



WAGGA WAGGA  
CHRISTIAN COLLEGE  
FORWARD IN FAITH



# 2022 Annual Report

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# A MESSAGE FROM KEY SCHOOL BODIES

## BOARD CHAIR'S REPORT

Looking back over 2022, we are reminded that God has again blessed our College. There are wonderful things we can celebrate and give thanks to God for, and again this year there is opportunity for us to reflect on God's goodness to us as a College.

The Board is grateful for the efforts of our Principal and Executive team to ensure the running of the College, and for their commitment of time and energy. The Executive leads a wonderfully committed staff who diligently and faithfully partner with our families. The College staff provide excellent academic and practical education across the College day-to-day within a genuine Christian community, and we are thankful to them.

This year we have farewelled some long serving staff members, and we thank them for their commitment to the College and their partnership with families. We give special mention to our Business Manager, Mr Nicholas Bewick, who since his arrival in 2012 has continued to grow and strengthen the College into the strong financial position that it is today, and for the way in which he has served our College so faithfully over those years. He has blessed our College, our Company and our families, and we pray God's continued blessing upon his life.

I would like to recognise the time and effort that fellow board members invest in our College and thank them for the way they serve this College community. We are thankful to the members who serve the Board sub-committees, for their professionalism and skills in supporting the structures that we need to meet governance requirements. After over ten years on the Board, 2022 also saw Dr Michelle Kennedy resign as a director, and we are thankful for her willingness to serve the College in this way.

We have worked closely with Christian Education National (CEN), and it is wonderful to be a member school in this network. It provides support and connection to people with a deep understanding and passion for Christian education. CEN has continued to provide support and worked with the Board to maintain good governance, as well as providing mandated board training.

The Board is working extensively on the strategic direction for the College, preparing the College to best outwork our vision for many years to come, as we grow and expand to support families and the educational outcomes for our students.

As part of this, we engaged independent educational consultants through CEN, Dr Fiona Partridge and Ms Emily Brookes to review our College three-part structure. Following a process of engagement across the community with staff and parent input, the Board were supportive of the move towards a two-part structure. The review was insightful to understand things that are being done well, and areas that can be improved. With that, 2023 has seen the introduction of Primary and Secondary Schools across K-12. The Board acknowledges the work of all staff in adjusting and transitioning to the new College structure.

As a Board we are committed to continually strengthening the College for our students and families. As we enter a new season for the College, our commitment to continue to partner with parents to provide Christ-centred education across the whole College, where the strong culture of Christian care for each student's personal, academic, spiritual and social development remains a guiding principle.

After years of COVID impacting much of College life, it has been encouraging to see the return to some sense of normality amongst our community. It is the Board's desire to see this renewal and strengthening of the sense of community across the College.

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It has been wonderful to have the new classroom Building (K Block) complete on the site and occupied by classes in the middle years. This provides wonderful flexible learning environments to our College which are used in so many ways. We also acknowledge as a College, the Federal Government Block Grant Authority and the funding contribution to this infrastructure that continues to support learning for our young people and knowing that many students in years to come will benefit from this investment.

We are reminded of our vision, “in Christ, partnering with families, in providing excellent academic and practical education, preparing students to act justly, love mercy and walk humbly before God”, and remain deeply committed to providing Christ honouring education for our young people. I commend the rest of this report to you as it shares the experiences of our College in 2022.

My prayer, as always, is that in all that we do at this College, that it is done to the glory of God.

*Mrs Emma McCormick  
WWCC Board Chairperson*

## PRINCIPAL'S REPORT



*2022 College Executive. Absent: Mr Nicholas Bewick – Business Manager & Company Secretary*

The 2022 school year provided greater certainty and increased opportunities for the Wagga Wagga Christian College. Our College community emerged from several years of COVID restrictions and concerns, and enjoyed comparatively low impacts from the pandemic. This Annual Report is happily provided to the State and Federal Governments as they seek to ensure that tax dollars are being wisely invested in our schools. It is also available publicly on our College website, and we welcome all families to read and understand our desire to live out the College Vision.

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Our student population was 556.5 at census in August 2022. We have been remarkably blessed with wonderful families and a deeply dedicated staff and Board, and we are known in the community for Christian care.

In 2022, we continued supporting students and families with their learning during socially and mentally anxious times. We aimed to provide high expectations and academic standards, and also to support those who were struggling. Our students overall demonstrated strength in emotional and social competence that was reflected in the community through their attitude in classwork.

The College further developed our partnership with Christian Education National to gather data and review the structure of the school and enacted their recommendations at the end of 2022. We continued to work with other organisations including the Association of Independent Schools to ensure we were complying with Government directives in these uncertain times.

Programs across the College continue to be offered to all students, and we noticed the positive gains in both learning and social areas for students who participated in these extra-curricular activity groups. In the classroom we provided extra resources to students through support classes for those who struggled academically. At the same time, we continued emphasising effective teaching through the use of Explicit Direct Instruction plus Reggio Emilia Learning Philosophies. The ongoing exemplary and positive tone in the College allows more teacher time for those who could easily miss being noticed because they appear to be coping. Our students have gained pleasing marks that demonstrate their talents and gifts in a range of external testing and assessment programs, including the NAPLAN assessments, the ICAS University of NSW competitions and external examinations through New South Wales Education Standards Authority (NESA). The shared view of Senior School staff is that the HSC students achieved outstanding results after three years of tumultuous schooling, and we saw students graduate with outstanding grades whilst maintaining an important community-minded approach to life and each other.

The Board and its sub-committees continue to serve the College community and meet faithfully each month to pray for and receive reports about the College. I would contend too that our dedicated staff are also servants who pray regularly for this community, and we all appreciate their professional diligence and goodwill to assist parents and carers in the raising and training of our young people. Teachers, support staff, grounds, cleaning and maintenance staff, canteen and administration staff alike all give above and beyond usual workplace expectations. I feel immensely privileged to work with such a fine group of people. We continue to gather a talented group of people who enable us to build momentum in the task that we have before us. We look forward to the impact of wonderful new staff who have joined us for the 2023 school year and also to the new roles many other staff have undertaken this year. We are enormously blessed with our staff and thankful for their faithful work. Our College structures continue to be refined as we grow. Seeing children and emerging adults growing and changing on a daily basis is an enormous privilege. Our partnership in establishing an authentic Christian College is pivotal to our ongoing effectiveness.

