



# ANNUAL REPORT 2019

## Wellington Christian School

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# ABOUT US

## Context and Overview



Established in 1982, Wellington Christian School (WCS) is a co-educational K-6 school, located in a picturesque campus on the outskirts of the regional town of Wellington. We draw from both town and farming residents and exist as a place for families to belong and grow together.

WCS is affiliated with Christian Education National (CEN), an Australia-wide network of independent Christian schools. Our school was established to provide an authentically Christian education alternative for families in our region and continues to do so.

We believe that parents or primary caregivers know their children's needs and are vital in the education partnership. It is our desire to be authentic, responsive and transformational in the way we work with students; to partner with parents and carers; and to play our part in the wider community. WCS is a place to belong.

Our school is a place of learning, but in real terms we are a family. Our students are able to connect with friends of all ages and there is a beautiful culture of care and kindness amongst them.

The Gospel is the underpinning foundation to the way we all live and work together. In everything we do we want to follow the example of Jesus. The way we speak to one another, deal with difficult moments, face a challenge that might be hard, forgive each other and restore relationships are all modelled on His perfect example.

The Board of Dubbo and Wellington Christian Schools, known as Berakah Christian Education (BCE), has provided a guiding vision and mission statement for its governance of both schools:

**BCE Vision: *In partnership, to equip students with a distinctive and responsive education, to be transformational with a heart for Christ.***

**BCE Mission: *To provide strategic direction and governance in order to facilitate outcomes for Christian education.***

Wellington Christian School has adopted the following Mission Statement to guide future planning:

**WCS Mission: *Led by Christ, to provide a thorough and responsive education towards authentically developing people of faith, character and transformation.***

## Board Chairman's Message

As I indicated in last year's report, God has again been good for us. He has again provided and provided handsomely both in terms of blessings received and in developments foreshadowed. In no particular order:

- We continue to be blessed with the talents of our Business Manager, Scott Morris. Scott's skills and experience keep showing us why the Army's loss has been our gain.
- Jo Blatch has settled well into Wellington Christian School and it continues to flourish. The growth, not only in enrolments, is impressive, rewarding and humbling. The developments now will be a further blessing.
- The long awaited and much-needed corporate restructure, after several false starts, is now underway and we hope to have it completed shortly.
- After some years of leanness, our Association membership numbers are growing. As always, it is essential to the life and future of the schools that there be a strong and active membership base.
- The Board grows both in number and strength. Without a strong Board, the schools cannot achieve their full potential.
- Our finances remain strong and, with the recent announcement on future funding, look to improve even more. The objective is not to acquire and hoard, but to access resources so that we can better fulfil our mission.
- Continued growth in enrolments confirms that what we are doing is recognised and appreciated. It also provides opportunities for the schools to minister to more lives. The coffee shops now operating at each of our schools are testimony to that.
- Despite significant numbers of staff leaving last year, God continues to bring the right people to us to ensure that the school is properly staffed with those competent in teaching, Christian understanding and life.

None of this occurs without passion, commitment and activity of people. In particular, I want to place on record the gratitude the whole school owes to each of:

- Parents and students. Your ongoing involvement and support not only means the school remains viable, but also provides the focus and purpose for all of that energy.
- Staff, whether in a teaching role or in another support area. Your involvement is what helps translate a vision into reality.
- Our Board. Your diligence and commitment is so easily overlooked but so very important. Thank you. To our new Board members, thank you for stepping forward to add your views, wisdom and strength to what we are about.
- Our funding bodies, without whose contribution we would face considerable hardship.

A number of significant projects are planned for 2020. So, as well as our gratitude for what 2019 has brought, we can look forward with enthusiasm to our future.



Andrew Boog  
Chairman of the Board  
President of the Association



*"In this chapter of the school's history we have seen the goodness of God in so many ways"*

## Principal's Message

2019 has been a year of celebration and gratitude for what God has done, coupled with an anticipation and excitement for the future of our school. This period in the history of Wellington Christian School can best be described as a season of growth and vision. Building on the firm foundations of the past, the school is well and truly on a trajectory towards being the primary school of choice for families in the Wellington District.

The development of a whole school masterplan has been a wonderful collaboration between our Board at Berakah Christian Education and the staff at Wellington Christian School. Spending time as a group of stakeholders, considering what the needs of our school and community are, and how we are best placed to serve them. The whole community is looking forward to seeing the school develop over the next few years.

Once again, 2019 saw significant growth in enrolments and subsequently, in our staff number. Parents and the wider community have shared their continued commitment to our school. They have expressed a deeper connection to school culture that supports them as parents and helps to build a stronger network in our town.

Wellington Christian School provides families with a distinctively Christ-focused education; where God's plan for the world is clearly unfolded, as students explore His creation through all the Key Learning Areas of the curriculum.

It is exciting to be able to present to you the Annual Report for 2019. The data that has been collated shows just a tiny glimpse of the bigger story of our students' growth and achievement throughout the year. The year has been a time of solid planning and preparation for the future. Our school is launching into an exciting time of realizing the dreams and visions of many parents over the past three decades. Our God has walked with us throughout 2019 and leads us faithfully into 2020.

*Jo Blatch*



Mrs Jo Blatch  
Principal  
Wellington Christian School

# WCS STAFF



At Wellington Christian School in 2019, there were three full-time teachers, two part-time teachers in a job share arrangement, a part-time teacher librarian, a part-time Learning Support Coordinator and a full-time principal who also taught Release from Face-to-Face time. There were two part-time, non-teaching student support staff; one full time and one part-time administration staff members; a part-time School Chaplain and a part-time grounds/maintenance officer. There was one WCS staff member who identified as being Aboriginal or Torres Strait Islander.

