



# ANNUAL REPORT

2022



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## About this Report

This Annual Report for 2022 provides students, parents, staff and the wider school community with information about various aspects of this school's distinctiveness, performance and development. The report is a legislative requirement under *The Education Amendment (Non-Government Schools Registration) Act 2004*.

Information contained on OurWCS and WCS Newsletters (available from the school) complement the information in this report.

The school has policy and procedures in place to ensure its participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school as identified by the Minister.

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## From the Board

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.

Our corporate restructure is progressing to conclusion under the over-arching body, Berakah Christian Education Ltd. This year we hope to conclude the Wellington corporate entity. This means we will have a single company, operating as three divisions: Dubbo Christian School, Wellington Christian School and Dubbo Christian Preschool.

Dubbo Christian Preschool's substantial expansion is reflected in the new building recently opened. We are grateful to all who have contributed including State and federal government, our contractors and sub-contractors and of course the outstanding staff who make this preschool a place attractive to all.

Wellington Christian School continues to flourish. The growth, and not only in enrolments, is impressive, rewarding and humbling. The latest building upgrades, nearly complete, are and will continue to be a further blessing.

And now we look forward to soon celebrating with Wellington its 40<sup>th</sup> anniversary.

Dubbo Christian School has completed the acquisition of additional land from Dubbo Regional Council. In all our parcel comprises 12.19 hectares (over 30 acres) which will hopefully provide ample room for the future.

The planning process is building speed as we look to utilize that space for improved facilities for our primary school students.

It was also a great opportunity after so much Covid related isolation, to gather again to celebrate the DCS 40<sup>th</sup> anniversary. A great weekend was enjoyed by all who were able to join us.

Our Association membership numbers continue to grow. And our members remain committed and involved. As always, it is essential to the life and future of the schools that there be a strong and active membership base.

The Board continues strong. The schools cannot achieve their full potential without such a Board. It is encouraging that committed and competent people are and remain attracted to the Board. Thank you for the effort, enthusiasm and wisdom you bring.

Our finances also remain strong. The objective is not to acquire and hoard but to access resources so that we can better fulfil our mission. To that end there are a number of initiatives being trialed and explored to better pursue our vision for this part of Christian schooling.

Continued growth in enrolments in each school confirms that what we are doing is recognised and appreciated. It also provides opportunities for the schools to minister to more lives.

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. So, while we, like so many organisations, struggle to attract the necessary staff, God is providing and we are grateful to those who have responded.

In particular, we welcome Paul Arundell as only the 4<sup>th</sup> principal of Dubbo Christian School (and as our new Executive Principal). God's provision of such an experienced and gifted leader has been, as always, timely and is greatly appreciated.

It is also appropriate to formally record the gratitude of all at each of our schools to Warren Melville for his monumental contribution over many years. His dedication, giftedness and Christ-likeness has been inspiring. We are grateful that he continues to serve the schools in his new role in the classroom. Thank you, Warren, for what you have done and what you continue to do in our schools and in the lives of all who come into contact with those schools.

None of this occurs without passion, commitment and input of people. In particular, the schools also owe significant gratitude to:

- Parents and students. Your ongoing involvement and support not only means the schools remain viable, but also provides the focus and purpose for all of that energy.
- Staff, whether in a teaching role or a support area. Your involvement is what helps translate a vision into reality.
- Our funding bodies, without whose contribution we would face considerable hardship.

While we reflect with gratitude at what the last year has brought, we are also conscious that we are not yet done. And so, grateful for blessings received and given, we look forward to the blessings to come as we seek to be part of God's blessing to this part of His world.



Andrew Boog

## Principal's Welcome

2022 at Wellington Christian School was a year of returning to normal. We celebrated any opportunity we could with our school community. It was a year of bringing back school routines and events, special visits and excursions. For some of our students it was their first ever experience of a normal school year and spirits were high.

Teaching and support staff went the extra mile throughout the year to ensure that our students were able to continue the wonderful growth we saw emerging in 2021, post COVID lockdowns. Lessons we learned during our catch-up year informed our practice and processes were refined, resulting in even more efficient and successful learning.

Having parents back on site again for events, celebrations, planning and information meetings and performances brought the school back to life in 2022. We truly enjoyed seeing our students rise up as their parents watched them at sporting and performing arts events.