*Mr Phillip Wilson, MEd (Leadership), MEd (ICT), BEd, JP.*  
*Principal*

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## JUNIOR SCHOOL REPORT

In 2022, Junior School consisted of 10 classes across K-4. Despite the introduction of two new local Primary Schools, the student numbers remained strong with waiting lists for several year groups.

Mentoring continues between staff members and with a focus on Explicit Direct Instruction and Reggio Emilia documentation. The continued use of the 'Seven Steps to Writing' program is also proving successful with an increase in student engagement and standards of writing. Teacher's Aides provided Literacy and Numeracy support within the classrooms for students with identified needs or according to the requirements of the cohort. Most of the Aides employed in Junior School were qualified or working towards a qualification in Education Support.

A technology specialist continued to work with teachers to deliver the new and updated Science and Technology syllabus. All K-4 students received touch typing lessons and accessed various programs within the Microsoft Suite. Students developed coding and problem-solving skills through hands-on, practical and engaging learning experiences.

The Junior School music program included a recorder and strings program for Years 2 and 3 students with lessons provided through the Riverina Conservatorium of Music (RCM). For the first time, students in Year 4 were given the opportunity to choose from various instruments to study with RCM tutors over the next two years. It is anticipated that by the completion of this program in Year 6, all students will be able to participate in several of the College's ensembles and bands.



Year 3 students attended an overnight excursion to Borambola Sport and Recreation Centre and enjoyed various activities such as BMX riding, archery, rock climbing and kayaking. Year 4 students travelled to Dubbo for a two-night excursion which included a sleep over at Taronga Western Plains Zoo. Kindergarten to Year 2 students enjoyed a day trip to different venues around the Riverina.

All Junior School students attended gymnastic lessons in Term 3 as well as swimming lessons during Term 4. Students also had access to professional tennis coaching in Terms 1 and 2 as part of the NSW Sporting Grant Program. The appointment of a Junior School Sports Coordinator ensured the College was well represented at local Gala Days and competitions.

Our Preschool continued to grow with the addition of new staff members. As part of our Kindergarten transition program, the older students visited the Junior School classrooms, received regular visits from the Kindergarten teachers and participated in a program focused on developing school readiness behaviours. Our OOSH service continued to support many College families and was well utilised during the vacation period.

*Dr Jane Greenlees PhD, BEd (Prim) (Hons)*  
*Head of Junior School*

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## MIDDLE SCHOOL REPORT

2022 was a big year in Middle School. It was a year of restarting many of our favourite activities as COVID restrictions eased and great excitement as we moved into new classrooms in August. It was also a year of reflection and consultation which saw the College restructure to a two-school model and thus the end of the Middle School chapter of our College history.

In 2022 we returned to sporting activities, camps, off site competitions and whole school activities, which were a brilliant addition to all the wonderful learning experiences happening in our classrooms.

The 2022 highlights for Stage 3 were definitely the camps that they attended in Term 3. Year 5 went to Sovereign Hill to support and enrich their learning about the Gold Rush and Year 6 went to Canberra to see our nation's capital and learn about our government.

Year 7 also had the opportunity to go on our inaugural Year 7 Kick Off Camp. They loved watching their teachers lead by example on the big swing and the flying fox. The competitive nature of the grade was shown in the game sessions in the barn at night, with students encouraging each other and working together as a team.

Our Year 8 students showed wonderful leadership on Grandparents Day when they served the grandparents morning tea. Many Grandparents commented on their warm smiles and servant hearts. As the oldest students in Middle School, it was a joy to see them lead by example.

This year also saw Middle School compete in the da Vinci Decathlon for the first time. The event was held at The Riverina Anglican College and the students competed against local schools in 10 academic disciplines. Our team put in a fantastic effort and were awarded 1<sup>st</sup> in our region. We were also very proud of the two teams of Middle School students who competed in the Tournament of the Minds Competition. They showed great initiative in solving a STEM challenge based around the Gold Rush.

It has been a privilege in 2022 to watch this amazing group of young people grow in their faith in Jesus and seek to follow Him.

“In all your ways acknowledge Him, and He will make your paths straight” *Proverbs 3:6*

*Mrs Alesha Alcorn, Bed, Dip Theo  
Acting Head of Middle School*

## SENIOR SCHOOL REPORT

Senior School encourages students to take hold of all opportunities to grow as individuals and to contribute to the College community. Through this, we aim to develop skills that students can take with them into their life after school.

After two years of disruption due to the COVID pandemic, we were slowly able to start running some of our events onsite again. Our annual Year 12 ‘HSC Showcase’ of major works in Visual Arts and Design and Technology, along with Music performances, was held in Term 3. Families, along with College community members, were able to view the HSC student works and celebrate the results of many hours of hard work that the students had put into their major projects and performances.

Senior School encourages a wide variety of learning experiences. Students participated in the Mental Health Forum, Youth Council Forum, Committee 4 Wagga's School Leadership Program and GRIP Leadership

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Program. The Cattle Team, Sheep Teams and Auctioneering students were able to attend shows, compete with other schools and demonstrate their skills. Year 11 students took part in the driver safety program, RYDA (Rotary Youth Driver Awareness) organised by the local Rotary group, Year 10 undertook Work Experience in Term 2 and late in Term 3 each of Years 9, 10 and 11 spent time together with their year group enjoying activities outside the classroom.

Our Year 12 students celebrated the end of their schooling with a day of activities which allowed them to reflect on their time spent at school over 13 years. They took Year 11 on in challenges with Junior School spectating (team games), with Middle School spectating (Just Dance) and ended with challenges on the oval. The College community formed a guard of honour for Year 12, ending in a short assembly where they were given their "Study Packs" by Kindergarten students on behalf of the whole student body. This day continues to be a tradition for our Year 12 students, established to enable them to be farewelled by the College Community in a meaningful way.

Student leadership groups have been active in leading the College in areas such as environment, worship, music, cattle, fundraising, sport, drama and student health and well-being. Each year, new students bring a fresh set of strengths, and establish new groups that enhance our community. We are continually grateful, and at times overwhelmed, by the heart for service that our students demonstrate as they mature and discover more about their gifts.

