



WOLLEMI COLLEGE

2020
ANNUAL REPORT



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MESSAGE FROM KEY SCHOOL BODIES



MESSAGE FROM THE CEO

2020 was another strong step forward for Wollemi. The COVID19 challenge was met head on by the ever-steady leadership of Matt Aldous and his united Executive and staff and supported by the prayers and commitment of our Wollemi parents.

We should never take for granted this unity which makes our school so special. 2020 brought the school community even closer together and we were able to learn better ways to use new technology in teaching.

The priority placed on the school helping parents in their primary role in the upbringing of their children continued to be strengthened with the establishment of the PARED Academy.

The Academy provides support and world-leading resources to our schools' formation departments so that our parents can be provided with the best possible mentoring for themselves and their children.

Strong academic progress continued in 2020 and our dedicated teaching staff continued its focus on helping every boy achieve their very best. Work began in 2020 on a new Masterplan for Wollemi so that we can begin to introduce innovate and permanent learning spaces for our boys in the years ahead. We are counting on our parent's continuing support to make this school great for this and the next generation of Wollemi boys.

Eugene Choi
CEO, PARED



HEADMASTER'S MESSAGE

I would like to repeat a well-known line that has been used before on these school grounds for occasions like this:

“It was the best of times;
it was the worst of times.”

These words from Charles Dickens's, *Tale of Two Cities*, can easily be said about the year that we are about to finish. Although we can read in a wisdom book in the bible -and not a few of popular songs have echoed- that "...there is nothing new under the sun; that what is happening now has happened before, and it will happen again..." very few of us could have imagined or predicted the impact of Covid-19 in 2020. It has caused death and suffering, it has affected family life and work patterns, and it has left its tiny shadow on these walls.

But reflecting back on the year about to end and glancing over the horizon at the new one that will inevitably poke up its head in a few

weeks, I would like to suggest to you a one-word motto that I think could be on our lips and in our hearts in the coming weeks, and that is optimism!

As you know, optimism is not wishful thinking, it's not simply hoping that somehow the material and moral evil we have all witnessed in one way or another this year will just go away if we clap our hands, and it's not the product of the lazy who think they can hope to do well in life by doing the minimal and cutting corners.

Optimism is hope in action. It is a virtue for the faithful, the loving, and the industrious, and it comes from knowing that the same God who created us and keeps us in existence brings good out of everything, even disasters, suffering and pain. It is also a virtue for the brave. For it is the brave who know that sometimes their best is not good enough. And they know that they will be called upon, sooner or later, to do better than their best, despite the cost. And I think we have all witnessed this in some form or another this year. Seeing and hearing how others have outdone themselves in generosity inspires us. It moves us to contemplate the true worth of the



people and things around us, and for the brave, it inspires them to action above and beyond.

The Covid-19 virus has affected us in many ways. We have seen, heard and perhaps touched much suffering; I still vividly remember seeing on my phone an image of an elderly lady in a supermarket with her head on an empty food shelf crying. She may have seen in those bare shelves, stripped of essentials, her only chance of surviving a lock-down slipping away. 'I don't think I will make it.' She may have thought. And as you know, some didn't.

What really caught my eye, however, was a website that had the curious title of, 'Corona: use it don't lose it!' Behind the site were young men and women who decided to make the most of the tricky situation that they and the rest of the world were in in order to make a difference.

So let's take up the challenge. Let's give ourselves to others, let's not think of our own comfort, and, as a consequence, let's return to school in 2021 knowing that the world has been made a better place by us because of what each of us will have done in the next six weeks.

Matt Aldous
HEADMASTER



FROM THE SCHOOL CAPTAIN

I've been at Wollemi since the very beginning, starting out at our sister school Montgrove and then coming over to Wollemi in year 3. Over the years I've been here, I've been privileged to be apart of a school with such a small community but with qualities that are quite unique. The fact that everyone knows everyone is rare but beneficial as it allows relationships to form that aren't confined to a single year group.

I remember fondly my time in Primary where my class would know the names of everyone in the school, even including high school. This was something that I really got to appreciate because as time went by, some of those high school boys I befriended in Primary went on to be leaders of the school. Here at Wollemi, we really aim to create a brotherly environment.

