



**WAGGA WAGGA
CHRISTIAN COLLEGE**
FORWARD IN FAITH



2020 Annual Report

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A MESSAGE FROM KEY SCHOOL BODIES

BOARD PRESIDENT'S REPORT

On behalf of the Board of Directors of Wagga Wagga Christian College, it is a pleasure to endorse the College's 2020 Annual Report and reflect on what God has done over the past 12 months. We are committed to 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 committed to providing Christ honouring education for our young people. This vision statement will continue to influence and direct the Boards governance, strategies, and development.

Through 2020 the Board has continued to provide oversight to management in a difficult COVID impacted year. The Board diligently worked on updating policies and risk management strategies to improve the governance of the College. I sincerely thank fellow board members: Prof Shane Raidal, Mrs Louise Bryder, Mr Gavan McDowell, Mrs Cindy Farias-Bowen, and Dr Michelle Kennedy for their commitment to volunteering and serving the company in this capacity. Prof Raidal and Mrs Farias-Bowen stepped down from Board capacities at the end of 2020, and we are thankful for how they have blessed the College community in the various years of service in these roles. By God's grace, the College has been blessed and welcomed two Company members to fill casual roles in 2021 and look forward to the benefits of the skills they provide.

The Board and Executive also spent considerable time partnering with Endeavour Community Relations and Development to gather data and reflections from our College community, to better understand the community 'voice'. The Board is thankful for the level of community engagement in this survey activity, as this has provided overarching positive feedback, with areas that we can continue to strengthen and develop with leadership as the Board enhances direction for the future.

The College is in a secure financial position. The Board gratefully acknowledges the dedication, and financial diligence and management undertaken by our Business Manager, and the Board sub-committee for Finance as we seek to be wise in our use of resources for our College and broader community. The Human Resources Committee, another Board sub-committee assists the Principal with managing staff and overseeing staff appointments while maintaining the vision of the College. We are thankful to the members who serve the College on these committees and ensuring we meet governance requirements.

The Board is very grateful for the efforts of the Executive team to ensure the smooth running of the College. The Executive leads a wonderfully committed staff who diligently and faithfully partner with our families in providing excellent academic and practical education across the College day to day within a genuine Christian College community. I would like to take this opportunity to thank the Heads of School for their professionalism, and commitment of time and energy to the College to serve our young people. The Board is thankful for the overarching leadership of Mr Phillip Wilson as Principal of the College, as he aims to continually strengthen the vision of the College, and the partnerships across the College.

My prayer 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



The 2020 school year provided considerable and continual opportunities for Wagga Wagga Christian College to work with the community to provide support, education, and reassurance in a difficult COVID-impacted year. Our College community continued to thrive while seeking to be faithful to our core vision. The Annual Report is furnished to the State and Federal Governments as they seek to ensure that taxpayer dollars are being wisely invested in our schools. It is also available publicly on our College website.

Our student population was 565 at census in August 2020. We have been remarkably blessed with wonderful families and a deeply dedicated staff and Board. We continue to enjoy the positive effects of this.

In 2020, we continued growing our understanding and commitment to nurturing a faithful culture of high expectations and academic standards onsite where possible, and via remote learning when circumstances necessitated social isolation. Our students demonstrated strength in emotional and social competence that was reflected in the community through their willingness to respond to these trying times.

The College further developed our partnership with Endeavour Community Relations and Development to gather data and act on this in the areas of community engagement, communication and leadership development. The overwhelmingly positive feedback as well as helpful suggestions and clarifications have enabled us to further refine our directions and vision for the near future. I thank all who committed time and resources into gathering this helpful data.

