

Waverley Christian College Annual Report 2009



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Principal's Report



Twenty years ago this year, the College relocated from its site in Vermont to its present location. At the beginning of Term 3 1989, the school community rallied together, packing and unpacking the removalist trucks owned by some of the school parents, enabling the whole task to be completed in only several days. The new buildings were constructed during one of the wettest winters in forty years, and there was an unbelievable amount of mud everywhere! When we moved in, it was strictly casual clothes and gumboots for everyone. The only buildings on site were the Primary Wing, part of the Secondary Wing, the Toilet Block and the Caretaker's Residence, which became the temporary Administration Office and Staffroom. As I look back on that time, I don't know how we did it! The school was very small (only 150 students) and the task was overwhelming. Yet God provided His grace and strength in a special measure for the school community during this time.

191 students joined the College at the beginning of the 2009 school year, with 50 students enrolled in Kinder, 573 in the Primary school, and 551 in the Secondary school. Enrolments grew by 7% over 2008 enrolments, to a total of 1,174 students. The College currently employs 157 staff, including 104 teaching staff and 53 administration and support staff.

Much work was completed over the Christmas holidays to improve the College facilities for the 2009 school year. Acoustic panels were installed in the secondary school science laboratories; new plastic lockers were provided for Year 7 and Year 9 students, and new MDF lockers were installed in the VCE Study Centre for Year 12. The recycled Year 12 lockers were transferred to the Breezeway for Year 8 use. The Oval artificial turf was renovated with additional rubber; the Courtyard classrooms were repainted; the Year 2 classrooms were prepared for the installation of interactive whiteboards; a new office for the Director of Teaching and Learning was provided; the Girls' toilet panels

were replaced; the Oval Wing courtyard paving was extended; and further air-conditioning was installed in areas of the Oval Wing.

There continues to be significant demand for places in the College, with extensive waiting lists existing for almost all year levels, and Kinder classes of 2013 and the Prep classes of 2014, already full.

The expansion of classes at Year 9 and Year 10 from three classes to four at the beginning of 2008 has enabled significant growth at these year levels. There has also been a high level of demand for places in Year 11, resulting in five streams being offered in 2009. This will flow through to Year 12 in 2010, when ten streams will be offered for the senior secondary years.

In 2008, I advised the school community that, under the Australian Government's National Secondary School Computer Fund, the College was to receive 106 laptops. This amounted to a grant of \$106,000. During this year, a wireless network has been established throughout the Secondary School. The Maintenance Department has designed and built laptop trolleys which recharge the laptops whilst being stored. This has enabled every Secondary classroom to become a computer laboratory and revolutionized the use of digital technology in the College. In addition, the first batch of 24 netbooks has now been purchased for use by students in the Prep and Year 1 classes.

On 11th February, a Bushfire Appeal Day was held for staff and students to raise funds for the victims of the devastating bushfires. Staff and students gave generously, raising over \$7000. (One Primary student gave \$200 of her own money). The funds were distributed to two Christian school communities that had been particularly impacted by the bushfires – Plenty Valley and Flinders (Traralgon Campus).

In order to help ensure a safe environment at the College, a confidential survey around the issue of bullying was conducted with every student in Years 3 to 12. The survey looked at the following three areas: Had students been the target of bullying? Had students observed others who had been the target of bullying? Who were those perpetuating the bullying behaviours? Teachers, Chaplains, Year level Coordinators, and Assistant Principals followed up students identified by the survey. In some cases, parents were also involved. The aim of the follow up was to ensure that any mistreatment of any student ceased immediately.

Term 3 saw the presentation of the Secondary School Musical Production 'Under One Canvas'. 280 students from Years 7 to 12 participated in the Production and over 1100 people attended the Production at CityLife Church over the two nights. The audience thoroughly enjoyed the acting, dancing, and musical talents of the students, and our hearts were stirred by the themes of redemption, love and forgiveness that permeated the performances. Particular thanks go to Mrs. Leigh Waters for writing and directing the musical, and to Mr. Asher Johnson for directing the Band.