## Professional Learning - Developing Quality Teaching

2019 was a year where Professional development of staff was a key focus. Teachers were supported to develop Professional Learning Plans in line with the School Annual Plan as a response to student needs in their classes. A variety of Professional Development courses were undertaken by staff through different modes of delivery. Regular staff meetings were held to discuss and share new learning so that all staff benefitted from the training. On a termly basis WCS staff linked up with Dubbo Christian School staff via Skype to improve all staff understanding and teaching practice in the areas of Explicit Direct Instruction, Child Protection issues, Teacher Accreditation and issues around compliance requirements.

The following table (next page) lists specific courses that were undertaken by our staff throughout 2019.

Course Attended	Number of Staff
MME MOE Training- PL Planning Platform	All staff
Multilit Training	One
AIS Learning Support Essentials Training	One
Seven Steps to Writing Success Training	Two
CEN Principal's Meetings	One
Macqlit Training	One
CEN Principals and Executive Conference and AGM	One
CEN New Principal's Retreat	One
First Aid Training and Assessment	Six
CPR and Anaphylaxis Training	Six
Early Literacy Program Workshop	Two
CEN State Conference	One
Librarian's Conference and Software Training	One
Tomorrow's Environments for Learning – AIS Master Planning Workshop	Two
A Focus on Staff and Student Wellbeing Inservice	Three
Child Protection Investigator Training	One
Live Life Well Workshop	One
Light Rigid Vehicle License and Training	One
Chaplain's Retreat	One
AIS NCCD Training	Two
ITEC Conference Adelaide	Four
AIS Annual Briefing	One
Child Protection Training	All Staff
Developing Leaders Conference	One
AIS Numeracy and Literacy Progressions Training	All Teaching Staff
Clifton Strengths Assessment and Workshop	All Staff
CEN State Forum	One
Teacher Training for Hearing	All Teaching Staff
AIS Enrolling Students with Disabilities Briefing	One
Sentral Training	One



## **Teacher Accreditation**

During 2019 all teaching staff were accredited at Proficient Teacher Level. They have managed to maintain their accreditation at that level with both Registered and Teacher Identified Professional Development. It is a pleasure to work with such a dedicated and highly professional group of teachers.

## **Teacher Qualifications**

Teaching staff at Wellington Christian School have a love of learning and many have continued studying throughout their careers. Of the nine teaching staff, including the Principal, seven hold Bachelor of Education degrees and two hold Master's degrees.

# WCS STUDENTS



## Characteristics

Students who attend WCS are drawn from the town of Wellington, surrounding farming districts and small villages nearby – Ponto Falls in the North West, Suntop in the West, Curra Creek and Neurea to the South, Burrendong and Nanima to the East, and Spicers Creek to the North East.

The 2019 student body at WCS was made up of approximately an equal number of boys and girls; of whom 34% identified as Aboriginal or Torres Strait Islander. A number of students have special needs or have enrolled with low levels of literacy and numeracy. It is a joy and privilege to partner with parents to address these needs and see our students grow and achieve in many areas of their learning and development.

## NAPLAN results

We are very proud of our students' achievements throughout 2019. In addition to noted improvements in school-based assessments, our Year 3 and Year 5 students also took part in the NAPLAN tests in May 2019.

During the year, Wellington Christian School had small Year 3 and Year 5 cohorts of only 6 and 7 students respectively. As we are a non-selective, inclusive school, we encourage all students to participate and to believe that their individual achievements are worth celebrating. Each child is created with unique gifts and talents by God and their holistic growth and development is our priority.

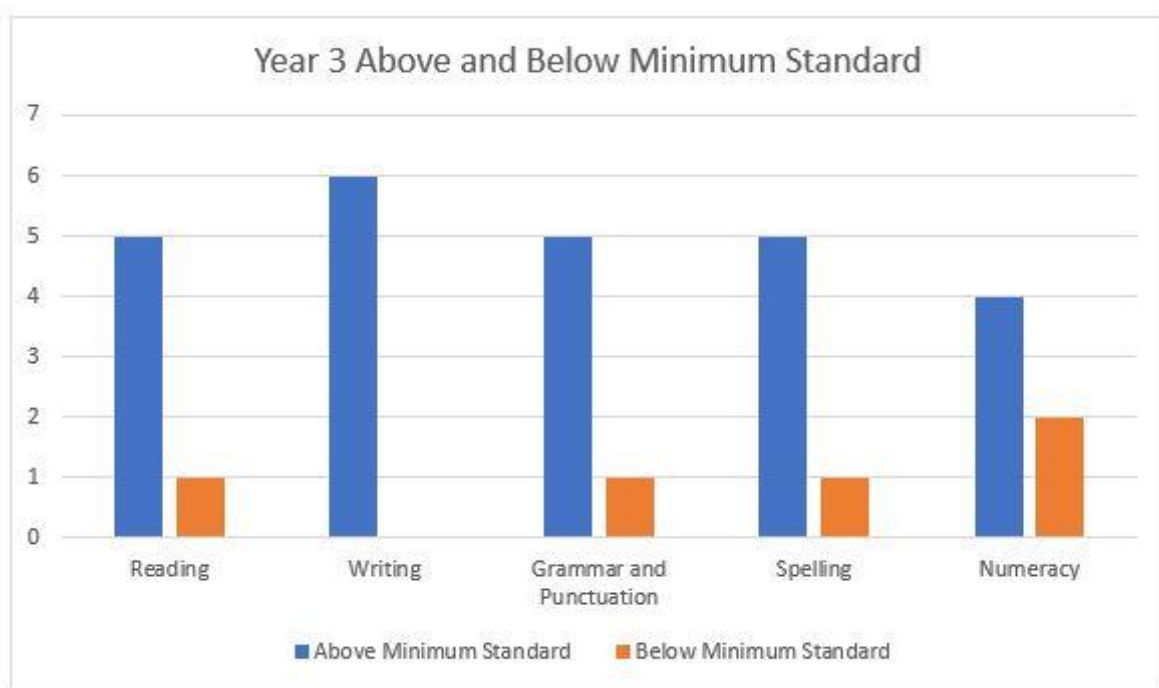
Our school-based assessment process is robust and rigorous. Students' literacy and numeracy skills are monitored regularly to inform teaching and to develop Individual Education Plans (IEPs) for students with disabilities and significant learning needs.

