

2022 ANNUAL REPORT



Heatherton
Christian College



Wyndham
Christian College

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HEATHERTON CHRISTIAN COLLEGE BACKGROUND

Located in the Southeastern 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 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

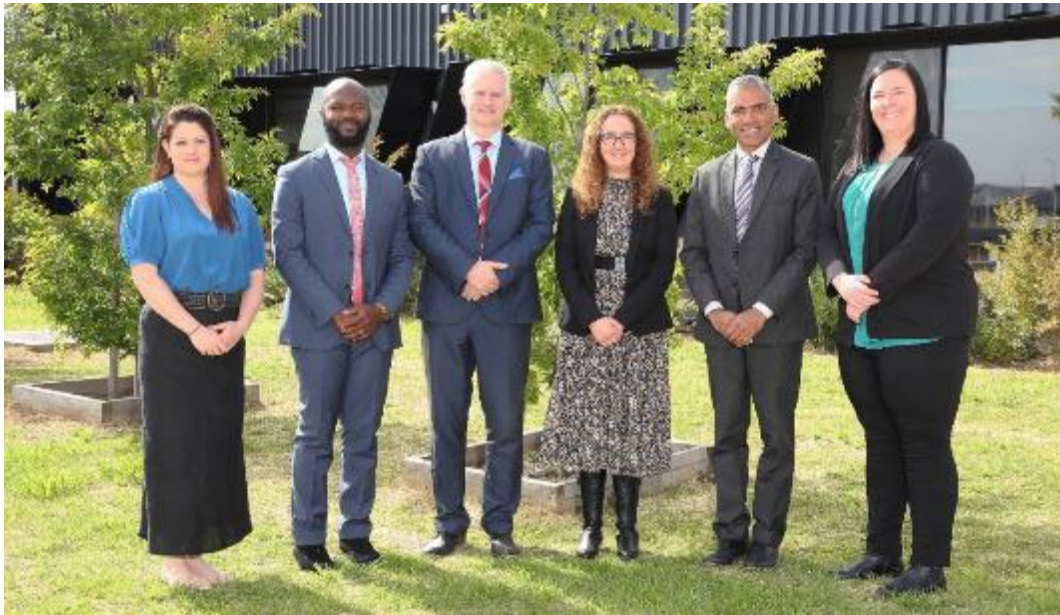
Situated in Wyndham Vale, a growth corridor in Melbourne's west, Wyndham Christian College (WCC) is a unique P-12 campus of Heatherton Christian College. Our College opened in February 2019, catering for 100 students from Prep to Grade 4. In response to huge community interest, the College will add one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

Student enrolment numbers have continued to increase for 2022 and we expect to see this trend continue over the coming years. We are looking forward to our secondary school growing in 2023, as we welcome Year 8. We will also continue to add new buildings as the school grows on 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.

2022 AT A GLANCE - HCC

Year Levels:	Prep-Year 12
Total student enrolment:	351 (August 2022)
Primary:	180 (98 males, 82 females)
Secondary:	171 (78 males, 93 females)

2022 AT A GLANCE – WCC

Year Levels	Prep-Year 7
Total student enrolment:	364 (August 2022)
Primary:	340 (183 males, 156 females)
Year 7:	24 (13 males, 11 females)

EXECUTIVE PRINCIPAL’S REPORT – DAMIAN HIGGINS

We’ve had another amazing year at Heatherton Christian College and Wyndham Christian College. We have had our first year of uninterrupted learning after the 2 years disrupted by the pandemic. This has been a challenge in itself as we have had to adjust to consistent and sustained learning practices for the first time in quite a while. Regardless of this, we never stopped learning and growing. College life appeared to be getting back to normal with a few adjustments of course.

Our theme for 2022 was **CONNECTED**. This theme reflects the idea that together, as a Christian community, we are called to see the image of God in each other and allow God to build us up as the Body of Christ. We are also connected to our other Christian Learning community on the other side of the city. Our campus at Wyndham is still in its early stages of development and we have enjoyed opportunities throughout the year to learn from each other and fellowship together.



