Annual Report 2010

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2010 has been a momentous year in the life of the College. Maximum enrolments have now been achieved, resulting in a school community of over 1220 students. 164 students joined the College at the beginning of the 2010 school year, with 50 students enrolled in Kinder, 573 in the Primary school, and 597 in the Secondary school. Enrolments grew by 5% over 2009 enrolments. To cater for the increased enrolments this year, a science laboratory portable has been leased, and the library mezzanine floor refurbished to provide additional classrooms. The College currently employs 157 staff, including 102 teaching staff and 55 administration and support staff. For the first time in 25 years there is no enrolment growth projected for 2011. Further growth is dependent on the College being able to secure additional land. Despite considerable effort to this end, potential parcels of land that have been identified are yet to be released for sale. However, we are learning to be patient, and in the mean time, have been focussing on improving the quality of the learning opportunities for students.

There has again this year been considerable focus on the College in providing students with involvement in missions and community service activities. Students from Prep to Year 12 have been involved in a diverse range of activities, including: participating in Operation Christmas Child; sponsoring a Compassion child; visiting nursing homes; fundraising for the Indian pre-schools and Haiti Earthquake Relief; visiting the Salvation Army; participating in the India Missions trip; volunteering in the community and local churches; participating in the World Vision 40 Hour Famine; baking cookies for Prison Fellowship; cooking and serving at a local community dinner; attending the World Vision Global Leadership Convention; and participating in a Personal Development Community Service Program at Years 7 to 10. The considerable work of Mr Chris Kynoch in promoting missions and community service activities in the College is acknowledged.

Terms 3 and 4 saw the presentation of the Primary School Year Level Concerts in the new Performing Arts Theatre. 500 students from Years 1 to 6 participated in the Concerts, with just under 1800 people attending the Concerts over six nights. The audience thoroughly enjoyed the acting, dancing, and musical talents of the students. Displays of students’ art work were also featured in the foyer for each Concert. Particular thanks go to Mrs Marilyn Harrison for producing the Year Level Concerts.

2009 VCE Results were again most encouraging for the school community. Highlights included: 26% of the Year 12 class achieved an ENTER score of 90 or above; 54% of the class achieved an ENTER score of 80 or above; our top ENTER score was 98.6; the median score was 33, placing the College in equal 57th position out of 517 schools offering VCE in the State (top 11%). The percentage of study scores 40 and above was 15%, placing the College equal 62nd in the State (top 12%). Two students received perfect study scores of 50 in Health and Human Development. 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). As was the case with previous state and national testing, our students performed significantly above the state average in almost all areas at all year levels. It has been most encouraging to see this as a continuing trend over the last eight years.

There continues to be significant investment in Learning Technologies in the College. By the end of this year, we will have installed another 11 interactive whiteboards. This will put the total number of interactive whiteboards in the College at 44.

Under the National Secondary Schools Computer Fund, we have deployed 106 laptops in purpose built trolleys throughout the Secondary School. An enhanced wireless network has been installed to facilitate the use of the laptops throughout the College.

There have been a number of curriculum initiatives implemented this year.

Curriculum changes in the Primary School have focused on literacy and numeracy. THRASS has been replaced with LEM Phonics and a new explicit teaching program for the teaching of grammar is being consolidated. In the area of numeracy, the Maths Plus homework program has been replaced with Mathletics, an online mathematics program. Partial streaming of Maths in Years 1-6, has also been introduced. Students have been placed in one of 5 ability groups enabling teachers to target the lesson to the specific needs of the group.

A new timetable structure for Secondary students was introduced at the beginning of the year, consisting of six, 50 minute lessons per day over a two-week cycle. This has allowed for more time in lessons for focused learning as well as a new sports program for Years 7 to 10. In implementing the new timetable structure, the Elective program has moved to Years 8 and 9, opening up more choice for students, particularly at Year 8. In Year 10, a range of Specialist Subjects has been introduced, and the Year 10 program has been developed as a preparation year for VCE, with students having the option of commencing a VCE or VCAL subject in Year 10.

