Annual Report 2013

WAVERTLEY Christian College

WAVERLEY Christian College
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Table of Contents:

Chairman's Report
Principal's Report

School Performance Information 2013

1. Staff Attendance
2. Staff Retention
3. Teacher Qualifications
4. Professional Learning
5. Student Characteristics
6. Student Attendance
7. 2013, 2012 and 2011 NAPLAN Results
8. Senior Secondary Outcomes
   8.1 2013 Year 12 Results
   8.2 Tertiary Applications and Offers
9. Student Retention
10. Post School Destinations
11. Tertiary Placements and Fields of Study
12. 2013 Satisfaction Surveys
   12.1 Parent Satisfaction Survey - Wantima South
   12.2 Parent Satisfaction Survey - Narre Warren South
   12.3 Staff Satisfactory Survey
   12.4 Student Satisfaction Survey
13. Finance
In my third year as Council Chair, it is once again a privilege to be able to report on the notable aspects of 2013 from a Council perspective.

Council
The Waverley Christian College Council is the group of people appointed by the Board of CityLife Church to govern all matters relating to the College. The Council is the governing Board of the College. The Council meets eight times a year to fulfill this purpose and review the direction and operations of the College.

The College community has benefited greatly from the contribution of experienced and dedicated people fulfilling their role on the Council in 2013. I would like to thank Neil Angus, David Burr, Mark Conner, Colleen Dunis, Mark Eddison, Elizabeth Green, Adrian Olney, Peter Sheahan, Jason Smith, and Barney Tomasich who have together provided wise counsel and leadership to the College over the course of this year.

At our AGM in May, Neil Angus was farewelled after 15 years of service (1998 - 2013) during which he was Council Chair for 7 years (2004-2010). In July, we said farewell to Jason Smith after serving 5 years as a Council member. Neil and Jason have made excellent contributions to the Council whilst pursuing their chosen fields of politics and entrepreneurship respectively, and have had to relinquish their College roles as these other areas have developed so significantly. At the time of writing, we are in the process of seeking expressions of interest from the College community to replace these two vacant positions with a view to commencement with the Council in 2014.

The Council continually seeks to develop the capacity and competence of its members with professional development sessions being included at meetings and also through attendance at various seminars. This year we had presentations from Peter Shields (Partner with Saward Dawson Accountants and Auditors) on the various aspects of governance reform and the Australian Charities and Not for Profit Commission); Vernon Clark (Principal of Maranatha Christian School) on multi campus schools; and various members attended the Christian Schools Australia Board Dinner and the Governance Training Day. The Council also participated in a Board development survey to provide feedback on governance issues.

The Council has established various sub-committees to assist it in doing its work.

Governance Committee
The Governance Committee (Peter Leigh (Chair), Neil Angus (resigned May 2013), David Burr (commenced June 2013), Peter Sheahan) has been working through the Council Charter to review and establish policies and procedures reflecting best practice. During this year a major focus has been keeping abreast of the governance reforms and new processes established via the Australian Charities and Not for Profit Commission (ACNC).

This Committee has also provided strategic input to our governance through managing the self-evaluation process for the Council and the annual appraisal of the performance of the Principal by the Council.

Finance Committee
The Finance Committee welcomed Amy Foong (June) and David Chow (August) who joined Neil Angus (Chair – resigned May 2013), Peter Leigh (Chair), Colleen Dunis, Peter Sheahan, Jin Ai Tan and Edna Gnanaratnam. Jude Prakash resigned in January 2013 due to increasing work demands.

The Committee has been involved in further consolidation and refining of our multi-campus accounting process, monitoring financing for facilities, reviewing the annual budget and the 5 Year Plan and managing cashflow to reduce debt and achieve our benchmarks for financial performance.

Risk Management Committee
Now in its second year of functioning, the Risk Management Committee (David Burr (Chair), Colleen Dunis, Adrian Olney, Mark Eddison, Peter Sheahan) is now involved in closely monitoring and reviewing the systems and processes that promote a safe and secure environment and minimise risk to staff and students. The Risk Management Committee provides quarterly reports to the Council and identifies any actions that need to be taken within the College. These processes have greatly strengthened the rigour around risk minimisation within the College.

Strategic Planning Committee
With the purchase of the EastLink land (western side of Cathies Lane South) by CityLife Church in 2012, a review of the development of the entire Wantirna South property continued through 2013 with the College engaging Williams Ross Architects (same architects who designed the Performing Arts Centre) to undertake this work.
The Strategic Planning Committee (Peter Leigh (Chair), Peter Sheahan, Colleen Dunis, Neil Angus - resigned May, Jason Smith - resigned June, Adrian Olney, Mark Eddison and Barney Tomasich) is responsible for the future development of the College. This work will continue into 2014 and is of great importance as we seek to provide for the future needs of the Wantirna South campus.