"So whether you eat or drink or whatever you do, do it all for the glory of God." 1 Corinthians 10:31

*Ms Catherine Clarke BA, DipEd  
Head of Senior School*

## CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Wagga Wagga Christian College is registered and accredited with the New South Wales Education Standards Authority (NESA). It is a member of Christian Education National Ltd.



This Annual Report for 2022 provides parents, grandparents, the wider College community and other interested people with information about various aspects of the College's distinctiveness, performance and development. The report meets legislative requirement 3.10.1 of the Registered and Accredited Individual Non-government Schools (NSW) Manual.



The College has procedures in place to ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the College as identified by the Minister.



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## OUR VISION

***In Christ, partnering with families in providing excellent academic and practical education, preparing students to act justly, love mercy and walk humbly before God.***

The vision includes:

- Providing **curriculum** and its **delivery** that reflects a Biblical worldview
- Being a **vibrant caring community** of parents, students, alumni, staff, and friends of the College who contribute to its life and ethos
- **Impacting Wagga Wagga** and wider community through service, education and outreach opportunities
- **Enhancing partnerships** with local & regional Christian parents, churches and schools
- **Achieving and celebrating excellence and potential** for the whole College community in spiritual, educational, cultural and sporting outcomes as we bring Christ to all of life
- Implementing **sustainable stewardship practices** in financial management, workloads, resources, growth and human resources management

## OUR KEY COMMITMENTS

- Being Christ-centred
- Enjoying community
- Providing curriculum
- Actively caring for and developing resources

## OUR SETTING

Set on the eastern fringe of Wagga Wagga in South Western NSW, Wagga Wagga Christian College is a co-educational Preschool to Year 12 College with high expectations for student competence, character and faith. The College was established in 1990 by a group of local Christian parents who had a vision for education that was authentically Christian in outlook and practice.



The College operates four sub-schools. The Preschool – established in 2016 for 3 and 4 year olds, the Junior School from Years K - 4, the Middle School from Years 5 - 8 and the Senior School from Years 9 - 12. We also operate a popular Before and After School program (OOSH) and Vacation Care program.

# STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

## EXTERNAL TESTING: NAPLAN

Over 98% of the students in Years 3, 5, 7 and 9 sat the NAPLAN (National Assessment Program – Literacy and Numeracy) assessments in 2022. The results present a snapshot of how students are travelling according to National standards, and whilst they are just one piece of the educational picture it is useful to help us develop and maintain programs that best meet both group and individual needs.

### Results

The College has experienced another year of wonderful levels of growth in student performance in academics. We are one of the few schools in Australia whose students on a whole demonstrated continual overall **substantial improvement** in ability scores since 2017. This is testimony to the wonderful learning environment created in the classroom and the support of parents.

The following tables show the averaged raw scores of students at Wagga Wagga Christian College in the 2022 NAPLAN tests. As indicated by the following guide, the colouring of the cells show outstanding results when compared to both all Australian student, and students of a similar background.

**Interpreting the table**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Compare to  Students with similar background  All Australian students



	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	475	464	456	479	423
Year 5	520	494	527	530	505
Year 7	545	549	562	569	575
Year 9	595	582	600	620	601

Compare to  Students with similar background  All Australian students



	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	475	464	456	479	423
Year 5	520	494	527	530	505
Year 7	545	549	562	569	575
Year 9	595	582	600	620	601

# RECORDS OF SCHOOL ACHIEVEMENT

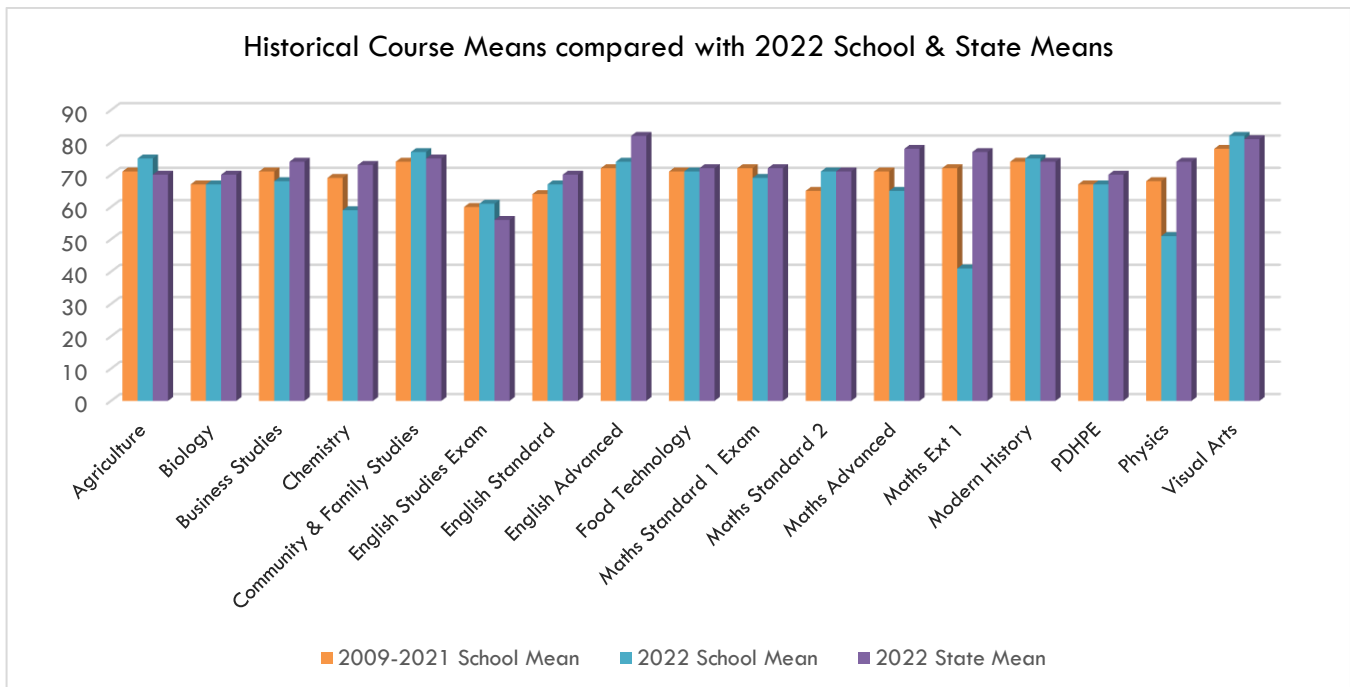
In 2022, Year 10 and 11 students successfully completed their studies in a range of courses developed by the NSW Education Standards Authority (NESA). Year 10 and Year 11 students were awarded a grade for each course they completed.

