

WOLLEMI
COLLEGE

Annual
Report
2021

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Messages from Key Bodies

Message from the CEO of Pared

I would like to congratulate Mr James Ramos and his dedicated Executive, teachers and Chaplains for leading a united and strong Wollemi community through another challenging COVID year. Difficult times bring valuable fruits and 2021 allowed everyone in the community to discern what is really important in what we are trying to

achieve at Wollemi. Thank you everyone for your continuing trust, prayers and financial support in the continual building of this great school. As a PARED parent with most of our children now in University and seeing the longer term benefits these schools have given to our family, I wish I could have given more in those years. I am confident that this strong community will provide everything necessary to further enhance the learning and formation opportunities for our boys.

Eugene Choi
CEO, Pared

Welcome from the headmaster of Wollemi College

You might recall that a number of times this year I have referred to the difficulties we faced and the uncertainty ahead as similar to climbing a mountain. I appealed to your sense of adventure and to the positive aspect of meeting a challenge with enthusiasm and a positive mindset. I told you that we should all aspire to the happiness that comes from climbing a mountain, as far superior to that of sunbathing on a beach. Remember? Well... here we are. This is the top of the mountain. We did it! So first and foremost, let me say: Congratulations, Wollemi students, families and staff, on conquering 2021! Collectively, I think we all deserve a round of applause.

Let me borrow from famous kiwi, Sir Edmund Hillary, the first man to set foot on top of Mount Everest. He famously said "It is not the mountain we conquer, but ourselves".

That 29 May 1953 completely changed the life of Sir Edmund and his companion, the sherpa Tenzing Norgay. They went up that day completely unknown and came down national heroes. But their feat also changed mankind in a way. We all did. We discovered we could do it, and how it could be done, so other people made the attempt, and now hundreds summit Mt Everest every year. A 13 year old Indian girl has summited Everest, as well as an 80 year old Japanese man; a blind man has climbed the mountain, as well as an American with no legs. No legs! And yet the mountain remains exactly the same; it is us who have changed. That's what Sir Edmund Hillary meant, I think, when he said it is not the mountain we conquer, but ourselves - individually and collectively.

We have climbed our mountain, today we stand on the summit, we have conquered 2021 with all its challenges and difficulties. This is my first point: I invite you, boys, to reflect on how these

challenges and difficulties have changed you for the better. Life is full of little mountains. Every award we give out today recognizes someone who has reached a particular summit. For the rest of us too. Every mentoring goal you tackle, every test or assignment where you give it your best, every time you set foot on the basketball court or soccer field and strive to improve as a player, these are the daily mountains that forge our character when we strive to do our best. I make no predictions about 2022, but I can say with some confidence: bring it on. Now we know we can do it, and how to do it. We have handled 2021, we can handle the next mountain that comes.

Second point. Sir Edmund knew, standing on top of Mt Everest with Tensing, that they were part of a larger expedition. There were 9 other pairs or climbers ready to make the attempt if the weather didn't cooperate that morning. It could've been any of the others that day. He wasn't the team leader—Sir John Hunt, who never set foot on the mountain, was in charge. It took 350 porters, 20 sherpas and 10 climbers to get him to the top. Sir Edmund had the humility never to forget that.

This year has been a team effort. None of us stands alone. This is a blessing, but it also carries some responsibility. Be sure to thank your teachers, your parents and your classmates for being there for you and helping you get to this mountain top.

Finally, my third point. We've said that Sir Edmund Hillary was changed that 29 May 1953 thanks to the team effort of 380 others. It is worth taking a look at how Sir Edmund was changed. Sir Edmund returned to Nepal many times, not to climb, but to build schools. He dedicated the rest of his life to the betterment of his sherpa friends, their families, and the people of Nepal. We too might consider how we can turn the growth we have achieved this year into opportunities to help others. How we can turn the gratitude we might feel for the help received into deeds of service to other people. When we reach the final summit and stand before the gates of Heaven, what will count the most is not what we did for ourselves, but what we did for others.

**James Ramos,
Headmaster**

Message from the School Captain

Out of the 6 years that I have studied here at Wollemi College, I can confidently say that there hasn't been a year quite like 2021. Just when we thought that remote learning had become a thing of the past, and that 2021 would become the year in which we returned to life as we knew it, we were hit with 106 consecutive days of lockdown and a renewal of the many restrictions which we faced in 2020. From weeks without the face-to-face banter of our friends, to weeks of trying to keep focused during online lessons, as if paying attention at school wasn't already difficult enough. The year 2021 was certainly a steep mountain to climb with many challenges along the way.

Yet, despite the many obstacles we faced this year, I witnessed how the values of courage and camaraderie had manifested themselves within our school community time and time again. During this year's swimming carnival, I saw how difficult it was to contain our house spirit through the creative ways we were able to replace the traditional house chants, which were banned at the time. During this year's Eucharistic Procession, I witnessed our parents, staff, and students gather under the pouring rain to give thanks to our Lord, and I watched as our Wollemi men frequented the holy mass under this very COLA, never taking the sweltering heat as an excuse to be separated from our Lord. These are the kinds of moments that remind us of the unity which we possess as a school, which we must continue to uphold over the many years to come.

I remember a little story that occurred at the beginning of this year - the class of 2021 at a seminar in Warrane College with Mr Wright and Mr Johnson. At one stage, we were asked by Mr Wright to write down the ATAR we were aiming for on a piece of paper as part of a goal-setting activity. And after having written down

the number I had in mind, I was completely taken by surprise when the person sitting next to me suddenly snatched my paper, almost with an irritable expression. But after a couple of seconds, he handed me back my paper and I saw that he had scribbled out the number that I had written, and instead wrote 99.

My dear Wollemi men, as we move forward into the year 2022, let it be our mission to strive not alone, but together. Never hesitate to encourage one another to be ambitious, and to aim beyond what we consider "adequate" or "sufficient" when it comes to our academic and spiritual lives. Let us continue to dedicate ourselves to the betterment of others, ensuring that not a single one of our peers falls behind in our journey to reach heaven. To achieve this sort of unity is no simple task, as it requires sacrifice, humility, and perseverance. But if our Wollemi parents, teachers, and students can join hands to withstand the rigours of this tumultuous year, then our community is destined to become even more unified in the future.

Finally, I would like to conclude my address by saying a few thank yous. I'm afraid this year would not be complete without expressing our deepest gratitude to those who have made learning this year even possible. From our teachers in primary, to our teachers in high school, to all of our office ladies working behind the scenes, and to all of our parents, I would like to invite the school to join me in thanking all of our parents, teachers and staff for their extraordinary sacrifices and efforts to carry us through this unprecedented year, we cannot thank you enough.