The Secondary Library has had a redesign and facelift, with the aim of making the library a more inviting place for students. We have increased the number of computers in the library, relocated the library collection, and introduced a vibrant colour scheme, comfy chairs and couches with a large coffee table to create a casual reading area.
The College was selected to participate in an Australian Government funded project called 'Positive Partnerships with Autism Spectrum Disorders (ASD)' in a school setting. The College’s Learning Support Staff have attended training sessions and are providing professional development for the rest of the staff. A consultant is also working with staff.

This year we also received funding under the Australian Government Quality Teacher Program for a project focused on student assessment. Much international research has been done on the role that assessment can play in improving student outcomes, in particular, formative assessment.

Other areas of focus this year have included research into the use of student performance data in improving student performance. We have recently purchased software that will allow us to record and analyse student assessment data from Prep to VCE, with the outcome of tracking individual student performance to ensure no student ‘falls through the cracks’.

After extensive consultation with the school community with regard to which Language Other Than English (LOTE) will be offered at the College in the future, it has been decided to offer both Chinese and French from Years 3 to 7 in 2011, with Indonesian continuing to be offered to Years 8 to 12. Chinese and French will progressively be offered to an additional Secondary year level, with Indonesian gradually being phased out.

Earlier this year, an edition of the ABC’s TV program Q&A, focused in part, on creation/evolution issues. During the course of the program, the host of Q&A, partially quoted what he referred to as the College’s ‘slogan’: “All your children shall be taught of the Lord...” Parents would be aware that the quote is from Isaiah 54:13 which says in full ‘All your children will be taught of the Lord and great shall be the peace of your children.”

The discussion on Q&A caused me to reflect on the application of Isaiah 54:13 to our lives today.

I would contend that it is outworked as parents, churches and Christian schools teach children the ways of God, His truths and values, and as we seek to live lives that bring honour to God, with the resultant positive outworking in our children’s lives. This was impressed upon me recently when one of our Year 6 teachers shared with me how he had asked his students to reflect on the impact of the College on their lives. I think the children’s responses provide a very dear demonstration of the outworking of Isaiah 54:13.

My life at WCC has helped me with many things such as growing in Christ, helping others and knowing that I can always be myself. WCC is a fantastic school because I always remember and never forget that God is always here.

WCC has helped me to know God better and learn what the right things are and the wrong things. The school has made a difference in my life and everyone at WCC is really good. The people are really nice and kind.

This school has made me feel a lot more comfortable around other people. I’ve made lots of friends which I laugh and pray with. But most of all I’ve been told that I shouldn’t be scared. That has impacted my life so much. I will keep those words in my heart forever. No matter what, I will thank those people and teachers forever and I will always remember how kind they were to me.

I came to WCC at Prep. Being at WCC has made me change a lot. The teachers are all very kind, and they will be there for you if you’re upset. They help with your work if you don’t get it. The teachers will encourage you with anything. Chapel is really good because you get to worship God and listen to the speaker. WCC is a great school!

Mrs Christine Jackson will be concluding her employment at the College at the end of this year, after 30 years of faithful service. She commenced her employment at the College in 1981 when there were 61 students enrolled in the Primary School. Her first class consisted of students from Prep to Year 5! For many years, Mrs Jackson taught the Year 3 class. She was appointed as the Primary School Assistant Principal in 1993 whilst still continuing to teach Year 3. In 2000, Mrs Jackson assumed full time responsibilities for her Assistant Principal role.

Throughout her employment at the College, Mrs Jackson has been totally committed to the vision of the College. She has promoted high academic standards and high standards of conduct, as well as high levels of pastoral care. She has been a tremendous blessing to many hundreds of students and their families, seeking to always deal fairly with the students, and provide them with both accountability and encouragement. She has demonstrated extraordinary faithfulness, loyalty, and dedication throughout her employment. These qualities have helped the College become what it is today. I wish Christine every blessing in her future endeavours.