2008 VCE results were again a wonderful encouragement to the College. Highlights included: 43% of the Year 12 class achieved an ENTER score of 90 or above; 74% of the class achieved an ENTER score of 80 or above; our top ENTER score was 99.7; the Median score was 36, placing the College equal 11th out of 512 schools offering VCE in the State (top 2%). The percentage of Study Scores of 40 or above was 21%, placing us equal 33rd in the State (top 6%). Students received perfect study scores of 50 in the following subjects: Mathematical Methods; Psychology; Further Mathematics; Legal Studies; Health and Human Development; and Chemistry. Kieran Woolfe, our Dux from 2008, and Elaine Chan, were awarded the Australian Student Prize for achieving results that placed them in the top 500 students in the nation. Elaine also received the Premier's Award for Legal Studies. 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.

All students in Years 3, 5, 7, and 9, again participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The NAPLAN examines students' competence in Reading, Writing, Language Conventions, and Mathematics, and maps student outcomes against a ten band continuum. As was the case with previous state and national testing, our students performed significantly above the state average in all areas at all year levels. It has been most encouraging to see this as a continuing trend over the last seven years.

Seven local secondary schools, in partnership with Swinburne University of Technology, local businesses and Knox City Council, are planning an initiative that will equip students with the skills and qualities necessary for their success in the globally and technology-focused workplace of the future. The Knox Consortium Schools (comprising Bayswater

Principal's Report: Continued

SC, Boronia Heights SC, Fairhills HS, Rowville SC, Scoresby SC, Wantirna SC and Waverley Christian College) are applying for Australian Government Trade Training Centre funding of \$10.5 million to build a Technology and Innovations Centre at Swinburne. Should the application be successful, it is anticipated that the Centre will commence operations in 2011.

During the year, we were alerted to the release of an *Options Paper on Exceptions and Exemptions of the Equal Opportunity Act 1995*. Many considered the *Options Paper* to be an ideological attack on religious freedom in Victoria. The proposed changes threatened

the ability of faith based schools to only employ staff who share a similar faith position. The wider Christian community rallied; petitions were signed, letters sent to members of Parliament, and representations made at parliamentary hearings. Thank you to those from our own school community who signed petitions and sent letters to their local members of Parliament regarding the proposed changes to the Equal Opportunity Act. It appears from recent announcements, that while the detail is yet to be released, the exceptions and exemptions available to faith-based schools will remain.

Again, I express my thanks and appreciation to the College Council, led by Mr Neil Angus,

the Senior Management Team (Mrs Christine Jackson, Mr Ian Bawden, Ms Colleen Dunis, Mr Allister Rouse and Mr Peter Nash) and 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.

Peter R Sheahan
Principal

Chairman's Report



Throughout 2009, the College has received an unprecedented level of funding for capital projects. Under the Australian Government's "Building the Education Revolution" program, the College has been granted \$3 million to construct a Performing Arts Centre. This facility will significantly enhance the opportunities for students in drama, dance, music, and theatre. Major works will commence in October, and it is anticipated that the project will be completed in June 2010.

A further grant of \$200,000 has been received from the Commonwealth for minor infrastructure projects. These funds have been allocated to a new maintenance facility, the provision of sinks and storage areas in the original primary wing, the conversion of the library mezzanine floor and maintenance office to tutorial rooms, and the installation of a new gate and driveway from the main car park to Cathies Lane.

In addition, the College has been allocated a total of \$94,312 under the Victorian Government's Grants to Needy Non Government Schools program. It is anticipated that part of this funding will be used to provide a footbridge across Blind

Creek to enable students to access Llewellyn Reserve as part of the College's sports program.

We are also eligible to receive additional funding of \$136,500 from the Australian Government to contribute to the costs of installation and maintenance of the laptops purchased through the National Secondary Schools Computer Fund. These funds can be used for cabling, installation, maintenance or other items or activities essential in the use of the laptops. As always, we are extremely grateful for this financial provision.

We have received advice from the Australian Government that a new performance and transparency agenda commenced this year. This focuses on high quality reporting to government, parents and the community. As part of this initiative, the performance reporting and transparency obligations on school authorities, both government and non-government, have changed.

One of the key elements of the new arrangements is the reporting of individual school information about every school in Australia. The new Australian Curriculum Assessment and Reporting Authority will be responsible for publishing relevant nationally comparable information on all schools, including publication of the National Assessment Program Literacy and Numeracy (NAPLAN) data and contextual information about each school. The Council of Australian Governments agreed that the Authority would be supplied with the information enabling the comparison of each school with other schools serving similar student populations around the nation.

At the end of 2008, the Council participated in a Board evaluation conducted by the

Association of Independent Schools of Victoria. The results of this evaluation have formed the basis for the professional development of the Council throughout 2009.

