

# 2024

## Verity Christian College ANNUAL REPORT



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Verity Christian College  
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## ABOUT THIS REPORT

Verity Christian College Inc. is now fully registered by the NSW Education Standards Authority (NESA).

The College was established in 2018 in partnership with, and with the support and guidance of, Lighthouse Christian College Cranbourne (LCCC) in Victoria.

Verity Christian College has a Campus Principal who is responsible to the Board of Management of LCCC, for the operation of Verity Christian College.

The Annual Report provides parents, the community and regulatory authorities with an objective overview of the performance and policy directions of Verity Christian College in line with the expectations of the NSW Minister for Education. The report also provides some insights into the activities and initiatives undertaken by the school.

The production of the Annual Report reflects the high level of accountability that the college has to its community and to funding and regulatory authorities.

Additional information regarding the activities and the directions of the College can be found in regular editions of the College Newsletter – “The Pathway” - provided to parents and which are accessible on the College’s website.



## FROM THE PRINCIPAL

In December of 2024 we welcomed our students, families and guests to our 7th Annual Presentation ceremony. That will be the final time that we will hold this important function in the Chapel as next year we will be moving proceedings to the Regional Theatre, yet another effect of our rapid growth and development as a leading education provider in Griffith. This year, I will take my report along a different pathway and focus on what the Bible tells about the process of learning.

The capacity to learn is indeed a blessing from the Lord as we grow in our knowledge of God and His Word. The wisdom from the Bible prepares, cushions, encourages, informs, guides and supports us in times of need and when facing the challenges that are placed before us.

When we reflect on life we see that it is full of opportunities for learning. Every single day presents us with hundreds of such opportunities. We can see that the world is not a playground; it is a schoolroom; life is not a holiday, but an education. And the one eternal lesson for us all is how better we can love and respect one another.

There are some wonderful quotes about learning which I have borrowed from their respective writers;

“The Capacity to learn is a gift. The ability to learn is a skill. The willingness to learn is a choice.”

I would like our young people, as well as ourselves, to take a moment to reflect on these words.

Again!

“The Capacity to learn is a gift”. It is God-given. Having knowledge about God and this wonderful world that he has created for us is one of His greatest gifts to us for in knowledge there is the power and capacity to understand, to respect, to love, to protect and sustain and to make a real contribution to the communities and world in which we live.

“The ability to learn is a skill”. A skill is something we might be fortunate enough to have been born with, but most likely we will have to learn it in order to be able to perfect it. “The willingness to learn is a choice” and a very powerful and important choice that we must all consider. Choosing to learn will develop our expertise and our character and enable us to lead a life of fulfilment and purpose. We will have a clear sense of direction and we can call upon God for the resilience and strength needed to take that step into learning. If we choose not to learn we will be squandering the opportunities that we will encounter to achieve well and make a difference in this world.

Corrie Ten Boom tells us to “Develop a passion for learning. If you do you will never cease to grow”.

Jack Hyles reminds us, “the expert in anything was once a beginner” and “Learning is the only thing that the mind never exhausts, never fears and never regrets”.

Mistakes, too, create opportunities for us to learn. Sometimes our mistakes will lead to other negative consequences. But you can’t go back in time to fix them, but you can learn from your past mistakes.

Mistakes make us stronger because they are a learning experience.

Pray to the Lord that you learn from your mistakes and failures so that they are not a recurring theme in your life.

In Philippians 3:13 we are told “Brothers, I do not consider myself to have taken hold of it. But one thing I do, forgetting what is behind and reading forward to what is ahead”.

Learn from those in the Bible so that you don’t commit the same sins.

Or a more common version is....

“Those who fail to learn from history are doomed to repeat it”.

As you age you should be progressing in life. You should be growing and maturing. Your relationship with Christ should be deepening as well. If you spend time with Christ and learn more about who He is, then your closeness with him will increase. You will then begin to experience Him more throughout the days of your life.

Ladies and gentlemen, Verity Christian College is a place of learning and I hope that I have been able to give you some insight into the importance of learning whether throughout the time spent at the College or throughout your lives.

As I say throughout each year - Verity Christian College is God’s school.

He enables us, He provides us with the capacity to learn so many things and He encourages all of us at the College to strive to provide the best learning experiences that we can. We may not always get things 100% right, but with strength, wisdom and guidance drawn from God we persevere in providing the opportunities that we know will help you to become fine future citizens, trusted friends and worthy partners.

Use your learning time wisely. Take pride in your achievements; thank

God for your success; learn from past mistakes; have courage to stand up for what you know is good and right.

