

2020 ANNUAL REPORT

HEATHERTON CHRISTIAN COLLEGE

AND

WYNDHAM CHRISTIAN COLLEGE

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HEATHERTON CHRISTIAN COLLEGE BACKGROUND

Located in the South Eastern suburbs of Melbourne, Heatherton Christian College was established in 1999 and is an independent, multi-denominational and multicultural Christian college that provides an education from Prep to Year 12. Our current enrolment stands at around 370 students with plans for continued growth in the years to come.



Heatherton is an established College with high quality learning spaces and facilities, landscaped play areas and excellent sporting and recreational facilities. Our students are known for their positive, caring character and strong work ethic as they are encouraged to use their giftings and abilities to be people of positive influence in our world. The culture of the College is a very encouraging and supportive one where students can develop a strong sense of purpose through the varied experiences and innovative curriculum and learning programs provided, as well as, develop an individualised learning pathway through the middle and senior years of school - this includes subject offering combinations of onsite, offsite and remote subjects in VCE and VET.

Heatherton has a history of implementing innovative learning programs including the, 'I Love Reading' program in the Early Years, 'Year in the Yard' sustainability program in Grade 4, 'Benson Bucks' financial literacy program in Grades 5 and 6, our 'Year of Challenge' leadership and character program in Year 9 and fantastic Hospitality program and centre. The compulsory and elective programs, along with our camps, mission trips at Years 10 to 12, music and sport programs, all ensure students have ample opportunities to be challenged, engaged and growing in their faith, character and life skills.

Our students benefit from the smaller class sizes, engaging learning environment and positive relationships between students and with their teachers. Our team of dedicated Christian teachers and staff guide the learning process and are committed to developing the "whole child" - this means we develop our children spiritually, academically, emotionally, physically and socially. We work closely and constructively with our parents and families to reinforce our shared Christian values and biblical worldview.

Heatherton Christian College is well supported through our affiliation with Christian Schools Australia (CSA), the Association of Christian Schools International (ACSI) and Independent Schools Victoria (ISV). CSA is a network of faith-based schools, with more than 130 campuses Australia-wide. We also

work closely with our 'sister' school in Wyndham Christian College and together, are part of the Christian Resources Ministry.

WYNDHAM CHRISTIAN COLLEGE BACKGROUND

Situated in Wyndham Vale, a growth corridor in Melbourne's west, Wyndham Christian College (WCC) is a unique P-12 campus of Heatherton Christian College. Our College opened in February 2019, catering for 100 students from Prep to Grade 4. In response to huge community interest, the College will add one grade each year while also growing the number of classes and students within each year level.

Student enrolment numbers have doubled for 2020 and we expect to see this trend continue over the coming years. We are looking forward to providing secondary education in 2022 and will add new buildings each year to the 30-acre property, until we have reached 1450 students from Prep to Year 12. In the coming years, Wyndham Christian College will invest in state-of-the art classrooms, technology, a performing arts theatre, a library, beautiful natural play spaces and ample sporting facilities including ovals, outdoor courts and a multi-court indoor stadium.



Our teaching philosophy is based upon five biblical foundations. These five areas stretch beyond academic achievement and encompass the qualities required to be a successful and compassionate human. Students are challenged to grow academically, emotionally, spiritually, physically and socially so that they may reach their full potential and positively influence the world around them. We value student wellbeing so we work tirelessly to provide a safe and secure environment in which students can explore, take calculated risks and thrive. Our College works actively with parents and students to embrace racial, religious, ethnic and language differences as we believe that the celebration of diversity enhances belonging and, therefore, educational effectiveness.

Wyndham Christian College is committed to employing Christian teachers who have strong interpersonal skills and the ability to tailor their teaching to suit the needs of every learner. We provide opportunities for gifted learners while also providing support for those in need. We know that a 'one size

fits all' approach does not work, so providing multiple learning pathways to achieve success is of the utmost importance to us. In the future our College will offer VCE and VET units, as well as, the opportunity to complete practical work experience in line with student interests.

We pride ourselves in our ability to build constructive relationships with students. We encourage the development of positive relationships across the College amongst parents, students and teachers. We recognise that relational proximity is a major factor in promoting academic excellence, as well as, enhancing student wellbeing. Time and time again, during College tours, parents remark that there is a caring, peaceful atmosphere. People sense that every student is respected and valued.

Wyndham Christian College is well supported, we are affiliated with Christian Schools Australia (CSA). CSA is a network of faith-based schools, with more than 130 campuses Australia-wide. CSA is affiliated with a global network, the Association of Christian Schools International (ACSI). The key mission of ACSI is to strengthen thousands of Christian schools across the globe. We are also an independent College represented by Independent Schools Victoria (ISV). Wyndham Christian College is also strengthened and supported by Heatherton Christian College, our founding College. Both Heatherton and Wyndham have a shared mission and vision statement. We are grateful to God for the opportunity to share high quality Christian education with the Western suburbs of Melbourne.

2020 AT A GLANCE - HCC

Year Levels:	Prep-Year 12
Total student enrolment:	375 (August 2020)
Primary:	175 (90 males, 85 females)
Secondary:	200 (111 males, 89 females)

2020 AT A GLANCE – WCC

Year Levels	Prep-Grade 5
Total student enrolment:	202 (August 2020)
Primary:	202 (114 males, 88 females)

EXECUTIVE PRINCIPAL'S REPORT – PETER CLIFFE

2020 has been unlike any other year. As the students returned to school at the start of the year who would have thought that much of the year would see us conducting our learning remotely. Pivoting to remove learning, and the short time frame with which it needed to happen, was a steep learning curve and a big challenge for our staff. It was a challenge that our staff embraced, as the learning needs of our students depended on it. I am so proud of our HCC and WCC staff team for working so hard to continue the best learning program through this most challenging time.

I am grateful for the supportive and generous community we have at HCC and WCC. Well over \$20,000 has been donated by families in our HCC and WCC communities to our special CARE fund. The CARE fund was established by the College Board at the beginning of the COVID situation to assist families in need in our community with school fees payments. The fund was available for families who had had their employment situation directly impacted by COVID. Having such a large sum donated in these difficult times starkly demonstrated the generosity and giving nature of our communities. Families we are able to assist were so grateful and appreciative of this support.



I would like to thank Phil Eastman and Jen Trodden, our Heads of Campus at HCC and WCC, for their strong and wise leadership this year. It has been a difficult path for school leaders to navigate this year, and Phil and Jen have embraced the challenge. I have worked closely now with Phil and Jen for some time now and truly appreciate the great working relationship and high level of trust that we have developed. At the beginning of this year Rachael Prince succeeded Gary Lisbon as our Board Chair. Rachael has stepped into this role seamlessly and provided excellent Godly leadership for our Board. It has been a slightly different dynamic for our Board meetings in 2020, with most of the meeting conducted on-line via zoom.

I am excited about the future of HCC and WCC. At WCC, our executive team has undertaken a power of work over the past few years finalizing the master plan for our site. We now have a master plan that will cater for a modern, 21st century P-12 college of 1,450 students. At HCC our new Strategic Plan provides a clear framework and road map for the next 5 years to continue to build on the strong foundations we have already established at HCC. Having personally been at Heatherton Christian College since day 1, nearly 22 years ago, both as a staff member and a parent, and now as Executive Principal of Wyndham Christian College since before its inception, I constantly marvel and give thanks for God's wonderful provision on the College. I have ridden every wave and bump along the way, but in all this God has been faithful. His hand is upon His College.



Our Colleges are vibrant, buzzing, busy places. You can almost hear the buzzing in the air as you walk around the Colleges. It is a place filled with children and children bring great joy. Parents, your children light up the College. Parents, thank you so much for entrusting us to partner with you in educating your child. It is a responsibility that we take very seriously. For the staff, it is not about the pay-check, we are here because we have a sense of God's calling to be here. Our commitment to your kids is deep, really deep.

The future is so exciting!

Peter Cliffe
Executive Principal

HCC HEAD OF CAMPUS REPORT – PHIL EASTMAN

This year began normally enough with a strong sense of expectancy for all that was to come from the 2020 school year – all of the events, learning experiences, and interactions that make up our Heatherton Christian College experience for students.

