

WAVERLEY
Christian College

ANNUAL REPORT

2025



WAVERLEY
CHRISTIAN COLLEGE



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Vision

To provide Christian education to generations of young people that will enable them to impact the community, our nation and the world for the Lord Jesus Christ.

Mission

The College is committed to providing Christian families with the opportunity to have their children educated from a Christ centred, Biblical perspective and to prepare young people for effective ministry and service within society.

Chairman's Report



Left to Right (Front): Glen Slimmon; Andrew Chisholm; Gerda Kusmandono; Rod Ramsay; Amy Lim; Felicia Koh; Jeremy Quah (Guest Member)
Left to Right (Back): Godwin Shim (Guest Member); David Burr (Chair); Mark Eddison (Deputy Chair); Peter Leigh (Secretary/Treasurer); Amy Foong; Winston Lee; Barney Tomasich

It is my great privilege to present the Council Chair's Report for 2025.

This year has been an exciting one of transition—both in terms of the College leadership as we move into a new season with Mr Rod Ramsay as Principal, following our esteemed former Principal Mr Peter Sheahan retirement, but also in terms of the integration of the Four Loves Framework into all aspects of College life.

The College Council has been extremely pleased with the way in which Mr Ramsay has transitioned to his new role as Principal, and is most thankful for the wonderful support and encouragement given to him by staff, students and the parent community alike. We thank Mr Ramsay for his diligence and hard work and, above all, we thank God for providing another excellent leader to guide the College into the future.

The Four Loves Framework encapsulates the central place that love assumes in the life of all Christians, but particularly in the context of the College's pursuit of its vision to equip every student for effective service of Christ throughout their lives.

Scripture provides us with a clear understanding that it is the love of God which is to guide and empower followers of Jesus in their approach to life and interactions with others. God's love is at the core of His being, characterised by selfless sacrifice, particularly through the giving of His Son, Jesus Christ. His love is unconditional, unmerited and steadfast, meaning it is not based on human worthiness and cannot be earned or lost. This love is not only demonstrated by how God Himself acts but is also a command for followers of Christ to love God and each other, extending love even to enemies. It is God's overwhelming love, expressed through Christ Jesus, which initiates and sustains our hope and our future. The Apostle Paul reminds us that even the most noble of sacrifices are rendered meaningless unless they are actuated by love. The College Council is excited about how the primacy of love

will impact all that we do and undoubtedly strengthen the culture and ethos of the College.

Many of you will be aware of statements regarding the public funding to independent schools, which appear from time to time in our news media. Opponents of non-government schools frequently claim that it is unfair that so-called 'rich' private schools should receive any government funding, suggesting that they are undeserving, or that it is otherwise inequitable. The impression often given is that parents of private school students have some sort of advantage over those whose children attend government schools. On its website, Independent Schools Australia provides an analysis of government funding to private schools versus government schools that reveals a very different story. Rather than being an unwarranted burden on the public purse, the fact remains that the average cost to the taxpayer of educating a student at an independent school is significantly lower than the average grant per student to government schools. In its report of the most recent data (2022-23 year), ISA states:

'In 2022-23, some 64 per cent of school enrolments were in government schools, which received 75 per cent of total government expenditure on schooling. In comparison, non-government schools accounted for 36 per cent of enrolments and 25 per cent of total government expenditure.'

On a per student basis, in 2022-23 total government spending on students in government schools averaged \$24,860, while in non-government schools (both Catholic systemic and Independent schools) this was \$14,213 per student. Average government expenditure on students in Independent schools is estimated to be about \$13,080 per student, or 53 per cent of the average spending per student in government schools. Independent school students receive considerably less government funding than their counterparts in government schools.'

Council

The Council is appointed by the Board of CityLife Church to govern all matters relating to the College, and meets eight times a year to fulfil this purpose and review the direction and operations of the College. Throughout the year, the Council has received reports from the Principal, Deputy Principal, Heads of Campus, Heads of School, Director of Teaching and Learning, and Director of Student Well Being. The Council also receives regular reports from the Finance, Governance, and Risk Management Committees, which greatly assist the Council in its governance of the College. The Council is responsible for approving the annual budget, appraising the Principal, engaging in its own professional development, and ensuring that the College complies with all applicable legislation and regulatory frameworks.

Priorities

Each year, the Council establishes priorities to ensure it maintains its focus and direction. This year's Council priorities have included: professional development of Council members using the CSA governance training modules; ensuring Council members' familiarity with Child Safety Standards; liaising with the College's auditors to strengthen the Council's financial oversight of the College; succession and renewal planning; and ongoing development of the Strategic Plan.

The College community has benefited from the contribution of the following experienced and enthusiastic people fulfilling their roles on the Council in 2025. I would like to thank Mr Barney Tomasich (Deputy Chair), Mr Peter Leigh, Ms Amy Foong, Mr Andrew Chisholm, Mr Winston Lee, Mr Mark Eddison, Ms Amy Lim, Mr Rod Ramsay, Mr Glen Slimmon, Ms Felicia Koh and Ms Gerda Kusmandono for their valuable contributions. Particular thanks to Mr George Kanagasabai, who retired from the Council in May after 11 years of exceptional service.

The Council operates a number of committees. The people serving on these various committees have done so with great dedication and we appreciate their input and experience.

Finance Committee (FC)

The Finance Committee, Ms Amy Foong (Chair), Mr Rod Ramsay, Mr Peter Leigh, Ms Samantha Huang, Mr Teke Tu, Ms Jane Zhang and Ms Angeline Tiew (Finance Manager), monitors financing for facilities, reviews the annual budget and the Strategic Business Plan, reviews the management of cash flows to reduce debt and achieve our benchmarks for financial performance, and overseas compliance with the College's Financial Risk Control Register. In their annual review, the College auditors again commended the College for its strong financial performance throughout the year.

Governance Committee

The Governance Committee, Mr David Burr (Chair), Mr Barney Tomasich, Mr Peter Leigh, and Mr Rod Ramsay has continued to work through the Council's constituent documents to review and improve policies and procedures to reflect best governance practice, as well as providing strategic input to our Council Objectives, and managing the process for the Council's annual appraisal of its function and performance, and the appraisal of the performance of the Principal.

Risk Management Committee (RMC)

The Risk Management Committee, Mr Barney Tomasich (Chair), Mr Rod Ramsay, Mr Peter Leigh, Ms Katie Zhang, Mr Andrew Lim and Ms Chelsea Foo, closely monitor and review the systems and processes that promote a safe and secure

environment throughout the College. The RMC 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. The RMC regularly monitors the minutes of the Risk Management and Occupational Health and Safety staff working groups. This year, the RMC has again focussed on the development of a Risk Management Framework.

Child Safety Committee

As a measure of the importance the College places on the safety and welfare of our students, the Council has established a new Child Safety Committee this year, to conduct the oversight work in this area that was previously undertaken by the Risk Management Committee. The Committee comprises Mrs Lisa Domicich, Ms Katie Zhang, Mr Rod Ramsay, Ms Felicia Koh and Mr David Burr. It regularly reviews Child Safety Reports and compliance with the Child Safety Standards, and reports to Council at each quarter.

Capital Development Appeal

Just about \$60,000 was donated to the Building Fund during the last financial year. We praise God for His faithfulness to us and the generosity of the members of the College and Church communities.