Programs across the College continue to make fundamental and exciting inroads in enhancing learning of students in our classes. Extra resources were invested in the areas of remote learning and remote presentation of information events. This has been of great assistance to students who have found learning the most challenging. At the same time, we have invested considerable resources and time into the areas 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. When factoring in the trials of the year I note that our students have gained pleasing marks that demonstrate their talents and gifts in external examinations through New South Wales Education Standards Authority (NESA). The shared view of Senior School staff is that the HSC students achieved at or beyond the level that we predicted. We repeatedly had students achieve outstanding Band 6 grades whilst maintaining an important community-minded approach to life.

Our children in the College continue to grow their talent and character. They have benefited from opportunities and successes in extra-curricular events such as the Cattle Team, STEM competitions and sporting representation. In each year group, there are wonderful examples of faithful excellence and we continue to seek new ways to foster the ongoing development of potential. There is a more detailed analysis of student achievements later in this report. Our excellent and well-maintained facilities have had a considerable impact on student opportunities in many areas including the Performing Arts, Agriculture, Business Studies and various sports. The careful financial management and effort in seeking excellent value for money has resulted in facilities that have been the object of widespread positive comment. These facilities have been utilised by many organisations to promote a healthy local community. We have been delighted to share these resources with a wide range of groups whenever possible.

The Board and its sub-committees continue to serve the College community faithfully. Their professionalism, thoroughness and commitment is commendable. They have continued to work diligently and faithfully to set and maintain a vision that reflects the past and present of the College community and that positions the College for a strong and successful future (in God's grace). I have been very grateful for their wise counsel on many occasions and for their diligence in matters that can be trying and complex. The staff at our College continue to work with professional diligence and goodwill to assist parents and carers in the raising and training of our young people. Teachers, support staff, grounds and maintenance staff, canteen and administration staff alike all give above and beyond usual workplace expectations. The commitment of the staff and the Board to the Endeavour Community Health Audits (and willingness to use the data to promote faithful excellence in our College) keeps us on a course that honours God, blesses our families and is faithful to the educational process in our country. 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 2021 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, JP, MEd (Leadership), MEd (ICT), BEd
Principal

JUNIOR SCHOOL REPORT

In 2020, Junior School consolidated into 9 classes with 3 composite classes for Stage 2. Although faced with the challenges of online learning due to Covid restrictions, the creation of a Junior School YouTube platform allowed excellence in teaching to continue. Student's bookwork was supported by daily videos to assist parents in guiding their children through their learning. This form of teaching received extremely positive feedback from the College community and ensured students were not disadvantaged when onsite classes resumed.

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. Literacy and Numeracy support was provided by our Learning Support Team for students who needed extra support. Teacher's Aides also supported the classes in a variety of ways. The Teacher's Aide allocation to classes was subject to the needs of each class and was reviewed each term. The Year 3 NAPLAN did not occur due to COVID restrictions. Instead, growth and achievement were measured through in-class assessments and the ability to track progress using Essential Assessment.

Technology continued to be a priority in the Junior School. All Kindergarten to Year 4 classrooms have interactive whiteboards or televisions. Each classroom has access to 6 laptops with 60 laptops available in the Junior School. A technology specialist teacher was also employed to work with teachers in delivering the new and updated Science and Technology syllabus.



The Junior School music program included Year 2 students who commenced recorder lessons through the Riverina Conservatorium of Music (RCM). Year 3 students continued with the College violin or cello program as in previous years, with a growing number of students in Year 4 continuing to play instruments as part of the College's ensembles and bands. A number of these lessons were delivered either online or within relevant guidelines. When restrictions eased, all Year 4 students participated in singing lessons delivered by a singing teacher from the RCM.

Our Preschool continued to grow with the addition of new staff members and the opportunity to move into new premises. This included 2 new preschool classrooms and a designated OOSH area. We were also able to increase our numbers and are now authorised to care for up to 60 students. 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

MIDDLE SCHOOL REPORT

The Middle School years are a time of great physical, emotional and social growth and development for students as they move into young adulthood. There is no more important time for students to be encouraged to seek Christ to be at the centre of their lives. The Middle School program aims to provide an environment that fosters Christian principles and equips our students for the challenges of life ahead.

