

WAVERLEY Christian College



2024 Annual Report



Vision

To provide 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.

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.

WAVERLEY Christian College

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CHAIRMAN'S REPORT



Left to Right (Front): Amy Lim; Barney Tomasich; Glen Slimmon; Winston Lee; Amy Foong

Left to Right (Back): George Kanagasabai; Andrew Chisholm; Peter Sheahan; David Burr (Chair); Peter Leigh; Leanne Caarels

I am delighted to present the Chairman's Report for 2024.

There is an idea which is rapidly becoming accepted in our world today that truth is what each individual believes it to be - in other words it is relative and subjective. That's why we hear it said, 'Well that may be true for you, but it's not true for me.' If there is no such thing as truth (at least in questions of thought, conscience and belief), the inevitable result will be unconstrained hedonism and an 'anything goes' morality. Many people today seek truth by looking inwards, adopting the approach that 'the-answer-lies-within-you'. So-called progressives hold that truth is a personal construct. Having rejected God, even though He has made himself known to everyone through His creation, people have exchanged the truth of God for a lie, as a result of which God has given them over to deluded thinking. Indeed, it is startlingly clear that what the Apostle Paul wrote in Romans 1 some two millennia ago is being played out before our very eyes. As Bible-believing Christians, however, we understand that scripture tells us the very opposite to what cultural elites would have us believe - truth is not found within us - we are in fact 'the problem'. Truth is to be found outside of ourselves in the person of Jesus, who is the personification of the Truth. In short, we find ourselves in significant tension with this growing trend in western culture. How do we respond?

First, we should remain resolute in our conviction that the Bible is the inspired Word of Almighty God. The Bible serves as the common authority for the school community, shaping school culture, governance, and behaviour. This is a foundational belief which underpins all aspects of College life, and I am confident that most, if not all parents share this belief, and this is the very reason you have chosen the College for your children's education.

Second, as Bible-believing followers of Jesus, we would do well to remember Philipians 2: 9-11 which tell us that there will come a time when every knee will bow and every tongue will confess that Jesus Christ is Lord, to the glory of God the Father. When that happens, Truth will be established once and for all, meaning that we should approach the task of living in today's world with an unshakable confidence in the soon return and reign of Jesus.

Third, we must continue to proclaim biblical truth. We must not allow what is untrue to remain unchallenged in the public square, and this will likely require courage and perseverance.

Fourth, while it may be tempting to aggressively confront those who deny God and Biblical truth, we are called to speak truth with humility and love, to be ambassadors for Christ to a perishing world, and to do so with one overarching purpose - to glorify God in all the earth.

Finally, alongside continually striving for excellence in learning, the College Council is committed to maintaining and strengthening the values which have driven the growth of the College from humble beginnings to what it is today. These values are worked out in the integration of faith and learning, an emphasis on the formation in our

students of Christian character and a sense of purpose rooted in faith to equip students for a life of service to God, and in fostering a strong sense of community, united by shared beliefs and values, and one in which Christian faith is lived out in all activities in a safe and nurturing environment.

The College's Constitution contains its Statement of Religious Education Philosophy, which (in part) states: "The College plays an important role in the formation of students, at the invitation of their parents - in leading and nurturing them, spirit, mind and body, to lay hold of their unique purpose and potential in God's world, and to equip them for a life of fulfilment and significance. It is the aim of the College that graduating students will be transformational in their future callings and vocations."

The College Council remains steadfastly committed to this vision.

At the beginning of the year, I wrote with mixed emotions to the school community to share the significant news that our esteemed Principal, Mr Peter Sheahan, had indicated that 2024 will be his final year at Waverley Christian College.

Mixed emotions because of the great sadness that Mr Sheahan is leaving the College after 46 years of extraordinary service, including the past 40 years as Principal, but also with a sense of gratitude to God for providing such an outstanding leader during the life of the School - indeed throughout almost its entire existence. To say that he will be missed is a massive understatement.

Mr Sheahan joined the College as a graduate teacher in 1979 and was appointed Principal in 1985. Under his leadership, the College has grown from 58 students to what it is today - almost 2,400 students and over 350 staff across two campuses. His tenure has seen the consolidation of the College, and a time of extraordinary growth, facilitated by his godly and wise leadership, for which the College owes him an inestimable debt of gratitude. More than that, Mr Sheahan is also a highly respected leader within the Christian schooling network, and his experience and wisdom will also be widely missed across this community. Mr Sheahan has developed a very strong executive team and has actively overseen the growth of other leaders within the College, all of which will ensure that WCC is well positioned to continue providing outstanding Christian education into the future.

The College Council then embarked on a comprehensive process to select Mr Sheahan's successor. Council subsequently formed a sub-committee to oversee this process, with the able assistance of an external recruitment consultancy.

After an extensive process, I was delighted to announce in April the appointment of our current Deputy Principal, Mr Rod Ramsay, as the next Principal of Waverley Christian College, commencing in January 2025. Mr Ramsay was identified as the preferred candidate from a number of highly qualified applicants for the position including candidates from other states and overseas.

Mr Ramsay was the unanimous choice of the Selection sub-committee and, subsequently, of the Council. He has been an outstanding Deputy Principal since joining the College more than ten years ago, and his appointment as Principal provides strong continuity and stability for the College community.