The Council's Strategic Planning Committee has continued to examine options for the future growth of the College. At present, any significant parcels of land in the immediate vicinity of the College require the State Government to remove planning overlays before alternative uses of the land can be considered. It is anticipated that greater clarity will be provided regarding this in the next twelve months.

A total of almost \$85,000 was donated to the College Building Fund in the month of June. As always, we are very thankful to God for His provision and for the ongoing generosity of the Church and School communities.

The College is an incorporated association. The College Council is appointed by the CityLife Church Board and is responsible for providing the overall governance of the College and setting the strategic direction. Operational matters are delegated to the Principal. The College Council currently comprises the following members:

- Neil Angus (Chairman)
- Peter Leigh (Deputy Chairman)
- Colleen Dunis (Secretary/Treasurer)
- David Burr
- Mark Conner
- Mark Eddison
- Elizabeth Green
- Stan Leigh
- Adrian Olney
- Barney Tomasich
- Peter Sheahan (Principal)
- Jason Smith

Chairman's Report: Continued

The Board meets a minimum of eight times a year and is supported by the activities of six sub-committees: Finance, Property, Strategic Planning, Governance, Remuneration and Fundraising.

Once again, I would like to take this opportunity to express my sincere thanks on behalf of the College Council to all the staff and volunteers of the College for their hard work during the year. In particular, I wish to

express my thanks on behalf of all of us to our senior management team and especially to our principal, Mr Peter Sheahan. His ongoing, faithful leadership enables the College to continue to be strong, both educationally and spiritually.

I also wish to again express my thanks to the parents and broader College community, and particularly to CityLife Church for their continuing support of the College, and to my

fellow Council members for their contributions and work throughout the year. As we look back on another successful year for the College, we continue to be thankful to God for His faithfulness, blessing and provision.

Neil A W Angus
Chairman

School Performance Information 2009

1. Staff Attendance

Average attendance rate for teaching staff: 96%
Average number of days absent for teaching staff: 7

2. Staff Retention

Proportion of teaching staff retained in a program year from the previous year: 90%

3. Teacher Qualifications

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: \$688 per teacher (N.B. This does not include 'in house' professional learning, e.g. staff meetings, curriculum meetings etc).

5. Student Characteristics

	Males	Females	Total
Primary School	292	281	573
Secondary School	303	248	551
Total School	595	529	1124

6. Student Attendance

Primary School Absences

Year Level	Average
Prep	3.9
1	6.6
2	9.7
3	7.8
4	9.9
5	8.5
6	8.0
All students	6.4

Secondary School Absences

Year Level	Average
7	6.1
8	7.8
9	7.3
10	9.6
11	7.3
12	6.9
All students	6.7



School Performance Information 2009: Continued

7. 2009 and 2008 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.

2009 NAPLAN Results

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

Year Level	Min Std Band	Reading			Writing			Spelling			Grammar & Punctuation			Numeracy		
		Above min std	At min std	Below min std	Above min std	At min std	Below min std	Above min std	At min std	Below min std	Above min std	At min std	Below min std	Above min std	At min std	Below min std
3	2	94%	5%	2%	100%	0%	0%	98%	1%	1%	97%	1%	2%	96%	2%	2%
5	4	93%	6%	1%	94%	6%	0%	98%	2%	0%	95%	4%	1%	100%	0%	0%
7	5	96%	3%	1%	94%	2%	4%	98%	1%	1%	91%	8%	1%	94%	4%	1%
9	6	92%	8%	0%	87%	9%	4%	94%	2%	3%	90%	7%	3%	98%	2%	0%

2008 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.

Year Level	Min Std Band	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	2	99%	100%	100%	99%	100%
5	4	99%	99%	99%	100%	100%
7	5	98%	96%	98%	98%	100%
9	6	100%	99%	99%	100%	99%

8. Senior Secondary Outcomes

8.1 2009 Year 12 Results:

Median Study Score:
(equal 57th in the State or top 11%) 33

Study Scores of 40 and above:
(equal 62nd in the State or top 12%) 15%

Top ENTER: 98.6

Percent of students achieving an ENTER score of 90 and above: 26%

Percent of students achieving an ENTER score of 80 and above: 54%

Median ENTER Score: 81.1

Percent of satisfactory VCE completions: 100%

Students received perfect study scores of 50 in the following subjects:

- Health and Human Development

8.2 Tertiary Applications and Offers:

Total completed Year 12 (actual number): 73
Tertiary Applications (actual number): 65
University Offers: 83%
TAFE/VET Offers: 14%
Any Tertiary Offer: 97%

9. Student Retention

Proportion of Year 9 students in 2006 retained to Year 12 in 2009: 74%
(26% of students from Year 9 2006 chose other options for their schooling from 2007 to 2009)



10. Post School Destinations

Year 12 completers consenting to On Track (Actual Number) 66

On Track Survey Data - April 2010 In Education and Training

University enrolled 71%
Deferred 11%
TAFE/VET enrolled 7%
Apprentice/Trainee 5%

Not in Education and Training

Employed 4%
Looking for Work 2%

(The College cannot vouch for the accuracy of the On Track Survey data. It is based on a sample of students and has been known to contain errors).

11. Tertiary Placements and Fields of Study 2010

11. Tertiary Placements and Fields of Study 2010

Australian Catholic University		Monash University		RMIT University TAFE	
Arts/Commerce	1	Business and Commerce	1	Electronics	1
Library and Information Services	1	Accounting and Finance	1	Engineering – Aerospace	1
Psychology	1	Arts	1	Engineering – Mechanical	1
Visual Arts and Design	1	Arts/Commerce	1	Total	3
Total	4	Arts/Education (Secondary)	2		
		Arts/ Marketing	1	Swinburne University of Technology	
Box Hill Institute of TAFE		Arts/Law	1	Accounting/Finance	1
Musical Composition	1	Arts/Science	1	Recreation (Outdoor Recreation)	1
Total	1	Banking and Finance	2	Total	2
		Biomedical Science	1		
Chisholm Institute of TAFE		Business and Commerce	1	University of Melbourne	
Patisserie	1	Computer Science	1	Biomedicine	1
Recreation (Outdoor Recreation)	1	Commerce/Engineering	1	Commerce	2
Total	2	Engineering	1	Science	1
		Engineering/Pharmaceutical Science	1	Total	4
Deakin University		Music	1		
Commerce	2	Nursing Practice and Midwifery	1	Victoria University	
Information Technology /		Occupational Therapy	1	Exercise and Sport Science	1
Games Design and Development	1	Pharmacy	1	Marketing/Events Management	1
Health Sciences	1	Radiography and Medical Imaging	1	Sport and Recreation Management/	
Nursing/Psychology	1	Science	1	Event Management	1
Teaching - Science/Science	1	Visual Arts	1	Total	3
Teaching Secondary/Arts	2	Visual Arts/Education	1		
Total	8	Total	25	William Angliss Institute of TAFE	
				Tourism and Hospitality	
Holmesglen Institute of TAFE		RMIT University		Management	1
Built Environment	1	Advertising	1	Total	1
Total	2	Engineering - Civil and Infrastructure	2		
		International Business	1		
La Trobe University		Physics/Engineering –			
Accounting/Finance	1	Electronic and Communications	1		
Arts	2	Public Relations	1		
Biotechnology and Cell Biology	1	Landscape Architecture	1		
Pharmacy	1	Total	7		
Total	5				



12. Satisfaction Surveys

12.1 Parent Satisfaction Survey

The 2009 Parent Satisfaction Survey consisted of 50 questions focused on eleven domains:

- (1) Academic Programme
- (2) Quality of Teaching
- (3) Learning Outcomes
- (4) Pastoral Care
- (5) Discipline and Safety
- (6) Parent Involvement
- (7) Resources
- (8) Values and Culture
- (9) Academic Staff/Parent Communication
- (10) Customer Responsiveness
- (11) Leadership

Parents rated the 50 core questions on a scale from 'strongly disagree' to 'strongly agree'.

2009 Results for Waverley Christian College Demographics

242 responses were received (90 from the Primary School; 97 from Junior Secondary (Years 7-10); and 55 from Senior Secondary (Years 11-12). These responses represent approximately one third of the school community.

Parent Satisfaction across the Domains

This section of the survey results provides a description of each of the domains; an example of the questions parents responded to on the survey; and the percentage of parents who expressed agreement with the questions in each domain.

The results indicate that the parents of Waverley Christian College have very high levels of satisfaction across all of the domains.