Facilities

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

Wantirna South Campus

The renovations to the Oval Wing Secondary Staff Offices were completed and staff were able to enjoy the new refurbished offices and space.

Narre Warren South Campus

A new roof was installed at the Outdoor Basketball Court, which allowed the students to enjoy the facility in most weather conditions.

Senior Secondary Wing

The construction of the new Senior Secondary Wing is scheduled to commence in 2026 and to be completed towards the end of 2027.

Thanks

In closing, on behalf of the Council, I express our deep appreciation for the outstanding efforts of the Principal and the College Leadership Team (CLT), and our thanks, respect and admiration for all the teachers and support staff, the students, their parents and other partners of the College who have worked so hard to make 2025 such a successful year.

The Council also gives thanks to God for the continued support of CityLife Church, which has been so generous in both spiritual and material terms.

May we look forward to 2026 and pray that God will provide for all the College's needs as He has done since its foundation almost 50 years ago. May God continue to protect and strengthen Mr Ramsay and the team in their stewardship of our children's education.

David F Burr
College Council Chair

Principal's Report



At the beginning of the year, I shared my vision for how the Four Loves Framework has come to be pivotal in our next steps of deepening our resolve to provide quality Christian education. Our vision is not new, but I challenged us to understand it more deeply, and to connect into it as part of God's story, not ours.

Connecting to the Story: Christian Education at WCC

So, what is this story, the story of Christian education at Waverley Christian College, that we are connecting to? I believe this story—our story—is very clearly captured and articulated in our mission and vision. This is our identity and purpose as a College.

We exist to provide 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. This is our mission.

It is the reason that we would describe ourselves as a 'closed-enrolment policy' school; one that ensures that all families that enrol their children, and the students in our school as well, are committed Christians themselves (at least one of the parents/carers/guardians), that they attend church regularly and that they are seeking God's kingdom for their families. These same families uphold the Bible, want biblical perspectives taught to their children, and desire Christian values and virtues to be central in education. In other words, they have a kingdom mindset and perspective regarding education.

With such a mindset and perspective, it will be no surprise, then that our vision 'to see a generation of young people impacting their community, our nation and the world for the Lord Jesus Christ' is a vision for schooling that goes well beyond secular education. It is a vision for education that is beyond exploring the gifts and talents of individuals (a good thing to be undertaking), and is beyond excelling or seeking academic, physical, emotional or social 'success' (though doing one's best with the gifts and talents God has given is an equally good pursuit in education). It is an education that has a much higher purpose, one that is specifically and unashamedly gospel-focused, seeking to bring God's kingdom to bear on others.

We could, therefore, describe ourselves as a faith-based learning community seeking to educate, to encourage and to empower our young people, not for themselves, but for the gospel and the outworking of His kingdom for the sake of others.

We are a faith-based learning community—with God's heart and mind; learning, for the sake of others.

This is our story. This is what we are connecting to.

In pursuing this vision, the College is developing strategic frameworks based on the Four Loves: to Love God, Love Others, Love Life and Love Learning. These 'Loves' began as a concept in response to the Harvard Graduate School of Education's Project Zero collaboration with Independent Schools Victoria and WCC on Leading Learning that Matters. This project sought to develop a Graduate Learner Profile: what we want to see and measure in our graduates. 'Leading learning that matters' is a helpful phrase, particularly in the context of Christian education. Our values differ significantly from a secular society that champions the individual and rejects the infinite, personal God of the Bible and humanity's response to Him.

Love is at the core of all that we do. It is the highest value: 'And now these three remain: faith, hope and love. But the greatest of these is love' (1 Corinthians 13:13).

The foundational values of the College have always been loving God and loving Others. These are the most important things in life, according to Jesus Christ.

'Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind." This is the first and greatest commandment. And the second is like it: "Love your neighbour as yourself"' (Matthew 22:37-39).

As an educational institution, we also endeavour to cultivate in our students a love of learning and a love of life, throughout the entire journey of their school experience.

The following thoughts on these loves will give shape to the way we do Christian education at WCC.

Love God

Jesus himself reminds us to Love God with all our heart, soul, mind and strength (Mark 12:30), recalling the same important command from the Torah in Deuteronomy 6:5 – to love God with our all, with zeal, to be passionate and whole-hearted.

The purpose for more deeply knowing God and His story throughout Scripture is that we might create more of an understanding and posture to allow His story to ultimately transform our lives,

‘Therefore, I urge you, brothers and sisters, in view of God’s mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship. Do not conform to the pattern of this world but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—his good, pleasing and perfect will.’ (Romans 12:1-2).

Love Others

The second most important command that Jesus gave us after Loving God was to Love Others. In loving others, we embrace the understanding and perspective that all people matter to God. We love with courage, knowing that sometimes love can be hard.

‘But love your enemies, do good to them, and lend to them without expecting to get anything back. Then your reward will be great, and you will be children of the Most High, because he is kind to the ungrateful and wicked. Be merciful, just as your Father is merciful.’ (Luke 6:35-36)

We are learning to love with an open heart, knowing that we are empowered to love with Christ’s love through the enabling of the Holy Spirit.

Love Life

We seek to embrace all that God has for our lives, living confidently in His sovereignty and purposes. In desiring to live a flourishing life, (Jeremiah 17:7-8), we seek to Know His Spirit (John 6:63), to develop His Virtues (2 Peter 1:5-7) and to Know the Way—what it truly means to follow Christ.

We love life with humility

‘He has shown you, O mortal, what is good, And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.’ (Micah 6:8)

Because in spite of the world’s message that we must live for ourselves, we know that living well is not only about me—but living well means doing so in community.

Love Learning

We desire to Love Learning in order to Know His world and to gain understanding and Know Wisdom so that we can be responsive disciples.

We love learning with wonder,

‘Listen to this, Job; stop and consider God’s wonders.’ (Job 37:14).

We learn to wonder at His creation, to be in awe of what God has done (Psalm 65:8). We learn to wonder about His creation, to have curiosity (Psalm 8:3-4). We learn to wonder why things are as they are and to respond with understanding and

empathy (1 Peter 3:8). We are seeking to be life-long learners, always looking to be responsive in His world, bringing His gospel to the world with action.

School Operations

We have continued to grow as a College throughout 2025, and this year we have introduced a fourth stream in Year 8 at the Narre Warren South Campus. Planning for the development of a senior learning centre and associated Resource Centre (library) has been an ongoing project throughout the year in preparation for increased enrolments in the senior years of the Secondary School over the next four years.

Following the completion of the South Wing at the Wantirna South Campus, we reviewed our enrolment strategy given the increased capacity of the new building and decided to introduce a fifth stream at Year 10 that will ultimately flow through all the senior years. Excitingly, the take-up for the spaces has been very positive and we will have full enrolment of 125 students per year for Years 10 and 11 in 2026. We are confident that our current waitlists should maintain such enrolment levels for a number of years to come.

Four Loves Framework

The school has actively embraced the outworking of the Four Loves Framework in all that we do. There is much still to explore but it has been exciting to see the organic take-up of the framework that supports our vision. We developed some key media presentations to support the embedding of the vision for our staff and, in particular, those new to the College. Regular presentations and articles on the framework have been shared with staff, students and our community throughout the year.

