



Wollemi College

ANNUAL REPORT

2017

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Message from key school bodies

CHAIRMAN'S MESSAGE

PARED Schools have their core development of character. Our foundation documents state:

“The emphasis placed on character development is a major feature of PARED Schools. An ongoing Human Virtues Programme fosters the development of qualities such as sincerity, industriousness, order, cheerfulness, generosity and service to others.”

One indication of how well we are undertaking this task is the activities of ex- students post school.

I have recently seen two examples of PARED alumni performing in an exemplary way service to others. One concerns a student who is a founding board member and activist for a new organisation devoted to prevention of depression and suicide in young men. This person has undertaken a leading volunteer role in the organisation which provides programs and mentoring seminars in this area and has received official Government recognition.

The second was observing ex-students organising and conducting the coaching in junior rugby skills program for 4 year olds. As most ex-coaches would agree , coaching requires patience and fortitude as well as a spirit of service!

I am sure that the circulation of virtues through the many techniques utilised by the PARED Schools from kindergarten to Year 12 contributed to these generous responses.

Gary Doherty

HEADMASTER'S MESSAGE

"The fear of the Lord is the beginning of wisdom!"

Steady, now. This is not a sermon. Or at least I hope it isn't. But as all of us here are in the wisdom industry in one shape or another, I thought it might be worth a few moments of our time to try to tease out these words from Proverbs a bit.

As an educator, I was interested to read some lines about an exceptional 1950s, American, English teacher attributed to a former student of his who had become a priest: "More than anyone in the seminary, he taught me 'fear of the Lord.' I loved that man so much that I was more than anything afraid of disappointing him."

Love, it seems, is the link between fear and wisdom.

So, what can the life of a man who lived half way across the world, half a lifetime ago, offer for us ?

Perhaps his example can give further insight into two things that I think we all try to do, i.e., to lead from the front, and to try to make life's lessons more like a conversation and less like a class.

In this teacher's timetable, Friday afternoons were devoted to poetry recital. The poems were read and discussed at the beginning of the week and a half-dozen boys were randomly chosen to recite and explain each poem on the Friday afternoon.

Initially, the poems were short, but they grew in complexity and length with the advancing of the school year. At one point, Lord Byron's famous four-page poem, "*Childe Harold's Pilgrimage*" was assigned to be memorised for that week. When some of the boys groaned under the seemingly impossible load that was being asked of them, the teacher paused. After a minute, he walked quietly to the window, and while staring into the rain falling slowly outside, he recited the entire poem from memory. At its conclusion, not a dry eye remained in the room; and without raising his voice, without

demanding compliance, he gently reminded the boys of the coming Friday deadline and quietly dismissed them.

Many times, we want our boys to do better than we have done. I think that this is a wonderful and noble aspiration, and one that we should pursue with all our energy. But in as much as our example is our best teacher, each of us, myself included, must daily struggle to do our own poetry memorisation first. Although we have already given so much to our boys, each day there will still be a new recitation for us to tackle. We may be tempted to say that we have done enough, but we can't rest on past victories. Each day's battles have to be paid for with each day's struggles. When we ask our boys to leave their comfort zones, in one way or another, we have to try to match them.

This teacher was an educator who personally knew and understood deeply each piece of literature that he placed on his boys' desks. But it was really through their joint reading and discussions that he helped his boys discover the beauty and wisdom hidden there that couldn't be unearthed by simply assigning them as reading tasks that had to be completed. He shared with his boys his insights into the cruelty and mercy of Shakespeare's *Merchant of Venice*, and he confessed to them that he too was disappointed that in Scott's *Ivanhoe*, the hero didn't marry the girl who nursed him back to life.

But he didn't impose! His pedagogy was centred very much on conversations about shared experiences. Yes, given his position as a teacher, he was the one to provide the content, and it was his experience that contextualised that content for his lads. But without forcing his opinion, he helped his class to join the conversations that the original authors of these books had begun in writing them many years previously.

Do not our dinner table discussions provide wonderful opportunities to give legs to what is churning in our children's heads? However, I think we all have to struggle to be better readers ourselves in order to bring the insights of our life experiences to the meal-time conversation. This will not only help us to enter more into their world, but it will help our boys more easily tap into the wisdom, knowledge, and love that we so much want to give them.

Finally, if you can find three unhurried hours of calm this summer, you might like to watch *Babette's Feast*. When Babette begins to live in a community that had somehow polarised duty and joy in daily

life, rather than lecturing her friends about their folly, she gave her time, spent her fortune, and through her generosity and cooking skills gave them what a life-time of cheerful service had instilled in her. And like the class of our English teacher above, they couldn't resist her lesson.

A handwritten signature in black ink, appearing to read 'M. Aldous'. The signature is fluid and cursive, with a large loop at the end.

Matt Aldous
Headmaster

Contextual Information about the College

Wollemi College is an independent boys' school teaching the Catholic faith, situated on 10 hectares in Werrington, in Sydney's west.

The College grew out of Orchard Hills Preparatory School which was founded in 1999 by a group of parents and teachers, the PARED (Parents for Education) Foundation. Orchard Hills has developed into Montgrove College for girls with boys in the infant years, and Wollemi College with an annexure of Montgrove College Primary Werrington campus which began operating in 2004. It is based on the principle that parents are the primary educators of their children and that schools exist to give parents every support. This support is found in the quality of the academic curriculum, in the way that staff work with students and parents in the unique tutorial system, in the emphasis on character development and virtues in the curriculum, and in the concern that staff and peer example be fully positive and supportive of parents. Home and school are united. There is ongoing input to parents through a variety of programs all designed to assist parents to be more effective.