Students who completed their schooling at the end of the year were eligible for a RoSA (Record of School Achievement) from NESA. The RoSA is the academic record of a student's courses studied and is awarded to students when they finish their schooling prior to completing their Higher School Certificate. By the end of 2022, 15 students across Years 10, 11 and 12 were awarded their NSW RoSA, as they were either leaving secondary schooling or moving interstate.

## RESULTS OF THE HSC

This year, Band 5 and 6 (marks in the 80% to 100% range) were awarded to students in Agriculture, Biology, Community & Family Studies, Design & Technology, English Advanced, Investigating Science, Mathematics Standard 2, Modern History, Music 1, Personal Development, Health & Physical Education and Visual Arts. These are excellent results across a wide range of subjects.

The graph below shows the comparison between our historical average in various courses, along with the school and state averages for 2022. (Some courses have not been included in these statistics for privacy reasons, as their candidature in 2022 was too low.) More than half of the courses represented achieved averages, which were an improvement on their average over time.



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## SENIOR SECONDARY OUTCOMES

In 2022, 23 students in Year 12 sat for their HSC. In terms of other forms of qualification, three Year 11 students and one Year 12 student undertook Vocational Education and Training courses, whilst also completing their Preliminary and HSC studies.

## TEACHER QUALIFICATIONS AND WORKFORCE COMPOSITION

Workforce Composition	
Average Teaching Experience	17 Years
Female Teachers	29
Male Teachers	20
Retention	91%
Attendance	89%
Full Time Teachers	30
Part Time Teachers	19
Parental Leave	2
Provisional/Conditional Accreditation	18%
Proficient Accreditation	80%
Lead Teacher	2%
Indigenous Teaching Staff	0
Master's Degree	6
Doctorate Degree	3

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## TEACHER PROFESSIONAL DEVELOPMENT

During 2022, there were nine pupil free days. Two of these were for Training and Development and planning days prior to the first day of Term 1, five were for the staff development week, and two were for administration and planning at the end of the year. During the staff development week, staff participated in, and completed, a wide variety of face to face and online professional development courses and worked on targeted planning in their faculty areas, as well as first aid training.

All teaching staff participated in a wide range of professional development. Activities included the following:

What do people mean when they talk about the science of reading	English
First Aid	All KLA
OWNA Meet up	Preschool
Understanding English Orthography	English
Identify & respond to children & young people at risk	Preschool/OOSH
CEN Executive Conference	Heads of School
Printmaking - Screen Printing	Visual Arts
English Teachers Association	English
Implementing TOM in your school	Gifted & Talented
PDHPE HSC Marking Simulation	PDHPE
Reimagining PE	PDHPE
In defence of read aloud	English
The art of read aloud & the key to primary reading instruction	English
PACE Program Training Day	PDHPE
Extension 1 Literary Worlds	English
HSC Disability Provisions	Learning Support
CEN Deputy Meeting	Leadership
Diving Beneath the surface of words with Sue Hegland	English
ECA Professional Development Day	Preschool
RIVPAT 2022	Library

## STUDENT ATTENDANCE RATES AND RETENTION

Year Group	Attendance Rate
Kindergarten	95.2
Year 1	94.8
Year 2	96.1
Year 3	95.5
Year 4	96.2
Year 5	94.9
Year 6	94.5
Year 7	93.0
Year 8	91.3
Year 9	92.0
Year 10	90.6
Year 11	91.2
Year 12	90.6
Whole School	93.6

Student Retention Rates 2021 - 2022	
Year 10 to Year 12 Higher School Certificate	78.5% 2 Students changed schools 2 Students left the area 1 Student commenced employment 1 Student withdrawn due to illness

## STUDENT NON-ATTENDANCE MANAGEMENT

Our College enjoys an exemplary attendance and participation rate. The average attendance rate for all students enrolled in 2022 was 94%. There is an expectation that parents will account for students who are absent from school with a written note or phone call. Non-attendance records are stored in student files. Heads of School in conjunction with Administration staff have the responsibility of following up these absences.

## POST SCHOOL DESTINATIONS

Since the conclusion of the HSC in 2022, Year 12 students have moved into the following areas:

Destination	Percentage
University – currently enrolled	17%
Employment	50%
Gap Year – prior to University	25%
Other or Unknown	8%

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## ENROLMENT POLICY

Our enrolments come from a wonderful variety of backgrounds. We have positive partnerships with families who are recent arrivals in Australia and we welcome the opportunity to assist refugee families. Our College upholds the Federal and State government's priorities and directives for education. These are underpinned by our College vision, values and key commitments. See Appendix 1 for enrolment categories & guidelines. Continuing enrolment is contingent on families meeting their enrolment commitments as outlined in the enrolment agreement. Aspects of our enrolment guidelines are:

- Serving Christian families
- Seeking to enrol siblings where at all possible
- Honouring the commitment shown by families to other Christian schools
- Compassion and justice
- Procedural fairness
- Assisting families who are committed to the education our College community has to offer, but who struggle to meet the fee commitment.

**See Appendix 1 for the complete Enrolment Policy.**

## CHARACTERISTICS OF THE STUDENT BODY

Wagga Wagga Christian College serves Christian families (from many different Christian backgrounds) and other interested families from places around Wagga and as far afield as Ganmain, Lockhart, Mangoplah, Coolamon, Gundagai, Rosewood, Tumbarumba, Humula and Cootamundra. This is in line with our vision statement and enrolment philosophy and policy. The College has a large multi-cultural group of students from various countries including China, Malaysia, India, The Philippines, South Africa, Burma, Egypt, Sudan, Ethiopia, and Kenya. There is a wide diversity of backgrounds: professionals, refugees, low socioeconomic households, farming families, families for whom English is a second language, newly immigrated families, various faiths, Defence Forces families, traditional and contemporary families. The student body demonstrates good will and diligence in their approach to schooling and are a delight to be with. Our students care for each other and the wider community. We are often impressed with ways that they outwork these fine character traits in their attitude towards others.