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 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.

Peter R Sheahan
Principal
During 2010, the major building project was the Performing Arts Centre. This project was completed in July this year. The facility has already been in regular use and has been enjoyed by both students and staff alike, for drama, dance, music, and theatre.

The new maintenance facility, together with a range of other minor capital works have also been undertaken during the year.

I am pleased to report that the construction of the long awaited footbridge across Blind Creek is scheduled to commence later this year and it is anticipated that this will be completed and available for use early in 2011. This will enable students to access Llewellyn Reserve as part of the College’s sports program.

Under the Digital Education Revolution, every secondary school participating in the program will receive funding to move them to a ratio of one computer for every student in Years 9 to 12.

Based on the College’s 2009 census figures, it has been determined that the College needs an additional 185 computers to move to the 1:1 ratio. Therefore, a total of $185,000 will be provided to the College.

In addition, the Australian Government has allocated funds for the installation of the required infrastructure to support these additional computers (e.g. network, data and support costs). The amount of funding allocated to the College for these on costs under the DER is $124,081.

The review of the National Schools Curriculum as previously announced by the Australian Government is continuing and all schools, both government and non-government, are awaiting the results of this review.

As the school community may be aware, the College is currently at capacity and the College Council’s Strategic Planning Committee has been on an ongoing basis examining options for the future growth of the College. Please continue to pray with us as we await a breakthrough in this area.

A total of almost $60,000 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.

At the end of the year, Mr Stan Leigh, the longest serving Council member will retire. Stan has served on the College Council continuously for the amazing period of thirty years, commencing in 1981.

Stan became involved in the leadership of the College in the very early and difficult days, when student numbers had plummeted, staff were being retrenched, the College was in financial difficulties and many did not think the College had a future.

Stan was instrumental in steering the College through these turbulent times. In the face of overwhelming doubt and despair about the College’s future, Stan remained faithful to the original vision of the College and believed it could become all that God intended for it. His faithfulness to the vision has ensured that the College not only survived, but has continued to grow and be a blessing to many over the subsequent years.

Stan is a wonderful example of a faithful servant of the Lord, a man who has persevered during difficult times, a man who has remained steadfast and faithful to the vision of the College, a man who has stood the test of time, a thoroughly decent and humble man.

Stan was presented with the Pioneers Award, which is an award provided by Christian Schools Australia in recognition of those individuals whose faithful, Godly service and personal dedication underpinned the development and progress of the modern Christian schools movement.

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 commitment and 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 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 wise council and work throughout the year. As we reflect 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
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: 92%

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: $603 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><strong>Primary School</strong></td>
<td>293</td>
<td>279</td>
<td>572</td>
</tr>
<tr>
<td><strong>Secondary School</strong></td>
<td>323</td>
<td>268</td>
<td>591</td>
</tr>
<tr>
<td><strong>Total School</strong></td>
<td>616</td>
<td>547</td>
<td>1163</td>
</tr>
</tbody>
</table>

6. **Student Attendance**

**Primary School Absences**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>8.41</td>
</tr>
<tr>
<td>1</td>
<td>6.22</td>
</tr>
<tr>
<td>2</td>
<td>8.45</td>
</tr>
<tr>
<td>3</td>
<td>6.64</td>
</tr>
<tr>
<td>4</td>
<td>7.74</td>
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<td>5</td>
<td>9.44</td>
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<tr>
<td>6</td>
<td>8.37</td>
</tr>
<tr>
<td>All students</td>
<td>7.91</td>
</tr>
</tbody>
</table>

**Secondary School Absences**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7.19</td>
</tr>
<tr>
<td>8</td>
<td>6.47</td>
</tr>
<tr>
<td>9</td>
<td>8.61</td>
</tr>
<tr>
<td>10</td>
<td>7.55</td>
</tr>
<tr>
<td>11</td>
<td>7.08</td>
</tr>
<tr>
<td>12</td>
<td>5.57</td>
</tr>
<tr>
<td>All students</td>
<td>7.08</td>
</tr>
</tbody>
</table>
7. 2010 and 2009 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.