Students at Wollemi work hard, with responsibility in studies seen as a key to character development. The College places importance on the development of virtues seen as good habits, the building blocks of character. By developing strengths of character such as sound judgment, self-control, courage and responsibility towards others, students are better able to use their freedom to make the right choices in life. Human and civic virtues are fostered.

The education at Wollemi is personal. Each boy receives a personal mentor, or tutor, selected from the teaching staff of the College. The tutor is a constant source of support for the student through his attention, friendship, example and advice. He meets regularly with the student during the term, and meets with his parents at least once each term, reviewing progress, and helping with goal setting. The tutor takes a personal interest in the progress of the boys whom he tutors, acting on the parents' behalf, and coordinating the services of the College for the family. In addition, parental values receive reinforcement from a positive peer environment present through the College.

Student Outcomes in Standardised National Literacy and Numeracy Testing

School: Wollemi College - Year 7 - 2017
 State: New South Wales
 School Group: NSW AIS

Percentages in Bands

Number of students: 28

Percentages of students below national minimum standards

Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3.6%	3.6%	3.6%	0.0%	0.0%

Percentages in Bands Summary

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space & Geometry	Number, Patterns & Algebra
Band 9							
STATE	11.8	5.4	14.3	12.7	17.1	16.6	21.2
REGION	18.0	8.5	19.0	18.9	25.5	24.0	31.6
SEG	18.6	8.7	19.4	20.2	27.1	25.4	33.3
SCHOOL	10.7	0.0	17.9	14.3	25.0	25.0	32.1
Band 8							
STATE	18.8	15.9	27.0	17.3	17.8	16.7	17.9
REGION	25.5	22.5	33.1	23.3	25.0	22.0	24.1
SEG	25.2	22.6	33.0	23.3	25.2	21.9	24.0
SCHOOL	35.7	14.3	35.7	35.7	32.1	32.1	42.9
Band 7							
STATE	29.6	21.6	26.9	30.2	29.0	32.8	20.4
REGION	31.5	26.3	26.6	32.6	30.0	33.9	21.1
SEG	30.9	26.0	26.1	31.6	28.8	33.0	20.0
SCHOOL	35.7	42.9	28.6	28.6	39.3	35.7	14.3
Band 6							
STATE	23.5	27.3	17.3	21.5	22.2	22.9	24.6
REGION	18.0	26.0	13.7	16.7	14.4	15.9	17.1
SEG	18.1	25.5	13.7	16.3	13.5	15.3	16.4
SCHOOL	14.3	32.1	10.7	17.9	0.0	7.1	7.1
Band 5							
STATE	11.1	21.1	9.8	10.5	11.6	7.4	11.5
REGION	5.3	13.3	6.0	5.6	4.6	3.1	4.9
SEG	5.5	13.5	6.0	5.6	4.9	3.3	4.9
SCHOOL	0.0	7.1	3.6	3.6	3.6	0.0	3.6
Band 4							
STATE	5.2	8.7	4.7	7.8	2.4	3.5	4.5
REGION	1.6	3.3	1.7	2.9	0.6	1.0	1.4
SEG	1.7	3.7	1.8	3.0	0.6	1.1	1.4
SCHOOL	3.6	3.6	3.6	0.0	0.0	0.0	0.0

Percentages in Bands

Number of students: 25

Percentages of students below national minimum standards

Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
0.0%	0.0%	0.0%	0.0%	0.0%

Percentages in Bands Summary

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy	Data, Measurement, Space & Geometry	Number, Patterns & Algebra
Band 10 STATE	7.6	7.3	9.1	11.1	12.1	11.4	12.2
REGION	12.4	11.9	12.1	16.1	17.5	17.0	17.5
SEG	13.0	12.4	12.9	17.0	19.1	18.5	18.9
SCHOOL	16.0	21.7	36.0	32.0	28.0	12.0	32.0
Band 9 STATE	17.1	10.7	22.0	13.7	17.7	15.7	18.0
REGION	24.7	15.9	27.9	18.3	26.6	23.4	26.7
SEG	24.9	16.0	27.8	18.6	26.2	23.2	26.6
SCHOOL	16.0	17.4	24.0	24.0	28.0	32.0	40.0
Band 8 STATE	33.7	27.2	24.0	26.7	28.7	35.7	27.7
REGION	37.5	33.1	26.0	31.1	32.7	38.9	31.6
SEG	36.9	32.7	25.6	30.7	31.3	37.4	30.4
SCHOOL	56.0	30.4	24.0	28.0	32.0	44.0	16.0
Band 7 STATE	21.1	20.0	25.8	24.6	25.9	20.3	23.9
REGION	16.2	19.4	23.1	22.2	17.4	13.5	16.6
SEG	15.9	19.1	22.9	21.5	17.2	13.3	16.4
SCHOOL	8.0	21.7	4.0	8.0	12.0	12.0	12.0
Band 6 STATE	14.9	18.7	12.8	15.3	14.6	13.8	15.9
REGION	7.1	13.2	8.4	9.3	5.6	6.2	6.8
SEG	7.2	12.8	8.2	9.1	5.8	6.4	6.8
SCHOOL	4.0	8.7	12.0	8.0	0.0	0.0	0.0
Band 5 STATE	5.6	16.1	6.2	8.5	1.0	3.0	2.3
REGION	2.1	6.6	2.5	3.0	0.3	1.0	0.7
SEG	2.2	6.9	2.6	3.2	0.3	1.1	0.8
SCHOOL	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Results of the Higher School Certificate