In addition, discussions continued with the Casey Council regarding the future development and master planning of the Narre Warren South Campus. This work will continue into 2014 and will involve more detailed planning for facilities for the future of this campus.

Building Committee
The Building Committee (Peter Leigh (Chair), Peter Sheahan, Adrian Olney, Barney Tomasich, Colleen Dunis) is responsible for the planning associated with the refurbishment of existing facilities and development of new facilities for our College. As part of the master plan for Wantirna South, a location for a new Science Wing was identified and the design completed which resulted in the notional approval for a partial grant of $600,000 from the Victorian Independent Schools Block Grant Authority. We anticipate final approval from the Australian Government later this year. Construction of this facility is anticipated to commence in February 2014 and be completed for the beginning of school in 2015.

The people serving on these various committees have done so with great dedication and deserve our deep appreciation for their input.

Other Issues:
Commonwealth Funding
At the time of writing, independent schools across Australia are unaware of their level of government funding for 2014 and beyond as the details of the new funding system are still being finalized. However, we are only anticipating a minimal increase in funding as the vast majority of the new money promised under the new funding model will not become available until 2018/19.

Teacher’s Salaries
The early part of this year saw the ongoing negotiation of teachers’ salaries within our State. The resolution of this issue with the Victorian Government gives us certainty around this major cost area (salary and related costs comprise around 60% of our expenses) for the next 3 years.

Thanks
On behalf of the Council I would like to take this opportunity to express sincere thanks to all the staff and volunteers for their commitment and dedicated work in the life of the College during the year. I would like to specially thank the College Senior Management Team and especially our Principal, Mr Peter Sheahan, for the exceptional leadership which enables the College to be a place where each of our children are exceptionally educated, spiritually nurtured and ultimately well-prepared for effective ministry and service within society. In 2013 they have managed successfully and seamlessly, the major transition of our Head of Secondary at Wantirna South as Rosemary Ward took over from Ian Bawden and the doubling of our enrolments at Narre Warren South as this new campus expands rapidly.

The Council acknowledges the ongoing support of CityLife Church as both a ministry covering for the College and as significant supporters of the College in providing the land on which our buildings are located at Wantirna South and ongoing favourable loan arrangements to assist in the funding of facilities at Narre Warren South. In addition, the congregation of CityLife Church give generously each year to our building fund. We are most grateful for this support.

As we reflect on this year, we realise how blessed we are to have such great staff leaders, facilities and financial management and we are compelled to stop and acknowledge the Lord for the great things that he has done in the life of the College in 2013. To Him be all the glory!

Mr Peter Leigh (College Council Chair)
As the College community continues to grow and develop with many new families and staff joining the College each year, it is important to remind ourselves of the reason for our existence. The College exists to support Christian families to educate their children from a Christ centred, Biblical perspective, and to prepare young people for effective service within society.

At the beginning of the school year, I asked staff to consider the following questions:

- Why do we think this is an important task?
- Why would we devote our time and energy to this task?

It is my firm belief that it is vital that young people are taught God's truth and grow in His knowledge and wisdom. We believe God is our Creator; that we are discovering and learning about His world, His Creation, and that every subject area reveals something of the nature and character of God. We don't exist primarily to provide a supportive, disciplined and caring environment (although this is a worthy aim) but rather, we exist to help children come to a knowledge of the truth. Secular education has essentially sought to remove God from the learning process. However, we believe that God is the centre of the universe; that we have been created by Him; and that we are accountable to Him. God has taught us how to live and His values are absolute. We believe that we have need of a Saviour, Jesus Christ, and that we cannot save ourselves.

In contrast, secularists place man at the centre of the universe, taking the place of God and, because in their view, there is no God, they decide what is right or wrong for themselves. Their values are relative. They see education as their saviour, as there is no God to save them. They reject the Author and Giver of life, and the One who gives meaning to life.

It is imperative that a Christian school does not succumb to believing it is alright to teach from a secular perspective, and think that by adding Bible reading, prayer and Chapel, that it is fulfilling its mandate. Rather, there is an absolute need for all teachers to teach from a Biblical perspective in all areas of the curriculum, and present the true meaning of life.