Academically, 2022 was a landmark year for WCS. We saw further growth in key learning areas as a result of our data informed practice. Building on the new Initialit, small group learning and extra support in class strategies we began last year has reaped many rewards in student achievement and well-being.



The COVID Intensive Learning Support Program funding continued throughout 2022. We were very well supported by the AIS Literacy and Numeracy team who trained our staff in using data to inform and improve teaching. Their guidance and collaboration with our class teachers and learning support team has been foundational in helping us to create bespoke programs for our students. The results we have seen attest to the success of the partnership.

The Waratah Project continued to be a focus for us at WCS. This funding model has allowed us to build cultural competency, improve outcomes for Aboriginal and Torres Strait Islander students and to celebrate the Indigenous history and ongoing culture here in Wiradjuri country. We will continue with the project well into the future and look forward to all it will enable us to achieve together.

Stage 2 of our whole school refurbishment master plan was almost completed in 2022. Due to unavoidable delays due to rain and the impact of the war in Ukraine

on building supplies the final completion date was pushed well into 2023. The school community is extremely supportive of the refurbishment and look forward with great anticipation to its completion.

2022 was the 40th anniversary of Wellington Christian School. It began in 1982 in the hall of the local Anglican church, moving to our current site the following year. Celebrations were to be had in November, but unprecedented rain and flooding caused the event to be postponed to May 2023. It is a milestone worth celebrating, particularly as the school has been through some times where it was doubtful of remaining open. The town of Wellington is grateful that the school remains as an option for local families who seek a distinctive Christian Education for their children.



Mrs Jo Blatch

Wellington Christian School



# About Wellington Christian School

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:

## **Vision**

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

## **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 in future planning:

## **Wellington Christian School Mission Statement**

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

# WCS Students

## Characteristics

Students who attend WCS are drawn from the towns of Wellington and Dubbo, surrounding farming districts and small villages nearby - Ponto Falls, Maryvale and Geurie in the North West, Curra Creek and Neurea to the South, Burrendong and Nanima to the East, and Spicers Creek and Wuuluman to the North East.

The 2022 student body at WCS was made up of approximately 42% boys and 58% girls, and of whom 45% 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.

## Enrolments

In 2022, there were 73 students enrolled at WCS at census. This was an increase of 2 students from 2021.



# NAPLAN Results

Compare to  Students with similar background  All Australian students



	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	451	400	420	390	388
Year 5	518	447	453	509	463

NAPLAN tests were cancelled in 2020 due to COVID-19 but students were able to complete them in 2021. As a result, we aren't able to compare student growth results between Year 3 and Year 5 in 2022 but comparisons can be made in other ways.

Due to the relatively small cohort of each class our comparisons to similar schools is not always a fair way to demonstrate the effectiveness of our school teaching and learning practice. It should also be noted that over the past 4 years most of our enrolments into older grades have arrived part way through the school year. This means that they may only have attended WCS for a few weeks prior to NAPLAN testing.

The tracking of student growth over time is a far more equitable way of ascertaining the impact of learning at WCS, however with the 2020 data not available we can

show progress by comparing results with similar schools.

The table above displays the average student results compared to students with a similar back ground. The green box indicates that our Year 5 student results are well above other similar student results. The grey boxes indicate that we have a cohort of less than 11 students and can't be published online. When we dig into the data however, we can see that in Year 3 reading and spelling results are well above, writing and numeracy results are above and grammar is close to the results of similar students. In Year 5 Reading and Grammar are well above, writing and numeracy are above similar students' results and numeracy is below. Results that are wellabove similar schools are also above the Australian national average. These results are far higher than we have received in recent years, when comparing similar data sets.

# Student Attendance

Grade	Overall Attendance Rate	Indigenous Attendance Rate
<b>Kindergarten</b>	83%	78%
<b>Yr 1</b>	86%	89%
<b>Yr 2</b>	84%	80%
<b>Yr 3</b>	88%	87%
<b>Yr 4</b>	86%	87%
<b>Yr 5</b>	85%	77%
<b>Yr 6</b>	79%	79%
<b>Whole School</b>	84%	82%

Attendance in 2022 was strongly impacted by the Public Health Order recommendation for students to remain at home if they had any symptoms. Interestingly we only saw a minor impact on overall attendance compared to other years. It was observed that students were very keen to return to school when they could, however there was a slight increase in absenteeism due to anxiety.