And to the entire Wollemi community, I would like to thank you for entrusting Miguelle and I to lead by example and to impart the virtues which we have learned from this school throughout the past couple of years. It has been a wonderful experience, and I pray for the prosperity of our school in future years to come.

Yohann Marquez
2021 School Captain

Wollemi School Profile

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 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 mentor 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 College 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, selected from the teaching staff of the College. The mentor 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 mentor takes a personal interest in the progress of the boys whom he mentors, 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

Interpreting the table: **542** **Year 5 Spelling** (School category) **457** **Year 3 Reading** (School category) **434** **Year 3 Writing** (State category)

Year 3 Wollemi NAPLAN 2021 results comparison with State and SSSG

Year	Reading	Writing	Spelling	Grammar	Mathematics
School	460	448	490	473	438
State	443	434	430	443	412
SSSG	467	460	465	470	429

Year 5 Wollemi NAPLAN 2021 results comparison with State and SSSG

Year	Reading	Writing	Spelling	Grammar	Mathematics
School	525	494	542	527	521
State	515	488	514	510	503
SSSG	534	511	536	537	519

Year 7 Wollemi NAPLAN 2021 results comparison with State and SSSG

Year	Reading	Writing	Spelling	Grammar	Mathematics
School	574	542	598	577	589
State	543	519	554	536	569
SSSG	565	539	571	558	593

Year 9 Wollemi NAPLAN 2021 results comparison with State and SSSG

Year	Reading	Writing	Spelling	Grammar	Mathematics
School	612	584	612	601	634
State	579	545	583	572	604
SSSG	598	570	597	593	522

Roll Senior secondary outcomes (student achievement)

Granting of Records of School Achievement: The RoSA is a cumulative credential. It is for Year 10, 11 and 12 students leaving school prior to the Higher School Certificate. One RoSA credential was issued in 2021.

Results of the higher school certificate and senior secondary outcomes

Percentages of Students Achieving Bands 5 & 6 (E3 and E4) per subject vs state comparison.

Course Name	Wollemi							NSW 2021
	2015	2016	2017	2018	2019	2020	2021	
Ancient History	0	0	75	75	100	33.33	50	33.37
Biology 2 Unit	12.5	0	37.5	50	40	42.85	50	30.75
Business Studies 2 Unit	60	38.45	28.56	100	35.71	33.33	33.33	35.63
Chemistry 2 Unit	33.33	0	60	60	33.33	28.57	0	40.2
Design & Technology 2 Unit	0	0	57.14	100	100	100	100	54.47
English (Standard) 2 Unit	11.11	7.69	25	0	36.36	11.11	16.66	16.52
English (Advanced) 2 Unit	86.5	70	91.66	94.43	60	68.75	63.63	68.65
English (Extension 1) 1 Unit	100	99.9	100	100	83.26	100	100	93.63
English (Extension 2) 1 Unit	100	80	57.14	66.67	50	33.33		
Geography 2 Unit	16.6	12.5	12.5	83.33	55.55	20	38.46	44.07
Mathematics (Standard) 2 Unit	57.14	45.45	50	84.64	0	46.15	49.99	24.5
Mathematics (Advanced) 2 Unit	33.33	100	76.91	100	83.32	66.66	25	50.1
Mathematics (Extension 1) 1 Unit	100	100	87.5	100	100	100	100	74.11

Course Name	Wollemi 2015	2016	2017	2018	2019	2020	2021	NSW 2021
Mathematics (Extension 2) 1 Unit							100	86.48
Modern History 2 Unit	55.55	42.85	40	81.81	37.05	44.44	50	36.5
Music 1	66.67	75		100	100	80	100	64.24
Physics 2 Unit	66.66	0	57.14	75	75	33.33	66.66	40.42
PDHPE							20	30.64

Identifiable highlights of 2021

23 students sat a total of 117 examinations in 2021.

10 out of 18 subjects received a band 6 results.

40 Band 5 results (34.1%)

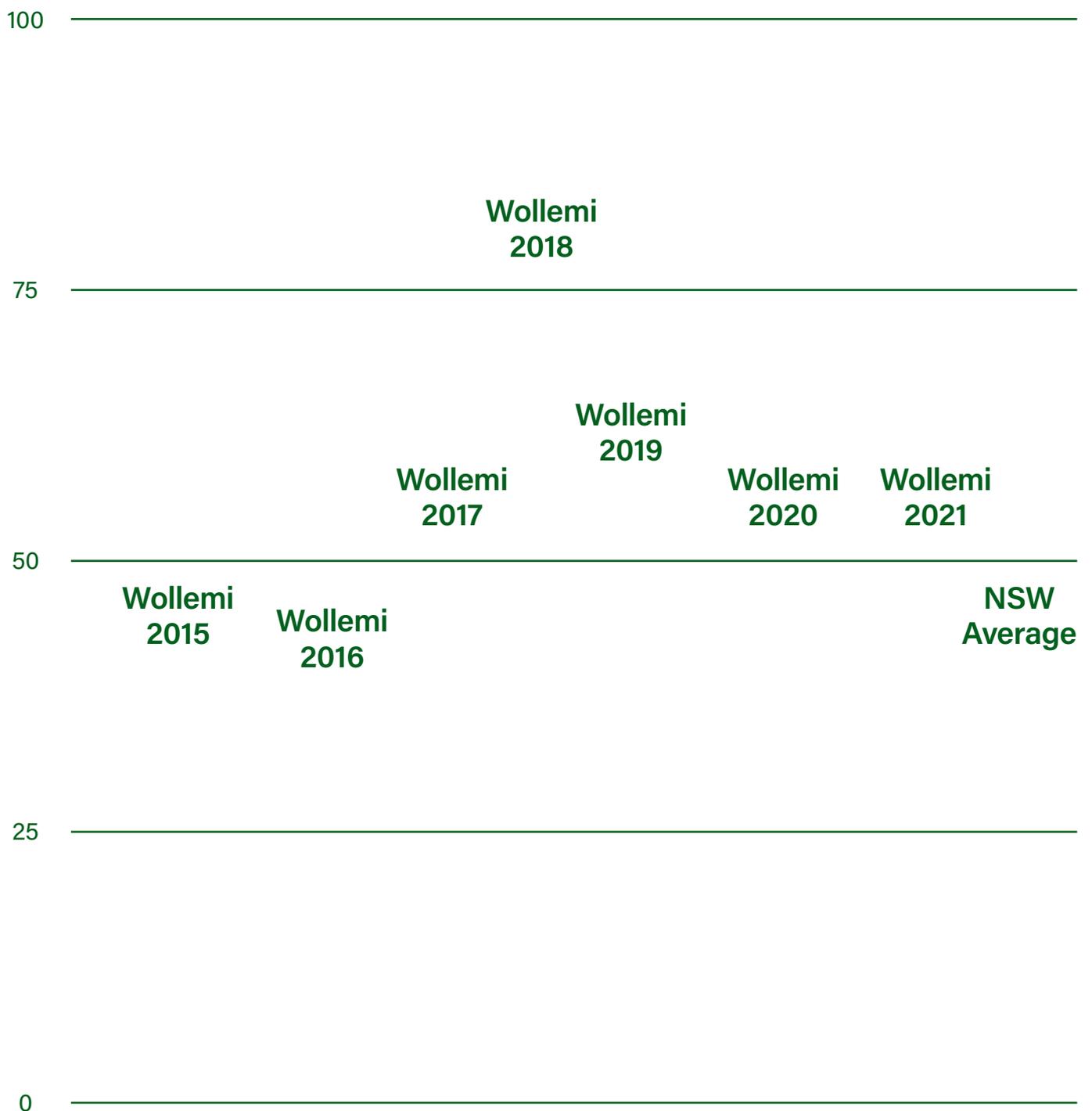
13 Band 6 results (11.1%)

