contributions inspired rich conversations around the importance of Indigenous ecological knowledge, holistic approaches to sustainability, and the critical leadership role young people must play in environmental advocacy.

This event formed part of our broader commitment to environmental stewardship, as we continue progressing toward our Net Zero by 2035 goal. In 2024, we made further advancements by expanding our solar infrastructure, enhancing waste management systems, and improving recycling processes across the College.

All students are actively engaged in our extensive co-curricular program, which offers over 40 sporting and cultural activities designed to foster wellbeing, build character, and encourage teamwork. We take great pride in celebrating the achievements of our elite sportsmen this year. Ollie Moclair (Year 11) achieved a personal best in the U16 100m Freestyle at the Australian Swimming Championships, competing in the A Final. Fred Carmody (Year 11) secured a national title in surfing, while Troy Patea (Year 12) was honoured with selection to the Australian Schoolboys Rugby Team - an outstanding accomplishment reflecting his dedication and talent.

In our two largest sports: basketball and football - we made key strategic investments to strengthen our programs. In basketball, we welcomed Mr Steve Carfino as Head of Basketball, bringing with him over 30 years of experience at both national and international levels. In football, we proudly launched a partnership with Manchester City, with Head Coach Ben Charlton leading the program. Through this initiative, students are immersed in the Manchester City philosophy, focusing not only on developing skilled athletes but also on nurturing well-rounded individuals.

We are also proud to celebrate the achievements of our alumni on the world stage. At the 2024 Paris Summer Olympics, Noah Havard (Class of 2018) won a silver medal in the 500m kayak sprint, while Charlie Negus (Class of 2017) represented Australia in men's water polo and Henry Paterson (Class of 2014) competed in Rugby Sevens. In Australian football, Isaac Heeney (Class of 2014) and Nick Blakey (Class of 2017) both played in this year's AFL Grand Final. In the world of music, Otis Pavlovic (Class of 2018) and his band Royel Otis were recognised with four ARIA

Awards - an extraordinary achievement that reflects the depth of creative talent among our Old Boys.

Waverley College continues to foster a vibrant and inclusive environment where students are challenged to achieve their best across all areas of learning and life. We remain deeply proud of the accomplishments of our students, staff, and alumni, and we look forward to the future with optimism and purpose.

A significant focus for 2024 was the development of the College's Strategic Plan 2025-2029 which was collaboratively developed with students, staff, families, and Alumni and facilitated by an AIS consultant. Our work across the College is framed by four key strategic pillars:

- **Leading Boys' Education**  
Includes the development of a robust evidence base for boys' learning, enhancing the co-educational experience, strengthening social justice learning, and revitalising our Teaching and Learning Framework.
- **Purposeful Learning**  
Focuses on strategic, innovative learning design for both students and staff, ensuring deep learning experiences every day.
- **Healthy People**  
Embeds our Wellbeing Framework, reimagines technology use from Years 5-12, and prioritises staff wellbeing initiatives.
- **Enhancing Sustainability**  
Drives our commitment to environmental responsibility, a sustainable funding model, strategic partnerships, and future-focused learning environments.

Waverley College remains committed to delivering a holistic, inclusive, and future-oriented education for every student. The work in 2024 reflects a community united by purpose, guided by evidence, and inspired by our mission to liberate learning and nurture young men of character and compassion.

**Mr Graham Leddie**  
*Principal*



## 5. A Message from the College Advisory Council

It is a great pleasure to present my first report as Chair of the Waverley College Advisory Council. I thank my predecessor Mr Pasquale Guerrero for his leadership and service over the past seven years. I am also committed to the long-term sustainability of Waverley College through good corporate governance, ethical leadership and a school culture that fosters student learning and wellbeing.

I have enjoyed working with Mr Graham Leddie and members of the Leadership Team in developing the Waverley College Strategic Plan 2025-2029. It has been very stimulating to explore the challenges facing students including AI and technology, the future world of work and employment, innovation and entrepreneurship, values and culture, health and wellbeing. I have been encouraged by the quality of the discussion and the vision and insights of Graham and his team.

I was proud to attend the 2024 May Procession in the Centenary Quad. It is a very significant Waverley College tradition that we want to flourish into the future. This year the theme was "Faith In Action" and the aim was to inspire students to live their faith in their daily lives. The guest speaker was Jack de Groot, former CEO of Caritas Australia and now Executive Director, Catholic Schools Parramatta. He talked about his own faith journey and called the students to be "men for others" who act justly, see Christ in others and have respectful relationships. There was also a wonderful video of the students participating in retreats, eucharist celebrations, Kairos experiences, social justice initiatives and student immersions. I wish to thank Ms Suzanne Walsh, Director of Mission and Identity, for her commitment to the college community.

Waverley has developed plans to build a state-of-the-art Science and Innovation Centre as the next stage of the College Master Plan. The College Advisory Council and Leadership Team are committed to this transformative initiative and we are seeking EREA approval. The centre will offer a stimulating environment for students to develop future work skills in science, AI and technology, mathematics and innovation.

The Manager of the Waverley College Foundation, Billie Nicholas, is working with Graham Leddie in

implementing a capital works fundraising program that includes regular giving, approaches to high-net-worth individuals including old boys and parents, bequests, naming rights, corporate sponsorships and fundraising events. To date the foundation has raised \$2 million. I encourage you to support this program to build the Science and Innovation Centre.

The spectacular Blue and Gold Ball in the BR Lacey Gymnasium was a major fundraising event for the College in 2024. Over 700 parents and carers, staff, old boys, sponsors and supporters attended this enjoyable and entertaining evening. It raised \$154,000 for our Science and Innovation Centre fund. Thank you for your support.