**Core Beliefs and Values**

During the latter part of 2012, we endeavoured to define our core beliefs and values, the things that are really important to us a school community. At this stage of the process, we have developed a document outlining seven values, including:

- Faith - our belief in God as Creator, Saviour and Sustainer of all.
- Love - seeking others' highest good
- Respect - valuing ourselves and others because all people have been created in the image of God and matter to God
- Excellence - doing everything to the best of our ability for the glory of God
- Integrity - being true to what we believe
- Community - functioning together in a healthy and constructive way
- Wisdom - insight into the true nature of things

It is my hope that these values will serve as guiding principles for us as a school community into the future.

2013 has been another significant year in the life of the College. Our campus at Narre Warren South, now in its second year of operation, doubled in size this year with 300 students enrolled from Prep to Year 8. Enrolments are projected to increase to around 400 students in 2014, as the campus extends to Year 9. The Narre Warren South campus continues to be well supported by key staff from Wantirna South, and the level of good will between the two campuses continues to be a great strength.
289 students joined the College at the beginning of the 2013 school year, with over 1500 students enrolled in the College across both campuses. The College currently employs 198 staff, including 127 teaching staff and 71 administration and support staff.

2012 VCE Results were again most encouraging for the school community, with the College placing in the top 12% of all schools in Victoria. Highlights included: 34% of the Year 12 class achieved an ATAR score of 90 or above; 56% of the class achieved an ATAR score of 80 or above; the top ATAR score was 99.5 and a perfect ATAR score was achieved in English (EAL). Another outstanding achievement was that six student folios from our 2012 Visual Communication and Design class were represented in Top Designs 2013. It is important to note that although we are delighted with these results, we are equally proud of all our Year 12 students who have done their best to achieve the results that they did.

With the continued emphasis on the integration of new technologies into the classroom, a great deal of research has been conducted this year into how the technology can be incorporated in greater ways into the classroom.

We have been careful to not proceed with undue haste into a 1:1 program, wanting to ensure that there is a clear benefit to the teaching and learning occurring in the classroom; that the cost of the device is affordable to parents; and that issues around security and safe use of the device are satisfactorily addressed. As a result of this research, a pilot 1:1 program will be introduced into the College next year at Years 2 and 4, where every student will have their own iPad mini.

Pastoral care of the students continues to be a high priority for the College. This year, there has been a focus on ensuring that each student from Year 5 and above has a meaningful conversation about how they are going at school with a staff member during the year.

Narre Warren South's first musical production 'The Prodigal Clown' was a huge success. It was delightful to observe the enjoyment and enthusiasm of the students as they performed. Congratulations to all the staff and students involved for their outstanding efforts and, in particular, Mrs Jill Whan, and Mrs Kate Cummins for their direction of the musical.

The Wantirna South Secondary musical production of 'Les Miserables' was an outstanding success. Two casts performed to sold out audiences over eight shows. The talent of the students was breath taking. The Performing Arts Centre reverberated to the amazing voices of the students who delighted the audience with their performances. The incredible work of Mr Asher Johnson, Mr David George, Mrs Catherine Bevis, Mrs Sue Spratley, and Mr Shannon Murphy was instrumental to the success of the production.

I again express my thanks and appreciation to the College Council, led by Mr Peter Leigh, the Senior Management Team (Mr Ken Provis, Mrs Rosemary Ward, Mr Mark Cnkovic, Ms Colleen Dunis, Mrs Phadrh Hirschfield and Mr Peter Nash) and the staff of the College, all of whom are an incredible group of people.

My thanks also to the parent community for your support and encouragement. I pray that we will continue to work together with a strong sense of unity and purpose, and that our children and young people will be strengthened and blessed during their time at the College.

Mr Peter R Sheahan (Principal)
1. **Staff Attendance**

Average attendance rate for:
Wantirna South teaching staff: 93%  
Narre Warren South teaching staff: 97%

Average number of days absent for:
Wantirna South teaching staff: 8  
Narre Warren South teaching staff: 5

2. **Staff Retention**

Proportion of teaching staff retained in a program year from the previous year for:
Wantirna South: 94%  
Narre Warren South: 91%

3. **Teacher Qualifications**

Doctoral/Masters/Degrees/Diploma (or equivalent): 100%

4. **Professional Learning**

Number of teachers participating in professional learning activities: 100%

All teaching staff participate in ongoing learning throughout the year. Individual teaching needs are identified through the teachers’ Staff Development Reviews.

The professional learning consists of involvement in the College in-house professional learning programs which focus on teachers routinely sharing practice and strategies in team settings and exploring new teaching and learning practices. The College also provides staff with access to rich and varied external professional learning opportunities that broadens teacher understanding of innovation in learning, current educational research and thinking and effective learning practices.