This year our togetherness as a Christ centered learning community has been evident. Whether we connect through technology, or through in-person interactions, there have been many highlights and significant learning experiences we have shared and continue to share as our College enters a new season.

2022 is a year that we can all look back on as a year in which we learned and grew together despite the continuing uncertainties we faced. One thing is always certain of course. That Jesus Christ lives among us and walks alongside us every step of the way.



Damian Higgins
Executive Principal

HCC HEAD OF CAMPUS REPORT – JASON BURGESS

At the commencement of the year, I must admit to being nervous about returning to work at Heatherton Christian College, especially as the Head of Campus. But as soon as I got to experience the environment my nerves dissipated. I have found the students, staff, and College community to be nothing but welcoming and caring. Once again at the start of the year we found ourselves still having to navigate Covid 19 and conduct school with various restrictions still in place and once again staff worked hard to continue to provide an authentic learning environment with Covid looming as an ever-present problem. As we progressed through Term 1, I really enjoyed getting to know the students, staff, and parents here at Heatherton.

I can honestly say that the environment that we have is very special and quite unlike every other school I have worked at. There is such a sense of the presence of God that visitors to the College experience and comment on all the time. This peaceful presence is not to be taken for granted. Activities that were highlights for me during Term 1 were our upper primary swimming lessons (it was great to visit the pool and see the students doing so well), WASP Camp (it was a miracle that we got to complete WASP Camp) and the Year 11 YWAM trip. The trip was interrupted due to covid but the testimonies from the students about how God met with them and used them during a very difficult time, were very powerful.



During Term 2 we were able to hold events onsite once more. Our first onsite Music Concert for a couple of years was held in front of a packed auditorium and it was a fantastic evening showcasing the wonderful talent we have here at HCC. The VCE formal was also able to take place and was a wonderful night celebrating our VCE students. Other memorable events in Term 2 were the Primary and Secondary House athletics days.



In Term 3 we were allowed to hold whole school assemblies indoors once more and it was encouraging to see so many parents attend our weekly Primary/Secondary and whole school assemblies.

Grandparent's Day took place in Term 3, and it was great to see so many grandparents and special friends onsite and to hear from them how much they valued the wonderful education their grandchildren are receiving here at HCC. Also, during Term 3 we had Book Week and the dress up day was a wonderful event, it was so good to see the auditorium full of parents at the start of the day. The Year 10 YWAM Mission Trip was able to go ahead at the end of the term and it was amazing that it was completed without being impacted by Covid.



As we headed into Term 4, we farewelled our Year 12 students, their final assembly was a wonderful occasion, and it was once again heartwarming to hear how being at HCC has impacted the lives and the faith of each of our students. It really does make a difference attending a Christian school. Term 4 is full of various school camps and exams for different students. This year we added Primary and Secondary Award assemblies to recognize and acknowledge the top students in each subject in each year level. We were also able to hold our annual Celebration Night in person for the first time in several years and it certainly was a fitting celebration of the wonderful year that was 2022. Thanks to all the staff, students, and parents for making HCC such a lovely place to work.



Jason Burgess
Head of Campus

WCC HEAD OF CAMPUS REPORT – KERRIE NEOPHYTOU

We have celebrated a fabulous 2022 year, with the joy of a fruitful and growing community. It has also been wonderful developing a strong connection with Wyndham City Church and Heatherton Christian College.

Our students have returned from two years of remote learning to a larger school community, which has grown in students and staff. We have spent time this year growing and defining our culture and becoming a community and family. It was a wonderful year to have Camps, Excursions, Incursions and parent engagement return to our students' learning programs.



The students have shown great growth, in which we see them as collaborator, investigators, negotiators, critical thinker, problem solvers and what binds this all together; as they grow in faith. We guide their way with Christ at the centre, and that His love and light is the way in which we live in harmony and also providing the strongest grounding for our students.

Our building projects continues to grow and providing learning spaces, which are innovative and creative, are a focus for our future.





We are passionate about preparing our children for today, and for tomorrow - that what we instil with them stays. There is a strong focus on literacy and numeracy, but also on deep learning capabilities.



That from such a young age we empower your children to use their voice, develop their resilience and enhance their ability to be 21st century learners and that is very exciting to watch.