## Student Non-Attendance

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.

During 2022 student attendance was impacted by the NSW Health recommendation to remain at home if students had any symptoms of COVID-19. Students also displayed a higher than usual rate of absenteeism due to anxiety related issues post COVID. This had a necessary impact on the way that the WCS Attendance Policy was enacted. Our school Chaplain and Psychologist have been involved in supporting students to attend school.

## Respect and Responsibility

At WCS we believe that respect and responsibility should be taught. As with all important skills and knowledge, these key relational attributes need to be explicitly taught, modelled and practiced.

The very nature of Christian Education points to the worth and value of individuals. Our students are taught that each person has been created by God for a purpose. Jesus' sacrifice on the cross and resurrection to life because of God's love for us is the reason we believe all people are worthy of love and respect. As Christians we have a responsibility to love and care for others as we do ourselves. We are called to serve, always encourage and help one another, as well as being good stewards of the earth and the things with which we have been entrusted.

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.

We have implemented the *Friendzy Biblical Social and Emotional Learning*

*program* across the school to explicitly teach and practice relationship skills, all of which are underpinned by the notions of respect and responsibility. Each child learns how to recognise their own emotional needs and those of others and has opportunities to practice while in the classroom and in the playground. Because it is a whole-school program, we are all learning the same themes together, thus they become part of school language and culture.

Devotions each day use Biblical stories to demonstrate how we ought to love and respect each other. Responsibility is a value that flows from learning how to do that. WCS seeks to develop students who are responsible for their own actions and routines and are trustworthy.

WCS students have daily and weekly responsibilities involving the care of others, and our school environment that further instill the values we hold regarding respect and responsibility.



# WCS Staff

## Overview

At Wellington Christian School in 2022, 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. There were three part-time, non-teaching Student Learning Support staff; one Aboriginal and Torres Strait Islander Liaison Officer; two part-

time administration staff members; a contracted part-time School Chaplain and a part-time grounds/maintenance officer. There was also a contracted part-time School Psychologist for one day per fortnight. One WCS staff member identified as being Aboriginal or Torres Strait Islander.

## Professional Learning - Developing Quality Teaching

2022 was a year where professional development of staff returned as a focus area for improvement after the interrupted COVID years. Teachers' professional learning plans have been updated for 2022 and have been enriched as a result of learnings during the pandemic. Some staff were able to participate in professional learning via Zoom and online platforms which have notably improved over the past two years.

It has been good to return to a regular pattern of staff development and professional learning.

Regular staff meetings continued to be a major mode of Professional Learning in 2022 and were used to discuss and share new learnings so that all staff benefitted from the training others had completed.

The following table (next page) lists specific courses that were undertaken by our staff throughout 2022.



## Courses attended by our staff in 2021 included:

<b>Course Attended</b>	<b>Number of Staff</b>
InitialLit/MultiLit Training	1
Australians Together - Building Cultural Confidence.	15
Berry Street Education Model- Trauma Informed Practice	1
Eduinfluencers Leadership Training and coaching	3
CEN National Principal's Conference	1
Successful Learning Conference	1
Learning Difficulties Coalition online seminar	8
National Policy Forum	1
CEN National Conference	1
Seven Steps to Writing Success Training	1
CEN NSW Principal's Meetings	3
Sue Larkey Autism course	1
CPR training	7
Anaphylaxis Training	7
AIS Online Briefing	2
Waratah Hub meetings	3
Study Tour of Canadian Christian Schools and conference	1
Principal's sabbatical	1
AIS Numeracy Consultancy x 2	8
AIS Literacy Consultancy x 2	8

## Teacher Accreditation

During 2022, 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.

Teaching staff at Wellington Christian School have a love of learning and many have continued studying throughout their careers. Of the eight teaching staff, including the Principal, seven held Bachelor of Education degrees and one held a Master's degree in 2021.