All teachers in the College are registered with the Victorian Institute of Teaching.

Average expenditure per teacher on professional learning: $827 per teacher (N.B. This does not include ‘in house’ professional learning, e.g. staff meetings, curriculum meetings etc).

5. **Student Characteristics**

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wantirna South Primary School (including Kinder)</td>
<td>346</td>
<td>278</td>
<td>624</td>
</tr>
<tr>
<td>Wantirna South Secondary School</td>
<td>330</td>
<td>279</td>
<td>609</td>
</tr>
<tr>
<td>Narre Warren South Primary School</td>
<td>123</td>
<td>96</td>
<td>219</td>
</tr>
<tr>
<td>Narre Warren South Secondary School</td>
<td>42</td>
<td>38</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total School</strong></td>
<td><strong>841</strong></td>
<td><strong>691</strong></td>
<td><strong>1532</strong></td>
</tr>
</tbody>
</table>

6. **Student Attendance**

**Wantirna South Absences**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average Year Level</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>11.11 7</td>
<td>7.16</td>
</tr>
<tr>
<td>1</td>
<td>8.14 8</td>
<td>9.03</td>
</tr>
<tr>
<td>2</td>
<td>8.75 9</td>
<td>10.14</td>
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<td>3</td>
<td>8.44 10</td>
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<td>5</td>
<td>7.83 12</td>
<td>3.76</td>
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<tr>
<td>6</td>
<td>8.27 All students</td>
<td>7.45</td>
</tr>
<tr>
<td>All students</td>
<td>8.41</td>
<td></td>
</tr>
</tbody>
</table>

**Narre Warren South Absences**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average Year Level</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>11.79 7</td>
<td>8.89</td>
</tr>
<tr>
<td>1</td>
<td>12.18 8</td>
<td>13.00</td>
</tr>
<tr>
<td>2/3</td>
<td>9.10 All students</td>
<td>10.33</td>
</tr>
<tr>
<td>3</td>
<td>9.18</td>
<td></td>
</tr>
<tr>
<td>4/5</td>
<td>10.55</td>
<td></td>
</tr>
<tr>
<td>5/6</td>
<td>8.36</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10.54</td>
<td></td>
</tr>
<tr>
<td>All students</td>
<td>10.59</td>
<td></td>
</tr>
</tbody>
</table>

Attendance rolls are marked morning and afternoon in the Primary School and every lesson in the Secondary School. Classroom and Home Group teachers follow up any unexplained absences.
7. **2013, 2012 and 2011 NAPLAN Results**

Last year’s National Assessment Project - Literacy and Numeracy (NAPLAN) results were very encouraging, with our students Years 3, 5, 7 and 9 performing well against relevant minimum band levels.

### 2013 NAPLAN Results

Please find below the percentage of students in Years 3, 5, 7 and 9 achieving the minimum national standards in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Min Std Band</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>100%</td>
<td>97%</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>98%</td>
<td>95%</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
</tr>
</tbody>
</table>

### 2012 NAPLAN Results

Please find below the percentage of students in Years 3, 5, 7 and 9 achieving the minimum national standards in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Min Std Band</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>100%</td>
<td>99%</td>
<td>99%</td>
<td>100%</td>
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<td>5</td>
<td>4</td>
<td>100%</td>
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<tr>
<td>7</td>
<td>5</td>
<td>100%</td>
<td>97%</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>100%</td>
<td>94%</td>
<td>98%</td>
<td>99%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 2011 NAPLAN Results

Please find below the percentage of students in Years 3, 5, 7 and 9 achieving the minimum national standards in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Min Std Band</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>100%</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>5</td>
<td>4</td>
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<tr>
<td>7</td>
<td>5</td>
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<td>99%</td>
<td>96%</td>
<td>100%</td>
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<tr>
<td>9</td>
<td>6</td>
<td>95%</td>
<td>93%</td>
<td>93%</td>
<td>97%</td>
<td>100%</td>
</tr>
</tbody>
</table>
8. Senior Secondary Outcomes

8.1 2013 Year 12 Results:
Median Study Score:
(placeing 91st in the State or top 16%) 32

Study Scores of 40 and above:
(placeing 77th in the State or top 13%) 13%

Top ATAR: 99.5

Percent of students achieving an ATAR score of 90 and above: 22%

Percent of students achieving an ATAR score of 80 and above: 43%

Percent of satisfactory VCE completions: 99%

Students received perfect study scores of 50 in the following subjects:
- Psychology
- Physics
- Legal Studies
- Indonesian (Second Language)
- Health and Human Development