Keep sight of our school motto, “Faith, Learn, Lead, and set yourself the task to learn all that you can to help you fulfil these values. Make the choice to learn and to grow in your love of God, your love of family, your love of school and your love of country.

*David Fox*

(Principal)



## PARENT REPORT

2024 was the year of involvement! Our students started each day being involved in praise, worship and prayer at morning devotions, learning more and more about Christ. Many Chapel services, devotions and prayers were led by students over the year, as well as by our dedicated staff. Our staff also started a morning devotion time, to pray for our staff and students.

This year was the year that we launched into a number of different sport activities and academic excursions. Our students confidently held their own on various sporting fields across the state including zone and state swimming, athletics and cross country at zone and state levels. Well done to the several students who made it through to zone and state for swimming and athletics, they certainly made us very proud in how they conducted themselves as good sportsmen and women and how they performed so well at such a high level!

As well as weekly sport across the school, Secondary school students participated in our first Basketball tournament, Primary students completed a block of swimming lessons and held a Mini Olympics day. That was a huge amount of fun! Again what shines through is the willing student and staff involvement, and the genuine sportsmanship of our students. Well done!

VCC was also highly involved in excursions this year to expand our students' experience academically, and practically, as well as having a whole pile of fun. Excursions included Year 11 Biology travelling to the Brewongle Environmental Education Centre, Primary students going to the movies to see the adaptation of a novel they had studied and Secondary students visiting a National Skills Work seminar. Year 6 were trained and encouraged in leadership by attending a GRIP leadership summit in Wagga and also attended an event at the Library to meet author Matt Cosgrove. Special mention also goes to one of our students who was selected to go to an Aerospace camp. This was an amazing experience and has sparked an even bigger interest and passion for Space in this child. We look with interest as to where she takes this!

VCC also held incursions on site, inviting specialists in to speak to and engage our students in different styles of learning and different subjects. The Police Youth Officers came and visited to speak about Cyber safety and personal safety. Our students were full of questions and interest, hence we have organised for further visits from the Officers who did an amazing job!

Nutritionist Natalia came in and spoke to our Primary students about healthy choices. The students thoroughly enjoyed learning about nutrition.

Kindergarten learnt about aspects of weather with hands on science experiments which delighted and interested them no end. They also loved having reading buddies from older year groups. This concept worked incredibly well and added fun and a sense of community to reading groups. Year 3 learnt about the layers of the Earth using playdough. Year 7 enjoyed learning colour theory in Art. Primary school once again held their spelling bee which highlighted how much they have learned from year to year as there were some very good results. Our Naplan and exams this year also highlighted some very exciting results as we see our students growing in their knowledge year by year. Of particular note VCC Year 5 had the highest NAPLAN results in the Riverina for 2024. We are so grateful for the staff who have taught them in Year 5, and also in the years leading up to Year 5. We are so proud of the students who worked so hard and did so well. We have an amazing team of staff and students!

Family involvement in our school was a highlight again this year. Parents and Carers joined us at carnivals, Parent/Teacher interviews, Book week parade, Harmony day, The Biggest Morning Tea, the Nativity play, Chapel services, and Awards ceremonies. We are so grateful to the many volunteers, cooks and participants who joined us for these events and more. We really appreciate their involvement.

Involvement was the word that best encapsulated the year of 2024 for me. Involvement BY students, staff, families and community members. Involvement IN learning, leadership and in living out faith.

“Give thanks to the Lord, for he is good.  
His love endures forever.” Ps 136:1 (NIV)

M Stone



## CAPTAINS' REPORT FOR 2024

The year of 2024 was another very full year. Amongst all of the lessons, learning, events and assessments the highlight for us was the forming of a close family from our cohort as well as throughout the school.

Some of our favourite memories of 2024 include the Athletics Carnival. The atmosphere was fun and there was a lot of team spirit. The fact that students could then make it through to Zone and State athletics was also amazing. We have some talented students at VCC and it was great to see them shine. We got to see the team spirit and great sportsmanship again at the Basketball Gala Day which was our first time attending. Our teams did VCC proud with their effort and attitude.

The Biggest Morning Tea was a really meaningful event, as we raised a lot of money for Cancer research. Cancer has touched almost every family in our school in some way, so it was good to invite the community and raise some funds over amazing food and cups of tea. The students and families loved it.

Book week was really fun as all the staff and students dressed up as book and movie characters and had a parade and a sausage sizzle. It felt good to have students and families connecting over food and fun.

A really pivotal moment for our school happened in 2024 with the introduction of Year 11 and 12. Going into Senior High School really benefited our year group as it meant we could all remain together and continue High School through to Year 12 together.