This year we have also focused on supporting our students to be aware of their personal growth – how this helps them to be productive and empowered learners. Also remembering their Christian values are the core to their learning, resilience and actions. In this we focus on our values – Learning, Integrity and Vision.

I would like to share one of my favourite verses from Proverbs (22:6)

Train up a child in the way they should go:

Even when they are old they will not depart from it.



We know it takes a village to raise a child, and our village has wonderful and talented people at its centre. As parents, you are your child's first educator, you have trusted us with your young children. Our teaching staff, learning assistants and support staff all hold an integral part to your child's education. We have the best occupation possible, working with your children, education is not a job, it is a way of life. We love the children as our own and give them our best, so they can grow to shine in Christ's light. We can see today, their creativity, growth and learning experiences, and they are all congratulated for their work this year.

We are extremely blessed to have a strong home-school community, in which our families support the values and vision of our College. That we work together for our children and that our relationship will continue to grow and flourish.



Kerrie Neophytou
Head of Campus

STAFF ATTENDANCE HCC & WCC

In 2022 the staff attendance rate was:

- HCC – 95.7%
- WCC – 94.7%
- WCC & HCC combined – 95.2%

The average FTE leave taken was 12.4 days for the year.

STAFF RETENTION - HCC

At the end of the 2022 school year, four teaching staff left to take up teaching positions or promotions at other schools. Staff retention at HCC at the end of the 2022 school year was 93.75%.

STAFF RETENTION - WCC

At the end of the 2022 school year, four teaching staff left to take up teaching positions or promotions at other schools. One learning assistant left. The staff retention at the end of the 2022 school year was 90.91%

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 - eight 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 2022 was \$14,005. The average expenditure on professional development/learning per teacher for WCC was approximately \$343 per FTE.

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 2022, 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

- Child Safe Module
- Mandatory Reporting eLearning Module
- First Aid, CPR Asthma and Anaphylaxis training
- Writing PLPs and Formulating SMART Goals
- Gradual Release of Responsibility training
- Essential Assessment
- David Vinegrad, Restorative Practice
- Schoolbox training
- Athletics
- PAT Data Analyses (ACER)
- Royal Children's Hospital training (Stoma/feeding tubes)
- Social Thinking – Zones of Regulation



EXPENDITURE AND STAFF PARTICIPATION IN PROFESSIONAL LEARNING AT HCC

The total funds expended on teachers' professional development at Heatherton in 2022 was \$32,653. The average expenditure on professional development/learning per teacher for HCC was \$676.

The combined total funds expended on teachers' professional development at both WCC and HCC was \$46,658. The average expenditure on professional development/learning per teacher for both HCC and WCC was \$524.

These figures at both campuses 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).

- 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 2022

Primary School Attendance

Year Level	Percentage Attendance
Prep	90.2%
Grade 1	95.1%
Grade 2	96.1%
Grade 3	94.3%
Grade 4	96.4%
Grade 5	95.2%
Grade 6	95.5%

Average all Students: 94.7%

Secondary School Attendance

Year Level	Percentage Attendance
Year 7	95.0%
Year 8	94.5%
Year 9	94.3%
Year 10	94.2%
Year 11	87.5%
Year 12	79.1%

Average all Students 90.8%

Whole school average overall percentage attendance for 2022: 92.8%

WCC STUDENT ATTENDANCE 2022

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 2022

Prep	85.6%
Grade 1	87.2%
Grade 2	90.4%
Grade 3	86.3%
Grade 4	89.5%
Grade 5	89.8%
Grade 6	93.5%
Year 7	93.5%

Whole school average overall percentage attendance for 2022: 89.5%

HCC NAPLAN TEST RESULTS

2022 NAPLAN

The 2022 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; 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.

