Waverley Christian College provides Christian education to a generation of young people that will enable them to impact the community, our nation and the world for the Lord Jesus Christ.

2015 ANNUAL REPORT
## Chairman’s Report

## Principal’s Report

### SCHOOL PERFORMANCE INFORMATION

<table>
<thead>
<tr>
<th>Staff Attendance</th>
<th>Year 12 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Retention</td>
<td>Tertiary Applications and Offers</td>
</tr>
<tr>
<td>Teacher Qualifications</td>
<td>Student Retention</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>Post School Destinations</td>
</tr>
<tr>
<td>Student Characteristics</td>
<td>Tertiary Placements and Fields of Study</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>Satisfaction Surveys (Parents and Staff)</td>
</tr>
<tr>
<td>NAPLAN Results</td>
<td>Finance</td>
</tr>
<tr>
<td>Senior Secondary Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

---

**Chairman’s Report**

**Principal’s Report**

### SCHOOL PERFORMANCE INFORMATION

<table>
<thead>
<tr>
<th>Staff Attendance</th>
<th>Year 12 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Retention</td>
<td>Tertiary Applications and Offers</td>
</tr>
<tr>
<td>Teacher Qualifications</td>
<td>Student Retention</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>Post School Destinations</td>
</tr>
<tr>
<td>Student Characteristics</td>
<td>Tertiary Placements and Fields of Study</td>
</tr>
<tr>
<td>Student Attendance</td>
<td>Satisfaction Surveys (Parents and Staff)</td>
</tr>
<tr>
<td>NAPLAN Results</td>
<td>Finance</td>
</tr>
<tr>
<td>Senior Secondary Outcomes</td>
<td></td>
</tr>
</tbody>
</table>
I recently attended a Christian Schools Australia dinner where some of the founders and pioneers of Christian Schools spoke about the vision and values which compelled them to do the ‘hard yards’ in the late 1970’s when the Christian School movement in Australia began as a response to changing moral and ethical values in mainstream schools. Schools like ours don’t just happen and the lessons of history tell us they don’t just stay that way either. It takes the dedicated, vigilant effort of many people at all levels of our College to keep one eye on our vision and values and the other on our practice so that drift does not occur and that we remain committed to providing Christian families with the opportunity to have their children educated and nurtured from a Christ-centred, Biblical perspective, and to prepare young people for effective ministry and service within society.

As a parent, I am grateful to our Principal, Senior Management Team, teachers and support staff who endeavour to live out our College mission on a daily basis and I am reminded that it is the partnership between our homes and our College that is vital for us to stay true to our mission and see our young people flourish. As a parent, I have the opportunity to support the College, not just by paying fees but by offering my time and talents and joining, along with many others, to support the College in the delivery of its mission. As Chair of the College Council, I get to be involved in various ways behind the scenes which gives me an excellent opportunity to see how, together, our collective efforts combine to prepare our students, and it is a privilege to be able to report on the notable aspects of College life in 2015 from a Council perspective.

Council

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

The College community has greatly benefited from the contribution of the following experienced and enthusiastic people fulfilling their role on the Council in 2015. I would like to thank David Burr, Mark Conner, Colleen Dunis, Mark Eddison, George Kanagasabai, Adrian Olney, Peter Sheahan, Glen Slimmon, and Barney Tomasich for their contribution. Elizabeth Green retired at the end of 2014 after 6 years and three new members joined the Council during the year – Roger Seow, Amy Foong and Linda Tan. Two members, David Burr and Mark Eddison, have now completed 10 years of outstanding service to the Council. We have much to thank these dedicated individuals for their significant contribution over so many years!

The Council has established various sub-committees to assist it in doing its work. The people serving on these various committees have done so with great dedication and deserve our appreciation for their input to the life of the College in this way.

Finance Committee

The Finance Committee (David Chow, Colleen Dunis, Amy Foong, Edna Gnanaratnam, Peter Leigh (Chair) , Peter Sheahan, Jin Ai Tan) 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 cash flow to reduce debt and achieve our benchmarks for financial performance. Edna Gnanaratnam retired from the Finance Committee during the year after three years of excellent service. Amy Foong will be taking on the role of chairing the Finance Committee in 2016.