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## SCHOOL POLICIES

### STUDENT WELFARE AND DISCIPLINE

Discipline at Wagga Wagga Christian College is about redemption and reconciliation rather than punishment. We see that discipline and the welfare of a child are inextricably interconnected. Students are treated respectfully and as unique creations of God. Each individual incident is dealt with in context, and support and guidance are offered to students. Parental contact is a key part of the process as the College sees itself working in partnership with parents. The child's overall welfare is considered, and matters are thoroughly investigated before decisions are made. Intervention is usually early but often grace is shown as the College attempts to see and bring out the best in students. As a result, students are more likely to make positive behavioural changes as they feel that they and their opinions are valued.

The Welfare procedures seek to assist young people to grow in several ways. The College seeks to encourage and acknowledge students' efforts and achievement. We also seek to give boundaries when students do not conduct themselves within the ethos of the College. In life, there are consequences for actions; likewise, in school we would be negligent in our practice if there were no consequences for actions. The Bible is clear about the consequences of doing as we please and is equally clear about the promise of eternity with God. From a Biblical point of view, it is important for our College to role model this as well as to assist students to learn life skills and live in community.



The philosophy in the implementation of these procedures is to follow the New Testament in seeking to discipline in love and restoration at all stages. Sadly, when this approach is unfruitful, it may sometimes mean the College and the student must go their separate ways.

The College continues to apply a Student Welfare Policy and separate Discipline Policy. These policies are available from the College Office.



		<b>PREREQUISITE</b>	<b>AWARD</b>
<b>Junior School</b>	<b>Merit Award</b>	5 'Well Done' certificates result in students being awarded a 'Merit' certificate.	<ul style="list-style-type: none"> <li>These are presented at the Monday morning assemblies and Junior School Merit Assemblies by class teachers</li> </ul>
	<b>Junior School Award</b>	3 'Merit' certificates result in students being awarded a Junior School Award.	<ul style="list-style-type: none"> <li>These are presented at the Junior School Parent Assemblies by the Head of Junior School</li> </ul>
	<b>Principal Award</b>	3 'Junior School Award' certificates result in students being awarded a 'Principal Award' certificate.	<ul style="list-style-type: none"> <li>These are presented at the Junior School Parent Assemblies</li> <li>Pizza lunch with the Principal once a semester</li> </ul>
<b>Middle and Senior School</b>	<b>Entry Level</b>	All students begin on this level upon entry into Year 5 or entry to the College and enjoy full and equal participation in the College community.	<ul style="list-style-type: none"> <li>1 Principal Award equates to 1 Merit Award in Middle/Senior School. Students will be automatically awarded this on entry into Year 5 from Junior School</li> <li>New students to the College will be placed on this level with consideration given to Awards achieved at previous school.</li> <li>Students receive merit awards from class teachers for both class related and service related achievements. These then contribute towards the next level in the Welfare Procedure.</li> </ul>
	<b>Middle School Only</b>	5 merit certificates (any type of award)	<ul style="list-style-type: none"> <li>Pizza lunch with the Head of Middle School</li> </ul>
	<b>Bronze Level</b>	10 merit certificates <i>including</i> 2 service awards	As for entry level and <ul style="list-style-type: none"> <li>Bronze Certificate</li> <li>Canteen Voucher</li> <li>Presented at Formal Assembly</li> </ul>
	<b>Silver Level</b>	Bronze Certificate <i>plus</i> 12 additional merit cards <i>including</i> 3 service awards	As for entry level and <ul style="list-style-type: none"> <li>Silver Certificate</li> <li>Canteen Voucher</li> <li>Presented at Formal Assembly</li> </ul>
	<b>Gold Level</b>	Silver Certificate <i>plus</i> 15 additional merit cards <i>including</i> 4 service awards	As for entry level and <ul style="list-style-type: none"> <li>Gold Certificate</li> <li>\$20 voucher</li> <li>Presented at Formal Assembly</li> </ul>
	<b>Double Gold Level</b>	Gold Certificate <i>plus</i> 18 additional merit cards <i>including</i> 5 service awards	As for entry level and <ul style="list-style-type: none"> <li>Double Gold Certificate</li> <li>\$25 voucher</li> <li>Presented at Formal Assembly</li> </ul>
	<b>Platinum Level</b>	Double Gold Certificate <i>plus</i> 20 additional merit cards <i>including</i> 6 service awards	As for entry level and <ul style="list-style-type: none"> <li>Platinum Certificate</li> <li>\$50 voucher</li> <li>Presented at Formal Assembly</li> </ul>

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## ANTI-BULLYING

Bullying is addressed in the Student Welfare policy. Our Bullying and Harassment policy clearly stipulates the following:

- Bullying and harassment are not acceptable behaviours
- Bullying and harassment are not tolerated
- Each member of the College community is seen to be made in the 'image of God' and is God's precious creation
- Therefore, all students, parents and teachers should expect the right to feel and be safe, going to and from and at the College
- Each member of the College community has the responsibility of ensuring the safety of the other members of the community

The Junior School have a three-step approach in addressing anti-bullying strategies:

- |                               |         |
|-------------------------------|---------|
| 1. Say stop I don't like that | 1. NO   |
| 2. Ignore or walk away        | 2. GO   |
| 3. Tell the teacher           | 3. TELL |

This approach has been very successful and is taught in Junior School as part of a holistic education program dealing with social skills, self-esteem, peer support and building resilience.

## COMPLAINTS AND GRIEVANCES

Wagga Wagga Christian College recognises that our quality as a community depends on the quality of its relationships.