Working for the school, as Captains, together for the second year running was challenging and inspiring. We had the privilege of representing our school at the ANZAC Day ceremonies, the Council Leadership event and a Soroptimist's event, as well as greeting NESA inspectors and other guests. The support and encouragement from our teachers and our Principal Mr Fox has been invaluable and taught us both a lot about leadership with a servant heart. We are so grateful for this.

Throughout our time at Verity, but in particular 2024, we have all learnt new skills, been involved in fun, games and experiences that will stay with us all of our lives. Most of all we have been encouraged in our faith, challenged in our learning and supported in our leadership. For this we would like to thank our Principal, teachers, pastors and fellow students.

To future Captains and students of Verity Christian College we would like to say to you when you doubt about why you are Captain, or still a student, remember that God is leading you and has a plan for you!

Tabitha Stone and Ace-Ver Ermitanio

School Captains (Secondary) 2023 & 2024  
Verity Christian College

# CONTEXTUAL INFORMATION

## *History*

The mission statement of LifeSource Church, “*making a difference*”, stands as strong today as it did when it was first coined in the early 2000’s. This statement commits us as a church to seek ways of expressing this not only within the church community but at large within our own greater community of Griffith and the Riverina region. *We live by faith and not by sight* (2 Corinthians 5:7) as we endeavour to follow the leading of the Holy Spirit and explore doors of opportunity to make a difference. We also believe that our Almighty God *is able to do immeasurably more than all we ask or imagine, according to his power that is at work within us, to him be glory in the church and in Christ Jesus throughout all generations...* (Ephesians 3:20-21)

Verity Christian College (VCC) was born out of this vision of LifeSource Church. The desire was to facilitate an educational centre that would provide Biblically based and faith building education while maintaining a high standard of academic learning. Established in 2018 VCC caters for classes from Kindergarten to Year Six. 2021 saw the expansion into Secondary, taking Verity CC through from Kindergarten to Year 10. 2024 saw the expansion into year 11 and 12.

The school currently operates, on the site of LifeSource Church utilising the current buildings and facilities. A building expansion has meant that more buildings were begun in 2020 to house a new purpose built Library and the new Secondary student classes. Even further development was undertaken and 2024 saw the use of a purpose built science laboratory and art/technology room. Throughout the 40 plus years of LifeSource Church we have provided a stable and caring community to its congregational members and the city of Griffith. The church has grown and provided a spiritual home for many people of different and diverse cultural and social backgrounds. This diversity is a positive attribute which will continue to be a strong focus of Verity Christian College.



## *The Name*

**Verity** - a 14<sup>th</sup> century word from Anglo-French and Old French "*verite*" which means truth, and from the Latin "*veritatem / veritas*" which means truth or truthfulness. In modern terms the word means: the state or quality of being true; accordance with fact or reality, something that is true, as a principle, belief, idea, or statement:



**Christian** - our heritage and faith. We are followers of Christ and look to be the expression of our Lord here on earth within the context of our relationship with our Jesus Christ and with other people.



**College** - an educational facility aiming to achieve our vision through the expression of our philosophy, values, mission and objectives.

## *The Motto*

**Faith** - Scripture prescribes two points in relation to faith. Firstly that without faith it is impossible to please God (Hebrews 11:6) and secondly that the fear of God is the beginning of wisdom and knowledge of the Holy One is understanding (Proverbs 9:10). Faith is the foundation of every aspect of our lives and through faith learning and leading finds its true context.

**Learn** - On the foundation of faith, learning becomes a journey of discovering the wonders of God's creation from the vastness of the universe and the laws that govern it to the intricacy of the human mind, body and spirit. Language, science, mathematics and creative arts all take on a purposeful meaning as learning becomes about our connection with God and His creation.

**Lead** - To lead oneself and lead others is the ultimate purpose of all knowledge. Knowledge for the sake of knowledge is meaningless unless it finds expression in accordance with God's intended purposes.

## The Logo

The College logo is rich in meaning and creatively expresses who we are as a Christian educational facility.

**Colour** - Purple is the colour of royalty and depicts the principle that God has called us into His kingdom and as His children we are a part of a royal household. The children will understand they are precious in the sight of

God; born with purpose and a plan for their life as a member of the King's domain. This is not only a right and privilege but carries with it responsibilities.

**Cross** - The cross is central to everything we do as a Christian. Every blessing flows from the cross of Jesus Christ and is the foundation of our salvation.

**Wings** - One image which the Bible uses for the Holy Spirit is that of a dove. The wings are a reminder that we are reliant upon the Holy Spirit to guide us into knowledge of our Father in heaven and that He counsels us in right living.

**Shield** - Ephesians 6 describes our faith as a shield. A shield is used in battle primarily as a weapon of defence and the shield of faith allows us to stand firm regardless of wherever we find ourselves along the journey of life.