13 out of 18 subjects above the state average.

The top individual mark 98 was achieved in Mathematics Standard.

Our best subjects above state average were Modern History (11.45% above), Maths Extension 1 (8.29% above), and Design and Tech (7.69% above).

The following chart summarises a comparison table over six years of the Average Band 5 & 6 (E3 & E4) Result in Wollemi courses vs. NSW 2021.



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 2021

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

30

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

0

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

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.

Teacher Accreditation

Details of the teacher accreditation status of all teaching staff (as defined by the Teacher Accreditation Act 2004) who are responsible for delivering the curriculum

0

Highly Accomplished Teacher (voluntary accreditation)

3

Conditional

4

Provisional

25

Proficient Teacher

The workforce composition at Wollemi College for 2021 (Census Data Aug 2021)

28

Full time equivalent
teaching staff

32

Teaching Staff

8

Non-Teaching
Staff

1

Full-time
equivalent
non-teaching
staff

Summary of Professional learning undertaken by teachers (as defined by the Institute of Teachers Act 2004) during the year 2021.

Description of the Professional Learning Activity	Number of Staff
NSW Reportable Conduct and Allegations Against Employees - Self-paced Learning Experience	41
Preparing for Renewal of Registration/Accreditation in 2022	1
Chemical Safety in Schools Basic Induction - Self-paced Learning Experience	1
Programming and Planning for Science and Technology K-6	1
Briefings by NESA: Renewal of School Registration/Accreditation in 2022 (Webinar)	1
Regulatory Lens: Quality of Student Learning	4
Attendance and Enrolment Requirements for Schools	1
AISNSW Governance Symposium 2021	1
RoSA/HSC Curriculum Requirements for Registration and Accreditation	1
HSC English: The Craft of Writing: Standard and Advanced	1
Primary Curriculum Requirements for School Registration	2
The AIS Annual Briefing 2021	1

Student Attendance Policies and Rates and Population

Student attendance is important to the academic achievement and student wellbeing. Student attendance/non-attendance is managed as per Wollemi's Student Attendance Policy in accordance with Education Reform Act 1990. As part of this Policy and Wollemi's duty of care to its students, the School has put in place the following mechanisms to monitor and manage student attendance.

Monitoring daily attendance and identifying absences from school

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Roll Marking

Class rolls are taken each day electronically in the Engage School Management System in the following manner:

1. Primary School: the class roll is taken in the Administration period at the commencement of each day.
2. Secondary School: the class roll is taken in each lesson.

If electronic rolls are not operating, the College Office will enter attendance data according to manually marked attendance slips returned to the College Office.

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

Partial absences: Late arrivals and early departures

For late arrivals and early departures there is a sign in/sign out register for students.

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 duplicate, the master 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, either via phone or electronically when a student needs to leave school early. All students leaving early must report to the College office and fill in an *Early Departure* note. In the case of parental pick-up, parents meet their son at the College Office, where they fill in an *Early Departure* note and sign him out. The relevant code is then entered into the electronic roll.

Notification of absences

Parents are required to notify the College by phone, email or register absences via Wollemi College Engage Parent Portal 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 Engage Parent Portal to send an Absentee Form. This correspondence is passed to the College Office for recording in Engage, and for archiving at the end of each year. Absentee notes are kept in the office for a period of 12 months.

Following up absences

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/Mentor meetings and formal meetings with the Headmaster as required. Absences, unaccounted absences, and late arrival data are included on each academic report.

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 explaining the absence to the Front Office for this purpose, or to use the Wollemi Engage Parent Portal to submit an Absentee Form.

In Primary, it is the class teacher's responsibility to follow up reasons for absence, and to forward all correspondence to the College Office. In Secondary, it is the Admin teacher's responsibility to follow up reasons for absence, and to forward all correspondence to the College Office. They will receive support from the College Office, who will send Request for Absence Explanation emails to parents through the Engage School Management System, and from the boy's mentor and the Deputy Headmaster (in the case of disciplinary action to be taken).

Follow up of persistent late arrival or absences

Persistent late arrivals and absences affect the learning outcomes of a student, and are a disruption to other members of the class.

Parents of students with high levels of late arrivals, unexplained or unapproved absences are contacted in an appropriate manner, with the view to developing and implementing strategies to minimise absences.

Should the habit of late arrival or continued absences continue, the school will, at its discretion, impose a consequence. This may include (but is not limited to) detentions during break times, reflective writing, and afternoon detentions.

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 for Exemption from Attendance at School* 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 is to complete and submit the relevant application form: *Application for Exemption from Attendance at School* or *Application for Extended Leave* through the Wollemi Engage Parent Portal. 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.