Vital layers of this policy include:

- Relationships are part of the daily adventure of living in an educational community
- Encouragement and discouragement are vital aspects of the one purpose – building up one another
- Self-sacrificial love as evidenced in Jesus' life and death must underpin the way in which we seek to build up one another. Placing the interests of others before one's own is an essential aspect of following Jesus
- Confidentiality, respect for privacy, peacemaking and right motives that arise from the guidelines of Scripture are vital

Some elements of our policy:

- Encourage, welcome and educate the community on the importance of handling complaints in a correct and Godly manner
- Channel complaints via the relevant staff member in the first instance
- Speak with the relevant Team Leader or the Principal if any matter remains unresolved or incomplete after having contacted the person involved
- As they seek to live Christ's story in their lives, staff members will accept and deal with complaints from parents and others with humility, openness and a desire to live in harmony
- Conflict can be destructive or creative depending on how we handle it
- Avoid/refuse issues that are considered trivial, frivolous, vexatious or not made in good faith. The Bible speaks of this as gossip and slander
- Enact procedural fairness.

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The following policies and programs have been developed to assist our community in relationship building:

- Anti-Bullying Policy
- Complaint Management Policy
- Staff Grievances Policy
- Whistleblower Policy
- Staff Code of Conduct
- Staff Corrective Counselling Policy

The Policies reviewed by the Board (along with their supporting documents) in 2022 are as follows with the latest copy of College Policies available at the College office.

<b>Policy</b>	
<b>Governance</b>	
1-2 Board Code of Conduct	23 Feb 2022
2-2 Delegations Policy	23 Feb 2022
2-2A Delegations Protocol	23 Feb 2022

## 2022 ACHIEVEMENTS

We are deeply satisfied with the success of the College throughout 2022. Highlights include successfully renewing the NESA registration, continually addressing parent concerns as they arise, honestly reviewing our structure, and planning for a new structure that prepares the College for an exciting 2023.

Staff have responded well to the programming and teaching requirements, and wherever possible have attended workshops in faculty and section areas and built networks with colleagues in like-minded schools.

Our welfare structures remain remarkably successful, and the year was completed with the smallest of discipline issues to work through with students and their families.

Students further increased their leadership in the various College assemblies and played many significant roles in engaging their peers.

The College was actively involved wherever possible in local, national and international programs and events, and continues to grow resilient students who are making a difference in the world.

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## WHOLE SCHOOL GOALS 2022

There was an emphasis in 2022 on enacting wise goals that would consider the tiredness of living through the COVID years. The following goals summarise some of the approaches taken to help our community during this time.

### Teaching and Learning

- Evaluate current strategies and develop new strategies to maximise student engagement
- Continue to embrace and refine a mature Christian worldview into all classes/subject areas
- Develop and refine enhanced technology, strategic intent and structures including refined E-learning directions and infrastructure.

### Management

- Continue building development
- Review teacher accreditation requirements
- Effective induction of new staff into the College team
- Challenge students spiritually and intellectually
- Continue to review and refine communication structures and practices
- Increase the standard of student uniform compliance across the College
- Improve understanding of staff conflict resolution policy and adherence to associated processes.

### Community

- Improve Christian distinctives
- Assist families who struggle with English.

## RESPECT AND RESPONSIBILITY

Students at Wagga Wagga Christian College continue to have a strong set of skills and intelligence in areas of respect and responsibility. The level of care for the marginalised of society is high and growing. Students' willingness to work with staff and families is atypical of their generation. There are, of course, very occasional pockets of challenge in these areas. As a school that holds to the theology of Original Sin, we would expect this – but we are committed to working within the College vision to lovingly minimise these pockets – and we are seeing wonderful changes in the lives of our young people.

Examples of respect and responsibility initiatives include the following:

**Cultural awareness:** As developed through our Languages program and the privilege we have of students whose immediate families have come from many other countries; it is our pleasure to welcome people from other cultures. We have significant numbers of students from The Philippines, China, India, Burma, Sudan, Sierra Leone, Zimbabwe, South Africa and other nations in Africa.

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**Interschool visits:** Our students have participated in sporting activities with a number of schools as well as cultural exchange with other schools within Australia when possible.

**Student welfare:** Students are given the opportunity to progress through various levels in recognition of positive contributions in academic, sporting, cultural and service areas. We use a 'Mind Matters' framework which is informed through a 'strengths'-based leadership development program.

**Community partnerships:** Our College encourages responsible citizenship and has actively participated in community activities where possible in 2022. Staff and students alike are key members of many youth groups and church ministries in our local area. Our partnership with the Defence Forces remains active and strong. It was wonderful to see most of these events continue in a modified way due to COVID restrictions.



**Leadership:** Our Student Leadership program continues to build skills and give opportunity for students to develop their leadership qualities.

## PARENT, STUDENT AND TEACHER SATISFACTION

Families were deeply appreciative of the continued work of staff and the care provided to children during 2022.

The College invites and encourages parent involvement in the community of the College. The College Company is the governing body of the College and is one way that parents can provide feedback. The College parents are also invited to be a part of one of the numerous committees that assist in many ways across our school community. These include groups for prayer, fundraising, fete planning, introduction nights, family buddies, reading support, landscaping, cattle. Each of these groups has a close working relationship with College staff and provide an opportunity for input to the College and to provide feedback. The long-term commitment and positivity of the many parents connected with these College groups is an indication of their satisfaction with the College vision and outcomes.