The Council was impressed with Mr Ramsay's deep Christian faith, his strong alignment with the vision and ethos of the College, his demonstration of the personal and professional skills necessary for the Principal position, and his clear articulation of the way forward to lead and strengthen the College in its vision to 'provide 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'.

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, Director of Student Well Being and Director of Learning Innovations and Technologies. 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: appointment of a new Principal for the College; professional development of Council members using the CSA Effective Governance Program; training of Council members in Child Safety Standards; Council membership and succession; Council Charter review; meeting with the College's auditors to strengthen the Council's financial oversight of the College; further consideration of the implications of Artificial Intelligence on schools; monitoring legislative issues impacting Christian 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 2024. I would like to thank Deputy Chair Barney Tomasich, Amy Lim, Amy Foong, Andrew Chisholm, Felicia Koh, George Kanagasabai, Gerda Kusmandono, Glen Slimmon, Leanne Caarels, Peter Leigh, and Winston Lee for their contribution. Felicia and Gerda are our newest Council members, joining the Council in July 2024.

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 consists of the following members: Amy Foong (Chair), Angeline Tiew, David Burr, Jane Zhang, Jin Ai Tan, Peter Leigh, Peter Sheahan, and Teke Tu. Jin Ai resigned during the year and was replaced by Angeline Tiew. 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 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 (GC)

The Governance Committee consists of the following members: David Burr (Chair), Barney Tomasich, Peter Leigh, and Peter Sheahan. The Committee 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 recruitment of the new Principal. Rod Ramsay joined the GC after his appointment was announced.

RISK MANAGEMENT COMMITTEE (RMC)

The Risk Management Committee consists of the following members: Barney Tomasich (Chair), Andrew Lim, Chelsea Foo, David Burr, Katie Zhang, Peter Leigh, Peter Sheahan, Rod Ramsay 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 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.

CAPITAL DEVELOPMENT APPEAL

Just over \$70,000 was donated to the Building Fund in 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

South Wing (Former Secondary Wing)

The South Wing was officially opened on 13th August 2024. Planning for the South Wing began in 2019 as part of a review of the Master Plan for the Wantirna South campus. Work on the South Wing commenced at the beginning of 2023 with the demolition of the single storey Secondary Wing which was one of the original buildings constructed when the College relocated from Vermont to Wantirna South in 1989.

Our new facility provides 16 General Purpose Learning Areas, study areas and a common room for Senior students, office areas for staff, student locker bays, staff and student amenities and connections to the Library, the Oval, and the Courtyard. The project was completed in July at a cost of \$13 million.

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 was finally completed in December 2023. This has undoubtedly been the most delayed project in the history of the College! We are now enjoying the significant improvement to the traffic flow around the campus that the new intersection has provided.

Junior Secondary Wing

The Junior Secondary Wing was officially opened on 14th August 2024. The need for the Junior Secondary building was envisioned as part of the development of the Master Plan for the NWS campus in 2014 when the Secondary School consisted of only 126 students from Years 7 to 9. As a result of the anticipated enrolment growth of the campus being realized, detailed planning and design work for a new Junior Secondary building commenced at the beginning of 2021. As a result of this process, the building area was increased to allow for more learning areas, and the original concept of a single storey building was changed to a two-storey building to limit the impact of the building footprint on the surrounding green space.

Construction commenced at the beginning of 2023 and was making good initial progress until, most unexpectedly, the builder went into voluntary administration in the early stages of the project. Consequently, the project was delayed for several months until a new builder could be engaged. We were fortunate to be able to appoint Monaco Hickey to continue construction. Monaco Hickey made excellent progress throughout the construction phase of the project and, although the project did 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.

The Junior Secondary building has been designed to cater for the future growth of the campus and provides 8 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. The project was completed in April at a cost of \$12 million.

We are thankful to God for the beautiful facilities that he has provided for our school community, across both campuses.

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 2024 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 2025 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



Our theme for 2024 was the School value of 'Respect'.

Respect has been defined as valuing others because all people have been created in the image and likeness of God and matter to God and, therefore, should matter to us. Being created in the image and likeness of God establishes the principle of the dignity of all people – that is, the quality of being worthy of honour or respect.

The second most important commandment as identified by Jesus is: "You shall love your neighbour as yourself" (Mark 12:31). In other words, in the same way that we look after and care for ourselves, we are to do likewise for others. Jesus also taught us to 'treat others the way we would like to be treated' (Matthew 7:12). God requires that we treat all people with dignity and respect.

Why Is Respect Such an Important Principle?

Respect is the necessary basis for the proper functioning of relationships. Without respect, relationships will be subject to abuse of some form. The Ten Commandments are founded on the principle of respect for God and others.

The first four commands have to do with respect for God; the fifth command is about respecting our parents and the last five commands have to do with respecting the life, property and well-being of our fellow human beings.

We live in a society that is increasingly becoming more and more disrespectful of others. Without respect, the very fabric of society crumbles. When children are not taught to respect and obey their parents, juvenile delinquents emerge. When husbands and wives dishonour each other, marital breakdown occurs, and family unity is negatively impacted. Bullying and sexual harassment thrive in a culture of disrespect. Only when respect is embraced can there be order, harmony and well-being in a family, community, or society.

