

**Waverley College is an independent Catholic boys' school, from Years 5 - 12,
conducted by the Christian Brothers in the Edmund Rice tradition.**

Blessed Edmund Ignatius Rice

Edmund Ignatius Rice was born on 1 June 1762 in Callan, Ireland, during the terrible Penal Times. Edmund was fortunate, as a Catholic, to receive a good education at home and in schools in Callan and Kilkenny. Edmund joined his Uncle Michael Rice's business in Waterford, one of Europe's busiest ports, supplying ships for long trips at sea. He eventually took over the business and at the age of 23 he married Mary Elliott in 1785. Tragedy struck in January 1789, for his wife died after giving birth to a disabled daughter, Mary. Edmund's life was never to be the same.

Now a wealthy man, Edmund was increasingly disturbed with the lot of the poor Irish Catholics. Thirteen years after his wife died, he sold his business and began a night school for the "quay kids" of Waterford.

Edmund's first helpers deserted him leaving him desperate, but then two men from his native Callan joined him, not only to teach but also to help Edmund found a religious order to educate poor boys. By 1825 Edmund Rice and his 30 Christian Brothers were educating, free of charge, 5,500 boys in 12 different towns and cities. Many were also being clothed and fed.



Blessed Edmund Ignatius Rice
1762 - 1844

In 1829 the laws of the land caught up with Edmund and he was told by the Duke of Wellington that his order existed contrary to the law. His order faced extinction. Fortunately the Christian Brothers were not suppressed and by Edmund's death on 29 August 1844, Christian Brothers were educating boys in Ireland, England and Australia (Sydney). Currently 1,700 Christian Brothers are educators and carers of the poor in 28 countries around the world.



**1802:
Edmund Rice
opens his first school in
Mount Sion, Ireland**

photos: <http://network.edmundrice.eu>



1843-1847: Christian Brothers in Australia

During Blessed Edmund Rice's lifetime Christian Brothers came to Australia - to Sydney - in 1843. Edmund's successor as Superior General, Brother Michael Paul Riordan, at the request of Bishop John Bede Polding, sent Brothers Stephen Carroll (Superior, 29), Peter Scannell (28) and Francis Larkin (26) to begin the mission.

At this time Sydney boasted a non -Indigenous population of 35,000 - about half of whom were former convicts.

Transportation of convicts to New South Wales ended in 1840. New South Wales then comprised the present-day States of Victoria, New South Wales, Queensland and Northern Territory. South Australia became a separate State in 1836.

The three Brothers, for their first 6 months, were accommodated in a room of Benedictine Bishop Polding's house overlooking Woolloomooloo Bay. Later they moved

to 86 Castlereagh Street, which was a convenient situation for them to be able to run three of the six Catholic schools in existence in Sydney - one was in Kent Street; a second opposite Sydney Hospital; a third was in Abercrombie Place near what is now called Broadway.

Each Brother had a class of over 100 boys, aged between seven and fourteen. While the work of the

Brothers drew favourable comment in the press, as the years passed it seemed the Benedictine's expected the Brothers to separate from their Superior General in Ireland, and come under Benedictine jurisdiction. The Brothers were unwilling to make this separation and returned to Ireland in March 1847.

1868: Christian Brothers return to Australia

The Christian Brothers, under Brother Patrick Ambrose Treacy, came back to Australia, to Melbourne in 1868, the year of cessation of transportation of convicts to Australia. They were received by the Catholic population with great fanfare, public speeches and much newspaper comment. On their arrival they had ten shillings, but Archbishop Goold of Melbourne could not help them financially as he had promised. He told them "I haven't a rap. Throw yourself on the people and I will recommend your cause to them!" They started their first school in 1869 in Fitzroy.

The Christian Brothers had a subsequent phenomenal growth in Australia, even if some of the early Irish Brothers firmly believed that these Australians would never make it as Christian Brothers! The extraordinary growth came from the resilience of the Irish Brothers to adapt to the Australian conditions, their perspicacity, their deep religious faith, their identification with and genuine friendship for, the people, and their great love of sport

which won over the sport-loving Australian youth. To follow the early expansion of the Brothers around Australia is virtually to follow the cessation of government assistance to denominational schools.



The Christian Brothers at Waverley College

The Christian Brothers are a religious community of men dedicated to implementing the vision and charism of their Founder, Blessed Edmund Ignatius Rice. They attempt to do this by living a lifestyle based on the Gospel. Taking the vows of Celibacy, Poverty and Obedience they undertake not to marry in order to be free for a wide apostolate, not to own material things in order to be free from the need to pursue wealth and to commit themselves to the works of the Order.

