

2021 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 2021 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.

2021 AT A GLANCE - HCC

Year Levels:	Prep-Year 12
Total student enrolment:	374 (August 2021)
Primary:	182 (91 males, 91 females)
Secondary:	192 (112 males, 80 females)



2021 AT A GLANCE – WCC

Year Levels	Prep-Grade 6
Total student enrolment:	292 (August 2021)
Primary:	292 (158 males, 134 females)

EXECUTIVE PRINCIPAL'S REPORT – PETER CLIFFE

I have personally been at HCC since the day the College opened in 1999, both as a staff member and a as parent, I constantly marvel and give thanks for God's wonderful provision on the College. It has been a privilege to work with the people - the staff, the students, and the parents alongside so many wonderful people over the past 23 years



2021 has been another challenging year, with much of the year again spent in lockdown. I would like to thank our wonderful staff team, under the wise and calm leadership of our Head of Campus Phil Eastman, ably supported by David Holloway and our other leaders, for another outstanding effort this year under the difficult circumstances and challenges of remote learning.



I would like to thank Rachael Prince for her great work as Board Chair over the past two years. Rachael and I worked very closely during this time. Unfortunately, Rachael had to step down as Board Chair during the year, but we have been blessed with the transition of Dan Faber in the role of Board Chair from halfway through this year. Dan has taken on this role with great passion and enthusiasm, and I have enjoyed working with him.

Our College vision statement is 'Growing in Christ, Striving for Excellence, Influencing the World', Parents, this is our vision for your children at HCC. We are seeing the fruit of this vision in action every day in the lives of our students. One characteristic of our students that really stands out to me, which I have seen evidence of each day for so many years now, is kindness. The culture of HCC is for our students to be kind to one another. The simple act of kindness, in a Christ honouring environment, has played a big part in creating the special and unique culture that has been established at HCC.



Peter Cliffe
Executive Principal

HCC HEAD OF CAMPUS REPORT – PHIL EASTMAN

I am so grateful that I have been able to work at HCC for such an extended period of time, it is an incredibly unique and special College in many ways.

So, what makes Heatherton special? The biggest difference from other schools/colleges I have worked in is that the heart of HCC is to partner with parents in helping grow and develop children of faith in our living God. Time and again new parents have commented to me on the on the different “feel” of the College as they walk around and see the children and staff interacting. They often attribute this to a sense of God being present, which I do agree with! The children are typically friendly, accepting of others, kind spirited and eager to learn in a caring and warm environment. I know that at HCC it is far easier for us as staff to be more authentic, creative and nurturing with the students and achieve better outcomes because of the godly culture that exists - our focus truly is more than simply helping students grow academically and as learners, but to also grow as people of character and faith. What a privileged role we have!

A critical piece for me, that I hope has come through with the staff, is that we don't want a ‘sheltered’ mindset in our students whereby they are completely shut off from the world. The challenge for us as parents and teachers is to help the children learn to filter the negative aspects of our culture whilst growing in timeless values and Christian principles. In this way we are working with God to prepare them with the faith, values, skills and mindsets that will serve them well beyond Heatherton as they continue to become people who will provide a positive, loving and godly influence in our society.



These past two years of living through the global COVID pandemic have provided innumerable challenges as well as rich opportunities for growth - particularly in qualities such as perseverance and grit, as well as in faith and the fruits of the Spirit. There are some positives to be gained from what has been a very trying time. I would encourage all of us to continue to put our faith and hope in God and not in the circumstances around us as we continue our journey into the new year – easier said than done!

Thinking back to the early 2000s, the College has grown and evolved in so many positive ways from when I first started. Apart from the growth numerically, the grounds, facilities and programs are almost unrecognisable and show how we are able to deliver a quality education with individualised pathways and fostering a strong sense of faith and purpose.

I sincerely want to thank and acknowledge our staff at Heatherton who work incredibly hard and with such passion and purpose – their work is truly a calling and a vocation for them. They are also a wonderful group of people to be a part of and I will truly miss them and the strong sense of community that exists with the staff, parents and precious children – yes, even the teenagers! The College Leadership Team, admin staff led by Bec Bunyon, and finance.

I have worked particularly closely with David Holloway, our Head of Primary School, over these past 5 years and that has been a really positive and productive time for us both. A constant throughout my whole time at HCC has been Peter Cliffe. I have really appreciated Peter's faith and steadfastness – he is someone who is always seeking to act with honesty and integrity in his many and varied dealings with people. The Principal and Executive Principal role is a bit like an iceberg with a portion of it visible and much that is out of sight and behind the scenes. Peter has calmly guided the College through the good times and many storms along the way.

In closing, I look forward to the journey at Heatherton Christian College will take in the years ahead.