NAPLAN forms part of our assessment schedule throughout the year and is useful in providing a snapshot of where students are placed in their learning.

## Year 3



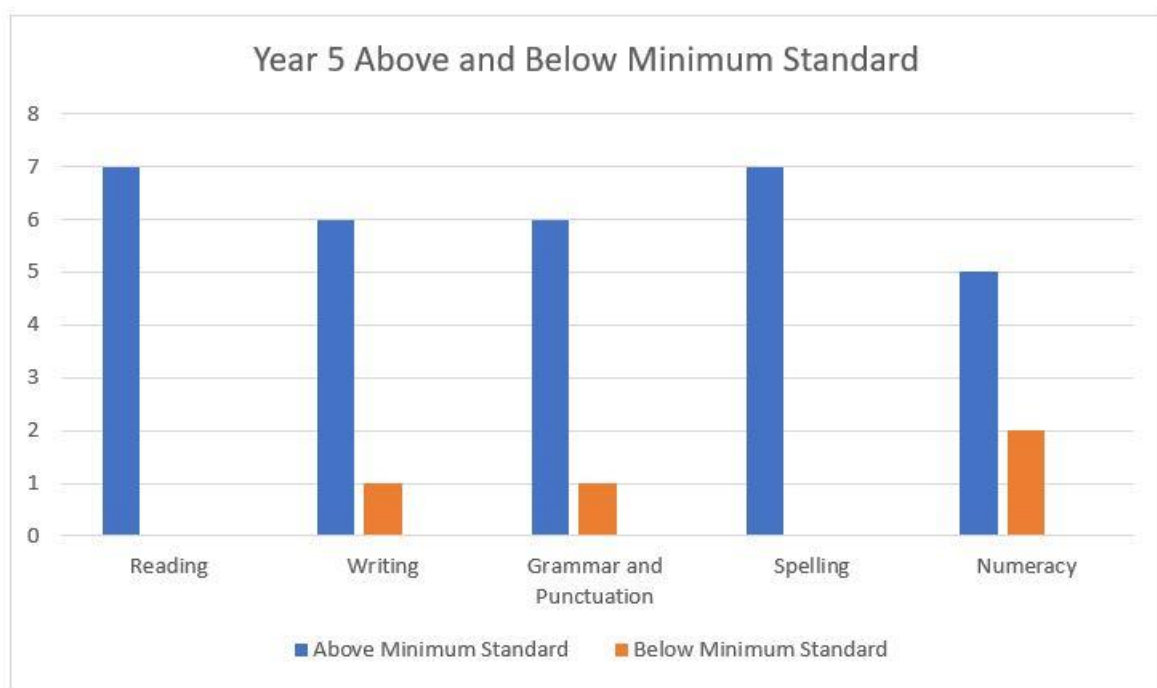
In Year 3, all students achieved above the minimum standard in Writing. One student in Reading, Grammar and Punctuation and Spelling, and two students in Numeracy, achieved below the minimum standard. This resulted in targeted goals for these students' IEPs for 2019 and 2020. It has also helped inform our whole school Professional Learning focus on Mathematics for 2020.



## Year 5



In Year 5, all students achieved above minimum standard in Reading and Spelling, with one student falling below in Writing and Grammar and Punctuation, and two in Numeracy. As with Year 3, and being a small cohort, we have used this data to inform future planning for teaching and learning, as well as professional development.



The most exciting result for Year 5 was the number of students who exceeded the expected growth between Year 3 and Year 5. In every test our Year 5 students' growth was well above the Statistically Similar School Group (SSSG) percentage. In comparison to the entire State, the percentage of WCS Year 5 students was far higher in Numeracy, Reading and Spelling. This level of growth in each child is outstanding and a testament to the careful planning and excellent teaching and learning happening in classrooms.





## Enrolments

In 2019 there were 58 students enrolled at WCS at census. This was an increase of 10 students from 2018 (and 20 from 2017). A genuine cause for celebration!

## Attendance

Grade	Overall Attendance Rate	Indigenous Attendance Rate
Kindergarten	83.46%	79.67%
Yr 1	89.48%	86.15%
Yr 2	87.95%	83.21%
Yr 3	88.47%	93.45%
Yr 4	86.17%	91.38%
Yr 5	93.45%	95.05%
Yr 6	87.72%	87.72%
Whole School	88.1%	88.09%

All student non-attendance is followed up according to the WCS Attendance Policy and Procedures (available from the School Office). Parents are encouraged to contact the school by 10am on the day of a student's absence to notify the school of the absence. Students whose absence remains unacknowledged after 10am will be followed up with a phone call or text message to a parent to acknowledge an absence. All absences

unacknowledged at the end of 7 days will generate a letter to parents requesting acknowledgement of all unacknowledged absences.