Looking back, it was amazing how quickly things changed from the end of Term 1 onwards. Our Year 9s were perhaps the last group of Victorian students to attend a school camp, leaving for their Year of Challenge Wilderness Camp exactly one day before camps were stopped. From there the world itself and the world around us changed dramatically as we quickly transitioned to our remote learning program – Heatherton@Home from the end of Term 1 to the beginning of Term 4 (with a brief period being onsite for the last 4 weeks of Term 2).

It is easy to lament what has been lost from this year, though I think it is more valuable to reflect on what we have also gained – knowing that these areas of growth may not have been consistently evident in all students.

Growth in skills and mindset

The most obvious growth area was in our enhanced digital and IT skills. Students and staff quickly learnt how to use many new tools for remote learning, including, Seesaw, Wooshka, Teams, Zoom, One Note, and other Microsoft Apps. Staff had to learn a variety of new skills to help students learn remotely – very different skills from teaching in a classroom. And our mindset grew as, rather than being fearful of change, we were all forced to very quickly embrace it – which we did!



Growth in independence and resilience

This was something that students may not have even noticed but was very evident when the teachers compared the students from Heatherton@Home Version 1 (Term 2) to Version 2 (Term 3). Staff continually noted how much more independent students were in their work, and how resilient they had become. Students were much better at identifying the task, organising themselves and starting and working independently on their task.

Growth in faith

In amongst all of the skill based and academic growth, the most important was the spiritual growth of many students. The work of our teachers, Chaplains, Wellbeing leaders and Student Prefects was instrumental in encouraging students to draw nearer to God, spending regular time with Him and 'leaning into' Him during times of difficulty and challenge. Many families have 'reconnected' with each other as their lives have become less busy with reduced activities outside the home – this has been a blessing for such families.



Overall, I have never felt prouder or blessed to be a part of the HCC community as I have over this year. With so many stories of care amongst our community, the College community has modelled God's grace with many parents reaching out to others who were struggling by keeping in contact with others, providing meals and even contributing financially to the HCC CARE fund (to assist families struggling with their school fees).

Our teachers have worked extremely hard to adapt their teaching to a remote learning situation and stay connected to our students so they could continue their learning and remain connected with each other.

A verse of importance to me through 2020 has been Jeremiah 29:11 *"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future."*

Thank you to all families for your continued support of all we do at Heatherton Christian College – we look forward to the next year of our journey in 2021.



Phil Eastman
Head of Campus



WCC HEAD OF CAMPUS REPORT - JENNIFER TRODDEN

2020 was a particularly challenging year. There were some early cases of COVID-19 identified in Australia in January, but no one could have predicted the global impact. As a College community we started the year with excitement and expectancy, the building project was well underway and we welcomed 102 new students to the campus, most of whom were Preps, bringing us up to 202 students in total, double our first year's intake.

After getting over start up challenges with parking, traffic and the completion of the new entrance way, we pulled down the temporary fencing improving the overall appearance of the College. We began building our new library and populating it with hundreds, and now thousands of books. We outgrew the library space, then outgrew the space again, then outgrew it once more and shifted into a large classroom. No doubt we will need to knock down a wall sooner or later to create further space.

Following a peak of COVID cases in March it became apparent that we would need to change from face-to-face learning to online. This was a massive change for our teachers and the educational sector in general. We began filming lessons, learning how to use Zoom and Microsoft Teams and purchasing e-licenses and Apps to support our students. We decided to send everything home including devices, art supplies, sporting equipment, workbooks, basically anything that could fit in a show bag. To stay connected, we decided that the best way to stay in touch with our community was to deliver the learning packs to every families' door. Whilst this was a lot of work, it was one of the highlights of the year for most of the teachers. This act also represented a clear value proposition not present at other local schools who have more facilities and lower fees, parents were beyond pleased and impressed by the teachers' efforts and their decision to select Wyndham Christian College to educate their child. There was something very special about seeing everyone in their home and sharing a brief, warm exchange (socially distanced of course). I thank God for our committed team of teachers who saw the fun in the activity and embraced Learning Pack delivery with gusto.



As COVID cases increased early August, our hopes of a College return were dashed. Filming Up & Go live on Facebook with Mr Fourie was a particular highlight for me as we exercised with teddy bears, sporting equipment and dress ups and were joined by Wyndham Christian College students, their

parents, but also the wider community. Sadly, even this had to change as the government advised against huffing and puffing near each other.



Back at the College, our cleaning regimes had spiked and I felt like I was sending home eight page letters to families most weeks. Classrooms and surfaces were wiped down three times a day and playgrounds cleaned each evening. It became apparent that things would not look much different until the beginning of Term 4. Despite the challenges, we celebrated the opening of our new building and filled it with the College leadership, administration team and the children of essential service workers.



Term 4 finally arrived, and with it, the welcome news that students would return. The joy was tangible amongst the teaching team. It still makes me smile thinking about the speed that parents dropped their children off in the morning and the moment they entered the new building as their little mouths fell wide open. Our teaching team switched strategies once again and the children began speaking all the words they had stored up over the remote period, it was particularly difficult to keep the students quiet in the first few weeks back.

Planning for Stage 1B continued throughout the turbulent year. We are now excited and expectant to see our new building underway commencing January 2021. Stage 1B will have two undercover



Basketball courts, a Science Lab, Art Room, Music Room and a Food Technology room, plus four additional classrooms, we expect this to be ready for Term 1, 2022. We have also been finalising the plans for Stage 1C/1D, a huge double story building which includes classrooms, break out spaces, open areas and a large turf playing field.

Next year is going to be another big year as we introduce Grade 6 and add another 100 students to bring us up to approx. 300 on campus. Year 7 is set to commence in 2022 with two classes; information sessions will commence in Term 1 2021.

On a personal note, I wish to recognise the incredible efforts of our Head of Teaching & Learning, Miss Victoria Smith. Tori kept all the teachers well informed throughout the pandemic, ensuring they had the required resources to pivot from face-to-face, for remote and back again. I would also like to thank our Executive Principal, Peter Cliffe for his continuing support as we navigated the highs and lows. I am proud of our team and our community and what has been achieved, and grateful to God for sustaining us. We look forward to having a more 'normal' year in 2021.

Jennifer Trodden
Head of Campus

STAFF ATTENDANCE HCC & WCC

In 2020 the staff attendance rate for WCC & HCC was 98.69%

The average FTE leave taken was 2.9 days for the year.

STAFF RETENTION - HCC

At the end of the 2020 school year, 3 staff members (Learning Assistants) left to study a bachelor's degree. Five teachers left: one left to work overseas; two left to take up jobs at other schools; one to take up further studies in teaching students with disabilities and one finished a short-term contract to cover maternity leave. Two chaplains left, one to become a church pastor and the other for personal reasons. A French Aide left for personal reasons.

STAFF RETENTION - WCC

In Term 1 of 2020 one staff member was dismissed. Another staff member was dismissed in Term 2. A specialist teacher finished up at end of the year to spend more time with family and the College Librarian retired.

TEACHING QUALIFICATIONS

All teaching staff at Heatherton Christian College and Wyndham Christian College meet Victorian Institute of Teaching (VIT) registration requirements and have at least a bachelor's degree. Seventeen teachers have a Master's degree (plus two in progress), and two teachers have completed a PhD. Teachers involved in teaching VET subjects are all qualified with a Certificate IV qualification.