Phil Eastman
Head of Campus

WCC HEAD OF CAMPUS REPORT – JENNIFER TRODDEN

The 2021 year continued to be a growth period for our College. We grew in students, staff, and a blessed community began to knit together.

Our site for the majority of the year missed a crucial element - our students. However, we continued to keep in touch and connect with the students and families. We continued to distribute learning packs, sport equipment, reading books and devices, to ensure families could connect with us and others.



We continued to see a demand for our College and enrollment enquires were steady. Our dedicated staff supported the children of essential service workers. All of our staff worked either onsite or remotely to provide continuous learning, engagement and connection to WCC. Our entire community were thankful for the gift of our close community; the connections ensured wellbeing check-ins and the forum to share stories.

Building and planning works slowed down due to COVID restrictions, however the momentum and excitement of our new build was thriving. The building delay did not minimise the momentum; and the anticipation of the next build grew.



Building 1C/D was planned and the tender process began. This new build, a 16 room two level building would provide, classrooms, shared open learning spaces, break out and quiet areas. The large turf area will offer a well developed and secure playing field.



We continue to appreciate and experience our Lord's grace. These blessings support our work that all we do with our students is based on Christian values and principles, and that our students grow in Christ's light.



Jennifer Trodden
Head of Campus

STAFF ATTENDANCE HCC & WCC

In 2021 the staff attendance rate was:

- HCC - 98.41%
- WCC – 97.7%
- WCC & HCC combined – 98.13%

The average FTE leave taken was 4.9 days for the year.

STAFF RETENTION - HCC

At the end of the 2021 school year, one Learning Assistant left to relocate interstate. Eight teaching staff left, three to work nearer home, four to take up teaching positions or promotions at other schools and one retired and now has own business coaching teachers. The Principal left to take up a new Principal role at another school. One Chaplain left to work at another school. Staff retention at HCC at the end of the 2021 school year was 83.3%.

STAFF RETENTION - WCC

The staff retention at the end of the 2021 school year was 78.7%

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 or graduate diploma.

HCC - twelve teachers have a master's degree and two teachers have completed a PhD. Teachers involved in teaching VET subjects are all qualified with a Certificate IV qualification.

WCC - seven teachers have a master's degree.



EXPENDITURE AND STAFF PARTICIPATION IN PROFESSIONAL LEARNING AT WCC

The total funds expended on teachers' professional development at Wyndham in 2021 was \$23,030. The average expenditure on professional development/learning per teacher for both HCC & WCC was approximately \$694 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 2021, 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, CPR Asthma and Anaphylaxis training
- 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 restricted due to COVID:

- Essential Assessment
- Schoolbox training
- Athletics
- PAT Data Analyses
- Social Thinking – Zones of Regulation
- CSA online conference
- Royal Children's Hospital training (Stoma/feeding tubes)
- MiniLit training
- Edutech conference
- Disability Standards Module
- Child Safe Module
- Open Book- A biblical literacy project
- HR- Bullying and Harassment PD- Andrew
- First Aid/CPR/Anaphylaxis
- Outdoor Education
- Bus Licence
- Wilderness First Aid

EXPENDITURE AND STAFF PARTICIPATION IN PROFESSIONAL LEARNING AT HCC

The total funds expended on teachers' professional development at Heatherton in 2021 was \$23,342.

There were a range of formal professional learning opportunities provided for all HCC staff in 2021, 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 2021

Primary School Attendance

Year Level	Percentage Attendance
Prep	99.3%
Grade 1	99.2%
Grade 2	98.7%
Grade 3	98.7%
Grade 4	98.6%
Grade 5	98.3%
Grade 6	98.3%

Average all Students: 98.7%

Secondary School Attendance

Year Level	Percentage Attendance
Year 7	98.2%
Year 8	98.0%
Year 9	97.9%
Year 10	97.1%
Year 11	97.7%
Year 12	99.0%

Average all Students 98.0%

Whole school average overall percentage attendance for 2021: 98.4%

WCC STUDENT ATTENDANCE 2021

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 2021

Prep	92.2%
Grade 1	94.5%
Grade 2	93.7%
Grade 3	95.8%
Grade 4	97.1%
Grade 5	97.0%
Grade 6	95.5%

Whole school average overall percentage attendance for 2021: 95.1%

HCC NAPLAN TEST RESULTS

Heatherton Christian College NAPLAN Performance

The 2021 NAPLAN results were once again very heartening, illustrating a continued trend whereby our students in Grades 3, 5, and 7 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.