Percentages of Students Achieving Bands 5 & 6 (E3 and E4) Subject Percentage of Students in Bands 5 and 6 (i.e., an HSC mark over 80%)

Course Name	Wollemi 2013	Wollemi 2014	Wollemi 2015	Wollemi 2016	Wollemi 2017	NSW 2017
Ancient History	0	0	0	0	75	36.48
Biology 2 unit	0	0	12.5	0	39.55	37.5
Business Studies 2 unit	50	25	60	38.45	28.56	36.68
Chemistry 2 unit	0	0	33.33	0	60	42.88
Design and Technology 2 unit	0	20	0	0	57.14	43.43
English (Standard) 2 unit	25	0	11.11	7.69	91.66	63.73
English (Advanced) 2 unit	71.42	60	50	70	25	16.01
English Extension 1 1 unit	100	100	100	99.9	100	93.51
English Extension 2 1 unit	N/A	100	100	80	57.14	77.56
Geography 2 unit	20	37.5	16.6	12.5	12.5	42.33
Mathematics General 2 2 unit	42.85	42.85	57.14	45.45	50	79.78
Mathematics 2 unit	16.66	33.33	33.33	100	76.91	53.66
Mathematics Extension 1 2 unit	100	100	100	100	87.5	81.9
Modern History 2 unit	50	66.66	55.55	42.85	40	25.75
History Extension 1 unit	N/A	N/A	N/A	N/A	66.66	39.21
Physics 2 unit	50	0	66.66	0	57.14	33.98
Visual Arts 2 unit	100	75	66.66	100	100	54.73

The following chart summarises a comparison table over five years of the Average Band 5 & 6 (E3 & E4) Result in Wollemi courses v NSW 2017



Professional Learning and Teacher Standards and Workforce Composition

Explanatory Notes: All classroom teachers delivering NESA curriculum at Wollemi College fall within the accreditation guidelines of the NSW Institute of Teachers which defines a teacher as:

A person with direct responsibility in a school for the delivery of Board of Studies curriculum and assessment of student participation and progress. This includes people who have teaching roles such as teacher librarians or support teachers.

Wollemi Staff 2017

Overview of teaching staff responsible for delivering the curriculum as described by Parts 1, 3, 7 and 8 the *Education Act 1990*

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	29
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

In 2017, we have a total of 32 staff with the following breakdown:

School Staff 2017	
Teaching Staff	25
Full time equivalent teaching staff	20
Non-Teaching Staff	7
Full-time equivalent non-teaching staff	1

Summary of Professional learning undertaken by teachers (as defined by the Institute of Teachers Act 2004) during the year 2017.

Description of the Professional Learning Activity	Cost	No of staff participating
Governance Online Module 3 - Legal Compliance	0.00	1
The AIS Annual Briefing	0.00	1
Finance for Principals	500.00	1
Principles of Effective Teaching in Languages	210.00	1
Reinvigorating History: Excellence in Leading Learning	275.00	3
Special Education Essentials	275.00	1
Depth of Learning in Stage 6 Science	275.00	1
Child Protection Legislation: Reportable Conduct and Allegations Against Employees Online Module	0.00	24
Disability Legislation Online Module	0.00	1
Obligations in Identifying and Responding to Children and Young People at Risk Online Module	80.00	1
Optimising the Impact of Classroom Observations Online Module	80.00	1
Planning and Programming: NSW Syllabus for the Australian Curriculum Geography 7-10 Online Module	0.00	1
Planning and Programming for the Revised Year 11 Science Syllabuses	275.00	1
School Communities Working Together Online Module	0.00	1
The AIS Governance Symposium	275.00	1
Senior Executives Program	1400.00	1
The Business of Social Media in Schools	385.00	1

Harnessing the Power of Readers' Theatre in English and Literacy	275.00	1
The Governance Workshop	0.00	1
First Aid	80.00	1
Community approach to youth and alcohol	200.00	1
Stage 6 Maths Unpacked	0.00	1
Careers Advisers Day	88.00	1
Literacy practices in stage 6 PDHPE assessment	200.00	1
Advanced CPR (Theory, Practical and test)	0.00	1
Results Analysis Package	0.00	1
Information Session for Highly Accomplished Teachers	0.00	1
Introducing Cambridge MATHS Mathematics Standard Year 11	0.00	1

The average expenditure per teacher on professional learning in 2017 was \$102.32.

Student attendance and management of non-attendance

In 2017 the student population of Wollemi was 158.

Student Attendance

93% of students attended school on average each school day in 2017. This was the same as the daily attendance of 93% in 2014. Here is a breakdown of the attendance percentage per year level.

Y 7 and Year 12	Total Days for all Students	Attendance	Percentage
	28494	26595.25	93.34
10	5394	4925.18	91
11	4098	3884.29	95
12	3800	3561.54	94
7	5371	4937.87	92
8	5116	4853.78	95
9	4715	4432.59	94

Attendance Policies

Attendance

The Class Roll must always be marked accurately so as to record daily attendances as required by the *Education Reform Act 1990*.

The Headmaster has a duty to monitor the continued attendance at school by all students.

The following mechanisms assist in this monitoring:

Register of enrolments

There is an electronic register that is maintained in the College office. The Register will include information about each student: name, age, address, name and telephone contact numbers of

parent/guardian's, date of enrolment and, where appropriate, date of leaving the school and student's destination. For students who are more than 6 years old, the previous school or pre-enrolment situation is also recorded.