8.2 Tertiary Applications and Offers:
Total completed Year 12 (actual number): 113
Tertiary Applications (actual number): 103
University Offers: 86%
TAFE/VET Offers: 13%
Any Tertiary Offer 99%

9. Student Retention
Proportion of Year 9 students in 2010 retained to Year 12 in 2013: 84%
(16% of students from Year 9 2010 chose other options for their schooling from 2010 to 2013)

10. Post School Destinations
Year 12 completers consenting to On Track (Actual Number): 89

On Track Survey Data - April 2014

In Education and Training
Bachelor Degree enrolled: 86.5%
Deferred 4.5%
TAFE/VET enrolled 7.8%
Apprentice/Trainee 0%

Not in Education and Training
Employed 1.1%
Looking for Work 0%

(The College cannot vouch for the accuracy of the On Track Survey data. It is only based on a sample of students, not the full cohort).
11. Tertiary Placements and Fields of Study 2014

Australian College of Sports Therapy
Sports Therapy

Box Hill Institute of TAFE
Interactive and Digital Games
Laboratory Technology
Library Information and Cultural Services
Music Composition (Degree)
Music Performance (Degree)

Deakin University
Arts
Arts/Law
Commerce
Exercise and Sport Science/Business
Health Sciences
International Studies/Commerce
Management
Nursing
Nursing/Midwifery
Nursing/Public Health and Health Promotion
Professional and Creative Writing
Property and Real Estate
Science
Teaching-Primary

Federation University Australia
Criminal Justice

Holmesglen Institute of TAFE
Hospitality (Commercial Cookery)
Hospitality (Patisserie)

Kangan Institute
Fashion Design

La Trobe University
Health Sciences in Dentistry/Dentistry
Health Sciences
Health Sciences/Orthoptics
Human Services/Social Work
Sport Management

Melbourne Institute of Business and Technology
Health Sciences

Monash University (cont)
Diploma of Tertiary Studies – Business
Education (Early Childhood)
Engineering (Honours)
Engineering – Civil and Infrastructure
Health Science
Informatics and Computation Advanced (Honours)
Information Technology and Systems
Interior Architecture
Journalism
Management/Marketing
Nursing
Radiography & Medical Imaging
Science

RMIT University
Accountancy (Professional)
Chiropractic/Health Science
Economics and Finance
Engineering-Chemical
Engineering-Electrical
Engineering-Electrical and Electronic/
Entrepreneurship
Pharmacy
Property and Valuation
Remedial Massage and Myotherapy

Swinburne University of Technology
Accounting
Biomedical Science
Business
Design (Communication Design)
Engineering (Associate Degree)
Engineering (Electrical and Electronic)
Liberal Arts
Marketing
Screen and Media (Film and Television)

The University of Melbourne
Arts
Biomedicine
Commerce
Environments
Music
Science

Victoria University
Sport Development

William Angliss Institute of TAFE
Commercial Cookery
12. **2013 Satisfaction Surveys**

12.1 **Parent Satisfaction Survey - Wantirna South**

Last November, all parents were given the opportunity to provide feedback on many aspects of the College's operations.

The 2013 Parent Satisfaction Survey consisted of 45 questions focused on 15 Key Areas including:

1. Values and Culture;
2. Leadership and Direction;
3. School Communication;
4. Curriculum;
5. Co-curriculum;
6. Learning and Extension;
7. Teaching Standards;
8. Learning Environment;
9. Homework;
10. Reporting;
11. Parent Engagement;
12. Student Engagement;
13. Pastoral Care and Wellbeing;
14. Resources and Facilities;
15. Student Transition.

Parents rated the 45 core questions on a scale of 1-5 from 'strongly disagree' to 'strongly agree'.

**Demographics**

637 survey responses were received, equating to a response rate of 49.2%. 33% of respondents had a child in the Primary school; 35% had a child in the Secondary school; and 32% had a child in both Primary and Secondary.

Of the total responses for the College:

- 61% of responses were provided by mothers, and 39% were provided by fathers.
- 47% of respondents had one child enrolled at the College, and 42% had two children enrolled, 9% had three children enrolled and 2% had four or more children enrolled.

**Parent Satisfaction across the Key Areas**

This section provides a description of each of the questions parents responded to on the survey, and the percentage of parents who expressed either agreement, neutrality, or disagreement with the questions in each key area.

