



Wollemi College

ANNUAL REPORT

2018

4 Gipps Street, Werrington, NSW 2747

Phone: 02 9833 0499

Email: admin@wollemi.nsw.edu.au

Web: <http://www.wollemi.nsw.edu.au>

TABLE OF CONTENTS

Message from key school bodies	3
Contextual information about the College	6
Student outcomes in Standardised National Literacy and numeracy testing	7
Results of the Higher School Certificate And senior secondary outcomes	12
Professional Learning and teacher standards and workforce composition	14
Student attendance and management of non-attendance	16
Retention of Year 10 to Year 12 and post school destinations	21
Enrolment Policies and characteristics of the student body	22
School Policies	25
Student (and Parent) Grievance Procedure and Fairness Guidelines	32
School-determined improvement targets	33
Initiatives promoting respect and responsibility	35
Parent, student and teacher satisfaction	35
Summary of Financial information	38

Message from key school bodies

CHAIRMAN'S MESSAGE

The Catholic Faith is an integral part of the ethos of the PARED schools, so it was considered fitting and appropriate for PARED to make a submission to the Plenary Council of the Australian Catholic Church to be held in 2020. This submission was based on PARED's long experience in education and family life.

The lengthy PARED submission to two of the questions that were to be addressed included the following:

What do you think God is asking of us in Australia at this time?

"In particular, God is asking parents to:

- live their vocation to holiness in their married life, each loving the other with their defects, in total self-giving and faithfulness; and
- strive to bring up their children well in the Catholic Faith, help them to grow in a personal relationship with God through prayer, take them to the sacraments, train their wills and help them to acquire the human virtues in order to foster the supernatural virtues."

Would you like to share a story about your experience of faith or of the Church in Australia that has shaped you?

"PARED Schools:

- aim that a student's faith commitment should be the consequence of personal convictions acquired in freedom through an authentic sense of responsibility. The families desire that the children develop a well-informed, freely embraced and life-long faith; and
- support Catholic parents in handing on the Faith to their children by providing the students with a solid grounding in the Catholic Faith as a basis for a deep love of God, opportunities for prayer and a rich sacramental and devotional life."

The submission was crafted to emphasise the key elements of PARED's philosophy and the distinctive features of PARED's approach to matters of faith and vocation. This is certainly not new to our parents, but it may be to others!

Gary Doherty

PARED Chairman

HEADMASTER'S MESSAGE

Each year at this moment, I usually see in your faces three types of young men: those with confidence and hope, those with doubts and fears, and those with a mixture of both. After your HSC, life awaits you with almost semi-infinite potential; however, it comes with no promises attached; it is up to you. Whatever you decide to do, you will have to struggle to make a success of it. By success, I mean more than just making money, and more than just having a prestigious job, and more than just having the tranquillity of securing a peaceful retirement package. While not wanting to downplay the advantages of any of these three, I would like to put before you another measure of success that, while being intangible, is no less real. I am speaking here about the ability to see the good in others and the grace to help them attain it.

As I have just mentioned, some of you already feel amply prepared for life's challenges, some of you do not, and, hopefully, some of you have a healthy distrust of your own perceived abilities be they great or small. The wisest of you will learn, in time, two lessons. Firstly, to achieve your noble ambitions, you will have to fight daily, and, secondly, you will have to trust in others to help you.

In your years ahead at your work, with your friends, with your family, and perhaps even in your faith, you will have to face similar daily battles. Yes, you will have wins and you will have losses. Try not to get a big head because of the former and try not to get downcast because of the latter. But be prepared for many fights. And be prepared to receive some wounds. However, be assured, if you struggle valiantly, as a true son of God should, you **will** win in the end.

Perhaps there will be times when you are faced with a situation that you do not know how to resolve, and you see no hope of a ready-made solution. Never believe that this is definitive. Perhaps the answer is neither crystal-clear, nor immediately obvious, but this does not mean that there is no answer. As our young soldier friend discovered, when you want to turn a defeat around, three essential things are needed: (1) a sincere desire to fix your mistakes, (2) a dose of calm thinking, and (3) and a good friend by your side.

Most likely, the demon that you will have to face is the temptation to slip into an easy self-justification that effortlessly brushes off any sense of having done wrong. This may provide immediate solace, but as one soon realised, this false tranquillity does not last. Worse, if guilt is not resolutely confronted and repented of, inevitably, it leads to self-loathing.

You also will find that the demands of service are often not light, but the bearing of their weight has the counterintuitive capacity to help you judge your actions much clearer. When you realise that others depend on you doing your bit, with God's grace, your strength will begin to return, and you will see that it is possible to do whatever is that you need to do.

As with each of us, very often, how you respond to life's challenges will depend on whether you find friends to help you join the dots of compunction to contrition to getting back into the ring again. Some of those friends you have yet to meet, but some of them are sitting next to you. It has been jokingly

said that a true friend will help you hide the body. For sure, real friendship does not cross the boundary of morality, but this saying does highlight the necessity of true friendship to go beyond what is comfortable, to go beyond what is easy, and to go beyond what is reasonable. For most of you, hopefully, your best friend will be your wife. The day that you realise that true living is measured by how much you can give, and not by how much you can get, will be the day of your real graduation.

Napoleon, for all his outrageous errors and crimes, and despite his final humiliation at Waterloo, was a man who knew how to fight. When choosing elite soldiers to make up his personal regiment, he stipulated that, to be even considered for selection, a soldier must previously have been wounded in battle. Yes, he knew that only those who never fight never have any scars.

In the many noble engagements that providence will place before you, may you never lack the joy that comes from rectifying. May you never lack the courage to get up when you fall. May you never feel the sadness of not having a friend to turn to. And may you always experience the peace of continually giving yourself to others.

A handwritten signature in black ink, appearing to read 'M. Aldous', with a large, sweeping loop at the bottom.