HIGHEST TEACHER QUALIFICATIONS AT HCC



Janet	Abbott	Graduate Diploma
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Nowell	Abraham	Master's
John	Arbuckle	Graduate Diploma
Abigail	Awad	Bachelor's degree
Phillip	Bergen	PhD
Mary	Berlangieri	Graduate Diploma
Pete	Bunyon	Bachelor's degree
Tonia	Burgess	Bachelor's degree
Louise	Cassar	Bachelor's degree
Goretti	Cheuk	Bachelor's degree
Dayna	Chu	Master's
Christina	Douglas	Bachelor's degree
Simeone	Chua	Bachelor's degree
Peter	Cliffe	Master's
Ashika	Corera	Master's
Susan	Davis	Bachelor's degree
Phil	Eastman	Master's
Jenny	Fairweather	Bachelor's degree
Melanie	Gover	Graduate Diploma
Jackie	Gupta	Master's
Rebecca	Harvey	Bachelor's degree
Tracey	Ho	Bachelor's degree
David	Holloway	Bachelor's degree
Bevan	Hung	Bachelor's degree
Ilodi	Jacobs	Graduate Diploma
Darren	John	Bachelor's degree
Penny	Johnson	Bachelor's degree
Phong	Le	Bachelor's degree
Christy	Marshall	Bachelor's degree
Fairlie	Marsland	Bachelor's degree
Shawn	Martin	Graduate Diploma
Carolyn	McLean	Graduate Diploma
Angelique	Meyer-Du Bruyn	Honours Degree
Mary	Morris	Bachelor's degree
Kim	Nel	Bachelor's degree
Amber	Orton	Bachelor's degree
Haley	Pease	Master's
Jestina	Pendala	Master's
Sarah	Peters	Bachelor's degree (Master of Education Technology in progress)
Jeremy	Richards	Master's
Megan	Rose	Bachelor's degree
Pam	Sanderson	Master's

Claire	Sim	Bachelor's degree
Julianne	Sim	Master's
Eleni	Simmons	Bachelor's degree
Shireen	Vanbuskirk	PhD
Laurene	Weichman	Bachelor's degree

HIGHEST TEACHER QUALIFICATION AT WCC

Fernanda	Cerf	Bachelor's - Post Graduate (almost completed Master of Education)
Kristy	Cochrane	Bachelor's degree
Frederick	De Sosa	Bachelor's degree
Christine	Drenovski	Bachelor's degree
Heinrich	Fourie	Bachelor's degree
Frances	Geilen	Bachelor's degree
Courtney	Hutton	Bachelor's degree
Natasha	James	Master's
Shenaea	Kahu	Master's
James	Mathews	Master's
Christina	Selvam	Bachelor's degree Ed P-12
Victoria	Smith	Bachelor's - Post graduate
Adam	Stewart	Master of Teaching
Jennifer	Trodden	Master of Education
Joy	Vicary	Bachelor's degree
Lauren	Williams	Bachelor's degree
Alice	Yang	Master's

STAFF OF WYNDHAM CHRISTIAN COLLEGE 2020



Peter Cliffe



Jennifer Trodden



Victoria Smith



Dawn Adams



Demi Browne



Fernanda Cerf



Justin Clarke



Lanier Cruz



Rebecca Dadhwal



Frederick De Sosa



Christine Drenovski



Heinrich Fourie



Staff absent for photographs:
Joanne Gleich, Swathi Patel, Aneena Rajeev, Kristy Cochrane

EXPENDITURE AND STAFF PARTICIPATION IN PROFESSIONAL LEARNING AT WCC

The total funds expended on teachers' professional development at Wyndham in 2020 was \$9,441. The average expenditure on professional development/learning per teacher for both HCC & WCC was approximately \$403 per FTE.

This figure does not include relief teacher wages for staff absent due to attendance of professional development and training. Staff Professional Learning took place both within and external to the College setting, in formal and informal settings. Both teaching and non-teaching staff connect with support networks, engage in professional reading and online webinars, participate in regular staff 'working' meetings and attend external Professional Development in line with individual and College needs and priorities.

Where appropriate, staff attending external Professional Development courses were asked to share this information with the staff team. The Victorian Institute of Teaching (VIT) requires all teachers to undertake a minimum of 20 hours of professional learning, the learning was referenced against the Australian Professional Standards for Teachers (APSTI).

The following formal opportunities were provided for all WCC staff in 2020, on top of the weekly curriculum meetings focused on course development, teaching and learning:

- New Teacher Induction
- NCCD Training

- Behaviour Management at WCC
- Online CSA State Conference
- Child Safe Standards Policy Briefing
- Mandatory Reporting eLearning Module
- First Aid, Asthma and Anaphylaxis training
- Restraint and seclusion workshop
- Case notes and minute taking
- Writing ILPs and formulating SMART goals
- Gradual Release of Responsibility Training

The following external PD sessions and online sessions were attended by select staff, external PD was several restricted due to COVID:

- I love Reading (Term 1)
- Letters & Sounds (Term 3 & 4)
- Schoolbox training
- Discovery PE conference
- Floorbook approach masterclass
- Financial Management and School Governance - Series 1 FUSE CSA
- Emerging Leaders Course - Series 2 FUSE CSA
- ASPIRE: Navigating the Path of Female Leadership CSA
- FLAME Women In Leadership online networking
- CSA exploring curriculum
- Teaching from a Biblical Worldview
- Royal Children's Hospital training (Stoma/feeding tubes)
- MiniLit training

EXPENDITURE AND STAFF PARTICIPATION IN PROFESSIONAL LEARNING AT HCC

The total funds expended on teachers' professional development at Heatherton in 2020 was \$25,857.

There were a range of formal professional learning opportunities provided for all HCC staff in 2020, with an increasing focus on developing the skills for staff to be able to deliver and manage an online, remote learning program. Hence there was training in the following platforms:

- Seesaw
- Microsoft Teams
- Microsoft One Note
- Zoom
- Compass Progressive online reporting

Other internal or online training and courses attended by staff were as follows:

- New Teacher CSA Induction Day
- NCCD Training
- Online CSA State Conference
- Child Safe Standards Policy Briefing
- Mandatory Reporting eLearning Module
- First Aid, Asthma and Anaphylaxis training
- Case notes and minute taking
- Gradual Release of Responsibility Training

The following external PD sessions were attended by various staff, with much external PD being offered through online forums, making these more accessible and less costly:

- I love Reading (Term 1)
- Schoolbox training
- STEM conference
- Emerging Leaders Course - Series 2 FUSE CSA
- FLAME Women in Leadership online networking
- CSA exploring curriculum
- Teaching from a Biblical Worldview
- ACEL Leadership conference
- VATE English Teachers' Conference
- Mental Health First Aid training
- Surf Bronze Update
- VCE Maths Workshop – Meet the assessors
- VCE VET Scored Assessments workshop
- VCE EAL training
- VETiS – Working with Standards for RTO's
- Educational Planning for Students with Special Needs
- Visits to various schools
- Christian Schools Australia network meetings – various networks including Principals, Head of Senior School, Head of Middle School, English teachers, etc.
- Digital marketing

HCC STUDENT ATTENDANCE 2020

Primary School Attendance

Year Level	Percentage Attendance
Prep	98.8
Grade 1	98.8
Grade 2	99.5
Grade 3	99.1
Grade 4	98.9
Grade 5	98.8
Grade 6	98.1
Average all Students: 98.9 %	

Secondary School Attendance

Year Level	Percentage Attendance
Year 7	98.4
Year 8	98.3
Year 9	98.2
Year 10	96.9
Year 11	93.8
Year 12	88.0

Average all Students 96.6%

Whole school average overall percentage attendance: 97.3%

WCC STUDENT ATTENDANCE 2020

Student attendance is recognised as a significant contributing factor towards academic success. This is recorded on Compass, the College Learning Management System.

Year Level Overall Percentage Attendance Rate 2020

Prep	92.9
Grade 1	93.5
Grade 2	93.6
Grade 3	95.9
Grade 4	99.7
Grade 5	97.7

Whole school average overall percentage attendance for 2020: 95.6%

HCC NAPLAN TEST RESULTS

Heatherton Christian College NAPLAN Performance

NAPLAN 2020 was cancelled due to the global pandemic, lockdowns and the requirement for remote learning.

The 2019 NAPLAN results were once again very heartening, illustrating a continued trend whereby our students in Grades 3, 5, 7 and 9 consistently performed above state and national levels; a trend that has been evident for several years.

Student outcomes for the five NAPLAN domains (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy) are provided as scaled scores below.