In concluding, I would like to thank Graham Leddie, the Leadership Team, Educators and Support Staff for their professionalism and commitment to the College and students. They do an outstanding job. I want to also acknowledge the generous contribution of the members of the Advisory Council, the Parents' Association, the Old Boy's Union, the College Foundation and its Patron the Hon Sir Peter Cosgrove.

**Mr Patrick McClure, AO**

*Chair, Waverley College Advisory Council*



# 6. School Performance in Statewide Tests and Examinations

Waverley College students took part in the following National and State Assessments, Tests and Examinations during 2024:

## Higher School Certificate

- Year 12 in 38 courses

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

The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are conducted annually 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.

From 2023, student achievement in NAPLAN is reported against four levels of proficiency

(<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

Waverley scores are well above the national average in numeracy, across all tested year groups. This year, the Year 5 and 7 reading scores are also well above the national average.

## NAPLAN Score Comparison to National Averages

Test	Mean Scale Scores (Comparison to Australian Students)		
	Year 5	Year 7	Year 9
Reading	534 (Well above)	579 (Well above)	591 (Above)
Writing	510 (Above)	568 (Above)	600 (Above)
Spelling	512 (Above)	563 (Above)	577 (Close to)
Grammar & Punctuation	527 (Above)	575 (Above)	586 (Above)
Numeracy	539 (Well above)	597 (Well above)	609 (Well above)



## NAPLAN average score Comparison to State averages

Waverley students' reading, writing, spelling, grammar and numeracy average scores are higher than their State peers' scores in all tested years.

### NAPLAN Performance Highlights

- **Reading** results are particularly strong, with Year 5 and 7 students performing significantly above the State average by 35 to 36 score points. Year 9 students also continue this strong trend, achieving results 18 points above average.
- **Writing** performance is on a consistent upward trajectory, showing steady improvement since 2019. All year levels are now performing between 15 and 18 points above the State average.
- **Spelling** data indicates that students are beginning Year 5 with lower baseline scores - a trend observed across the State. However, we see promising improvement by Year 7, and we are focused on extending this growth through to Year 9.
- **Grammar and Punctuation** remains a strong area, with results exceeding the State average by 20 points or more. Year 7 students, in particular, have achieved our highest results in this domain.
- **Numeracy** is a standout strength across the school. Year 5 students are achieving 42 points above the State average, Year 7 students lead by 45 points, and Year 9 students continue this high achievement with results 31 points above average.

### NAPLAN Performance Highlights

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

Eight RoSA credentials were issued by NESA to students leaving prior to the completion of Year 12 in 2024.

### Higher School Certificate 2024

The Class of 2024 celebrated a number of excellent group and individual results in the 2024 Higher School Certificate.

It was pleasing to see how students performed across a range of courses as demonstrated by the consistency of their results in Bands 4-5. The College's highest ATAR was 97.9 and 35 students received ATARs above 90.

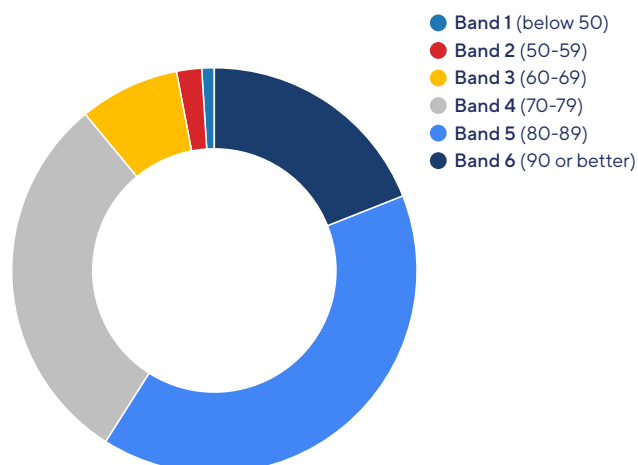
90% of HSC marks were above 70 (Bands 4, 5 or 6). 81% of HSC subjects studied received results above the State average. As Waverley does not exclude students on the basis of academic ability, these results indicate that students at the College continue to perform very well against the rest of the State. The total number of bands awarded in all HSC subjects:

### NAPLAN Score Comparison to National Averages

Band	Total Number Awarded
Band 6 (90+)	112
Band 5 (80-89)	289
Band 4 (70-79)	234
Band 3 (60-69)	61
Band 2 (50-59)	9
Band 1 (below 50)	1

### Explaining Bands

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



## Comparative Student Performance in the Higher School Certificate

The table below shows student performance in the HSC across Bands 4 to 6 from 2020 to 2024. The trend shows a continuing increase in the proportion of students moving from Band 4 into Bands 5 and 6. An area of focus for 2024 was to continue to lift boys' results from high Band 5 into Band 6 so that academic growth was evident. This was achieved in the higher proportion of students achieving Band 6. During the time period, in the majority of subjects studied, students at the College were performing above the State Average.

## NOTABLE ACHIEVEMENTS

**All Rounder Awards:** Ewan McDonald, Aston Owens and Asher Thomasyu

**Highest ATAR:** James Medland 97.9; Seventh in Course for PDHPE (out of 17,539 entrants)

**First in Course:** Anton Svensson; 1st in State in Mathematics

**Statistics:** From a total of scores: 706

16% scores of 90+	113 Band 6 scores
36% scores of 85+	251 High Band 5 scores - Band 6 scores
57% scores of 80+	401 Band 5-6 scores
90% scores of 70+	635 Band 4-6 scores
99% scores of 60+	696 Band 3-6 scores

		Band 6	Band 5	Band 4
<b>2020</b>	<b>%</b>	<b>12.55</b>	<b>36.47</b>	<b>37.65</b>
	Actual Number	96	279	288
<b>2021</b>	<b>%</b>	<b>8.94</b>	<b>42.15</b>	<b>30.91</b>
	Actual Number	70	330	242
<b>2022</b>	<b>%</b>	<b>12.53</b>	<b>37.19</b>	<b>37.74</b>
	Actual Number	91	270	274
<b>2023</b>	<b>%</b>	<b>13.04</b>	<b>43.92</b>	<b>33.94</b>
	Actual Number	103	347	268
<b>2024</b>	<b>%</b>	<b>15.86</b>	<b>40.93</b>	<b>33.14</b>
	Actual Number	112	289	234

## Creative Arts Achievements

### Encore Music Nomination

James Birbas - Musicology Viva Voce

### ARTEXPRESS - Selection (Graphic Design)

Luka Zonich What Would Pa Do?