2022 Naplan Results		
Year 3		
Domain	HCC	State
Reading	503	453
Writing	472	430
Spelling	489	426
Grammar	526	446
Numeracy	486	407
Year 5		
Domain	HCC	State
Reading	562	523
Writing	545	497
Spelling	551	512
Grammar	558	500
Numeracy	556	491

Year 7		
Domain	HCC	State
Reading	561	550
Writing	565	547
Spelling	553	550
Grammar	563	540
Numeracy	567	554
Year 9		
Domain	HCC	State
Reading	604	590
Writing	593	573
Spelling	591	586
Grammar	615	582
Numeracy	625	587

2021 NAPLAN

The NAPLAN 2021 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.

WCC NAPLAN TEST RESULTS

The **2022 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.

2022 NAPLAN Results		
Year 3		
Domain	WCC	State
Reading	491	453
Writing	458	431
Spelling	478	431
Grammar	482	441
Numeracy	428	407
Year 5		
Domain	WCC	State
Reading	541	523
Writing	497	497
Spelling	542	512
Grammar	534	500
Numeracy	523	491

Year 7		
Domain	WCC	State
Reading	588	550
Writing	535	547
Spelling	578	557
Grammar	555	538
Numeracy	581	550

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.

HCC SENIOR SECONDARY OUTCOMES

PROPORTION OF YEAR 9 STUDENTS RETAINED TO YEAR 12

Of the 34 students in Year 9 in 2019, 19 graduated as part of the Year 12 cohort in 2022. This represents a retention rate of 56%.

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 2022

Of the 23 students who completed Year 12 in 2022:

In Education and Training	Students	%
Received a first or second round offer for a University/TAFE course	15	65
Deferred Tertiary Study	2	9

Not in Education and Training	Students	%
Employment	6	26

2022 SENIOR SECONDARY OUTCOMES ATAR Scores Analysis

ATAR Statistics		Study Score Statistics	
Percentage above 90	0%	Median	28
Percentage above 80	19%	Percentage equal and above 40	0%
Percentage above 70	44%	Percentage equal and above 35	15%
Percentage above 60	63%	Percentage equal and above 30	38%
Percentage above 50	88%	Percentage equal and above 25	81%



Heatherton Christian College had a median study score of 28.

Our 2021 College Dux was Chloe Patten.

HCC AND WCC CURRICULUM

Heatherton Christian College and Wyndham Christian College is a high quality, contemporary Christian College that seeks to honour God and put Jesus at the centre of all we do. Our philosophy of learning at or College is underpinned by our belief that every student matters. Therefore, our explicit and 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 for the College to cater for all students and recognising that each student is unique in their learning, and 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.



We provide a rigorous 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 our 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.



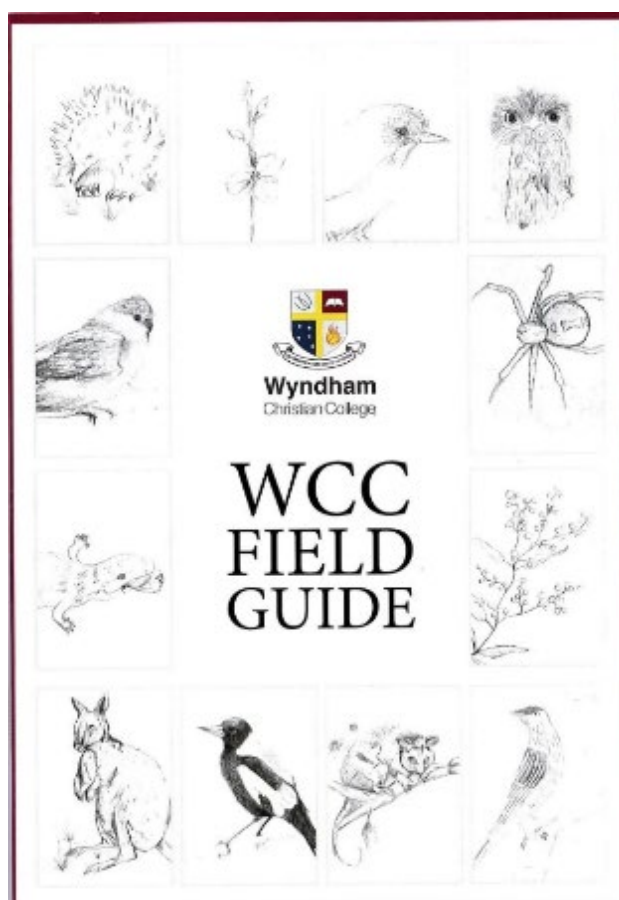
CROSS-CURRICULUM PRIORITIES AT WCC

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.