The year began as usual, with students being welcomed back and classes beginning. Many new families joined us, and we looked forward to an exciting year ahead, and then the world changed dramatically. COVID 19 began to impact us, and Australia went into lock down. Students and teachers worked from home as we endeavoured to keep the community safe.

The lock down saw students and teachers using online tools to complete tasks and interact. We were so thankful for the technology that allowed us to continue the learning process and for the many new skills that the Middle School teachers and students developed. Although not ideal, the cooperation of students, staff and families meant that we worked together to make the most of the situation. For many students this period gave them a new appreciation for the opportunities that school provides and the importance of learning together in community.

The NAPLAN assessment program for Year 5 and Year 7 which usually occurs during Term 2 was cancelled and our own internal programs for learning assessment and reporting were adjusted so that despite the challenges, parents could see how the students were progressing.

The Middle School Leadership group were still able to enjoy the opportunity to plan internal events and support the College in a variety of ways. At the end of Term 2 they planned a mufti pyjama party day to raise money for Carevan which was a huge success. This was a great way to celebrate getting through a difficult period and to focus on helping others.

Even though many of the usual activities were cancelled, Stage 3 participated in a variety of programs when possible, such as working with Buddy Classes, Peer Support and Life Education. In Term 2 the students took part in a reconciliation celebration which coincided with Mabo Day and National Sorry Day. The students enjoyed participating in a formal ceremony and acknowledging the importance of our indigenous culture.

Stage 4 enjoyed participating in a wide range of learning activities. They particularly enjoyed the chance to participate in activities that allowed them to immerse themselves in their learning. Creating recipe books for families, programming and rocket designing, development and testing in Technology, and our Year 8 Medieval Day presentations are just a few of examples of this.

The Middle School staff continued to grow their own professional skills by completing a variety of online training and development courses. They are a dedicated group of professionals who are keen to increase their own learning in order to provide for the students in their care.

2020 has certainly been a year that will go down in history. It has provided challenges that no one could have ever imagined. We have been required to think on our feet, adjust and modify what we do, and I am so proud of how we have come through the process together. We may not have been able to compete in as many sporting events, enter as many competitions or attend camps but we have all learned so much. We thank God for His continued provision and trust Him as we move into the future.

*Miss Heather Mansley, BEd
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.

Due to the effects of the COVID-19 pandemic in 2020, many events were either cancelled or held later in the year in a modified and scaled down way. Our annual Year 12 'HSC Showcase' of major works in Visual Arts and Design and Technology, along with Music performances, was held in virtual form. Students were recorded with discussion of their works, and the College community were able to watch from home. This meant we were still able to celebrate the results of many hours of hard work that the HSC students had put into their work.

Senior School encourages a wide variety of learning experiences. Students in the Year 11 Business Studies class participated in the annual \$20 BOSS Challenge, with one of our teams being awarded runner up at the National level of the competition. The Cattle Team continued to grow in membership and skills, despite the restrictions. They were extremely successful in their showing and judging of cattle, and in the quality of the meat. Most events were held virtually, with the Cattle being sent away for judging while students and staff remained on site. At the final event for the year, the Yea Hoof & Hook Competition, the College Cattle Team won a plethora of awards, culminating in the 'Most Successful School' to top it off. They are to be commended for their dedication and persistence in training, along with their sportsmanship and encouragement of others. To be able to achieve these results, while facing the restrictions externally placed on us all, is a credit to them.

Year 9 and 10 were unable to have their usual experiences away from school on camps, however, late in Term 4 each year group spent one day together starting with watching the sunrise on Rocky Hill to team work and physical challenges at Borambola. This, in no way, matched the usual trips to Tasmania and the Blue Mountains, but served to give them time away as a group at the end of a tough year.