### OnStage Drama Nomination (Individual Performance)

Matthew Frost - Life Without Me

### InTech (Industrial Technology Timber/Multimedia) Nominations

James Anstis - Floating Blackwood Curves

Flynn Busted - Epoxy River Study Desk

Drew Devereux - Modern Entertainment Bar

Sean Foley - Walnut Coffee Table

Jack Kerves - Modern Coastal Dining Table

Milan Mann - Modern DJ Cabinet

### SHAPE 2024 Industrial Technology Multimedia Nominations

William Kirk - Changes

Luke Crosson - My Dance



## HSC SUMMARY 2024

- 3 Premier's All Rounder recipients
- 65 Distinguished Achievers
- Highest ATAR score of 97.9 (James Medland)
- 11 Creative and Performing Arts nominations
- 81% of subjects undertaken were above State Mean
- The mean HSC mark was 80.54 and the median HSC mark was 81
- Year 12 students sat for the HSC, choosing from 37 subjects offered by the College. In 26 subjects more than 50% of students received Bands 5 or 6.

## Senior Secondary Outcomes

Students at Waverley College can choose an HSC Plus ATAR pathway or an HSC Plus Vocational pathway to study for the Higher School Certificate. The College offers two clearly defined patterns of study. An HSC Plus ATAR pathway that ensures students qualify for the Australian Tertiary Entrance Rank (ATAR), leading students to further study at university, and an HSC Plus Vocational pathway that leads students to apprenticeships, further study at TAFE or full-time employment.

Year 12	Qualification/Certificate	Number of Boys
2024	HSC	168
2024	VET-Certificate	60

Senior Secondary Outcomes	Number of Boys
<b>Students qualifying for an ATAR</b>	<b>129</b>
<b>TAFE Delivered Courses:</b>	<b>4</b>
Music Industry - Introduction	1
Real Estate Practice	1
Electrotechnology	3
Fitness	1
Senior Secondary Outcomes	
<b>Construction</b> – Certificate II in Construction Pathways	<b>88</b> 15 ATAR 73 HSC Vocational
<b>Hospitality</b> – Certificate II in Hospitality	<b>29</b> 6 ATAR 23 HSC Vocational
<b>Entertainment</b> – Certificate III in Live Production & Technical	<b>12</b> 2 ATAR 10 HSC Vocational
NSW School of Languages – French Continuers	1
NSW School of Languages – German Continuers	1
NSW School of Languages – Modern Greek Continuers	1
NSW School of Languages – Modern Greek Beginners	1





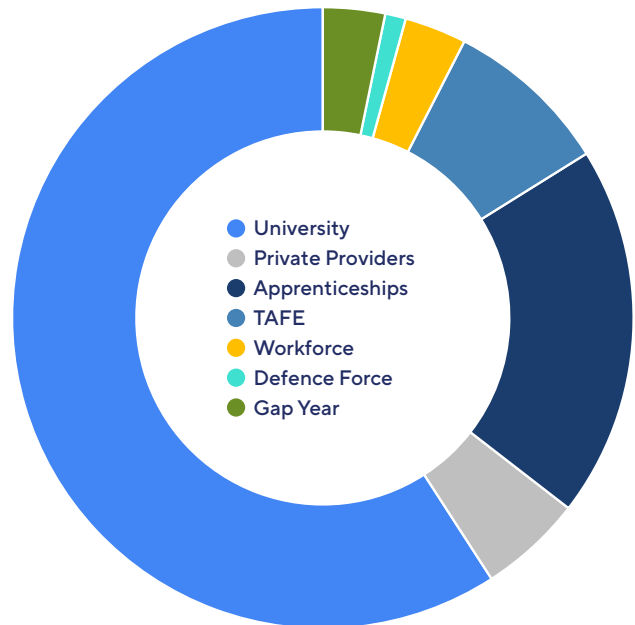
### Post-School Destinations

168 students obtained an HSC in 2024. 77% of these students undertook an ATAR pattern of study and 23% undertook a Vocational pattern of study. Of the students who obtained an ATAR in 2024, approximately 94% of the candidates who applied to university were offered places.

Approximately 40% of students received early offers to university. Students accepted places at the University of Technology, the University of New South Wales, Macquarie University, the University of Sydney, University of Wollongong, Western Sydney University, Australian Catholic University, University of Notre Dame, Charles Sturt University, University of Newcastle, Australian National University and University of Canberra.

A number of students accepted positions at private institutions. Approximately 30% of the entire cohort secured apprenticeships, opted for continued study at TAFE, joined the Defence Force, entered small businesses (including real estate and other family businesses), or took a gap year.

The graph below provides a visual representation of the destinations of the 2024 Higher School candidature.



## 7. Teacher Standards

Throughout the reporting year, 132 teachers were employed at Waverley College to deliver the curriculum for Years 5 – 12. This includes temporary positions replacing teachers on leave for periods of one school term or longer. All teachers employed at Waverley College in 2024 held formal qualifications from higher education institutions in Australia or were recognised by the National Office of Overseas Skills Recognition guidelines.