# RESPECT AND RESPONSIBILITY



At WCS we believe that respect and responsibility should be taught. It is acknowledged that sometimes students come to school with a good understanding of what it means to value others by showing respect and being responsible but at times, due to families and background, students do not hold these values. The very nature of Christian Education points to the worth and value of individuals and the need for respect with the sacrifice of Christ on the cross being the pinnacle point in history declaring the worth of the human race. It is from this place and the love shown by Christ that we seek to educate our students to love and respect each other. WCS policies and procedures are infused with this very notion and daily routines at WCS seek to teach students how to value and respect each other as well as property. Daily, students are encouraged to consider the feelings of others. Devotion times each day use Biblical stories to demonstrate how we ought to respect each other. Responsibility is a value that flows from learning to respect. WCS seeks to develop students who are responsible for their own actions and routines and are indeed trustworthy. Again, we acknowledge that this is taught and developed. WCS students have daily and weekly responsibilities surrounding care of others, equipment and routines that further instill the values we hold regarding respect and responsibility.

# WCS SATISFACTION



## Parent Satisfaction

Wellington Christian School enjoys a unique privilege that comes from being a small, close knit community of students, teachers, parents and a large family of committed local stakeholders. As such, the School benefits from a high level of interest and commitment from our students' families. Each school assembly, sports day and special school event is attended by a large percentage of the parent body. WCS is blessed by the involvement of our community, and the high level of parent 'buy-in' is something we are incredibly thankful for.

During 2019, a Parent Satisfaction Survey was completed and we received some very positive feedback from our community. Overwhelmingly, the families in our school are highly satisfied with the culture, academic standards and Christian component of the life of the school. 100% of surveyed parents agree or strongly agree that their children's learning needs are being met, that their children are making good progress and that their children feel safe at our school.

## Student Satisfaction

Students at Wellington Christian School were also surveyed in 2019. Once again there was an overwhelming response in the positive to questions around their wellbeing, safety and support from teachers. 100% of students



agreed or strongly agreed that they are encouraged to do their best, that our school always looks for ways to improve and that they feel safe. There was, in fact, a unanimous agreement for every question asked in the survey which has been an incredible confirmation for teachers and staff to know that the children in our school are learning in a happy environment and feel safe and cared for.

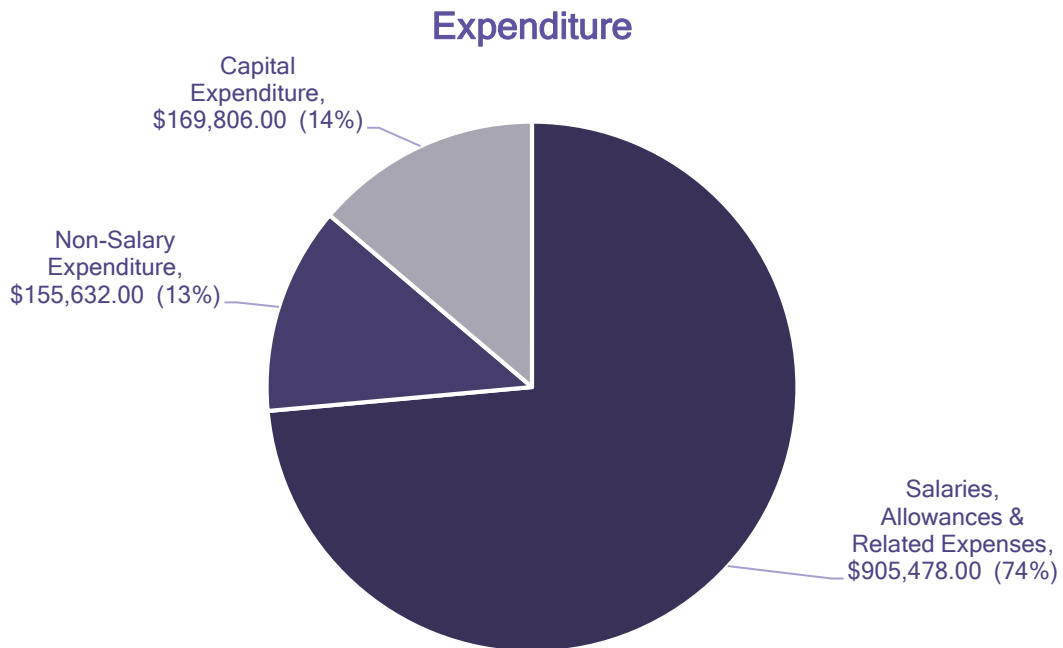
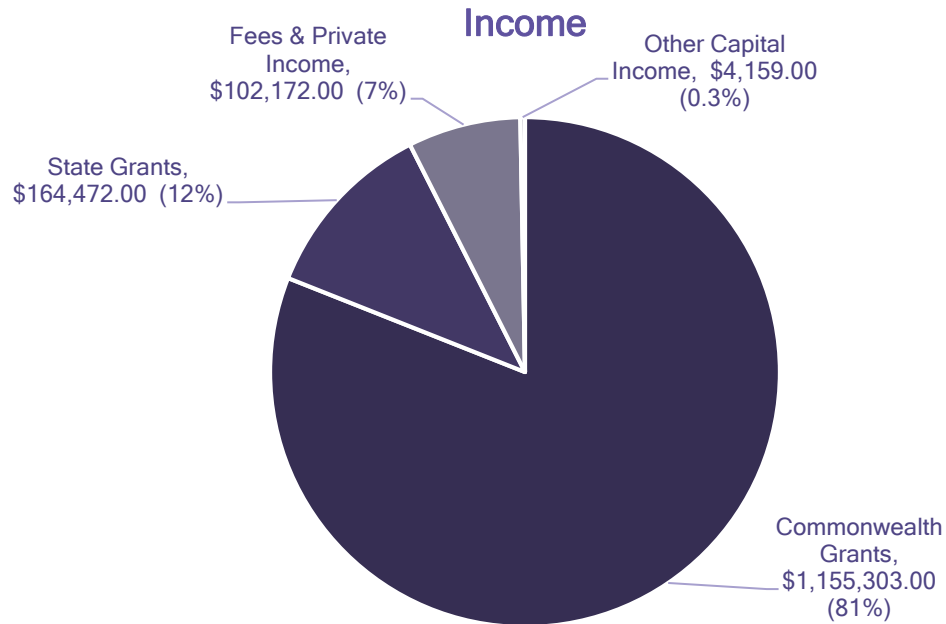
## Staff Satisfaction