Grade 3			
	HCC	State	National
READING	509	447	432
WRITING	477	435	423
SPELLING	502	428	419
GRAMMAR & PUNCTUATION	536	454	440
NUMERACY	474	421	408

Grade 5			
	HCC	State	National
READING	547	516	506
WRITING	519	487	474
SPELLING	529	506	501
GRAMMAR & PUNCTUATION	564	507	499
NUMERACY	528	507	496

Year 7			
	HCC	State	National
READING	566	552	546
WRITING	532	523	513
SPELLING	572	548	546
GRAMMAR & PUNCTUATION	563	546	542
NUMERACY	605	562	554

Year 9			
	HCC	State	National
READING	599	587	581
WRITING	586	558	549
SPELLING	608	585	582
GRAMMAR & PUNCTUATION	597	577	574
NUMERACY	618	599	592

THE 2018 NAPLAN RESULTS

Grade3			
	HCC	State	National
READING	506	448	434
WRITING	456	420	407
SPELLING	473	419	413
GRAMMAR & PUNCTUATION	465	439	433
NUMERACY	448	420	410

Grade 5			
	HCC	State	National
READING	540	521	509
WRITING	505	479	465
SPELLING	543	508	502
GRAMMAR & PUNCTUATION	560	512	504
NUMERACY	536	504	494

Year 7			
	HCC	State	National
READING	561	548	542
WRITING	534	514	505
SPELLING	572	545	547
GRAMMAR & PUNCTUATION	571	549	544
NUMERACY	578	556	548

Year 9			
	HCC	State	National
READING	608	591	584
WRITING	575	551	542
SPELLING	612	586	583
GRAMMAR & PUNCTUATION	614	584	581
NUMERACY	634	603	596

WCC NAPLAN

NAPLAN 2020 was cancelled due to the global pandemic, lockdowns and the requirement for remote learning.

NAPLAN 2019 - eight of the nine students in Grade 3 completed NAPLAN testing. One student was exempt due to language difficulties (EAL). The College derived an approximate average result to share with key stake holders. The following data was not provided by ACARA, it is an estimate of College performance. It is evident that our students perform well above the state average for every area.

Grade3			
	HCC	State	National
READING	509	447	432
WRITING	477	435	423
SPELLING	502	428	418
GRAMMAR & PUNCTUATION	536	454	440
NUMERACY	474	421	408

HCC SENIOR SECONDARY OUTCOMES

PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

Of the 30 students in Year 9 in 2017, 23 graduated as part of the Year 12 cohort in 2020. This represents a retention rate of 77%.

The reasons for students leaving the College over this time included:

- Families moving to a new area
- Students seeking more suitable educational options elsewhere (e.g. TAFE, VCAL, specific VCE subjects not offered at HCC)
- A student gaining scholarship/entrance to a select entry school
- Family financial considerations
- Student behavioural issues

POST SCHOOL DESTINATIONS

Of the 28 students who completed Year 12 in 2020:

In Education and Training	Students	%
Received a first or second round offer for a University/TAFE course	23	82
Enrolled in a pre-apprenticeship/apprenticeship Program	0	0
Deferred Tertiary Study	1	4

Not in Education and Training	Students	%
Employment	2	7
Unknown	2	7

2020 SENIOR SECONDARY OUTCOMES

VCE Median Study Score 28

Percentage of satisfactory VCE completions 100%

VCE Study Scores Analysis

Above 40 5%	Above 30 42%	Above 20 90%
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ATAR Scores Analysis

Above 90 14%	Above 80 29%	Above 70 43%	Above 60 61%	Above 50 75%
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Heatherton Christian College had a median study score of 28 which compares favourably to other schools that have a non-selective enrolment policy.

Our 2020 College Dux, Sandra Saad achieved an ATAR of 95.55

HCC CURRICULUM

Heatherton Christian College is a high quality, contemporary Christian College that seeks to honour God and put Jesus at the centre of all we do.

We provide a vigorous academic curriculum, based on the Victorian Curriculum, delivered through authentic learning experiences by a staff who have a distinct, 'Christ-centred' background from which they approach their teaching. The biblical worldview is embedded in ALL subject areas and permeates throughout our community, creating an environment where everyone can progress in their learning. Teaching and learning at HCC is based on the belief that we can make a difference to the day-to-day lives of all our uniquely gifted students.

We aim to produce graduates who are growing in their Christian faith and capable of positively influencing the world around them. We encourage them to develop the skills and mindsets needed for a purposeful and meaningful life in a changing world, including a strong work ethic, independence, empathy, initiative, an innovative and enterprising mindset and a growing capacity to lead and serve others.

Through our strategic programs and learning opportunities, we want our students to grow in line with our 'Five Foundations of a Whole, Healthy, Heatherton Child'. That is for them to grow spiritually, emotionally, academically, physically and socially. This will be enhanced as they strive for excellence to develop and use their God-given passions and talents.

"For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do." - Ephesians 2:10

Jesus himself did not simply come to inform, He challenged individuals to transform and we are dedicated to follow His lead and build His kingdom. With this as our foundation, our College takes its responsibility of supporting parents in nurturing the character of each student seriously and endeavours to play a role in meeting the needs and aspirations of its students.

At Heatherton Christian College:

- The Victorian Curriculum and all other mandated curriculum requirements are delivered through the lens of a biblical worldview in all learning and co-curricular areas.
- Students are seen as unique with individual giftings, strengths and passions. Part of our role is to help students discover and build on these giftings as they develop a strong sense of purpose and meaning for their lives.
- Students are active participants in the learning process, not passive recipients, and play a significant role in the development of the College's culture.
- Students can increasingly see the value in what they are learning as they are exposed to 'real life' people, solving real world problems and applying biblical truths.
- We are committed to partnering with parents in providing an authentic Christian education for their children.

PREP

“Education is not the filling of a pail, but the lighting of a fire.” – William Butler Yeats

The first year of school is so important and we understand that every parent wants only the best for their child. At Heatherton Christian College, we offer a Christ-centred curriculum, focused on developing students academically, socially, emotionally, physically and spiritually.

With innovative programs that are both engaging and motivating, our students enjoy being part of a dynamic, enterprising Christian college. Our curriculum promotes a sense of God in all things and biblical perspectives are integrated throughout all curriculum areas. Priority is given to literacy and numeracy development, as these are the foundations upon which further learning is built, with students encouraged to learn through play, investigations, questioning, hands-on approaches and from their peers.

From day one, our committed and caring staff will make you and your child feel right at home as we partner with you on their journey of discovery.



PRIMARY

The aim of the Primary team is to partner with parents in a learning environment that develops character and inspires every student to excel in their unique gifts and talents; to realise their God intended potential. We understand that parents and the College play an integral part in a child's learning, development and wellbeing, and that children generally do better when there are positive connections between families and school. We believe that effective partnerships, based on mutual trust and respect, and shared responsibility are imperative to the education of our students.

Our Primary program is immersed in Christian faith and values, with a strong emphasis on Literacy, Numeracy and Pastoral Care. We know that children develop quickly in the primary years and consequently, we place an emphasis on providing a high-quality learning environment for all of our students from the very start.

Our program promotes a sense of God in all things and biblical perspectives are integrated throughout the curriculum. The Primary curriculum is based on the Victorian Curriculum and is carefully tailored to meet the developmental needs of early learners. All programs are purposeful and appropriate to the child's current thinking, interests and ways of learning. Activities encourage children's autonomy, intellectual risk taking, collaboration and responsibility. Students are encouraged to learn through play, investigations, questioning, hands-on approach and from their peers.



SECONDARY

At Heatherton Christian College, we believe that every child is unique and created in the image of God. We understand that God has a plan and a purpose for each and every student and that we have a responsibility, working in partnership with our students and parents, to assist our students to discover and develop the gifts, talents and a sense of their God-given purpose which will help them to fulfil the plans that He has for them.

It is the desire and the prayer of each teacher that our students will reach their highest potential in every area. Our **'Five Foundations of a Whole, Healthy Heatherton Child'** provides the framework upon which our curricular and co-curricular programs operate. These programs make up a range of 'pathways' and an 'Individualised Senior School Learning Plan', leading to our VCE and VET subject offerings, and beyond into their chosen course of tertiary study or post school vocation.

MIDDLE SCHOOL

We welcome a number of new students to Heatherton at Year 7, so a strong emphasis is placed on students building positive and fruitful relationships with their peers, teachers and other students in the Middle School. They begin the year with an onsite 'Boot Camp' to be immersed in the Secondary culture, receive guidance in learning, study, time management skills, tech skills (in using their new electronic device) and in navigating the online world in a safe and responsible manner.

Our Year 7 & 8 curriculum program consists of both core (compulsory) subjects, as well as the opportunity for students to study two elective subjects each semester over Years 7 & 8. Studies in electives are hands-on and provide for developing a range of skills, as well as knowledge. Students will often be in multi-age classes within our elective program and Interschool Sport, further enhancing the sense of connection and community.

Our Year 9 curriculum program also consists of both core (compulsory) subjects and elective units of study each semester. Careers and Vocational Studies begin in Year 9 to help shape and guide students' thoughts on future educational pathways, based on a greater understanding of their God-given strengths, giftings, passions and purpose. This, along with their involvement in the 'Year of

Challenge' program allows students to explore their faith and begin to formulate an individualised learning plan through to Year 12 and beyond.