Environment and 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. The Year 6 students published an information guide titled WCC Field Guide. The resource focused on our local area and the care and actions to protect the species.



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. Francois 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.

SPORT

Primary students competed in the Cheltenham district section of the Victorian Primary School Sports Association (VPSSA), participating in Term based 'seasons' in such sports as Soccer, Cricket, 'Hot Shots' Tennis, Netball, Volleyball, Tee Ball and Softball, as well as interschool carnivals for Athletics, Swimming and Cross Country. Our students are known for their desire to do their best, show good sportsmanship and participate in a positive and encouraging manner. Emphasis is on students developing good skills, fitness and positive attitudes to participation. Primary students also participated in an interschool Basketball event called Hooptime where they were ably led by our Year 7 – 9 coaches.



Secondary students participated in the Christian Schools Events Network (CSEN) in a variety of sports, again in Term long 'seasons'. Our students achieved improved levels of success across a number of sports including boys' and girls' Australian Rules Football, Volleyball, Soccer, Netball, Basketball, Softball and Tennis.

MUSIC AND THE PERFORMING ARTS

The Music program under the leadership of Jenny Fairweather and her Instrumental Music staff, has continued to assist students to make great gains in their skill levels and quality of their musicianship. Students learnt music as a core subject from Prep to Year 8. Students also had the opportunity to be a part of a Secondary School College Band, most beginning with learning a new instrument at Year 7, and then continuing their rehearsals and music tuition to become a part of the Senior College Band. There was a Spring and Autumn Soiree, with students from Grade 2 to Year 12 participating in solos, bands, and ensembles.



ASSEMBLY/WORSHIP/CHAPEL

We had our regular Chapel services for Primary and Secondary students. 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.



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

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 2022 College Student Leaders for their commitment and service to the College.



SHINE PROGRAM

This year we have been blessed to have Allen Dickson, an educational consultant and guest teacher who has been facilitating an English and Mathematics enrichment program for selected Grade 3-6 students identified as either of the following:

- Gifted (the subject comes naturally to the student)
- Talented (the student receives grades and results that set them apart)
- Passionate (the student thoroughly enjoys the subject).

EXTRACURRICULAR ACTIVITIES AT WCC

House Sporting Events

As at HCC, 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 Year 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 and Instrumental Music Lessons

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, via a contractor Instrumental Music lessons are provided on a weekly basis.

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 per week.



Assembly/Worship/Chapel

Two mornings per week students start the day with an assembly and worship time. Devotions are also held in the classroom on the alternate days. Once a week, students are involved in a Chapel service, which is supported with the Christian Studies lesson. Chapel and devotion are led by teachers, each teacher is placed on a roster.

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

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 and every child can learn. 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 Head of Campus 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 Head of Learning Support (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.

WYNDHAM CHRISTIAN COLLEGE

Intervention

Intervention is an approach to teaching that provides students with an alternative space, usually a smaller setting of approximately 4 students, where intensive strategies are applied. These include

repetition of concepts where relevant and hands on activities allow students to move easily from concrete to abstract thinking. Through these activities students are able to consolidate their learning and embed their new knowledge. This allows them to retrieve information learnt with greater ease.

At Wyndham Christian College we are a team of 4 Intervention staff, led by our Head of Student Support. The structured programs we use for Literacy Intervention are MiniLit and MacqLit. MiniLit is used to enhance Early Years Literacy learning and MacqLit is used from Year 3 and beyond. This year we have also started with Mathematics Intervention which is needs based rather than conducting a specific program.

All staff involved in intervention teaching have seen students make great gains in their learning. Additionally, we have seen students grow in their confidence which has resulted in happy students who enjoy their learning. There is no greater reward than this.

As a Team, we are committed to continuing to support all our students, regardless of their starting point, so that they can become the best they can be and continually grow into life-long learners.

