

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


ANNUAL REPORT

2023



WAVERLEY CHRISTIAN COLLEGE

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College Council Members (left to right): Barney Tomasich, Andrew Chisholm, Gavin Osborne, Amy Lim, George Kanagasabai, Peter Sheahan, Peter Leigh, Amy Foong, Leanne Smith-Caarels, Glen Slimmon, David Burr

CHAIRMAN'S REPORT

I am delighted to present the Chairman's Report for 2023.

As many of you are aware, there has been significant concern amongst faith-based organizations as a result of the Australian Law Reform Commission's (ALRC) inquiry into Religious Educational Institutions and Anti-Discrimination Laws. At the beginning of the year Parents were invited to participate in an ALRC survey so that the Commission would be aware of the views of Christian school parents. I sincerely thank all those who participated in the survey.

Under existing Federal law, Christian schools such as ours have clear exemptions which allow us to teach and maintain our character as a Christian school by discriminating in our employment practices in order to select staff who share the school's religious values. These exemptions enable us to create an environment which embodies our values, which you will be aware are set out in the College's Statement of Faith and Statement of Religious Education Philosophy and include our beliefs around gender and appropriate sexual behaviour. In recent years, activists have sought to undermine these exemptions through a campaign of misinformation and exaggerated and unverified claims.

During the year, the ALRC released a Consultation Paper containing its recommendations regarding the exemptions, which has only served to heighten concern in the Christian community.

The Principal Lawyer of the Human Rights Law Alliance, John Steenhof, writes:

"The ALRC has recently released a Consultation Paper which will make hostile activists think all their Christmases have come at once. It contains proposals that, if implemented, would rob many Christian schools of their very purpose, and inevitably lead to closures.

The outcome of this review will be nothing short of catastrophic for these schools, which prioritise the Christian faith in their ethos and operations, and to that end are staffed by those who share and are firmly committed to that mission. Parents choose these schools for that very reason.

The ALRC would have us believe that these schools engage in harmful discrimination, to such an unjustified degree that it has to be stopped – in the interests of protecting both students and staff.

This is not supported by any credible data. The positive experiences of parents, children, and staff in these schools tell an entirely different story. Rolls are increasing. Parents report satisfaction and approval. Parents regularly give Christian schools high safety rankings for providing a nurturing and safe environment for students.

In a similar vein, Ms Jacinta Collins, National Catholic Education Executive Director writes:

"The proposed ALRC reforms seriously encroach on the ability of faith-based schools to do so in an authentic way by removing or severely restricting the ability of Catholic schools to prioritise the employment of staff and enrolment of students from our faith background, or to operate and teach in accordance with our Catholic ethos. . . . The ALRC's consultation paper displays an impoverished understanding of religion and does not rise above the vague observation that 'religion is of great importance in many people's lives, and can be central to a person's identity, sense of self, and purpose'.

While the paper acknowledges that religious schools are intended to teach students the beliefs, doctrines, and religious practices of their respective faith traditions, it shows no proper understanding of how religious teaching, and a community of faith are connected or why they are important."

Over recent years, opponents of faith-based schooling have ramped up their activism aimed at making it difficult, if not impossible, for religious schools to continue to serve the interests and wishes of their students and families. The College Council monitors these developments closely and is particularly concerned by the recommendations of the Consultation Paper, which if implemented would spell the end of Christian education as we know it.

In short, Christian schools would eventually lose the ability to remain Christian schools and would eventually operate in much the same way as any other non-government school. The College Council is working closely with the Principal to oppose the adoption of these recommendations.

Our Principal and other members of the College leadership team have the opportunity to present our concerns to Federal politicians in meetings with the Member for Aston (WS Campus), Mary Doyle, the Member for Holt (NWS Campus), Cassandra Fernandez, the Shadow Minister for Education, Sarah Henderson, and the Deputy Leader of the Opposition, Sussan Ley.

The Council is determined to do all it can to protect, preserve and enhance the Christian ethos of the College, and achieve a fair and balanced regulatory framework which does not erode or undermine our Christian values.

Above all, can I urge you to keep this matter in your prayers, asking God to bring to nothing the schemes of those who are opposed to the Christian School movement.

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 Missional Governance Playbook and the Council Evaluation Survey; training of Council members in Child Safety Standards; meeting with the College's auditors to strengthen the Council's financial oversight of the College; engaging in a presentation on the implications of Artificial Intelligence on schools, and ongoing development of the Strategic Plan.

The College community has benefited from the contribution of the following experienced and enthusiastic people fulfilling their role on the Council in 2023. I would like to thank Peter Leigh, Amy Foong, Andrew Chisholm, George Kanagasabai, Amy Lim, Gavin Osborne, Peter Sheahan, Glen Slimmon, Leanne Smith-Caarels, and Barney Tomasich for their contribution. Particular thanks to Gavin Osborne who retired from the Council in May.

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 (Amy Foong (Chair), David Burr, Samantha Huang, Peter Leigh, Peter Sheahan, and Jin Ai Tan) has been strengthened this year with the addition of Teke Tu and Jane Zhang. The FC has been involved in monitoring financing for facilities, reviewing the annual budget and the Strategic Business Plan, managing the cash flow to reduce debt and achieve our benchmarks for financial performance, and in developing a Financial Risk Control Register. In their annual review, the auditors again commended the College for its strong financial controls, positive cash flow and sustainability.

Governance Committee

The Governance Committee (David Burr (Chair), Barney Tomasich, Peter Leigh, and Peter Sheahan) has continued to work through the Council Charter to review and establish policies and procedures reflecting best practice in governance, 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 (David Burr, Peter Leigh, Barney Tomasich (Chair), Peter Sheahan, Christine D'Souza, Katie Zhang, and Rod Ramsay) has been strengthened this year with the addition of Andrew Lim and Chelsea Foo. The RMC 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. The Committee regularly monitors the Minutes of the Risk Management and Occupational Health and Safety staff working groups. This year, the Committee has again focussed on the development of a Risk Management Framework. Child Safety Reports and the Child Safe Standards Action Plan are regularly reviewed at RMC meetings. Christine D'Souza retired from the RMC in November after four years of valuable service.

Capital Development Appeal

Just over \$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 School and Church communities, especially during the current economic climate.

Facilities

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

Wantirna South Campus

North Wing

Occupation of the North Wing took place in October 2022.

We are delighted with all that the new facility provides. The café is proving to be a great meeting and function space as well as a source of fine coffee. The commercial kitchen and Food Studies classroom are providing students with enhanced learning opportunities. The reception area is a lovely space for staff to connect with visitors and guests. Our Year 5 and 6 students are enjoying their new learning spaces which provide opportunities for flexible and engaging learning. And the staff areas on the top floor have been very much appreciated by the teaching and administration staff. These areas have enabled staff to work together more collaboratively and effectively.

We received no capital grants from either the Commonwealth or State governments to help fund the project. No bank loans were required. The North Wing was completed at a cost of \$11 million, debt free. We thank God for his faithfulness to us, and the generosity of the school community.