**Icons** - In Ezekiel 1:10 and Revelation 4:7, both Ezekiel and John are given a vision of a unique creature. John's vision is of four different creatures but the description is the same as in Ezekiel.

*Revelation 4:7 NIV The first living creature was like a lion, the second was like an ox, the third had a face like a man, the fourth was like a flying eagle.*

A picture of the four creatures has been linked to a value which gives us a visual image (icon) of the culture to which LifeSource Church and therefore Verity Christian College is committed. The value/visual icons are:

The first living creature was like a lion - **Mission**; we believe in the need to reveal the truth of God through our words and actions.

The second was like an ox - **Service**; we believe each one of us has a purpose in life.

The third had a face like a man - **Community**; we believe every individual has the right to belong.

The fourth was like a flying eagle - **Grace**; we believe in a transformed life through the grace of God.



## ***Vision***

Our vision is to outwork the purpose of LifeSource Church of “making a difference” by building a vibrant school that will enable our students to encounter Christ and equip them to fulfil their God given destiny. Stated simply, we are preparing divinely appointed and united generations who honour truth, inspire faith, impart hope and express love as leaders of their communities.

## ***Philosophy***

Our ongoing commitment is to ensure that our best practice pedagogy reflects the message of the gospel to promote love and respect for God and others, an understanding of who we are in Christ, the knowledge of truth (verity), grace and the practice of right living as it is presented in the Bible.

## ***Values***

We uphold the following values as important to the operation of every aspect of the College:

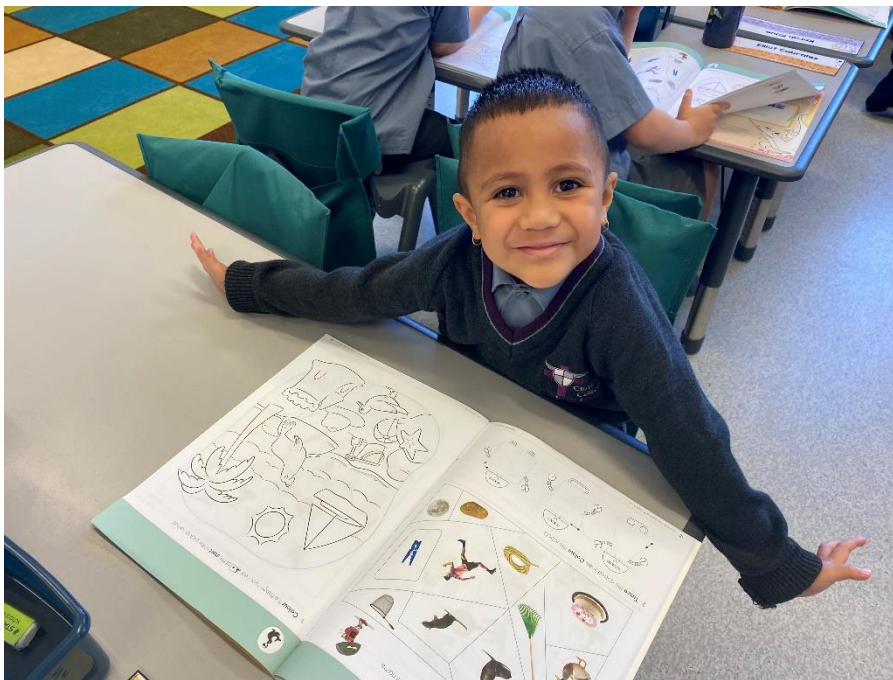
1. *We value each individual as a unique person created in the image of God.*
2. *We value respect for self and others.*
3. *We value a strong sense of partnership between the College staff, our students, their families, their churches and the community.*
4. *We value a staff united in their Christian faith who pray to be led in God’s wisdom and inspiration.*
5. *We value an inclusive organisational culture that is responsive and sustainable.*



## **Mission**

The mission of Verity Christian College is to partner with Christian parents to educate their children in a Godly environment so that they will fulfil God's purposes in their lives and bring an uncompromising Christian influence to our society. In keeping with this statement our Christian staff are committed to:

- *Support parents in their role of training each child in their spiritual, personal and intellectual maturity.*
- *Provide the best possible methods and resources for each student to achieve academic excellence.*
- *Be sensitive to each student's needs regardless of his or her individual ability.*
- *Embrace students from diverse cultural and social backgrounds.*
- *Train students in Godly values, helping to establish them through self-discipline which is vital for success in every aspect of life.*
- *Encourage students to develop their own personal relationship with God the Father, through faith in Christ the Son and the empowering of the Holy Spirit.*
- *Secure an environment that is safe so that each student can develop free from social pressures of addictive behaviours and sexual impurity.*
- *Prepare students for life with skills in order to serve God and to influence the world for Christ.*