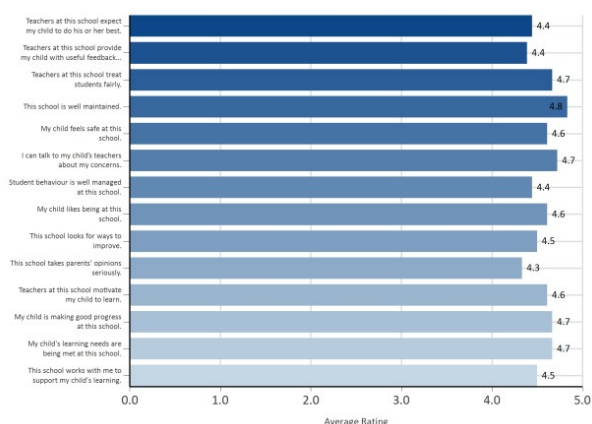


# Satisfaction with School

All members of the school community were invited to participate in a School Satisfaction survey. Their answers to a variety of questions were chosen from the following ratings.

Rating	Score
Strongly agree	5
Agree	4
Neither agree nor disagree	3
Disagree	2
Strongly disagree	1

## Parents

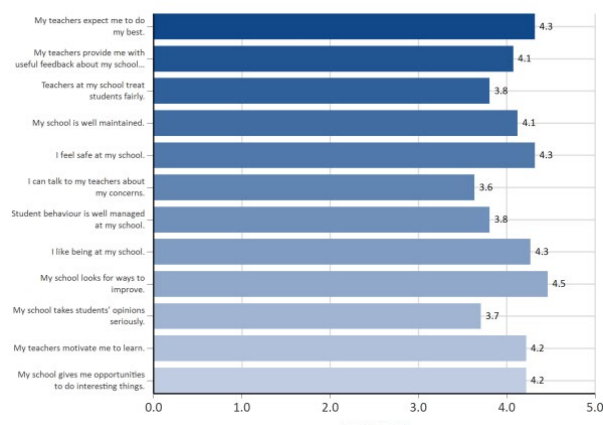


2022 saw a return to normal in so many way, but especially for parents. It was wonderful to invite parents back into the school again for events and planning meetings and just to collect their children!

This changed the atmosphere dramatically and has helped to rebuild relationships between school and home. As a result we have seen an even more positive response to our school survey than last year.

Every parent response was between 4.3 and 4.7 out of 5, indicating that they strongly agree with the initiatives and priorities of the school.

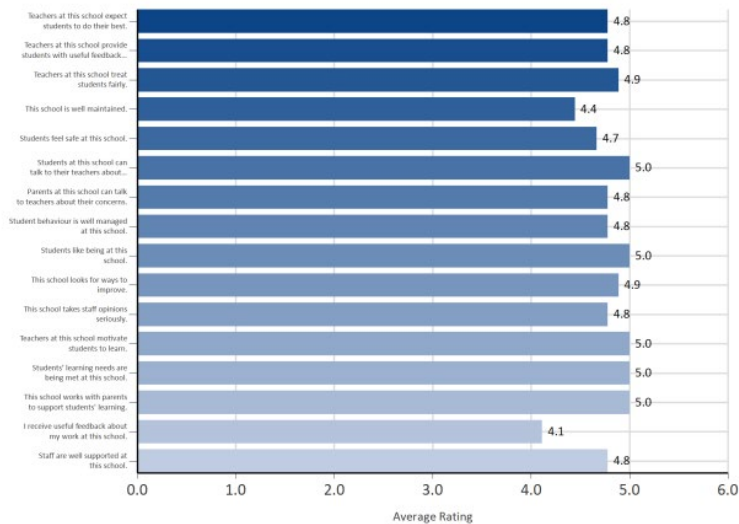
## Students



Students at Wellington Christian School were surveyed in 2022. Once again, there was an overwhelming response in the positive to questions around their wellbeing, safety and support from teachers. The most positive results indicated that teachers are doing an excellent job motivating and equipping students to learn, and that students are encouraged to do their best, that our school always looks for ways to improve and that they feel safe.

This year, as was the case last year, there was a greater range of answers regarding the students' perception of school, but we are pleased to see that overall, the results are so very positive.