The Official Opening of the North Wing took place on 6th June 2023. It was an excellent time of celebration, and a great chance to thank those who participated in the delivery of the project, and to thank God for his blessings and favour. It was an overcast day and rain held off until our Principal's closing prayer!

South Wing (Former Secondary Wing)

The South Wing project is progressing well, with completion anticipated in Term 1, 2024. When completed, the new building will provide Junior Secondary and Senior Secondary Learning areas, a VCE Common Room and study spaces, careers, administration areas, and connections to the Library and Oval Wing. A timber deck will provide a link to the bushland at the east end of the building.

Student Services Centre

Refurbishment of the former Administration building was completed early in the new year. The Student Services Centre houses the Uniform Shop, Student Attendance, Sick Bays, Student Wellbeing, and Lost Property. The new spaces are working particularly well, and also provide for a high level of collaboration between the staff who occupy the building.

Narre Warren South Campus

Roadworks

This project, which provides traffic signals at the intersection of the Narre Warren – Cranbourne Road and Lansell Close, and a new entry into the campus, finally nears completion. This has undoubtedly been the most delayed project in the history of the College. VicRoads has continually reviewed its specifications for the intersection, resulting in huge time delays and cost blowouts. However, we are hopeful that when fully operational, the new intersection will provide significant improvement to the traffic flow around the campus.

Junior Secondary Wing

At the time of writing, the Junior Secondary Wing project is now making good progress following the appointment of a new builder, Monaco Hickey, after the original builder went into voluntary administration in the early stages of the project. Although the project will now cost us more and take longer to complete, we are incredibly thankful to God for providing a new builder who was able to take on the project and keep time delays and cost increases to a minimum.

This two-storey building has been designed to cater for the future growth of the campus and, when completed, will provide general classroom learning areas, a hub for our learning support program, break out spaces, a temporary home for music classes, administration areas (including staff offices, staff lounge, staff amenities, and meeting rooms), and landscaping. It is anticipated that the project will be completed early in Term 2, 2024.

Thanks

In closing, on behalf of the Council I express our deep appreciation of the outstanding efforts of the Principal and the Senior Management Team, 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 2023 a successful year.

The Council also greatly appreciates the support of CityLife Church which continues to provide so much to the College, both spiritually and materially

May we look forward to 2023 with confidence and hope, in the sure knowledge that God is with us, and His love and grace cover the College and all those who contribute to its mission.

David F Burr

College Council Chair



PRINCIPAL'S REPORT

Introduction

The Biblical virtue of love is the greatest and highest of all the Christian virtues. It is on love that all relationships, both human and divine are founded. Love is the very nature of God. The evidence of whether we really know God is whether or not we demonstrate His love.

I John 4:7-11 (JB Phillips)

"To you whom I love I say, let us go on loving one another, for love comes from God. Everyone who truly loves is God's child and has some knowledge of him. But the person who does not love cannot know him at all, for God is love.

To us, the greatest demonstration of God's love for us has been his sending his only Son into the world to give us life through him. We see real love, not in that fact that we loved God, but that he loved us and sent his Son to make personal atonement for our sins. If God loved us as much as that, surely, we, in our turn, should love each other!"

The conclusion is inescapable! If God has behaved in a certain way towards me, the clear expectation is that I should behave in that way towards others. This means that if God has extended his love towards me, he requires that I extend love towards others. If God has extended his mercy towards me, he requires that I extend mercy towards others. If God extended his forgiveness towards me, he requires that I extend forgiveness towards others. If God has extended his patience towards me, he requires that I extend patience towards others.

A New Command

John 13:34-35 (JB Phillips)

"Now I am giving you a new command—love one another. Just as I have loved you, so you must love one another. This is how everyone will know that you are my disciples, because you have such love for one another."

Would people observing our lives and our interactions in our families and with others see evidence of the love that Jesus is talking about?

A few verses later in John 14:15 we read:

"If you love me, keep my commands (show it by doing what I have told you)" (The Message).

The scriptures teach that love is to be the hallmark for every follower of Christ.

As followers of Christ, we are commanded to love one another. We are commanded to love each other, not hate each other, or be unkind, or impatient, or talk about someone else behind their back, or be unforgiving.

The meaning of 'Love' in the Greek language

The commonest word for love in Greek is *philia*, which is the love of friendship and expresses the warmth of real affection. It is used in the NT of the love of Jesus for Lazarus and the love of Jesus for the beloved disciple. But by far the commonest word for love in the NT is *agape* (and its related verb *agapao*). The occurrences of *philia* in the NT are comparatively few, while *agape* occurs over 250 times.

Why 'agape'?

The NT Scholar, William Barclay writes:

"The great reason why Christian thought fastened on *agape* is that *agape* demands the exercise of the whole Christian person. Christian love must not only extend to our nearest and dearest (our friends and those who love us); Christian love must extend to the Christian fellowship, to the neighbour, to the enemy, to all the world.

It is also important to note that the ordinary words for love are words which express an emotion. They are words which have to do with the heart. In contrast, *agape* has to do with mind. It is not simply an emotion which rises unbidden in our hearts; it is a principle by which we deliberately live. *Agape* has supremely to do with the will. No one ever naturally loved their enemies (someone who seeks to cause us harm). To love one's enemies is a conquest of all our natural inclinations and emotions. This *agape*, this Christian love, is not merely an emotional experience. It is a deliberate principle of the mind and act of the will. It is the power to love the unlovable, to love people whom we do not like."

What is the meaning of agape?

Matthew 5:43-48 (The Message)

This passage sets agape apart from the other words for love.

You're familiar with the old written law, 'Love your friend,' and its unwritten companion, 'Hate your enemy.' I'm challenging that. I'm telling you to love your enemies. Let them bring out the best in you, not the worst. When someone gives you a hard time, respond with the energies of prayer, for then you are working out of your true selves, your God-created selves. This is what God does. He gives his best—the sun to warm and the rain to nourish—to everyone, regardless: the good and bad, the nice and nasty. If all you do is love the loveable, do you expect a bonus? Anybody can do that. If you simply say hello to those who greet you, do you expect a medal? Any run-of-the-mill sinner does that. "In a word, what I'm saying is, Grow up. You're kingdom subjects. Now live like it. Live out your God-created identity. Live generously and graciously toward others, the way God lives toward you."

Is it possible that many Christians' understanding of love is more in the realm of 'philia' than 'agape'? That is, we find it relatively easy to 'love the loveable', but struggle when people hurt, offend, and disappoint us.

However, as followers of Christ, we are called to a higher way of living. God is commanding us to live above philia love, the love of those we naturally like. We are commanded to love our enemies in order that we might reflect the character of our Heavenly Father. No matter what a person is like, God seeks nothing but their highest good. Agape is the spirit which says: No matter what any person (colleague, employer, minister, parent, child, sibling, neighbour or adversary) does to me, I will never seek to do harm to them; I will never set out for revenge; I will always seek nothing but their highest good.

Gordon Fee, NT scholar writes:

"The primary connotation of love is not "affection", but rather a sober kind of love that places high value on a person and actively seeks that person's benefit. Paul emphasises love not as affection but as behaviour, behaviour that is both pure (stemming from right motives) and blameless (lacking offence)."