All staff at Wellington Christian School were surveyed in 2019. The positive results of this survey are a testament to the healthy culture of collaboration and support among the staff as a whole. Their responses were in agreement with both the parent and student surveys regarding issues of student learning, communication, student safety and support. There were no results of disagreement recorded against any of the survey questions. This indicates a healthy staff culture of problem solving and a strong team-based work ethic.



# WCS FINANCIALS

The following is a summary for the 2019 financial year, based on amounts declared in The Wellington Christian Parent Controlled School Association Ltd 2019 Financial Statements. All financial charts are from 2019.



**Net profit 2018: \$195,191**

# WCS PLANNING

## Evaluating 2019

Priority Areas for Improvement	Targets	Strategies	Outcomes
Professional Learning (PL)	<ul style="list-style-type: none"> <li>• Increase the number of PL opportunities for teachers to address the learning and welfare needs of a growing school.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of MME-MOE to create and monitor personal learning goals. Use this data to allocate funds towards appropriate PL for individual teachers and whole staff cohort.</li> <li>• Connect with the AIS, local PL providers and other networks to ensure quality PL is available to staff.</li> <li>• Allocate funding to release teachers to attend PL.</li> <li>• Provide opportunities for staff to share their knowledge at staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed</li> <li>• Completed</li> <li>• Completed</li> <li>• Completed</li> </ul> <p>These strategies have resulted in a more robust and confident PL planning process that is targeted towards growth in teaching and learning.</p>
Learning Support	<ul style="list-style-type: none"> <li>• Develop a Learning Support Team to work with students with identified learning, behaviour and welfare needs; utilizing best practice for planning, supporting in class and creating processes to help students achieve learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Employ a Learning Support Coordinator, fulltime SLSO and part-time ATSI Liaison Officer to oversee and enact requirements for targeted students.</li> <li>• Develop a system for releasing staff to create IEPs and PLPs with parents and students.</li> <li>• Utilise Sentral to collate and utilise assessment and individual student data.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed</li> <li>• Completed and ongoing</li> <li>• Completed and ongoing</li> </ul>

		<ul style="list-style-type: none"> <li>• Provide necessary training for Support staff to implement programs and create school-based methodologies to support students and teachers.</li> <li>• Purchase necessary programs, tools, furniture and equipment to implement support plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed and ongoing</li> <li>• Completed and ongoing - added to refurbishment plans for the development of specific learning spaces.</li> </ul>
School Masterplan For Learning and Infrastructure	<ul style="list-style-type: none"> <li>• Development of Future Ready Learning Goals to guide School renovations and refurbishment which will create learning spaces, reception, communal spaces and multipurpose hall to meet current and future needs of the school.</li> <li>• Faithfully complete the BGA agreement in refurbishing the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop future ready teaching and learning priorities and practices that are responsive to the current future needs of WCS families</li> <li>• Review Curriculum documents and seek best practice for future planning.</li> <li>• Seek expert advice from architects and specialist designers to devise a masterplan for the school.</li> <li>• Research evidence-based best practice for student-centred learning; school design; especially classroom and whole school learning spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing and ongoing. Some areas of priority have been embedded into practice.</li> <li>• Collaboration with DCS and Berakah Education Committee to develop WCS Curriculum documents.</li> <li>• Stanton Dahl architects engaged with our school. Masterplan completed.</li> <li>• Ongoing consultation with architects and other educational experts.</li> </ul>
Literacy and Numeracy	<ul style="list-style-type: none"> <li>• Increase the number of students achieving in the top two bands in NAPLAN Numeracy and Reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a whole school assessment plan for Literacy and Numeracy. PAT Tests. PM Benchmarking and WARL and WARP.</li> </ul>	<ul style="list-style-type: none"> <li>• As a result of rigorous analysis of NAPLAN data and other assessments, our focus has changed to seeing an increase in student growth, rather than</li> </ul>



	<ul style="list-style-type: none"> <li>Purchase books for EDI lessons, home readers and class libraries.</li> </ul>	<ul style="list-style-type: none"> <li>Timetabled support in class and in specialised withdrawal programs (Macqlit and Minilit) for targeted students.</li> <li>Utilise the NAPLAN teaching strategies when gaps in learning are recognised through SCOUT NAPLAN analysis.</li> </ul>	<p>percentages in bands, due to small cohorts.</p> <ul style="list-style-type: none"> <li>Thorough assessment plan is in place across the whole school with an extra focus on students with special needs.</li> <li>Complete and resulting in outstanding growth.</li> <li>Ongoing and added to PL plan for 2020.</li> </ul>
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## Priorities for 2020