Teachers - Senior campus	112
Teachers - Junior campus	20
<b>Total Teaching Staff</b>	<b>132</b>
Support - Senior campus	59
Support - Junior campus	4
<b>Total Support Staff</b>	<b>63</b>

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

- **Provisional - 10 teachers;**
- **Proficient - 122 teachers**

### Professional Learning

During 2024 the College continued our commitment to providing ongoing professional learning for our staff to ensure they are kept up-to-date with the latest pedagogical research, emerging technologies, new syllabuses and curriculum reforms. Approximately \$50,000 was allocated to the professional development of staff beyond the six annual pupil-free days. In addition to our teaching staff attending a number of external professional learning courses in a broad range of areas, we offered a series of whole school in-house professional learning.

All professional learning is tailored to enhance teacher capacity and efficacy. Our teachers are encouraged to be reflective in their practice and each staff member develops an annual Professional Learning Plan with their line manager to set targets and goals inline with the College Strategic Plan. Furthermore, all our Heads of Department developed their annual department action plans with their teams in response to assessment data – including HSC results analysis – and our overarching Teaching and Learning priorities. Professional learning this year focused on our core strategic priorities across all directorates. In particular, we partnered with the Association of Independent Schools to conduct significant work on developing our new strategic plan for 2025 and beyond. This involved a number of professional learning sessions with all members of the community – staff, students and parents and carers – to consider the case for change, the research and extensive consultation on our community needs.

Further to developing our new strategic plan, we also mapped professional learning to address the priorities in our Teaching and Learning Framework and respond to Curriculum reform. Our 2024 core priorities were: developing students' literacy; building data literacy across our staff; and responding to the impact of technology – including screen time, cybersafety and AI – on our community. We also continued developing our work with the Association of Independent Schools on: Designing for Deep Learning and embedding the 6 Global Competencies across our programs; developing Student Feedback Literacy; and our significant work in building and launching our new Wellbeing Framework. Furthermore, we mapped out professional learning to ensure that our staff were equipped to support student and staff wellbeing with our commitment to credentialing our staff with Mental Health First Aid, making appropriate learning accommodations and adjustments for students with diverse learning needs, and partnering with Dr Victoria Rawlings from Sydney University on creating inclusive classrooms.

Our significant work with our AIS educational consultant Jorga Marrum, saw us moving into the stage of normalising Designing for Deep Learning



practices in our pedagogical approach in both Teaching and Learning and Wellbeing programs. We celebrated how far we had come on this journey in our Professional Learning day at the start of Term 4 where our teaching staff shared their stories of success with their colleagues and, in particular, how the pedagogy lifts students' learning outcomes and engagement. As the sessions concluded, we collectively committed to using the Deep Learning 'Toolkit' across all of our classrooms. We also gathered data from our staff on the ways that Designing for Deep Learning was addressing our Teaching and Learning framework. We will use this data to review this framework and set goals for 2025 and beyond.

We value collaborating in the professional learning space with schools in our network which underpinned our decision to host our 7 NSW Edmund Rice Education Australia (EREA) colleges for a combined network day at the start of Term 3. The day was collaboratively developed to focus on addressing the key priorities in Teaching and Learning that were identified by our network including: curriculum reform, building student capacity and HSC level, student wellbeing and engagement, inclusive education, and effective practices in boys' education to name but a few. The extensive experience and expertise of our staff was evident in the wide range of professional learning sessions that they facilitated on the day. We also had a valuable opportunity to learn from the expertise of staff from the other 6 NSW colleges.

With the aim of developing our staff data literacy to ensure that we are celebrating student learning growth and intervening where students need support, we initiated a data literacy focus group that included a diverse range of staff including members from the College Leadership Team, Heads of Department, Heads of House, iAssist staff and class teachers. As a group, we reviewed our student data tracking program, Track One, and worked with the company to ensure that we were using the software effectively. We then developed a suite of professional learning opportunities that were tailored to staff at an appropriate level to their role. The group pursued a number of initiatives including opening up the Wellbeing tracking and gathering real-time reporting data in Track One to access student progress efficiently.



## 8. Retention Rates

### Teacher Attendance and Retention

At any one time, there were 112 teachers employed at Waverley College at the Senior campus, with another 20 teachers employed at the Junior campus. 9 teachers left to take up positions in other schools or retire.

Group	Head Count	FTE
Teaching Staff	132	128
Support Staff	63	56

### Student Retention Rates

At the date of the 2024 August Census, the total number of students enrolled at the College was 1,549. The retention rate from Year 10, 2022 to Year 12, 2024 was 88.24%.

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

The average Senior School student attendance rate for 2024 was 93%. The average Junior School student attendance for 2024 was 95%.

## SATISFACTION: STAFF, STUDENTS AND PARENTS

### Staff Satisfaction

#### Staff Communication

Staff engagement, effective performance and professional development are important drivers of a

thriving workplace which in turn promotes a thriving College for our community.

For new staff, we deliver an induction program, assign a mentor for teachers in their first year and schedule regular check-ins with the College People and Culture Manager.

The College has a tailored Performance Management Program for teaching staff which allows staff to supply confidential feedback on their manager, peers, and direct reports. Professional Learning Plans are linked to the Strategic Plan and incorporate key development opportunities from their performance feedback. These are regularly reviewed throughout the year.

In addition, professional development staff days are held at the start and / or end of each term and the College conducts weekly staff briefings and management meetings across the Teaching & Learning and Student Wellbeing teams. Working parties and committees are formulated as required and all staff are encouraged to participate.

All staff have access to free and confidential counselling through our chosen provider. Staff pilates, yoga and tennis occur weekly and a number of health and wellbeing checks are offered each year including skin cancer checks, heart checks and annual influenza shots. Furthermore, staff have access to the gym following an accredited induction, as well as the Aquatics Centre.

#### Satisfaction Research

We use a number of staff surveys to gather feedback, views and expectations ensuring well-informed decisions are made and that we attract, engage and retain quality teachers and support staff.