Our Year 12 students celebrated the end of their schooling with a very full, but different, day of activities. They were provided with an early breakfast, followed by 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 individual food challenges in the MPC. In lieu of a Formal Assembly with a guard of honour, we were able to organise a socially distanced guard of honour around the edges of the buildings (under verandas due to rain) with the Australian Army Band Kapooka performing as they walked the College grounds, and ended with Kindergarten students presenting them with a 'Study Pack' on behalf of the College community. 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, even with the need for changes.

Student leadership groups have been active in leading the College in areas such as environment, worship, music, cattle, fundraising, library, 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.

"Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms." 1 Peter 4:10

*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 2020 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 requirements under *The Education Amendment (Non-Government Schools Registration) Act 2004*.



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.

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

Due to COVID-19, the 2020 NAPLAN (National Assessment Program – Literacy and Numeracy) for students in Years 3, 5, 7 and 9 was cancelled.

RECORDS OF SCHOOL ACHIEVEMENT

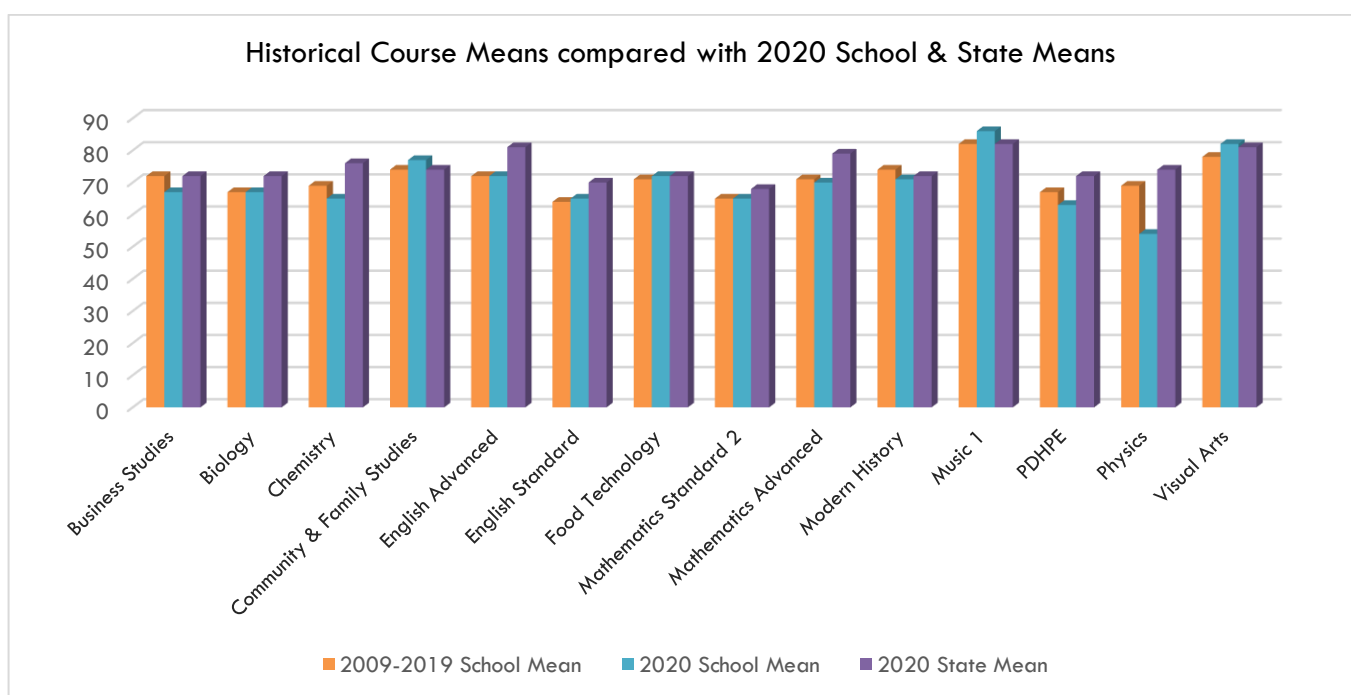
In 2020, Year 10 and 11 students successfully completed their studies in a range of courses developed by the NSW Education Standards Authority (NESA). Year 10 and Year 11 students were awarded a grade for each course they completed.