*The results indicate that the parents of Waverley Christian College (Wantirna South Campus) have high levels of satisfaction across all of the key areas with 10 out of the 15 Key Areas being rated 'Excellent' and the other 5 rated as 'Good'. The results are very similar to last year's.*

**Values and Culture**

- Waverley Christian College has a very welcoming and supportive culture
- Waverley Christian College values are reflected in the behaviour of staff and students.
- At Waverley Christian College, each child is encouraged to achieve to the best of their ability.
- Staff, parents and guardians at Waverley Christian College work cooperatively to deliver high quality educational outcomes for students.
- This school promotes the beliefs and values of the Christian faith to the student body.

**Leadership and Direction**

- Teachers and staff demonstrate a faith consistent with the School's ethos.
- Students are able to participate in mission and service projects.

*Agreement: 88%*  
*Neutral: 9%*  
*Disagreement: 3%*

**School Communication**

- The policies and procedures of Waverley Christian College are clearly documented.
- Staff are accessible, respectful and respond promptly to my concerns.
- Waverley Christian College provides clear and timely communication on issues affecting the school community.
- The school website is relevant, kept up to date and easy to navigate.

*Agreement: 85%*  
*Neutral: 12%*  
*Disagreement: 3%*

**Curriculum**

- Waverley Christian College offers a broad, relevant and appropriate curriculum.
- Waverley Christian College provides a curriculum which prepares students for the technological demands of society.

*Agreement: 76%*  
*Neutral: 19%*  
*Disagreement: 5%*

**Co-curriculum**

- Waverley Christian College offers students opportunities to be involved in an extensive selection of co-curricular clubs, sports and other activities.

*Agreement: 71%*  
*Neutral: 23%*  
*Disagreement: 6%*

Continued overleaf...
12. **2013 Satisfaction Surveys:**

12.1 **Parent Satisfaction Survey - Wantirna South continued**

**Learning and Extension**
- Waverley Christian College provides relevant and high quality learning support programs to identified students.
- Waverley Christian College provides relevant and high quality extension programs to identified students.

Agreement: 67%
Neutral: 27%
Disagreement: 6%

**Teaching Standards**
- I have confidence in the teaching staff at Waverley Christian College.
- Teachers are enthusiastic about their teaching.
- The quality of teaching at this school is excellent.

Agreement: 82%
Neutral: 12%
Disagreement: 6%

**Learning Environment**
- The buildings and grounds are well presented and maintained.
- The classrooms and physical environment are conducive to learning.

Agreement: 90%
Neutral: 8%
Disagreement: 2%

**Resources and Facilities**
- The resources and facilities provided at Waverley Christian College are suitable.

Agreement: 84%
Neutral: 13%
Disagreement: 3%

**Homework**
- The content of my child/ren's homework is appropriate for their year level.
- The amount of homework assigned to my child/ren is appropriate for their year level.

Agreement: 69%
Neutral: 20%
Disagreement: 11%
(70% selected ‘Too little’; 30% selected ‘Too much’)

**Reporting**
- Reports are timely and provide good information about my child/ren's progress.

Agreement: 84%
Neutral: 12%
Disagreement: 4%

**Pastoral Care/Wellbeing**
- Waverley Christian College has a clear and documented pastoral care/wellbeing policy.
- Waverley Christian College implements its pastoral care/wellbeing program supportively and consistently.

**Student Engagement**
- This school expects high standards of behaviour from the students.
- This school is a safe place in which to learn.
- Students are treated fairly at this school.
- Bullying does not pose a major problem at this school.

Agreement: 85%
Neutral: 13%
Disagreement: 2%

**Student Transition**
- Waverley Christian College provides appropriate support to students in the various transition phases of their schooling e.g. primary to middle school; middle school to secondary school; secondary school to university.
- Waverley Christian College provides high quality life choices and career guidance programs.

Agreement: 62%
Neutral: 35%
Disagreement: 3%

**Parent Engagement**
- I recommend Waverley Christian College to others as a school of choice.
- I am committed to an ongoing association with Waverley Christian College.
- I am given suitable opportunity to be involved in the parent association and general school activities.
- I am comfortable expressing my opinions relating to the educational progress of my child/ren.
- I am provided with clear information on how I can support my child/ren’s development.

Agreement: 82%
Neutral: 15%
Disagreement: 3%

Mr Peter Sheahan
(Principal)
12. 2013 Satisfaction Surveys:

12.2 Parent Satisfaction Survey - Narre Warren South

Last November, all parents were given the opportunity to provide feedback on many aspects of the College’s operations.