Luke 6:27-28 (JB Phillips)

"But I say to all of you who will listen to me: love your enemies, do good to those who hate you, bless those who curse you, and pray for those who treat you badly."

However, followers of Christ can struggle with hatred, bitterness and unforgiveness leading to harsh, critical and demeaning words, either to the person or about the person to others. We need to ask God to purify and cleanse us from unforgiveness.

Ephesians 4:1-2;31-32 (JB Phillips)

As God's prisoner, then, I beg you to live lives worthy of your high calling. Accept life with humility and patience, making allowances for each other because you love each other. Make it your aim to be at one in the Spirit, and you will inevitably be at peace with one another. Let there be no more resentment, no more anger or temper, no more violent self-assertiveness, no more slander and no more malicious remarks, Be kind to each other, be understanding. Be as ready to forgive others as God for Christ's sake has forgiven you.

SCHOOL OPERATIONS

It was such a great joy to be able to commence the year free from the threat of lockdowns and no longer any requirement to report or exclude those testing positive to COVID-19. Instead, the new mantra has become: "If you are unwell, stay at home".

2023 has been another year of growth and development for the College. Our Narre Warren South campus, now in its twelfth year of operation, continues to experience strong growth with over 1000 students enrolled this year.

275 students joined the College at the beginning of the school year and over 2300 students are enrolled in the College across both campuses. Over 350 staff are employed at the College. With school life returning to normal, it has been wonderful to observe the fantastic opportunities that our students embrace every week of the year.

EQUAL OPPORTUNITY ACT 2010 – RELIGIOUS EXCEPTIONS REFORMS

As a result of the Victorian Government amending the Equal Opportunity Act to limit the ability of faith-based organizations (such as Christian Schools) to only employ people of faith, the foundation documents of the College have been strengthened to provide more explicit statements about who we are, what we believe, and what this will look like as we live together in community.

Parents would be aware of the increasing challenges to Christian schools around issues that were once matters of uncontested Christian belief. Courts and Tribunals are increasingly scrutinizing the Christian doctrines and beliefs which underpin the operations of Christian schools. The first document likely to be considered in this process is the organization's Constitution.

After reviewing the College's Constitution, the Council's Governance Committee identified that it lacked statements regarding human sexuality, gender, and marriage and family, including the role of parents. The Constitution of a Christian School needs to ensure that the fundamental Christian character of the School is captured.

To address this situation, the Constitution was amended to include two new schedules: a 'Statement of Religious Educational Philosophy' and a "Code of Conduct".

The 'Statement of Religious Education Philosophy' contains Biblical teachings about education, human identity, sexuality, the role of the State, the church, the family, and the school. These are aspects of Christian belief where schools are coming under scrutiny by courts, tribunals, the media, and the Australian public. Without these clauses, the College is potentially exposed to legal risks across a range of areas.

When it comes to the outworking of doctrinal principles in the form of policies and procedures, the College adopts a position of grace balanced with Biblical truth in its dealings with staff and students. Heads of School, Year Level Coordinators and Student Wellbeing Coordinators continuously demonstrate wisdom, grace, gentleness, and care as they support young people who are navigating some particularly challenging issues including sexual orientation and gender dysphoria. The College understands that young people are on a journey, discovering who they are and how they can contribute to the purposes of God in this world. They need to be nurtured and lovingly held accountable throughout this journey. It is the College's desire to work collaboratively with parents and their children to ensure the best possible outcomes for its students.

The 'Code of Conduct' seeks to indicate those assumptions and Biblical principles of Christian conduct which are foundational to WCC maintaining its identity as a Christian learning community, as well as setting out expectations in relation to behaviour and conduct for all members of the College community.

The new Schedules have now been incorporated into key documents and policies including the College Prospectus, Parent Code of Conduct, Admissions Policy, and Student Code of Conduct. It should be noted that the new Schedules seek to describe 'who we are' as a Christian school. Accordingly, the Schedules reflect an orthodox, traditional view of the Scriptures, rather than a more liberal, progressive approach.

We recognize that in any faith community, there will be a range of views on issues such as sexual orientation and gender identity. However, the Schedules represent our identity as a Christian school, not the personal opinions of everyone associated with the School.

CHURCH ATTENDANCE

Undoubtedly, the pandemic has caused a great deal of disruption to our 'normal' way of life. One of the institutions that was heavily impacted by the pandemic was the church. With traditional church services not able to be held during the pandemic, church communities had to adapt to the challenge, with many churches offering live, on-line services.

Interestingly, now that life has mostly returned to normal and we are learning to live with COVID-19, many churches continue to offer on-line services. Being able to be part of a church service from the comfort of one's own home is an attractive option. For people with health issues, on-line services provide an excellent opportunity to connect with a church community. And for those who have to work when church services are traditionally held, on-line services provide an important means to stay connected to church life.

Perhaps unsurprisingly, in person attendance at traditional church services is generally reported to have not recovered to pre-pandemic levels. Is this to be explained simply by the new on-line opportunity, or is it reflective of something else? Perhaps the disruption created by the pandemic caused some church goers to re-evaluate their commitment to church life?

There may be some WCC families who have not re-connected in person with their church communities now that church life has returned to normal. As a faith-based community, WCC has always recognized the importance of its families being connected to a church community. This is a foundation stone of our Enrolment Policy.

The Scriptures exhort believers to assemble together (Hebrews 10:25). If we learned anything from the pandemic, it was that isolation is dangerous and community is beneficial to our well-being. Church families provide social bonds and supportive networks. Community was God's idea from the beginning. People are created to live in community. We are created to interact with others, to connect with others, and to be in relationship with others. Isolation leaves one vulnerable. Community is paramount to individual well-being and safety, especially in times of adversity. Communities can rally together to protect each other from harm. Furthermore, the Church is the Body of Christ, a body of people, a spiritual community, through which Jesus Christ acts. In Christ we, though many, form one body and each member belongs to all the others (Romans 12:5)

For these reasons, I encourage any of our school families whose commitment to in-person involvement in a church community has declined in recent times, to re-connect, in person. I do not seek to condemn or judge anyone, but simply desire to preserve the values of our school community and encourage families to embrace the traditions of our faith that will strengthen us spiritually, socially, emotionally, and mentally.

CITE ALLIANCE

Over the last twelve months, an alliance of Christian schools has been formed to strengthen preservice teacher education in the Christian schools sector. Waverley has joined with Flinders, Chairo, Donvale and Hillcrest to provide a Christ-focused, innovative, and practical teacher training experience where pre-service teachers are placed in a classroom from the first day of their study. With the care and supervision of a dedicated mentor teacher, coordinator and director, pre-service teachers from alliance schools will experience first-hand, the rhythm of a school year within a supportive Christian school community.

This apprenticeship-style model provides school-based teacher training in partnership with Eastern College Australia to shape the pre-service teacher for the role of a Christian school teacher. The initial response to this new initiative has been encouraging with the first students in the program to commence bachelor's and master's degrees in 2024.