Wellbeing, Flourishing And Faith Formation

We were privileged to be able to engage Dr Matthew Jacoby for not only our Staff Retreat in March earlier in the year, but also our Staff Wellbeing PD session in August. Matt is a lecturer in Christian Thought and Preaching at Melbourne School of Theology, and the Senior Pastor of OneHope Baptist Church in the greater Geelong area. At the Staff Retreat, Matt presented on a biblical worldview framework for well-being and our staff were greatly appreciative of the insight he brought to the topic. In August, Matt returned to the College and explored the concept of flourishing from a biblical perspective and in particular the notion of becoming present: ‘Your future is never brighter than the purpose you find in the present’. It was a refreshing contrast to the bombardment of messages we receive through the media to be constantly looking for the next shining moment. Matt graciously offered himself for four more short lectures throughout Term 4 to provide additional insight into spiritual wellbeing.

Matt was specifically secured to strengthen our concept of staff wellbeing, which has been a focus of the College for the last three years. This was complimented by a similar focus at the annual Christian Schools Australia’s State Conference held at the beginning of Term 2. The College also sent a large contingent of staff to the National Leadership Summit organised by CSA and held in Melbourne in August, which also had ‘Flourishing’ as its theme. Staff who attended were greatly appreciative of the opportunity, and the content from all of these gatherings will continue to be explored across the College, for both staff and students, in the coming years.

Alongside the specific initiative of 'Wellbeing and Flourishing', the College also had a deliberate focus throughout the year on 'Faith Formation' and how this could be enhanced through the practices and activities that we conduct for ourselves, our students and our community. Staff engaged with supporting material from CSA, and a workshop with Mark Ryan (CSA) was also held in the mid-year break. Discussions, led by members of the Senior Management Team, were held on the topic throughout the year.

Through our People and Culture Department, we continued to develop activities and initiatives that enhance our staff wellbeing. The College engaged a new Employee Assistance Provider, Empatia, to provide specific support to staff where needed.

Space constraints do not permit much detail here regarding our focus on improving our security, addressing the influence of the internet and social media on our young people, and enhancing our digital learning program. However, it is fair to say that the College is investing significantly in Information Technology, as this is such a critical component of our educational program and organisational infrastructure.

Senior Appointments For 2026

Mr David Tompson retired from his role as Head of Primary (NWS) at the end of the year. Mr Tompson stepped into the role in the very early years of the development of the campus and has led the staff through continued growth over the last 14 years, establishing a wonderful, collegial culture, with a passion for learning and supporting the formation of our youngest. I thank David for his wonderful leadership, and his commitment and service to the College. Mrs Shirley Patterson, Head of Secondary (NWS) also left us at the end of the year. Mrs Patterson has embraced Waverley Christian College with great enthusiasm and passion over her two-year tenure. Her love for the Lord, commitment to prayer and genuine love for community have been appreciated by all. We wish her every blessing in her new ventures.

I congratulate Mr Joel Chapman on his appointment to Head of Secondary (NWS) and Mrs Sarah Michael on her appointment to the Head of Primary (NWS). It is exciting to be able to appoint leaders from within the WCC community and I am very much looking forward to working with both of them as part of our 2026 College Leadership Team.

Thanks

At the conclusion of this, my first year in principalship, I am so thankful to the amazing staff that do all the hard work in every facet of the College. They are a very dedicated, passionate group of faith-filled believers who truly want the best outcomes for the students placed in our care. It is a privilege to lead such a community. I am also incredibly grateful for the support and the leadership of the Senior Management Team who have embarked with me on this journey of change. It goes without saying that the support, encouragement and grace that I have received from my Personal Assistant, Mrs Nellie Fung, has been nothing short of special. I am indebted to her work.

I look forward to continuing the journey of connecting deeper to the story that is WCC both next year and in the years ahead.