Matt Aldous
Headmaster

Contextual Information about the College

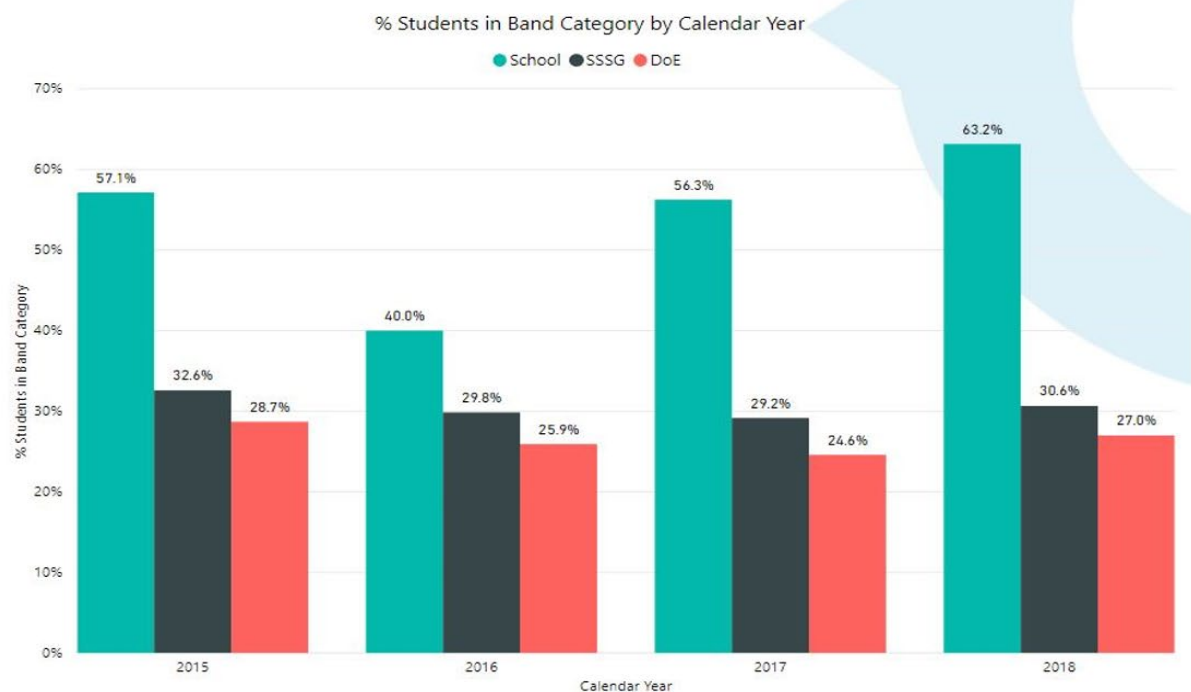
Wollemi College is an independent boys' school teaching the Catholic faith, situated on 10 hectares in Werrington, in Sydney's west.

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.

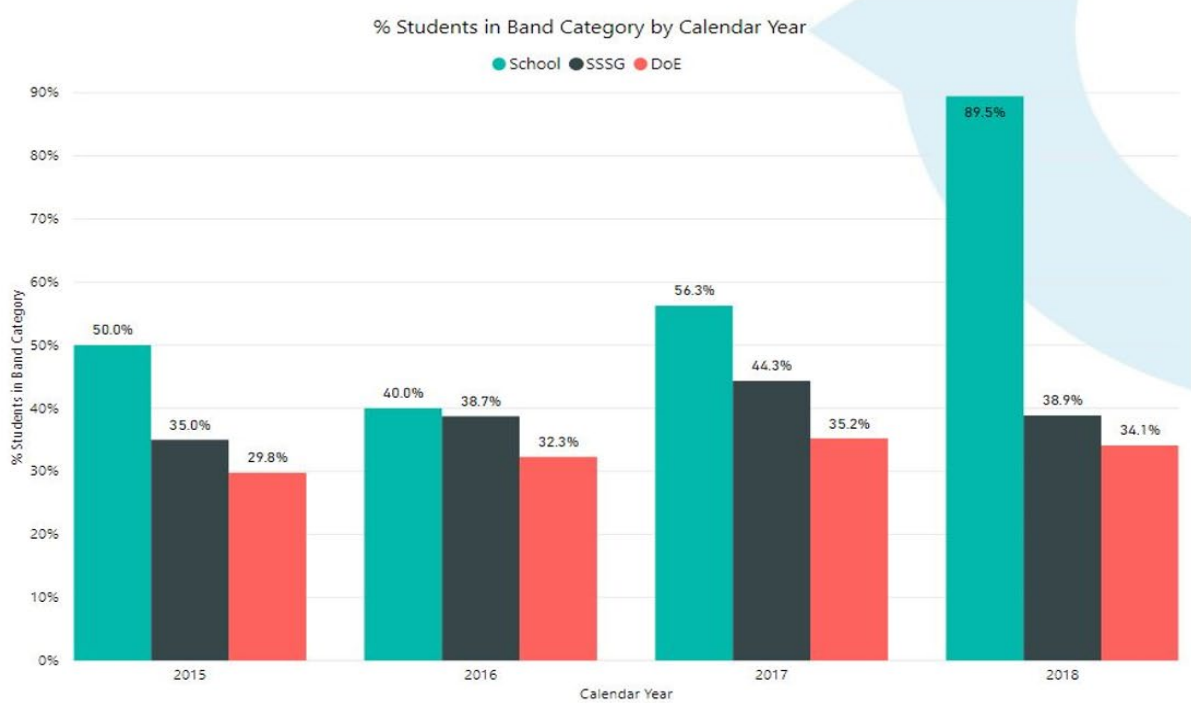
Students at Wollemi work hard, with responsibility in studies seen as a key to character development. The College places importance on the development of virtues seen as good habits, the building blocks of character. By developing strengths of character such as sound judgment, self-control, courage and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