RETIREMENT OF WS HEAD OF PRIMARY

Mrs Alison Graeve will be retiring from her role as the Wantima South Head of Primary at the end of the year. Mrs Graeve joined the College at the beginning of 2020, just when the COVID-19 pandemic outbreak was commencing. Despite having to build new relationships with staff, parents, and students during a time of multiple lockdowns, Mrs Graeve has done an incredible job of leading the Primary school through these challenging times. I thank Mrs Graeve for her faithful service to the College over the last four years and wish her every blessing in her retirement.

THANKS

My thanks as always to the College Council and the work of the various sub-committees. It is no insignificant matter to be involved in the governance of a school in an environment of ever-increasing legislative requirements. My particular thanks to the Council Chair, David Burr, for his excellent leadership of the Council throughout 2023.

The Senior Management Team (Mr Andrew Bawden, Mr Mark Crnkovic, Mrs Alison Graeve, Mr Peter Leigh, Mr David Lepileo, Mr Sean Mapleback, Mrs Shirley Patterson, Mr Rod Ramsay, Ms Nicole Rietveld, and Mr David Tompson) have each led their respective areas magnificently throughout the year. I thank God for each one of them.

As always, I give thanks to God for His goodness to us. 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, blessed, and flourish during their time at the College.

Mr Peter R Sheahan

Principal

SCHOOL PERFORMANCE INFORMATION

Staff Attendance

Average attendance rate for Wantirna South teaching staff: 93.40%

Average attendance rate for Narre Warren South teaching staff: 93.32%

Average number of days absent for Wantirna South teaching staff: 11.07

Average number of days absent for Narre Warren South teaching staff: 12.01

Staff Retention

Proportion of teaching staff retained in a program year from the previous year for Wantirna South: 93%

Proportion of teaching staff retained in a program year from the previous year for Narre Warren South: 87%

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 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:

\$1,288 per teacher (N.B. This does not include 'in house' professional learning, e.g. staff meetings, curriculum meetings etc).

Student Characteristics

Location	Males	Females	Total
Wantirna South Primary School (including Kinder)	323	310	633
Wantirna South Secondary School	360	301	661
Narre Warren South Primary School	305	247	552
Narre Warren South Secondary School	237	228	465
Total School	1225	1086	2311

Student 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.

Wantirna South Absences

Level	Average	Level	Average
Prep	11.51		
Year 1	9.15	Year 7	10.43
Year 2	10.26	Year 8	7.27
Year 3	8.17	Year 9	9.45
Year 4	8.19	Year 10	9.82
Year 5	8.73	Year 11	8.20
Year 6	9.05	Year 12	8.62
All Students	9.26	All Students	8.84

Narre Warren South Absences

Level	Average	Level	Average
Prep	14.36		
Year 1	12.09	Year 7	9.40
Year 2	12.94	Year 8	9.13
Year 3	10.98	Year 9	11.64
Year 4	12.63	Year 10	12.87
Year 5	10.21	Year 11	10.08
Year 6	13.24	Year 12	11.24
All Students	12.32	All Students	10.76

2023, 2022 and 2021 NAPLAN Results

Please find below the percentage of students in Years 3, 5, 7 and 9 achieving the minimum national standards in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy for 2021, 2022 and 2023.

2023 NAPLAN Results

Wantirna South

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

Narre Warren South

Year Level	Min Std Band	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	2	99%	100%	100%	98%	99%
5	4	100%	100%	99%	100%	100%
7	5	98%	99%	100%	100%	99%
9	6	98%	97%	99%	95%	97%

2022 NAPLAN Results

Wantirna South

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

Narre Warren South

Year Level	Min Std Band	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	2	100%	100%	99%	100%	100%
5	4	100%	100%	100%	100%	100%
7	5	99%	98%	98%	98%	100%
9	6	99%	95%	98%	95%	100%

2021 NAPLAN Results

Wantirna South

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

Narre Warren South

Year Level	Min Std Band	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
3	2	100%	100%	99%	100%	100%
5	4	100%	100%	100%	100%	100%
7	5	99%	98%	98%	98%	100%
9	6	99%	95%	98%	98%	100%

Wantirna South - Senior Secondary Outcomes

2023 Year 12 Results

Median Study Score: 33

Study Scores of 40 and above: 11.4%

Wantirna South - ATAR

Percent of students achieving an ATAR of 95 and above: 14%

Percent of students achieving an ATAR of 90 and above: 29%

Percent of students achieving an ATAR of 80 and above: 55%

Wantirna South - Tertiary Applications and Offers

Total completed Year 12: 103

Tertiary Applications (actual number): 97

University Offers: 94%

TAFE/VET Offers: 5%

Any Tertiary Offers: 99%

Wantirna South - Student Retention

Proportion of Year 9 students in 2020 retained to Year 12 in 2023: 85%

Narre Warren South - Senior Secondary Outcomes

2023 Year 12 Results

Median Study Score: 32

Study Scores of 40 and above: 7.5%

Narre Warren South - ATAR

Percent of students achieving an ATAR of 95 and above: 3.5%

Percent of students achieving an ATAR of 90 and above: 16%

Percent of students achieving an ATAR of 80 and above: 53%

Narre Warren South - Tertiary Applications and Offers

Total completed Year 12: 63

Tertiary Applications (actual number): 58

University Offers: 92%

TAFE/VET Offers: 6%

Any Tertiary Offers: 98%

Narre Warren South - Student Retention

Proportion of Year 9 students in 2020 retained to Year 12 in 2023: 93%

TERTIARY APPLICATIONS AND OFFERS

Academy of Interactive Entertainment

Filmmaking (Advanced Diploma)

Australian Catholic University

Criminology & Criminal Justice/Bachelor of Law

Occupational Therapy (Pass and Honours)

Speech Pathology

Psychological Science/Exercise & Sports Science

Australian College of the Arts (Collarts)

Photography (Diploma/Degree)

Deakin College

Business (Diploma)/Business (Sport Management) (Degree)
(Pathway)

Health Sciences (Diploma)/Psychological Science (Degree)
(Pathway)

Deakin University

Arts (English – Creative Writing)

Business

Business/Arts

Commerce/Law

Commerce/Science

Computer Science

Criminology

Engineering – Software (Honours)

Exercise and Sport Science

Film, Television and Animation

Health Sciences

International Studies/Commerce

Law

Law/International Studies

Nutrition Science

Nursing

Occupational Therapy

Property & Real Estate/Commerce

Psychology (Honours)

Science

Science/Teaching (Secondary)

Social Work

Federation University Australia

Nursing Physiotherapy

La Trobe University

Biological Science

Information Technology (Bachelor)

Occupational Therapy (Honours)

Oral Health Science

Physiotherapy (Honours)

Science (Bachelor)

Speech Pathology (Honours)

Monash University

Architectural Design

Applied Data Science

Art

Banking and Finance

Biomedical Science

Business/Banking & Finance

Business/Information Technology

Chemical Engineering (Honours)/Pharmaceutical Science

Commerce/Actuarial Science

Commerce/Biomedical Science

Commerce/Computer Science

Commerce/Finance

Commerce/Information Technology

Computer Science

Computer Science Advanced (Honours)