Rod Ramsay
College Principal



College Leadership



Rod Ramsay
Principal



Lisa Domicich
Deputy Principal



Peter Leigh
Business Manager



Adam Dearness
Director of
Teaching & Learning



Anna White
Director of Student
Wellbeing Support



Mark Crnkovic
Head of Campus
Narre Warren South



David Tompson
Head of Primary
Narre Warren South



Shirley Patterson
Head of Secondary
Narre Warren South



David Lepileo
Head of Campus
Wantirna South



Adam Messenger
Head of Primary
Wantirna South

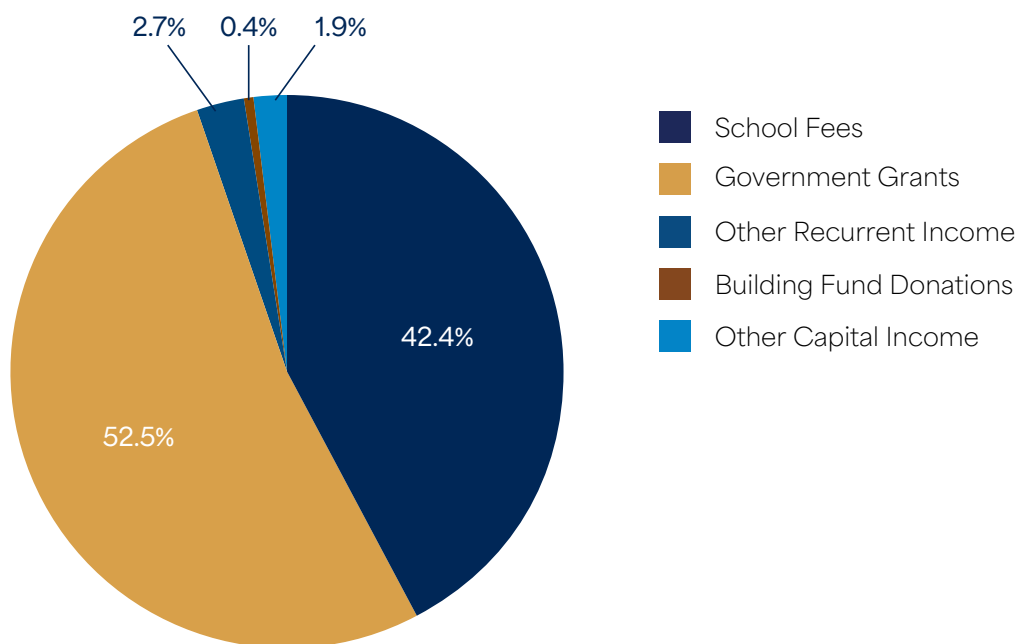


Andrew Bawden
Head of Secondary
Wantirna South

Finance Report

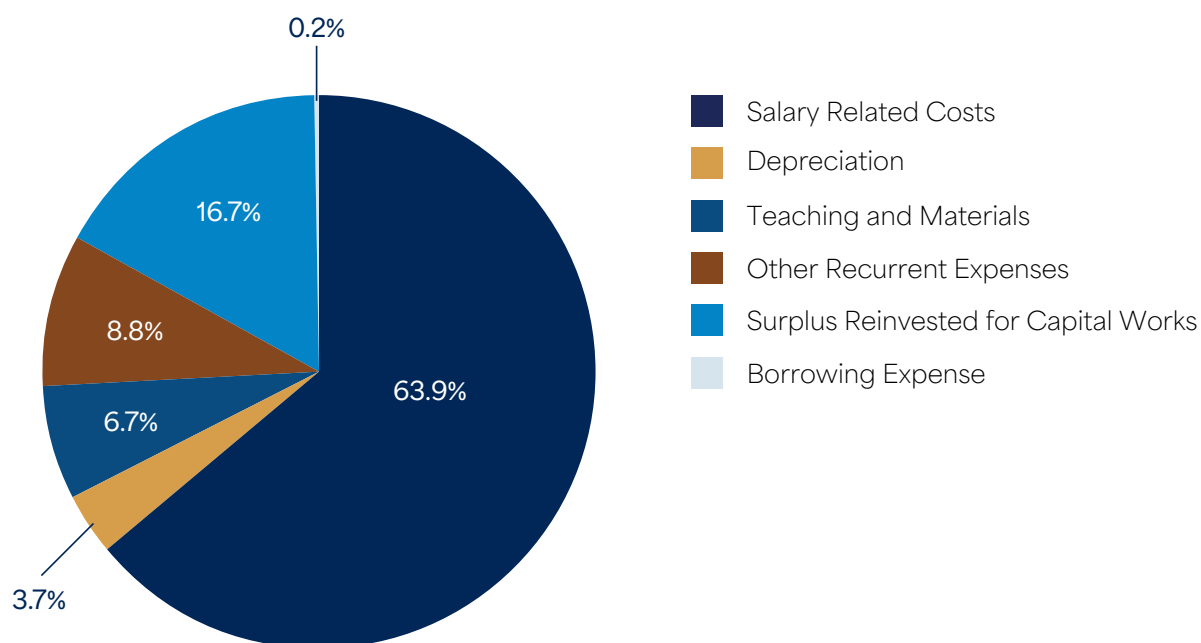
Total Income

\$60,615,421



Total Expenditure

\$60,615,421



INCORPORATING RECURRENT AND CAPITAL INCOME AND EXPENDITURE
Waverley Christian College is a not-for-profit organisation, 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 repayment of borrowings.

Staff Information



Staff Attendance

Average attendance rate for Wantirna South teaching staff: 95.11%

Average attendance rate for Narre Warren South teaching staff: 94.42%

Average number of days absent for Wantirna South teaching staff: 7.86

Average number of days absent for Narre Warren South teaching staff: 9.45

Staff Retention

Proportion of teaching staff retained in a program year from the previous year for Wantirna South: 89%

Proportion of teaching staff retained in a program year from the previous year for Narre Warren South: 89%

Teacher Qualifications

Doctoral/Masters/Degrees/Diploma (or equivalent): 99.06%*

*Two teachers were employed under Permission to Teach arrangements in 2025 while undertaking studies to complete their teaching qualifications.

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' Individual Professional Learning Plans.

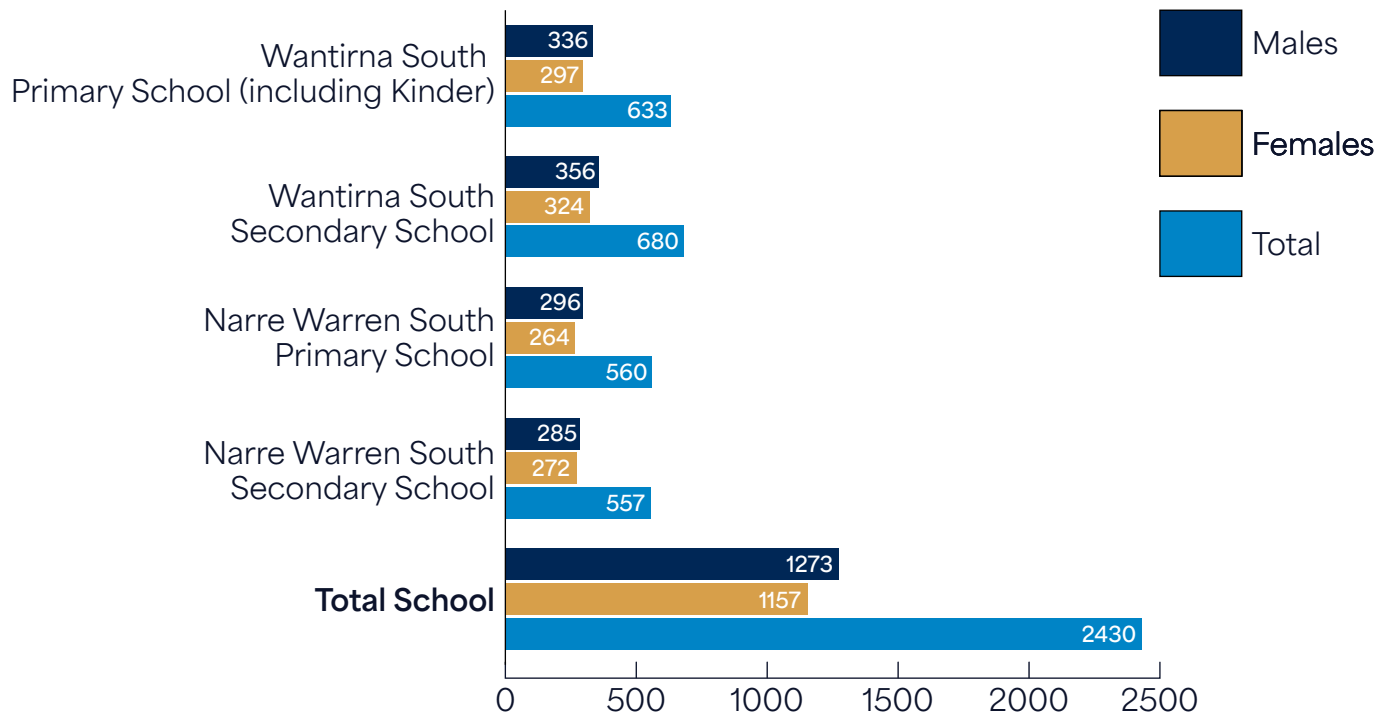
The professional learning consists of involvement in the College in-house professional learning programs which focus on teachers routinely sharing practice and strategies in team settings and exploring new teaching and learning practices. The College also provides staff with access to rich and varied external professional learning opportunities that broadens teachers' 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: \$672.31 per teacher

(N.B. This does not include 'in house' professional learning, e.g. staff meetings, curriculum meetings etc).

Student Characteristics



Wantirna South – Student Retention

Proportion of Year 9 students in 2022 retained to Year 12 in 2025: 87%
(13% of students from Year 9 2022 chose other options for their schooling from 2023 to 2025)

Narre Warren South – Student Retention

Proportion of Year 9 students in 2022 retained to Year 12 in 2025: 84%
(16% of students from Year 9 2022 chose other options for their schooling from 2023 to 2025)

Student Retention

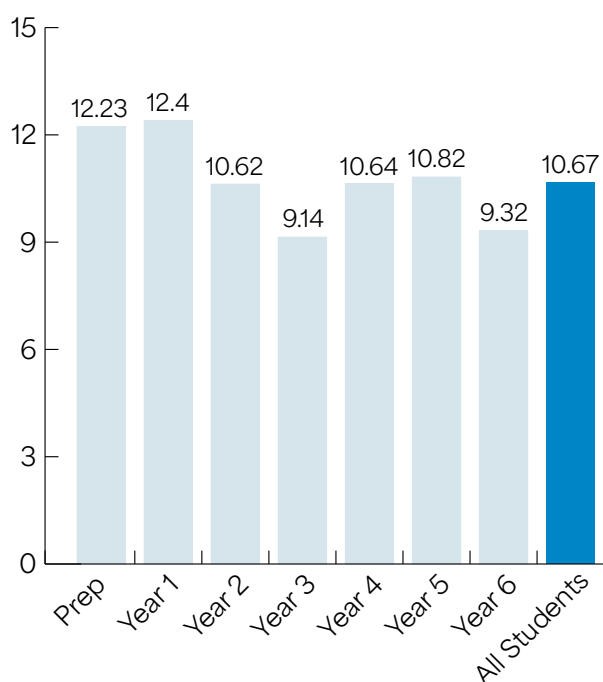
Proportion of Year 9 Students in 2022 retained to Year 12 in 2025: 86%
Students from Year 9 2022 chose other options for their schooling from 2023 to 2025: 14%