The Apostle Paul provides a description in 2 Timothy 3 of what godlessness will look like in the last days. The description is characterized by disrespect and disregard for God and others. 'But mark this: There will be terrible times in the last days. People will be lovers of themselves, lovers of money, boastful, proud, abusive, disobedient to their parents, ungrateful, unholy, without love, unforgiving, slanderous, without self-control, brutal, not lovers of the good, treacherous, rash, conceited, lovers of pleasure rather than lovers of God.' (2 Timothy 3:1-5)

What Does The Bible Teach About Respect?

The Biblical definition of respect is centred around the concepts of value and honour.

To demonstrate true Biblical respect, we need to adopt an attitude of humility towards others as described by Paul in Romans 12:10 'Honour one another above yourselves'. Similarly, in Philippians 2:3-4, we read: 'Don't push your way to the front; don't sweet-talk your way to the top. Put yourself aside, and help others get ahead. Don't be obsessed with getting your own advantage. Forget yourselves long enough to lend a helping hand.' (The Message). Without true humility, it is impossible to demonstrate the true nature of Biblical respect.

What Could Respect Look Like In The School Community?

In light of the biblical value of respect, how should we act towards others?

- *Treat others as we would like to be treated
- *Treat students, parents, and staff without favouritism and with respect
- *Treat one another as individuals created in the image of God
- *Treat others with patience rather than impatience
- *Show consideration for others feelings, interests, and points of view
- *Respect different opinions without necessarily agreeing with them
- *Care for the school environment
- *Live by the Biblical principle of stewardship including care for God's creation
- *Demonstrate good manners
- *Disagree or put alternative viewpoints respectfully
- *Not speak critically about others behind their back
- *Avoid being a 'respector of persons'
- *Ensure conversations are pure, free from mocking, scoffing, sarcasm, put downs, and innuendo
- *Avoid grumbling, complaining, and blaming others for things going wrong

Prayer

Heavenly Father, thank you for teaching us how we should live and how we should conduct ourselves in our relationships with others. Forgive us for those times when we have not shown an appropriate level of respect to others and help us walk in humility with one another, considering others before ourselves. Lord, we honour you. Amen

SCHOOL OPERATIONS

2024 has been another year of growth and development for the College. Our Narre Warren South campus, now in its thirteenth year of operation, continues to grow with over 1050 students enrolled this year. It is anticipated that around 1100 students will be enrolled in 2025. Our Wantirna South campus continues to experience close to full enrolments.

315 students joined the College at the beginning of the school year and almost 2400 students are enrolled and 400 staff employed in the College across both campuses.

RELIGIOUS FREEDOM

A significant campaign by the Christian Schools movement aimed at preserving the religious freedoms we currently enjoy as a Christian school community was a major focus in 2024. The highlight of the campaign was a series of 'Town Hall' events conducted in every Australian state. We were asked to host one of these events and my thanks to those of our school community who were able to attend the My Christian Schools 'Faith in Our Future' event held on 22nd May 2024.

The highlight of the evening was the sharing of testimonies by staff, students, and parents from a range of Christian schools across Victoria. We heard story after story of the of the incredible and profound impact that staff in their Christian schools have on the lives of their students as an outworking of their faith and belief in a loving God.

Two of our own, Mr Victor Garcia (WS Secondary teacher) and Natalie Hou (NWS Year 12 student) were amongst those who shared their stories. Both Mr Garcia and Natalie spoke of the transforming power of the love of God that they experienced through being part of the WCC community. Their testimonies were incredibly moving and spoke so clearly to the positive influence that Christian schools are having every day on those who are part of their communities.

STAFF RETREAT

At this year's Staff Retreat, I had the privilege of sharing some of the College's history and my reflections from the last forty years. In the process of preparing for what I would share with the staff, I was reminded of the many demonstrations of the grace and faithfulness of God to the school community, and of those who have contributed so significantly to see the College established and become the thriving educational community that exists today.

In my first year as Principal, the Lord impressed on me the words of Psalm 127:1: "Unless the Lord builds the house, its builders labour in vain. Unless the Lord watches over the city, the guards stand watch in vain."

Forty years later, I remain convinced that it is only dependence on God that anything of true value is accomplished. The history of the College demonstrates how God has established, rescued, restored, and caused the College to flourish beyond anything that we could have imagined.

I thank God for the vision and courage of those who, forty-seven years ago, established the College. Despite trial and difficulty, the College has grown from very humble and small beginnings to what it is today.

The Psalmist declares: "Give praise to the LORD, proclaim his name; make known among the nations what he has done. Sing to him, sing praise to him; tell of all his wonderful acts. Glory in his holy name; let the hearts of those who seek the LORD rejoice. Look to the LORD and his strength; seek his face always. Remember the wonders he has done."

SENIOR APPOINTMENTS FOR 2025

I congratulate our current Deputy Principal, Mr Rod Ramsay, on his appointment as the fourth principal of WCC, commencing in 2025. Mr Ramsay has served the College faithfully and with distinction over the last eleven years and has worked with great dedication and commitment to strengthen the operations of the College over this time. As I hand over my role to Mr Ramsay, I have every confidence that he will lead the College with wisdom, integrity, and understanding and strive, in dependence on the grace of God, to ensure that the vision, mission, and values of WCC serve as a shining light to the school community and beyond.