## OBJECTIVES

Within the context of our College vision, philosophy, mission and values, the objectives of VCC are to:

- *Provide Christian education from Kindergarten to Year Ten.*
- *Encourage reverence for life and compassion for people.*
- *Encourage each student's personal relationship with God and develop their faith through personal devotions, public witness and service.*
- *Encourage self-confidence and self-discipline while maintaining integrity and personal responsibility.*
- *Encourage respect for others and good manners.*
- *Encourage respect for the environment and property.*
- *Encourage the pursuit of academic excellence.*
- *Strive for high standards of literacy and numeracy.*
- *Develop the skills to access resources and locate relevant information for educational tasks.*

Develop and strive for the opportunity to inculcate God's special and unique call upon each student as early as practically possible.



## DECLARATION OF FAITH

The College as an arm of LifeSource Church believes in and presents the following basic truths:

1. *The Holy Scriptures - Their inspiration and infallibility.*
2. *The Godhead - Comprising Father, Son and Holy Spirit.*
3. *The Lord Jesus Christ - His humanity, deity, virgin birth, sinless life, atoning death for the sins of the world, resurrection for our justification, ascension to the Father's right hand and personal return to reign upon the earth at the end of this age.*
4. *Salvation - By faith in and confession of Jesus Christ as Lord, producing an upright and moral life.*
5. *The Ordinances - Water Baptism, for all believers by immersion, and the Lord's Supper, celebrated regularly in remembrance of Christ and in accordance with His instructions.*
6. *Divine Healing - Secured for every believer through the atonement of Christ, and deliverance from all bondage to the power of Satan.*
7. *The Baptism in the Holy Spirit - With the evidence of speaking in other tongues.*
8. *The Gifts of the Holy Spirit - For the equipping of ministry and the edification of the Church; the fruit of the Holy Spirit as the expression of Christian character in believers.*
9. *The Church Universal - Comprising as "born again" believers of all nations and denominations under the headship of the Lord Jesus Christ.*

Bible Prophecy - Its fulfilment in world events heralding the climax of this age and the physical return of the Lord Jesus Christ.



## PARTNERSHIP

The Verity Christian College Community is a necessary and committed partnership designed to take young people on to the destiny God has planned for them as disciples of Jesus Christ to:

- *Be leaders in the community for God.*
- *Be uncompromising in their spiritual and moral values.*
- *Grow up in all things unto Christ.*
- *Reach their full potential with the gifts God has planted in them.*
- *Serve the Lord in the fellowship of His Church.*
- *Become effective witnesses for Christ.*
- *Be effective parents of the next generation through godly marriage and biblically based nurture.*

The Partners

The Verity Christian College Community consists of:

**The Home/Parents** – who have the responsibility for the training of their children but who, in complex societies such as ours, need help with this task.

**The Church** – which has the function of equipping its people for ministry by bringing them to maturity in Christ.

**The College/Teachers** – whom God has gifted to the church for this ministry and who are made up of people from varied and diverse backgrounds.

**Students** – a commitment to apply themselves to instruction as given by their parents, teachers and church and to apply themselves to learning and applying principles that they are taught for achieving the best possible outcome for their life.

In the united purpose of raising Godly children, each of the partners needs to fulfil their responsibilities, encouraging one another and maintaining a close relationship.

## EXPECTATIONS

### *The Home: What we expect of you.*

Every family seeking enrolment must be willing to agree to the following expectations:

- *That you are committed Christians who will uphold God's Word in your lives and in your home, or at least that you will move in this direction.*
- *That you accept the Biblical basis of the values and standards at VCC and that you will bring up your children by Biblical standards similar to those upheld by the College.*
- *That your aim will always be to see your children following the Lord Jesus Christ.*
- *That you will not knowingly allow your children to be exposed to practices harmful to their spiritual and moral development (e.g. pornography, graphic violence, drugs, alcohol etc.)*
- *That you are happy for the College to seek to lead each child to Christ, to disciple them and to encourage them to be filled with the Holy Spirit and that you will support every effort of the College to these ends.*
- *That you will take an interest in what your child is learning at the College.*
- *That you will always support the efforts of the staff of the College, including their spiritual and academic focus as well as character training.*
- *That you will participate in the life of the College including attendance each year at the:*
  - *Dedication Service (usually the Sunday before school commences).*
  - *Class Information Nights for a particular grade or section of the College.*
  - *Parent/Teacher Interviews (twice a year).*
  - *Parents' Seminar (usually held in Term 2 or 3).*
  - *Presentation Night (held in December).*
- *That you will commit to pay all fees on time according to the schedule given to you at the commencement of each year and that if you have trouble doing so you will communicate honestly with the College.*
- *That you will contribute regularly to the College's Capital Works Fund.*
- *That you will provide full school uniform for your children at all times in full conformity with the College requirements.*
- *That your children will always attend classes and be on time unless unable to do so and that any absences or late arrival will be fully explained.*
- *That you will ensure that your children have adequate time and an adequate environment to complete all homework set by their teachers. That you will give them every encouragement to complete all such homework on time and that you will write a note explaining any deficiencies.*
- *That you will read and (where requested) reply to every communication from the College including the College newsletter.*
- *That you will abide by the safety procedures in the school including procedures for car parking, drop-off and pick-up formalities.*