Student Attendance

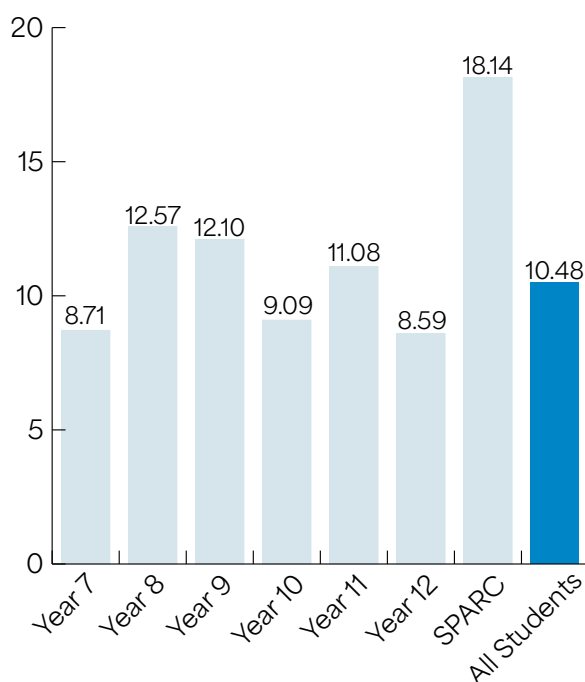
Students Attendance

Attendance rolls are marked morning and afternoon in the Primary School and every lesson in the Secondary School. Student Attendance Coordinators follow up any unexplained absences.

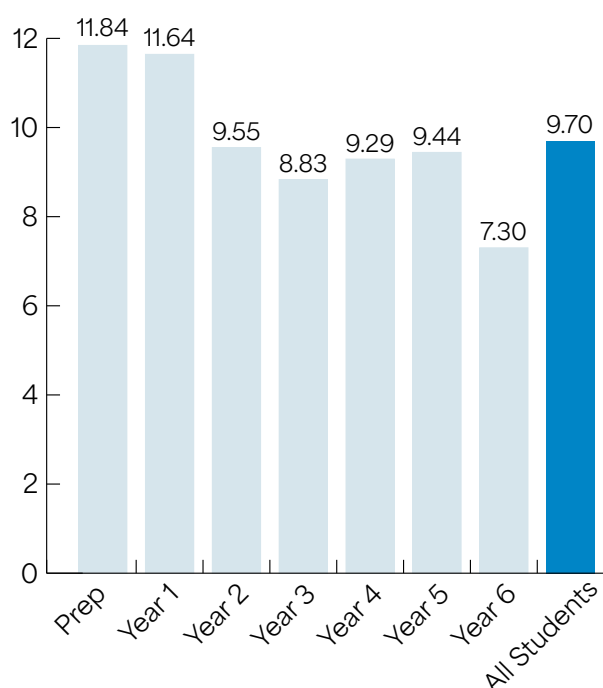
Narre Warren South Primary (NWSP)



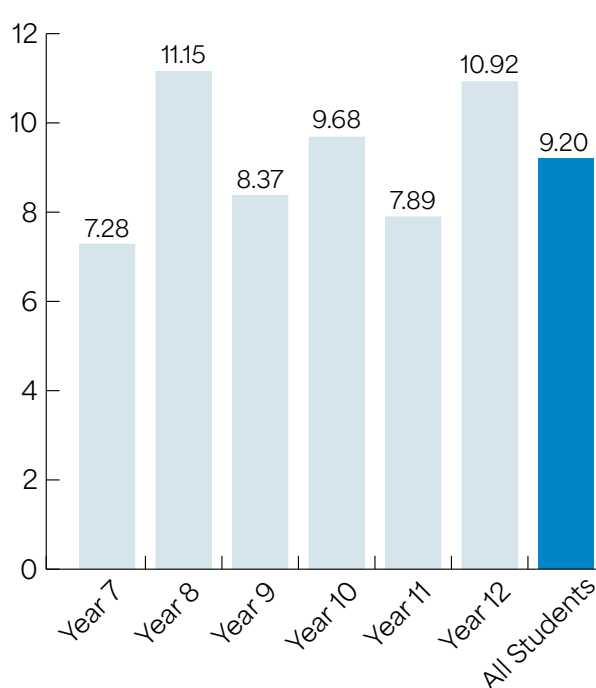
Narre Warren South Secondary (NWSS)



Wantirna South Primary (NWSP)



Wantirna South Secondary (NWSS)



NAPLAN

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 2025.

Narre Warren South Campus

Year Level	Reading	Writing	Spelling	Numeracy	Grammar & Punctuation
3	100%	100%	100%	98%	97%
5	98%	98%	97%	99%	96%
7	99%	99%	99%	99%	98%
9	98%	98%	98%	99%	96%

Wantirna South Campus

Year Level	Reading	Writing	Spelling	Numeracy	Grammar & Punctuation
3	98%	99%	99%	96%	98%
5	100%	100%	100%	100%	98%
7	99%	100%	100%	100%	100%
9	99%	99%	99%	99%	99%



Destination Data

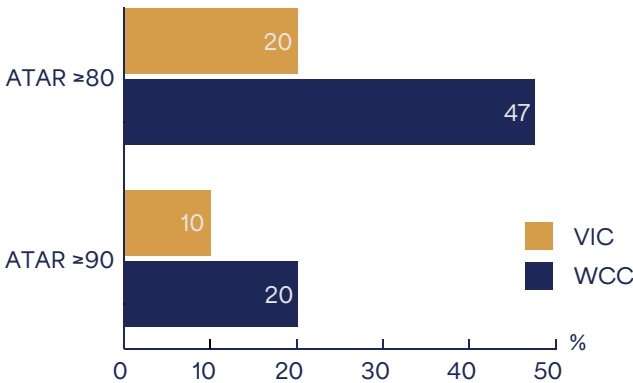
Narre Warren South

Cohort Summary

- 81 students enrolled in Year 12
- 75 students undertook VCE
- 6 students undertook VCE-VM
- 100% of students successfully completed Year 12

VCE ATAR & Scored Results

- Our campus’s results were well above the state average
- A perfect score of 50 was achieved in General Mathematics
- The median score was 32, and the percent of study scores of 40 and above (considered high achievers) was 7.4%



2025 Dux

- Our dux at the Narre Warren South campus had an ATAR of 99.30.
- The maximum possible ATAR is 99.95.

VET Courses

Vocational Education and Training (VET) courses provide practical, industry-specific skills through nationally recognised qualifications via TAFEs and Registered Training Organisations (RTOs). These courses can be undertaken by VCE and VCE-VM students.