## Staff

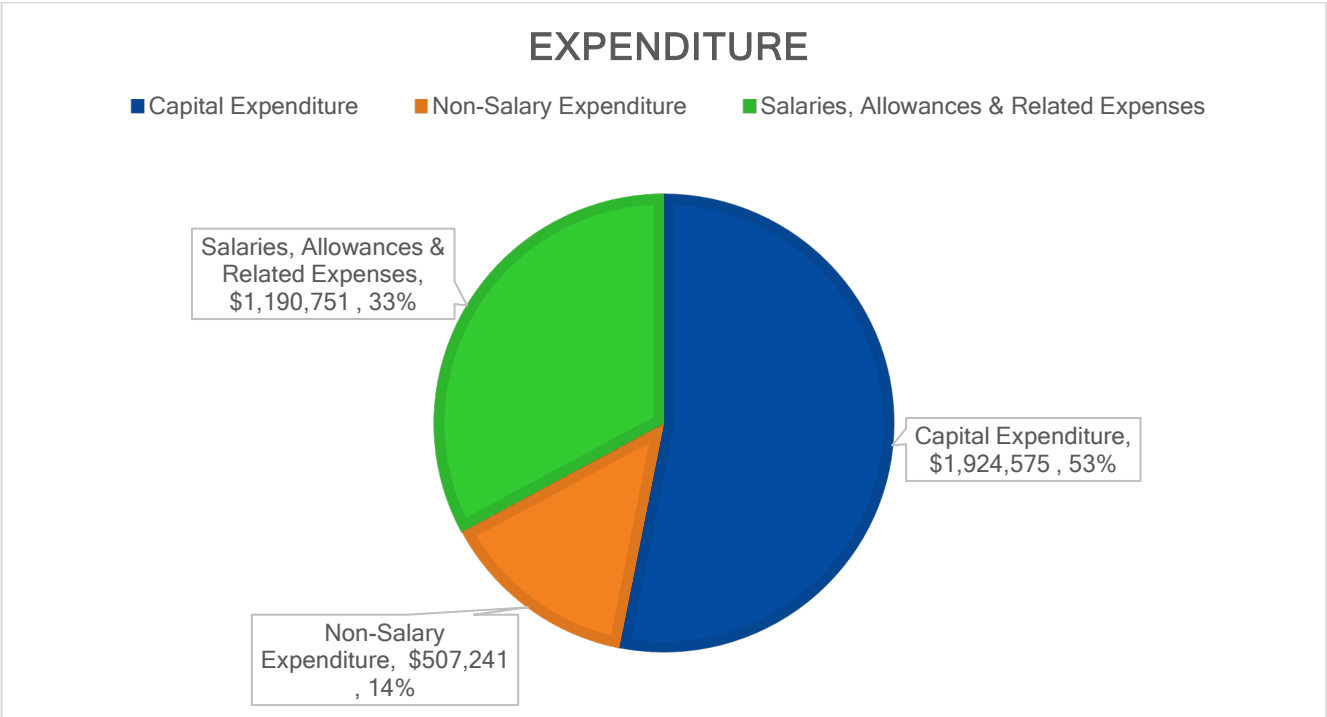
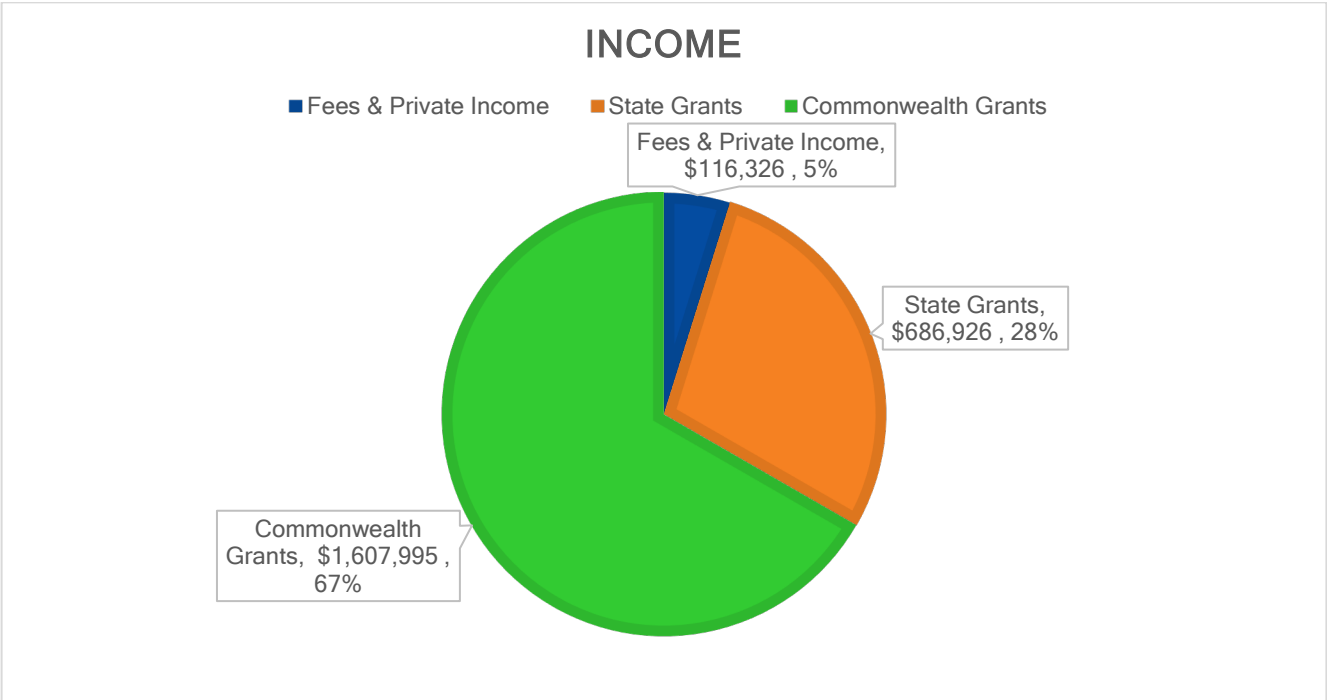