2010 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.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Min Std Band</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above min std</td>
<td>At min std</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>99%</td>
<td>1%</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>98%</td>
<td>2%</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>86%</td>
<td>9%</td>
</tr>
</tbody>
</table>

2009 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>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Above min std</td>
<td>At min std</td>
<td>Below min std</td>
<td>Above min std</td>
<td>At min std</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>95%</td>
<td>5%</td>
<td>0%</td>
<td>91%</td>
<td>6%</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>96%</td>
<td>4%</td>
<td>0%</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>94%</td>
<td>5%</td>
<td>1%</td>
<td>90%</td>
<td>6%</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>91%</td>
<td>2%</td>
<td>7%</td>
<td>85%</td>
<td>11%</td>
</tr>
</tbody>
</table>

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8. Senior Secondary Outcomes

8.1 2009 Year 12 Results:

Median Study Score:
(equal 54th in the State or top 10%) 33

Study Scores of 40 and above:
(equal 52nd in the State or top 10%) 17%

Top ENTER:
99.9

Percent of students achieving an
ENTER score of 90 and above:
24%

Percent of students achieving an
ENTER score of 80 and above:
49%

Percent of satisfactory VCE
completions:
100%

Students received perfect study scores of 50 in the following subjects:
- Health and Human Development
- English
- History

8.2 Tertiary Applications and Offers:

Total completed Year 12 (actual number): 111
Tertiary Applications (actual number): 99
University Offers: 80%
TAFE/VET Offers: 18%
Any Tertiary Offer 98%

9. Student Retention

Proportion of Year 9 students in 2007 retained
to Year 12 in 2010: 86%
(14% of students from Year 9 2007 chose other options for their
schooling from 2008 to 2010)

10. Post School Destinations

Year 12 completers consenting to On Track (Actual Number) 97

On Track Survey Data - April 2011

In Education and Training
University enrolled 66%
Deferred 6%
TAFE/VET enrolled 16%
Apprentice/Trainee 5%

Not in Education and Training
Employed 6%
Looking for Work 0%

(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 2011

**Australian Catholic University**
- Psychology: 1
- Teacher Education — Early Childhood and Primary: 2
- Total: 3

**Box Hill Institute of TAFE**
- Fitness: 1
- Music Performance: 1
- Sport (Sport Development): 1
- Total: 3

**Deakin University**
- Arts: 1
- Arts/Commerce: 2
- Business Information Systems: 2
- Commercial Law: 1
- Drama: 1
- Exercise and Sport Science: 1
- International Studies/Commerce: 1
- Law: 1
- Management: 1
- Psychology: 4
- Teaching—Primary: 1
- Tourism/Management: 1
- Total: 19

**Holmesglen Institute of TAFE**
- Justice: 1
- Total: 1

**La Trobe University**
- Arts: 1
- Event Management/Tourism Management: 1
- Health Sciences/Health Information Management: 1
- Health Sciences/Speech Pathology: 2
- Law (undergraduate entry): 1
- Nursing: 1
- Pharmacy: 1
- Total: 8

**Melbourne Institute of Business and Technology**
- Health Sciences: 2
- Total: 2

**Monash University**
- Accounting and Finance: 1
- Architecture: 1
- Arts (Global)/Science: 1
- Arts/Accounting: 1
- Arts/Economics: 1
- Arts/Law: 1
- Arts/Marketing: 1
- Banking and Finance: 1
- Biomedical Science: 1
- Biomedical Science/Engineering: 2
- Biomedical Science/Science: 1
- Business Information Systems: 1
- Commerce: 1
- Computer Science: 1
- Early Childhood Education: 1
- Health Science: 1
- Management/Marketing: 1
- Marketing: 1
- Medicine/Surgery: 1
- Music: 2
- Nursing/Emergency Health: 1
- Occupational Therapy: 1
- Pharmacy: 1
- Total: 25