VET Course	Number of Students Enrolled
Building & Construction*	1
Music Performance	1
Electrotechnology*	2
Early Childhood Education & Care*	1
Engineering Studies*	1
Christian Ministry & Theology	21

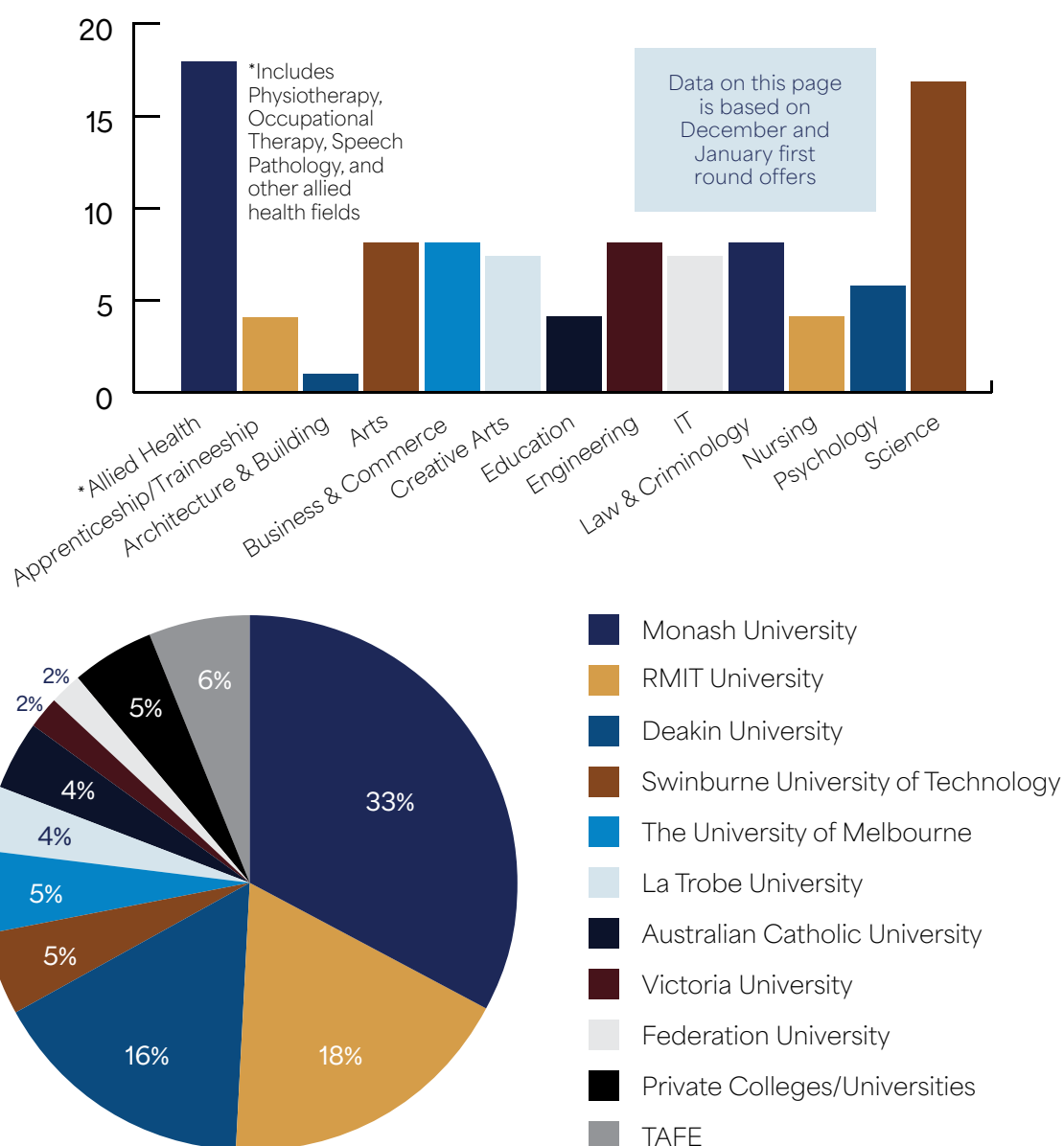
*Priority Industry Area, aligned to government priorities, including skills shortages and economic growth

Destination Data

Narre Warren South

Destinations

- 100% of applicants received an offer
- 74% of applicants received one of their top three preferences



Destination Data

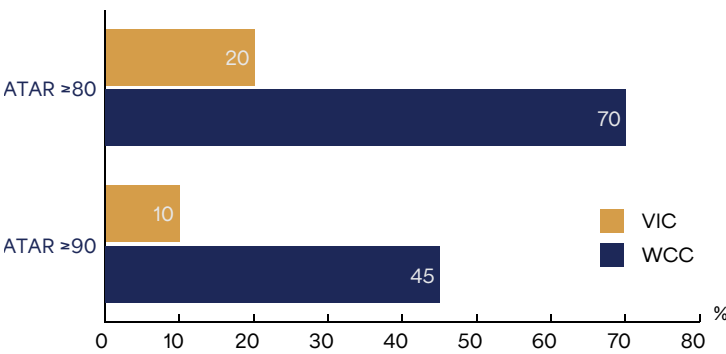
Wantirna South

Cohort Summary

- 108 students enrolled in Year 12
- 101 students undertook VCE
- 7 students undertook VCE-VM
- 100% of students successfully completed Year 12

VCE ATAR & Scored Results

- Our campus’s results were significantly above the Victorian state average
- Perfect scores of 50 were achieved in Food Studies and Legal Studies
- The median score was 34, and the percent of study scores of 40 and above (considered high achievers) was 20.1%



2025 Dux

- Our dux at the Wantirna South campus had an ATAR of 99.75.
- The maximum possible ATAR is 99.95.

VET Courses

Vocational Education and Training (VET) courses provide practical, industry-specific skills through nationally recognised qualifications via TAFEs and Registered Training Organisations (RTOs). These courses can be undertaken by VCE and VCE-VM students.

VET Course	Number of Students Enrolled
Animal Care	1
Automotive	1
Aviation	1
Beauty Services	3
Cookery*	1
Design	1
Early Childhood Education & Care*	1
Events*	1
Information, Digital Media & Tech*	1
Plumbing*	1
Christian Ministry & Theology	40