Primary 2021	Number of Students	Secondary 2020	Number of Students
Year 2	49	Year 7	53
Year 3	40	Year 8	46
Year 4	33	Year 9	46
Year 5	33	Year 10	32
Year 6	44	Year 11	26
		Year 12	23

199

Total Primary

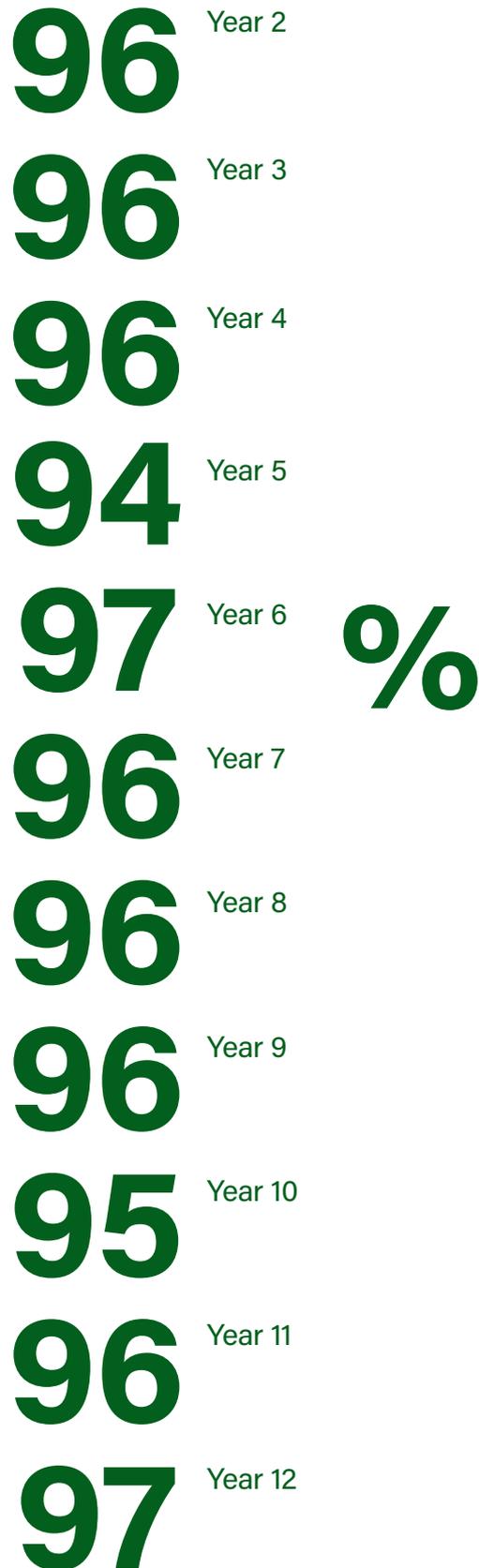
226

Total Secondary

425

Whole School

Student Attendance



96% of students attended school on average each school day in 2021. Here is a breakdown of the attendance percentage per year level.

Retention of Year 10-12 and Post School Destinations

The retention of Year 10 to Year 12 (where relevant) **79%**

Year 10, 2019 **29%**

Year 12, 2021 **23%**



Left: the Class of 2021

Class of 2021 Post School Destinations

The Class of 2021 faced extraordinary challenges during their final year at Wollemi due to the COVID Pandemic and we are proud not only of the academic results they achieved, but also

of their significant personal development and growth. They have made successful pursuits throughout their time at Wollemi in sport, music, visual arts, education, and community service. Their academic performance reaffirms our position as a leading independent boys' school out in the West.

Of the 22 students, 88% of those who graduated have obtained entrance to various university courses, in Science, Commerce and Education. The remaining 10% have sought apprenticeship and vocational training and 2% have pursued full time employment.

Enrolment Process, Characteristics of the Student Body and Other Policies

Wollemi College is an independent school for boys from Year 2 to Year 12. 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 mentor system all underpin family values.

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Each boy receives a personal mentor, or mentor, selected from the teaching staff. The mentor 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 mentor takes a personal interest in the progress of the boys whom he mentors, 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 2 and through our feeder school Montgrove College with the following identifiable advantages. We have a mentoring 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. This changed in June 2020 as Wollemi sought to Register Years 2 - 6 here at the College. This was successful. Montgrove Werrington Campus is now Wollemi College Primary.

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 mentor system, through diligent attendance at Key Parent Functions and through the support of standing College policies.

Prior to making a 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.

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 January 2019.

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 be 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.

Other School Policies

Wollemi aims to provide a safe and supportive environment where each student can develop to be the best person they can be. A number of policies have been put in place to safeguard the welfare of students and promote intellectual, cultural, physical and spiritual development.

A full text of policies may be accessed by request from the College Headmaster's Office.

Student Welfare Policies

The school seeks to provide a safe and supportive environment which:

1. supports the mental, physical and emotional wellbeing of students.
2. provides student welfare programs that develop a sense of self-worth and foster personal development.
3. minimises the risk of harm and ensures students feel secure.

Changes in 2021

All policies and procedures relating to student welfare are reviewed regularly and the College complies with all mandatory requirements.

Child Protection Policy

Full Policy Review in March 2021

Access to Full text

The full text of the College's student welfare policies can be accessed by request from the Headmaster and Engage Parent Portal.

Anti-Bullying Policy

Wollemi College recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity is respected and accepted. The College does not condone bullying or harassment in any form. The College's Anti-Bullying Policy provides processes based on procedural fairness for responding and managing allegations of bullying. The policy also identifies a range of bullying prevention strategies with a focus on teaching age appropriate skills and strategies to empower staff, students and parents/guardians to recognise and respond to bullying appropriately. Bullying response strategies are tailored to the circumstances of each incident. College staff establish positive role models emphasising our no-bullying culture. The contact information for the local police school liaison and other support services are readily available to the school community and are referred to in the full text of the Policy.

The School is committed to ensure that each student can feel safe and secure at school so that they can achieve their potential.

Changes in 2021

All documents relating to the College's Anti-Bullying Policy are regularly reviewed to ensure that the College complies with all mandatory requirements and best practice.

Initial referral point for incidents of bullying matters updated to the Head of Schools.

Access to Full Text

The full text of the College's anti-bullying policy can be accessed by request from the Headmaster, the student diary and Engage Parent Portal.

Discipline Policy

The individual behaviour of students at the College can impact the overall tone, culture and ethos of the College. It can have a significantly positive or detrimental impact upon other students. It is the responsibility of the staff, under the guidance of the Headmaster, to assist students to behave correctly within the bounds of the College's rules and expectations.

Students are required to abide by the College's rules and to follow the direction of teachers and other individuals with authority delegated by the College. Where disciplinary action is required, sanctions imposed vary according to the nature of the breach of discipline and the student's prior behaviour.