With the vacancy created by our current Deputy Principal being appointed as the next Principal of WCC, I also congratulate Mrs Lisa Dumicich on her appointment as Deputy Principal, commencing at the beginning of the 2025 school year.

REFLECTION

As I reflect on my forty-six years of employment at the College and forty years as Principal, I am incredibly grateful to God for his faithfulness and goodness to WCC. As a school community, we have been the recipients of God's grace - the unmerited, undeserved, and unearned favour of God. We are nothing more than humble servants of God, fraught with human frailties, weaknesses and imperfections. Yet God, in His mercy has poured out his blessing on the school community and brought it into a place of abundance.

However, I am reminded of the words in Deuteronomy 8:1-18: "Be careful to follow every command I am giving you today, so that you may live and increase and may enter and possess the land the Lord promised on oath to your ancestors. Remember how the Lord your God led you all the way in the wilderness these forty years, to humble and test you in order to know what was in your heart, whether or not you would keep his commands... Know then in your heart that as a parent disciplines their child, so the Lord your God disciplines you. Observe the commands of the Lord your God, walking in obedience to him and revering him. For the Lord your God is bringing you into a good land—a land with brooks, streams, and deep springs gushing

out into the valleys and hills; a land with wheat and barley, vines and fig trees, pomegranates, olive oil and honey; a land where bread will not be scarce and you will lack nothing; a land where the rocks are iron and you can dig copper out of the hills. When you have eaten and are satisfied, praise the Lord your God for the good land he has given you. Be careful that you do not forget the Lord your God, failing to observe his commands, his laws and his decrees that I am giving you this day. Otherwise, when you eat and are satisfied, when you build fine houses and settle down, and when your herds and flocks grow large and your silver and gold increase and all you have is multiplied, then your heart will become proud and you will forget the Lord your God... You may say to yourself, "My power and the strength of my hands have produced this wealth for me." But remember the Lord your God, for it is he who gives you the ability to produce wealth..."

This scripture not only serves as a reminder of God's faithfulness, but also a warning. It reminds us of our days of humbling and testing when enrolments were declining, resources were scarce, facilities were dilapidated, the reputation of the College was in tatters, and the future of the College was being questioned. God's purpose in allowing a time of humbling and testing was 'so that in the end, it might go well with you!'

The College is now experiencing a season of abundance, having grown from one of the smallest schools in Victoria to one of the largest, multi-campus schools in the State. The College's budget now exceeds \$50 million dollars annually, and in the last three years, over \$40 million has been spent on capital works across both campuses. The College's academic results are highly regarded in the educational community.

However, the scriptures provide a clear warning that in a time of blessing and abundance, we are not to forget that it is the Lord who has brought this about, and not our might or abilities. During my farewell Chapel services with the students, I was asked what I considered to be my greatest accomplishment in my role as Principal. In some ways, this is a dangerous question as it may make it seem it is about me, when in reality, it is not. It's about God, and his enablement and faithfulness. It's about those who have formed the school community both past and present who, without their support, I could accomplish very little. It is my hope that as I have led the school community over the last forty years, I have been able to move the school from a weak and struggling entity to a strong and thriving school community, and to create a culture where God is honoured, and young people are encouraged in their faith and learning.

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 2024 and, in particular, His guidance of the Principal Selection sub-committee.

The Senior Management Team (Mr Andrew Bawden, Mr Mark Crnkovic, Mr Adam Dearness, Mr Peter Leigh, Mr David Lepileo, Mr Adam Messenger, Mrs Shirley Patterson, Mr Rod Ramsay, Mr David Tompson, and Mrs Anna White) have each led their respective areas magnificently throughout the year. I thank God for each one of them.

My thanks to our school community - our parents, our grandparents, our staff, our students - for your encouragement, prayers, support, and efforts to see the vision of the College fulfilled. My prayer is that as I step out of my role and Mr Ramsay steps in, we will, as a school community, determine to work together in a spirit of peace, unity, and harmony, and give our new Principal the same respect and support that you have given me. It has been a privilege to work with you and for you over the years. May we continue to follow the guidance and direction of the Holy Spirit and so see God's purposes outworked in the life of the College.

To him who sits on the throne and to the Lamb, be praise and honour and glory and power, for ever and ever! Amen.