In case of discontinued enrolment, where the destination of a student under 17 is unknown, the College Office notifies the family of their legal obligation to provide this information. If still unknown, the College notifies the Dept. of Education and Communities of the student's name, age and last known address, as well as the parent's details.

The register of enrolments is retained for 7 years minimum preceding the current date.

Monitoring daily attendance/absence of students

The Class Teachers maintain a daily electronic roll of attendance that records reasons for absences. There is a sign in/sign out register for students for late arrivals and early departures. Parents are requested to phone on the day and each subsequent day their child will be absent from school. On return to school after absence, all students must produce written communication signed by their parents/guardian to explain their absence. It is acceptable for parents to do this electronically, either by email, or by using the Wollemi College Skoolbag app to send an Absentee Form.

Identifying absences from school and/or classes

The roll is taken in the Administration period at the commencement of the day. All class teachers mark the roll electronically in First Class Web, using either a computer, tablet or smartphone interface. If electronic rolls are not operating, the College Office will enter attendance data according to manually marked attendance slips returned to the office after the Admin period.

The codes used at Wollemi are based on the New South Wales Attendance Register Codes as approved by the Minister for Education.

Partial absences

When a student arrives late in the morning he is required to sign the Late Arrival Register at the College Office. The Late Arrival Register records the student's entry in triplicate, one copy of which the student takes to class to present to his teacher in that period. The person responsible at the College Office enters the relevant information into the electronic roll for the day.

Parents are required to notify the school when a student needs to leave school early. All students leaving early must report to the school office and fill in an Early Departure note. In the case of

parental pick-up, parents meet their son at the front office, where they fill in an Early Departure note and sign him out. The relevant code is then entered into the electronic roll.

Follow up of unexplained absences

All absences from school by a student must be explained by a note from the parents within 7 days of the student's return to school. It is acceptable for parents to send an email for this purpose, or to use the Wollemi College Skoolbag app to send an Absentee Form. It is the class teacher's responsibility to follow up reasons for absence, and to forward all correspondence to the College Office. He will receive support from the College Office, who will send *Request for Absence Explanation* emails to parents through the SAS School Management System, and from the boy's tutor and the Deputy Headmaster (in the case of disciplinary action to be taken).

Notification of parents and/or guardians regarding poor school attendance.

Parents are notified of daily absences and late arrivals at 10am by SMS. Further notification occurs by way of the School Report, Parent/Tutor meetings and formal meetings with the Headmaster as required. Absences, unaccounted absences, and late arrival data are included on each academic report.

Management of information about unsatisfactory attendance.

Attendance information is automatically recorded in the SAS database when the roll is marked electronically in First Class Web. Attendance data is also published from SAS on student academic reports, which are retained electronically on the school server. Class rolls will also note unexplained absences.

Register of daily attendance.

Daily attendance is marked by the Class Teacher on First Class Web, and recorded electronically on SAS. A record of daily absences and reasons for absence is maintained by the College Office. The register of daily attendance is retained for a minimum of 7 years preceding the current date.

Maintaining documentation to substantiate reasons for absence

A written note on a child's return to school is required subsequent to telephone advice from parents. It is acceptable for parents to send an email for this purpose, or to use the Wollemi College Skoolbag app to send an Absentee Form. This correspondence is passed to the College Office for recording in SAS, and for archiving at the end of each year. Absentee notes are kept in the office for a period of 12 months.

Exemption from Attendance at School

The DET's exemption guidelines state that all requests for absence from school by a student must be made in writing. Upon receipt of the application, the *Education Act 1990* states that the Minister may grant a *Certificate of Exemption* or a *Certificate of Extended Leave – Vacation/Travel*. This authority is delegated, and at Wollemi College it is the Headmaster who may grant an exemption from school attendance.

At Wollemi College any parent/guardian who wishes to apply for an exemption contacts the Headmaster's Secretary who issues the relevant application form: *Application for Exemption from Attendance at School* or *Application for Extended Leave*. Once this is completed and submitted to the College, the Headmaster will review the application and either grant or deny permission. In the case of permission granted, a *Certificate for Exemption from Attendance at School* or a *Certificate of Extended Leave - Vacation/Travel* is sent to the parent/guardian.

Attendance Procedures

It is the responsibility of the Class Teacher to ensure that the roll is marked accurately during morning Administration period. It is the responsibility of the College Office to ensure that the electronic record of the roll in SAS is updated as required to accurately record Partial Absences, and to accurately record Reasons for Absence.

Roll Marking Procedure

1. Class Teachers are to use First Class Web to complete an electronic roll in the first ten minutes of the day during Admin period. It is the class teacher's responsibility to mark the roll accurately, indicating either **Present**, or **Absent**, for each student. In addition, the class teacher is to follow up reasons for absence, and to forward all parental correspondence explaining absences, via the Office Bag, to the College Office. When a written reason for absence has not been offered by parents, the class teacher contacts the parents to request explanation of absence.
2. If a student arrives later than 8:40 am in the morning, he is required to sign the Late Arrivals Register in the office. The tear-off *Blue Slip* from the Late Arrivals Register is to be taken to class by the late student to present to his teacher. The College Office staff will update the school rolls by electronically entering the data from the Late Arrivals Register into the SAS Database.