Members of staff who are leaving the College are invited to attend an exit interview with the People and Culture Manager and / or complete a survey sharing their thoughts and feelings on their journey with the College. 2024 saw the continuation of a quarterly Staff Consultative Committee, with elected representatives across both campuses and a mix of teaching and support staff.



---

## Student Satisfaction

### **Student Council and Prefects**

Each House has a Student Representative Council and the Senior Prefects of the College are given a prominent portfolio role. Our vertical wellbeing structure is based on a ratio of around 12:1, ensuring that students can always express their views, concerns and satisfaction. Each House has a ratio of 140 students to one Head of House. We have surveyed students to gather data on their social/emotional wellbeing, which continues to be an annual process for collecting data and tracking our wellbeing structure.

Throughout 2024, the College worked with the Association of Independent Schools to develop our next Strategic Plan, there were many surveys and focus groups that students participated in. We also undertook a school renewal by Edmund Rice Education which provided students an opportunity to give feedback.

---

## Parent Satisfaction

### **Satisfaction Surveys**

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

Throughout 2024, the College worked with the Association of Independent Schools to develop our next Strategic Plan, there were many surveys and focus groups that parents participated in.

We also undertook a school renewal by Edmund Rice Education which provided parents an opportunity to give feedback.

### **Meetings and Information Evenings**

Parent/Teacher/Student evenings are held for each Year group from 5 to 12, at least twice each year. Information evenings are held at least once a year for each Year group, with some years having two. Attendance at these information nights is usually between 90 and 95%.

Again in 2024 these meetings were a blend of online and face-to-face in response to the feedback from staff and parents/carers.

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

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



# 9. School Policies

## ENROLMENT POLICY & PROCEDURE

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

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

### Catholic Schools in the Edmund Rice Tradition:

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

### Factors that impact on offers of enrolment:

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

### The College considers the following when assessing an application:

- Academic results and achievements.
- Results of an entrance examination (if applicable).
- Co-Curricular and leadership interests and achievements.
- The faith and beliefs of the student and parents/carers.
- Acceptance of, and commitment to, the ethos and goals of Waverley College.
- Family connections, including siblings and Old Boys.
- Outcome of the interview process with the Principal or chosen delegate.

A detailed copy of our [Enrolment Policy](#) is available through our website.

Continued enrolment at the College is subject to satisfactory behaviour, performance and commitment to the life of the College and will be reviewed on a regular basis. All students undergo a review process at the end of Year 10 in preparation for Years 11 and 12.

As a Years 5-12 school, our enrolments at the conclusion of 2024 were 1,544.

Cohort	Year/s	Number of Students
Primary	5 and 6	313
Junior secondary	7 to 10	861
Senior secondary	11 and 12	370
<b>Of our total enrolments, there were 38 Indigenous students.</b>		



## STUDENT WELFARE

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

The vertical House system from Years 5-12 continues to develop and strengthen. The College's Wellbeing Program is overseen by the Deputy Principal-Students and the Head of Student Wellbeing. Our eight Heads of House are housed in the Wellbeing Centre. The Health Centre houses our College Registered Nurse. The College employs five psychologists housed across the Junior and Senior campuses. It is an aim that all staff will be trained in Mental Health First Aid.

As a result, our students are feeling more connected to each other and the College. This is highlighted in qualitative and quantitative data from the 2024 Student Wellbeing Survey, which affirms that the College is a safe and welcoming place.

### Organisational Structures

In the day-to-day life of the College, the ways in which members of our College community interact with each other can affect each student's sense of self-worth, belonging and wellbeing. At Waverley, the Wellbeing Mentor and Head of House are the primary carers for each student, supporting students to flourish spiritually, intellectually, socially, emotionally, culturally and physically. Our Heads of Department play a critical part in academic care and student wellbeing, setting standards and clear learning expectations.

In 2024, we continued to embed our evidence-based Learning Routine for each lesson. In addition, all staff have been trained in restorative processes, which encourage students to reflect on poor choices and take ownership of their behaviour while providing protective measures to ensure that the behaviour is not repeated.

Throughout 2024, the wellbeing team worked closely with the Association of Independent Schools to develop a College Wellbeing Framework and Pastoral Care program to ensure that all students are known, valued and challenged to reach their full potential.

## STUDENT DEVELOPMENT AND FORMATION POLICY

All of the College's expectations, policies and procedures are outlined to parents/carers and students in the College diary. The diary includes an A-Z of student wellbeing and academic procedures that is easy for students to read. Expectations and consequences are also outlined and regularly communicated to both students and parents/carers.

The Student Formation Program aims to support students to integrate their intellectual, social and spiritual lives. Student Formation provides valuable opportunities to help shape each student's attitudes, actions and beliefs, enabling them to develop into the Waverley College graduate.

The Student Formation program is specially designed to include targeted experiences and opportunities that inform, challenge and extend students beyond the curriculum, taking them into spaces and places that they wouldn't otherwise venture. The Student Formation Program includes camps, retreats, immersions, wellbeing meetings, social interactions with other schools, house assemblies, College assemblies, leadership opportunities, advocacy and social justice experiences, mentoring programs and other opportunities for growth. Key areas of the program include an anti-bullying program, R U OK? Day, respect for equality, respect for women, and awareness of social justice.

### Preferred Practice for Teachers

- Facilitating dynamic and engaging learning opportunities for students.
- Creating strong routines and structures to enhance boys' learning.
- Encouraging boys to take responsibility for their decisions.
- Setting high expectations.
- Modelling professionalism at all times and building relationships based on respect.



## Staff Qualities and Key Values

We model these key values through:

- Our use of inclusive, hope-filled language.
- Our clear, consistent approach to discipline that is appropriate for boys, and our understanding of diversity.
- Balancing the rights of the individual with the needs of the group.
- Respecting the importance of punctuality, collegial support and appropriate dress.
- Recognising the importance of problem solving and the ongoing need for teamwork.