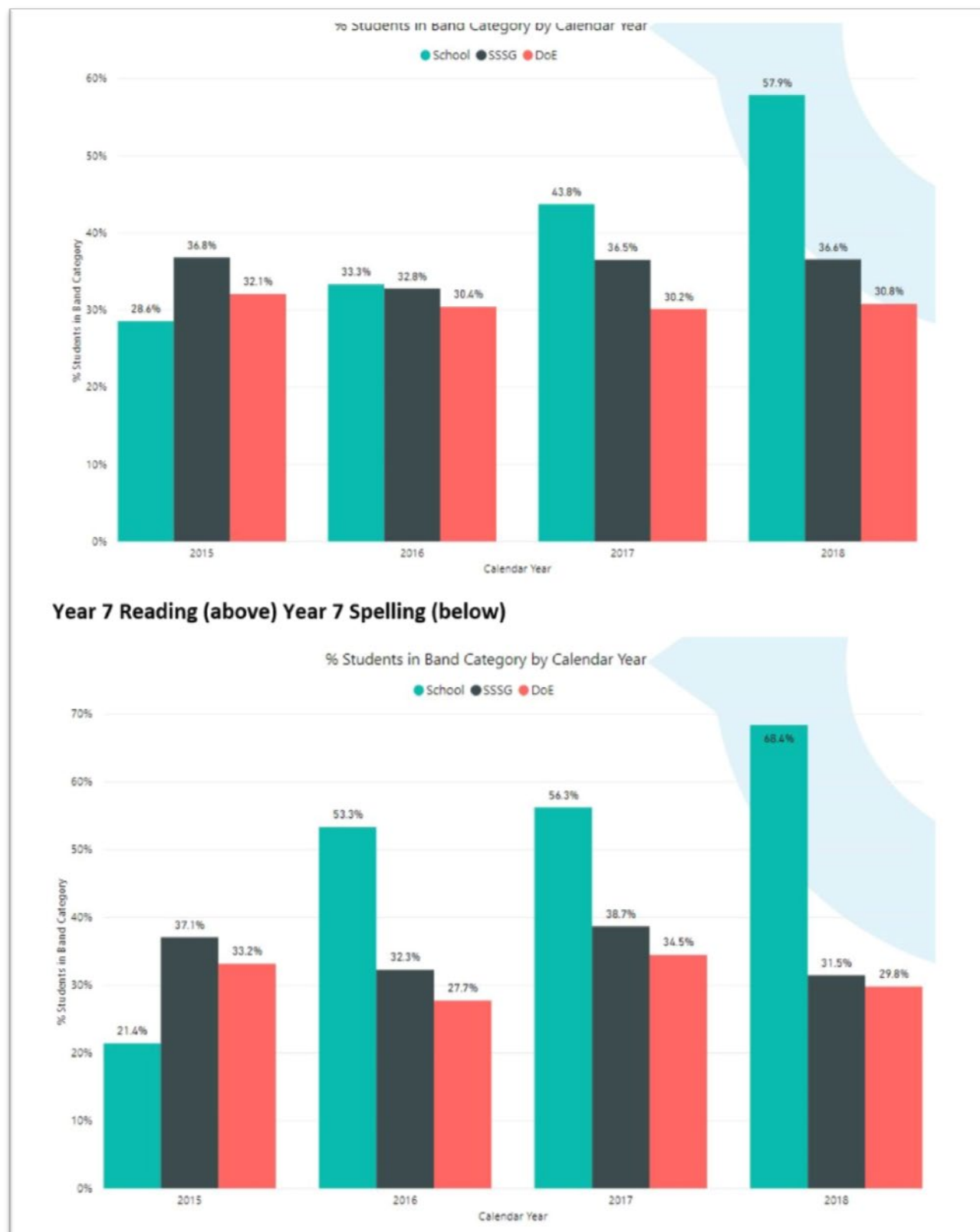
The education at Wollemi is personal. Each boy receives a personal tutor, selected from the teaching staff of the College. The tutor is a constant source of support for the student through his attention, friendship, example, and advice. He meets regularly with the student during the term, and meets with 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.

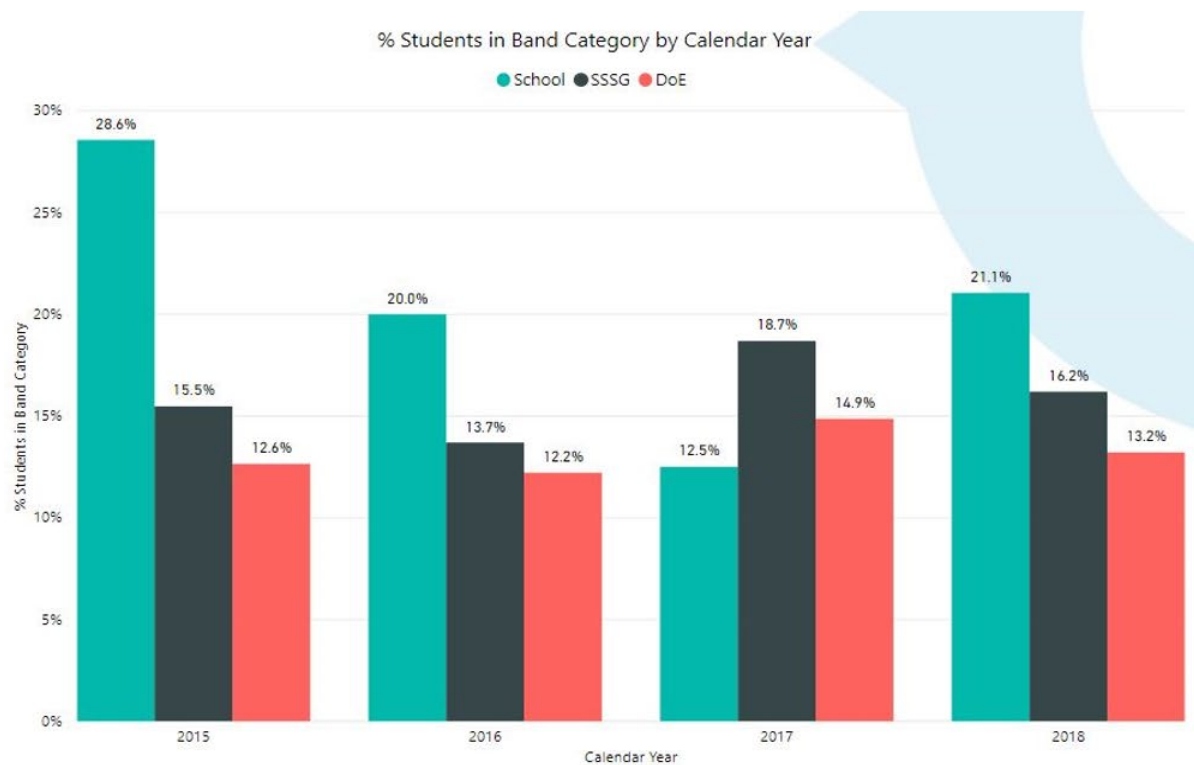
Student Outcomes in Standardised National Literacy and Numeracy Testing