Criminology

Diploma of Higher Education-Education

Diploma of Higher Education-Science

Design/Business

Engineering (Honours)/Arts

Engineering (Honours)/Biomedical Science

Engineering (Honours)/Commerce

Engineering (Honours)/Computer Science

Engineering (Honours)/Science

Fine Art

Global Studies

Health Science

Information Technology

Law (Honours)/Commerce

Marketing

Music

Nursing First Year Entry

Nursing/Midwifery (Honours)

Nutrition Science

Nutrition Science – Scholars Program (Dietetics Pathway)

Occupational Therapy (Honours)

Pharmacy (Honours)/Master of Pharmacy

Physiotherapy (Honours)

Primary & Secondary Education (Honours)

Radiation Sciences

Science

Science Advanced – Research (Honours)

Science/Computer Science

Science/Global Studies

Secondary Education (Honours)/Art

Secondary Education (Honours)/Science

RMIT University

Accountancy (Degree)
Accounting/Business
Architecture
Aviation (Pilot Training)
Business
Business (Diploma)/Business (Degree)
Business Professional Practice
Communication Design
Computer Science
Creative Writing
Engineering (Honours)
Engineering (Aeronautical) (Advanced Diploma)/Engineering (Aerospace Engineering) (Honours)
Engineering Mechanical (Honours)
Fine Art
Games Design
Information Technology (Degree)
Information Technology (Diploma)/Business (Degree)
International Studies
Journalism
Live Production & Technical Services (Diploma)
Medical Radiations-Medical Imaging (Radiography)
Psychology
Social Work (Honours)
Surveying & Spatial Information Services (Cert IV) (Diploma)/ (Advance Diploma)

Swinburne University of Technology

Architecture
Business Analytics and Analysis - Early Entry
Computer Science
Computer Science (Professional)
Engineering (Honours) (Professional)
Health Science (Unilink)-Diploma/Degree First Year
Justice/Criminal Justice and Criminology - Diploma/Degree
Media and Communication/Business - Early Entry
Nursing-Diploma
Sports Media/Media and Communication - Diploma/Degree

Torrens University Australia

Cybersecurity (Diploma)
Event Management (Diploma)

University of Melbourne

Arts
Biomedicine
Biomedicine/Engineering
Commerce
Design
Science
Science/Engineering

Victoria University

Exercise Science-Sport Practice (Degree)
Hospitality Management (Diploma)
Osteopathy (Degree/Master)

William Angliss Institute

Event Management



SATISFACTION SURVEYS STUDENT/STAFF/PARENT

In Term 4 2023, all parents, students and staff were given the opportunity to provide feedback on many aspects of the College's operations. The College engaged National Schools Surveys (NSS) to conduct this research on its behalf. The Senior Management Team has reviewed the Survey results. Whilst there is much encouraging feedback, there is always room for improvement in every area of school life. I wish to sincerely thank all those who participated in the 2023 Satisfaction Surveys.

In general, responses were very encouraging. In almost all key areas, for all three surveys, WCC results were higher than the NSS benchmark of 10,000 responses from parents, students, and staff across Australia. Please see below for a summary of responses for each question in all of the key areas.

STUDENT RESULTS

The Student Survey consisted of 64 questions focused on 11 key areas: Overall Items; Guidance and Support; Learning Opportunities; Personal Development; Teacher Quality; School Curriculum; School Environment; Student Behavioural Values; Technology and Resources; Student Relationships; and Religion.

1216 students from Years 5 to 12 from both campuses participated in the Survey, which included both qualitative and quantitative responses.

OVERALL ITEMS

I am happy to be at my school.

I look forward to going to school.

WCC LEVEL OF SATISFACTION: 74%

GUIDANCE AND SUPPORT

There are support services that I can easily access.

The pastoral care program at the school supports my development and wellbeing.

My school is doing a good job in preparing me for further education.

I have a sense of belonging to this school community.

There are staff in this school who genuinely care about how I am going in my life.

I am able to easily find someone I can talk to for support and assistance about handling a personal issue or concern.

I have felt comfortable when starting a new year at school.

My school prepares me well for the transition between years.

My school offers me guidance about career and future opportunities.

WCC LEVEL OF SATISFACTION: 76%

NSS BENCHMARK: 70%

LEARNING OPPORTUNITIES

My teachers help me to be responsible for my own learning.

The academic program meets my needs, interests, and aspirations.

The co-curricular offerings at this school meets my needs and interests.

I feel that I am motivated to learn at school.

WCC LEVEL OF SATISFACTION: 73%

NSS BENCHMARK: 69%

PERSONAL DEVELOPMENT

I am challenged and supported to do my best in my learning.

I can see growth in my learning.

I am encouraged to take part in community activities.

Students have equal opportunities to hold leadership positions.

WCC LEVEL OF SATISFACTION: 76%

NSS BENCHMARK: 67%

TEACHER QUALITY

My teachers are caring and supportive.

My teachers are positive and enthusiastic about their teaching.

My teachers acknowledge my efforts.

My teachers take control when students misbehave.

My teachers are of a very high standard.

I see my teachers as positive role models.

Feedback on my learning is timely and clear and helps me improve and progress.

I feel comfortable asking questions in class if I'm not sure I understand.

WCC LEVEL OF SATISFACTION: 77%

NSS BENCHMARK: 67%

SCHOOL CURRICULUM

Subject material / classwork that I am unfamiliar with, is presented in ways that are understandable to me.

I get to make decisions in class using ideas that we have learned.

I am satisfied with the subject choices / classwork at my school.

WCC LEVEL OF SATISFACTION: 74%

NSS BENCHMARK: 69%

SCHOOL ENVIRONMENT

I feel safe at school.

My school is welcoming to my family.

Students are proud to represent their school in the wider community.

My school is kept clean and tidy.

WCC LEVEL OF SATISFACTION: 76%

NSS BENCHMARK: 67%

STUDENT BEHAVIOURIAL VALUES

I understand what is expected of me at school.

I am taught to respect individual differences.

Rules and expectations for students are clear and fairly enforced.

Students show respect towards the teachers.

WCC LEVEL OF SATISFACTION: 79%

NSS BENCHMARK: 70%

TECHNOLOGY AND RESOURCES

The school facilities and resources provide students and teachers with a good learning environment.

The computer/ICT resources at this school are up to date.

My teachers keep up to date with technology.

WCC LEVEL OF SATISFACTION: 78%

NSS BENCHMARK: 67%

STUDENT RELATIONSHIPS

I have strong friendships with my peers.
My friends treat me with respect.
My classmates help me if I don't understand something.
Students are encouraged to help each other.
I find it is easy to make friends at this school.
Students show respect for each other.
Bullying is not a major problem at my school.

WCC LEVEL OF SATISFACTION: 77%

NSS BENCHMARK: 65%

RELIGION

The school encourages the development of my Christian faith.
Appropriate morals and values are taught that are in line with the school's faith.
Staff members demonstrate a faith that reflects the school's ethos.
Students have the opportunity to express their spiritual beliefs and questions.
Students are encouraged to be a part of spiritual activities and projects outside of the classroom.
Attending this school has enabled me to have a much greater understanding of my faith.
The biblical/spiritual program is encompassing and interesting to students.