Governance Committee

The Governance Committee (Peter Leigh (Chair), David Burr, Peter Sheahan) has been working through the Council Charter to review and establish policies and
procedures reflecting best practice in governance. During this year, the committee has reviewed our constitution in relation to the revised Associations Act, provided strategic input to our Council Objectives, and managed the process for the Council’s annual appraisal of itself and the Principal.

**Risk Management Committee**
The Risk Management Committee (David Burr (Chair), Colleen Dunis, Adrian Olney, Mark Eddison, Peter Sheahan) closely monitors and reviews the systems and processes that promote a safe and secure environment throughout the College. The Committee provides quarterly reports to the Council and identifies any initiatives or remedial actions that need to be taken to minimise risk to all staff and students within the College. During the year, Adrian Olney retired from the Risk Management Committee and Barney Tomasich joined the Committee.

**Facilities**
This year has seen further significant development in the building and planning of facilities for future years.

**Wantirna South Campus**

**Carpark**
The additional 300 carparking spaces provided by CityLife Church have allowed College staff to park in these new areas and this has helped to better manage the traffic flows at school drop-off and pick-up times.

**Science Wing**
Classes commenced in the new Science Wing on the first day of Term 2, 2015, after a wonderful effort over the term break on the part of the Science and Maintenance staff to pack and unpack an enormous amount of Science equipment that has been accumulated over the last 25 years. Staff and students are delighted with the new facilities. Landscaping works around the facility provide extensive paved areas and seating for students, as well as an amphitheatre and electric barbeque. We are also in the process of extending the oval and relocating the oval car park to alongside the gymnasium.

**Narre Warren South Campus**

**Gymnasium/Auditorium – Narre Warren South**
Construction of the new gymnasium/auditorium at our Narre Warren South campus commenced in April and is progressing well. This facility will provide learning areas for Physical Education, Dance and Drama classes, as well as an auditorium for Assemblies, Chapel services, Parent Evenings and Presentation Nights.

The overall project will cost around $7 million. The Commonwealth Government will be contributing $700,000 to the project. At this stage, we anticipate the facility to be completed in March 2016.

**Grounds**
The development of the Senior Oval at NWS has taken much longer than expected to complete due to delays in Council building permits and some inclement weather. However, the oval has now been sown and top dressed and will be ready for use early in the 2016 school year.

**Planning**
Planning for the provision of new Primary School Learning Areas at Narre Warren South is well underway. The refurbishment of the Early Learning Centre commenced in October at a cost of just over $400,000. It will provide five learning areas, initially for the Prep and Year 1 classes. Construction of Stage 1 of a Primary School building is anticipated to commence in early 2016. This facility will provide eleven new classrooms and associated areas and initially cater for Years 2 to 6. This project is anticipated to cost just over $4 million and we have received notional approval for a Commonwealth grant of $600,000.

**Thanks**
On behalf of the Council I would like to take this opportunity to express sincere thanks to all those involved in making our College community what it is today. As we think of those who have gone before us and pioneered the College, there would be none so significant as our extraordinary Principal of the last 31 years. Peter Sheahan’s wisdom, leadership, incredible capacity for work, tenacity to see things progress in a sustainable way and his boundless passion to see the vision for a Christian School become a reality have been instrumental in where we are today as a College. Thankyou Peter!

The Council also 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.

In 2015, we have continued to pursue our vision with undiminished passion and endeavour and it has been another great year to celebrate all that God has done in and through the College.

*Mr Peter A Leigh (College Council Chair)*
As has been the tradition for several years now, I addressed the staff at the beginning of the school year on one of the College’s values. This year, it was the Christian virtue of integrity. I also had the opportunity to share on this topic with the students during Chapel services at Wantima South and Narre Warren South. In my view, without integrity, we will not accomplish our purposes as a Christian school community. Ravi Zacharias, the great Christian apologist states: “The greatest obstacle to the impact of the gospel has not been its inability to provide answers, but the failure on our part to live it out.”

If children and teenagers do not see staff and parents exhibiting godly, moral character in their daily lives, the apologetic arguments presented to them are invalidated, no matter how compelling our words may be. The way we relate to others in the school, home, church, work place, and the community matters, and is of vital importance in our day to day life as a Christian school community.

What does the Bible have to say about integrity?