## **The College: What you can expect of us.**

- *That we will endeavour to provide all students with a quality education founded on Biblical Christian principles.*
- *That we will employ as teachers, only accredited persons who are Spirit-filled Christians and who have the children's best interest at heart.*
- *That our curriculum is based on the teachings and standards in God's Word, the Bible.*
- *That we will give our best efforts to help your child grow spiritually in relationship with Jesus Christ.*
- *That we will provide firm but fair discipline.*
- *That the College will uphold strict rules governing the children's behaviour based on the Bible.*
- *That we will adopt a smart uniform which is compulsory for all students.*
- *That we will work for high academic standards that will help each student do their best including a reasonable level of homework.*
- *That all our practices, curriculum and teachers' qualifications are in line with the requirements and expectations of education authorities in NSW.*
- *That we will provide facilities and resources sufficient for the students to successfully learn every part of the curriculum.*
- *That we will not knowingly admit students into the school whose parents do not agree to the College's standards or whose past behaviour would indicate a substantial risk to our existing students.*
- *That we will endeavour to communicate with you regularly about your children's progress and any other relevant matters including making available at least one face-to-face interview with their teachers per year.*
- *That we will honestly answer any questions or problems that you raise with the College leadership.*
- *That we will do our best to support your role as parents showing you the respect appropriate to your position as the ones primarily responsible for the training of your children.*

## **What we cannot promise is:**

- *That our teachers will never make mistakes.*
- *That every student will be academically successful at the highest level.*
- *That every student will respond to the spiritual challenges given at the College.*
- *That every student will always behave in a manner worthy of the College's ideals.*
- *That we will solve every problem your child has when admitted to this school.*

## *The Student: What we expect of you.*

### **The Need for Rules**

All children need to have an environment that allows them to develop and grow into maturity without facing situations too difficult for their moral development. Establishing such an environment requires rules to maintain order and protect the vulnerable. This is also a reflection of God's nature and necessitated by the basic sinful nature of man. Christian maturity in children is not promoted by exposure to evil for the purpose of students "making up their own minds" but by exposure to God's Word in a controlled environment.

All rules help establish righteousness but many rules simply relate to the provision of order and the establishment of a common standard.

Whilst the goal of the College will be to have Godly values internalised by the students (arising from a personal relationship with Jesus Christ), for some this will not occur and they will obey rules because they have to rather than out of a desire to please.

Rules at VCC are based on the following principles:

- *Does it affect others?*
- *Is it safe?*
- *Is it common sense?*
- *Is it what Jesus would want me to do?*



# ENROLMENT POLICY

## *Priority of Enrolments*

To maintain an adherence to the College's vision, values, objectives and expected outcomes priority is given to children of parents on the following basis:

1. *Families who are members or adherents of LifeSource Church.*
2. *Where one or more of the family is already enrolled at the College.*
3. *Ministers or paid staff members of churches or religious organisations within the district of similar beliefs.*
4. *Families who are members/adherents regularly attending local churches of similar beliefs.*

For Kindergarten children, a copy of their birth certificate is required. The child must be 5 years of age by the 30 June in the year of enrolment.

## *Process of Enrolment*

Verity Christian College welcomes all enquires in regards to the enrolment of students. We value the desire of parents who seek a Godly foundation to their children's education and ask that the following steps are taken in regards to the enrolment of their child/ren. Please note that the submission of a **VCCF12.01 - Expression of Interest (Student) Form** does not guarantee a place for their child/ren with the College. Before submitting an application it is advised that you read this handbook carefully making any notes of points you would like clarified during your interview.