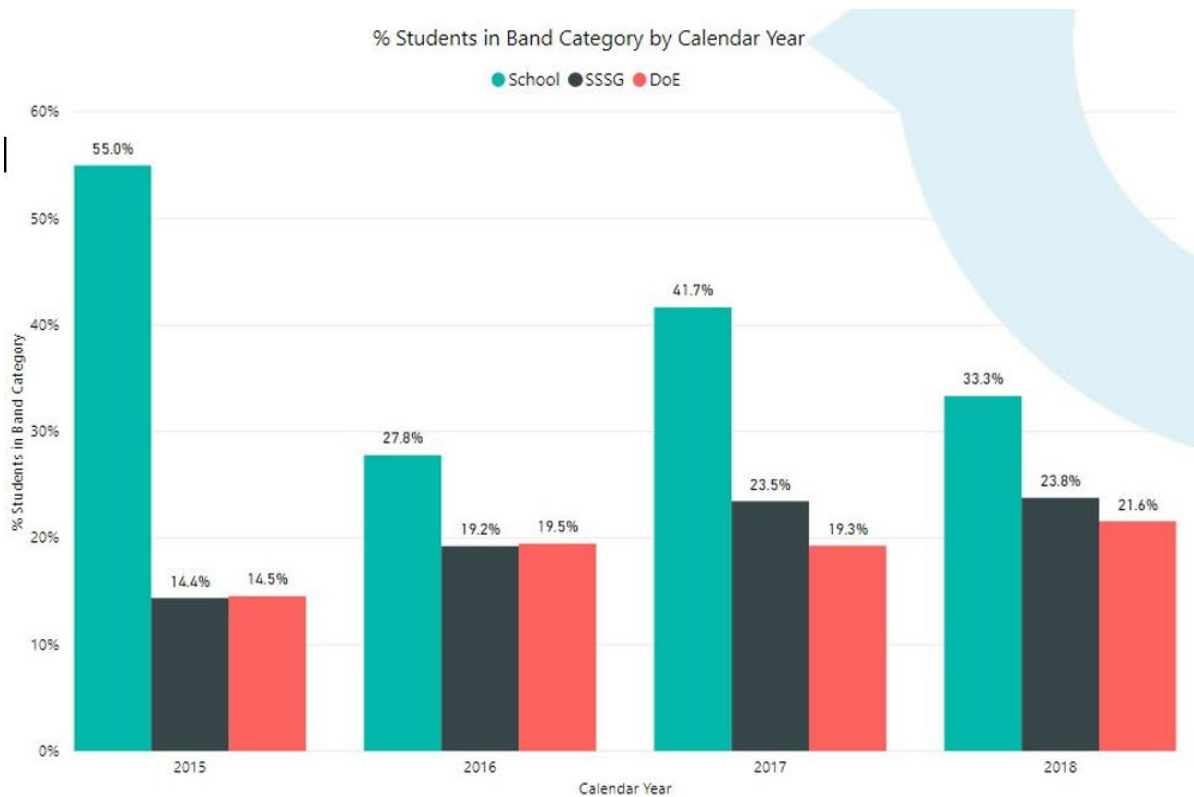
Year 7 Grammar (above) Year 7 Numeracy (below)