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 2020, 10 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 Business Studies, Community & Family Studies, Economics (Distance Education), English Advanced, Food Technology, Mathematics Standard 1, Mathematics Standard 2, Mathematics Advanced, Modern History, Music 1, Software Design & Development and Visual Arts. Band E3/E4 results (equivalent to Band 5 & 6) were also awarded in Mathematics Extension 1. 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 2020. (Some courses have not been included in these statistics for privacy reasons, as their candidature in 2020 was too low.) More than half of the courses represented achieved averages, which were an improvement on their average over time.



SENIOR SECONDARY OUTCOMES

In 2020, all students in Year 12 who sat for their HSC were successful in achieving this. In terms of other forms of qualification, two Year 11 students undertook Vocational Education and Training courses, whilst also completing their Preliminary HSC studies.

TEACHER QUALIFICATIONS AND WORKFORCE COMPOSITION

Workforce Composition	
Average Teaching Experience	17 Years
Female Teachers	29
Male Teachers	18
Retention	94%
Attendance	91%
Full Time Teachers	30
Part Time Teacher	14
Parental Leave	3
Provisional/Conditional Accreditation	24%
Proficient Accreditation	76%
Indigenous Teaching Staff	1
Master's Degree	8
Doctorate Degree	3

TEACHER PROFESSIONAL DEVELOPMENT

During 2020, there were eight 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 one was for administration and planning at the end of the year. During the staff development week, staff participated in, and completed, a wide variety of 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:

Autism: Differentiating For Students on the Autism Spectrum	All KLA
Positive Masculinity - A Way of Reaching and Teaching Boys	All KLA
Evaluating, Critiquing and Reviewing Film	Art
Art on Trial-Strategies for Teaching Secondary Art History and Art Criticism	Art
The Teacher Wellbeing Toolkit	All KLA
Dyscalculia: The Dyslexia of Maths	Mathematics
Mindfulness for Work & Life	All KLA
The Memory Miracle - Masterclass with Dr Rich Allen	Learning Support
The Power of Powerpoint - a course for teachers	All KLA
Using Matific to engage the Primary Mathematics classroom	Mathematics
Reading and Spelling Gains with Systematic Synthetic Phonics	English
Expanding emotional intelligence in a learning setting	Senior School
Mathematics Extension 2 Year 12: In Depth Part I – Proof and Vectors	Mathematics

First Aid Training	All KLA
Visualise Data in the Secondary Classroom	TAS
Geographical Inquiry Made Simple	HSIE
Using Digital Pedagogy Effectively in the Science Classroom	Science
Success with Dyslexia	All KLA
Flip It - Fast and Free Tools for Creating Flipped Classroom Content	All KLA
The higher order thinking scaffolding toolkit	Science
Strategies to Assist Struggling Readers	Learning Support
Practical Steps for STEM Inquiry	Junior School
Creating Student Management Practices that work!	All KLA
Learning using the history of Mathematics - High School Focus	Mathematics
Learning and Teaching Adobe Lightroom	Art
10 Must Have Apps for the Classroom	Middle School
The Beginning Teacher's Toolbox	Middle School
Working Memory & its impact on learning	Middle School
Mentoring Made easy	Senior School
Maximising HSC Marks for New English Syllabus covering all Modules	English
Practical Behaviour Management - Masterclass with Glen Pearsall	All KLA
Student Behaviour: How To Decipher Its Secret Language And Improve Student Outcomes	All KLA
Exploring Growth Mindset - Masterclass with Dan Haesler	All KLA
Mathematics Extension 2: In Depth Part IV - Mechanics	Mathematics
Teach Mindfulness to Secondary Students	Middle/Senior School
Working Memory & its impact on learning	All KLA
Differentiated Instruction - proven Strategies for Success	All KLA
Making Maths Dyslexia Friendly	Mathematics
Making Students Enthusiastic and Critical Readers	All KLA
Introductory Photoshop	Art
Mentoring and Development - Interpersonal skills for life and work	Senior School
Killer Depth Studies and SRPs	Science
Camera Confidence: Essential Strategies For Speaking To The Camera	Art
Teach Persuasive Language using Videos	All KLA
Composition and Film Music (Remote Learning Activities)	Music
Beyond PowerPoint: Delivering Truly Interactive Presentations	HSIE
HSC English Paper 1 Section I - becoming a better teacher and marker of unseen texts	Senior School
Using Matific to engage the Primary Mathematics classroom	Junior School
Understanding Giftedness: An overview of Giftedness	All KLA