All disciplinary actions that result in any sanction against the student are based on the process of procedural fairness. Parents are involved in the processes of procedural fairness when serious sanctions are likely, including resulting in suspension or expulsion.

The College expressly prohibits corporal punishment and does not sanction the use of corporal punishment of students by non-school persons, including parents, to enforce discipline at the school.

Changes in 2021

All documents relating to the College's Discipline Policy are regularly reviewed to ensure that the College complies with all mandatory requirements and best practice. Inclusion of the exclusion clause.

Access to Full Text

The full text of the College's discipline policy can be accessed by request from the Headmaster and the student diary.

Complaints and Grievance Resolution Policies

The College recognises that parents (including guardians) and/or students may have a grievance over a school related issue and as such has in place procedurally fair complaints and grievance resolution policies and procedures to help address matters of concern raised.

These processes incorporate how parents (including guardians) and/or students raise complaints and grievances and how the College will respond. In the first instance, the complaint or grievance must be dealt with as close to the source as possible.

Changes in 2021

Nil changes.

Access to Full Text

The full text of the College's Complaints and Grievance Resolution Policy can be accessed by request from the Headmaster and Engage Parent Portal.

Key Policies

Wollemi Child Protection Policy

Wollemi Discipline and Student Management Policy

Including: Assault (student against student), Harassment (student against student), Student smoking, vaping and e-cigarettes, Student use of alcohol, Student use if illicit drugs, Restraint of students policy

Wollemi Student Code of Conduct

Wollemi Staff Code of Conduct

Wollemi Volunteer Code of Conduct

Wollemi Anti-Bullying

Disability Discrimination

Wollemi Student & Parent - Guardian Grievance and Procedural Fairness Policy

Wollemi Excursion Policy and Procedures

Wollemi Student Health Policy:

Including: Anaphylaxis and asthma management, Seizure management, Diabetes Management, Medication administration, Medical Health Plans for High-Risk students, Self-harming behaviours

Wollemi First Aid Policy

Mobile Device Policy

ICT Acceptable Use Policy

Wollemi Evacuation and Lockdown Policy and Procedures

Senior Driving Policy

Enrolments Policies

Purpose

This policy outlines the enrolment requirements and process Wollemi College ("the School").

Through the application process, the School endeavours to select prospective families who:

1. Are aligned with the philosophy and values of the School.
2. Are seeking a collaborative approach between home and school in the education of their children.
3. Are committed to the regular attendance at meetings with their child/children's mentor, the Key Parent Functions, and any other events requiring attendance of parents.

** Year 5 is a key entry point as many families use it as a pathway to secure a place in Year 7.*

Key Entry Points

The School accepts applications from students in all grades, however, the key entry points are: Wollemi College:

1. Kindergarten
2. Year 2
3. Year 7

Summary of Enrolment Procedures

The Enrolment Procedures are detailed in full in the Enrolments Standard Operating Procedures Manual. However, a summary has been included as a reference point for the guidelines included in this policy.

The Enrolment Process takes part in 5 key stages:

1. Enquiry

Parents who are interested in the School register their interest via an enquiry form to initiate the conversation with the school Enrolments Officer. From there, they are invited to attend the next Open Day, School Tour, or Information Evening before they are invited to apply. This is a requirement before they are invited to apply for enrolment.

2. Application

The Application Form must be completed (in full), all required documentation attached, and non-refundable application fee paid to commence the admission process.

While a formal application is a pre-requisite, it is not a guarantee of admission.

3. Interview and Evaluation

Parents are interviewed by a member of the Interviewing Committee. For Year 2 to Year 12 applications, both parents and the child must be interviewed. For current *Pared* families, the interview must be attended by at least one parent and the child.

Students transferring to Wollemi from the Montgrove Infants campus are not interviewed again before they transition into Wollemi as they were interviewed upon their entry into infants. They'll be guided through an orientation process as they transition from Year 1 to Year 2.

The following documents must be submitted by the family before the interview: Birth Certificate, Immunisation Record, NAPLAN Report, Latest School Report, a photograph, and a complete Application form with Application Fee Paid.

After the interview, the reference check is conducted before the interview report is submitted to the Principal/Enrolments Committee for final review.

4. Enrolment Offer & Acceptance

The Enrolments Officer sends an email to the parents about the application result (either Letter of Offer or notification of unsuccessful application). The Letter of Offer includes links to the Medical Form, Privacy Collection Form and Direct Debit Form.

The Letter of Offer is sent to both parents via the enrolment platform. To accept the enrolment, both parents are required to sign the Letter of Offer and the non-refundable acceptance fee paid. The School is not obliged to hold places until the acceptance fee has been paid.

With the acceptance forms, parents are required to complete several school forms, including the 'Confidential Collection of Student Data Form' and Privacy Policy. If a parent or guardian withholds information relevant to the application/enrolment process, then the Principal reserves the right to refuse or terminate enrolment on that ground.

After the Enrolments Officer has received an acceptance of offer by both parents, a final confirmation is sent to the parents that all requirements have been met for the enrolment.

Upholding the conditions of the enrolment contract and conditions set out in the Letter of Offer are the requirements for continuing enrolment at the School.

1. Orientation

The Enrolments Officer sends welcome letters and packs as part of the Orientation of the Students. Information on uniforms, books and stationery, house, additional handbooks etc. are also communicated prior to the students' first day of school.

Enrolled students are allocated to classes according to a combination of class size and student need.

Enrolment Guidelines

Enrolment Eligibility

1. Applications for enrolment may be made at any time by the parent/carer(s) of prospective students. However, should this time be greater than 2 years from the commencement year or if there are no places available in the cohort for which entry is sought, applicants will be held on a waitlist before progressing through the interview process
2. Students enrolling at school for Kindergarten at Montgrove will by five years of age on or before 31 March.

Enrolment Eligibility

The Principal, in consultation with the School Committee, reserves the right to offer a place to any student, irrespective of the date of application.

The School has absolute discretion in determining the weight of each of the factors it considers in determining whether to offer a place for the student.

Applications are processed in order of receipt; however, enrolment priority is given to:

The Family Relationship with the School

1. Siblings of current *Pared* families (siblings already enrolled at a *Pared* School)
2. Children of Alumni from a *Pared* School
3. Children of Staff Members at Montgrove will by five years of age on or before 31 March.