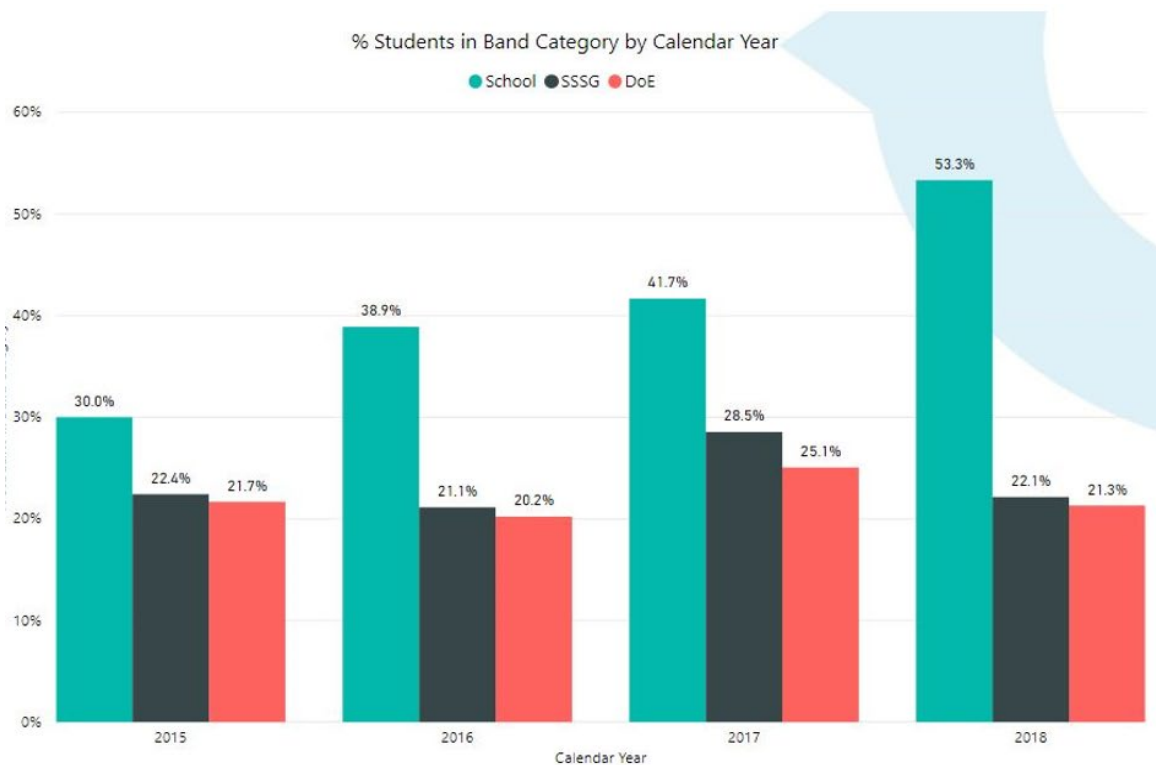




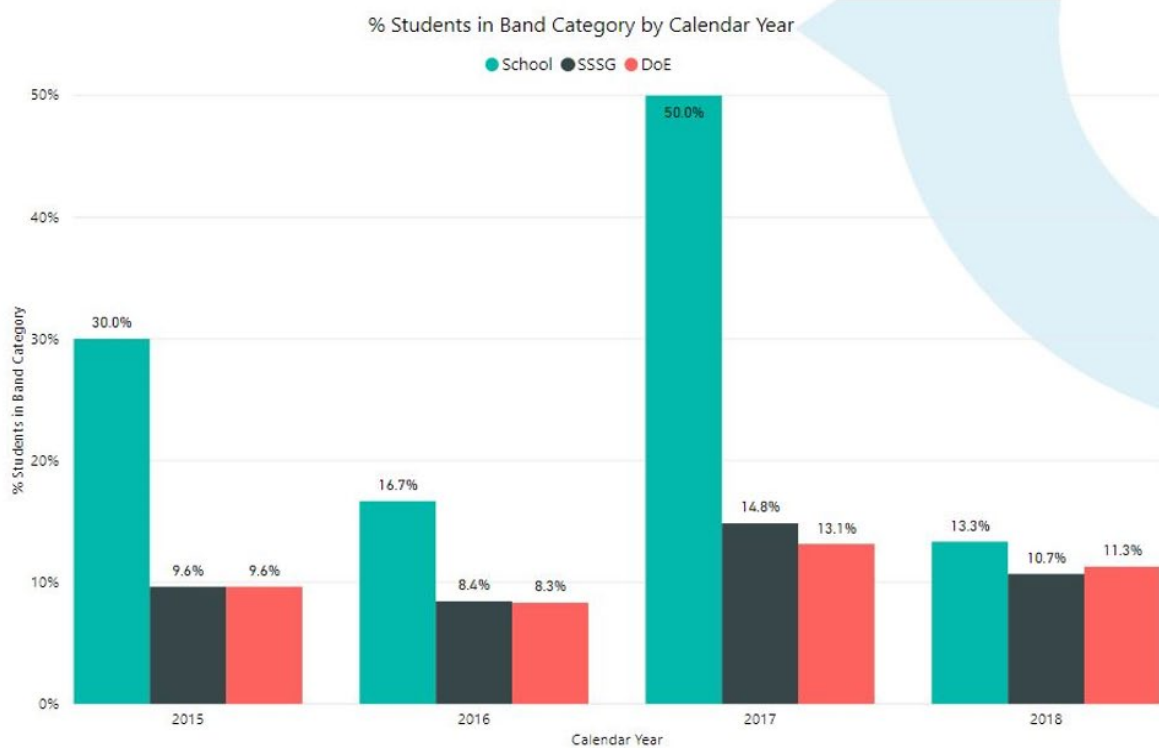


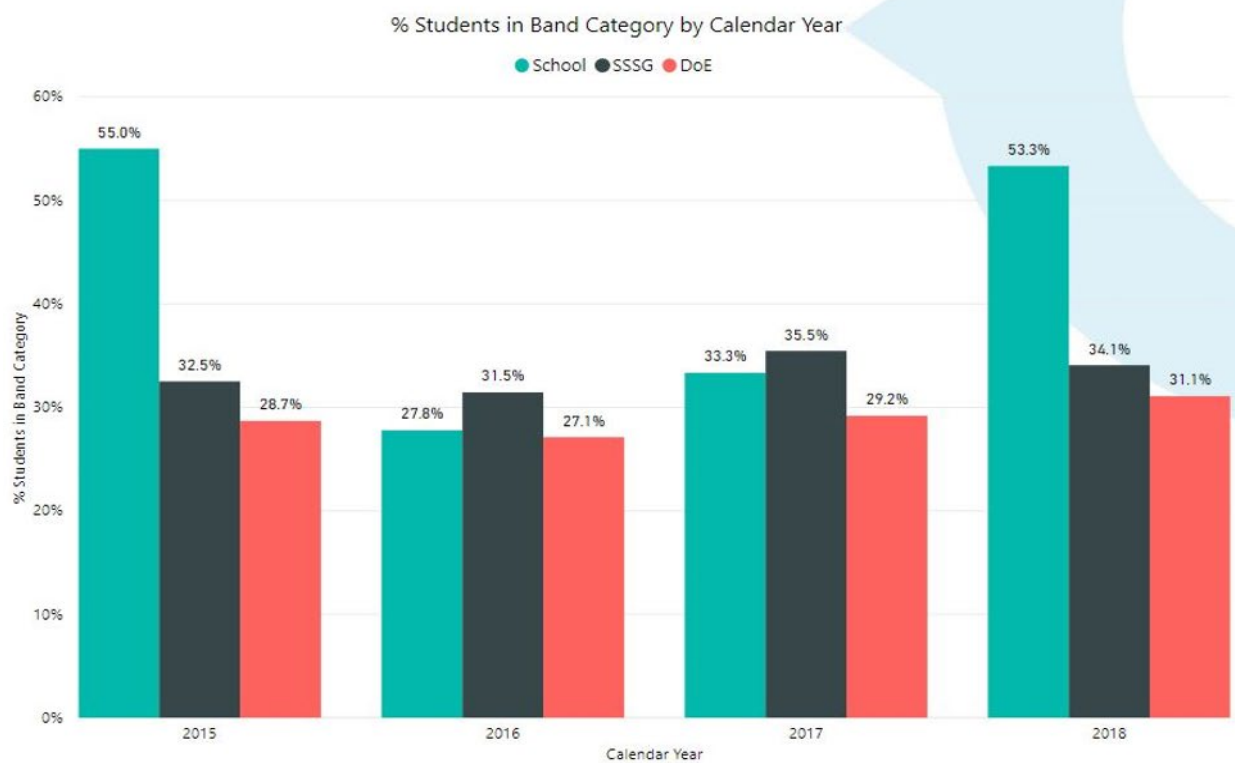
Year 7 Writing (above) Year 9 Grammar (below)