STUDENT ATTENDANCE RATES AND RETENTION

Year Group	Attendance Rate
Kindergarten	97.7%
Year 1	96.4%
Year 2	96.5%
Year 3	97.3%
Year 4	96.9%
Year 5	96.6%
Year 6	96.8%
Year 7	92.4%
Year 8	90.5%
Year 9	91.1%
Year 10	91.4%
Year 11	85.2%
Year 12	93.4%
Whole School	94.2%

Student Retention Rates 2019 - 2020	
Year 10 to Year 12 Higher School Certificate	65% 2 Students changed schools 4 Students commenced employment 4 Students attended TAFE 3 Students left Wagga

STUDENT NON-ATTENDANCE MANAGEMENT

Our College enjoys an exemplary attendance and participation rate. The average attendance rate for all students enrolled in 2020 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 have the responsibility of following up these absences.

POST SCHOOL DESTINATIONS

Since the conclusion of the HSC in 2020, Year 12 students have moved into the following areas:

Destination	Percentage
University – currently enrolled	31%
University - deferred	23%
Employment	38%
Other or Unknown	8%

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, Yanco, Gundagai, Rosewood, 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.

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. This policy is available from the College Office.

		PREREQUISITE	AWARD
Junior School	Merit Award	5 'Well Done' certificates result in students being awarded a 'Merit' certificate.	<ul style="list-style-type: none"> These are presented at the Monday morning assemblies and Junior School Merit Assemblies by class teachers
	Junior School Award	3 'Merit' certificates result in students being awarded a Junior School Award.	<ul style="list-style-type: none"> These are presented at the Junior School Parent Assemblies by the Head of Junior School
	Principal Award	3 'Junior School Award' certificates result in students being awarded a 'Principal Award' certificate.	<ul style="list-style-type: none"> These are presented at the Junior School Parent Assemblies Pizza lunch with the Principal once a semester
Middle and Senior School	Entry Level	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"> 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 New students to the College will be placed on this level with consideration given to Awards achieved at previous school. 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.
	Middle School Only	5 merit certificates (any type of award)	<ul style="list-style-type: none"> Pizza lunch with the Head of Middle School
	Bronze Level	10 merit certificates <i>including</i> 2 service awards	As for entry level and <ul style="list-style-type: none"> Bronze Certificate Presented at Formal Assembly
	Silver Level	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"> Silver Certificate Presented at Formal Assembly
	Gold Level	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"> Gold Certificate \$20 voucher Presented at Formal Assembly
	Double Gold Level	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"> Double Gold Certificate \$25 voucher Presented at Formal Assembly
	Platinum Level	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"> Platinum Certificate \$50 voucher Presented at Formal Assembly

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 implemented 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:

- 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

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 2020 are as follows with the latest copy of College Policies available at the College office.