**RMIT University**
- Accountancy: 1
- Architecture: 1
- Communication Design: 1
- Construction Management: 1
- Engineering-Electrical and Electronic: 1
- Engineering-Mechanical (Associate Degree): 1
- Industrial Design: 1
- Legal and Dispute Studies: 1
- Pharmaceutical Sciences: 1
- Pharmacy: 1
- Total: 11

**RMIT University TAFE**
- Accounting: 1
- Electronics: 1
- Justice: 1
- Laboratory Technology (Biotechnology): 1
- Laboratory Technology (Pathology Testing): 1
- Screen and Media: 1
- Total: 6

**Swinburne TAFE**
- Children’s Services: 1
- Design: 1
- Information Technology (Multimedia): 1
- Information Technology (Software Development): 1
- Marketing: 1
- Sport (Development)/Sport and Recreation: 1
- Total: 6

**Swinburne University of Technology**
- Accounting: 2
- Design and Interior Design: 1
- Engineering-Civil, Civil/Commerce: 1
- Information and Communication Technology: 1
- Psychology: 1
- Total: 6

**University of Melbourne**
- Biomedicine: 1
- Commerce: 2
- Environments: 1
- Science: 1
- Total: 5

**Victoria University**
- Law: 1
- Law/Music Industry: 1
- Physical Education (Secondary): 1
- Total: 3
12. 2010 Satisfaction Surveys

12.1 Parent Satisfaction Survey:

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

The 2010 Parent Satisfaction Survey consisted of 53 questions focused on eight domains:
1. Curriculum-Academic Programme;
2. Quality of Teaching;
3. Learning Outcomes;
4. Pastoral Care;
5. Discipline and Safety;
6. Parent Involvement;
7. Resources; and
8. Year Transition.

The College's results were benchmarked against data obtained from 6,301 parents from 48 independent schools in Victoria. Parents rated the 55 core questions on a scale of 0-10 from 'strongly disagree' to 'strongly agree'.

2010 Results for Waverley Christian College

Demographics

To 'describe' the distributions for the eight domains, responses were categorised into either Primary or Secondary. 255 responses were received (126 for the Primary School and 129 for the Secondary School) Of the total responses for the College:

- 75% were provided by mothers, 24% were provided by fathers, and 1% of the respondents were guardians. This is very similar to the sample average.
- 46% of respondents had a female child at the College, and 54% of respondents had a male child at the College.

Parent Satisfaction across the Domains

This section of the survey 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 high levels of satisfaction across all of the domains.

The 8 Parent Satisfaction Domains: Curriculum/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.

E.g. The school provides an excellent environment in which to learn.

Comment: Compared with the distribution of Curriculum/Academic Programme scores across the Primary and Secondary schools for the ISV reference group, those at Waverley Christian College were similar.

Percentage agreement: 90%

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.

Comment: Compared with the distribution of Quality of Teaching scores across the Primary and Secondary schools for the ISV reference group, those at Waverley Christian College were similar.

Percentage agreement: 92%

Learning 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.

Comment: Compared with the distribution of Learning Outcomes scores across the Primary and Secondary schools for the ISV reference group, those at Waverley Christian College were slightly lower.

Percentage agreement: 92%

Pastoral Care

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, community participation is encouraged.

E.g. Teachers in this school know and care about my child/ren.

Comment: Compared with the distribution of Pastoral Care scores across the Primary and Secondary schools for the ISV reference group, those at Waverley Christian College were similar.

Percentage agreement: 92%

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.

Drug awareness and prevention education is also emphasized.