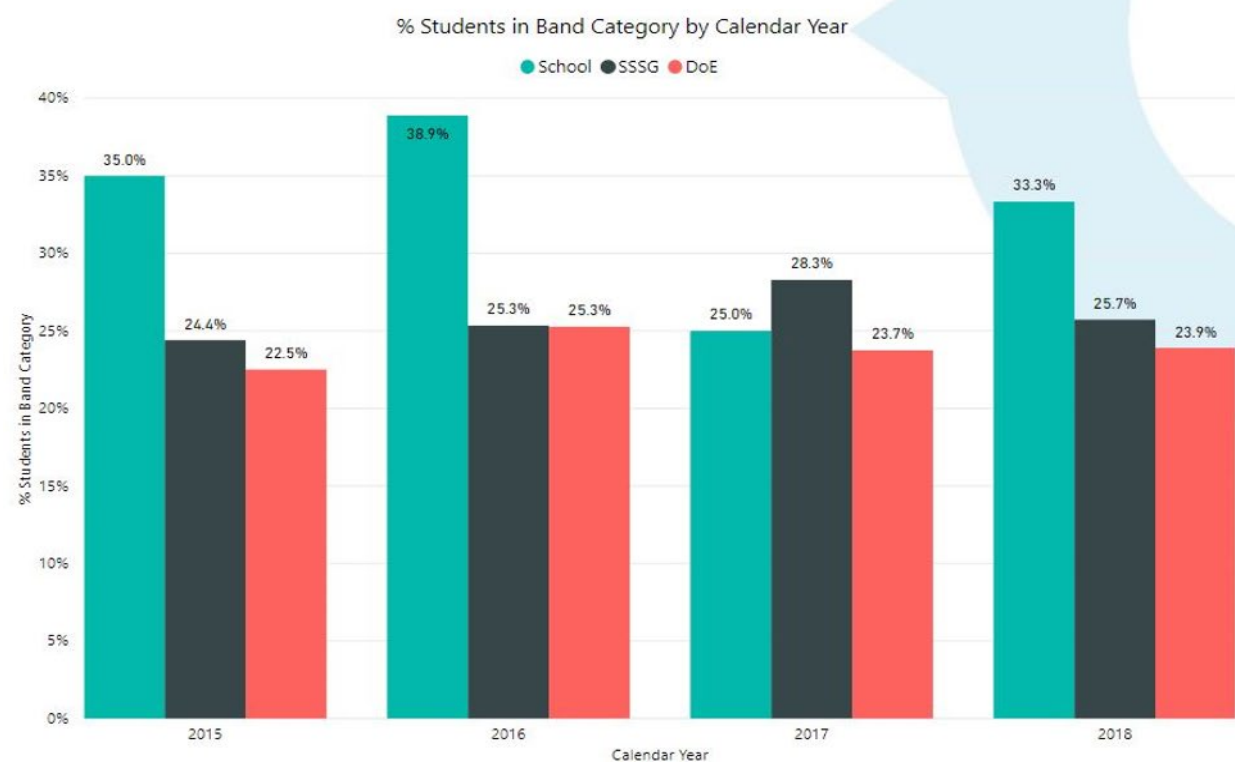


Year 9 Spelling (above) Year 9 Writing (below)





Year 9 Numeracy (above) Year 9 Reading (below)