When the Bible talks about integrity, it refers to the character virtues of uprightness, honesty, sincerity, and being true and real. A more popular definition of integrity is that integrity means to live out your life in private in the same way you live (or talk about) your life in public. It’s who we are when no one else is looking. In short, the biblical imperative to live life with integrity is a command to both talk and walk in the way of Jesus. It’s a life marked by love, compassion, mercy, justice, and honoring God’s call above everything else. Integrity calls us to walk in the path of Christ, and to steer clear of hypocrisy.

How can we live a life of integrity?

The Bible describes the Old Testament character of Job as a man who was... blameless and upright: he feared God and shunned evil. In other words, Job was a person of integrity. This description of Job is repeated three times. In spite of Satan’s efforts to have Job curse God for the affliction that Satan had visited upon him, Job refused, but instead, maintained his integrity. Job even resisted the urgings of his wife to let go of his integrity, curse God, and die (Job 2:9). 

What was the secret to Job’s life of integrity?

Job was an individual who feared God. He believed that the fear of the Lord is wisdom, and to shun evil is understanding (Job 28:28). Job believed that he was accountable to God for his actions. He understood that it mattered to God how he treated others and consequently, sought to live a blameless and upright life, giving no place to evil thoughts, desires, or actions. This is the essence of integrity. The basis for Job’s life was for it to be lived in the fear of the Lord. He guarded his life carefully, putting strategies in place to keep him from straying from the way God wanted him to live.

How can we apply the principle of integrity to our lives? By:
- Being honest and truthful
- Demonstrating loyalty to each other
- Speaking up on behalf of others - acting courageously
- Maintaining confidentiality
- Refraining from gossip and spreading rumours
- Keeping our word
- Recognizing the negative influence that others can have on our lives
- Not showing favoritism
• Not allowing ourselves to be intimidated
• Not compromising our Christian faith, beliefs and values.
• Not seeking to be popular or to be recognized
• Treating others without bias, fear or favour

May God help each one of us to be the people of integrity He desires us to be. May we invite Him to cleanse and purify us from the compromise that so easily becomes part of our lives. May we understand what it means to walk in the ‘fear of the Lord’ and so live lives that are blameless before our Lord.

2015 has been another significant year in the life of the College. Our campus at Narre Warren South, now in its 4th year of operation, has continued to experience strong growth, with almost 500 students enrolled from Prep to Year 10. Enrolments are projected to increase to around 600 students in 2016, as the campus extends to Year 11. 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 is always evident. The completion of the new Science Wing at Wantirna South this year meant that additional classrooms became available in the Secondary School. Consequently, a fourth Year 7 class was introduced in 2015, with a fourth Year 8 class to be added in 2016. This means that from 2016 there will be four streams of classes from Years 7 to 10, and five streams at Years 11 and 12.

282 students joined the College at the beginning of the 2015 school year, and over 1700 students are enrolled in the College across both campuses. The College currently employs 245 staff, including 150 teaching staff and 90 administration and support staff.

2014 VCE Results were again most encouraging for the school community, with the College placing in the top 11% of all schools in Victoria. Highlights included: 26% 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 99.9 and perfect scores were achieved in Mathematical Methods, Physics, Psychology and Visual Communication and Design. Premier’s Awards, recognizing the top students in each VCE study, were presented to Richard Kiing for Mathematical Methods, Nicole Tjaña for Indonesian, and Hadas Wallis for Visual Communication and Design. 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, regardless of their ATAR score.

This year saw the extension of our 1:1 iPad program with students at Years 2, 3, 4 and 5 across both campuses having access to their own iPad. Next year we will see the program extend to Year 6. A great deal of planning has taken place this year in readiness for the launch of the 1:1 program in 2016 at Years 7 and 10 at both campuses. Information evenings have been held with parents and students and detailed documentation about the program has been provided.