STUDENT WELLBEING

WYNDHAM CHRISTIAN COLLEGE

During Term 4, Wyndham Christian College appointed their first Head of Student Wellbeing. After 10 years of working in the student wellbeing departments of Government and Catholic schools, Mr Cas Gemoh joined Wyndham Christian College – he felt that WCC is a vibrant community of faith, learning, and care.



Whilst our core business is learning and teaching, the wellbeing of the students remains an important priority for the College. Mr Gemoh began working with the College leadership to develop and improve student wellbeing policies, procedures, and programs that address students' general wellbeing needs and build resilience.

To enhance this vision, the Student Wellbeing Department has streamlined referral processes, making it easier for teachers and parents/ carers to organise counselling referrals. Mr Gemoh also developed flyers which explains the services of the Student Wellbeing Department to parents and carers.

In line with our value of partnerships, the Student Wellbeing Department began the process of partnering with external services to deliver early intervention parenting support programs for our parents and carers.

With the College student leadership team Mr Gemoh organised the R U OK Day. Developing a good culture of sharing and caring within the community of discussing mental health and feelings.

HEATHERTON CHRISTIAN COLLEGE

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. 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.

HCC AND WCC

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.

The 'Five Foundations of a Whole Child' is in operation at both Colleges 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.



Social Thinking Program

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

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.

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

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 2022 Wyndham Christian College progressed to Year 7.

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 October, we had our official opening for Stage 1B, this included the building and covered multipurpose courts. The building includes general classrooms, food technology, visual arts, music and science room.

The College had received funding from the Australian Government under the Capital Grants Program (CGP) for the project and it was an honour to have Ms Joanne Ryan MP, Member for Lalor attend on behalf of the Australian Government.



The event was led by our Year 6 Captains, Bavna and Abhiraj. We were honoured to have had wonderful guests, parents and our students and staff in attendance. We are grateful for the following guest who attended: Ms Joanne Ryan MP, the Member of Lalor, The Mayor – Councillor Peter Maynard and Deputy Mayor – Councillor Jasmine Hill, Mr Higgins, our Executive Principal, Mr John Gaddala - a College Board Director, Ps Dan Parker and Mr Geoff Goodwin, a Church Elder. We were very happy to also have Mr Burgess the Head of Campus from Heatherton Christian College, and Mr Graeme Huff our Project Manager and Mr Maurice Leone, our Architect to share this time with us.



Our ceremony represented community and how we all came together to acknowledge the hard work of so many and celebrate the wonderful days ahead.

The Sod Turning event signifies the beginning of our project Building 1CD. At the event we had Ps Dan Parker, Mr Higgins, Mr Rajaratnam, Ms Neophytou, Mr Ruff (Project Manager), Mr Leone (Architect) and our representatives from Magellan Projects in attendance. This double levelled building will include

14 generalist classrooms, intervention spaces and the Discovery Learning space. The building completion date is late 2023.



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 included 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. In 2021, stage 1B of the master commenced construction and was completed in June 2022 with students occupying these new facilities during term 3. The new building 1B consists of 4 General Learning areas and 4 specialist rooms including a Science laboratory, a food technology room, a music room and an art room. It also included a new staff office and toilet block.

Move to new classrooms



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 2022

Income and Expenditure

Income	
Category	\$
Grants	4,375,243
Fees	2,036,435
Levies and other fees	579,370
Sundry Income	17,061
Total Income	7,008,110
Expenditure	
Category	\$
Staff and Staff Related Costs	5,152,717
Teaching and learning Resources	486,739
Administration Costs	525,466
Property Costs	899,907
Finance Costs	22,083
Total Expenditure	7,086,912

WCC FINANCIAL REPORT 2022

Income and Expenditure

Income	
Category	\$
Grants	6,038,471
Fees	2,238,747
Levies and other fees	293,963
Sundry Income	34,269
Total Income	8,605,450
Expenditure	
Category	\$
Staff and Staff Related Costs	3,934,871
Teaching and learning Resources	305,690
Administration Costs	311,766
Property Costs	765,393
Finance Costs	135,113
Total Expenditure	5,452,832

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 Year 7
School sector: Independent
Co-educational or single sex: Co-educational