The 2013 Parent Satisfaction Survey consisted of 45 questions focused on 15 Key Areas including:
(1) Values and Culture; (2) Leadership and Direction; (3) School Communication; (4) Curriculum; (5) Co-curriculum; (6) Learning and Extension; (7) Teaching Standards; (8) Learning Environment; (9) Homework; (10) Reporting; (11) Parent Engagement; (12) Student Engagement; (13) Pastoral Care/Wellbeing; (14) Resources and Facilities; and (15) Student Transition.

Parents rated the 45 core questions on a scale of 1-5 from ‘strongly disagree’ to ‘strongly agree’.

Demographics
206 survey responses were received, equating to a response rate of 52.6%. 52% of respondents had a child in the Primary school; 21% had a child in the Secondary school; and 27% had a child in both Primary and Secondary.

Of the total responses for the College:
- 61% of responses were provided by mothers, and 39% were provided by fathers.
- 63% of respondents had one child enrolled at the College, and 33% had two children enrolled, 4% had three children enrolled.

Parent Satisfaction across the Key Areas
This section provides a description of each of the questions parents responded to on the survey, and the percentage of parents who expressed either agreement, neutrality, or disagreement with the questions in each key area.

The results indicate that the parents of Waverley Christian College (Narre Warren South Campus) have high levels of satisfaction across all of the key areas with 13 out of the 15 Key Areas being rated ‘Excellent’ and the other 2 rated as ‘Good’.

Values and Culture
- Waverley Christian College has a very welcoming and supportive culture.
- Waverley Christian College values are reflected in the behaviour of staff and students.
- At Waverley Christian College, each child is encouraged to achieve to the best of their ability.
- Staff, parents and guardians at Waverley Christian College work cooperatively to deliver high quality educational outcomes for students.
- This school promotes the beliefs and values of the Christian faith to the student body.
- Teachers and staff demonstrate a faith consistent with the School’s ethos.
- Students are able to participate in mission and service projects.

Agreement: 94%
Neutral: 5%
Disagreement: 1%

Leadership and Direction
- I respect the Principal and school leadership team at Waverley Christian College.
- I have confidence in the future direction of Waverley Christian College.
- Waverley Christian College strives to improve, adapt and innovate to enhance its educational offer to students.
- The school leadership take prompt action when problems occur.

Agreement: 91%
Neutral: 8%
Disagreement: 1%

School Communication
- The policies and procedures of Waverley Christian College are clearly documented.
- Staff are accessible, respectful and respond promptly to my concerns.
- Waverley Christian College provides clear and timely communication on issues affecting the school community.
- The school website is relevant, kept up to date and easy to navigate.

Agreement: 88%
Neutral: 10%
Disagreement: 2%

Curriculum
- Waverley Christian College offers a broad, relevant and appropriate curriculum.
- Waverley Christian College provides a curriculum which prepares students for the technological demands of society.

Agreement: 87%
Neutral: 12%
Disagreement: 1%

Co-curriculum
- Waverley Christian College offers students opportunities to be involved in an extensive selection of co-curricular clubs, sports and other activities.

Agreement: 83%
Neutral: 14%
Disagreement: 3%

Learning and Extension
- Waverley Christian College provides relevant and high quality learning support programs to identified students.
- Waverley Christian College provides relevant and high quality extension programs to identified students.
12. 2013 Satisfaction Surveys:

12.2 Parent Satisfaction Survey - Narre Warren South continued

Agreement: 66%
Neutral: 29%
Disagreement: 5%

Teaching Standards
· I have confidence in the teaching staff at Waverley Christian College.
· Teachers are enthusiastic about their teaching.
· The quality of teaching at this school is excellent.
Agreement: 88%
Neutral: 10%
Disagreement: 2%

Learning Environment
· The buildings and grounds are well presented and maintained.
· The classrooms and physical environment are conducive to learning.
Agreement: 95%
Neutral: 4%
Disagreement: 1%

Resources & Facilities
· The resources and facilities provided at Waverley Christian College are suitable.
Agreement: 81%
Neutral: 16%
Disagreement: 3%

Homework
· The content of my child/ren's homework is appropriate for their year level.
· The amount of homework assigned to my child/ren is appropriate for their year level.
Agreement: 79%
Neutral: 16%
Disagreement: 5%
(50% selected ‘Too little’, 50% selected ‘Too much’)

Reporting
· Reports are timely and provide good information about my child/ren’s progress.
Agreement: 93%
Neutral: 6%
Disagreement: 1%

Pastoral Care/Wellbeing
· Waverley Christian College has a clear and documented pastoral care/wellbeing policy.
· Waverley Christian College implements its pastoral care/wellbeing program supportively and consistently.
· This school expects high standards of behavior from the students.
· This school is a safe place in which to learn.
· Students are treated fairly at this school.