Once you have decided to seek enrolment for your child at VCC you will need to submit a **VCCF12.01 - Expression of Interest (Student) Form**. Once this form has been submitted and reviewed you will be invited to an interview with the Principal or their delegate. The outcome of the interview will be a decision to either offer enrolment for the child or not. The parent at this stage also has the right to refuse the offer of enrolment. If an offer of enrolment is made and accepted then the following forms shall be completed, in full, by all applicants:

- **VCCF12.1/11 – Family Information Form (One per family)**
- **VCCF12.12/13 – Student Enrolment Form (One per child)**
- **VCCF12.14/15 – Pastor/Minister Reference Form (One per family)**

Once these forms have been filled out they are to be submitted to the College Office along with all the supporting documents referred to in the application, a copy of the students last two school reports where applicable, a payment of the \$200 enrolment fee and a signed copy of **VCC11.1 -**

**College Handbook** in which you acknowledge that you agree to and abide by and contribute to the ethos, culture and values of Verity Christian College.

Once the child's enrolment is approved and finalised you will need to:

1. Attend the orientation day if your child is enrolled for the next school year.
2. Purchase a uniform.
3. Purchase all necessary resources as detailed on **VCC11.4 - Student Resource List**.

## **Orientation and Testing**

Newly enrolled students will be invited to an Orientation Day towards the end of Term 4 at which time they will be able to experience something of the College life and studies.

All new students are tested on this day (or at another time by special arrangement) to determine their learning needs for the new school year.

## **Withdrawals or Transfers**

At least one term's notice of an intended withdrawal or transfer is required in writing, as part of the Conditions of Enrolment. This is necessary for planning purposes. Families who do not comply with this will be required to pay a term's fee in lieu of such notice.

Before a transfer note is issued, students must return any library books, textbooks, or other College property. All outstanding fees must be paid or suitable arrangement put in place.

## **Fees**

Upon application for enrolment of a new student it is required that parents / caregivers of the student sign **VCCF12.12 - Student Enrolment Form** agreeing to the conditions of enrolment regarding the payment of school fees along with the \$200 enrolment fee.

School fee accounts will be forwarded by the College at the start of the school year. The College offers various flexible methods of payment to accommodate individual family budgets. All families are expected to enter into an approved active payment plan by the first day of the school year. All outstanding fees should be finalised by the end of the current school year. If a family finds it is struggling to make payments of the fees then it is advised that contact is made as soon as possible with the College office to discuss the matter. Where non-payment of fees becomes an issue then the College will undertake proceedings as outlined in **VCCP8.03 - College Fees Policy** to recover the outstanding amount.

**VCC11.3 - Fee Structure** outlines the fees payable to the College for all students.

# PRIVACY POLICY

## ***Information Collection Notice (For College Parents)***

Under the Privacy Act, schools are required to protect your privacy by exercising proper care in the way personal information about students and their families is collected, stored, and disclosed to others. This notice is designed to inform you of the process and procedures which we will employ to protect the privacy of your personal information.

## ***Purposes for collecting information***

Verity Christian College collects personal and sensitive information about pupils and parents or guardians before and during the course of a pupil's enrolment at the College.

The primary purpose of collecting this information is to enable the College to provide properly informed schooling for the student. Also, some of the information we collect is to satisfy the College's legal obligations, particularly to enable the College to discharge its duty of care.

Certain laws governing or relating to the operation of Verity Christian College require that certain information is collected. These include Public Health and Child Protection Laws. Health information about pupils is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We ask you to provide medical reports about pupils from time to time.

## ***What If You Do Not Wish To Give Us The Information We Need?***

If we do not obtain the information referred to above we may not be able to enroll or continue the enrolment of your child/children.

## ***Disclosure of Information to Others***

Verity Christian College from time to time discloses appropriate personal and sensitive information to others for administrative and educational purposes. This disclosure may be to other schools, government departments, medical practitioners, and people providing services to the Verity Christian College.

For further information about privacy refer to **VCCP9.31 – Privacy Policy**.

## ***Acknowledgment***

Verity Christian College is grateful for the Australian Government's support of schools like ours. We operate wholly for Christian students. We whole heartedly support and promote the principles of Australian democracy including a commitment to elected government and rule of law. The College is also committed to the Australian democratic values of equal rights for all before the law, freedom of religion, openness and tolerance and freedom of speech and association.

# STUDENT ATTENDANCE

Average Student Attendance Rates for Reportable periods

2024 Attendance %	
All students	89%
Indigenous students	84%
Non-Indigenous students	90%
Student attendance level (proportion of students attending 90% or more of the time)	
All students	64%
Indigenous students	54%
Non-Indigenous students	65%

The overall average school attendance rate for 2023 was 93%.