3. When notes explaining the reasons for absences are received by the College Office staff, the reasons are entered in SAS. A hard copy of the absentees is produced daily and is kept on file. The office will file all notes and evidence of reason for absence until the end of the year, after which they will be archived.
4. The College Office is to have all lates and absences reconciled by **10am**, at which point parents are notified with an SMS text to state whether their son has arrived “Late” or is “Absent”. It is the usual practice then that a parent will ring the school to explain their son’s absence or lateness.
5. A follow up note from parents is expected, and this should be solicited by the Class Teacher and sent to the front office. It is acceptable for parents to send an email for this purpose, or to use the Wollemi College Skoolbag app to send an Absentee Form. The front office will record the explanation of absence offered in the SAS Database.
6. When absences are anticipated, requests to the Headmaster (or his delegate) should be submitted in writing, stating the reason. The Headmaster will follow the statutory guidelines in processing the request.

Early Departure Procedure

1. Students who are leaving early are required to provide a note of explanation from their parent or guardian. They should present this note to their teacher, and then report to the Front Office.
2. Students who are leaving early must fill in an Early Departure note in the Front Office. They should present their parental note to the Front Office staff, who will update the electronic roll in the SAS database accordingly.
3. In the case of parental pick-up, parents meet their son at the front office, not from the classroom or other school areas. Parents should fill in the Early Departure note and sign their son out. The relevant code is then entered into the electronic roll.

RETENTION OF YEAR 10-12 AND POST SCHOOL DESTINATIONS

During the year, 3 of our student body left Year 10 mainly to be transferred to another school either locally or interstate.

Class of 2017 Post School Destinations:

Although the class consisted of a small cohort of 24 students, 70% of those who graduated have obtained entrance to various university courses. The rest of the cohort have taken a gap year overseas or sought full time employment.

Enrolment Policies and Characteristics of the Student Body

Wollemi College is an independent school for boys from Year 7 to Year 12 with an annexure of Montgrove College Primary boys years 3-6. Founded by parents for parents, Wollemi truly helps parents raise and educate their own children. At Wollemi, the example of the teachers, the curriculum, the positive peer group and the unique tutorial system all underpin family values.

Each boy receives a personal mentor, or tutor, selected from the teaching staff. The tutor meets fortnightly with the student and with each child's parents every term, reviewing progress and helping with goal setting. He is a constant source of support through his attention, friendship, example and advice. The tutor takes a personal interest in the progress of the boys whom he tutors, acting on the parents' behalf and coordinating the service of the College for the family.

Wollemi is among the best performing of the small schools in NSW. The curriculum provides a rich foundation for future career paths. Special emphasis is placed on history, modern language and broad cultural development. The study of the Catholic faith is offered.

Wollemi is in an open rural setting and has the latest in educational facilities. Sport and music are important aspects of College life.

In accordance with the terms and conditions of the Disability Discrimination Act 1992, Wollemi College acknowledges that it offers a person with a disability the same educational opportunities as every other person and bases its decisions on entry on a person's ability to meet the essential requirements of the education offered. This is notwithstanding that, where any unjustifiable hardship exists for the College e.g. major difficulties or unreasonable costs, the College reserves its rights under the Act.

Entry into the College

Entry to College is encouraged by way of enrolments into the year 7 and through our feeder school Montgrove College with the following identifiable advantages. We have a tutorial system which provides considerable benefits for boys, helping to build the virtues that will be so important during their years of adolescence. We foster keeping the same group of friends from primary at Montgrove College Werrington Campus to secondary at Wollemi and providing continuity in

gradually building study skills and responsible work habits, addressing character development of the boys in the process. We assist boys in adapting to change and new friendships, all the better from a young age.

Enrolment Process

The primary purpose of the enrolment process is to ensure, as far as possible, that the applicant family understands the philosophy of education of PARED schools, and to reasonably ensure that the College and family, will be in agreement about the essential human values that the School intends to reinforce on behalf of the parents. Applicant parents are expected to show a willingness to commit to working closely with the College, especially through the tutorial system, through diligent attendance at Key Parent Functions and through the support of standing College policies.

Prior to making formal application, parents who enquire about enrolment are encouraged to attend an Open Day, an Information Night, or to talk personally with a senior member of staff.

While formal application is a prerequisite to admission, it is not a guarantee of admission and the Headmaster, in consultation with the School Committee, reserves the right to offer a place to any student, irrespective of the date of application. Preference may be given to students from other PARED schools of Montgrove, Redfield, Tangara, Retaval and families with siblings already attending Wollemi.

The interview between the applicant parents and the Headmaster or his nominee is the principal means for the school to determine applications. Concurrently with the interview, applicants may sit an entrance test.

School reports from the applicant's existing school will be assessed by the College and on occasion the College will seek further information directly from the applicant's existing school. Successful applicants are expected to be gaining good application and behaviour grades.

The College can offer enrolment to applicants regardless of race or creed.

In special cases, subject to approval by the College, a financial interview with the Registrar takes place. The aim of this interview is to reach an agreement on actual fee arrangements with the

family. All families are asked to commit themselves in proportion to their means. The results of the financial interview are held in strictest confidence.

After an offer of place, enrolment is confirmed upon receipt of a deposit and signed duplicate letter. In returning the signed duplicate letter, parents demonstrate their acceptance of the obligations outlined therein. Wollemi College has an enrolment Policy updated April 2016.

Wollemi College acknowledges that it uses its best endeavours to ensure that it conforms with the relevant Government Acts, both State and Federal relating to educational institutions.