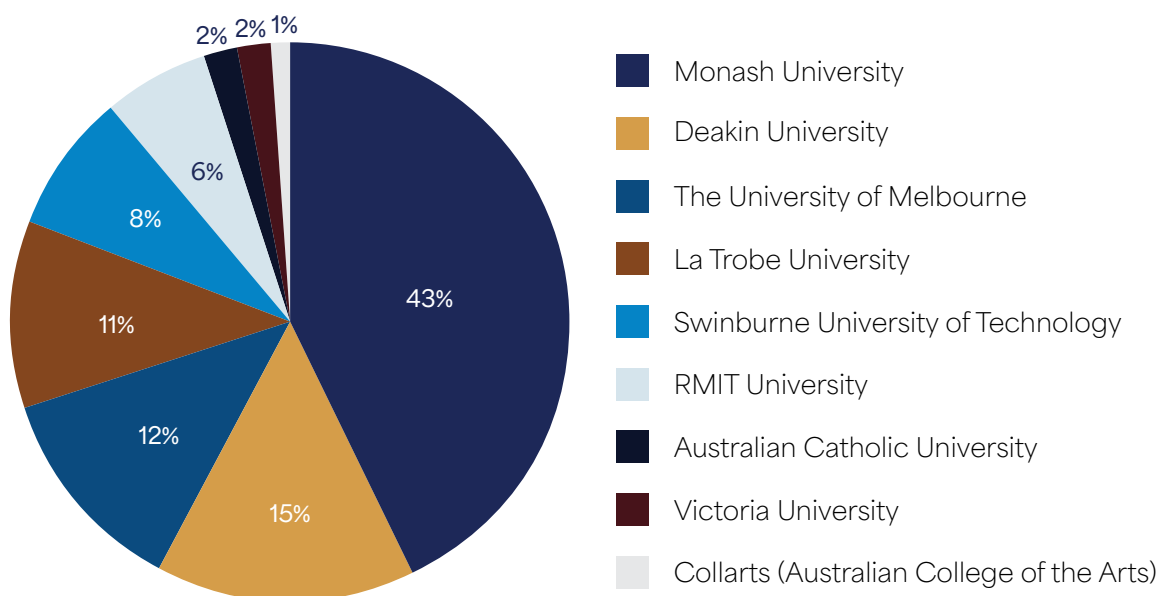
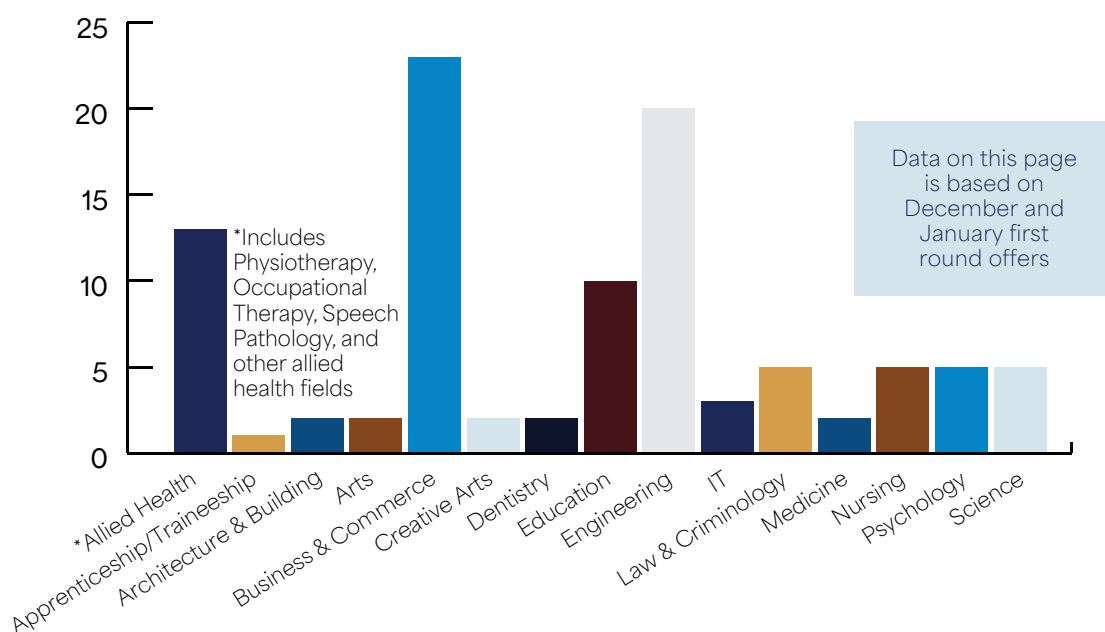
*Priority Industry Area, aligned to government priorities, including skills shortages and economic growth

Destination Data

Wantirna South

Destinations

- 100% of applicants received an offer
- 83% of applicants received one of their top three preferences



Satisfaction Surveys

Our 2025 Satisfaction Survey results were again very positive with most results rating higher or much higher than the National Schools Survey Benchmark result for each section.

Student Results

WCC NSS
Benchmark

GUIDANCE AND SUPPORT 79% 70%

This area measures whether students feel that they have access to support services within their school, and whether they are being supported through the transition from each school year. In addition, this area assesses students' opinions of career and future opportunities.

LEARNING OPPORTUNITIES 75% 69%

This area measures whether students feel that teachers help them to be responsible for their own learning, whether they are motivated to learn, and whether the academic program meets their needs, interests and aspirations.

PERSONAL DEVELOPMENT 77% 67%

This area measures whether students feel that the school focuses on their personal development and whether they have equal opportunities for leadership opportunities. It assesses whether students believe that the school encourages them to participate in community activities.

TEACHER QUALITY 77% 67%

This area measures students' perceptions of whether their learning needs are being met by the school, and whether they feel that their teachers are approachable and that they feel comfortable asking questions. It also assesses whether parents believe that the teaching quality is of a high standard and whether teachers and staff are caring and supportive, and act as good role models.

SCHOOL CURRICULUM 76% 69%

This area measures whether students are happy with the variety of subjects offered, the standard of schoolwork expected, and the appropriateness of class activities. It also assesses whether students feel that they get to make decisions in class using ideas that they have learned.

WCC NSS
Benchmark

SCHOOL ENVIRONMENT 79% 67%

This area measures whether students feel that the school environment is comfortable and inviting to themselves and their family. It assesses students' perceptions of school cleanliness, safety, equality, and students' pride and enjoyment with their school.

STUDENT BEHAVIOURIAL VALUES 80% 70%

This area measures students' perceptions of the values taught within the school. It assesses whether students believe that they show respect towards the teachers, whether they are taught to respect individual differences, and whether they understand what is expected from them at school.

TECHNOLOGY AND RESOURCES 78% 67%

This area measures students' perceptions of the technology and resources. It assesses whether students believe that the school is keeping up-to-date with advancements in technology, whether the resources are accessible and whether there are effective policies in place regarding students' use of technology.

STUDENT RELATIONSHIPS 78% 65%

This area measures students' perceptions of their friendships within the school. It assesses whether students believe that they help one another, show respect towards one another, and whether it is easy to make friends within the school. In addition, it assesses whether students feel that bullying is a major problem.

RELIGION 82% 75%

This area measures students' perceptions of the religious program at the school. It assesses whether students believe that appropriate morals and values are taught, whether the school encourages the development of students' faith and whether students have the opportunity to express their spiritual beliefs.

Satisfaction Surveys

Parent Results

	WCC	NSS Benchmark
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OVERALL ITEMS	83%	76%
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GUIDANCE AND SUPPORT	81%	73%
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This area measures whether parents feel that their child has access to support services within their school, and whether they are being supported through the transition from each school year. In addition, this area assesses parents' opinions of career and future opportunities.

LEARNING OPPORTUNITIES	78%	73%
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This area measures whether parents feel that class sizes are suitable for their child's learning, whether their child is motivated to learn, and whether the academic program meets the needs, interests and aspirations of their child.

PERSONAL DEVELOPMENT	79%	70%
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This area measures whether parents feel that the school focuses on their child's personal development and whether students have equal opportunities for leadership opportunities. It assesses whether parents believe that their child has enough opportunities to participate in wellbeing, service, mission or community activities.

TEACHER QUALITY	80%	72%
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This area measures parents' perceptions of whether their child's learning needs are being met by the school, and whether they have access to their child's teachers if they need to contact them. It also assesses whether parents believe that the teaching quality is of a high standard and whether teachers and staff are caring and supportive, and act as good role models.

SCHOOL CURRICULUM	78%	74%
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This area measures whether parents feel that the curriculum is innovative and caters to individual needs of children. It assesses parents' opinions on the variety of subjects offered, the standard of schoolwork expected, and the appropriateness of class activities and homework.