But besides our strong relationships within our tight community, as a school we excel in both the academic and sporting industries. So many options are available to us - public speaking, chess, debating and even basketball and futsal competitions. There is also the Football and basketball club which are great examples of

how our Wollemi community always finds a way to stay united in and outside of school. As well as this, it's always wonderful to see old boys come back. Either to play a sport to visit or to even come back full circle and teach. Here at Wollemi, we're also blessed with so many opportunities to access spiritual guidance with a chapel at school, daily mass and confession every day. Another thing that makes Wollemi unique is its mentoring system.

Each boy within the school has a one-on-one mentor who meets regularly with their mentee to help shape, discuss and guide them in all areas of their character and academics.

Finally, the teachers at Wollemi play an important part upon us, the students. They are always all so welcoming and willing to help us. We are encouraged to contact our teachers and ask questions, and when we do, emails are replied to very quickly, sometimes even instantly. Speaking to teachers has never been a problem for me as they are very much a utility waiting to be used. Mr Ison is a good example of the type of teacher you will find



at Wollemi. He has been our teacher since year 7 and has always been there to push us through our school life, motivating us in every way possible. He goes above and beyond, not because he is told to, but because he really cares about the wellbeing of everyone, a trait that I really admire in all the teachers that I have come across during my time here. Ultimately, the end goal of school is an ATAR. It is not only about learning dates and formulas. And it is not only about passing exams. It's about preparing us for life. Wollemi is more than a school that achieves an ATAR of 99.95. It is a school that prepares us, not only of the questions of maths or English – but of life, then you're in the right place. Above all, Wollemi builds what can be called "the ability to answer all questions". Here at Wollemi, we cherish values, and we thrive off character.

Lachlan Lynch,
2020 SCHOOL CAPTAIN





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 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 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

Due to the COVID-19 pandemic, the National Assessment Program (or NAPLAN) did not proceed in 2020. This was to assist school leaders, teachers, and support staff to focus on the wellbeing of students and continuity of education, such as online and distance learning. It was also decided to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

RESULTS OF THE HIGHER SCHOOL CERTIFICATE AND SENIOR SECONDARY OUTCOMES

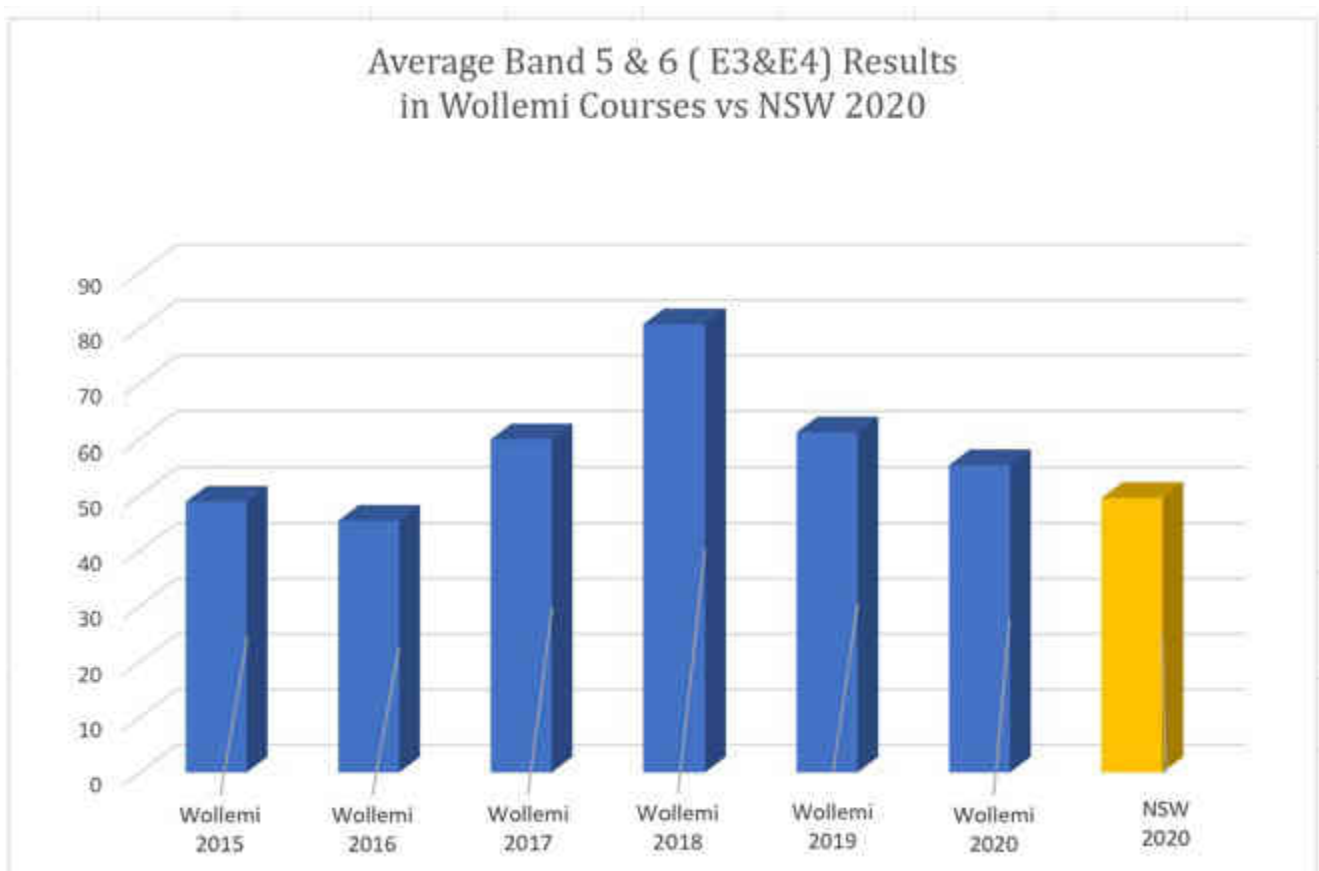
Percentages of Students Achieving Bands 5 & 6 (E3 and E4) Subject Percentage of Students in Bands 5 and 6 (i.e., an HSC mark over 80%)