WCC LEVEL OF SATISFACTION: 80%

NSS BENCHMARK: 75%

TEACHING STAFF RESULTS

The Teaching Staff Survey consisted of 72 questions focused on 12 key areas: Overall Items; Guidance and Support; Goal Congruence; Professional Development; School Morale; School Curriculum; School Environment; School Communication; Technology and Resources; Leadership and Management; Staff Well-being; and Religion.

155 teaching staff from both campuses participated in the Survey, which included both qualitative and quantitative responses. Quantitative responses.

OVERALL ITEMS

I am happy with my decision to work at this school.
I would recommend WCC to a Christian family looking for a school for their child.
The school has a good reputation and continues to enhance it.
I feel valued and respected as a member of the community.

WCC LEVEL OF SATISFACTION: 87%

NSS BENCHMARK: 81%

GUIDANCE AND SUPPORT

I feel supported if I need help with managing students' behaviour.
Administration and Support staff are accessible and helpful.
I know who to go to if I need to know something or have any queries about anything.
There are support mechanisms in school for me if I have worries about school issues.
Teachers are recognised for their efforts.
Health and well-being measures for staff are integrated into the existing structures and processes of the school.

WCC LEVEL OF SATISFACTION: 77%

NSS BENCHMARK: 71%

GOAL CONGRUENCE

I understand this school's objectives and goals.
This school encourages me to strive to meet my career goals.

WCC LEVEL OF SATISFACTION: 81%

NSS BENCHMARK: 86%

SCHOOL SPECIFIC QUESTIONS

My school is doing a good job with keeping me safe.
I know about the school's Child Safety rules, and what behaviour is appropriate between adults and students.
I know who I can contact at school if I have concerns about my safety.
The school promotes a culture where student safety is everyone's responsibility.
IT issues have been resolved in a prompt manner.
Any online bullying/harassment or other negative online activity that may have occurred has been dealt with quickly and in an effective manner.

The school makes visible and discusses its approach to child safety with me.

My teacher asks for my ideas and suggestions about how to make school a safe and positive environment.

I am worried about my future.

WCC LEVEL OF SATISFACTION: 81%

Pleasingly, the 2023 Student Satisfaction Survey results either improved or stayed the same as the 2022 results.

PROFESSIONAL DEVELOPMENT

I am well supported by professional development and learning that align with the strategic focus and goals of the school.
The school focuses on enhancing the performance and professional growth of all its employees.

WCC LEVEL OF SATISFACTION: 75%

NSS BENCHMARK: 73%

SCHOOL MORALE

I have good relationships with other staff members.
Teachers model and teach positive behaviour to children.
Staff are caring and supportive of each other.
Teachers and non-teachers have respect for one another.
The level of conflict between staff members is low.
This school has high levels of energy among staff.
The school actively supports health-related, social, culture and welfare initiatives for the staff.

WCC LEVEL OF SATISFACTION: 81%

NSS BENCHMARK: 77%

SCHOOL CURRICULUM

The academic program at the school meets the needs, interests, and aspirations of students.

This school provides co-curricular offerings that meet the needs and interests of students.

The curriculum is innovative and meets the needs of individual children.

My workload in this school is satisfactory.

Class sizes are manageable.

WCC LEVEL OF SATISFACTION: 68%

NSS BENCHMARK: 66%

SCHOOL ENVIRONMENT

This school is a safe place to work.

Students respect the staff members.

The school provides an inviting atmosphere to staff members.

This school is kept clean and tidy.

This school respects staff members' opinions.

WCC LEVEL OF SATISFACTION: 75%

NSS BENCHMARK: 76%

SCHOOL COMMUNICATION

The school communicates well about its vision, planning and operations for the school.

There is effective communication between teachers and non-teachers.

The lines of responsibility and communication regarding initiatives and activities is clear.

This school offers opportunities for me to become involved in the decision-making process where appropriate.

WCC LEVEL OF SATISFACTION: 71%

NSS BENCHMARK: 68%

TECHNOLOGY AND RESOURCES

The school is well resourced with facilities, buildings, and grounds to achieve its educational purpose and goals.

I am encouraged to keep up with advancing technology.

The computers and other ICT resources are up to date and easily accessible.

I am able to monitor students' use of computers in an effective manner.

WCC LEVEL OF SATISFACTION: 70%

NSS BENCHMARK: 68%

LEADERSHIP AND MANAGEMENT

The school is well organised, and things run smoothly during the school day.

The leadership and direction provided by my immediate report is excellent.

The leadership and direction provided by my SMT representative is excellent.

The College's Senior Management Team are effective in their leadership of the school.

My concerns are taken seriously by my SMT representative.

The College's SMT are aware of the problems faced by staff.

WCC LEVEL OF SATISFACTION: 72%

NSS BENCHMARK: 72%

WELL-BEING

There are strong policies in place regarding workplace bullying.

I have not experienced any form of workplace bullying at this school.

I feel anxious about my position at this school.

I sometimes feel that I am unable to cope with the pressures of this position.

NON TEACHING STAFF RESULTS

The Non-Teaching Staff Survey consisted of 61 questions focused on 12 key areas: Overall Items; Guidance and Support; Goal Congruence; Professional Development; School Morale; School Curriculum; School Environment; School Communication; Technology and Resources; Leadership and Management; Staff Well-being; and Religion.

112 non-teaching staff from both campuses participated in the Survey, which included both qualitative and quantitative responses. quantitative responses.

OVERALL ITEMS

I am happy with my decision to work at this school.

I would recommend WCC to a Christian family looking for a school for their child.

Outside of school hours, I find myself worrying about my job.

WCC LEVEL OF SATISFACTION: 67%

NSS BENCHMARK: 56%

RELIGION

The school encourages the development of student's faith.

Staff members demonstrate a faith that reflects the school's ethos. Appropriate morals and values are taught that are in line with the school's faith.

Students have the opportunity to express their spiritual beliefs and questions of faith.

Students are encouraged to be a part of spiritual activities and projects outside of the classroom.

WCC LEVEL OF SATISFACTION: 88%

NSS BENCHMARK: 86%

SCHOOL SPECIFIC QUESTIONS (1)

I know who I can contact at school if I have concerns about child safety.

I have accomplished a lot as a teacher.

School leaders express, model, and uphold high standards and expectations for everyone in the school community.

I feel like people at the school care about me.

I have a sense of belonging to this school community / I feel like I belong at this school.

I have grown in confidence in my use of technology.

Rules and expectations for students are clear and fairly enforced.

I have been given regular and sufficient feedback that supports my growth and learning.

WCC LEVEL OF SATISFACTION: 89%

SCHOOL SPECIFIC QUESTIONS (2)

The College makes visible and discusses its approach to child protection / safety.

My school is doing a good job with keeping our children and young people safe.

I feel like my teaching is effective and helpful.

I am good at helping students learn new things.

I am a successful teacher.