Peter R Sheahan
College Principal

COLLEGE LEADERSHIP



Peter Sheahan
Principal



Rod Ramsay
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

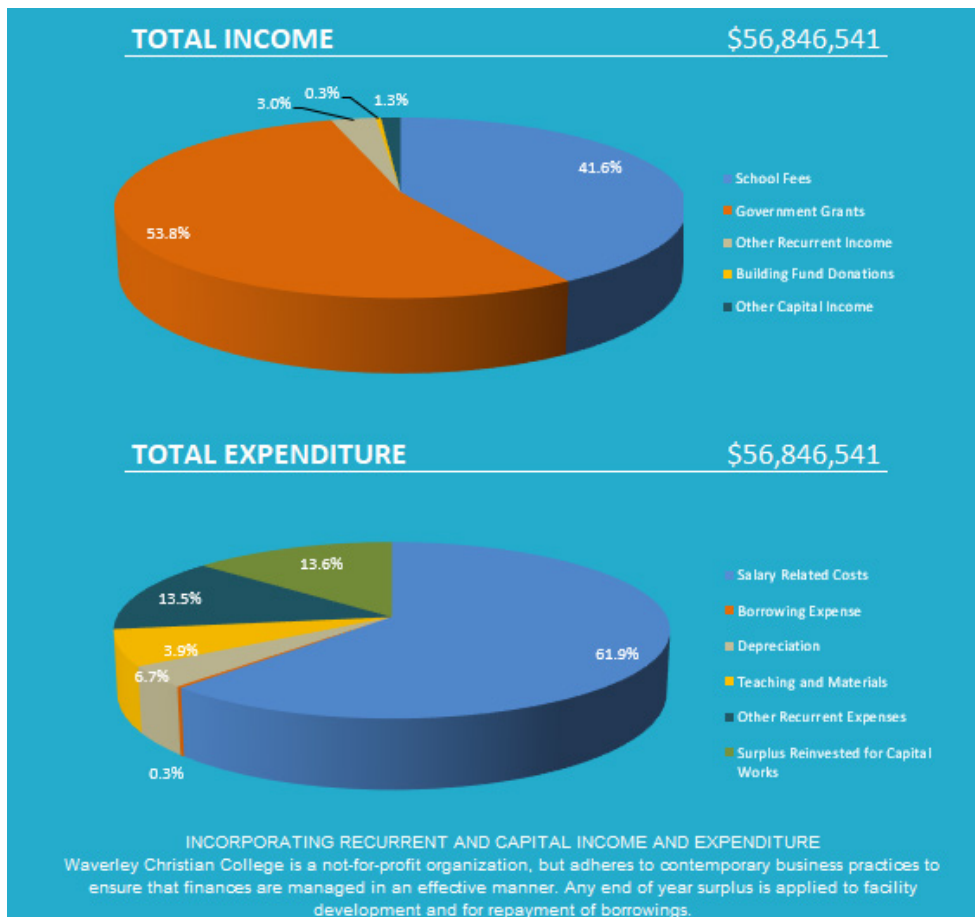


Adam Messenger
Head of Primary
Wantirna South



Andrew Bawden
Head of Secondary
Wantirna South

FINANCE REPORT





STAFF INFORMATION

Staff Attendance

Average attendance rate for Wantirna South teaching staff: 93.15%

Average attendance rate for Narre Warren South teaching staff: 93.62%

Average number of days absent for Wantirna South teaching staff: 11.18

Average number of days absent for Narre Warren South teaching staff: 10.83

Staff Retention

Proportion of teaching staff retained in a program year from the previous year for Wantirna South: 94%

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

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.

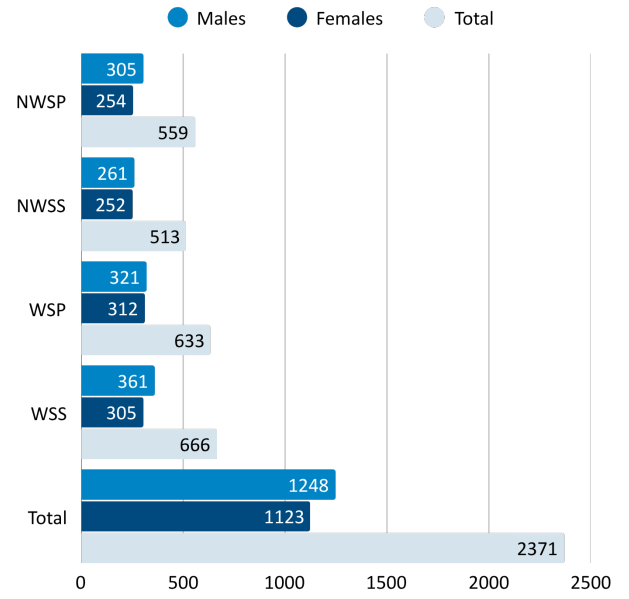
Average expenditure per teacher on professional learning:

\$941.25 per teacher (N.B. This does not include 'in house' professional learning, e.g. staff meetings, curriculum meetings etc).

STUDENT INFORMATION



Student Characteristics

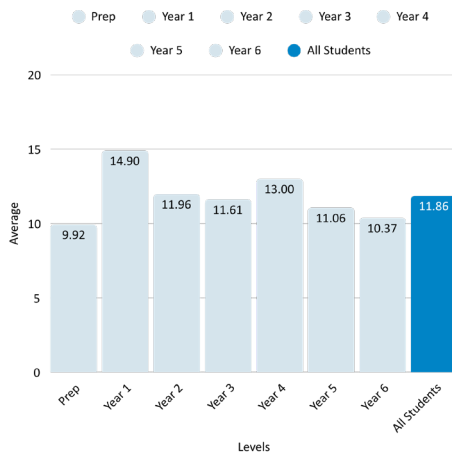


For explanation of acronyms, see graphs below

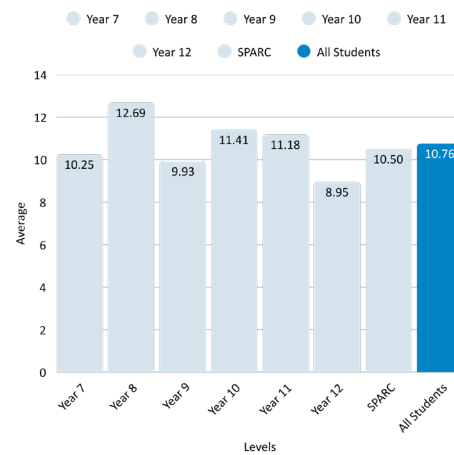
Students Attendance

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.