Course Name	Wollemi						NSW 2020
	2015	2016	2017	2018	2019	2020	
Ancient History	0	0	75	75	100	33.33	33.37
Biology 2 unit	12.5	0	37.3	50	40	42.85	30.73
Business Studies 2 unit	60	38.45	28.56	100	35.71	33.33	35.32
Chemistry 2 unit	33.33	0	60	60	33.33	28.57	43.11
Design & Technology 2 unit	0	0	57.14	100	100	100	47.26
English (Standard) 2 unit	11.11	7.69	25	0	36.36	11.11	11.56
English (Advanced) 2 unit	86.5	70	91.66	94.43	60	68.75	63.4
English Extension 1 1 unit	100	99.9	100	100	83.26	100	92.68
English Extension 2 1 unit	100	80	57.14	66.67	50	33.33	82.46
Geography 2 unit	16.6	12.5	12.5	83.33	55.55	20	41.83
Mathematics Standard 2 unit	57.14	45.45	50	84.64	0	46.15	24.72
Mathematics 2 unit	33.33	100	76.91	100	83.32	66.66	52.6
Mathematics Ext 1 2 unit	100	100	87.5	100	100	100	74.5
Modern History 2 unit	55.55	42.85	40	81.81	37.05	44.44	37.44
Music 1 unit	66.67	75	N/A	100	100	80	64.45
Physics 2 unit	66.66	0	57.14	75	75	33.33	40.64
Visual Arts 2 unit	66.66	100	100	100	50	100	65.02

SOME OF THE IDENTIFIABLE HIGHLIGHTS OF 2020 INCLUDE:

- 26 students sat a total of 135 examinations, Seven of them externally.
- Over half of all results (53%) were Band 5 or 6. This includes 16 Band 6s or E4s (90% or above), which is 12.5% of the total.
- The top individual mark was achieved in (98 in Mathematics Adv).
- 14 of 18 subjects were above state average, with the best three being Mathematics Standard (12 marks above state), followed by Ancient History (6.43 marks above), and D&T (6.13 above).

The following chart summarises a comparison table over six years of the Average Band 5 & 6 (E3 & E4) Result in Wollemi courses v NSW 2020.