---

## BULLYING POLICY

Waverley College is committed to providing all staff and students with an inclusive community that values diversity and respects difference. Each person is to be treated with courtesy and respect in a fair and just manner. We are committed to creating a caring and supportive culture that promotes positive relationships.

All members of the College have a responsibility to ensure a safe and supportive environment, which fosters growth, self-esteem and positive interpersonal relationships. This means that any form of bullying, discrimination and harassment damages relationships at our school and is therefore completely unacceptable. Bullying, cyber bullying, harassment, aggression and violence disregard core values of our faith, including dignity, respect, justice, equity, compassion, trust and courage.

Bullying occurs when actions or words have been identified as harmful and there are repeat instances. Bullying can happen anywhere: at school, at home, at work, in transit or over digital technologies like social media, text message or email. Bullying can be student to student, staff to student, student to staff or involve outside groups.

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

for those who are bullied. People who bully others need help to change.

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

### Effects of Bullying

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

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

### Strategies for Bullying

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

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

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



---

## Talk to Someone

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

- Talk to friends who can help by telling a teacher or parent/carer, or simply by helping the victim to feel better by knowing they don't have to deal with the situation alone.
- Talk to parents/carers – tell them the 'who, what, when and where'.
- Talk to a teacher, coach, priest or other trusted adult. This can be done discreetly by email, or over the phone if the victim doesn't feel comfortable coming forward in person.
- Talk to someone at one of the listed helplines.
- Alert a College Prefect, who can help with the next steps.

## How the College can Help

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

### Action may include:

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

## A Responsibility for All Students

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

---

## COMPLAINTS 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 staff, parents/carers and/or students. These processes incorporate principles of sensitivity, confidentiality and procedural fairness as appropriate. In serious situations only, members of the College community who do not feel that their grievance has been handled fairly or that an inappropriate process has been utilised can share their concerns with the College Complaints Manager, Principal and / or appeal to the Director of NSW Colleges and CEO.

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

Complaints are recorded and the College identifies any trends in order to review, action and continually improve our policies and practices.

### Policies Summary

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

#### Students

- Attendance Policy
- EREA Safeguarding Policy
- Student Development Expectations
- Student Development
- Information & Communication Technology (ICT)
- Concussion Policy



## Staff

- EREA Code of Conduct
- EREA Safeguarding Policy
- Work Health & Safety Policy
- Complaints Handling Policy and Guidelines
- Grievance Policy
- Workplace Bullying, Discrimination and Harassment Policy
- Employee Assistance Program
- COVID-19, Common Cold and Influenza Policy
- Diversity, Inclusion and Respect for Others Policy
- Whistleblower Program
- IT Acceptable Use Policy for Staff

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

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

## 10. School-Determined Improvement Target

The school's Strategic Plan directs the improvement targets for each year. The current plan was implemented in 2019, for the period ending in 2024. The key focus is Teaching & Learning, with emphasis on holistic development across spiritual, cognitive, social, emotional and physical dimensions.

### Key Priority 1

### Maximising Student Academic Achievement

- Whole School Literacy Program Writers' Toolbox implemented across all years and continuing in 2024.
- Numeracy and Literacy Support in after school study groups and tutorials.
- HSC Tutorial Program - based on university lecture and tutorial style of delivery, interaction and feedback.
- Continuation of a reading program for Years 7, 8 and 9 which included no devices, learning material in hard copy, reading aloud, inferential questions, and a reflection log book.
- Continued implementation of the TrackOne Student Data Analytics package through the formation of a data focus working group across a range of directorates at the college. The vision was to improve data literacy through a series of Professional Learning sessions delivered by the group to ensure staff know their students and how they learn. In particular, triangulating school-based and external data to identify student learning gaps for intervention and celebrate student learning gains to build a learning culture.
- Continued implementation of PSAM (post secondary academic measure) with Allwell. Predictive data to track Stage 6 students performance in order to intervene where students are underperforming and support students with goal setting, subject selection, study habits and working toward their target.
- Continuation of Learning Routines for Years 5 to 10 - with clear communication with both staff and students about the routine.
- Continuation of the enrichment program across all subject areas in Years 7-10 as a strategy to extend and cater for high potential students.
- Ability grouping in Spelling Year 7 to address areas identified in NAPLAN data.
- Implementation of Learning Checkpoints - an approach to formative assessment as a result of an action research project in 2023. Learning Checkpoints promote learner-led feedback practices that increase students' feedback literacy, engagement with feedback and agency around their learning identity.
- Continued leveraging of our digital learning spaces through CANVAS, our Learning Management System.
- Development of our HSC plus Vocational programs including the introduction of Student Based Apprenticeships.



**Key Priority 2****Inspiring Student Learning**

- Master Plan Implementation - aimed at improving learning spaces in collaboration with staff, students and parents/carers. Pre DA lodgement and meeting with council (Centenary Classrooms, Science and Innovation Centre, Staff Car Park, Library external space, Head of House space, Junior School outdoor learning space).
- Deep Learning Program - continued implementation across both Teaching & Learning and Wellbeing Teams with the AISNSW supporting us as a critical friend.
- Academic Scholarship Program - the College has continued offering Senior Academic Scholarships for Years 10-12 based on the ACER examination results.
- Continued implementation of the Student Learning Growth awards to promote our learning culture.
- Emphasis on global perspectives through the Edmund Rice Education Beyond Borders program.
- A range of co-curricular activities that includes STEM, Cadets, Chess, Art, Music, Drama and Science to support curriculum development.
- Provision of student voice within the College planning events and activities.
- Continuation of formative task initiative (learning checkpoints): designed to include learner-led feedback practices.
- Introduction of STEM Robotics in Stage 3.
- Introduction of Accelerated Science in Stages 5-6.