Waverley College is operated by the Christian Brothers. The Trustees are the members of the Leadership Council for the St Mary's Province. The Province Leader with the advice of his Executive appoints the Headmasters of Schools, Leaders of Communities and individual Brothers to particular Communities, Schools or other apostolic activities.

The Waverley Communities - The Three Separate Religious Communities

- Waterford Brothers active in the school and / or other apostolic works
- Our Lady's Mount Brothers who are semi-retired, and are engaged in an apostolate
- Charingfield Brothers who are retired and / or require aged care

Dignity and Personal Freedom

Waverley College espouses the teachings of the Catholic Church. In doing so it holds that every person is unique and each person's dignity is valued.

The Headmaster is entrusted to protect the ethos of the College and the dignity of its members under the patronage of Edmund Rice Education. Through his leadership, he aims to create a christian environment in the Catholic tradition in which the proper and full education of all students may take place. This education will be academic, spiritual, social and cultural in nature.

Within the school community, each person has the right:

- to personal dignity, security and integrity
- to privacy and protection of one's property
- to be and feel safe
- to be treated fairly, respectfully and with understanding
- to enjoy learning and teaching free from intimidation
- to protect one's, and respect another's good name and reputation

Pastoral Care

A commitment to partnership and shared responsibility amongst staff, students, parents and other family members is an integral feature of pastoral care at Waverley College.

For the majority of students, the family unit and the school are amongst the most formative influences in their lives. It is therefore essential that a relationship of trust, co-operation and partnership be developed between the school and family members, and that at all times, school personnel maintain respect for and sensitivity to diverse cultural values and family structures.

While pastoral care initiatives respect the privacy of students' lives, some students and their families actively seek the College's support in times of crisis and instability. Within the limits of its resources and expertise, Waverley College is committed to the well being of its students' endeavours by providing this intensified support.

Pastoral care at Waverley College is concerned with the fostering of student's self-discipline. It aims to develop students who are responsible and inner directed, capable of choosing freely in conformity with their conscience. Pastoral care also contributes to students recognising that their fundamental freedoms and rights are reciprocated by responsibilities.

There are of course many avenues for pastoral care in the school. Routine classes, sport, drama, musical productions, excursions provide all kinds of pastoral moments for staff and students. There is no substitute, however, for ensuring that every boy is well known and understood by at least one member of staff. This is the



principle aim of a Home Group within a House system. As this relationship is so important in the school we endeavour to do everything possible to improve and strengthen it.

The work of the Home Group teacher at Waverley is central to our enterprise. While much of it may be largely unnoticed or unrecognised, it should never be taken for granted. The Home Group Teacher will work in partnership with class teachers, coaches and all who have dealings with the boys. The sharing of relevant information across different College structures assures that all contribute to the students' welfare and development.

Discipline Policy

Entitlements and Responsibilities

For the school community to function effectively there needs to be a clear recognition that individuals have rights, but with these rights come responsibilities. We all need to respect the rights of others. When this is achieved our College runs smoothly and creates an atmosphere of self-discipline and self-respect.



MY ENTITLEMENTS	MY RESPONSIBILITIES
To be happy at school and be treated With understanding	<ul style="list-style-type: none"> To respect others To treat others with understanding Not to laugh at others, tease others nor try to hurt their feelings
To be treated fairly and respectfully	<ul style="list-style-type: none"> To treat others politely and with respect To respect the authority of school staff and prefects To be truthful and treat others fairly To treat others with equality, regardless of their gender or race
To expect my property to be safe	<ul style="list-style-type: none"> To ask permission before using the goods of someone else To take proper care of school property Not to steal, damage or destroy the property of others
To benefit from the good name of the College	<ul style="list-style-type: none"> To behave so that the community will respect my school To wear the proper school uniform neatly and correctly
To get a good education at my school	<ul style="list-style-type: none"> To be well behaved in class To keep up to date with class work and homework To attend school properly To bring the correct equipment to school
To have a pleasant, clean and well maintained school	<ul style="list-style-type: none"> To care for the school environment To keep it neat and clean To be prepared to remove litter
To be protected against threats to my health	<ul style="list-style-type: none"> To refrain from smoking, taking alcoholic drinks or drugs and influencing other students to do so
To make decisions for myself	<ul style="list-style-type: none"> To make sensible decisions To face the consequences of my decisions

Academic

Waverley College aims to “create an environment where it is possible to foster the talents of all students in the context of faith. Our aim is the education of the whole person: intellectually, spiritually, emotionally, culturally and physically.”