E.g. The behavior of students at this school is excellent.

Comment: Compared with the distribution of Discipline and Safety scores across the Primary and Secondary schools for the ISV reference group, those at Waverley Christian College were slightly higher.

Percentage agreement: 92%
12. Parent Involvement

High satisfaction occurs when parents feel welcome to visit the school, are provided with useful information at parent/teacher interviews, are kept informed by a variety of means, and are encouraged to be involved in a variety of ways at the school.

E.g. There are excellent opportunities for contact with teachers at this school.

Comment. Compared with the distribution of Parent Involvement scores across the Primary and Secondary schools for the ISV reference group, those at Waverley Christian College were similar.

Percentage agreement: 90%

12.1 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.

Comment. Compared with the distribution of Resources scores across the Primary and Secondary schools for the ISV reference group, those at Waverley Christian College were similar.

Percentage agreement: 94%

12.2 Year Transition

High parent satisfaction in the area of transition occurs when there is a perception that students are well prepared for the next school year and supported at its commencement, and where schools provide parents with good advice about their children's future.

E.g. Students receive excellent support at the start of each school year.

Comment. Compared with the distribution of Year Transition scores across the Primary and Secondary schools for the ISV reference group, those at Waverley Christian College were similar.

Percentage agreement: 91%

12.1 Parent Satisfaction Survey: continued

12.2 Student Satisfaction Survey:

In 2010, WCC Students in Years 5 to 12, along with 38 other independent schools, participated in an online survey conducted by Independent Schools Victoria.

The 2010 General Student Survey sought to evaluate the extent to which students believed effective school practices were apparent across different domains, including:

(1) Academic Program;
(2) Quality of Teaching;
(3) Learning Outcomes;
(4) Pastoral Care;
(5) Personal Development/Leadership;
(6) Discipline and Safety;
(7) Resources;
(8) School Ethos/Values;
(9) Peer Relationships
(10) Transition

The Quality of Teaching Survey sought to evaluate the extent to which students believed effective school practices were apparent across different domains, including:

(1) Academic Rigour;
(2) Feedback;
(3) Teacher Knowledge;
(4) Teacher Practice; and
(5) Teacher-Student Rapport.

Continued overleaf...
12. 2010 Satisfaction Surveys: continued

12.2  Student Satisfaction Survey: continued

2010 Results for Waverley Christian College:
This section provides a description of each of the domains; an example of the questions students responded to on the Survey; and a comparison of the College’s results with the other independent schools who participated in the survey.

Student Satisfaction Across Domains

Academic Program
High student satisfaction in a school academic program occurs when there is a perception that the school provides a supportive environment with a range of learning areas and a curriculum designed to improve student achievement at all levels and for all abilities.

E.g. My school provides a learning environment which stimulates me to learn.

WCC results were similar to the Independent Schools Mean.

Quality of Teaching
High student 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 school provides me with high quality teachers.

WCC results were similar to the Independent School Mean.

Learning Outcomes
Satisfaction is high in this domain when 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. My school encourages me to be responsible for my own learning.

WCC results were similar to the Independent School Mean.

Pastoral Care
High student satisfaction occurs when children are happy to attend the school, and when children are cared for and treated equally, their interests and talents are developed, and community participation is encouraged.

E.g. My school ensures I receive care and support outside the classroom.

WCC results were similar to the Independent Schools Mean.

Personal Development/Leadership
High student satisfaction occurs when there is a perception that the school provides an opportunity for students to develop their interpersonal and leadership skills, and the school encourages participation in community activities and acknowledges achievement.

E.g. I am encouraged to try my best at my school.

WCC results were slightly lower than the Independent Schools Mean.

Discipline and Safety
High student satisfaction occurs when there is a perception that the school is a safe place to learn, that students display excellent behaviour and bullying and racism are not a problem. Students are treated fairly and action is prompt when problems occur. Drug awareness and prevention education is also emphasised.