2021 Naplan Results			
Year 3			
Domain	HCC	State	National
Reading	486	458	440
Writing	472	431	431
Spelling	488	434	427
Grammar	478	452	436
Numeracy	443	410	402
Year 5			
Domain	HCC	State	National
Reading	562	526	515
Writing	523	485	482
Spelling	563	512	508
Grammar	559	508	504
Numeracy	552	501	495

Year 7			
Domain	HCC	State	National
Reading	596	553	543
Writing	585	523	524
Spelling	608	552	552
Grammar	606	543	534
Numeracy	613	555	550
Year 9			
Domain	HCC	State	National
Reading	577	588	580
Writing	579	560	556
Spelling	610	592	583
Grammar	611	583	577
Numeracy	615	586	585

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

WCC NAPLAN

NAPLAN 2021 The NAPLAN results include Year 3 and 5. Student outcomes for the five NAPLAN domains (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy) are provided as scaled scores below.

2021 NAPLAN Results			
Year 3			
Domain	WCC	State	National
Reading	446	458	440
Writing	458	431	431
Spelling	498	434	427
Grammar	452	452	436
Numeracy	437	410	402
Year 5			
Domain	WCC	State	National
Reading	532	526	515
Writing	497	485	482
Spelling	531	512	508
Grammar	541	508	504
Numeracy	549	501	495

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 stakeholders. 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			
	WCC	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 31 students in Year 9 in 2018, 22 graduated as part of the Year 12 cohort in 2021. This represents a retention rate of 71%.

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)
- Students gaining scholarship/entrance to a select entry school
- Family financial considerations
- Student behavioural issues

POST SCHOOL DESTINATIONS

Of the 27 students who completed Year 12 in 2021:

In Education and Training	Students	%
Received a first or second round offer for a University/TAFE course	20	74
Deferred Tertiary Study	2	7

Not in Education and Training	Students	%
Employment	1	4
International Students/Returning to home country	3	11
Unknown	1	4

2021 SENIOR SECONDARY OUTCOMES

VCE Median Study Score 29

Percentage of satisfactory VCE completions 100%

Above 40 5%	Above 30 48%	Above 20 89%
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VCE Study Scores Analysis

ATAR Scores Analysis

Above 90 16%	Above 80 40%	Above 70 60%	Above 60 64%	Above 50 80%
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Heatherton Christian College had a median study score of 29 which compares favourably to other schools that have a non-selective enrolment policy.

Our 2021 College Dux, Chelsea Scott-Hayward achieved an ATAR of 98.85.

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.



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 (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 Years 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.

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 participate.

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 not able to hold our carnivals as usual.



This meant that we were not able to present a Winning House for either Primary or Secondary in 2021 but look forward to doing so again in 2022.

SPORT

Primary Students

Our students participated, when possible, in the local Cheltenham District sports for Grades 5 & 6. 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. Unfortunately, many interschool sport activities were 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 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. 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 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, Student Representative Council (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 2021 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 Program

Students from Grade 1- 6 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 STEAM.

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

Along with HCC, at 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.

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 College leadership.

STUDENT LEARNING SUPPORT

Our philosophy of learning at Heatherton Christian College and Wyndham Christian College 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 (LAs) 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.

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.

Our aim is 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.

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.

*'Love the Lord your God with all your **heart** and with all your **soul**
and with all your **mind** and with all your **strength**.'*

The second is this:

*'Love your neighbour as yourself.'
There is no commandment greater than these."*

Mark 12:30 -13



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.

Spiritual, Social and Emotional Health

HCC and WCC both work 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
- Bounce Back program (WCC)

- 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 (HCC)
- 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 (HCC)
- Student counselling and referrals

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.

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

Each 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.

HCC 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 who oversee the wellbeing of students. Their roles are to identify any broader and individual student wellbeing issues or trends 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.



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.

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.

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 known 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 18 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 on 31 January 2019 with 100 students in classes from Prep to 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 2021 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 2021 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. The planning began for Building 1C/D; a 16 room two story building, which will facilitate classrooms, open learning spaces and break out rooms.

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 2021 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 commenced 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 2021

Income and Expenditure

Income	
Category	\$
Grants	4,145,482
Fees	2,096,276
Levies and other fees	538,665
Sundry Income	75,346
Total Income	6,855,770
Expenditure	
Category	\$
Staff and Staff Related Costs	5,089,002
Teaching and learning Resources	358,002
Administration Costs	429,403
Property Costs	947,108
Finance Costs	26,092
Total Expenditure	6,849,607

WCC FINANCIAL REPORT 2021

Income and Expenditure

Income	
Category	\$
Grants	4,290,526
Fees	1,702,025
Levies and other fees	255,671
Sundry Income	22,888
Total Income	6,271,110
Expenditure	
Category	\$
Staff and Staff Related Costs	3,187,319
Teaching and learning Resources	167,185
Administration Costs	265,653
Property Costs	682,718
Finance Costs	68,186
Total Expenditure	4,371,060

COLLEGE INFORMATION

HEATHERTON CHRISTIAN COLLEGE

Address: 316-322 Kingston Road, Clarinda, Victoria 3169
Telephone: 03 8551 6650
Fax: 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 6
School sector: Independent
Co-educational or single sex: Co-educational