This year, an online survey of past students of the College was conducted. Over 500 former Year 12 students who had completed a minimum of six years education in the past ten years at the College were invited to participate, with approximately 15% of past students completing the survey. The survey had a particular emphasis on the experience of students with regard to the way they felt Christianity was taught and modelled to them by the staff. The results of the survey were overwhelmingly positive, with over 90% of former students rating their overall experience of the College as either Good, Very Good, or Excellent. From a pastoral perspective, almost 95% of students rated the College at Good, Very Good or Excellent. 90% of students believed that the College was particularly beneficial with assisting them in their walk with God. However, there is always room for improvement and a small number of students expressed that there were parts of their experience at the College that they found were not particularly positive to their faith development with friends, rules, ‘forced faith’ and the attitude of some staff being mentioned in this regard. The results of the survey are being carefully considered by the Senior Management Team to see what changes we can put in place to address the areas of concern.

Students have had a number of opportunities this year for involvement in educational and missions trips overseas. During the Term 1 holidays, Secondary students from Narre Warren South had the opportunity to participate in a missions trip to West Timor. During the Term 3 holidays, Secondary students from both campuses who study History and French had the opportunity to take part in a study tour of France. Cultural trips to the Yalata aboriginal community in South Australia have also taken place during the year. At the end of the year, a group of Performing Arts students will be travelling to China for a cultural exchange visit. It is wonderful to see the increasing educational and missional opportunities that our young people can experience during their time at the College.

It was with much sadness that we learnt of the untimely passing of Miss Anita Woon in September this year. Miss Woon joined the College in 2009, initially as a Primary classroom teacher, and then moved into the Secondary School as a Humanities teacher. Miss Woon was much loved by parents, staff and students, and will be greatly missed.

I again express my thanks and appreciation to the College Council, led by Mr Peter Leigh, the Senior Management Team (Mr Rod Ramsay, Mr Joe Belousoff, Mrs Rosemary Ward, Mr Mark Crnkovic, Ms Colleen Dunis and Mr Peter Nash) and the staff of the College, all of whom are a tremendous 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 Sheahan (Principal)
SCHOOL PERFORMANCE INFORMATION

A dynamic learning environment

Our curriculum, facilities and Christian values help encourage students attending the College to achieve their best academically, spiritually, socially, emotionally and physically.

Staff Attendance
Average attendance rate for Wantirna South teaching staff: 95%
Average attendance rate for Narre Warren South teaching staff: 91%
Average number of days absent for Wantirna South teaching staff: 8
Average number of days absent for Narre Warren South teaching staff: 13

Staff Retention
Proportion of teaching staff retained in a program year from the previous year for Wantirna South: 90%
Proportion of teaching staff retained in a program year from the previous year for Narre Warren South: 91%

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

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:
$726 per teacher (N.B. This does not include ‘in house’ professional learning, e.g. staff meetings, curriculum meetings etc).
### 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>322</td>
<td>294</td>
<td>616</td>
</tr>
<tr>
<td>Narre Warren South Primary School</td>
<td>181</td>
<td>148</td>
<td>329</td>
</tr>
<tr>
<td>Narre Warren South Secondary School</td>
<td>85</td>
<td>70</td>
<td>155</td>
</tr>
<tr>
<td>Total School</td>
<td>934</td>
<td>790</td>
<td>1724</td>
</tr>
</tbody>
</table>

### Student Attendance

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.

#### Wantirna South Absences

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>9.45</td>
</tr>
<tr>
<td>1</td>
<td>9.95</td>
</tr>
<tr>
<td>2</td>
<td>6.64</td>
</tr>
<tr>
<td>3</td>
<td>8.71</td>
</tr>
<tr>
<td>4</td>
<td>9.13</td>
</tr>
<tr>
<td>5</td>
<td>8.90</td>
</tr>
<tr>
<td>6</td>
<td>8.35</td>
</tr>
<tr>
<td>All students</td>
<td>8.71</td>
</tr>
</tbody>
</table>

#### Narre Warren South Absences

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>11.27</td>
</tr>
<tr>
<td>1</td>
<td>12.27</td>
</tr>
<tr>
<td>2</td>
<td>11.19</td>
</tr>
<tr>
<td>3</td>
<td>9.19</td>
</tr>
<tr>
<td>4</td>
<td>9.80</td>
</tr>
<tr>
<td>5</td>
<td>8.40</td>
</tr>
<tr>
<td>6</td>
<td>8.09</td>
</tr>
<tr>
<td>All students</td>
<td>10.16</td>
</tr>
</tbody>
</table>