The College's Academic Life

Students are accepted to the College on a non-selective basis, and consequently the College aims to offer a range of educational experiences appropriate for the range of talents and abilities among the student population. Recognizing the need for the development of the whole person, Waverley College offers an academic program which is complemented by strong pastoral and developmental programs.

Within recent times, and consistent with current thinking in boys' education, focus has been given to Years 7 and 8. Often students are challenged with the transition from

primary schooling to secondary schooling. Through the subjects offered opportunities are provided to allow students to develop a sense of belonging. This is achieved through limiting the number of class teachers, which enables the students to ease their way into the demands and expectations of secondary education.

Within Years 7 and 8 a range of modified programs is offered to ensure that each student is able to master the necessary core skills.

Literacy

Over recent years each stage of learning from K-12 has been marked by greater reliance of external testing to 'map' student achievement and identify their specific needs. Consequently, key competencies such as literacy have become a focus for educators. In response to this, Waverley College has set in place a number of strategies to further enhance the literacy skills of students. The use of the English Literacy and Language Assessment Test (ELLA), as a means of assessing student literacy skills in

Year 7 and mapping literacy development in Year 8, is one key strategy to develop literacy levels among students at the College. A key component of our literacy strategy is the integration of text types across all areas of the curriculum

Similarly, the modelling of reading and writing by teachers in the classroom is a key feature of learning and reflects our appreciation for the development of language skills.

Technology

Waverley College has developed strategies to ensure students are prepared for a rapidly changing technological world. Significant investment has been made to allow for the integration of teaching and Information Technologies. Access to a range of multimedia allows learning to occur in a variety of ways, and for the differing interests and needs of students to be met through exposure to these technologies.



Assessment & Reporting

From Years 7 to 12 a range of formative and summative assessment is used. Generally speaking formative assessment relates to research tasks and projects that focus on the enhancement of educational experiences for students. Formal examination periods represent summative forms of assessment, which identify how student learning has developed over time.

Emphasis at Waverley College is given to student reporting. Hence, we provide three reports a year. The first report is offered to parents as an indicator of their son's performance.

The other two reporting periods occur at the conclusion of the Mid-Year and Yearly Examinations. These reports

offer a more detailed picture of student achievement relative to other students in their year.

Serious recognition is given to the learning partnership that exists between the College and its families. For this reason, Information Evenings are held for all at the commencement of each academic year. The College encourages ongoing communication between parents and teachers, and offers two parent / teacher interviews per year.

Emphasis is also placed on the use of the College diary as a means of communication with parents regarding day-to-day school matters. It also provides them with a means of monitoring the progress of their son.



Subjects

Years 7 ~ 8

- Drama
- English
- Geography
- Visual Arts
- Physical Development/Health/Physical Education
- German
- Science
- Music
- Technology
- History
- Mathematics
- Religion Studies

Years 9 ~ 10

Mandatory

- English
- Science
- Religion Studies
- Mathematics
- Physical Development/Health/Physical Education
- Australian Studies: History, Geography, Civics & Citizenship – Yr 10

Additional Studies

- Ceramics
- Commerce
- Drama
- French
- Accelerated Studies (nominated students only)
- German
- History
- Japanese
- Music
- Food Technology
- Geography
- Industrial Technology – Wood
- Industrial Technology – Metal
- Extension English (nominated students only)
- Photographic & Digital Media
- Visual Arts
- Graphics Technology (Technical Drawing)
- Information and Software Technology
- English as a Second Language (nominated students only)



Years 11 ~ 12

- Ancient History
- Biology
- Business Studies
- Chemistry
- Design and Technology
- Drama
- Economics
- Engineering Studies
- Industrial Technology
 - Timber
 - Metal
- English as a Second Language
- Food Technology
- French
- Geography
- German – Beginners/Continuers
- Legal Studies
- Music 1, Music 2
- Visual Arts
- English: Advanced, Standard, Extension
- Mathematics: General , 2 Unit, Extension I + II
- Modern History
- PD/Health/PE
- Physics
- Senior Science
- Software Design and Development
- Studies of Religion I or II

VET Courses (2 Unit)	Preliminary Year Courses	Content Endorsed Courses
<ul style="list-style-type: none"> • Entertainment • Construction • Hospitality 	<ul style="list-style-type: none"> • Fundamentals of English • Photography 1 Unit • Visual Design 1 Unit 	<ul style="list-style-type: none"> • Ceramics • Sport Lifestyle and Recreation • Photography 1 Unit • Visual Design 1 Unit

Home Study Period and Homework Policy

1. It is College Policy that regular homework is set in all subjects in all years.
2. Homework is set five times a week - Monday, Tuesday, Wednesday, Thursday and for the weekend.