**Key Priority 3****Enhancing Teaching Quality**

- Deep Learning - Map Deep Learning units in Stages 3-5 across all KLAs. Deep learning is the process of students acquiring the six Global Competencies: Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking. These skills and attributes are essential for learners to flourish as citizens and to engage and innovate successfully in our increasingly complex and connected world.
- Sharing of Deep Learning Success Stories with our staff and data gathering from staff about how the initiative is effectively addressing our Teaching and Learning Framework.
- Professional Learning Plans (PLPs) - each staff member prepares, articulates and peer reviews their annual plan.
- Teaching & Learning Framework - embedded in all professional learning across the school and feedback sought from teaching staff in preparation for the new strategic plan.
- Mapping of Professional Learning in line with the Strategic Plan, Teaching & Learning and Wellbeing Framework to provide specific training for staff that focuses on priority areas.
- Data Focus Group established to develop a suite of tailored professional learning sessions for staff around data literacy including: knowing our students, tracking our students, intervention and celebrating successes.
- Provide staff with internal and external Professional Learning opportunities in line with their goals and NESA priority areas, allowing for the mandated Accreditation hours to be met.
- Writer's Toolbox - Whole School Literacy Strategy - designed to improve syntax, punctuation and paragraphing and strengthen this program with grammar and precision in 2024.
- Professional Learning mapping regarding the development and launch of the new Wellbeing Framework with the Association of Independent School.



- Wellbeing Framework - continued implementation and refinement of framework that seeks to develop the students' spiritual, cognitive, social, emotional and physical dimensions - key focus areas have been mental health, behaviour management, respectful relationships, and servant leadership to be launched in 2025.
- Introduction of the Kanyini (Pastoral Care program) for Years 7-9 - The Kanyini Program incorporates aspects of Social Emotional Learning and Positive Education within a tailor made program aimed at the Waverley context for students in Years 7, 8 and 9. Kanyini lessons take place once per fortnight and will encompass essential life skills and values.
- More structured Connection, Culture, Communication (CCC) time / Wellbeing time - Wellbeing Time has also updated and given more structure. The new name for this time is Connection, Culture and Communication or CCC Time. The purpose of this change is to provide more structure around how this time is used. Each day now has a distinct purpose.
- Implementation of Manchester City Football Academy which provides authentic and creative football coaching programs for students, utilising the coaching philosophy and methodology of Manchester City.
- Expansion of Indigenous cultural formation program and continued development of our Pasifika students' formation program.
- Expansion of Edmund Rice Leadership Academy working with Foundation (Old Boys) to enhance leadership skills and experiences of students.
- Student Behaviour - focus on positive behaviour, positive language and reinforcement, wellbeing survey feedback, high expectations, and whole school approach.
- Reconciliation Action Plan (RAP) - implemented.
- LGBTQIA+ Advocacy Group for students.
- Establishment of Jewish Lunch club for all students.
- Mental Health First Aid training for all staff.
- Review of the Spirituality and Student Spirit coordinator role to develop a positive spirit and culture and support of initiatives in this space.
- Renewed focus on Social Justice programs across a range of year groups.
- Renewed focus on major liturgical celebrations such as May Procession, House Masses and Ash Wednesday - provision of spiritual experiences to enhance understanding and connectedness for teachers and students.
- **Greater co-educational experiences for students of the College. Some new opportunities that have been included are:**
  - NRMA Future of Transport Competition
  - Junior School Science and Robotics
  - Ecology Symposium
  - Prefect Afternoon teas discussing leadership initiatives
  - A monthly morning mass / breakfast invitation to local girls schools
  - Wellbeing (program, dances, bbq, dinners, picnics, formals)
  - Co-curricular (Cadets, musicals, drama production, Debating, Swimming, Water Polo, mixed Touch Football)
  - Masses
  - Retreats
  - Immersions
  - Curriculum



- **Staff Wellbeing**

- Tennis, yoga, pilates classes and access to weights room and pool.
- Spirituality days.
- Health Programs - skin & health checks / flu vaccines.
- Social Functions - book club / sip & paint / mid term events / end of term functions.
- Car parking / salary sacrificing.
- Introduction of staff wellbeing leave.

Key Priority 5	Building Collaborative Partnerships
----------------	-------------------------------------