All staff at Wellington Christian School were surveyed in 2022. The overwhelmingly positive results of this survey are a testament to the healthy culture of the collaboration and support among the staff. Their responses were in agreement with both the parent and student surveys regarding issues of student 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. In another very difficult and stressful year, it is wonderful to see the supportive culture has been maintained.



# Financial Information

The following is a summary for the 2022 financial year, based on amounts declared in The Berakah Christian Education Ltd 2022 Financial Statements.



**Net profit 2022: \$713,255**

## WCS Planning

Priority Areas for Improvement	Targets	Strategies	Outcomes
<b>Academic Improvement</b>	Improve data-informed practice for all curriculum areas.	<p>Training and implementation of new K-2 syllabus. Relevant changes to curriculum documents.</p> <p>Review Draft 3-6 syllabus documents.</p> <p>Upskilling K-2 staff in InitialLit.</p> <p>Refine and improve 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 NCCD.</p> <p>Continue to train in and develop EDI practices.</p> <p>Utilising the 7 Steps for Writing across the school to maintain momentum in literacy improvement, as</p>	<p>AIS consultants came to train and assist staff. Programs are updated.</p> <p>Ongoing.</p> <p>Relevant training and in-school mentoring occurred.</p> <p>New assessment strategy in place and informing teaching.</p> <p>System has been refined. New staff employed to meet requirements. IEPs are being acted upon and improved. NCCD data is collected regularly.</p> <p>This has been added to the DOTALE plan for WCS.</p> <p>Successfully implemented in Stages 2 and 3. Younger stages will be addressed in 2023 and ongoing.</p>

		<p>reported in NAPLAN and Dibels.</p> <p>Investigate and implement a whole school Maths framework that enables responsive differentiation of the curriculum</p>	<p>This focus will continue into 2023. Small group strategy with adult support is working well across the school.</p>
<p><b>Staff Quality and Growth</b></p>	<p>Devise and implement a robust and collaborative staff appraisal and improvement process.</p> <p>Embed PL in staff meetings and discussions around priority areas.</p>	<p>Utilise a collaborative process to develop and monitor staff PL goals and staff growth and development on Mme Moe.</p> <p>Build social capital through regular professional discussions based on PL during staff meetings. Focus on Trauma informed Practice and EDI.</p> <p>A focus on TBD Formational Education to underpin teaching methodologies.</p> <p>Embed EDI principles in all subject areas through programs and practice.</p>	<p>This process continues to be refined with the assistance of the BCE Director of Teaching and Learning. Mme Moe is to be reviewed in 2023.</p> <p>Very effective and ongoing practice. Staff now using a common language and sharing resources and ideas.</p> <p>Staff have begun using the second TBD book to support their growth in this area. Links to Trauma informed practice have made this a richer experience.</p> <p>Programs are now showing evidence of the EDI methodology. Evidence of practice has been observed through Principal Walkthroughs.</p>