E.g. There are fair consequences for breaking the rules.

WCC results were slightly lower than the Independent Schools Mean.

Resource
High student 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. My school provides excellent resources.

WCC results were similar to the Independent Schools Mean.

Continued overleaf...
12. 2010 Satisfaction Surveys:

12.2 Student Satisfaction Survey: continued

School Ethos/Values
High student satisfaction occurs when students are encouraged to respect individual differences, treat students from different backgrounds and cultures equally, and students have the opportunity to develop their own set of values.

E.g. My school gives me opportunity to explore my spiritual development.

WCC results were similar to the Independent Schools Mean.

Peer Relationships
High student satisfaction occurs when students believe that they have close relationships with other students, that they are included in activities and that they are treated well.

E.g. Students are encouraged to help one another.

WCC results were similar to the Independent Schools Mean.

Transition
High student satisfaction occurs when there is a perception that students are well prepared for the next school year and supported at its commencement, and where the school provides students with good advice about their future.

E.g. I have been well supported and prepared as I have moved from year level to year level.

WCC results were similar to the Independent Schools Mean.

Global Student Satisfaction
High student satisfaction occurs when students report that they are very happy to be at their school.

E.g. I am happy to be at this school.

WCC results were slightly lower than the Independent Schools Mean.

Quality of Teaching

Academic Rigour
High student satisfaction occurs when there is a perception that teachers provide students with challenging activities, regularly introduce new topics, and help them to think more deeply about topics.

E.g. My teachers expect high standards of learning from me.

WCC results were slightly lower than the Independent Schools Mean.

Feedback
High student satisfaction occurs when there is a perception that teachers provide useful and timely feedback, show students how to do things in times of difficulty, and help them to understand mistakes they make.

E.g. My teachers provide me with useful feedback about my schoolwork.

WCC results were slightly lower than the Independent Schools Mean.

Teacher Knowledge
High student satisfaction occurs when there is a perception that teachers are knowledgeable, make class work interesting, and use a variety of methods to enable students’ understanding.

E.g. My teachers are knowledgeable about the subjects they teach.

WCC results were slightly lower than the Independent Schools Mean.

Teacher Practice
High student satisfaction occurs when there is a perception that teachers explain things clearly, listen to students, keep control of the class, and are enthusiastic and well-organised.

E.g. My teachers at this school are enthusiastic about their teaching.

WCC results were similar to the Independent Schools Mean.

Teacher-Student Rapport
High student satisfaction occurs when there is a perception that teachers praise students’ efforts, take a personal interest in students, provide help and support when needed, and treat students fairly.

E.g. My teachers provide excellent help and support for students when it is needed.

WCC results were slightly lower than the Independent Schools Mean.
In 2010, the College Staff, along with staff from 48 other independent schools, participated in an online survey conducted by Independent Schools of Victoria.

The Staff Satisfaction Survey (developed by the Australian Council for Education and Research) 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 a comparison of the College’s results with the other independent schools who participated in the survey.

The results indicate that the staff of Waverley Christian College have high levels of satisfaction across all of the domains, with results similar to those achieved in 2008.

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

WCC results were slightly higher than the Independent School Mean.

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.

WCC results were about the same as the Independent Schools Mean.

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.

WCC results were slightly higher than the Independent School Mean.

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.

WCC results were somewhat higher than the Independent Schools Mean.

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.

WCC results were somewhat higher than the Independent Schools Mean.

Mean Total Work Environment
High scores on this total scale are characteristic of schools in which staff have overall positive perceptions of their work environments in terms of Morale, Leadership Support, Peer Support, Goal Congruence and Professional Development. Typically, such staff members tend to have high perceptions of personal and professional wellbeing.

WCC results were about the same as the Independent Schools Mean.
13. Finance

Total Income and Expenditure:
Incorporating Recurrent and Capital Income and Expenditure 2010

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 2010 calendar year.