Home Study Periods	
Years 7 & 8	1.25 hours
Year 9	1.50 hours
Year 10	2 hours
Years 11 & 12	3 hours (six times a week)



3. When homework is finished in less than the allocated study time, the student should continue with revision, etc.
4. Homework diaries are to be signed on a regular basis by a parent for Years 7 and 8 verifying that the Home Study Period has been completed. Class and Home Group teachers check diaries regularly.



The Policy Concerning Bullying

The statement on Rights and Responsibilities makes it clear that each student at Waverley College has the right to learn, play and grow in an environment where he is treated with fairness and respect, feels safe, happy and senses that he belongs to this community.

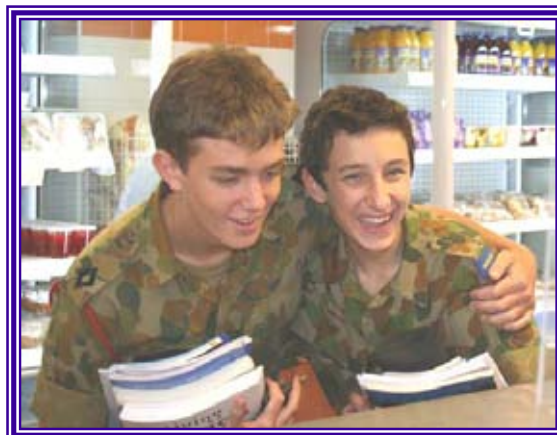
Something that prevents some individuals experiencing the rights mentioned is bullying. This occurs when a person receives repeated threats or actions which are unwanted from another student.

Often bullies justify their behaviour by saying they were only teasing another, or having fun. If the person being teased does not like it, or want it, and yet others persist with it, then it is a clear case of bullying. It is unwarranted and unfair behaviour.

Any report of bullying will be treated seriously by the College.

Help is given in various ways:

- the person being bullied given advice and ideas on how to deal with the situation
- a meeting of the parents of both parties may be held
- disciplinary action may be necessary and where a bully refuses to change his ways he may be asked to leave the College



Other Information

Uniforms

Parents are thanked for the expense and trouble they go to in maintaining the uniform so well. It is a valuable part of a boy's education to learn to present himself publicly in a neat and appropriate manner.

UNIFORM REQUIREMENTS

All items are available from Mrs Brisby's Shop (the on-campus uniform shop).

Secondary School	
Blazer	Years 7-10: Plain navy blue blazer. Years 11 & 12: College blazer with piping.
Socks	Black or navy blue with long trousers
Shirts	Midford 'Vic' blue with colour cotton/polyester (long sleeved or short sleeve in summer). No button down collars. Open neck, crested shirt available in Terms 1 & 4
Tie	Waverley College Royal blue with gold stripes
Pullover	Royal Blue, two gold stripes (neck, cuff and basque)
Shoes	Standard black leather lace ups, no suede or slip-ons
Lapel Badge	Waverley College badge
PE	House T-shirt, House Jersey and College Sports shirts

Junior School - as indicated for the Secondary School with the following additions:

Socks	Navy blue with gold diamond top
Summer	Terms 1 & 4: khaki green shirt (shirt sleeves), khaki green shorts, College socks, and black shoes

Saturday Sport Uniforms

Summer	Game uniform or College uniform must be worn
Winter	Full College Tracksuit or the tracksuit bottom with the PE shirt, or the full College Uniform must be worn.

Sporting Commitments

Waverley has a tradition of setting goals for its students and helping them to strive for excellence whether it be in the academic or sporting spheres. We encourage our students and offer opportunities at all levels of ability to fulfil their potential.

Waverley College is a member of the Combined Associated Schools (CAS) of NSW and this is our primary co-curricular commitment. Every boy is expected to become involved in the sporting program, which has been designed to help him explore his potential, to develop sportsmanship with his own schoolmates and the students of other schools.

Students are required to play for school teams if requested and we do not readily allow exemptions. Any

exemption will generally be granted on medical grounds or for a valid reason, approved by the Headmaster. All sports involve at least two practice sessions per week and a Saturday commitment for the season. It is expected that parents will not make arrangements which conflict with Saturday sport.