The 11 Parent Satisfaction Domains:

Academic Programme:

High parent satisfaction in a school academic programme occurs when there is a perception

that the school provides a supportive environment with a range of learning areas and curriculum designed to improve student achievement at all levels and for all abilities.

a) Curriculum

E.g. The College is meeting the academic needs of my child.

Percentage agreement: 90%

b) Co-Curriculum

E.g. The range of co-curriculum offerings at this school is excellent.

Percentage agreement: 86%

Quality of Teaching:

High parent satisfaction in teaching quality occurs when there is a perception that teachers are enthusiastic about teaching, provide help and support to all students, and understand and allow for different abilities. Teachers stay up-to-date in their subjects and the school is open to new teaching strategies.

E.g. The quality of teaching at this school is excellent.

Percentage agreement: 91%

Learning Environment and Outcomes:

Satisfaction is high in this domain when parents are kept informed of their children's academic performance relative to others. There is a perception that the school does a good job teaching basic skills, motivates learning, encourages students to be responsible for their learning and develops their thinking and reasoning skills.

E.g. Students are motivated to learn at this school.

Percentage agreement: 93%

Pastoral Care; Personal/Social Development:

High parent satisfaction occurs when children



are happy to attend the school, and when parent perception is that their children are cared for and treated equally, their interests and talents are developed, and community participation is encouraged.

E.g. Students from different backgrounds and cultures are treated fairly at this school.

Percentage agreement: 95%

Discipline and Safety:

High parent satisfaction occurs when there is a perception that the school is a safe place to learn, that students display excellent behavior, and bullying and racism are not a problem.

Students are treated fairly and action is prompt when problems occur.

E.g. The school has a safe and secure environment.

Percentage agreement: 95%

Parent Involvement:

High satisfaction occurs when parents feel encouraged to be involved in a variety of ways at the school.

E.g. I am given opportunities to be involved in the College's educational activities.

Percentage agreement: 84%

Results continued on next page.



Satisfaction Surveys: Continued

Resources:

High parent satisfaction in school resources occurs when there is a perception that school buildings and grounds are attractive and well maintained, where students have access to high quality materials and resources, and the school provides opportunities for students to learn with and make appropriate use of computers.

E.g. Students have access to high quality materials and resources to help them learn.

Percentage agreement: 96%

Values and Culture:

High parent satisfaction in the area of values and culture occurs when there is a perception that the school is providing an environment that promotes the faith development and spiritual values of the students.

E.g. Spiritual needs of students are well catered for at this school.

Percentage agreement: 98%

Academic Staff/Parent Communication:

High parent satisfaction in the area of Academic Staff/Parent Communication occurs when there is a perception that parents are kept well informed about the learning programs undertaken by students, and the progress of students.

E.g. This school provides helpful information about my child's progress.

Percentage agreement: 96%

Customer Responsiveness:

High parent satisfaction in the area of customer responsiveness occurs when there is a perception that the staff of the College are approachable and take the concerns of parents seriously.

E.g. The staff at this school are approachable by the parents.

Percentage agreement: 90%

Leadership:

High parent satisfaction occurs in the leadership of the school when there is a perception that the school is well managed and effectively led.

E.g. There is effective educational leadership within the College.

Percentage agreement: 92%

These results are, again, very encouraging for the College, with the overwhelming majority of parents who responded to the survey expressing very high levels of satisfaction with the different aspects of College life.

12.2 2009 Student Spiritual Values Survey

In 2009, students from Years 5 to 12 participated in a Spiritual Values Survey. The survey was developed by the College and sought to provide staff with feedback and insight into the effectiveness of the College's strategies to promote the establishment of a Christian worldview amongst the student body. In particular, the survey asked students about:

- Their relationship with God
- Practice of spiritual disciplines
- Outward expression of their faith
- Involvement in church communities
- Role of Waverley Christian College in supporting and encouraging their faith development
- Christian ethics and behaviour

Focus groups are currently being conducted with students to discuss the results of the survey.



Satisfaction Surveys: Continued

12.3 2009 Staff Satisfaction Survey

In 2009, the College Staff, participated in the annual Staff Satisfaction Survey.

The Staff Satisfaction Survey measured staff perceptions of the Work Environment in five key domains, namely: Morale, Leadership Support, Peer Support, Goal Congruence; and Professional Development.

Results for Waverley Christian College:

This section provides a description of each of the domains; an example of the questions staff responded to on the survey; and the percentage of staff who expressed agreement with the questions in each domain in the survey.