Priority Areas for Improvement	Targets	Strategies
<b>Academic Improvement</b>	<p>Increase student engagement with Real Life Learning to promote development of skills and individual gifts.</p> <p>Increase percentage of students with above average student growth in literacy and numeracy as reported in NAPLAN and school-based assessments.</p>	<p>Investigate and begin implementation of PBL and STEM across the whole school.</p> <p>Develop and implement a whole school assessment strategy and tracking system to inform current and future learning.</p> <p>Continue the development of Learning Support, including maintaining appropriate reporting strategies for National Consistent Collection of Data.</p> <p>Engage the support of a Maths mentor for teachers to increase capacity to differentiate the curriculum and improve assessment for and as learning.</p>

		Utilising the 7 Steps for Writing program across the school to maintain momentum in literacy improvement, as reported in NAPLAN.
<b>Staff Quality and Growth</b>	Devise and implement a robust and collaborative staff appraisal process.	<p>Utilise a collaborative process to develop and monitor staff PL goals and staff growth and development that supports the WCS context and culture.</p> <p>Increase opportunities for quality feedback to teachers.</p> <p>Engage the involvement of the Director of Teaching and Learning Enhancement to support PL.</p> <p>Build social capital through regular professional discussions based on PL during staff meetings.</p> <p>A focus on TBD Formational Education to underpin teaching methodologies.</p>
<b>School Masterplan For Learning and Infrastructure</b>	Ensure smooth roll out of Stage 1 of the BGA project for refurbishment, funded by the NSW government.	<p>Ensure BGA requirements are accurate and completed.</p> <p>Recruit, train and support grounds/maintenance, staff to enable smooth running of site during refurbishment phase.</p> <p>Begin Stage 1 refurbishment.</p>
<b>Community Building</b>	Engage parents and wider community in WCS culture and operations.	<p>Develop a yearly plan of events and involvement opportunities to engage the school and wider community.</p> <p>Involve key parents in future planning for the community spaces in the refurbishment project.</p>
<b>Operational Strength</b>	Improve procedures and workflow for compliance requirements and operational efficiency.	<p>Enrolment and Recruitment review.</p> <p>Staff leave audit completion.</p> <p>Implementation of Complispace.</p>

# WCS POLICIES

## ENROLMENT POLICY (K-6)

### PURPOSE

To provide consistent and fair enrolment backed by selection criteria that flow from, and support, the School's Christian Mission and Aims.

### SCOPE

All K-6 student enrolments.

### BASIS OF ENROLMENT

#### Understanding the School's Christian Foundations

As its name suggests, Wellington Christian School is founded on biblical Christian principles as publicly disclosed in the Articles of Association and Statement of Faith. Wellington Christian School seeks to uphold these beliefs and principles and associated values and ethics which have historically been linked with the evangelical reformed Christian narrative and its teachings, understandings and traditions.

We acknowledge that the evangelical reformed Christian view of life that this school affirms is not one that everyone will want to commit to as a foundation for the education of their children. Wellington Christian School, therefore, invites parents to make enquiries of the School concerning any matters which you may want clarified relating to the beliefs, policies, practices and teaching of the School.

Wellington Christian School's philosophy of education embraces 'Christian formation' – the intentional embedded development of students' learning around a Christian understanding of life and knowledge. It is a process that potentially reaches into every aspect of school life: classroom practice, curriculum content and interpretation, policies and procedures, pastoral care, school culture and playground dynamics.

#### Responding to Differences in Understanding

While we are inclusive in our approach to enrolment and pastoral in our engagement with students, we are, at the same time, clear about our commitment to specific beliefs, values and ethics that are part of the Christian character of our school. As a Christian school we believe it is our responsibility to the school community that we act in a manner consistent with our declared principles, beliefs and standards.

Wellington Christian School's policy framework embodies biblical positions that may vary substantially from those commonly found in wider society. Where issues of a deeply personal and sensitive nature arise during a child's enrolment in Wellington Christian School, the School will always engage with the student with sensitivity, Christian grace and compassion. The School will not discriminate unlawfully against people, but it will assert its right to respond in a manner consistent with its declared beliefs and standards.

Wellington Christian School respects the right of parents and students to privacy in all matters that are grounded in personal beliefs and choices and will, therefore, scrupulously avoid any public disclosures around the details of any particular case on which the school may differ with a student or their parents. Likewise, the School would

call on parents, staff, students and the media to respect the sensitivity of such issues and the right of all parties to privacy in dealing with such situations.

The Principal is the only person authorised by the School Board to make public comment on any issue on behalf of the School.

## **TAKING PART IN THE ENROLMENT PROCESS**

Families engage with the enrolment process on the following understanding:

### **Basis of Taking Part**

- You will disclose fully to the School all information requested in enrolment forms.
- You will assess in detail the School's ability to serve the learning needs of your child.
- The School will disclose fully to you the enrolment criteria, foundational beliefs and values, philosophy of education, biblical culture and ethos of the school and specific positions on relevant issues of interest to you.
- The School will require written commitment by you to have your children involved fully in all aspects of the program of the School; to support fully the enrolment criteria and the biblical culture and ethos of the School.
- The Principal will undertake a risk assessment, including contacting previous school/s. In situations where it is deemed there is significant risk to other students or the School community the Principal reserves the right to deny enrolment.
- Australian Law applies, including any exemptions that may be currently available.

### **Selection Criteria**

Wellington Christian School will assess all applications to enrol against the following criteria. We will enrol those children:

- Whom we judge to be best able to benefit from the educational program we offer.
- Who demonstrate a willingness to participate in the full range of activities we offer, and
- Whose families understand and are willing to commit to the Christian aims and purposes of the School.
- Kindergarten enrolments will only be accepted for students who have turned five (5) years old on or before 31 March (or at the discretion of the Principal).