· Bullying does not pose a major problem at this school.
Agreement: 85%
Neutral: 14%
Disagreement: 1%

Student Transition
· Waverley Christian College provides appropriate support to students in the various transition phases of their schooling e.g. primary to middle school; middle school to secondary school; secondary school to university.
· Waverley Christian College provides high quality life choices and career guidance programs.
Agreement: 56%
Neutral: 43%
Disagreement: 1%

Student Engagement
· My child/ren feel/s valued and respected at Waverley Christian College.
· My child/ren speak/s positively about Waverley Christian College.
· I am promptly informed if my child/ren is/are not engaging academically, physically or socially at their ability level.
Agreement: 87%
Neutral: 10%
Disagreement: 3%

Parent Engagement
· I recommend Waverley Christian College to others as a school of choice.
· I am committed to an ongoing association with Waverley Christian College.
· I am given suitable opportunity to be involved in the parent association and general school activities.
· I am comfortable expressing my opinions relating to the educational progress of my child/ren.
· I am provided with clear information on how I can support my child/ren's development.
Agreement: 89%
Neutral: 10%
Disagreement: 1%

Mr Peter Sheahan (Principal)
12. 2013 Satisfaction Surveys:

12.3 Staff Satisfaction Survey

In 2013, the Staff of the College participated in an online survey conducted by MYP Corporation. The Staff Satisfaction Survey measured staff perceptions of the work environment in 16 key areas including: Organisation; Teamwork; Procedures; Recognition; WH&S; School Leadership; Empowerment; Equality; Staff Engagement; Training /PD, Team Leadership; Communication; Work/Life Balance; Resources; Career Advancement; and General.

The Survey contained 45 statements with possible responses ranging from ‘Strongly Agree’ to ‘Strongly Disagree’.

Overall, the results were exceptionally positive for both campuses. Wantirna South staff rated 9 out of the 16 key areas as ‘Excellent’ and 7 rated as ‘Good’, with an overall satisfaction score of 80%. Narre Warren South staff rated 13 out of the 16 key areas as ‘Excellent’ and 3 rated as ‘Good’, and had an overall satisfaction score of 84%.

12.4 Student Satisfaction Survey

Three student satisfaction surveys were conducted in 2013:

a. Narre Warren South (Years 4 to 8)
b. Wantirna South Primary (Years 5 and 6)
c. Wantirna South Secondary (Years 7 to 12)

Narre Warren South:
- NWS achieved an average score of 4.17 out of 5 (Excellent)
- 158 students out of a total 160 students from Years 4 to 8 participated in the survey (98.8% response rate)
- Students rated 12 key areas as ‘Excellent’ and 4 key areas as ‘good’

Wantirna South Primary:
- WS Primary achieved an average score of 3.96 out of 5 (Good)
- 167 students out of a total 167 students in Years 5 and 6 participated in the survey (100% response rate)
- Students rated 6 key areas as ‘Excellent’ and 10 key areas as ‘Good’

Wantirna South Secondary:
- WS Secondary achieved a score of 3.65 out of 5 (Good)
- 560 students out of a total 611 students from Years 7 to 12 participated in the survey (91.7% response rate)
- Students rated 1 key area as ‘Excellent’ and 15 key areas as ‘Good’
13. Finance

Total Income and Expenditure:
Incorporating Recurrent and Capital Income and Expenditure 2013

Waverley is a not-for-profit organization, but adheres to contemporary business practices to ensure that finances are managed in an effective manner. Any end of year surplus is applied to facility development and/or repayment of borrowings. The graphs indicate total income and expenditure for the 2013 calendar year.

Waverley Christian College
Total Income and Expenditure
Incorporating Recurrent and Capital Income and Expenditure
2013

**Total Income** $20,268,371

- **School Fees**: 44%
- **Government Grants**: 4%
- **Other Recurrent Income**: 1%
- **Building Fund Donations**: 1%
- **Other Capital Income**: 49%

**Total Expenditure** $20,268,371

- **Salary Related Costs**: 68%
- **Borrowing Expense**: 9%
- **Depreciation**: 7%
- **Teaching and Materials**: 6%
- **Other Recurrent Expenses**: 1%
- **Surplus Reinvested for Capital Works**: 2%