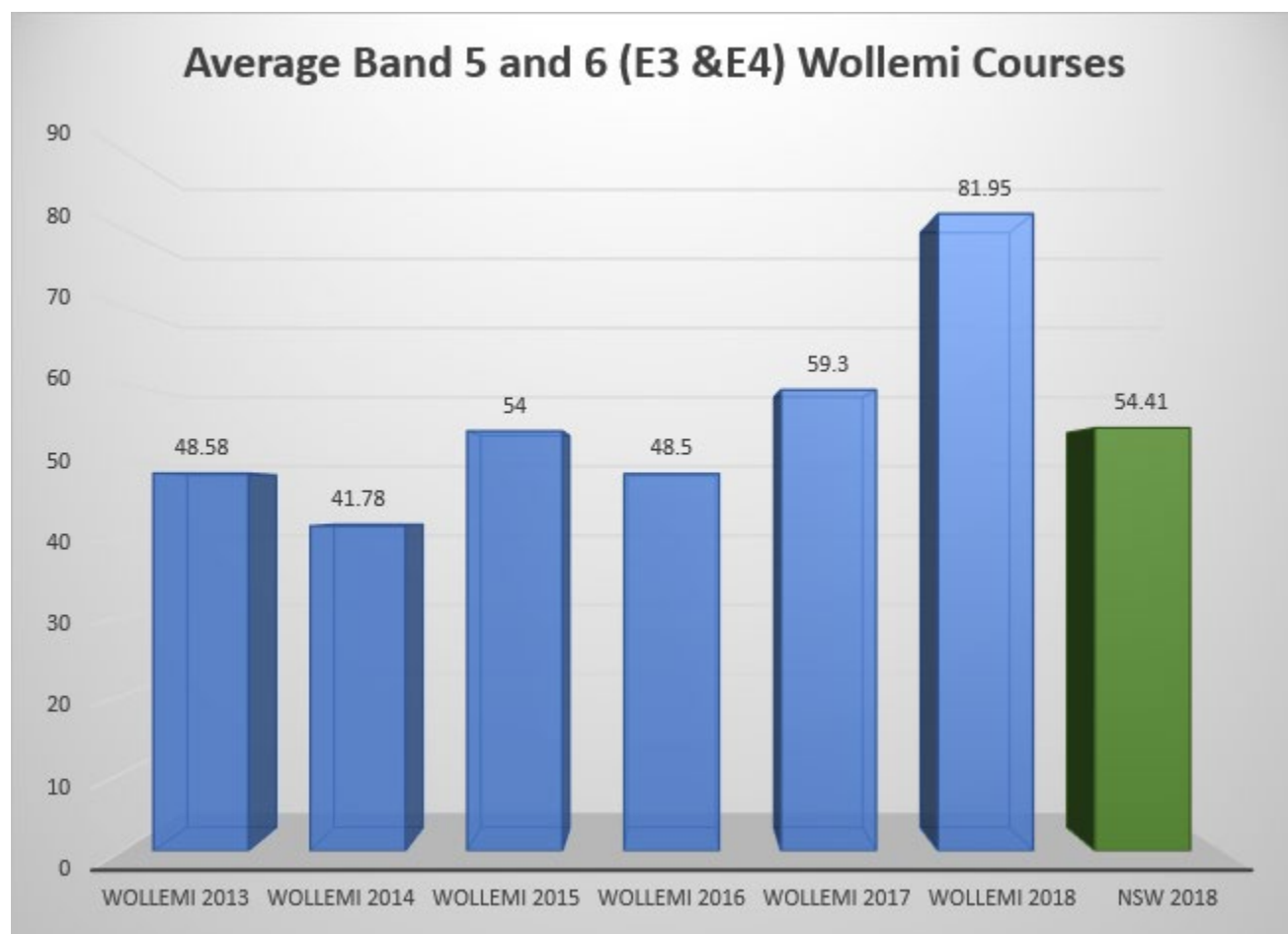


Results of the Higher School Certificate

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	Wollemi 2018	NSW 2018
Ancient History	0	0	0	0	75	75	36.47
Biology 2 unit	0	0	12.5	0	39.55	50	37.07
Business Studies 2 unit	50	25	60	38.45	28.56	100	37.40
Chemistry 2 unit	0	0	33.33	0	60	60	42.24
Design & Technology 2 unit	0	20	0	0	57.14	100	46.84
English (Standard) 2 unit	25	0	11.11	7.69	91.66	0	15.16
English (Advanced) 2 unit	71.42	60	50	70	25	94.45	62.73
English Extension 1 1 unit	100	100	100	99.9	100	100	95.69
English Extension 2 1 unit	N/A	100	100	80	57.14	66.67	71.41
Geography 2 unit	20	37.5	16.6	12.5	12.5	83.33	43.71
Japanese Beginners	N/A	N/A	N/A	50	N/A	50	44.99
Mathematics General 2 unit	42.85	42.85	57.14	45.45	50	84.64	26.89
Mathematics 2 unit	16.66	33.33	33.33	100	76.91	100	51.91
Mathematics Ext 1 2 unit	100	100	100	100	87.5	100	79.86
Mathematics Ext 2	100	N/A	100	100	N/A	100	85.56
Modern History 2 unit	50	66.66	55.55	42.85	40	81.81	42.23
Modern History Ext I unit	N/A	N/A	N/A	N/A	66.66	100	78.81
Music 1	100	50	66.67	75	N/A	100	64.86
Music 2	N/A	N/A	100	N/A	N/A	100	91.43
Physics 2 unit	50	0	66.66	0	57.14	75	33.90
Visual Arts 2 unit	100	75	66.66	100	100	100	53.43

The following chart summarises a comparison table over six years of the Average Band 5 & 6 (E3 & E4) Result in Wollemi courses v NSW 2018



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 2018

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	16
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 2018, we have a total of 24 staff with the following breakdown:

School Staff 2018	
Teaching Staff	17
Full time equivalent teaching staff	12
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 2018.

The average expenditure per teacher on professional learning in 2018 was \$314.80.

Description of the Professional Learning Activity	Cost	No of staff
Governance Online Module 1 - Introduction to School Governance	\$0.00	1
Governance Online Module 2 - School Governance	\$0.00	1
NSW/ACT Modern Award: Support and Operational Staff and Sport Coaches - Online Module	\$60.00	1
School Communities Working Together Online Module	\$0.00	1
Chemical Safety in Schools Basic Induction Online Module	\$85.00	4
Designing Surveys that Work - Online Module	\$240.00	1
NSW Class or Kind Investigators Accreditation Course	\$900.00	1
Heads of Departments Day	\$300.00	1
Texts and Human Experiences - The Year 12 Common Module	\$300.00	1
Exploring New Discourses	\$300.00	1
Nationally Consistent Collection of Data: Moderation and Support	\$0.00	1
A Year in a Day	\$300.00	1
The State of Play in PDHPE K-10	\$210.00	1
The AIS Annual Briefings 2018	\$0.00	1
Familiarisation: Stage 6 Extension 1 and 2 Mathematics	\$300.00	1
The AIS Governance Symposium	\$295.00	1
Becoming Accredited at Highly Accomplished and Lead Teacher	\$600.00	1
Reanimating History: Leading Learning, Embedding Understanding	\$300.00	2
Conversations that Work	\$770.00	2
NSW Enhancing your Child Protection Investigation Skills	\$300	1
Senior Executives Program	\$1,600.00	6

Student attendance and management of non-attendance

In 2018 the student population of Wollemi was 161.

Student Attendance

94.1% of students attended school on average each school day in 2018. Here is a breakdown of the attendance percentage per year level.

Year	Attendance rate %
10	94
11	93
12	96
7	95
8	94
9	93

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 late 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 2018 Post School Destinations:

Although the class consisted of a small cohort of 24 students, 81% of those who graduated have obtained entrance to various university courses. The remaining 13% have taken a gap year overseas and 6 % sought full time apprenticeship.

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 tutor, 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 2018

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 2018 every term.

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 2018.
---------------------------------	-------------------------------------------------------------

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 2018.

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 2018.

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 2018.

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 2018.

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 2018.

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.
<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 2018. 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 2018.
---------------------------------	-------------------------------------------------------------

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 2018.

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 2018.