### **Enrolment Priorities**

- Children or employees of Wellington Christian School or Dubbo Christian School are automatically accepted subject to the guidelines above.
- Siblings of existing families at either Wellington Christian School or Dubbo Christian School.
- Other applications in the order they are received and subject to availability of places.

## **ENTRY POINTS AND DEFERMENT**

### **Entry Points**

Students can enrol at any year level.



We advise parents to apply for entry for their child well before the desired year of entry.

After we have offered all current places, we will draw up a waiting list and will use this list to make later offers of enrolment as places become available.

### Deferment of Offer

If we offer a student a place for a particular entry point, that offer only applies to that point of entry: it does not apply for a later entry point. For example, if we offer a child a place at the School starting in Kindergarten, but the parents then decide that they wish to defer the child's entry until Year 3, they cannot defer the original offer to take it up at the later entry point. In these circumstances we will put the child on the normal waiting list and will reconsider their application at the next entry point, or as places become available.

### ENROLMENT TIMETABLE

OUR ACTION	PARENTS' ACTION	COMMENTS
We develop a list of prospective students from completed Application to Register forms.	Parents may have their child placed on the list of prospective students by completing an Application to Register form and paying the Registration Fee.	As we receive each form we add the child's name and contact details to our list of prospective students for the relevant year. The Registration Fee is non-refundable and paying it does not guarantee a place.
We send an Application to Enrol form to parents of each child on the list of prospective students.	If parents wish to proceed with their application they will complete the Application to Enrol form and return it.	Early in the year before their desired entry, we will send to the parents of each child on the prospective students list an Application to Enrol form.
We receive and process completed Applications to Enrol. We will assess applications against our selection criteria.		We must receive all completed applications to enrol before 8 December in the year before the prospective students' desired entry time. Applications received after this date may not be able to be processed in time for a start on the first day of the new year although every effort will be made to do so.
We will select prospective students to interview and notify parents or we may notify them that we have decided not to consider their child for a place at the school.	Attend interview with their child at the time arranged.	Parents must bring copies of the two most recent school reports and, for students beyond year 3, the most recent NAPLAN results if any of these are more recent than those submitted with the Enrolment Application. An interview doesn't guarantee an offer of a place.

Offer of a place which includes mailing an enrolment contract.	<ul style="list-style-type: none"> <li>• Accept the offer of a place by signing the Enrolment Confirmation within the Enrolment Contract and paying the non-refundable Family Bond; or</li> <li>• Reject the offer.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of places offered reflects the number of positions available. We will advise parents if we are offering a place, if we're placing their child on a waiting list, or if we are not able to consider their child for a place.</li> <li>• The Family Bond is payable when the first child in the family commences, within 1 month of the offer of enrolment.</li> </ul>
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## FEES DURING THE ENROLMENT PROCESS

We will charge:

- A Registration Fee to be paid by the parents and forwarded with the Application to Register form. This amount is non-refundable and does not guarantee a place at the school.

## PRIVACY OF INFORMATION SUPPLIED

All enrolment information parents supply during the enrolment process will be kept confidential and accessed only by those staff involved in the enrolment process, and staff for whom the information will be relevant in carrying out their duty of care for the student. If an application to enrol is not successful we will retain the information, with the permission of the parents, in case a place should become available later.

## ENROLMENT CONTRACT

Parents may accept a place for their child by signing the Enrolment Confirmation within the Enrolment Contract. This will establish the parents' agreement to support the school ethos, rules and policies, to pay the School Fees, to accept the Terms of Enrolment and the consequences of suspension or termination of enrolment.

### Parents' Declaration

In completing the Application to Enrol form we will ask the parents to declare that to the best of their knowledge they have:

- Disclosed any special needs of their child
- Provided a copy of any Parenting or Restraint Order that applies to the prospective student and parent(s)
- In the case of overseas enrolments, provided any relevant visa documentation, and
- Completed fully the Application to Enrol form.

If a parent withholds information relevant to the registration and enrolment process then we will reserve the right to refuse, or terminate the enrolment on these grounds.

### Obligation to Attend All School Activities

When a place at the School is accepted the student will be expected to attend all the activities of the School, including all classes, and all relevant extra-curricular activities. Students are encouraged to attend school community events such as Dedication Service, Thanksgiving Service, Concerts and Shows.

### **School Fees**

Arrangements must be in place for payment of School Fees by the student's first day at the School and are non-refundable even if the student does not proceed with the enrolment after having previously accepted the place. The current School Fees will be set out in the Fee Schedule which will be included in the enrolment pack. All fees and charges are reviewed annually.

### **IN THIS POLICY 'PARENTS' INCLUDES 'GUARDIANS' AND 'CARERS'**

In this Policy we have referred to 'parents' to indicate those people responsible for enrolling students. Most of our enrolments involve the natural parents of children so we have chosen to use this terminology to simplify our documents.

However, as well as applications from traditional two-parent families, we readily accommodate applications to enrol from single parents and legally authorised grandparents, foster parents, guardians or carers who have responsibility for a child's schooling at the point of enrolment.

### **OUR ENROLMENT POLICY MAY CHANGE**

The School reserves the right to alter its Enrolment Policy. Parents are encouraged to contact the School to find out if there have been any changes.

Our Enrolment Policy can also be requested from our office and found on our website by going to: About Us/Policies, or by following this [link](#).