Students particularly benefit from the Year of Challenge program, growing in their character, relationships and understanding of leading themselves and others through the four major challenges they undertake over the year - a Wilderness Camp challenge, City Project challenge, Community and Social Service challenge, and a Physical challenge (100km bike ride).



Students are increasingly taught to take on greater responsibility and independence in their studies, learn essential life skills as they are guided and assisted by their teachers, Homeroom Teachers and Careers Mentor - all whilst being immersed in the Christian culture of the College.

SENIOR SCHOOL

The Senior School program runs from Years 10 to 12 with students developing and implementing their Individualised Senior School Learning Plan.



Year 10 students undertake studies in their core (compulsory) subjects and 2 elective subjects. The elective choices may be made up of a combination of single semester subjects, or year-long subjects. Through their learning plan, students have the opportunity to begin their VCE in Year 10 by studying a Unit 1/2 subject either onsite or remotely (through Virtual School, Victoria) or students can also elect to take on the study of VET programs, either on or off campus.

Students are increasingly taught to take on greater responsibility and independence in their studies, whilst being guided and assisted by their teachers, coordinators and careers mentors. Through our culture and learning programs, we aim to produce ethical, global citizens with Christ-like hearts who will indeed "influence the world".

GIFTED AND TALENTED AT HCC

We seek to provide extension opportunities through **differentiation of students** in classrooms across Prep to Year 10. We also allow our more able students to begin their VCE studies in Year 10 (and have in some cases supported Year students in this). Other opportunities for our gifted and Talented students include:

Afterschool Coding Club (Primary) – this is run by an external group one afternoon a week for an additional cost to parents.

Australian Maths Competition (AMC)

Selected Secondary students at HCC are encouraged to participate in AMC, with students receiving awards and certificates based on achievement nationwide.

WCC CURRICULUM

Visible Learning

At Wyndham Christian College we employ the principles of Visible Learning which is based on Professor John Hattie's body of educational research. John Hattie defines Visible Learners as students who can:

- Articulate what they are learning
- Explain the next steps in their learning
- Set learning goals
- See errors as opportunities for further learning
- Know what to do when they are stuck
- Seek feedback

Learning Intentions & Success Criteria

Learning Intentions and Success Criteria Learning Intentions (LI) and Success Criteria (SC) are included in each lesson and form the basis of weekly and term planners. These help to set clear goals for all students.

A Gradual Release of Responsibility

A Gradual Release of Responsibility is employed within each classroom (GRR). This is a best practice instructional model where teachers strategically transfer the responsibility in the learning process from the teacher to the students (©Fisher, D. & Frey, N. 2008).

Teachers deliver the learning using the GRR framework; "I do", "we do it", "you do it together", "you do it alone". This occurs while working within the Wyndham Christian College Teaching & Learning Model; this is divided into three clear phases; tuning in, purposeful learning and student reflection.

Core and Specialist

At Wyndham Christian College the classroom teachers are responsible for teaching the core subjects of Mathematics, English, Humanities, Science, Digital Technology and Christian Studies. As well as class-based digital technology, all students have access to a device such as a Surface Go or iPad. Students have one to one school-based devices from Year 5 and then have personal devices from Year 7. Additional to core subjects, students' complete specialist subjects, including French or Hindi, Health & Physical Education, Visual Art, Performing Art and Music. The Design and Technology curriculum is taught through STEAM Teams for students from Year 1-6.



Approach to Literacy

A transition from I Love Reading to Letters and Sounds has begun. This program was selected as it is an evidence-based phonics program. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Outdoor learning

At Wyndham Christian College, we use Outdoor Learning within our curriculum to enhance and deepen our students' understanding of things they are currently learning in other subjects. Here students experience two standard periods a week outside, learning their current curriculum in the outdoor environment. Examples of this include teaching Math lessons addressing counting, multiplication, 3D and 2D shapes, Humanities lessons on Science, History and Indigenous culture, or for literacy where the outdoors could be used as a writing piece stimulus or as a team building space.



Social Thinking Curriculum

A vital part of this is ensuring that our students are able to interact well with teachers and peers and that they are able to self-regulate well so that they can access the learning. The Social Thinking resources are based on the social competency methodology. The Social Thinking Methodology gives evidence-based strategies to help people age four through to adulthood improve their social competencies, including:

- Self-regulation
- Social-emotional learning
- Executive functioning
- Perspective taking
- Social problem solving

Teaching from a Biblical Perspective

At Wyndham Christian College we recognise that all curriculum contains technical content, but the way it is delivered contains a perspective/viewpoint that is shaped by the way in which the author looks at the world. At WCC we use the lens of the Bible to ensure that whatever is taught gives acknowledgment, honour and glory to God and is focused on the development of morality.

CROSS-CURRICULUM PRIORITIES AT WCC

Learning about the cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability is embedded in the curriculum areas of the Victorian Curriculum F–10. These priorities provide national, regional and global dimensions and give students the knowledge and skills to engage with and better understand their world.

The Victorian Curriculum F–10 includes opportunities for students to learn about Aboriginal and Torres Strait Islander histories and cultures. The knowledge and skills that students are expected to develop about Aboriginal and Torres Strait Islanders histories and cultures have a particular and enduring importance and assists students to understand the uniqueness of these cultures and the wisdom and knowledge embedded in them. Asia and Australia's Engagement with Asia Learning about Asia and Australia's engagement with Asia allows students to develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Learning about Asia and Australia's engagement provides students with both a regional context for their learning, as well as building an understanding of the diversity of cultures and peoples living in Australia. Many Asian nations are growing rapidly and are regionally and globally influential. Immigrants from all these countries have historically contributed to Australia's development and will continue to do so in the future. An understanding of Asia underpins the capacity of Australian students to be active and informed citizens, fosters social inclusion and cohesion, and is vital to the prosperity of Australia.

Sustainability

Learning about sustainability allows students to develop the knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living. Learning about sustainability has an increasing local, national and global resonance. Australia's future prosperity will be impacted by past, present and future decisions, particularly in relation to the environmental, social and economic challenges. The concept of sustainability is fundamental for students to understand the ways environmental, social and economic systems interact to support and maintain human life. It allows them to critically examine the diversity of views and values that influence sustainable development. The WCC curriculum also provides students with the opportunity to participate creatively and to see themselves as having the capacity to act in ways that will help to establish more sustainable ways of living.

GIFTED AND TALENTED AT WCC

The Victorian Curriculum F–10 structure enables the curriculum to be used to appropriately target the learning level of each individual student in a class. This includes gifted and talented students who are able to work well above the nominally age expected level of achievement. Francoys Gagné's Differentiated Model of Giftedness and Talent is currently a widely adopted definition: "Gifted students are those whose potential is distinctly above average in one or more of the following domains: intellectual, creative, social and physical. Talented students are those whose skills are distinctly above

average in one or more areas of human performance.” Giftedness is not an indication of performance or achievement, but of potential. Whether a child is able to reach that potential is moderated by their environment – at home, at school and in their community. To cater for gifted and talented students as well as those highly able WCC partners with an organisation called G.A.T.E.WAYS. This approximates the top 10 – 15% of children in the classroom. Programs are delivered at a faster pace than in the regular classroom and are pitched approximately two years ahead of chronological age. Students are nominated by their classroom teacher for this program. This program incurs an additional cost to families and is accessed off-site, often at a local school, Heathdale Christian College.

Australian Maths Competition (AMC)/Kangourou sans Frontières (KSF)

Students at WCC from Grade 3-5 are encouraged to participate in AMC and KSF online competitions. Science Talent Search (STS). The STS is an annual, science-based competition open to all primary and secondary students in Victoria, Australia. At WCC students in Grades 1-4 are encouraged to take part.

EXTRACURRICULAR ACTIVITIES AT HCC

HOUSE SPORTING EVENTS



The House names come from the names of four mountains that are mentioned in the Old Testament of the Bible, and the descriptor for each, as shown above, is the English translation of the Hebrew names (e.g. Bethel in Hebrew means “House of God”).