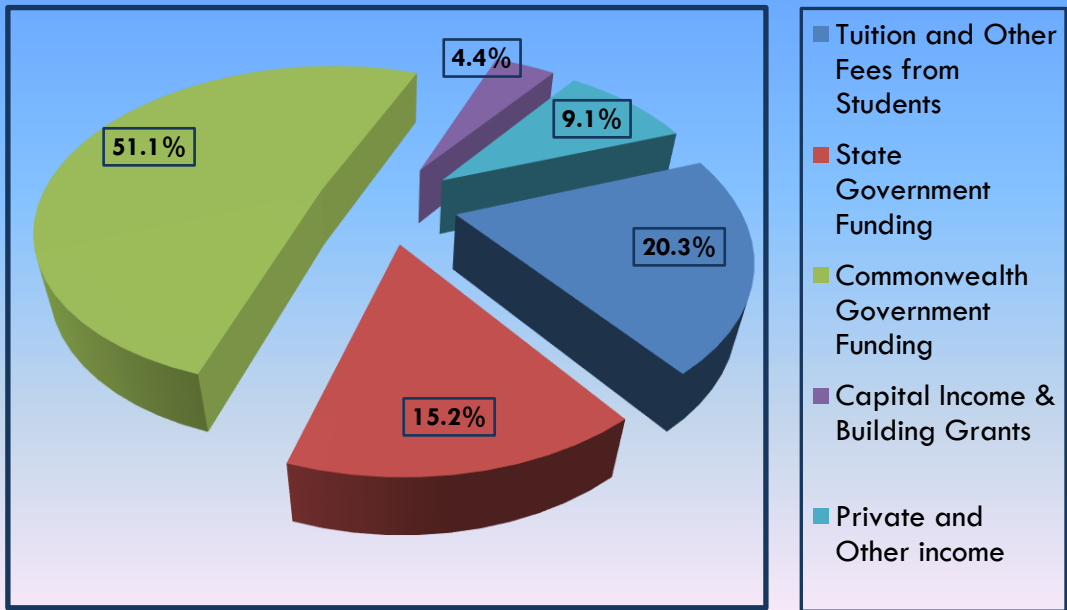
Parent Teacher Interviews, held twice per year, provide an excellent opportunity for the College to receive feedback on student and parent satisfaction. Students are encouraged to attend and contribute to these interviews with their parents. Many families appreciated the telephone interviews that were conducted periodically.

In annual appraisal meetings, the majority of staff have expressed an appreciation for the opportunity to work at the College.

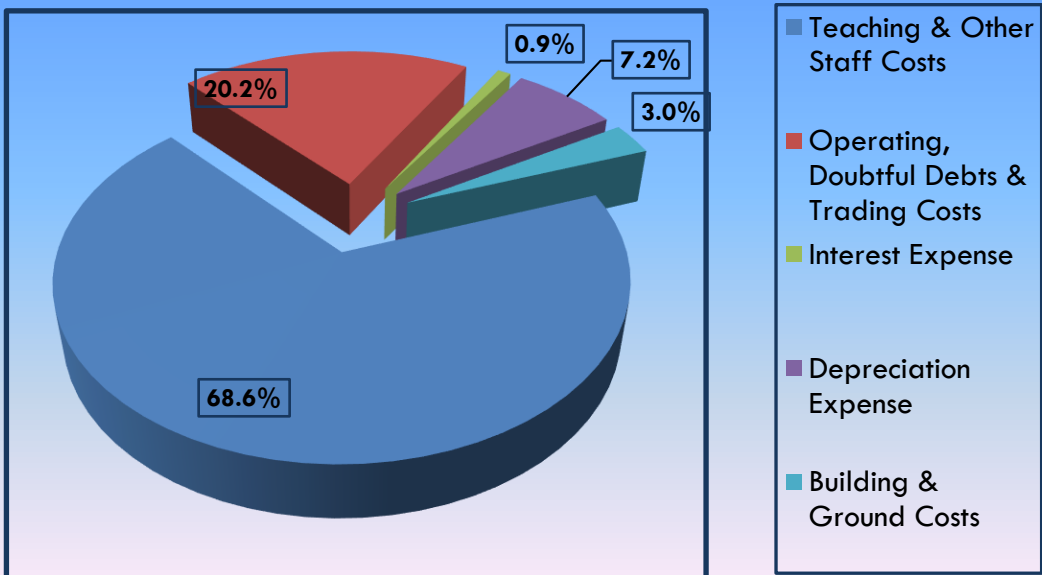
## FINANCIAL REPORT

<b>Summary Annual Financial Report</b>		
<b>Income Summary 2022</b>		
	<b>Percentage</b>	<b>Amount</b>
Tuition and Other Fees from Students	20.3%	2,546,818
State Government Funding	15.2%	1,904,772
Commonwealth Government Funding	51.1%	6,422,170
Capital Income & Building Grants	4.4%	546,962
Private and Other income	9.1%	1,146,791
<b>Total Income</b>	<b>100.0%</b>	<b>12,567,513</b>
<b>Expenses (Cost) Summary 2022</b>		
	<b>Percentage</b>	<b>Amount</b>
Teaching & Other Staff Costs	68.6%	7,504,384
Operating, Doubtful Debts & Trading Costs	20.2%	2,205,774
Interest Expense	0.9%	101,497
Depreciation Expense	7.2%	790,462
Building & Ground Costs	3.0%	330,254
<b>Total Expenses</b>	<b>100.0%</b>	<b>10,932,371</b>
<b>Net Surplus for the 2022 Year</b>		<b>1,635,142</b>

## Income Summary 2022



## Expenses (Cost) Summary 2022



*Mr Nicholas Bewick JP, FGIA, FCG (CS,CGP), FCPA, CA  
B.Bus (Acct), GradCert (RiskMgmt), GradDip (CorpGovern), MBA  
Business Manager & Company Secretary*

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# APPENDIX 1

## ENROLMENT POLICY

### PURPOSE

The purpose of this policy is to provide a coherent school policy about the way we enrol students.

### RATIONALE/BIBLICAL BASIS

Wagga Wagga Christian College was established to support the Christian family and the broader community in the education of their children:

*“Fathers do not exasperate your children, instead, bring them up in the training and instruction of the Lord.” Ephesians 6:4*

The education of each student involves the training of a Christian worldview and Christian nurture that are fundamental principles of our College ethos. It is central to the functioning of Wagga Wagga Christian College that parents and carers work in partnership with the College staff.

*“Love the Lord your God with all your heart and with all your soul and with all your strength. These commandments that I give you today are to be upon your hearts. Impress them on your children.” Deuteronomy 6:5-6*

The College enrolling procedure seeks to use wisdom in all its dealings in order that each decision is made in loving kindness and justice.

*“He has showed you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God”. Micah 6:8*

*“Therefore, as we have opportunity, let us do good to all people, especially to those who belong to the family of believers”. Galatians 6:10*

### TERMS & DEFINITIONS

College Community:	Includes staff, students, parents, supporters of the College
Company:	The governing body of Wagga Wagga Christian College
Board of Directors: (Board)	The Board of the Company
Christian:	One who unconditionally accepts the saving work of God’s Son Jesus Christ and follows Him as their Saviour and Lord through the Holy Spirit’s guidance.
Christian Worldview:	Taking the Word of God and Lordship of Christ and applying it to all of life



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## KEY POLICY STATEMENT

### Enrolment Criteria

The following criteria will be taken into account when considering applications for enrolment.