### Year Level Averages

#### 7-8

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6.90</td>
</tr>
<tr>
<td>8</td>
<td>8.34</td>
</tr>
<tr>
<td>9</td>
<td>9.50</td>
</tr>
<tr>
<td>10</td>
<td>8.50</td>
</tr>
<tr>
<td>11</td>
<td>8.57</td>
</tr>
<tr>
<td>12</td>
<td>6.42</td>
</tr>
<tr>
<td>All students</td>
<td>8.00</td>
</tr>
</tbody>
</table>

#### 9-12

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>6.65</td>
</tr>
<tr>
<td>8</td>
<td>6.65</td>
</tr>
<tr>
<td>9</td>
<td>8.40</td>
</tr>
<tr>
<td>10</td>
<td>8.80</td>
</tr>
<tr>
<td>11</td>
<td>10.26</td>
</tr>
<tr>
<td>12</td>
<td>8.50</td>
</tr>
<tr>
<td>All students</td>
<td>8.39</td>
</tr>
</tbody>
</table>
SCHOOL PERFORMANCE INFORMATION

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. 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 for 2015, 2014 and 2013.

### 2015 NAPLAN Results

<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>99%</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>100%</td>
<td>98%</td>
<td>99%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>99%</td>
<td>97%</td>
<td>99%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 2014 NAPLAN Results

<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>98%</td>
<td>96%</td>
<td>99%</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>99%</td>
<td>96%</td>
<td>99%</td>
<td>99%</td>
<td>100%</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>100%</td>
<td>98%</td>
<td>99%</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>9</td>
<td>6</td>
<td>100%</td>
<td>89%</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
</tr>
</tbody>
</table>

With over 1700 students from kindergarten to VCE, WCC supports Christian families in the education of their children, reinforcing Biblical values and standards of conduct.
### 2013 NAPLAN Results

**Wantirna South**

<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>

### Senior Secondary Outcomes

**2015 Year 12 Results**

- Median Study Score: 33 (placing 70th in the State or top 10%)
- Study Scores of 40 and above: 14.2% (placing 68th in the State or top 12%)

- Top ATAR: 99.45
- Percent of students achieving an ATAR score of 90 and above: 23%
- Percent of students achieving an ATAR score of 80 and above: 63%
- Percent of satisfactory VCE completions: 100%
- Students received perfect study scores of 50 in the following subject:
  - Media

**Tertiary Applications and Offers:**
- Total completed Year 12 (actual number): 105
- Tertiary Applications (actual number): 95
- University Offers: 95%
- TAFE/VET Offers: 2%
- Any Tertiary Offer: 97%

**Student Retention**

- Proportion of Year 9 students in 2012 retained to Year 12 in 2015: 88%
- (12% of students from Year 9 2012 chose other options for their schooling from 2012 to 2015)

**Post School Destinations**

- Year 12 completers consenting to On Track (Actual Number): 70

**On Track Survey Data - April 2015**

- In Education and Training
  - Bachelor Degree enrolled: 75.7%
  - Deferred: 4.3%
  - TAFE/VET enrolled: 15.7%
  - Apprentice/Trainee: 1.4%

- Not in Education and Training
  - Employed: 2.9%
  - 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).
TERTIARY APPLICATIONS AND OFFERS

Waverley Christian College seeks to help children feel welcome from the very start of their school life. Your child is unique and we provide each student with a caring and dynamic learning environment.

Australian Catholic University
- Exercise Science/Business Administration
- Speech Pathology
- Theology/Global Studies

Australian College of the Arts
- Audio Production (Diploma)

Box Hill Institute
- Music Performance (Degree)

Chisholm Institute
- Early Childhood Education and Care

Deakin College
- Health Sciences

Deakin University
- Arts/Law
- Biomedical Science
- Commerce/Law
- Commerce/Science
- Criminology/Psychological Science
- Exercise and Sport Science
- Health Sciences
- Nursing/Public Health and Health Promotion
- Teaching-Primary

Elly Lukas Beauty Therapy College
- Beauty Therapy

La Trobe University
- Applied Science/Speech Pathology
- Arts
- Health Sciences
- Information Technology