Each student is assigned to a house and involvement in house competitions enables students to develop a greater level of connection and stronger relationships across the different year levels – students become known and acknowledged by others beyond their immediate peer group. Students have an opportunity to participate in a variety of house sporting events and competitions throughout the year.

The main house events are normally Primary and Secondary Swimming, Cross Country and Athletics Carnivals. Students who perform well in these carnivals are invited to represent the College and compete against other schools in interschool carnivals from Grade 3 upwards. Unfortunately, due to the lockdowns and remote learning we were only able to hold the House Swimming carnivals in Term 1.

This meant that we were not able to present a Winning House for either Primary or Secondary in 2020 but look forward to doing so again in 2021.

SPORT

Primary students

Our students participated, when possible, in the local Cheltenham District sports for Grades 5 & 6 in Term 1. This is a weekly interschool competition in a variety of sports. House Swimming and Soccer events were able to take place.

Interschool Swimming took place but there was no interschool Athletics carnival or Cross Country

Secondary students

Our students participated in the CSEN interschool sports competitions during Term 1. Unfortunately, all other Interschool sport was unable to take place due to COVID restrictions.

MUSIC AND THE PERFORMING ARTS

The Arts continued to play an important role in the life of the College, albeit in a different format from normal. There was no Secondary School Production able to take place, but the Music Program was able to continue.

All students in Year 7 received an instrument and lessons through the year, with students coming together to perform online during remote learning and were able to be filmed for a virtual concert released at the end of Term 2. The weekly band rehearsals went online and still enabled students to progress their skills and love of music.



A highlight of the Performing and Visual Arts calendar is our annual “Heatherton Creates” week which incorporates all aspects of The Arts in a week of student displays, daily participatory events and evening performances. This took place in Term 4.

Assembly/Worship/Chapel

We had our weekly Chapel service for Secondary students and a fortnightly Chapel for the Primaries. These times enabled the students to begin the day with a Christian message or devotion and have a student led worship experience. Our Chaplains, Secondary Chapel Prefects, Primary Chapel Choir and Secondary Chapel Band all played a critical part in helping this to occur through the year. During Terms 2 and 3 this shifted to an online experience that proved to still be a very valuable and worthwhile part of our student experience at HCC.

Student Leadership

At HCC & WCC we are committed to providing opportunities for students to develop and practice leadership skills. Our beliefs around leadership, as shown in our Strategic Priorities, are as follows:

- Leadership is based on a servant leadership model, as lived and modelled by Jesus Christ.
- We encourage all students to seek to use their influence for the betterment of others and the College – this is the case for all students whether they are in a formal role or not.

Our students can serve in a variety of formal leadership roles including:

Primary:

- College Captains
- House Captains
- The Student Representative Council Members

Secondary

- College Captains
- Prefects (each having a portfolio – these being Missions, Chapel & Worship, SRC, The Arts, Sustainability, Student Wellbeing)
- House Captains
- Student Representative Council members, and
- Year 9 Leaders (as part of the Year of Challenge Program)

We wish to thank our 2020 College Student Leaders for their commitment and service to the College throughout a very challenging year.

EXTRACURRICULAR ACTIVITIES AT WCC

House Sporting Events

The House names come from the names of four mountains that are mentioned in the Old Testament of the Bible. Each student is assigned to a house and involvement in house competitions enables students to develop a greater level of connection and stronger relationships across the different year levels – students become known and acknowledged by others beyond their immediate peer group. Students have an opportunity to participate in a variety of house sporting events and competitions throughout the year.

The main house events are Swimming, Cross Country and Athletics Carnivals. Students who perform well in these carnivals are invited to represent the College and compete against other schools in interschool carnivals from Grade 3 upwards.

Clubs

Students from Grade 1- 5 participate in a house-based clubs program each fortnight. The Clubs Program brings together students from different classes and age groups, providing opportunity for the older students to lead and serve and for healthy trusting relationships to be formed across the College. Each student will complete one term of Gardening, Outdoor Explorer and STEM.

Music Bus

The Music Bus provides opportunity for instrument tuition in 30-minute small group lessons every Friday. Students learn to play both popular and classic songs on their chosen instrument as well as music theory. In addition, the Music Bus makes lessons fun with group songs, class activities and competitions like the Mi-Tunes song writing competition and the BandSlam tournament.

Up & Go Program/Physical Education/Sport

Twice per week students participate in an Up & Go program which consists of 20 minutes of physical activity. It is designed to promote motor skills, increase the heart rate, improve fitness and stimulate blood flow to prepare students for the day's learning. All students participate in one Physical Education

class a week. Students from Grade 3 onwards also complete an additional two periods of Sport per fortnight.



Performance Team/Production

Students from each year level have the opportunity to audition for the College performance team. Each Friday students work on singing, dancing and acting. Opportunities are presented throughout the year to showcase their talent to their classmates and the wider community. Due to COVID the production was filmed and shared with families online.

Assembly/Worship/Chapel

Two mornings per week students start the day with an assembly or worship time. Devotions are held in the classroom on the alternate days. During COVID devotions and worship shifted to online. Each fortnight, on Tuesday afternoon, students are involved in a Chapel service. This includes a devotion led by a teacher and a time of worship, student items and presentations. Student leadership help to run Chapel services.



Student Leadership

At HCC & WCC we are committed to providing opportunities for students to develop and practice leadership skills. Our beliefs around leadership, as shown in our Strategic Priorities, are as follows:

- Leadership is based on a servant leadership model, as lived and modelled by Jesus Christ.

- An essential element of leadership is influencing people in a Godly way for the betterment of others (it is not reliant on holding a formal title or position).

Leadership skills can be learned and fostered in all people, at all ages and is best learnt through active opportunities and feedback. We encourage all students to seek to use their influence for the betterment of others and the College – this is the case for all students whether in a formal role or not. At WCC our students can serve in a variety of leadership roles including College Captain, House Captains and as a member of the Student Representative Council. We wish to thank our 2020 College leaders for their commitment and service to the College in the following roles.

PARENT COMMUNICATION

Seesaw

At WCC, Seesaw is used to create a digital portfolio of students work, provide assessment data and for communication with parents. Seesaw allows teachers to work collaboratively by assigning activities to year levels, see students work completed and provide feedback in a timely manner.

At HCC, Seesaw was used as the main means of communication with Primary students and parents during the times of lockdown and Heatherton@Home, with MS Teams and Zoom being used for Secondaries.

Compass

At both HCC and WCC, Compass is the College Learning Management System and School Information System, it is used for

- Attendance
- Reporting
- Sick bay visits
- Chronicle entries
- Excursions/incursions/events
- Booking parent teacher meetings
- Visitor sign in and sign out

A Compass kiosk is situated in the College Office (HCC) / foyer of reception (WCC) to sign students, parents, visitors and contractors into or out of the College. All visitors to the College must read and accept our Child Safe Policy.

Parent Teacher Interviews

Interviews are conducted in Term 1 and Term 3, this provides parents with an opportunity to receive face to face feedback, from the teacher, on their child's progress. These meetings are booked using Compass and last for approximately 5/10 minutes. Any concerns raised during the interview are recorded and actioned. Teachers may refer specific concerns to school leadership.

STUDENT LEARNING SUPPORT

Our philosophy of learning at HCC & WCC is underpinned by our belief that every child matters. Therefore, our inclusive practise to teaching and learning ensures that each student is presented with opportunities that enhance their cognitive, physical, social and emotional development towards

achieving their personal best. Knowing students and how they learn is an integral part of gaining an insight into student needs.

It is a priority of the College to cater for students who learn differently, this is achieved by:

- Providing a learning environment that is conducive to all children having the best opportunity to grow and learn.
- Being reflective in responding to each child in an appropriate manner to assist ongoing learning.
- Fostering positive partnerships with students, families and communities.
- Placing value on the growth of the whole child - spiritually, emotionally, academically, physically and socially.

Learning Assistants

Learning Assistants (LA) play an important role in education support for students with specifically identified additional needs. Students may need assistance in a number of areas including, but not limited to, curriculum, organisation, social competence and appropriate behaviour. Prep classes have a full time Learning Assistant, other classes are assigned an LA based on need.

Individual Learning Plan (ILP)

Individual Learning Plans (ILP) assist students who require a range of supports with their education. An ILP is a written statement that describes the adjustments, goals and strategies to meet a student's individual educational needs so they can reach their full potential. Students are placed on an ILP and provided with specific learning goals when they demonstrate an achievement that is six months or more, below that of their peers. This may be for any learning area, personal and social capability or both. ILPs are completed in consultation with teachers, parents and student (where relevant) and include entry level skills, and SMART goals.