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 tutors 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 2018

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 tutors in the tutorial program
<u>Changes made during Year</u>	Policy reviewed and expanded where necessary in March 2018.

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 2018.

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 2018.

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 2018.

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 2018.

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 2018.

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 2018.

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 2018.

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 2018.

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 2018

Commentary on School Determined Improvement Targets set for 2018

Academic

- We have consolidated Year 12 culture and strong academics. HSC Teachers meet with the DOTL to discuss ways to support HSC class.
- Implemented Year 12 Parent teacher interviews, we also developed whole school interviews that were gratefully received.
- Have increase Homework study club to 3 days per week.
- Established a Professional Learning team to look after internal audits and mine for gold to share as best practice with staff.
- Successfully moved school reports to Parent portal. Now all parents have access to all school reports and there are no more mail outs.
- Writing improvements across the school.
- Continued development and implementation of Cyber education.
- Better planning and tracking of Religion programs and department.
- Closer follow up and tracking of students of concern.
- Better tracking of families in need of support.
- 3-5 plan for Parent functions to be developed.
- New Tutor logbook has been working well and adds to the accuracy and the follow up of tutors.
- Stage 1 of World War One Memorial and Shrine was completed
- Cricket Nets are moving towards completion
- 5 new classrooms were developed and have been a great addition.

School Determined Improvement Targets 2018 (for implementation 2019)

Academic

- Academic forum where Department Heads meet to discuss curriculum and studies
- Writing focus: whole school approach to emphasis on writing
- Quality programming and assessing in the classroom
- Teacher development and support structures

Formation

- Continued development and implementation of Cyber education.
- Continued development of Teaching of Religion.
- Closer follow up and tracking of students of concern.
- Develop community service opportunities and mandatory hours
- Better tracking of families in need of support.
- 3-5 plan for Parent functions to be developed.

Administration and Facilities

- Finish World War One Memorial and Shrine
- Cricket Nets
- Start planning next buildings
- Redevelop master plan

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 schoolwork 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 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."

"Wollemi does remarkably well given its size and resources and should be commended for the job it does. This school has created a very positive environment for the students and overall is an excellent place to work, these comments are designed to keep Wollemi at the top. Everyone at Wollemi should be commended for the effort they put in."

From parents

"We are very happy that there were opportunities for community service. It would be wonderful if there were even more opportunities for this. Also, the Work Experience Program and the help we were given via our tutor when our son found obtaining a suitable position difficult. It is fantastic to be supported through the very difficult teenage years by people who are genuinely concerned and want our son to be the best version of himself possible. Likewise, our son in the primary school is valued and helped with his needs. A huge thank you to the staff of Wollemi! We feel blessed to have chosen such a terrific school for our sons to be during their formative years. It gives us so much peace to know that we don't walk alone."

The Positive features to Wollemi in 2018:

From Parents

Positive aspects from this year's include:

Class teachers were readily available to discuss both my son's issues and were most helpful with the guidance and support they provided. As a parent I need to be more pro-active in approaching my sons' teachers.

daily Mass and spiritual guidance and extra help and assistance provided by our son's tutor
Parental advice and guidance provided at KPFs and friendships with other class parents

From students

"This year was a very interesting one. It has given me a new perspective about school. Showing that school is not only meant for you to learn but also to prepare us for the real world."

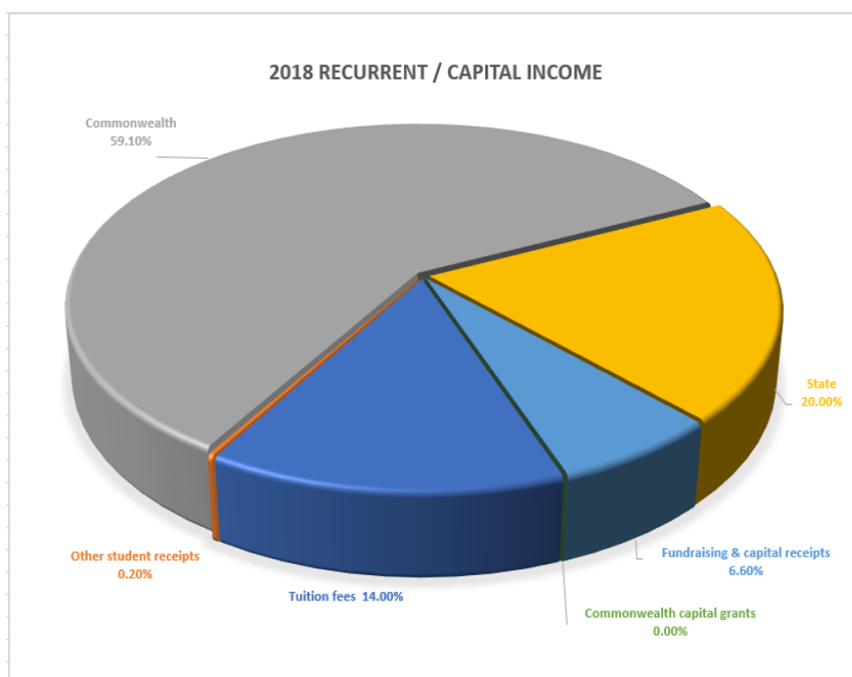
"This school has been like a second family for me and I have always felt the support and help from the teachers when I needed it. This school has been great in providing me with an excellent education."

“The best thing I love about the college was the interaction between teachers and students. This may sound really fruity but I really appreciated the concern for me that the teachers have for me. That was the best part of being a Wollemi student. I like to think I've developed friendships with my teachers, as do a lot of us, and I will actually miss that.”

Summary of Financial Information

WOLLEMI COLLEGE ANNUAL REPORT 2018

RECURRENT /CAPITAL INCOME	
Tuition fees	14.00%
Other student receipts	0.20%
Commonwealth	59.10%
State	20.00%
Fundraising & capital receipts	6.60%
Commonwealth capital grants	0.00%



RECURRENT /CAPITAL EXPENDITURE	
Salaries, wages & on-costs	62.00%
All other expenses	25.40%
Capital expenditure	12.70%