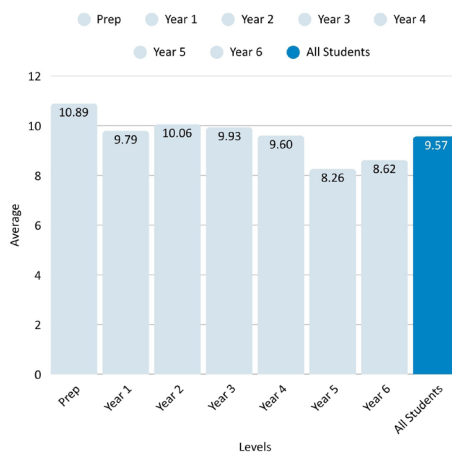
Narre Warren South Primary (NWSP)



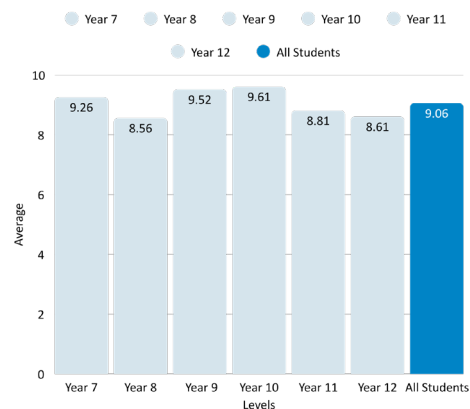
Narre Warren South Secondary (NWSS)



Wantirna South Primary (WSP)



Wantirna South Secondary (WSS)



NAPLAN

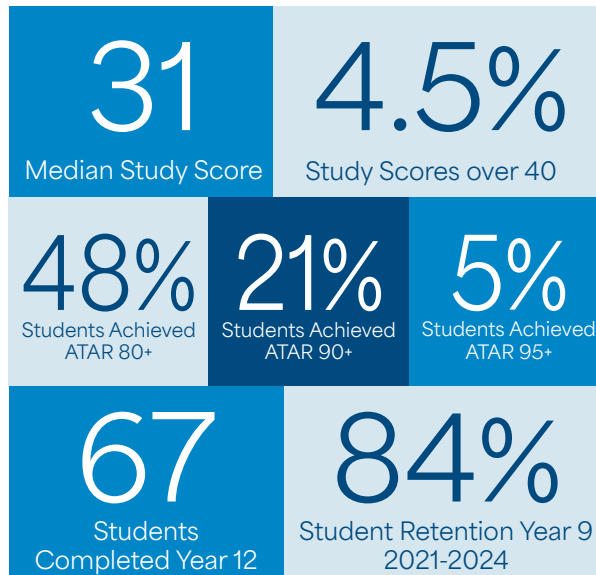
Please find below the percentage of students in Years 3, 5, 7 and 9 achieving the minimum national standards in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy for 2024

Campus	Narre Warren South				Wantirna South			
	Year 3	Year 5	Year 7	Year 9	Year 3	Year 5	Year 7	Year 9
Reading	96%	98%	97%	99%	100%	96%	100%	100%
Writing	99%	99%	98%	99%	100%	96%	99%	98%
Spelling	99%	99%	97%	99%	100%	96%	100%	99%
Numeracy	99%	99%	98%	99%	99%	96%	100%	100%
Grammar and Punctuation	97%	98%	97%	99%	99%	96%	100%	97%