	WCC	NSS Benchmark
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SCHOOL ENVIRONMENT	84%	75%
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This area measures whether parents feel that the school environment is comfortable, safe and inviting to themselves and students. It assesses parents' perceptions of school cleanliness, safety, equality, and students' pride and enjoyment with their school.

SCHOOL COMMUNICATION	80%	72%
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This area measures parents' perceptions of the school's communications. It assesses whether parents are informed about school matters, whether concerns are taken seriously, and whether parents know who to go to if they need to know something or have any queries.

TECHNOLOGY AND RESOURCES	81%	74%
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This area measures parents' perceptions of the technology and resources. It assesses whether parents believe that the school is keeping up-to-date with advancements in technology, whether the resources are accessible and whether there are effective policies in place regarding students' use of technology.

LEADERSHIP AND MANAGEMENT	79%	68%
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This area measures parents' perceptions of the school leadership and management. It assesses whether parents believe that there is openness between school administrators and parents, whether there is effective leadership and direction, and whether bullying issues are dealt with properly. It also considers whether parents believe that the school is well-organised.

RELIGION	84%	79%
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This area measures parents' perceptions of the religious program at the school. It assesses whether parents believe that appropriate morals and values are taught, whether the school encourages the development of students' faith and whether students have the opportunity to express their spiritual beliefs.

Satisfaction Surveys

Teaching Staff Results

	WCC	Co-Ed Independent K-12 Schools Teacher Mean
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OVERALL ITEMS	88%	81%
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GUIDANCE AND SUPPORT	80%	70%
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This area measures whether staff members feel that they have access to support services within their school, and whether they are being supported through the transition from each school year. In addition, this area assesses staff members' opinions of support within the school, and whether there are accessible and helpful services.

GOAL CONGRUENCE	83%	86%
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This area measures whether staff members understand the objectives and goals of the school, and whether they feel that their goals are in line with the school. In addition, this area assesses staff members' opinions of whether they receive constructive feedback regarding their role at the school.

PROFESSIONAL DEVELOPMENT	77%	73%
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This area measures whether staff members feel that the school focuses on their personal development. It assesses whether staff members believe that they have enough opportunities to participate in personal development activities, and whether the activities are enriching and worthwhile.

SCHOOL MORALE	84%	77%
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This area measures staff members' perceptions of the school atmosphere. It assesses whether staff members believe that there is a level of respect between teachers and non-teachers, whether there are high levels of energy within the school, and whether there is a sense of school spirit.

SCHOOL CURRICULUM	68%	66%
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This area measures whether staff members feel that the curriculum is innovative and caters to individual needs of children. It assesses staff members' opinions on the variety of subjects offered, the standard of schoolwork expected, and the appropriateness of class activities and homework.

	WCC	Co-Ed Independent K-12 Schools Teacher Mean
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SCHOOL ENVIRONMENT	79%	76%
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This area measures whether staff members feel that the school environment is comfortable and inviting to themselves and students. It assesses staff members' perceptions of school cleanliness, safety, equality, and students' pride and enjoyment with their school.

SCHOOL COMMUNICATION	74%	68%
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This area measures staff members' perceptions of the school's communications. It assesses whether staff members are informed about school matters, whether concerns are taken seriously, and whether there are opportunities for staff to become involved in decision-making processes.

TECHNOLOGY AND RESOURCES	74%	68%
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This area measures staff members' perceptions of the technology and resources. It assesses whether staff members believe that the school is keeping up-to-date with advancements in technology, whether the resources are accessible and whether there are effective policies in place regarding students' use of technology.

LEADERSHIP AND MANAGEMENT	77%	72%
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This area measures staff members' perceptions of the school leadership and management. It assesses whether staff members believe that there is openness between school administrators and staff, whether there is effective leadership and direction, and whether issues are dealt with properly. It also considers the moral, ethical and civic values of the school.

STAFF WELL-BEING	69%	56%
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This area measures whether staff members feel that they have a commitment to the school, whether they are supported by their colleagues during difficult times, and whether they are supported through emotionally demanding work. It also assesses whether there is an open policy to discuss their concerns, and whether their workload is manageable.

RELIGION	88%	86%
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This area measures staff members' perceptions of the religious program at the school. It assesses whether staff believe that appropriate morals and values are taught, whether the school encourages the development of students' faith and whether students have the opportunity to express their spiritual beliefs.

Satisfaction Surveys

Non-Teaching Staff Results

	WCC	Co-Ed Independent K-12 Schools Teacher Mean
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OVERALL ITEMS	90%	87%
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GUIDANCE AND SUPPORT	84%	78%
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This area measures whether staff members feel that they have access to support services within their school, and whether they are being supported through the transition from each school year. In addition, this area assesses staff members' opinions of support within the school, and whether there are accessible and helpful services.

GOAL CONGRUENCE	85%	85%
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This area measures whether staff members understand the objectives and goals of the school, and whether they feel that their goals are in line with the school. In addition, this area assesses staff members' opinions of whether they receive constructive feedback regarding their role at the school.

PROFESSIONAL DEVELOPMENT	77%	76%
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This area measures whether staff members feel that the school focuses on their personal development. It assesses whether staff members believe that they have enough opportunities to participate in personal development activities, and whether the activities are enriching and worthwhile.

SCHOOL MORALE	84%	81%
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This area measures staff members' perceptions of the school atmosphere. It assesses whether staff members believe that there is a level of respect between teachers and non-teachers, whether there are high levels of energy within the school, and whether there is a sense of school spirit.

SCHOOL CURRICULUM	75%	85%
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This area measures whether staff members feel that the curriculum is innovative and caters to individual needs of children. It assesses staff members' opinions on the variety of subjects offered, the standard of schoolwork expected, and the appropriateness of class activities and homework.

	WCC	Co-Ed Independent K-12 Schools Teacher Mean
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SCHOOL ENVIRONMENT	84%	81%
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This area measures whether staff members feel that the school environment is comfortable and inviting to themselves and students. It assesses staff members' perceptions of school cleanliness, safety, equality, and students' pride and enjoyment with their school.

SCHOOL COMMUNICATION	75%	75%
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This area measures staff members' perceptions of the school's communications. It assesses whether staff members are informed about school matters, whether concerns are taken seriously, and whether there are opportunities for staff to become involved in decision-making processes.

TECHNOLOGY AND RESOURCES	77%	73%
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This area measures staff members' perceptions of the technology and resources. It assesses whether staff members believe that the school is keeping up-to-date with advancements in technology, whether the resources are accessible and whether there are effective policies in place regarding students' use of technology.

LEADERSHIP AND MANAGEMENT	81%	76%
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This area measures staff members' perceptions of the school leadership and management. It assesses whether staff members believe that there is openness between school administrators and staff, whether there is effective leadership and direction, and whether issues are dealt with properly. It also considers the moral, ethical and civic values of the school.

STAFF WELL-BEING	75%	67%
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This area measures whether staff members feel that they have a commitment to the school, whether they are supported by their colleagues during difficult times, and whether they are supported through emotionally demanding work. It also assesses whether there is an open policy to discuss their concerns, and whether their workload is manageable.

RELIGION	88%	88%
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This area measures staff members' perceptions of the religious program at the school. It assesses whether staff believe that appropriate morals and values are taught, whether the school encourages the development of students' faith and whether students have the opportunity to express their spiritual beliefs.



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