Students are required to play their games for Waverley College in good spirit and good sportsmanship. The proper formalities and courtesies, in particular respecting the umpire's decision and the congratulations and thanks at the end of the game, are regarded as very important.

Notable Sporting Old Boys		
Tom Brooks	Murray Garretty	Owen Finegan
Bob Fordham	Jim Lynch	Morgan Turinui
Bob Dwyer	Morris Curotta	Adam Freier
Charles Donohoe	Jack Standen	Ryan Cross
Eric Lewis	Cyril Towers	Brent Harding
Terry Nicoll	Francis Meagher	Brett Hawke
John Potts	Luke Inman	Shaun Mackay
Jeremy Roff	Clay Cross	Roger Smith
Nicholas Rizzo	Tim Kava	Peter Selkrig
Michael Cleary	David Brown	Tony Madigan



Sports Policy

The College has an outstanding history of success in the sporting arena.

The CAS is essentially a sporting organization. Our competition is played with the other schools of the Association. However, for trials and other games, Waverley does play schools outside this Association. It is common to play schools from the GPS, ISA, CHS and other school groups.

As you would already be aware, your son's involvement in the co-curricular activities at Waverley College is an integral part of the philosophy of the school. There are many roles that co-curricular activities fulfill, some of which are:

- i) team style activities help to develop discipline on and off the field
- ii) to attain and enhance skills in particular sports
- iii) to represent the College in inter-school sport
- iv) to develop physically and socially
- v) to learn how to be part of a group effort
- vi) to have significant contact with teachers in an informal situation
- vii) to enable parents, students and teachers to meet and work together



The minimum requirement for every student to participate in at least one summer and one winter sport.

Summer Activities		Winter Activities
<ul style="list-style-type: none"> • Cricket • Basketball • Tennis • Cycling • Lawn Bowls • Weights and Fitness (selected students only) • Volleyball (not available for Year 7) • Swimming: CAS / Rep squad, Summer Sport 	<ul style="list-style-type: none"> • Diving • Water Polo • Judo • Athletics 	<ul style="list-style-type: none"> • Rugby • Soccer • Tennis • Cross Country • Lawn Bowls • Volleyball (not available for Year 7) • Debating (Yrs 7-8 students must also select a sport) • Chess (Yrs 7-10 students must also select a sport)

Being an active member in one of the many Supporters Clubs is of benefit to parents and their sons. This role does not mean that you have to spend many hours cooking or doing paperwork; it is just as important to be able to have a voice in any ideas. Parents are strongly urged to become involved in a Supporters' Club for this reason, even if it is just attending a meeting. Supporters Clubs include Rugby, Cricket, Swimming, Debating, Music, Water Polo, Basketball, Track & Field and Soccer.

Drug & Alcohol Policy

The College has an interest in the health and well being of students and staff. It recognises that the consumption of alcohol and other drugs whether illegal, illicit or prescription can impair individual's well being and can also interfere with the teaching / learning environment.

Alcohol or other drug use adversely impacts on students, staff and the whole school community. Waverley College, as a responsible body, supports community attitudes and laws which encourage the correct use of alcohol and drugs in our society. The College also seeks to provide appropriate drug education.

This policy has three main goals:

- 1 Prevention** to provide a curriculum designed to prevent alcohol and drug abuse
- 2 Intervention** to provide an intervention component for those for whom preventative efforts have been unsuccessful
- 3 Action** to ensure fair but firm action is taken in the instances of alcohol and drug related infractions

Waverley College Contact Details

Senior School (Years 7 - 12)

OUR LADY'S MOUNT CAMPUS

131 Birrell Street, Waverley

Ph: (02) 9369 0600 (8.00am – 4.45pm weekdays)

Fx: (02) 9389 1274

Website: <http://www.waverley.nsw.edu.au>

Email: wavcoll@waverley.nsw.edu.au

Enrolments: Ph: (02) 9369 0632



Junior School (Years 5 - 6)

WATERFORD CAMPUS

44 Henrietta Street, Waverley

Ph: (02) 9387 5022

Fx: (02) 9369 4870

Email: waterford@waverley.nsw.edu.au

Enrolments: Ph: (02) 9369 0632

Waterford Pre-School

WATERFORD CAMPUS

44 Henrietta Street, Waverley

Ph: (02) 9389 2094

Fx: (02) 9398 4870

Email: wavcoll@waverley.nsw.edu.au

Enrolments: Ph: (02) 9369 0632



A more detailed booklet regarding school policies, procedures and enrolment details is available on the College website at

www.waverley.nsw.edu.au