- Minimum starting age
- Overseas Students Policy
- Ability to meet the needs of the students
- School Transfers
- Priority Category
- Class Availability
- Ability/preparedness to sign Parental Agreement
- Preparedness to undertake Parent Induction Process

At the Principal's discretion, students and parents may need to enter into an agreement to assist them to achieve agreed goals.

### Priority Categories

1. Parents who are active Christians, and whose application is accompanied by a reference from the Minister of their Church.
2. Siblings of enrolled students and children of past students (taking into account enrolment of non-Christian families already enrolled in the College).
3. Transferring students of other Christian Schools.
4. Families who are committed or prepared to commit to Parent Controlled Christian Education and the Biblical ethos of the College.

### Class Availability

The Board will seek to allocate enrolments in accordance with the priority categories and seek to limit the maximum enrolments in classes as follows:

- Junior School Kindergarten – 22
- Junior School – 25
- Middle School – 28 with flexibility to 30
- Senior School – 30

In special circumstances class sizes may be increased above the above maximum enrolments with the provision of additional classroom support staff. The Principal will seek approval from the Board in these cases.

In every enrolment decision the Principal or delegate will consider:

- The welfare of the whole College community (including children, parents and staff)
- The Christian ethos of the College
- The capacity of the College to cater for the individual needs of the student and ability to provide appropriate level of education

The Board will seek to ensure that the College continues to grow in the percentage of Christian families. Recognising the commitment of present families, the Board will seek to adhere to the guidelines for new enrolments of the preferred practice of 75% Christian, such that not less than 50% of any class is from Christian families. This is to be evaluated as part of the Strategic Planning process.

Exceptional circumstances may arise from time to time where the Board may override adherence to the enrolment criteria. All recommendations to override the enrolment criteria must be presented to the Board, along with supporting information, for a decision prior to the family commencing.

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## **Enrolment Process**

All enquiries for enrolment will be sent a Prospectus containing:

- Current information pamphlet
- Various pamphlets informing perspective families of College policies, ethos and practices
- Procedure for enrolment
- Enrolment application form
- Educational Creed summary

Upon receipt of application and enrolment application fee, the information will be checked and recorded.

Parents or carers will be notified when there is a vacancy and invited to attend an interview with their child/children. Parents will be required to provide:

- One recent school report
- Literacy and numeracy report where applicable
- Birth Certificate
- Immunisation Record (Kindergarten) where previous school has not provided
- A medical report where the student has allergies or needs requiring particular attention/assistance

Parents/Carers will also sign a consent form authorising the College to seek further information relevant to the enrolment when necessary. For example:

- The Minister of the family's Church
- School personnel from the student's current institution

During the interview process, free and open communication will be encouraged with parents/carers in regard to their desire for Christian education, including the proselytising of students (and that the child(rens') attendance at a Church Kids' Club/Youth Group will be encouraged throughout their schooling). The child's individual needs and the progress of the application will be openly communicated with the prospective student and their family.

Subsequent to the interview the following information will be provided to the Board.

- Fee status
- Special Needs
- Christian standing

Parents/carers are notified, generally in writing, of the Principal's decision. Acceptance letters will include:

- Parent Agreement
- Medical Form
- Association Forms & Procedures - including their automatic status as an associate member of the Association
- Uniform information
- Next mandatory "Parents in Partnership" Induction Session

## **Enrolment Responsibilities**

The following Parent/Caregiver and Student responsibilities are to be undertaken before a student commences at the College:

- Parents/Caregiver to sign Parent Agreement
- Student to sign Parent Agreement
- Parents/Caregivers to commit to attend a compulsory Parent Education & Induction Program called 'Parents in Partnership'

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## **Approval of Enrolments**

Enrolments are subject to approval by the Principal or their representative.

The following information will be provided to the Board as part of the Principals Report and may include some or all of the following information relating to individual enrolments:

- Information provided on the enrolment application
- Relevant priority category
- Description of individual needs of the student and how these needs have been determined
- Outcome of discussions with parents and others currently involved in the management of the student
- Specific support requirements to meet the students' needs and the estimated cost of providing the required resources
- Potential sources of additional funding
- Characteristics of the class and potential impact on the College community
- Adherence to the parent partnership by way of support of the College and willingness to attend induction program
- Other options considered

## **Appeals Process**

Where the family/carer is not in agreement with enrolment decision they may write to the Board outlining their reasons and provide any further supporting documentation. The Board will appoint a panel from its members to review the case and report back. The subsequent decision of the Board will be final. The family/carer will be notified of the decision.

## **Confidentiality**

All enrolment information is to be kept confidential and only viewed by the Business Manager, staff involved in the enrolment process, the Principal and the Board.

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# KINDERGARTEN ENROLMENT POLICY

## PURPOSE

This policy statement forms part of the College's Enrolment Policy and should be read in conjunction with it.

## RATIONALE/BIBLICAL PURPOSE

The College recognises that Kindergarten is a new milestone in a young child's overall development. As His image bearers, every effort will be made by the staff at WWCC to demonstrate the kind of love and concern which Jesus offers all.

*Mark 9:36-37 <sup>36</sup> He took a little child whom he placed among them. Taking the child in his arms, he said to them, <sup>37</sup> "Whoever welcomes one of these little children in my name welcomes me; and whoever welcomes me does not welcome me but the one who sent me."*

## KEY POLICY STATEMENTS

### Admission Age

The following recommendations are made to those seeking advice on school entry age:

- The College strongly recommends school attendance age to be where a child must have their fifth birthday on or before the 31 March in year of Kindergarten.
- Where a parent desires assessment regarding their child's 'readiness' for school, contact with the current preschool or a preschool report will be requested, along with informally interviewing the child. Formal assessment will be carried out prior to the commencement of Kindergarten classes.

### Fees and Progression

Students are only funded by the Government when they are over a specific age on the date of the August census. This is a NSW Education Standards Authority compliance requirement that the College has no authority to change. It is the expectation that parents will pay full fees (as quoted in the AGSRC schedule) if enrolment is approved by WWCC with an agreement of progression to Year 1 only occurring with the school's express approval.

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