The College promotes a culture where student safety is everyone's responsibility.

The College seeks the ideas of its community, staff, parents and students, about how to make the school a safe and positive environment for children and young people.

IT issues have been resolved in a prompt manner.

I can really be myself at this school.

WCC LEVEL OF SATISFACTION: 90%

Pleasingly, there was a noticeable improvement in all areas of the 2023 Teaching Staff Satisfaction Survey results when compared with 2022.

The school has a good reputation and continues to enhance it.

I feel valued and respected as a member of the community.

WCC LEVEL OF SATISFACTION: 89%

NSS BENCHMARK: 87%

GUIDANCE AND SUPPORT

Administration and Support staff are accessible and helpful.
I know who to go to if I need to know something or have any queries about anything.
There are support mechanisms in school for me if I have worries about school issues.
Health and well-being measures for staff are integrated into the existing structures and processes of the school.

WCC LEVEL OF SATISFACTION: 83%
NSS BENCHMARK: 78%

GOAL CONGRUENCE

I understand this school's objectives and goals.
I look forward to working at this school each day.

WCC LEVEL OF SATISFACTION: 83%
NSS BENCHMARK: 74%

PROFESSIONAL DEVELOPMENT

I am well supported by professional development and learning that align with the strategic focus and goals of the school.
The school focuses on enhancing the performance and professional growth of all its employees.

WCC LEVEL OF SATISFACTION: 73%
NSS BENCHMARK: 76%

SCHOOL MORALE

I have good relationships with other staff members.
Teachers model and teach positive behaviour to children.
Staff are caring and supportive of each other.
Teachers and non-teachers have respect for one another.
The level of conflict between staff members is low.
This school has high levels of energy among staff.
The school actively supports health-related, social, culture and welfare initiatives for the staff.

WCC LEVEL OF SATISFACTION: 83%
NSS BENCHMARK: 81%

SCHOOL CURRICULUM

My workload in this school is satisfactory.

WCC LEVEL OF SATISFACTION: 73%
NSS BENCHMARK: 74%

SCHOOL ENVIRONMENT

This school is a safe place to work.
This school is kept clean and tidy.
Students respect the staff members.
The school provides an inviting atmosphere to staff members.
This school respects staff members' opinions.

WCC LEVEL OF SATISFACTION: 82%
NSS BENCHMARK: 81%

SCHOOL COMMUNICATION

The school communicates well about its vision, planning and operations for the school.
There is effective communication between teachers and non-teachers.
The lines of responsibility and communication regarding initiatives and activities is clear.
This school offers opportunities for me to become involved in the decision-making process where appropriate.

WCC LEVEL OF SATISFACTION: 72%
NSS BENCHMARK: 75%

TECHNOLOGY AND RESOURCES

The school is well resourced with facilities, buildings, and grounds to achieve its educational purpose and goals.
I am encouraged to keep up with advancing technology.

The computers and other ICT resources are up to date and easily accessible.

WCC LEVEL OF SATISFACTION: 75%
NSS BENCHMARK: 73%

LEADERSHIP AND MANAGEMENT

The leadership and direction provided by my immediate report is excellent.
The school is well organised, and things run smoothly during the school day.
The leadership and direction provided by my SMT representative is excellent.
The College's Senior Management Team are effective in their leadership of the school.
My concerns are taken seriously by my SMT representative.
The College's SMT are aware of the problems faced by staff.

WCC LEVEL OF SATISFACTION: 80%
NSS BENCHMARK: 76%

WELL-BEING

I have not experienced any form of workplace bullying at this school.
There are strong policies in place regarding workplace bullying.
I feel anxious about my position at this school.
I sometimes feel that I am unable to cope with the pressures of this position.

Outside of school hours, I find myself worrying about my job.

WCC LEVEL OF SATISFACTION: 75%
NSS BENCHMARK: 67%

RELIGION

The school encourages the development of student's faith.
Staff members demonstrate a faith that reflects the school's ethos.
Students have the opportunity to express their spiritual beliefs and questions of faith.

WCC LEVEL OF SATISFACTION: 87%
NSS BENCHMARK: 88%

SCHOOL SPECIFIC QUESTIONS (1)

I know who I can contact at school if I have concerns about child safety.

I feel like people at the school care about me.
School leaders express, model, and uphold high standards and expectations for everyone in the school community.
I have a sense of belonging to this school community / I feel like I belong at this school.

I have grown in confidence in my use of technology.
I have been given regular and sufficient feedback that supports my growth and learning.

WCC LEVEL OF SATISFACTION: 90%

SCHOOL SPECIFIC QUESTIONS (2)

My school is doing a good job with keeping our children and young people safe.

The College promotes a culture where student safety is everyone's responsibility.

The College makes visible and discusses its approach to child protection / safety.

IT issues have been resolved in a prompt manner.

The College seeks the ideas of its community, staff, parents and students, about how to make the school a safe and positive environment for children and young people.

I can really be myself at this school.

WCC LEVEL OF SATISFACTION: 90%

Pleasingly, there was a noticeable improvement in all areas of the 2023 Non-Teaching Staff Satisfaction Survey results when compared to the 2022.

PARENT RESULTS

The Parent Survey consisted of 66 questions focused on 11 key areas including: Overall Items; Guidance and Support; Learning Opportunities; Personal Development; Teacher Quality; School Curriculum; School Environment; School Communication; Technology and Resources; Leadership and Management; and Religion.

1039 parents across both campuses participated in the Survey, which included both qualitative and quantitative responses.

OVERALL ITEMS

I would recommend Waverley Christian College to a Christian family looking for a College for their child.

The College has a good reputation and continues to enhance it.

I am satisfied with the quality of education that my child is receiving.

WCC LEVEL OF SATISFACTION: 82%

NSS BENCHMARK: 76%

GUIDANCE AND SUPPORT

I have felt comfortable when my child is starting a new year at College.

I feel like my child has a sense of belonging in this College.

This College prepares my child well for the transition between years.

This College is doing a good job in preparing my child for further education or a career in the future.

My child is able to easily find someone at the College he/she can talk to for support and assistance about handling a personal issue or concern.

This College offers my child guidance about career and future opportunities.

WCC LEVEL OF SATISFACTION: 81%

NSS BENCHMARK: 73%

LEARNING OPPORTUNITIES

The teachers help my child to be responsible for his/her own learning. My child is motivated to learn at this College.

The academic program meets the needs, interests and aspirations of my child.

This College provides co-curricular offerings that meet the needs and interests of my child.

Class sizes are suitable for my child's learning needs.

WCC LEVEL OF SATISFACTION: 78%

NSS BENCHMARK: 73%

PERSONAL DEVELOPMENT

Pastoral Care at this College supports student development and wellbeing.

I have seen growth in my child's learning.

This College encourages my child to participate in service, mission or community activities.

My child is challenged and supported to his/her best in their learning.

Students have equal opportunities to hold leadership positions.

WCC LEVEL OF SATISFACTION: 79%

NSS BENCHMARK: 70%

QUALITY OF TEACHING

I have access to my child's teacher(s) when I feel the need to contact them.