Monash University
- Architectural Design
- Arts
- Business
- Business/Arts
- Business/Marketing
- Business Specialist/Information Technology
- Commerce/Arts
- Commerce/Biomedical Science
- Commerce/Global Studies
- Education (Honours) Secondary Education/Science
- Engineering (Honours)/Architectural Design
- Engineering (Honours)/Science
- Information Technology
- Laws (Honours)/Commerce
- Medicine/Surgery (Honours)
- Nursing
Monash University Cont.
Nutrition Science
Occupational Therapy (Honours)
Radiation Sciences
Science
Science/Arts

RMIT University
Advertising (Advanced Diploma)
Advertising (Degree)
Animation and Interactive Media
Architecture
Chiropractic/Health Science
Communication Design
Engineering-Chemical (Honours)/Business Management
Information Technology (Associate Degree)
Justice
Logistics (Diploma)
Marketing (Advanced Diploma)
Media
Medical Radiations-Medical Imaging (Radiography)
Science/Global Studies
Science/Music

Swinburne University of Technology
Science

The University of Melbourne
Arts
Environments
Fine Arts (Production)
Oral Health
Science

Victoria University
Engineering - Mechanical Engineering (Honours)
Last November, all parents were given the opportunity to provide feedback on many aspects of the College’s operations.


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

Demographics
511 survey responses were received, equating to a response rate of 40.8%. 33% of respondents had a child in the Primary school; 39% had a child in the Secondary school; and 28% 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.
- 48% of respondents had one child enrolled at the College, 42% had two children enrolled, 7% had three children enrolled and 3% 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 values are reflected in the behaviour of staff and students.
- Waverley Christian College has a very welcoming and supportive culture.
- At Waverley Christian College, each child is encouraged to achieve to the best of their ability.
- Staff and parents at Waverley Christian College work cooperatively to deliver high quality educational outcomes for students
  Agreement: 88%; Neutral: 9%; Disagreement: 3%

Leadership and Direction
- I respect the leadership team at Waverley Christian College.
- Waverley Christian College consistently strives to improve its educational offer to students.
- I have confidence in the future direction of Waverley Christian College.
  Agreement: 88%; Neutral: 9%; Disagreement: 3%

School Communication
- Waverley Christian College provides relevant communication on issues affecting the school community.
- The policies and procedures of Waverley Christian College are clearly...
documented.
- The school website is relevant and easy to navigate.
- Staff are accessible and responsive to my concerns.
Agreement: 87%; Neutral: 10%; Disagreement: 3%

Curriculum
- Waverley Christian College offers a broad and relevant curriculum.
- Waverley Christian College provides a curriculum which prepares students for the technological demands of society.
Agreement: 80%; Neutral: 16%; Disagreement: 4%

Co-curriculum
- Waverley Christian College offers students opportunities to be involved in an extensive selection of co-curricular activities.
Agreement: 76%; Neutral: 16%; Disagreement: 7%; Not Applicable: 1%

Teaching Standards
- I have confidence in the teaching staff at Waverley Christian College.
Agreement: 81%; Neutral: 14%; Disagreement: 5%

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: 71%; Neutral: 20%; Disagreement: 6%; Not Applicable: 3%

Learning Environment
- The classrooms and physical environment are conducive to learning.
- The buildings and grounds are well presented.
Agreement: 92%; Neutral: 7%; Disagreement: 1%

Resources and Facilities
- The resources and facilities provided at Waverley Christian College are suitable.
Agreement: 83%; Neutral: 13%; Disagreement: 4%

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: 73%; Neutral: 16%; Disagreement: 11%
(65% selected ‘Too little’; 35% selected ‘Too much’)

Reporting
- Reports are timely and provide good information about my child/ren’s progress.
Agreement: 84%; Neutral: 10%; Disagreement: 6%

Pastoral Care/Wellbeing
- Waverley Christian College has a clear and documented pastoral care/wellbeing policy.
- Waverley Christian College implements its pastoral care/wellbeing program consistently.
Agreement: 86%; Neutral: 11%; Disagreement: 2%; Not Applicable: 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: 65%; Neutral: 19%; Disagreement: 3%; Not Applicable: 13%

Student Engagement
- My child/ren speak/s positively about Waverley Christian College.
- My child/ren feel/s valued and respected at Waverley Christian College.
- I am promptly informed if my child/ren is/are not engaging at their ability level.
Agreement: 78%; Neutral: 14%; Disagreement: 6%; Not Applicable: 2%