Policy		
Governance		
	2-1 Responsible Persons Policy	26-Aug-2020
	2-2 Delegation Policy	26-Feb-2020
	2-3 Conflict of Interest Policy	27-May-2020
	2-4 Related Party Transactions Policy	27-May-2020
	2-5 Independent Audit Policy	27-May-2020
Safe & Supportive Environment		
SSE 2 Student Welfare	2-2 Child Protection Policy	27-May-2020

2020 ACHIEVEMENTS

We are deeply satisfied with the success of our meeting of goals for the 2020 school year. The College community noticed the outworking of recommendations from the 2017 Leadership Development Review that centred on the strengthening of the three sub-schools.

Further programming for the National Curriculum was done efficiently, in collaboration with other schools and people with expertise and resulted in a raft of new programs. Staff attended a series of 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.

Staff development continued to thrive with staff attending a significant number of in-school and external learning opportunities when possible.

The College focus on those in need locally, nationally and internationally continued to grow and a pleasing number of new student-initiated programs were developed.

WHOLE SCHOOL GOALS 2021

We will continue to act upon the recommendations of the Leadership Development Review undertaken by an external body.

Governance

- Being Biblically faithful and consistent in all of life
- Strategies to develop and promote vision within the College and broader community
- Assess and implement the operational changes and enhancements brought about by new or amendments to legislation and regulations.

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
- Develop benchmarks to ensure out of class experiences are at the agreed level
- Evaluate thinking curriculum and assess its direction and application. Invest further resources into observing and providing effective feedback in relation to teaching and learning strategies and structures.

Management

- Continue development as per Building Master Plan
 - Expand Administration and Community team office space
 - Commence Middle School Development
- Continued development of the expanded understandings of nurturing and maintaining effective teaching and learning cultures
- Review current structures and enhance these to facilitate staff in achieving and maintaining teacher accreditation and monitor dates for proficient teacher applications and end of maintenance
- Staff training and development in pedagogical excellence and in ways that address the teaching standards effectively
- Effectively graft new staff into College team
- Challenge students spiritually and intellectually
- Review and refine our staff leadership model
- Continue to review and refine communication structures and practices.

Community

- Celebrate and communicate strong parent support as revealed in the Community Health Audit
- Act on key recommendations from the Community Health Audit and Leadership Development Review
- Facilitate key College and community events that have a benefit in the wider Wagga Wagga community.

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.

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 like the Salvation Army Annual appeal, the Red Cross appeal, visits to a special needs school, the Cancer Council Relay for Life, Peace Day Ceremony, Community Radio, local churches and a grandparents day picnic. 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.

Peer Support: Our intentional peer support programs encourage healthy interactions between Middle and Junior school students. This includes a reading program where senior students work with younger students to support them in their reading. Our student leadership program crosses age boundaries from Years 4-12 and provides a great platform for peer support. In 2020 our senior students participated with Junior School students in a variety of fun activities such as the Junior School Water Fun Day and the annual Year 12 and Kindergarten challenge to make something together.

PARENT, STUDENT AND TEACHER SATISFACTION

In 2020 the College received feedback from parents, students and staff related to the online learning process. Families were deeply appreciative of the work and care provided to children at this time.

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 also have numerous committees available for increasing their opportunities to participate. These include groups for fundraising, fete planning, introduction nights, family buddies, reading support, landscaping, and 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.