Immunisation Requirements for School Enrolment

1. The College acknowledges its responsibilities under the Public Health (Amendment) Act 1992 (The Act) in relation to the control of vaccine-preventable diseases.
2. Since 1994, parents enrolling their children are required to provide the school with an Immunisation Certificate. The College encourages parents to seek medical advice on this issue, and makes available the Health Department's document, "Immunisation – An Essential Guide to the School Entry Requirements", further copies of which are available free of charge from Better Health Publications (9391.9000).
3. In the event of an outbreak of a vaccine-preventable disease, the College upholds the provisions of the Act requiring that unimmunised children are excluded from the school for the duration of the outbreak. The word "outbreak" in The Act is used in the context of a child enrolled at the school or facility suffering from a vaccine-preventable disease.

School Policies

Including a summary of policies for student welfare, discipline, and complaints and grievances.

A full text of policies may be obtained from the College Headmaster.

1. Security of students

The Headmaster has a duty of care to ensure that the security of all students is assured.

<u>Policy:</u>	Work Health and Safety, Critical Incident Management Plan, Emergency Evacuation Procedures, Attendance Policy, Safe and Supportive Environment, Child Protection and Outside Tutors policy.
<u>Procedure:</u>	Regular reminders to staff in staff meetings of duty to report hazards, WHS implementation consultative procedures.
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Joe Tabone appointed as new Head of WHS Committee and this meets every term. WHS is a agenda item at every staff meeting.

2. Security of buildings and facilities

The Headmaster has a duty to oversee the security of all buildings and facilities.

<u>Policy:</u>	WHS Policy; Premises and Buildings and Maintenance Procedures, Responsible Person School Policy.
<u>Procedure:</u>	Ensuring that repairs and maintenance are conducted on a regular basis and that identified hazards are removed or repaired.
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Joe Tabone appointed as new Head of WHS Committee and this meets every term. WHS is a agenda item at every staff meeting.

3. Evacuation procedures

The Headmaster has a duty to ensure that evacuation procedures are in place.

<u>Policy:</u>	WHS Policy and Emergency Evacuation Policy
<u>Procedure:</u>	Briefing staff of any changes to policy documents, conducting regular evacuation drills, ensuring that signage in the College adequately meets the needs of staff, students and visitors.
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Policy moved to school intranet.

4. Supervision of students

The Headmaster has a duty to ensure that students are supervised

<u>Policy:</u>	Wollemi excursion and co-curricular learning activity policy
<u>Procedure:</u>	Guidelines for camp, supervision in playground, wet weather supervision guidelines
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet. Adding new process for application and calendar applications.

5. Risk management in activities undertaken by students

The Headmaster has a duty to ensure that risk management is taken in account in activities undertaken by students.

<u>Policy:</u>	WHS, Critical Incident Management Plan, Wollemi excursion and co-curricular learning activity policy
<u>Procedure:</u>	Excursion procedure
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.

6. Codes of conduct for staff.

The Headmaster has a duty to ensure that staff is aware of the code of conduct they must observe.

<u>Policy:</u>	Code of Conduct for staff; contract letters of employment.
<u>Procedure:</u>	Staff protocols.
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.

7. Codes of conduct for students

The Headmaster has a duty to ensure that students are aware of the code of conduct they must observe.

<u>Policy:</u>	Teachers' Code of Conduct; Wollemi Student Management policy; student diary, Year 10 Assessment policy
<u>Procedure:</u>	Regular assemblies. Daily announcements in administration period. College newsletter.
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.

8. Management of student behaviour

The Headmaster has a duty to ensure that structures are in place for the management of student behaviour.

<u>Policy:</u>	Wollemi Student Management Policy
<u>Procedure:</u>	Student Management Policy; Students Rights and Responsibilities
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.

9. Anti-bullying procedure

The Headmaster has a duty to ensure that each student experiences an environment safe and supportive at both peer and staff level.

<u>Policy:</u>	Disciplinary policies; Anti-bullying policy.
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<u>Procedure:</u>	See anti-Bullying procedure in Disciplinary policy; Reprinted in Student Diaries
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet. Refined Bullying policy and some other aspects of student management.

10. Fostering student leadership in the College

The Headmaster has a duty to foster student leadership in the College.

<u>Policy:</u>	Student Leadership Statement
<u>Procedure:</u>	Implementation of the Leadership Program in its various dimensions.
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.

11. Management and reporting of serious incidents.

The Headmaster has a duty to ensure that structures are in place for the management and reporting of serious incidents.

<u>Policy:</u>	Critical Incident Policy WHS Policy
<u>Procedure:</u>	Various Responses as appropriate
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.

12. Complaints and grievances.

The Headmaster has a duty to respond to matters of concern identified by students and/or parents.

<u>Policy:</u>	Student Guardian Grievance Procedure
<u>Procedure:</u>	Student announcements. Newsletter. Personal correspondence. Requests for feedback from staff and parents. Procedural fairness and grievance procedures.

<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.
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13. Pastoral care

The Headmaster has a duty to ensure the pastoral care of students, staff and parents of the College.

<u>Policy:</u>	Tutorial program extracts. Wollemi Student Management policy, Pastoral Care Policy. Executive staff role descriptions.
<u>Procedure:</u>	Regular student evaluation meetings; weekly pastoral care meeting, weekly meetings and regular in-services for tutors; plan of monitoring meetings between coordinator of pastoral care and staff who are mentors in the tutorial program. Liaison with and referral to adolescent care professionals.
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.

14. Personnel responsible, in the first case, for pastoral care:

Matthew Aldous (*Headmaster with overarching responsibility*)

Andreas Engesser	Peter Harb
Brett Wright	Ian Mejia
Fr JP Maldonado	Fr Max Polak

15 Student counselling

<u>Policy:</u>	Tutorial program extracts. Wollemi Student Management policy.
<u>Procedures:</u>	Regular student evaluation meetings; weekly pastoral care meeting, weekly meetings and regular in-services for tutors; plan of monitoring meetings between coordinator of pastoral care and staff who are mentors in the tutorial program
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.