Parent Engagement
- 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.
- I am committed to an ongoing association with Waverley Christian College.
- I recommend Waverley Christian College to others as a ‘school of choice’.
Agreement: 84%; Neutral: 12%; Disagreement: 3%; Not Applicable: 1%

Parents also provided feedback on the following 10 General Statements:
- Students are treated fairly at this school: 86% Agreed, 10% Neutral, 4% Disagree
- Teachers are enthusiastic about their teaching: 84% Agreed, 13% Neutral, 3% Disagree
- The quality of teaching at this school is excellent: 78% Agreed, 18% Neutral, 4% Disagree
- This school is a safe place in which to learn: 96% Agreed, 4% Neutral
- Bullying does not pose a major problem at this school: 79% Agreed, 13% Neutral, 7% Disagree, 1% Not Applicable
- The school leadership take prompt action when problems occur: 83% Agreed, 12% Neutral, 3% Disagree, Not Applicable: 2%
- Students are able to participate in mission and service projects: 88% Agreed, 7% Neutral, 5% Not Applicable
- This school expects high standards of behavior from the students: 94% Agreed, 5% Neutral, 1% Disagree
- Teachers and staff demonstrate a faith consistent with the School’s ethos: 94% Agreed, 5% Neutral, 1% Disagree
- This school promotes the beliefs and values of the Christian faith to the student body: 98% Agreed, 2% Neutral
Last November, all parents were given the opportunity to provide feedback on many aspects of the College’s operations. The 2015 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
207 survey responses were received, equating to a response rate of 39.7%. 46.8% of respondents had a child in the Primary school; 20.8% had a child in the Secondary school; and 32.4% had a child in both Primary and Secondary. Of the total responses for the College:
- 59.4% of responses were provided by mothers, and 40.6% were provided by fathers.
- 54.6% of respondents had one child enrolled at the College, 33.3% had two children enrolled, 9.7% had three children enrolled and 2.4% 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 (Narre Warren South Campus) have high levels of satisfaction across all of the key areas with 15 out of the 15 Key Areas being rated ‘Excellent’. The results are very similar to last year’s.

Values and Culture
- Waverley Christian College values are reflected in the behaviour of staff and students.
- Waverley Christian College has a very welcoming and supportive culture
- At Waverley Christian College, each child is encouraged to achieve to the best of their ability.

Agreement: 89%, Neutral: 9%, Disagreement: 2%

Leadership and Direction
- I respect the leadership team at Waverley Christian College.
- Waverley Christian College consistently strives to improve its educational offer to students.
- I have confidence in the future direction of Waverley Christian College.

Agreement: 90%, Neutral: 7%, Disagreement: 3%

School Communication
- Waverley Christian College provides relevant communication on issues affecting the school community.
- The policies and procedures of Waverley Christian College are clearly...
The school website is relevant and easy to navigate. Agreement: 88%, Neutral: 9%, Disagreement: 3%

Waverley Christian College offers a broad and relevant curriculum. Agreement: 83%, Neutral: 14%, Disagreement: 3%

Waverley Christian College provides a curriculum which prepares students for the technological demands of society. Agreement: 83%, Neutral: 14%, Disagreement: 3%

Waverley Christian College offers students opportunities to be involved in an extensive selection of co-curricular activities. Agreement: 79%, Neutral: 16%, Disagreement: 3%

Waverley Christian College provides relevant and high quality learning support programs to identified students. Agreement: 75%, Neutral: 16%, Disagreement: 3%, Not Applicable: 6%

Waverley Christian College provides relevant and high quality extension programs to identified students. Agreement: 75%, Neutral: 16%, Disagreement: 3%, Not Applicable: 6%

I have confidence in the teaching staff at Waverley Christian College. Agreement: 81%, Neutral: 14%, Disagreement: 5%

The classrooms and physical environment are conducive to learning. Agreement: 91%, Neutral: 6%, Disagreement: 1%

The resources and facilities provided at Waverley Christian College are suitable. Agreement: 82%, Neutral: 13%, Disagreement: 5%

The content of my child/ren's homework is appropriate for their year level. Agreement: 76%, Neutral: 17%, Disagreement: 7% (30% selected 'Too little', 70% selected 'Too much')