### **STUDENT WELFARE (Summary)**

A suite of policies sit within our Student Welfare practice. Policies such as Child Protection, Pastoral Care, the Grievance policy and various procedures contain elements that testify to students being important and school protocols promoting the welfare of students at WCS. Our approach to student welfare is based heavily on pastoral care and characterised by principles of:

- We must love one another as God has loved us – unconditionally and self-sacrificially.
- Each student is a precious and unique creation of a loving and awesome God.
- Christ's death allows us to delight in the highest pleasure and comforts us in the deepest pain.
- Within the context of the past, pastoral care addresses the present and the future – from now until eternity.
- The family, school and church seek to work in partnership when caring for young people.
- Self-esteem grows out of value in God's eyes, the Gospel, self-confidence and meaning, love from others and resilience.
- Our world is exciting, beautiful, good and challenging as well as broken, ugly, troubled and evil.
- Some elements of our pastoral care program in 2019 were:
- Active and timely action on bullying matters. WCS has a clear policy and procedures on dealing with incidents of bullying. This policy may be obtained from the School Office and a summary is provided below.
- Safe environment procedures and protocols.

- Firm and loving discipline policy and procedures.
- Ongoing staff training in child protection.

The Student Welfare policy in full can be requested from our School Office and found on our website by going to About Us/Policies, or by following this [link](#).

### **DISCIPLINE (Summary)**

WCS is seen as an extension of the Christian home. In the Christian home, children are taught to honour and obey their parents. That same respect and obedience is expected from the children towards teachers, staff and parent-helpers in the school community. For the school to achieve its vision, appropriate and effective relationships between students and teachers need to be established and maintained. Where such relationships exist, teachers are able to focus more on the pastoral support of students and less on procedures of discipline. Notwithstanding this ideal, schools need to have in place effective procedures of discipline within the framework of pastoral care. The goal of all such disciplinary action is to see the students restored to constructive engagement within the relationships and the life of the school. When required, a range of disciplinary measures may be used depending on the seriousness of the issue. These include:

- |               |                                      |
|---------------|--------------------------------------|
| • counsel     | • detention                          |
| • correction  | • community service                  |
| • deprivation | • family conference                  |
| • reparation  | • isolation/ suspension              |
| • reprimand   | • probation and ultimately expulsion |

Consequences vary for different people and situations and will largely be administered within the classroom context. However, in the interest of consistency and to deal with ongoing patterns of wrong behaviour and/or more serious misbehavior, a record of misdemeanours is kept. This involves an escalating series of consequences that reflect the measures above. In accordance with the requirements of the Education Reform Amendment (School Discipline) ACT 1995, corporal punishment is not permitted at Wellington Christian School. Wellington Christian School will not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at school.

The Behaviour Management policy, which contains more information about discipline procedures at WCS, can be requested from our School Office and found on our website by going to About Us/Policies, or by following this [link](#).

### **ANTI-BULLYING (Summary)**

WCS is committed to providing an educational environment in which students are valued and feel secure. WCS rejects all forms of bullying and adheres to the following principles:

- The school does not tolerate, condone or trivialise bullying.
- All students and staff have the right to feel and be safe in the school grounds, and when travelling to and from school.
- All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.
- No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the school.
- All members of the school community contribute to preventing bullying by modelling and promoting appropriate behaviour and respectful relationships.

- Each member of the school community has a responsibility to ensure the safety of every member of the community.
- Victims of bullying, and witnesses to bullying, are encouraged to report the incident.
- All reports of bullying will be taken seriously and investigated according to principles of procedural fairness.
- Cyber bullying which is engaged in while not at school, and which impacts upon the learning of any student, will be addressed by the School, in conjunction with parents. The appropriate response will depend on circumstances.
- The school will have a suitable program of education for the prevention of bullying.
- Serious incidents, or threats, of violence may be reported to the Commission for Children and Young People, as required by law; and to the Police, depending on circumstances.

In our responses to bullying, we seek to:

- Protect individuals
- Protect groups (students, teachers, and parents)
- Follow procedurally fair investigations
- Teach wisdom by rebuking and diminishing foolishness
- Enforce our code of conduct
- Assist, guide and admonish the bully and protect and support the victim
- Teach, model and live the Christian perspective on love
- Help all students understand and act with empathy and compassion
- Discipline where necessary with the goal of life transformation
- Offer and assist in facilitating redemption and reconciliation where possible and appropriate.

The Anti-Bullying policy in full can be requested from our School Office and found on our website by going to About Us/Policies, or by following this [link](#).

## **COMPLAINTS, COMPLIMENTS AND SUGGESTIONS (Summary)**

The following principles underpin our approach to complaints, compliments and suggestions:

- Complaints, compliments and suggestions are part of everyday living in an educational community.
- Encouragement and communicating disappointment and hurt are both vital aspects of the one purpose - building up one another in love.
- Self-sacrificial love as evidenced in Jesus' life and death must underpin the way in which we seek to build up one another. Placing the interests of others before one's own is an essential aspect of following Jesus.
- Confidentiality, respect for privacy, peacemaking and right motives that issue from the guidelines of scripture are vital.

Key elements of our policy:

- We encourage and welcome the input and feedback of all WCS community members.
- Complaints, compliments and suggestions should be directed to the staff member concerned with the matter in the first instance. Where this is impossible, the relevant supervisor may be approached, but the supervisor's initial role will be to assist in facilitating communication between the parties.
- If any matter remains unresolved or incomplete after having contacted the person involved, speak with the relevant supervisor or the Principal or his delegate.



- As they seek to live out the gospel of Jesus in their lives, staff members will accept and deal with complaints, compliments and suggestions from parents and others with humility, openness and a desire to live in harmony.
- Anonymous complaints, compliments and suggestions will not be dealt with unless of an important nature and supported by evidence (this will be established by the Principal).
- Issues that are trivial, frivolous, vexatious or not made in good faith are not dealt with.
- Procedural fairness is to be afforded all parties in working through and resolving issues.

The full text of this policy may be obtained from the School Office.