Teachers and staff are caring and supportive.

Teachers are positive and enthusiastic about their teaching.

Teachers and staff are positive role models for my child.

Teachers recognise and reward my child's personal improvement.

My child's learning needs are being met by the College.

Rules for dealing with students who misbehave are consistently followed by teachers.

My child's teachers are of a very high standard.

Teachers provide regular feedback on my child's learning that helps my child improve and progress.

WCC LEVEL OF SATISFACTION: 80%

NSS BENCHMARK: 72%

SCHOOL CURRICULUM

The standard of schoolwork expected is appropriate for my child's age.

Students are treated fairly by the teachers at this College.

The curriculum is innovative and meets the needs of individual children.

WCC LEVEL OF SATISFACTION: 78%

NSS BENCHMARK: 74%

SCHOOL ENVIRONMENT

This College is welcoming to my family.

Students are proud to represent their College in the wider community.

This College is a safe place for my child.

This College is kept clean and tidy.

My child looks forward to going to College each day.

WCC LEVEL OF SATISFACTION: 83%

NSS BENCHMARK: 75%

PARENT COMMUNICATION

Staff who work in administration and support areas are approachable and professional.

College reports provide me with a well-informed summary of my child's academic progress.

I know who to go to if I need to know something or have any queries about anything.

I feel well-informed about day-to-day College matters.

This College offers opportunities to get involved in my child's education.

WCC LEVEL OF SATISFACTION: 80%

NSS BENCHMARK: 72%

TECHNOLOGY AND RESOURCES

Teachers appear to keep up with advancing technology in education.

The computers and other ICT resources are up to date.

The College is well resourced with facilities, buildings and grounds to achieve its educational purpose and goal.

To the best of my knowledge, students' use of computers is monitored in an effective manner.

WCC LEVEL OF SATISFACTION: 81%

NSS BENCHMARK: 74%

LEADERSHIP AND MANAGEMENT

The College is well-organised, and things run smoothly during the College day.

The College communicates well about its vision, planning and operations for the College.

College leaders express, model and uphold high standards and expectations for everyone in the College community.

Any bullying that occurs is dealt with quickly and in an effective manner.

My concerns are taken seriously by the College's leaders.

Bullying does not pose a major problem at this College.

WCC LEVEL OF SATISFACTION: 78%

NSS BENCHMARK: 68%

RELIGION

Appropriate morals and values are taught that are in line with the College's faith.
Staff members demonstrate a faith that reflects the College's ethos.
Students have the opportunity to express their spiritual beliefs and questions of faith.
This College encourages the development of my child's faith.
This College has enabled my child to have a much greater understanding of his/her faith.
The biblical/spiritual program is encompassing and interesting to students.
My child is encouraged to be a part of spiritual activities and projects outside of the classroom.

WCC LEVEL OF SATISFACTION: 83%
NSS BENCHMARK: 79%

SCHOOL SPECIFIC QUESTIONS

The College promotes a culture where student safety is everyone's responsibility.
The College makes visible and discusses its approach to child safety.
I know who I can contact at College if I have concerns about my child's safety
I am familiar with the College's Child Safety Code of Conduct for its staff, contractors, and volunteers.
Any online bullying/harassment or other negative online activity that may have occurred has been dealt with quickly and in an effective manner.
The College seeks parent input about how to make the College a safe and positive environment.
My child's teachers have displayed concern for his/her welfare.
I am worried about my child's future.

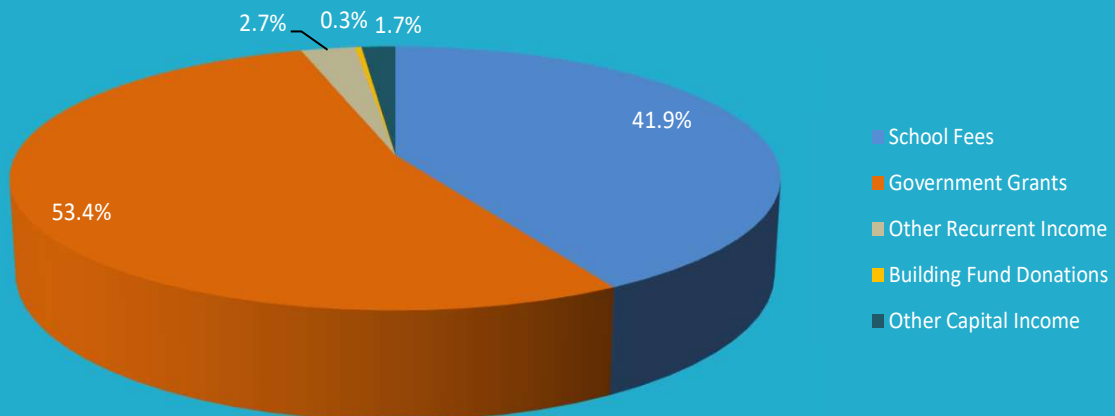
WCC LEVEL OF SATISFACTION: 85%

Pleasingly, the 2023 Parent Satisfaction Survey results either improved or stayed the same as the 2023 results.

TOTAL INCOME AND EXPENDITURE

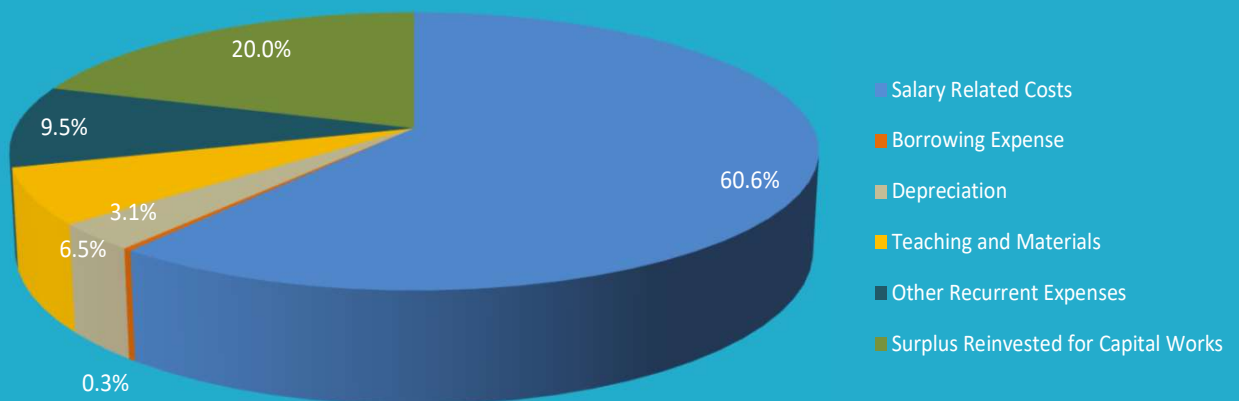
TOTAL INCOME

\$52,380,493



TOTAL EXPENDITURE

\$52,380,493



INCORPORATING RECURRENT AND CAPITAL INCOME AND EXPENDITURE

Waverley Christian College 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 for repayment of borrowings.



WAVERLEY CHRISTIAN COLLEGE



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