The Staff Satisfaction Domains

Morale:

High levels of morale occur in schools where staff report a high degree of energy, enthusiasm, team spirit, and pride in their own and others' enterprise.

E.g. The morale in this school is high
Percentage agreement: 91%

Leadership Support:

High scores on this scale are reported by staff in schools where there is reliable, consistent and supportive leadership that is approachable and aware of the problems faced by staff.

E.g. The School's leadership team know the problems faced by staff.
Percentage agreement: 73%

Peer Support:

Peer Support involves acceptance and support from fellow staff and the opportunity to work with one another collaboratively. High scores on this scale reflect greater levels of professional interaction and collaborative support among staff.

E.g. Staff in this school can rely on the colleagues for support and assistance when needed.
Percentage agreement: 85%

Goal Congruence:

High scores on this scale are reported by staff in schools where there is a clearly stated set of

goals and objectives that are easily understood and shared by all staff.

It is the extent to which staff perceive that they share and are able to achieve common goals and objectives.

E.g. Staff in this school are committed to the school's goals and values.
Percentage agreement: 95%

Professional Development:

Professional growth can occur when school staff are provided with professional development opportunities that match school needs and interests. High scores on this scale are associated with schools that enable and encourage staff to pursue professional development in areas of school-based and personal need and interest.

E.g. I am encouraged to pursue further professional development.
Percentage agreement: 75%

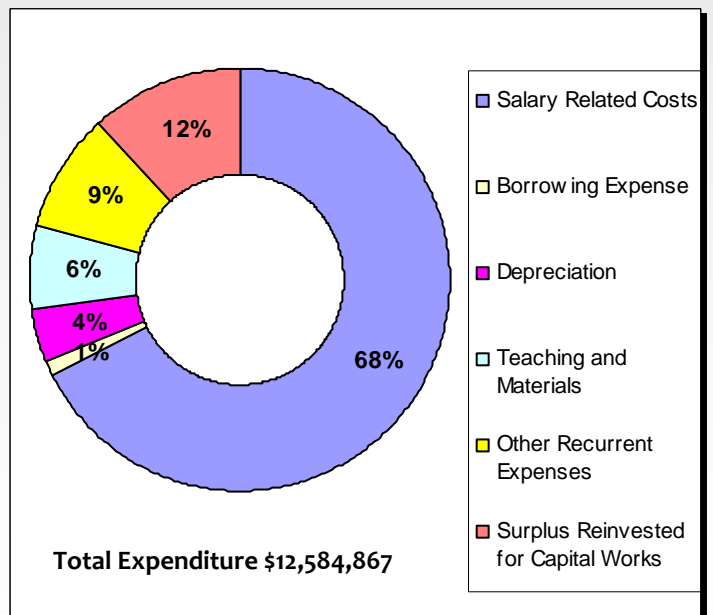
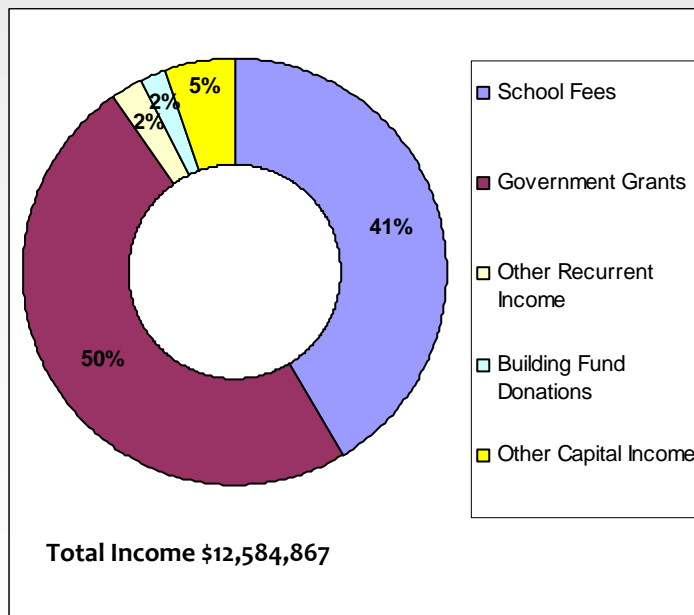


13. Finance

Total Income and Expenditure:

Incorporating Recurrent and Capital Income and Expenditure 2009

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 are applied to facility development and/or repayment of borrowings. The graphs indicate a total income and expenditure for the 2009 calendar year.





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