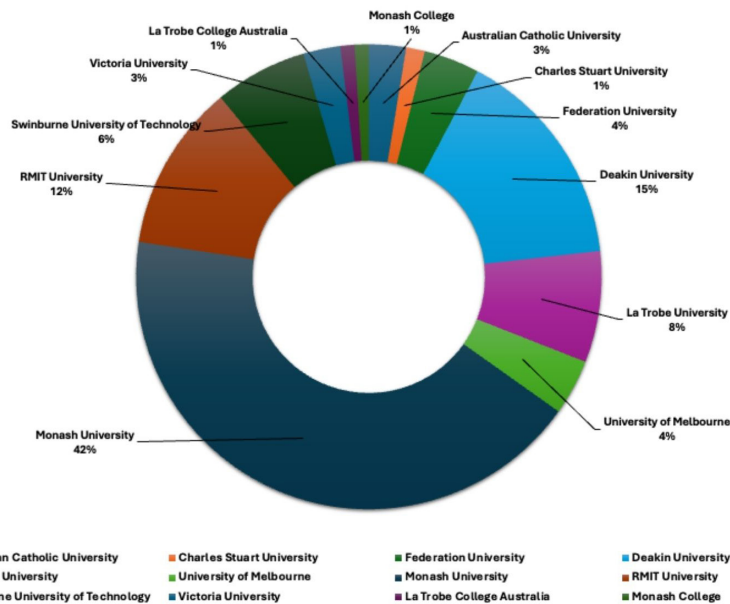
SENIOR OUTCOMES

Narre Warren South

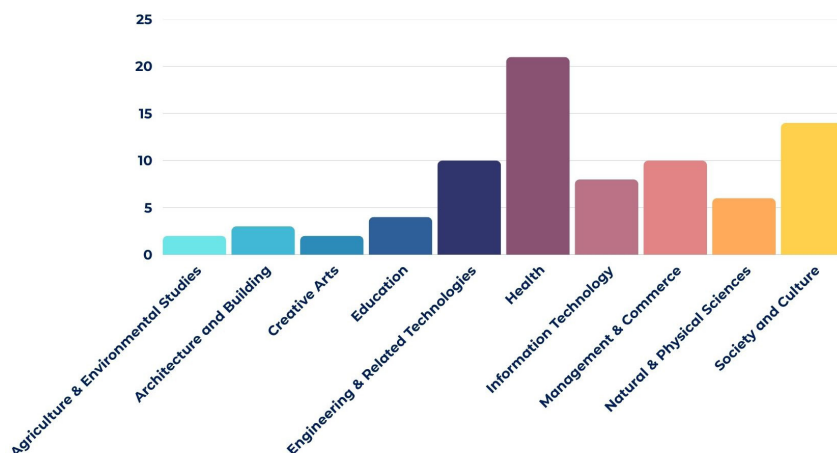


59 (88%) of students applied through VTAC to do further study and 98% of them received an offer at a tertiary institution. 8 (12%) of students selected a non-VTAC pathway which includes apprenticeships, direct entry applications (TAFE) and the workforce.

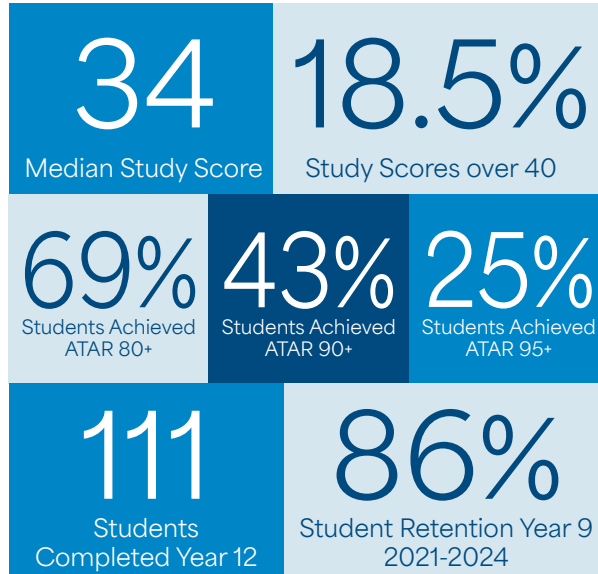
Most Preferred Institutions: Monash University, Deakin University and RMIT University.



Students at Waverley Christian College (NWS) pursue a range of course areas after graduating. Courses in Health related fields were popular for the Class of 2024.

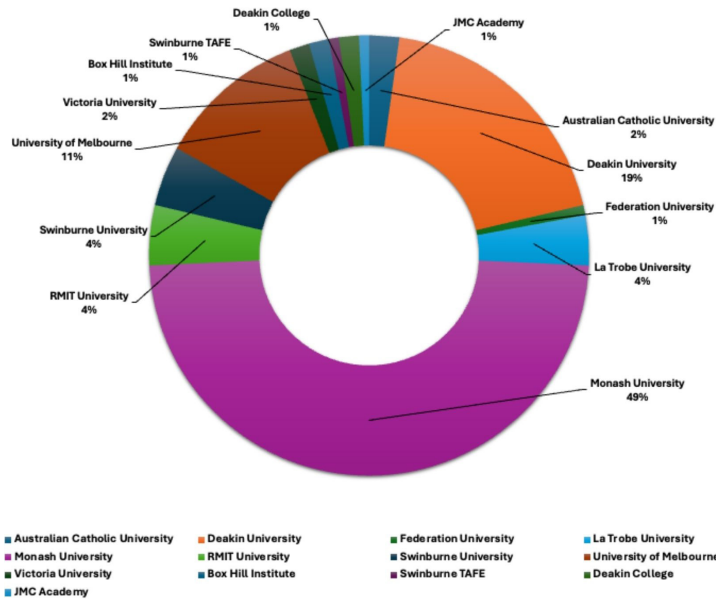


Wantirna South

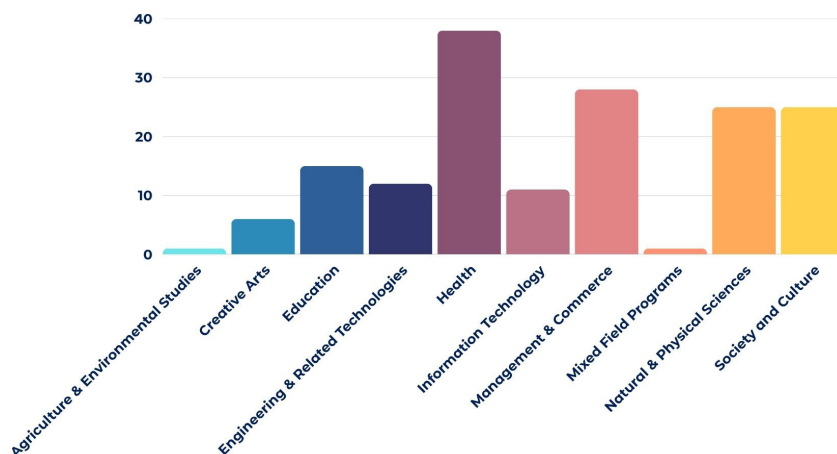


106 (95%) of students applied through VTAC to do further study and all who applied received an offer at a tertiary institution. 3 (5%) of students selected a non-VTAC pathway which includes apprenticeships, direct entry applications (TAFE) and the workforce.