<p><b>School Masterplan for Learning and Infrastructure</b></p>	<p>Ensure smooth roll out of Stage 2 of the BGA project for refurbishment, funded by the NSW and Commonwealth government.</p>	<p>Ensure BGA requirements for Stage 2 are accurate and complete.</p> <p>Develop and enact staging “bump plan” to allow for minimal interruption to school life.</p>	<p>Stage 2 was not completed by the end of 2022 as planned. Completion date pushed through to 2023.</p> <p>The school was moved out of the spaces to be refurbished and remained so for the remainder of 2022.</p>
<p><b>Community Building</b></p>	<p>Engage parents and wider community in WCS culture and operations</p>	<p>Develop a yearly plan of events and involvement opportunities to engage the school and wider community, incorporating any Health Dept guidelines for COVID safe practices.</p> <p>Involve key parents in future planning for the community spaces in the refurbishment project.</p>	<p>As COVID guidelines relaxed the yearly plan was extended to include more parent involvement. All school events were open to parents. All events received a large attendance of parents and community members.</p> <p>WCS hosted the very popular Wellington Arts Art and Sculpture Festival in the grounds. It was attended by over 400 people.</p> <p>Key parents have been invited to join a Parents and Friends Group (PFG) to discuss future plans. To be implemented in 2023.</p>

		Engage Aboriginal leaders and family members in sharing skills and stories as part of the Waratah Project.	This was actioned at our NAIDOC Day event. A great success. Future plans have been made for 2023.
		Celebrate the 40 <sup>th</sup> Anniversary of the school	Postponed due to flooding.
<b>Operational Strength</b>	Improve procedures and workflow for compliance requirements and operational efficiency.	Evaluate and re-develop the BCE Shared Services Model.	Completed- further review and planning in 2023.
		Develop and implement a WCS 5 Year Finance and Operations Plan.	Completed.

<b>Priority Areas for Improvement</b>	<b>Targets</b>	<b>Strategies</b>
<b>Academic Improvement</b>	Preparation for registration and accreditation.	Scope and Sequence review and alignment with Units of work. Updating Curriculum documents.
	Response to school growth.	Expand to 5 classes. Employ extra staff.
	Explore and develop approach for Christian Deeper Learning focus- real life learning.	Engage staff with BCE Director of Teaching and Learning Enhancement (DOTALE) to devise plans for the future.
	Improve mathematics teaching throughout the school.	Develop Mathematics Whole school continuum.

	Improve student engagement and planning for student improvement in KLAs.	Embed EDI and data informed practice through PD and staff collaboration.
<b>Student Wellbeing</b>	<p>Increase student attendance and reduce anxiety.</p> <p>Assist and support students with emotional regulation to improve learning.</p>	<p>Playground renewal plan.</p> <p>Trauma Informed Practice training and schoolwide procedures to build knowledge and consolidate.</p>
<b>Partnership and Community Building</b>	Deepen community and parent engagement at WCS.	<p>Initiate and develop Parents and Friends Committee for all families at WCS.</p> <p>Waratah Project - develop parent advisory group.</p>
<b>Operational Strength</b>	<p>Achieve NESA Registration</p> <p>Improve operational functionality now and for the future.</p>	<p>Complete review of all policy documents, teaching programs and operational procedures to successfully achieve NESA registration.</p> <p>Review BCE Shared Services model to plan for future needs and provisions.</p>





## 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	If parents wish to proceed with their application they will complete the	Early in the year before their desired entry, we will send to the parents of each child on

each child on the list of prospective students.	Application to Enrol form and return it.	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>

## **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
- correction
- deprivation
- reparation
- reprimand
- detention
- community service
- family conference
- isolation/ suspension
- 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.