Student Support Group (SSG)

A student support group helps students with disability or additional needs get the right support at school. SSG meetings are conducted once per semester with an additional parent information session for all students who are on an ILP. A separate academic report is provided for students on an ILP for the specific areas in focus.

The aims of the Student Support Group are to:

- Ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's education
- Plan reasonable adjustments for the student to access the curriculum and participate in their education
- Provide educational planning that is ongoing throughout the student's school life
- Monitor the progress of the student.

In order to achieve these aims it is the responsibility of the Student Support Group to:

- Identify the student's needs
- Determine any adjustments to be made to the curriculum, teaching and learning
- Develop SMART goals to target specific learning needs
- Develop an Individual Learning Plan (ILP)
- Discuss the plan with teachers and provide support to implement the learning plan
- Provide advice to the Executive Principal concerning the additional educational and support needs of the student and what may be required to meet these needs
- Review and evaluate the student's program once per term, and at other times if requested by any member of the group

A Student Support Group consists of:

- The parent/guardian/carer(s) of the student
- A parent/guardian/carer(s)' advocate (where chosen by the parent/guardian/carer(s))
- Any other people who work with the student, as agreed by the group – for example a social worker or medical professional
- A teacher or teacher(s) nominated as having lead responsibility for the student
- The Executive Principal or nominee (to act as chairperson), and
- The student (where appropriate)

Nationally Consistent Collection of Data on School Students with Disability (NCCD)

The NCCD is an annual collection of information about Australian school students with a disability. The NCCD enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school. The Standing Council on School Education and Early Childhood (SCSEEC) has determined that teachers must provide 10 weeks of data on students with disability. As part of this process teachers make professional judgements on levels of student disability based on the type and frequency of educational adjustments that need to be made lesson.

STUDENT WELLBEING

Our objective at Heatherton Christian College and Wyndham Christian College is for all students and staff to 'thrive' spiritually, physically, emotionally and socially. In doing so, students learn to care for themselves, for others and for God's creation. They can then be people of positive and Godly influence in the world around them.

One of our Strategic Priorities is Health and Wellbeing, with our key beliefs being:

- The best human learning environments nurture the inherent, God-given value and wellbeing of all, and take into account the wholeness of people, their heart (spiritual), soul (emotional), mind (academic), body (physical) and neighbour (social) needs.
- Students can learn and achieve their best when they feel emotionally safe and supported.

The 'Five Foundations of a Whole Child' is in operation at both schools and is based on our belief that all people are created by God for relationship with Him, as evidenced through a personal relationship with Jesus Christ. The 'fruit' of this relationship should be visible in our interactions with others. The 'Guidelines for Student Wellbeing & Behaviour Management' come from this and help to strengthen our mission and foundations by promoting a positive, safe learning environment where students and teachers can thrive.

The Colleges provide a number of programs, staff and opportunities for students to grow in their wellbeing, as well as receive support and guidance as needed to deal with issues that arise.

HEATHERTON CHRISTIAN COLLEGE

Spiritual, Social and Emotional Health

HCC works together with families and professionals to support students. Social and emotional learning and mental health promotion messages are incorporated into the life of the students and staff in the following ways:

- Morning Homeroom devotions with the class teacher (Primary) and Homeroom teachers (Secondary)
- Whole school and sub school assemblies
- Primary and Secondary Chapel services
- Christian Life Studies classes
- Synergy (Primary) and Healthy Choices (Secondary) classes which emphasis the key values and student qualities, aiming for improved student health and wellbeing
- High 5 Resilience program
- Classroom discussions
- References to the values and principles of the Bible
- Personal & Social Capabilities integrated throughout the curriculum
- Books and resources in the library that promote healthy lifestyle choices
- Monday morning assemblies and devotions
- Buddy program (Prep and Grade 6 students, Year 12 and Year 7 students)
- Student counselling and referrals

Wellbeing Staff

We have 2 appointed **Student Chaplains** who, along with our **Heads of Student Wellbeing** (one at Primary and one for Secondary), form our Wellbeing Team. Their roles are to identify any broader and individual student wellbeing issues and develop strategies to meet these needs. They work closely with the Heads of Sub School, Head of Primary, Head of Secondary and Head of Campus to oversee the Wellbeing of our students.

HCC College Chaplains

The College employs a male and female chaplain to work alongside our Heads of Student Wellbeing in providing additional pastoral support to students as needed. Students may be referred on to the Chaplains when there are wellbeing concerns raised or as students acknowledge the need to talk to an independent person regarding issues they are facing. Chaplains also work proactively with groups of students on programs to deal with wellbeing issues.

HCC Staff Head of Student Wellbeing

We have staff designated at Primary and another at Secondary level who oversee the wellbeing of students. They gather and identify data or trends in issues and plan, alongside the Chaplains and heads of sub-schools, focus areas and programs to improve student wellbeing. Together these staff make up our Wellbeing Team

Whole School Wellbeing Week

A highlight week for us is our Wellbeing Week which was this year run by our Wellbeing Team and the two Student Wellbeing Prefects. This event went online this year and included daily wellbeing focus activities for students to participate in at home, as well as a focus on one of the different aspects of Wellbeing each day (based on our 'Five Foundations of a Whole Child'). To ensure that no students were 'slipping through the cracks' during the period of offsite, remote learning, the students were surveyed weekly with our Wellbeing staff following up with any specific concerns that individual students had. This was invaluable in meeting the emotional needs of the students during the year.

Policy and Procedures

A number of key policies ensure children's safety and wellbeing. The development and implementation of College policies ensure the College is safe and compliant with Child Safe Standards. This includes such things as Yard duty supervision and Sun Smart Policy.

WYNDHAM CHRISTIAN COLLEGE

At **Wyndham Christian College** it is our aim to teach students about the love of Jesus Christ. In doing so, students learn to care for others, for themselves and for God's creation. They seek to be people of integrity and a positive and Godly influence in the world around them.

Spiritual, Social and Emotional Health

Wyndham Christian College works together with families and professionals to support students. Social and emotional learning and mental health promotion messages are incorporated into the life of the College in the following ways:

- Morning devotions
- Christian Life studies
- Bounce Back program
- Classroom discussions
- References to the values and principles of the Bible
- Personal & Social Capabilities integrated throughout the curriculum
- Books and resources in the library that promote healthy lifestyle choices
- Monday morning assemblies and devotions
- Chapel services
- Buddy program (Prep and Grade 4 students)

Safety Education

The College provides a safe social environment by promoting safety through the curriculum, topics covered including; Cyber Safety, Water Safety, Classroom and Playground Rules, Fire Safety, Road Safety, Pool Safety, Home Safety, Bike Safety and Social Thinking Curriculum.

Sun Smart Policy

The College is a 'Sun Smart School'. Hats are required for staff and students when outdoors in Term 1 and Term 4. Sunscreen is provided in each classroom for use by students prior to recess and lunch. Sun protection and related messages are incorporated into the curriculum and playground guidelines. Hot Day Timetables ensure students are protected from extreme weather. If temperatures reach between 30-35°C, students must remain in undercover areas. Where temperatures reach above 35°C, students must remain in air-conditioned classrooms under teacher supervision.

Safety in the Yard

To maintain student safety and enhance wellbeing staff members actively supervise the yard from the moment students enter the College at 8:15 am, to the moment that they leave at 3:25 pm. Car park duties and student crossing duties continue up until 3:45pm (3:40 pm at WCC). In collaboration with staff a Yard Duty Protocol has been devised. This protocol ensures that all staff on duty understand their responsibilities and fulfil their duty of care to our students.

Morning Devotions & Class Teachers

Every teacher is committed to the personal and spiritual wellbeing of their students. The class teacher is particularly committed to the personal and spiritual wellbeing of their students. This involves observing, listening to, and following up on matters related to welfare.

College Chapels

Chapel services occur fortnightly for Primary (weekly for Secondary students at HCC). These chapel services offer encouraging presentations designed to be relevant for student spiritual, social and emotional growth and development. Students engage in activities such as worship by singing modern Christian songs, dancing and performing short productions, hearing from guest speakers, praying and participating in various activities.