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 2020

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	30
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

The workforce composition at Wollemi College for 2020 (Census Data Aug 2020):

Wollemi Staff 2020	
Teaching Staff	30
Full time equivalent teaching staff	27
Non-Teaching Staff	8
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 2020

Description of the Professional Learning Activity	No of staff
Obligations in Identifying and Responding to Children and Young People at Risk - Online Module	27
The Principles of Purposeful Programming - Online Course	66
Breakfast Briefing: Human Resources Professionals	1
RoSA and HSC Curriculum Requirements for Registration and Accreditation	2
Registration Requirements for Schools Renewing Registration in 2021	1
University Application Checklist	1
Science Extension Webinar	1
Multi Enterprise Agreement (MEA) 2021 Briefings	1
Registration Requirements for Schools Renewing Registration in 2021	3
The AIS Annual Briefing 2020: Webinar Series	1
The AIS Governance Symposium 2020	1
The Presence of History - Facing the Past - Shaping Our Future	2
Governance Workshop	1

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

Due to the effects of the COVID-19 pandemic, NSW student attendance data in 2020 is not comparable to previous years. For a seven-week period from 24 March to 22 May, the NSW Government encouraged students to learn from home, where possible. During this period, the attendance was monitored by student engagement and participation during distance learning online.

2020	No. of Students
Year 2B	20
Year 2C	20
Year 3	31
Year 4	29
Year 5	32
Year 6	33
TOTAL PRIMARY	165
Year 7B	23
Year 7C	22
Year 8B	21
Year 8C	22
Year 9	32
Year 10	29
Year 11	23
Year 12	26
TOTAL SECONDARY	198
Whole School	363

STUDENT ATTENDANCE

95.45 % of students attended school on average each school day in 2020. Here is a breakdown of the attendance percentage per year level.

Year	Attendance rate %
2	95
3	94
4	97
5	96
6	94
7	96
8	95
9	96
10	95
11	96
12	96

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 School Management System, and from the boy's mentor 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/Mentor 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 Engage database when the roll is marked electronically. Attendance data is also published from Engage 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 Teachers on Engage and recorded electronically. 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 Teachers to ensure that the roll is marked accurately during the first morning period. It is the responsibility of the College Office to ensure that the electronic record of the roll in Engage 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 Engage to complete an electronic roll in the first ten minutes of the day. It is the teacher's responsibility to mark the roll accurately, indicating either **Present**, or **Absent**, for each student. In addition, the House Patron 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 Engage Database.
3. When notes explaining the reasons for absences are received by the College Office staff, the reasons are entered in Engage. 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. 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, 6 of our student body left Year 10 mainly to be transferred to another school either locally or interstate.

Class of 2020 Post School Destinations:

The Class of 2020 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 25 students, 85% 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 5% have pursued full time employment.



ENROLMENT POLICIES AND CHARACTERISTICS OF THE STUDENT BODY

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.

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.



SCHOOL POLICIES

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.

Policy:	Work Health and Safety, Critical Incident Management Plan, Emergency Evacuation Procedures, Attendance Policy, Safe and Supportive Environment, Child Protection and Outside Mentors policy.
Procedure:	Regular reminders to staff in staff meetings of duty to report hazards, WHS implementation consultative procedures.
Changes made during Year	Policy reviewed and expanded where necessary in March 2020

2. Security of buildings and facilities

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

Policy:	WHS Policy; Premises and Buildings and Maintenance Procedures, Responsible Person School Policy.
Procedure:	Ensuring that repairs and maintenance are conducted on a regular basis and that identified hazards are removed or repaired.
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

3. Evacuation procedures

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

Policy:	WHS Policy and Emergency Evacuation Policy
Procedure:	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.
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

4. Supervision of students

The Headmaster has a duty to ensure that students are supervised.

Policy:	Wollemi excursion and co-curricular learning activity policy
Procedure:	Guidelines for camp, supervision in playground, wet weather supervision guidelines
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

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.

Policy:	WHS, Critical Incident Management Plan, Wollemi excursion and co-curricular learning activity policy
Procedure:	Excursion procedure
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

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.

Policy:	Code of Conduct for staff; contract letters of employment.
Procedure:	Staff protocols
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

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.

Policy:	Teachers' Code of Conduct; Wollemi Student Management policy; student diary, Year 10 Assessment policy
Procedure:	Regular assemblies. Daily announcements in administration period. College newsletter.
Changes made during Year	Policy reviewed and expanded where necessary in March 2019.

8. Management of student behaviour

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

Policy:	Wollemi Student Management Policy
Procedure:	Student Management Policy; Students Rights and Responsibilities
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

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.

Policy:	Disciplinary policies; Anti-bullying policy
Procedure:	See anti-Bullying procedure in Disciplinary policy; Reprinted in Student Diaries
Changes made during Year	Policy reviewed and expanded where necessary in March 2020. 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.