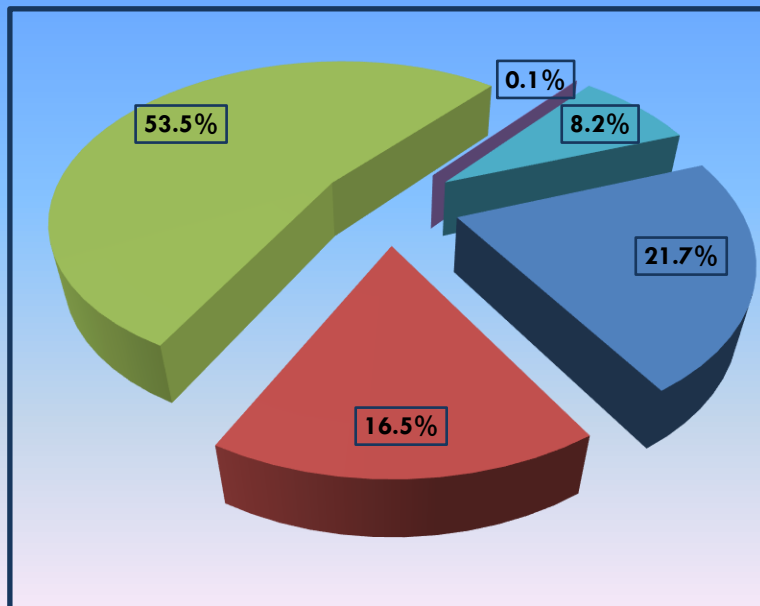
Parent Teacher Interviews, held twice per year, provide an excellent opportunity for the College to receive feedback on student and parent satisfaction. Students are encouraged to attend and contribute in these interviews with their parents. Many families appreciated the telephone interviews that were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

Staff have expressed their satisfaction with working at the College in annual appraisal meetings.

FINANCIAL REPORT

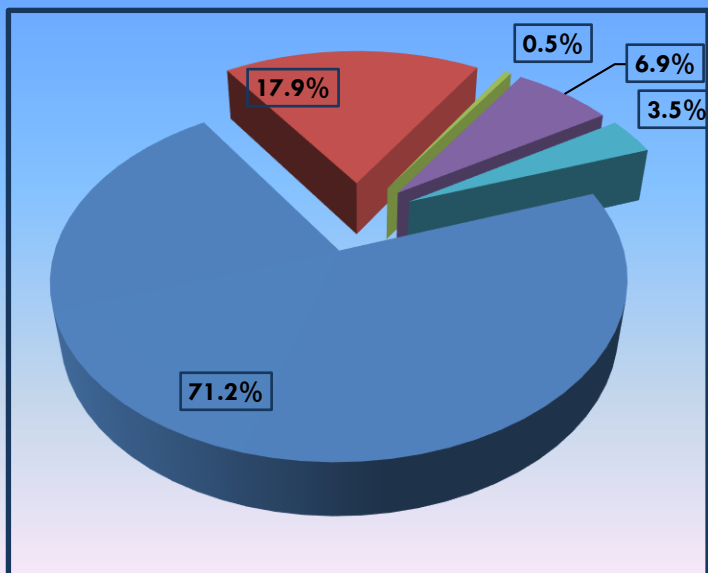
Summary Annual Financial Report		
Income Summary 2020	Percentage	Amount
Tuition and Other Fees from Students	21.7%	2,359,148
State Government Funding	16.5%	1,791,662
Commonwealth Government Funding	53.5%	5,801,266
Capital Income and Grants	0.1%	6,734
Private and Other income	8.2%	890,459
Total Income	100.0%	10,849,269
Expenses (Cost) Summary 2020	Percentage	Amount
Teaching & Other Staff Costs	71.2%	6,992,097
Operating, Doubtful Debts & Trading Costs	17.9%	1,759,230
Interest Expense	0.5%	44,335
Depreciation Expense	6.9%	674,866
Building & Ground Costs	3.5%	343,987
Total Expenses	100.0%	9,814,515
Net Surplus for the 2020 Year		1,034,754

Income Summary 2020



- Tuition and Other Fees from Students
- State Government Funding
- Commonwealth Government Funding
- Capital Income and Grants

Expenses (Cost) Summary 2020



- Teaching & Other Staff Costs
- Operating, Doubtful Debts & Trading Costs
- Interest Expense
- Depreciation Expense
- Building & Ground Costs

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

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

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.

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'

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.

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 ³⁶ He took a little child whom he placed among them. Taking the child in his arms, he said to them, ³⁷ "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.