Reports are timely and provide good information about my child/ren's progress. Agreement: 90%, Neutral: 8%, Disagreement: 2%

Waverley Christian College has a clear and documented pastoral care/wellbeing policy. Agreement: 83%, Neutral: 14%, Disagreement: 2%, Not Applicable: 1%

Waverley Christian College implements its pastoral care/wellbeing program consistently. Agreement: 83%, Neutral: 14%, Disagreement: 2%, Not Applicable: 1%

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. Agreement: 64%, Neutral: 22%, Disagreement: 1%, Not Applicable: 13%

My child/ren speak/s positively about Waverley Christian College. Agreement: 85%, Neutral: 11%, Disagreement: 4%

I am given suitable opportunity to be involved in the parent association and general school activities. Agreement: 84%, Neutral: 13%, Disagreement: 3%

I am comfortable expressing my opinions relating to the educational progress of my child/ren. Agreement: 84%, Neutral: 13%, Disagreement: 3%

I am provided with clear information on how I can support my child/ren's development. Agreement: 84%, Neutral: 13%, Disagreement: 3%

I am promptly informed if my child/ren is/are not engaging at their ability level. Agreement: 85%, Neutral: 11%, Disagreement: 4%

Students are treated fairly at this school: 84% Agreed, 10% Neutral, 6% Disagree

Teachers are enthusiastic about their teaching: 83% Agreed, 15% Neutral, 2% Disagree

The quality of teaching at this school is excellent: 79% Agreed, 17% Neutral, 4% Disagree

This school is a safe place in which to learn: 94% Agreed, 4% Neutral, 2% Disagree

Bullying does not pose a major problem at this school: 76% Agreed, 18% Neutral, 5% Disagree, 1% Not Applicable

The school leadership take prompt action when problems occur: 77% Agreed, 16% Neutral, 4% Disagree, Not Applicable: 3%

Students are able to participate in mission and service projects: 88% Agreed, 7% Neutral, 1% Disagree, 4% Not Applicable

This school expects high standards of behavior from the students: 93% Agreed, 4% Neutral, 3% Disagree

Teachers and staff demonstrate a faith consistent with the School's ethos: 91% Agreed, 6% Neutral, 3% Disagree

This school promotes the beliefs and values of the Christian faith to the student body: 96% Agreed, 4% Neutral
Staff Satisfaction Surveys
In 2015, 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 8 out of the 16 key areas as ‘Excellent’ and 6 rated as ‘Good’, with an overall satisfaction score of 78%. Narre Warren South staff rated 7 out of the 16 key areas as ‘Excellent’ and 9 rated as ‘Good’, and had an overall satisfaction score of 80%.

Student Satisfaction Surveys
Three student satisfaction surveys were conducted in 2015:

a. Narre Warren South (Years 5 to 10)
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 3.99 out of 5 (Good)
- 212 students out of a total 242 students from Years 5 to 10 participated in the survey (87.6% response rate)
- Students rated 8 key areas as ‘Excellent’ and 8 key areas as ‘Good’

Wantirna South Primary:
- WS Primary achieved an average score of 3.89 out of 5 (Good)
- 154 students out of a total 169 students in Years 5 and 6 participated in the survey (91.1% response rate)
- Students rated 6 key areas as ‘Excellent’ and 10 key areas as ‘Good’

Wantirna South Secondary:
- WS Secondary achieved a score of 3.76 out of 5 (Good)
- 599 students out of a total 814 students from Years 7 to 12 participated in the survey (91% response rate)
- Students rated 1 key area as ‘Excellent’ and 15 key areas as ‘Good’.
TOTAL INCOME AND EXPENDITURE

TOTAL INCOME $25,575,706

- School Fees: 1%
- Government Grants: 5%
- Other Recurrent Income: 3%
- Building Fund Donations: 44%
- Other Capital Income: 47%

TOTAL EXPENDITURE $25,575,706

- Salary Related Costs: 72%
- Borrowing Expenses: 11%
- Depreciation: 6%
- Teaching Materials: 7%
- Other Recurrent Expenses: 1%
- Surplus Reinvested for Capital Works: 3%

INCORPORATING RECURRENT AND CAPITAL INCOME AND EXPENDITURE

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 2015 calendar year.