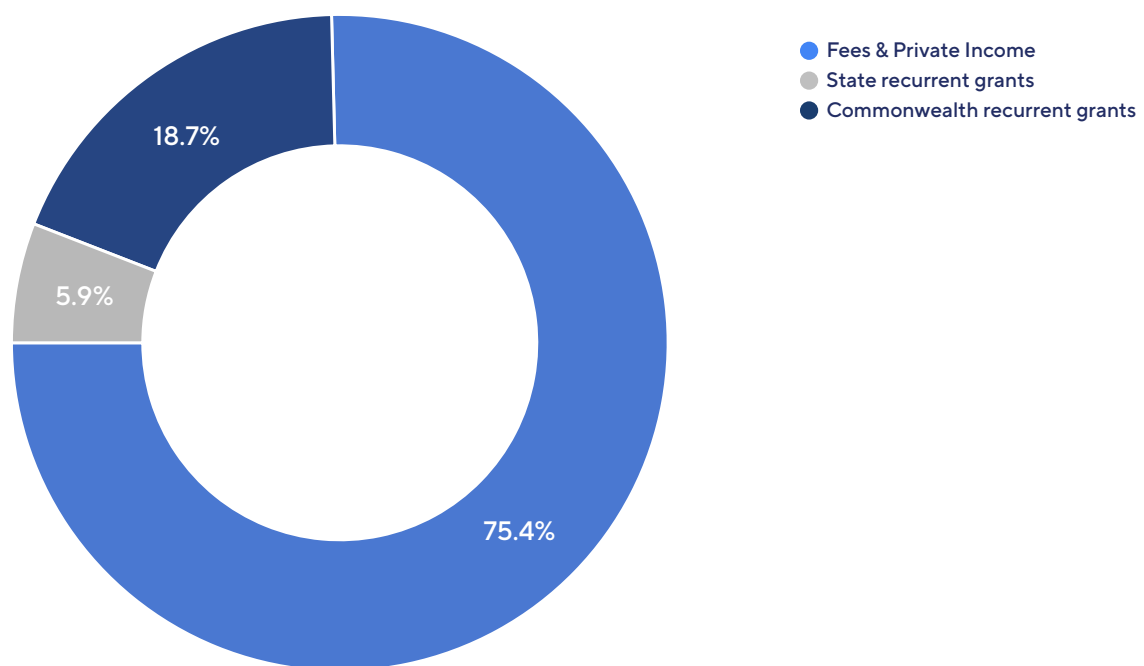
- |                |                                     |
|----------------|-------------------------------------|
| Key Priority 5 | Building Collaborative Partnerships |
|----------------|-------------------------------------|
- Teachers - sharing best practice - this has been achieved through PLPs, Mentor Program, Deep Learning Success Stories and in house staff-led Professional Learning workshops and sharing of best practice at staff meetings.
  - Parents/carers - Open classrooms, Feedback surveys, Mother's Day and Father's Day Masses, targeted Parent Information Nights, Parents' Association, Elephant Education program, Parent Guest Lunch time Speakers in the Junior School library, Parent Supporters' Groups for major co-curricular activities, Parent Year Group Reps, Immersion fundraising, Charity - walkathon and city2surf team. Year 8 Camp - Father/Son element.
  - Collaboration across key stakeholder groups with our Old Boys' Committee, College Advisory Council, Foundation Board and Parents' Association.
  - Engagement with outside bodies including; NESAs, EREA, CAS, Sydney Catholic Schools, AIS, PESA and IBSC.
  - Educational Collaboration, expansion of tutorial programs to include local girls' schools, continued partnership with St Catherine's in shared facilities and Cadets, College Drama production. Interfaith dialogue for staff and students with visits to the Nan Tien Buddhist Temple, Sydney Mosque and Jewish Museum.
  - Collaborating with Schools Local and Global, St Vincent's College on projects such as Homelessness Week. Building relationships with Educating for the Future (Timor-Leste) and Navosa Central College Sigatoka, Fiji through Immersion programs. Expansion of Immersion program to include Cambodia in 2024. Co-curricular, Japan Basketball Rugby tour. Cultural, Music Tour to Europe and NASA/STEM Tour in USA.
  - Development of our partnership with parents/carers by providing them with relevant boys' education programs that work in tandem with the College's student formation programs.
  - Centennial Park Trust and Greater Sydney Parks for ongoing use and access to Queens Park and T&M Hayes Pavilion.
  - Business Partnerships collaboration with Waverley Council, Sydney Roosters, GO Foundation, Wollongong University, St John's College post school opportunities, Jewish Board of Deputies.
  - Business Directory development - Enhance community engagement and support, build goodwill, partnerships, sponsorships, enhance opportunities, benefits to community, use of services, apprenticeships.
  - University internships that allow students enrolled in a university to gain practical work experience in a field related to their academic studies.
  - Hosting of the EREA NSW Professional Learning Day for all staff from EREA NSW schools.



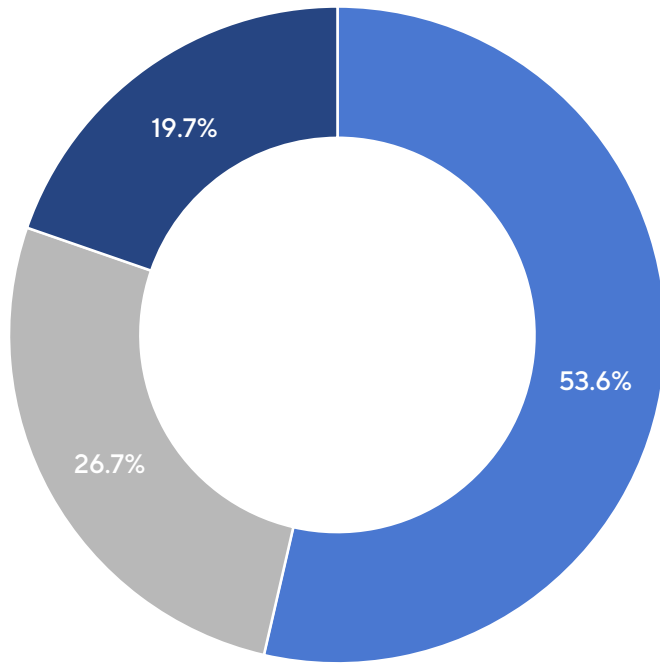
- Oversight and submission of the SSDA (State Significant Development Application) for the Master Plan to the NSW Government, with Stage 1 encompassing the Science and Innovation Centre and Junior School outdoor recreational space.
- Progress in foundation development, aligning with the Master Building Plan.
- Development of the Strategic Plan 2025–2029, in collaboration with AISNSW.
- Preparedness and successful completion of the EREA School Renewal process in Term 4, 2024.
- Ongoing implementation and review of child safeguarding policies and standards.
- Establishment of the EREA Operational Risk Register, focusing on the top nine priority risks.
- Recognised as an inaugural member of Waverley Council’s Net Zero 2035 initiative.

## 11. Finance

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



Fees & Private Income	35,003,162
State recurrent grants	2,757,659
Commonwealth recurrent grants	8,670,376
Government Capital Grants	0
Other Capital Income	0
<b>TOTAL</b>	<b>46,431,197</b>



- Salaries, allowances & related expenses
- Non-Salary expenses
- Capital Expenditure

Salaries, allowances & related expenses	32,812,886
Non-Salary expenses	16,355,900
Capital Expenditure	12,043,332
<b>TOTAL</b>	<b>61,212,118</b>