Most Preferred Institutions: Monash University, Deakin University and University of Melbourne.



Students at Waverley Christian College (WS) pursue a range of course areas after graduating. Courses in Health, Management & Commerce were popular for the Class of 2024.



SATISFACTION SURVEY

Our 2024 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

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.

1164 students from Years 5 to 12 from both campuses participated in the Survey, which included both qualitative and quantitative responses.

	WCC/NSS Benchmark		
OVERALL ITEMS	78%/70%	SCHOOL ENVIRONMENT	80%/67%
This area measures the student's general satisfaction with school, whether they are happy and look forward to school.		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.	
GUIDANCE AND SUPPORT	80%/70%	STUDENT BEHAVIOURIAL VALUES	82%/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.		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.	
LEARNING OPPORTUNITIES	78%/69%	TECHNOLOGY AND RESOURCES	81%/67%
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.		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.	
PERSONAL DEVELOPMENT	79%/67%	STUDENT RELATIONSHIPS	79%/65%
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 community activities.		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.	
TEACHER QUALITY	80%/67%	RELIGION	83%/75%
This area measures students' perceptions of whether 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.		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.	
SCHOOL CURRICULUM	78%/69%	SCHOOL SPECIFIC QUESTIONS	84%
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.		Questions in this section predominantly relate to child safety and the student's perceptions of the school's support in keeping them safe.	

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.

1155 parents across both campuses participated in the Survey, which included both qualitative and quantitative responses.

	WCC/NSS Benchmark		
OVERALL ITEMS	83%/76%	SCHOOL ENVIRONMENT	84%/75%
These questions measure the overall satisfaction with the quality of education and the school's reputation.		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.	
GUIDANCE AND SUPPORT	81%/73%	PARENT COMMUNICATION	80%/72%
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.		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.	
LEARNING OPPORTUNITIES	78%/73%	TECHNOLOGY AND RESOURCES	81%/74%
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.		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.	
PERSONAL DEVELOPMENT	79%/70%	LEADERSHIP AND MANAGEMENT	79%/68%
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.		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.	
QUALITY OF TEACHING	79%/72%	RELIGION	83%/79%
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		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.	
SCHOOL CURRICULUM	78%/74%	SCHOOL SPECIFIC QUESTIONS	85%
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.		Questions in this section predominantly relate to child safety and the parent's perceptions of the school's support in keeping them safe.	

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.

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

	WCC/NSS Benchmark		
OVERALL ITEMS	89%/81%	SCHOOL COMMUNICATION	71%/68%
This area measures the overall satisfaction with the staff members sense of value, respect, and satisfaction with the school, its reputation and recommendation.		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.	
GUIDANCE AND SUPPORT	80%/71%	TECHNOLOGY AND RESOURCES	73%/68%
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.		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.	
GOAL CONGRUENCE	84%/86%	LEADERSHIP AND MANAGEMENT	76%/72%
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.		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.	
PROFESSIONAL DEVELOPMENT	79%/73%	WELL-BEING	71%/56%
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.		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.	
SCHOOL MORALE	84%/77%	RELIGION	89%/86%
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.		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.	
SCHOOL CURRICULUM	70%/66%	SCHOOL SPECIFIC QUESTIONS	91%
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.		This area measures a range of specific areas across the school including child safety, teacher efficacy and expectations of behaviour.	
SCHOOL ENVIRONMENT	80%/76%		
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.			

Administrative and Support Staff Results

The Administrative and Support Staff Survey consisted of 57 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.

149 Administrative and Support staff from both campuses participated in the Survey, which included both qualitative and quantitative responses. Quantitative responses.

	WCC/NSS Benchmark		
OVERALL ITEMS	89%/87%	SCHOOL COMMUNICATION	76%/75%
This area measures the overall satisfaction with the staff members sense of value, respect, and satisfaction with the school, its reputation and recommendation.		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.	
GUIDANCE AND SUPPORT	84%/78%	TECHNOLOGY AND RESOURCES	79%/73%
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.		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.	
GOAL CONGRUENCE	84%/74%	LEADERSHIP AND MANAGEMENT	78%/76%
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.		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.	
PROFESSIONAL DEVELOPMENT	78%/76%	WELL-BEING	75%/67%
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.		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.	
SCHOOL MORALE	85%/81%	RELIGION	88%/88%
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.		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.	
SCHOOL CURRICULUM	71%/74%	SCHOOL SPECIFIC QUESTIONS	91%
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.		This area measures a range of specific areas across the school including child safety, sense of belonging and expectations of behaviour.	
SCHOOL ENVIRONMENT	83%/81%		
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.			



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