16. Identification of and provision of support for students with special needs

The Headmaster has a duty to ensure that those students with special needs have support in place.

<u>Policy:</u>	Policy for Identification of Students with Special Needs.
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet. Diverse Learning Coordinator

17. Health, distribution, and monitoring of medication.

The Headmaster has a duty to ensure that a plan is in place which sets out procedures to respond to serious incidents and emergencies.

<u>Policy:</u>	Critical Incident Management Plan and Evacuation Procedures
<u>Procedure:</u>	Staff are briefed, and updated on these plans and procedures in staff meetings, faculty meetings, given policy documents and when practicable drills are carried out.
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.

18. Response to serious incidents and emergencies.

The Headmaster has a duty to ensure that a plan is in place which sets out procedures to respond to serious incidents and emergencies.

<u>Policy:</u>	Critical Incident Management Plan and Evacuation Procedures
<u>Procedure:</u>	Staff are briefed, and updated on these plans and procedures in staff meetings, faculty meetings, given policy documents and when practicable drills are carried out.
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.

19. Homework Policies

The Headmaster has a duty to ensure that all students are familiar with expectations regarding homework.

<u>Policy:</u>	Homework Policy
<u>Procedure:</u>	Discussed in Teacher/Tutor Meetings and meetings with parents
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet. Some refinements made to process of students missing homework.

20. Communication

At Wollemi College we strive to maintain excellent ongoing communication between staff and parents:

20.1 Communication within the College

<u>Policy:</u>	Role descriptions of staff. Vision of Education (Wollemi Website)
<u>Procedure:</u>	Monday staff briefings. Weekly staff meetings. In-service days and weeks. College Executive Workshops yearly. Email groups of staff and pastoral care staff. Timetabled teacher/tutor meetings. Daily electronic announcements for staff.
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.

21.2 Communication between home and school

<u>Policy:</u>	Wollemi Privacy Policy. Emails between home and school. Parental Commitment (Wollemi website)
<u>Procedure:</u>	Making the most of the Parent Tutor Meeting. Parents/Teachers/Tutors have open communication and particularly through Parent/Tutor Meetings, Key Parent functions, Class Parent Meetings etc.

<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.
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21. Discipline

<u>Policy:</u>	Student Management Policy
<u>Procedure:</u>	Teachers have reference to code of conduct, briefings in staff/faculty meetings to ensure they are familiar with all aspects of the College
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.

22. Procedural Fairness Guidelines

<u>Policy:</u>	Procedural Fairness Guidelines. Student Management Policy and Teacher Code of Conduct. The Headmaster ensures that all procedural fairness guidelines are applied in investigation and correction of significant discipline issues of a student.
<u>Procedure:</u>	Procedural Fairness Guidelines.
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2017. Moved to Wollemi intranet.

Student (and Parent) Grievance Procedure Fairness Guidelines

In keeping with the demands of procedural fairness, a process for presentation and determination of action in the case of student (and parent) grievance is set out below.

The Process

- a. When a student (or parent) raises with a third party who is a senior member of staff a grievance pertaining to any other staff member, the student (or parent) is counselled to discuss or if they prefer to present the matter in writing to the original staff member involved for reconsideration, but to return should the matter not be satisfactorily resolved. (This step is not applicable in matters of reportable allegations... any third party member of staff has a duty to act directly.)
- b. The teacher should follow up within three days to see if the matter has been raised with the teacher directly involved.
- c. Should the matter remain unresolved, the student (or parent) is counselled to put the matter in writing for presentation to the Headmaster. (Or, should the matter directly involve the Headmaster, to the Chairman of the PARED Board.)
- d. The Headmaster, or his Deputy, will then contact the student (or parent) and discuss the grievance within three working days.
- e. The Headmaster, or his Deputy, will ensure the student (or parent) has a copy of this grievance procedure.
- f. The Headmaster, or his Deputy, will develop a plan of action with the student (or parent) to resolve the grievance within seven working days, with attention to the welfare of all involved. Parents (if applicable) and the student's tutor will be informed of the grievance and the resolution plan.
- g. Documentation on the grievance, on discussions with the student (or parent), and on resolution plan, is filed in the student's file and under Complaints and Grievances in the Headmaster's files.
- h. The resolution plan is implemented.
- i. Should the resolution plan not be successful, Headmaster, or his Deputy, will re-confer with the student (or parent) considering the option of directly involving parents (if applicable) and tutor. This final step may be repeated in order to work towards a solution of the matter.

School Determined Improvement Targets 2017

Commentary on School Determined Improvement Targets set for 2017

- Close work with Year 12 Students and teachers to ensure ongoing support of students as they prepare for the HSC
- Study club was established. Students can attend twice a week after school.
- Successful application made for Registration with NESAs made. Continued development of programs and internal audit systems.
- Collaborative working groups with staff PD.
- Reports were reduced to 3 per year and all staff are given time to ensure that markbook is updated regularly.
- CEEC was started and there has been much enthusiasm from staff and students.
- Continued refinement of Religion programs.
- Cyber education is a constant demand and some effective workshops were held with engaging presenters.
- Seminars were reintroduced. These were productive and well managed.
- World War One Memorial and Shrine is taking shape.
- Facebook page was started and is being accessed by many.