The Family's alignment with the School Values

- | | |
|---|---|
| 1. Students from families practicing the Catholic faith | 2. Character feedback on the Family from the Referees |
|---|---|

The Student's

1. Academic ability
2. Character feedback on the Student from the Teachers of the previous school (if applicable)

The School's

1. Ability to support the special needs or abilities of the student
2. The balance of numbers of boys and girls is taken into account in order to ensure that students offered a place in Infants also have a place in Primary onwards (for Prep, Kindergarten and Year 1 only)

Accepting Students from Other Faith Backgrounds

The School may accept students from other faith backgrounds when:

1. There is alignment of values between the School and prospective family
2. The parents are in agreement that the student will participate in Religious education classes, and faith-based activities of the School

Parent Conduct

The School reserves the right to withhold an invitation to apply or to progress further in the application process should any aggressive/abusive behaviour be shown to the Enrolment Officers, interviewers or any members of staff.

Enrolment Process for Prospective Students with a Disability

The same enrolment process and guidelines will apply to all prospective students and their families regardless of whether they have a disability or not. Primarily, the alignment of values and education philosophy between the School and the prospective family is key to a successful application.

When assessing an application for a student with a disability, the School needs to gather information to help identify the student's individual needs and consult health professionals and parents/carers to fully understand any adjustments needed to support those needs. This stage ensures that parents, carers, health professionals and the School are all on the same page, understanding

the needs of the student and how to reach the best outcome for them.

This process also ensures that the School meets their consultation obligations under The Disability Standards for Education 2005 by obtaining written permission from parents/carers for the School to gather information about the needs of the student from a previous school or childcare setting as well as from health professionals.

The School reserves the discretion to decline or defer an application when the parents, having been aware of their child's specific needs, fail to declare those needs or withhold relevant information pertaining to their child. This includes the submission of official documents relating to the diagnosis, any previous work with specialists or previous schools, and any other documentation required to make an assessment about whether or not the School will be able to support the student's needs.

The School also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

Enrolling a Student on a Visa

When the School is considering an application from a student on a visa, it is essential that the correct checks are made to ensure it is appropriate to continue their enrolment process. Student visas hold conditions which may or may not allow a student, or a parent and their dependent, to be received at our School or may impact their status as being eligible for funding from the Commonwealth.

Wollemi College is not a CRICOS-registered school. CRICOS refers to the Commonwealth Register of Institutions and Courses for Overseas Students. The School is not a member of this Register, meaning students who are primary holders of a sub-class visa cannot move to Sydney to attend the School. Therefore, the School has decided not to engage in any advertisement opportunities overseas.

The School can accept students who hold visas that do not subject them to CRICOS-registered schools, and their eligibility can be checked by the Enrolments Officer through the Visa Entitlement Verification Online system (VEVO).

Conditions for Continued Enrolment

Continued enrolment at the School is dependent upon:

1. The student making satisfactory academic progress
2. The student attending school consistently and approvals sought to justify any inconsistent attendance as per government regulations in Sections 22, 24 and 25 of the Education Act 1990.
3. The student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the School which are applicable from time to time.
4. Payment of fees

Deferred Start Dates

Offers are sent taking into account the start Term and Year a prospective family has applied for. Therefore, any families who have been offered a place but choose to defer their start date may forfeit their place if they do not accept based on the original application date.

In rare instances, a deferred start date may be accepted if there is no present waiting list for that cohort and there is no likelihood of filling all available places before the start of the next term/school year.

Fees

Throughout the Enrolment process and during a student's enrolment there are certain fees to be paid. The fees are outlined below:

1. Application Fee: a processing fee and a sign of commitment from the family.
2. Enrolment Fee: a "holding fee" and indicates a family's commitment to the School that they intend to follow through with enrolment, and they want to reserve their child's place, meaning the School forgoes another enrolment.
3. Tuition Fees: ongoing annual fees for a student's education are paid each term.
4. Levies: such as the "Annual Family Building Levy" and the "Annual Curriculum and Technology Levy (CTL)".
5. Extra-curricular Activities: for additional activities such as music, sport, excursions etc.

Returning Families

Any families which have left the School and are returning are required to pay the application and enrolment fees in full as they are re-applying for entry and for a place to be held for the Term and Year of Entry. They will also need to be interviewed again.

Withdrawing an Enrolment

As stated in the Letter of Offer upon enrolment, as well as within the terms and conditions in the annual Fees Letter, any student who is withdrawn from the School must have given a term's notice to the School. If a parent withdraws their child with insufficient notice, they will be charged one term's fees. The date that contact is made with the Principal regarding their students' withdrawal is regarded as the official date of notice.

School Determined Improvement Targets

School Determined Priority Areas for Improvement

Area	Priority	Achievement
Teaching and Learning	Focus on academic growth: Academic Tracking System	Academic Tracking System developed in Semester 1 and rolled out successfully in Semester 2, including Application Awards based on the data collected.
	Study Skills Program	<ol style="list-style-type: none"> 1. Implemented by year coordinators in years 7 – 12 during monthly sessions 2. Elevate Program with senior students
	Widening of ICT program	Roll out of devices to year 7 - 9 students delayed to start of 2022 due to supply issues.

Area	Priority	Achievement
Staff Development	Quality programming and assessing	Roadmap to Registration PD sessions with staff throughout the year, as well as faculty follow ups.
	Best practice with a focus on effective feedback	Regular staff meetings continued through the learning-from-home period. Weekly PD sessions on campus resumed in Term 4.
Personalised Education	Year 7 Induction Program	Developed the structure for 100 Days Induction Program to better assist new students and families. Due to COVID restrictions a limited program was implemented
	Ignite Character Education Program	Ignite Program introduced in Years 5, 7 and 10
	Secondary School Assemblies	Formalised School Assemblies started where Health guidelines allowed. Online methods tried and tested.
	Character Awards: Wollemi Man Award	About half of the planned Wollemi Man Awards were handed out, due to COVID restrictions.
	Continued enhancement of parental engagement and communication:	<ol style="list-style-type: none"> 1. New Wollemi website developed and launched. 2. SendHQ implemented: an integrated online system to encompass the school newsletter, website news and social media platforms. 3. Parent Portal in Engage developed and implemented
	Community engagement	Grandparents Day and other community initiatives postponed due to COVID

School Determined Improvement Targets 2021 (for implementation 2022)

Academics

1

Enhance critical thinking skills with assessment techniques and collaborative programming initiatives.

2

Academic tracking system focused on effort.
Focus on lifting engagement levels.

3

Digital technology integration in the classroom.