Policy:	Student Leadership Statement
Procedure:	Implementation of the Leadership Program in its various dimensions.
Changes made during Year	Policy reviewed and expanded where necessary in March 2020. Added SRC.

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.

Policy:	Critical Incident Policy WHS Policy
Procedure:	Various Responses as appropriate
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

12. Complaints and grievances

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

Policy:	Student Guardian Grievance Procedure
Procedure:	Student announcements. Newsletter. Personal correspondence. Requests for feedback from staff and parents. Procedural fairness and grievance procedures.
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

13. Pastoral care

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

Policy:	Mentor program extracts. Wollemi Student Management policy, Pastoral Care Policy. Executive staff role descriptions.
Procedure:	Regular student evaluation meetings; weekly pastoral care meetings, weekly meetings and regular in-services for mentors; plan of monitoring meetings between coordinator of pastoral care and staff who are mentors in the mentor program. Liaison with and referral to adolescent care professionals
Changes made during Year	Policy reviewed and expanded where necessary in March 2020. Added Year Coordinators and Student Wellbeing team.

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

Matthew Aldous (*Headmaster with overarching responsibility*)

David Vassallo	James Burfitt
Andrew Todd	Ian Mejia
Fr Sam Fancourt	Fr Jerry Gehringer

15. Student counselling

Policy:	Mentor program extracts. Wollemi Student Management policy.
Procedure:	Regular student evaluation meetings; weekly pastoral care meeting, weekly meetings and regular in-services for mentors; plan of monitoring meetings between coordinator of pastoral care and staff who are mentors in the mentor program
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

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.

Policy:	Policy for Identification of Students with Special Needs
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

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.

Policy:	Critical Incident Management Plan and Evacuation Procedures
Procedure:	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.
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

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.

Policy:	Critical Incident Management Plan and Evacuation Procedures
Procedure:	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.
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

19. Homework Policies

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

Policy:	Homework Policy
Procedure:	Discussed in Teacher/Mentor Meetings and meetings with parents
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

20. Communication

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

20.1 Communication within the College

Policy:	Role descriptions of staff. Vision of Education (Wollemi Website)
Procedure:	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/mentor meetings. Daily electronic announcements for staff.
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

20.2 Communication between home and school

Policy:	Wollemi Privacy Policy. Emails between home and school. Parental Commitment (Wollemi website)
Procedure:	Making the most of the Parent Mentor Meeting. Parents/Teachers/Mentors have open communication and particularly through Parent/Mentor Meetings, Key Parent functions, Class Parent Meetings etc.
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

21. Discipline

Policy:	Student Management Policy
Procedure:	Teachers have reference to code of conduct, briefings in staff/faculty meetings to ensure they are familiar with all aspects of the College
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

22. Procedural Fairness Guidelines

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

Policy:	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.
Procedure:	Procedural Fairness Guidelines.
Changes made during Year	Policy reviewed and expanded where necessary in March 2020.

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 mentor 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, the Headmaster, or his Deputy, will re-confer with the student (or parent) considering the option of directly involving parents (if applicable) and mentor. This final step may be repeated in order to work towards a solution of the matter
- j. Should the resolution plan not be successful, the Headmaster, or his Deputy, will re-confer with the student (or parent) considering the option of directly involving parents (if applicable) and mentor. This final step may be repeated in order to work towards a solution of the matter



COMMENTARY ON SCHOOL DETERMINED IMPROVEMENT TARGETS 2020

- A group of Department Heads was established to meet and discuss curriculum and studies
- Quality programming and assessing in the classroom. Developing cycle of review and improvement and showcasing of best practice.
- We established a position to support Teacher development mentoring.
- A working group was created to improve Teaching of Religion.
- The initial work has been completed to develop a closer follow up and tracking of students of concern.
- Professional mentor training programme including real situation training and case studies.
- Created the initial contacts and program to include community service opportunities and mandatory hours.
- Issuing respect and cooperation contracts to various students to improve classroom engagement of the students.
- We created a 3-5 plan for Parent functions which has helped planning and preparation.
- We redeveloped the Masterplan and started making preparations for the next priorities for buildings.
- A second Year 7 class was introduced.

School Determined Improvement Targets 2019 (for implementation 2020)

Academic

- Academic and application system for closer tracking of student progress
- Quality programming and assessing in the classroom
- Teacher development and support structures
- Scope IT to support curriculum enhancements
- New subject selection evening for students

- Improve teaching and learning through data-informed practise.
- Focus on new staff integration.