School Determined Improvement Targets 2017 (for implementation 2018)

Academic

- Consolidated Year 12 culture and strong academics. HSC Teachers to have term meeting with the DOTL to discuss ways to support HSC class.
- Implement Year 12 Parent teacher interviews
- Homework study club to offer more days during the week. Ask senior students to give some how to study classes.
- Establish a Professional Learning team to look after internal audits and mine for gold to share as best practice with staff.
- Move reports to Parent portal.
- Writing improvement across the school.

Formation

- Continued development and implementation of Cyber education.
- Review Teaching of Religion.

- Closer follow up and tracking of students of concern.
- Develop community service opportunities.
- Better tracking of families in need of support.
- 3-5 plan for Parent functions to be developed.
- New Tutor logbook developed.
- Staff day presentations about Mission, vision and ethos of Wollemi.

Administration and Facilities

- Finish World War One Memorial and Shrine
- Cricket Nets
- Enclose COLA
- Development of new classrooms.

Initiatives Promoting Respect and Responsibility

The College has embedded in its practice very sound initiatives to promote respect and responsibility within the school. These initiatives carry forward from 2015.

The Tutorial System

The personalized tutorial system is a most distinctive means of assisting a student's academic progress and character development. The tutor's rapport and friendship with the student and family are fundamental to the educational process. The parent-tutor relationship is a natural means to ensure that home and school work together effectively.

College Mottos

The weekly mottos are published in the College newsletter and give a focus to the week for each group of students at Wollemi. These mottos are aspects of the four cardinal virtues, known in modern terms as right judgement, personal toughness, responsibility and self-discipline. Mottos are often quotations from great people in history giving a glimpse of their character reflected in their leadership qualities. As well as being practical many of these mottos are inspirational.

Class teachers help to maintain the focus on an essential element of student's education – the development of their character.

Community Service

Community Service is a growing area in the College curriculum, aiming at bringing out the virtues of generosity and sincerity in every student. Over the years diverse and significant projects have been undertaken.

Parent, Student and Teacher Satisfaction

At end of each school year parents, students and teachers are invited to give written and verbal feedback on aspects of school life during the previous year that have given them particular satisfaction or for which they have constructive suggestions. This feedback is facilitated by way of a survey form. Teachers are also apprised of parental responses in staff week prior to the commencement of the new school year. Responses are considered by the school executive in forward planning.

From staff members

“I am very happy with the support and encouragement I get at Wollemi, and it is a pleasure to come to work each day.”

“I think we have generally settled and productive classrooms - despite some ups and downs teachers manage their classrooms well and boys produce meaningful work.”

From parents

“The support of the teachers in their HSC has been particularly satisfying. I also appreciate Mr Khadir's proactiveness in seeking opportunities outside of school for their growth and development. I have very positive feedback from my son on how hardworking and dedicated he is. I am happy at how the captains have taken their Captain's Corner seriously so it has evolved into a medium for more substantial and reflective thought and not just a good luck and pray for the boys type of thing.”

“Good Christian formation

Plenty of opportunities for further development

Good peers within the Class that set a good example to my son/s

Teachers, staff and tutors are all very approachable and helpful.”

The Positive features to Wollemi in 2017:

From Parents

“Catechism education, character formation, ability to use sport to teach kids about teamwork and doing their best, friendships with other parents. We couldn't speak more highly of the school. We feel truly blessed to be part of a schooling system that is disciplined yet personal; academically focused yet warm and welcoming.”

From students

“This school has been like a second family for me and i have always felt the support and help from the teachers when i needed it. this school has been great in providing me with an excellent education.”

“This school has done so much for me giving me, character development and especially good full formation with the faith. Having a close relationship with teachers and tutors really helps me, grow out and get ready for the big wide world. The academics here are good and again that close connection with teachers, they give us good feedback. Also the students known everyone and the friendship here will never die because this what a Wollemi student does when they leave and I agree.”

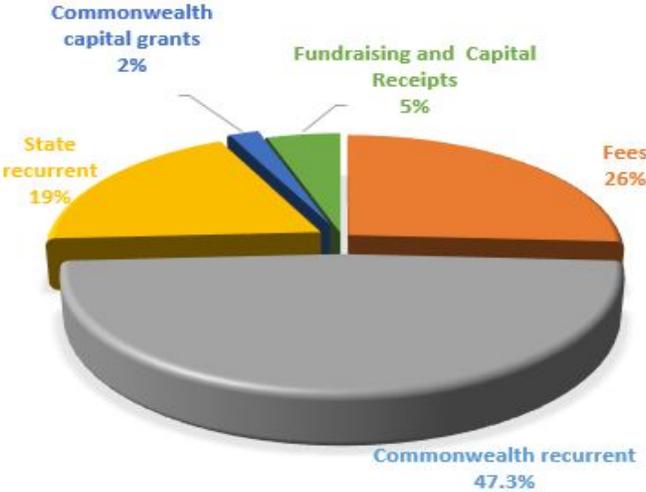
“Most of the teachers are quite understanding and approachable with problems. Our class was quite close throughout the year and I think that this is important in the learning experience.”

Summary of Financial Information

WOLLEMI COLLEGE ANNUAL REPORT 2017

2017 RECURRENT/ CAPITAL INCOME

Recurrent/ Capital income	
Fees	25.4%
Commonwealth recurrent	47.3%
State recurrent	18.5%
Commonwealth capital grants	2.0%
Fundraising and Capital Receipts	4.9%



Recurrent/ Capital Expenditure	
Salaries and related expenses	67.8%
Non salary expenses	29.0%
Capital Expenditure	2.4%

2017 RECURRENT/ CAPITAL EXPENDITURE