4

Developing pedagogical frameworks for deep learning.

5

Improved extension programs to allow high performing students to excel further (accelerated maths program).

6

Data Driven Primary Programming – Focus on informing teaching programs through data collection and analysis.
2022 Focus on Reading.

Personalised Education

1

Grow character development opportunities outside of the classroom, with expanded Ignite Program, outdoor education program and community service and the Primary Reward System at an individual and team level.

2

Develop stronger Religion programming and assessment for student engagement.

3

Continue development of Vertical streaming and House system (post COVID), SRC and Student Wellbeing Unit.

4

Continuing to develop partnerships with parents and school and among parents

Facilities

1

Development of the the Master plan.
Planning for next building.

2

Technology roll-out and integration of ICT in the classroom.

3

Complete the WWI Memorial and Shrine.

Initiatives Promoting Respect and Responsibility

Students at Wollemi are supported to work hard, with responsibility in studies seen as a key to character development. By developing strengths of character such as sound judgement, self-control, courage and responsibility towards others, students are better able to use their freedom to make the right choices in life. Ultimately, the capacity to truly love others and to be happy is a consequence of character with a well-rounded development of virtues.

The College has embedded in its practice very sound initiatives to promote the development of character, helping students exercise and develop virtue—good habits—including respect and responsibility within the school. These initiatives carry forward from 2020.

The Mentoring System

The personalised mentoring system is a most distinctive means of assisting a student's academic progress and character development. The mentor meets with the boy every fortnight to catch up on their progress and performance at school, help them develop personal and academic goals, and check in on their social relationships, always striving to provide guidance and assurance where needed. Additionally, the same mentor will meet with his parents to provide

feedback, report progress and establish common priorities to be fostered at home. The focus of the Mentoring system is to lead the young person to think for himself and to work on acquiring virtues he will need as he moves through his schooling years and into adult life. The mentor's rapport and friendship with the student and family are fundamental to the educational process. The parent-mentor relationship is a natural means to ensure that home and school work together effectively.

student. Through the various service activities the school hopes that the boys will learn to develop an awareness of the needs of the community and those around them, whereby they then feel confident in addressing those in need in later life. Whilst most off-site activities were postponed this year due to COVID restrictions, students had various opportunities to develop their spirit of service through fundraising initiatives for various charities.

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. There is a motto talk given each Monday morning by a senior school student of the college body.

Class teachers help to maintain the focus on an essential element of a 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

Leadership Program

Wollemi students are offered leadership opportunities as Class Secretary or Sub-secretary, as House Captains or as part of the Wollemi Student Representative Council. Leadership also extend to every student through the curriculum, the sporting clubs and the co-curricular activities available.

The Program provides Leadership Education that emphasises character and the specific skills of leadership. We say that true leadership is the product of virtues and specific skills. It is motivated by a spirit of service and responsibility guided by a strong sense of justice. It involves superior mastery of one's self (temperance), determination to overcome external difficulties (fortitude) and right judgement (prudence). There is no genuine leadership without the depth of character.

Specific skills that contribute to effective leadership which are cultivated through the program include effective communication, planning, goal setting, people management, etc.

The Program is a continuation of the character education program at the school. The program is directed to all students and extends to the Old Boys of the school as well.

Parent, Student and Teacher Satisfaction

At the 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

“The school performed very well in very trying circumstances this year. Here's hoping that 2022 will see a return to some stability so we can roll out some of the good ideas we had in 2021.”

" Wollemi is a great place to work. We are a physically growing school but sometimes I think we forget that we are strong, we have resilience and ability to cope with change especially throughout remote learning this should be acknowledged. "

From Parents

"I think the teaching and learning at Wollemi is of a high standard. The communication between home and school is very good. The newsletter is great and emails about upcoming events are always timely and effective.”

"The staff at Wollemi are friendly and welcoming. On the occasions that I have dropped into school to pick up my son early, a member of the executive has greeted me and taken the time for a brief chat. As a parent, I feel valued at Wollemi. The executive welcome feedback and respond to feedback and they are very approachable. This is an excellent attribute of the school."

The Positive features to Wollemi in 2021

From Students

“During my time at Wollemi what were the three best things?

1. Character education and Fr Sam having chats with the boys really steers them in the right direction. The college caters for boys perfectly, especially all the fun they are encouraged to have throughout the year.
2. Personalised education and mentoring, religious education, character development.
3. Close knit community, Strong ethical values and academic excellence"

From Parents

“The strong support system. Parents and mentors working closely together to set goals and address issues and concerns regarding the students helps a lot with the student’s character development and in developing virtues. Having class parents and the parent chat groups are really very helpful.”