Formation

- Development of vertical streaming and peer mentoring groups
- Establish Year Coordinators to give more pastoral support to students
- Establish a Student Wellbeing unit that keeps track of students
- Establish a Student Representative Council
- Develop program that focuses on lessons on character
- Mentor meetings occurred with the Director of Personalised Education to focus on students in need of 1-1 support.
- More targeted Professional development for Mentors
- Develop a program of camps across Years 2-12 so there is an increase in challenge.

Administration and Facilities

- Finish World War One Memorial and Shrine
- Establish new software in the schools for administration efficiencies
- Cricket Nets
- Continue to develop 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 Mentoring System

The personalised mentoring system is a most distinctive means of assisting a student's academic progress and character development. 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 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. There is a motto talk given each Monday morning by a senior school student at 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 student. Over the years diverse and significant projects have been undertaken.



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 members

"I think the school has done very well in adjusting to this ever changing dynamic and new situation. As long as we all practice patience and understand that there is always new ideas and are given time to practice and implement them, then this is all we can ask in this unprecedented time."

"I think Wollemi is doing a great job. I think we are ahead of a lot of schools with regards to distance learning. I think reaching out to our mentees via Teams is a good addition to assist with our students' wellbeing. I know parents appreciated mentors calling this week to check in."

From parents

"The opportunity my son got to continue with his learning even via e-learning/ the support his teacher/ his mentor/ the school by itself giving through these difficult times is very much appreciated. The reassurance from the school for us (we both are full time health care workers and no family support in Australia) that we can send them school when we struggle with work during the school time was a big mental support for us, even though we managed to keep them at home."



THE POSITIVE FEATURES TO WOLLEMI IN 2020:

From students

"During my time at Wollemi what were the **THREE BEST** things? The teachers and their ability to make students feel welcomed and comfortable. Even when the children were in trouble, they knew they would be alright.

The mentoring system and how it was an outlet for students.

The new admin system. Although stopped by Corona virus it was very good in connecting the younger students with the older ones."

Gabriel B, Class of 2020

"During my time at Wollemi what were the **THREE BEST** things?

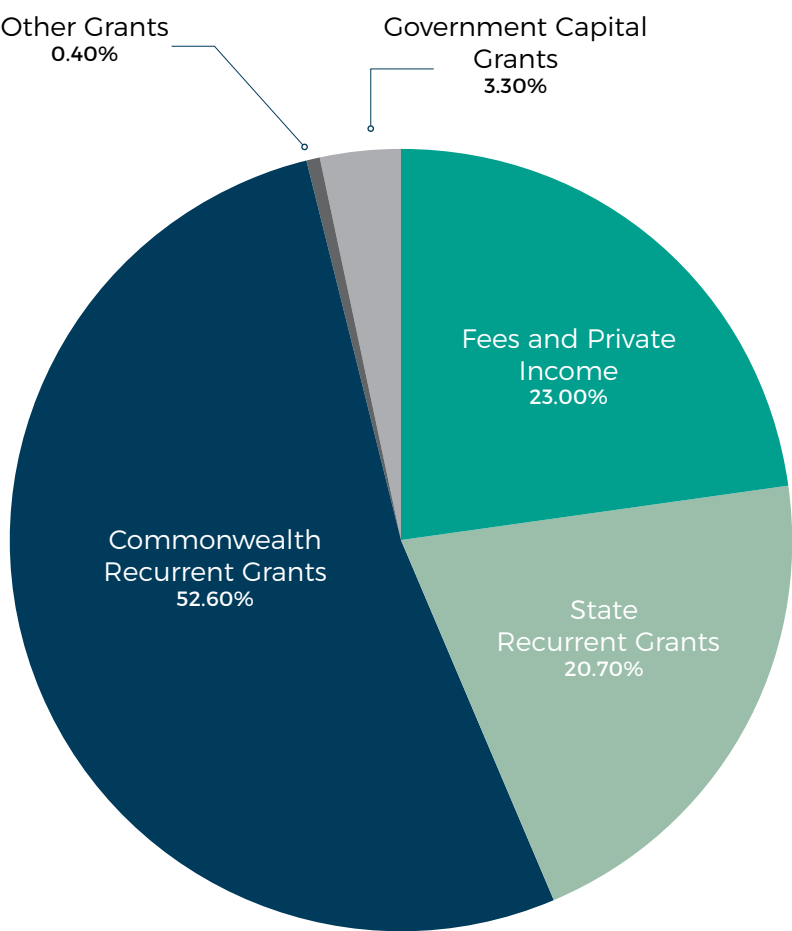
1. The class unity and culture. We really built a community and family, shared many good experiences, and grew together. This extends also to the rest of the school. There's a connection between Y12 and the younger years which helped a lot.
2. The dedication of the teachers. They display complete commitment to helping achieve what we want.