College Assemblies

Students attend weekly whole school (and either a Primary or Secondary assembly at HCC). At the whole school assembly, students sing the national anthem and learn about Student Character qualities embedded within the 'Five Foundations of a Whole Child' framework. At WCC, interested students have an opportunity to pray for the College at the end of the assembly. At HCC there are 'Student of the Week' certificates presented at each level to acknowledge outstanding effort and achievement by students in line with our College values, as well as a 'Head of Campus' award given to a student who has displayed an exemplary quality.

Policy and Procedures

A number of key policies ensure children's safety and wellbeing. The development and implementation of College policies ensure the College is safe and compliant with Child Safe Standards.

Parents and Friends

The Parents and Friends group exists to offer support to the College community, parents and teachers at both Heatherton Christian College and Wyndham Christian College. The group organises and conducts community building and fundraising events and activities, as well as playing a key role in making new families feel welcome and part of the community. The College recognises the leadership of the PFA President - Mrs Renee Carter at HCC and Mrs Marise Van Schalkwyk at WCC, and the team of parents who worked tirelessly to provide support to the College communities.

VALUE ADDED - HEATHERTON CHRISTIAN COLLEGE

Heatherton Christian College is an independent Christian co-educational college for students from Prep to Year 12.

The College was established in 1999 with just 27 students from Prep to Grade 4. Our goal is to continue to grow to our full capacity of 650 students in the future. The staff at Heatherton are specifically for their professionalism and commitment to growing in their Christian faith and are experienced in a variety of learning fields. Students' individual learning needs are recognised and catered for. We strive to work with families to ensure that their children are growing in their learning capacity, character and faith.

A variety of subjects are offered at VCE level, tailored to the needs of the students. The College is committed to small class sizes, currently averaging 17 students per class in Primary and 16 in Secondary. This enables teachers to spend more quality individual time with each student. The students come from Christian homes from most denominations. The warm and caring environment ensures that students grow academically and spiritually, reaching their full potential. Active parent participation is encouraged.

VALUE ADDED - WYNDHAM CHRISTIAN COLLEGE

Wyndham Christian College was established as a new campus of Heatherton Christian College, opening in 2019 with classes from Prep to Grade 4. On Thursday 31 January 2019, Wyndham Christian College opened with 100 students from Prep-Grade 4. This was a most exciting and memorable day and the fulfilment of many years of prayer and planning. The vision of Wyndham Christian College is to grow to be a large P-12 college of up to 1450 students on our 30-acre site. A master plan for the site has been developed to support this vision. In 2020 Wyndham Christian College progressed to Grade 6.

Research proves conclusively that children benefit greatly when parented and educated, forming the basis of secure attachment and safe foundations. Nurturing and responsive relationships build healthy brain architecture that provides a strong foundation for learning, behaviour and health. Heatherton Christian College and Wyndham Christian College are renowned for their safe, nurturing and caring environments. The staff genuinely care for each student. This creates an environment where the students thrive.

In 2020 work commenced on Stage 1B at Wyndham Christian College. This project will provide 8 additional classrooms including specialist facilities for teaching secondary classes including a science lab, food tech room, and music and art rooms. This \$4.5m project will also include an additional student toilet block, staff office area and an undercover multi-purpose sports court.

FACILITIES - HEATHERTON CHRISTIAN COLLEGE

Heatherton Christian College is blessed with beautifully presented and well-resourced, air-conditioned classrooms. We have continued to invest in further developing our resources and facilities in 2020 including further upgrades to classroom furniture, recarpeting and painting of classrooms, development of improved meeting and break out areas for staff and students, resurfacing of our outdoor tennis & basketball courts, and extensive landscaping in line with our exterior masterplan.



Existing facilities include a Trade Skills Centre with commercial kitchen for Hospitality; an attractive assembly hall; multi-purpose courts; artificial grass playing field; extensive shaded playground area; science labs, studio arts and food technology rooms; networked computer centre. All classrooms contain full audio-visual systems.

The gymnasium/community room complex was completed in September 2010. Additionally, a new library and four classrooms were completed in early 2011. A new College office/first aid room was established in 2013. In 2013 we were successful in obtaining a \$1.5m Trade Skills Centre grant. Construction of the Trade Skills Centre was completed in early 2015. The new centre includes a fully equipped commercial kitchen, a new large open learning area building, café/restaurant, and outdoor classroom.

The curriculum follows the full Victorian Curriculum.

The College is accessible by public transport with a public bus stop right outside the College.

FACILITIES - WYNDHAM CHRISTIAN COLLEGE

Stage 1A of the Wyndham Christian College master plan commenced construction in 2019 and was completed in 2020. Our first major building project includes a reception/admin area; staff room; six new classrooms and student/staff amenities. In 2019 a separate building project commenced to build five new classrooms and student/staff amenities in a modular building style. This project was completed in January 2020 in time for the beginning of the 2020 school year.

In 2019 and 2020 two separate playgrounds were installed for students. One of the playgrounds is specifically designed for Prep and Grade 1 students. Other major projects completed in 2019 and 2020 included the fencing of the College; installation of a portico at the church entrance; and the installation of a new car park.

Every classroom at Wyndham Christian College is bright, spacious and air-conditioned.



Stage 1B commences construction in 2021, consisting of an additional eight classrooms, which includes specialist science and food tech classroom facilities.

MASTER PLAN FOR HCC

A master building plan for the site was approved and endorsed by Kingston City Council in 2009. The Master Plan comprises six stages and each stage generally involves the development within the building footprint outlined in the Master Plan. It is noted that the timing and construction of buildings will be dependent on funding received, budget constraints and the number of students enrolled. It is expected that over a period of 10 years an additional 8199 square metres of floor area will be constructed for the College.

MASTER PLAN FOR WCC

A master building and site plan has been developed for Wyndham Christian College. The master building plan includes 11,100m² of learning spaces to accommodate a P-12 college of 1450 students. The master plan includes a three-court indoor gymnasium, junior and senior school sized ovals, along with the specialist facilities and buildings required in a modern twenty-first century college. The College executive team has worked very closely with DKO architects to develop the master plan, which will be built in stages over the coming years.

PARENT, STUDENT AND TEACHER SATISFACTION

In the interest of providing for the changing and emerging needs of the Heatherton & Wyndham Christian College communities, quality control and client satisfaction, we sent to parents a Parents' Satisfaction Survey giving parents the opportunity to voice their ideas.

The survey was very useful and provided valuable data and ideas for the Colleges to implement and plan for. Parental satisfaction levels at Heatherton & Wyndham Christian Colleges are high.

HCC FINANCIAL REPORT 2020

Income and Expenditure

Income	
Category	\$
Grants	5,464,719
Fees	2,139,225
Levies and other fees	379,759
Sundry Income	102,804
Total Income	8,086,507

Expenditure	
Category	\$
Staff and Staff Related Costs	4,765,117
Teaching and learning Resources	309,201
Administration Costs	211,266
Property Costs	955,221
Finance Costs	9,089
Total Expenditure	6,249,893

WCC FINANCIAL REPORT 2020

Income and Expenditure

Income	
Category	\$
Grants	3,945,342
Fees	1,058,359
Levies and other fees	276,042
Sundry Income	31,097
Total Income	5,310,841

Expenditure	
Category	\$
Staff and Staff Related Costs	2,413,058
Teaching and learning Resources	121,694
Administration Costs	234,293
Property Costs	490,811
Finance Costs	81,388
Total Expenditure	3,341,243

COLLEGE INFORMATION

HEATHERTON CHRISTIAN COLLEGE

Address: 316-322 Kingston Road, Clarinda, Victoria 3169
Telephone: 03 8551 6650
Facsimile: 03 8551 6690
Email: office@hcc.vic.edu.au
Website: <http://hcc.vic.edu.au>
ABN: 67 946 268 688
Year levels offered: Prep to Year 12
School sector: Independent
Co-educational or single sex: Co-educational

WYNDHAM CHRISTIAN COLLEGE

Address: 418-438 Ballan Road, Wyndham Vale, Victoria 3024
Telephone: 03 8740 4770
Absence Line: 03 8740 4779
Email: office@wyndhamcc.vic.edu.au
Website: <http://wyndhamcc.vic.edu.au>
ABN: 67 946 268 688
Year levels offered: Prep to Grade 5
School sector: Independent
Co-educational or single sex: Co-educational