Summary of Financial Information

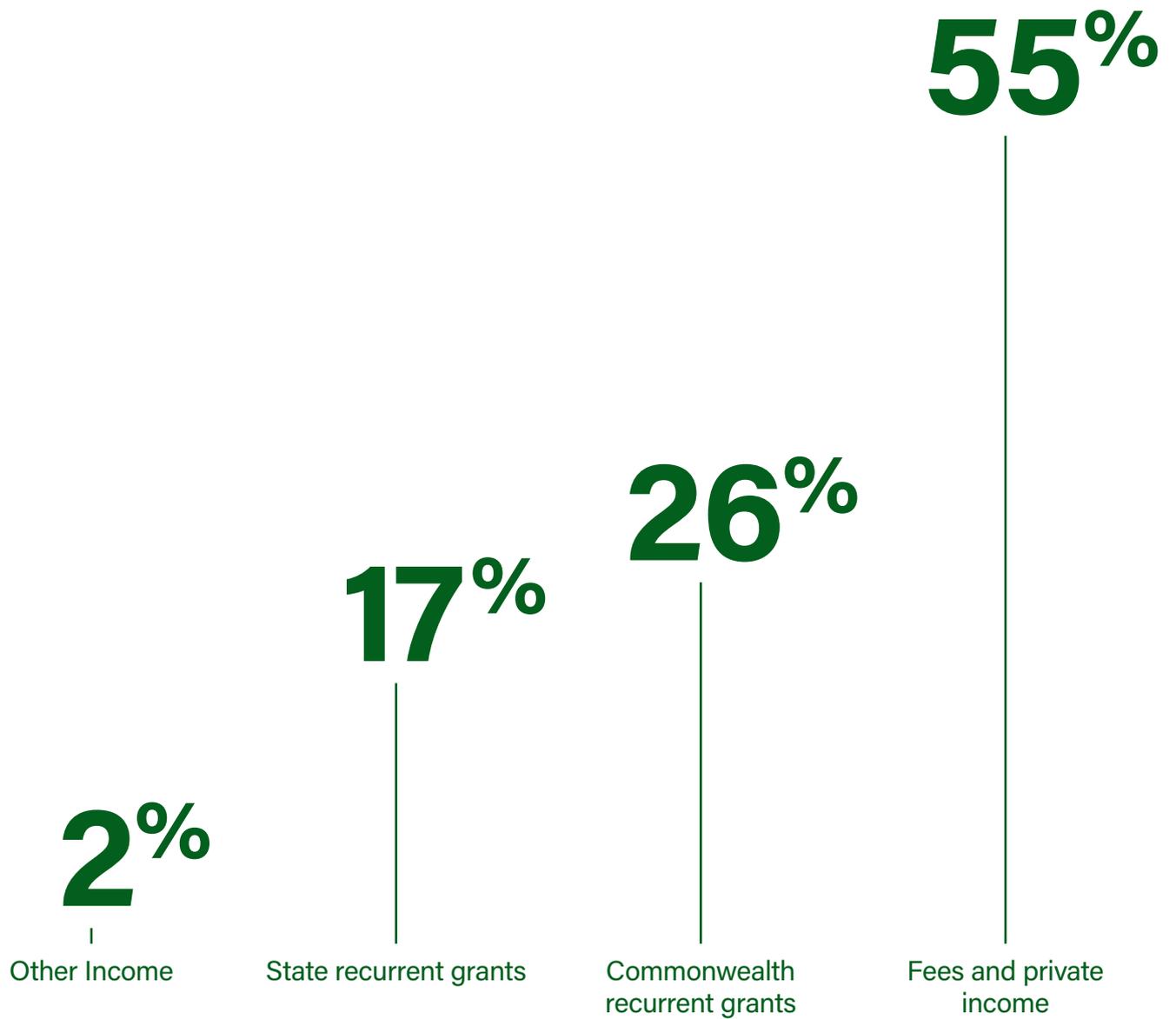
Recurrent/Capital Income

Fees and Private Income	55%	1,858,917.94
Commonwealth Recurrent Grants	26%	4,044,812.54
State Recurrent Grants	17%	1,264,733.67
Other Income	2%	126,726.95

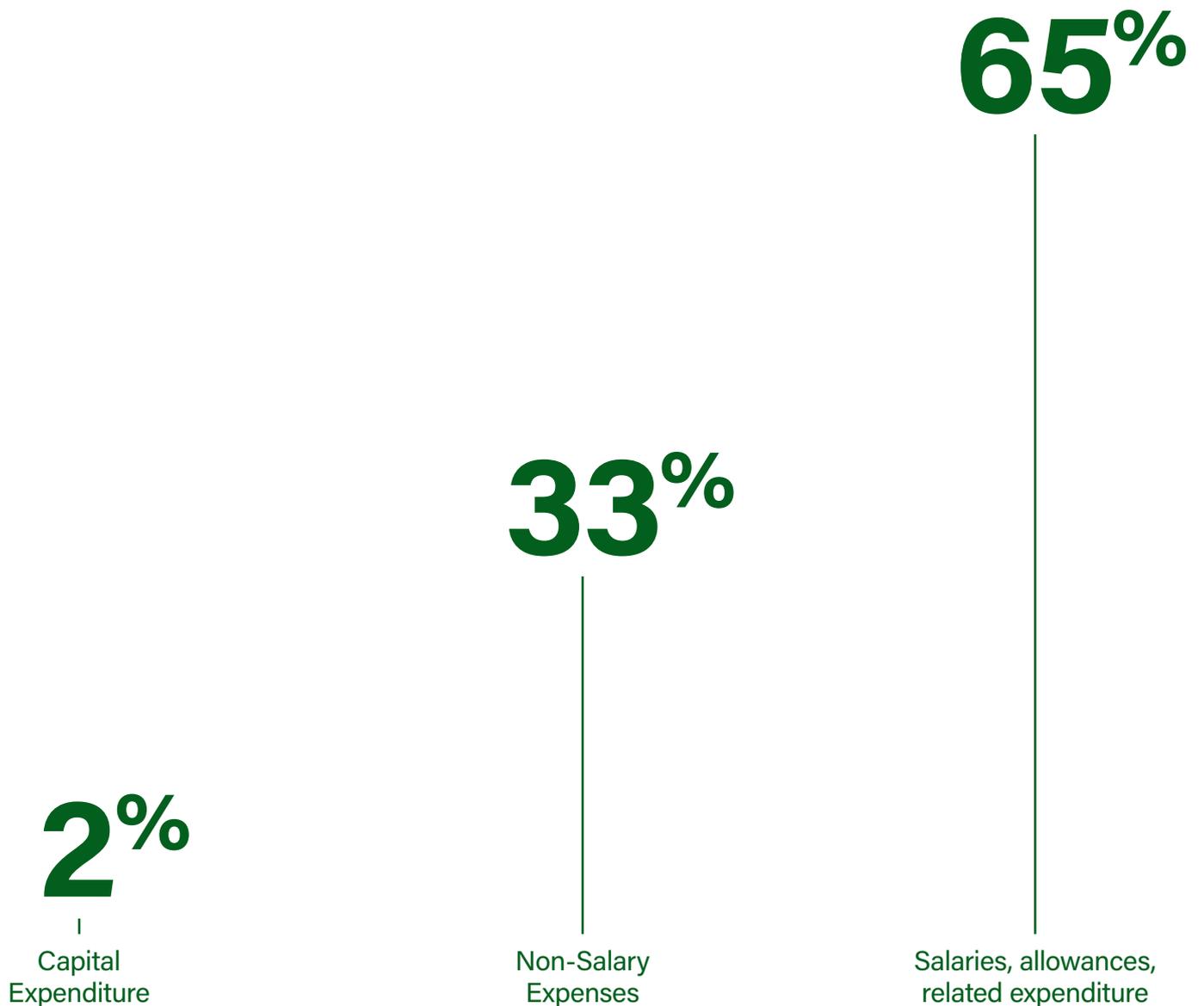
Recurrent/Capital Expenditure

Salaries, allowances, related expenditure	65%	4,490,043.78
Non-Salary Expenses	33%	2,232,973.54
Capital Expenditure	2%	136,947

Wollemi Recurrent Income 2021



Wollemi Recurrent Income / Capital Expenditure 2021



WOLLEMI COLLEGE