3. The opportunities to build character and push ourselves out of our comfort zone (reading at mass, motto talks, performances at assemblies etc.)" concerns, despite their mostly juvenile nature. Teachers also set a positive example of role models, through their kindness, work ethic and ability to listen. Furthermore, the Chapel at the college was a great boon for my spiritual life. Without priests being constantly available and ready to give meditations during Religion periods, I feel that my character would be worse off." Paulo C. Class of 2020

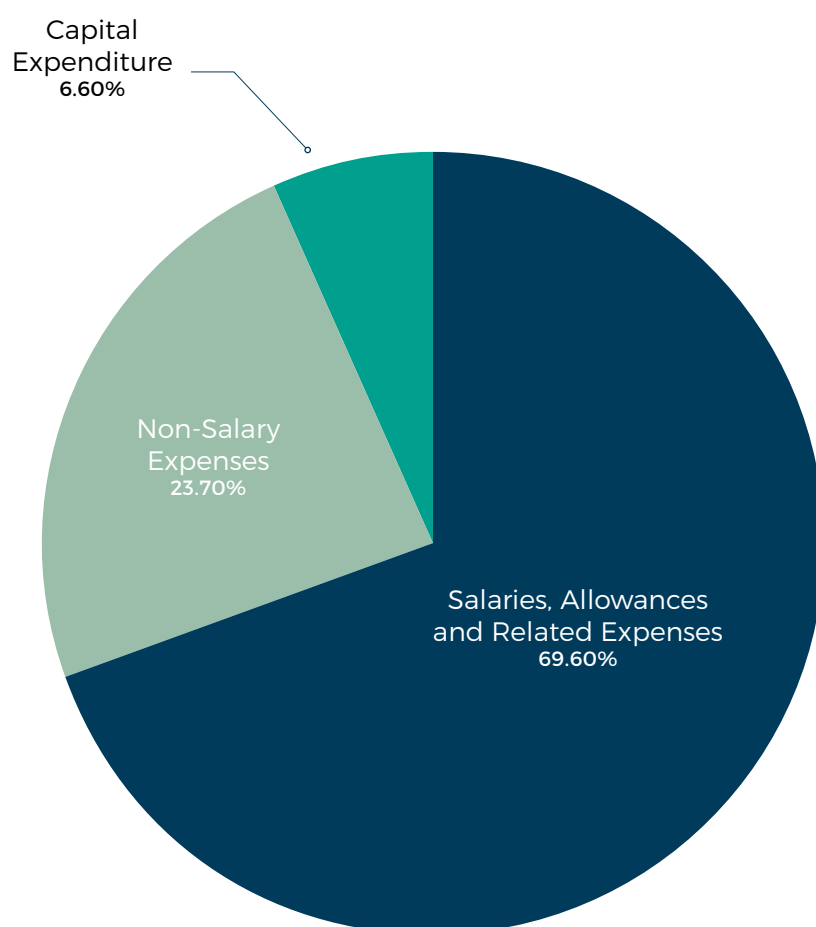
From Parents

"Wollemi staying open for students with both parents working really helped, thank you to teachers for your dedication especially in catching up and helping the boys through this transition, really appreciate it and to PARED IT team who are always ready to help, really made things easier especially when navigating through distance learning and unprecedented COVID. The loan of devices especially for big families who have limited devices in the home is such a God send, truly grateful. Thank you."

SUMMARY OF FINANCIAL INFORMATION



Recurrent / Capital income	
Fees and Private Income	23.00%
State Recurrent Grants	20.70%
Commonwealth Recurrent Grants	52.60%
Other Grants	0.40%
Government Capital Grants	3.30%



Recurrent / Capital expenditure

Salaries, Allowances and Related Expenses	69.60%
Non-Salary Expenses	23.70%
Capital Expenditure	6.60%



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