Post School Destination	Percentage of Year 10 Graduates of 2024
Trade/Full time Work	0%
Further Education	100%



## MANAGEMENT OF NON-ATTENDANCE

The College recognises the correlation that exists between high rates of student attendance and student success at school. The College also understands its legal obligation in relation to enforcing school attendance regulations. In response to the above, Verity CC actively encourages high rates of attendance. Parents are well-advised of their role in having their children attend school regularly. In addition, teachers closely monitor and record each student's absence or attendance at school.

Parents are encouraged to advise the college, in advance, of any known absences that may be arising. The Principal has granted a very small number of exemptions from attending College at times when family emergencies have arisen or when families have been travelling or have extended holidays particularly to overseas destinations.

Parents have been able to advise the College office in person of the reasons for any absences and written notes are encouraged. The college provides a pro-forma to assist with this process.

Parents are also expected to formally sign their children into or out of the College in cases of late arrival or early departure for appointments.

Monitoring attendance concerns is also a permanent item on staff meeting agendas.

In cases where attendance concerns arise, the College will work closely with parents to establish the reasons for non-attendance and then create an attendance plan for the child when such is thought necessary.



# STUDENT DISCIPLINE POLICY

## Rationale

The approach to discipline at Verity Christian College is based on God's word and consistent with what is expected in a Christian home.

Discipline is sometimes considered in a negative context. Actually, it has a much broader meaning and can be defined as "Character development through instruction, challenge and correction."

In applying discipline, it must be remembered that for a Christian, it should not bring condemnation (Romans 8:1). In disciplining, the child is 'separated' from the behaviour; that is, the behaviour may be condemned but the child is not. This allows for co-operation between child and teacher to correct the inappropriate behaviour. Students therefore can be trained to receive and respond to discipline, understanding that it is something positive in their life. This is certainly how it is viewed in the Bible:

*Proverbs 3:11 - 12 My child, don't ignore it when the LORD disciplines you, and don't be discouraged when he corrects you. For the LORD corrects those he loves, just as a father corrects a child in whom he delights.*

We expect that each student at VCC will display many of the Biblical character traits of good discipline. Students are expected to show respect for all at the College and in the wider community in which they live and to develop an appropriate level of self-discipline.

Children are under authority from a number of sources including God, parents, churches, teachers and government. The Bible tells us that all authority is delegated from God and so we all remain accountable to God. It is in this light that the school exercises authority from Him. Ephesians 6:4 reads

*And you fathers, do not provoke your children to wrath, but bring them up in the nurture and admonition of the Lord.*

The word "nurture" is associated with the total upbringing of the whole child. In various translations it is interchanged with a range of thoughts, including "education, upbringing, training, punishment, discipline, instruction, correction or chastening." Similarly "admonition" can be taken to mean: "put in mind right values, kindly reprove, seriously advise, admonish, counsel, instruct, warn, encourage, keep right, train or steer."

With the above as the underlying philosophy of VCC, its task is to support parents in being an extension of the Christian home and to encourage the development of a personal relationship between their children and God. All discipline is to be used wisely ensuring that:

- a. *The child is not disciplined unduly, unfairly, or as a result of teacher frustration with a class in general;*
- b. *The student is disciplined in love and is made to understand that the discipline imposed is for their own good;*
- c. *The student is helped to realise that although the discipline was necessary, they are still accepted as an important part of God's creation.*

Underpinning this approach is the importance of disciplinary procedures which are based on **procedural fairness** incorporating restorative practices, through reconciliation and restitution, repairing and rebuilding relationships as an integral part of any consequences or penalties. The process of imposing sanctions must follow principles of **procedural fairness**, particularly when serious consequences such as suspension, expulsion or exclusion are being considered.

## Scope

All staff will be aware of this policy. Teaching staff will be made aware of this policy document via new Staff Induction, Staff Manual and at regular staff meetings.

## Related Policies / Documents

- **VCCP3.51 - Handheld Devices Policy**
- **VCCP4.07 - Counselling Services Policy**
- **VCCP6.01 – Student Welfare Policy**
- **VCCP7.01 - Detention Policy**
- **VCCF12.72 - ICT Acceptable Use Procedures and Agreement**

## Related Legislation

- **Crimes Act 1900 (NSW)**
- **Education Act 1990 (NSW)**

## Definitions

**Corporal Punishment:** the application of physical force in order to punish or correct the student, but does not include the application of force only to prevent personal injury to, or damage to or the destruction of property of, any person (including the student).

**Exclusion:** the act of preventing a student's admission to a number of schools. In extreme circumstances, the Principal of the College may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system of which the College is a member, or from other schools.

**Expulsion:** the permanent removal of a student from the College.

**Procedural Fairness:** a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'.

**Suspension:** the temporary removal of a student from all of the classes that a student would normally attend for a set period of time. This may be served internally or at home.

## Policy / Procedural Fairness

- 6.1. *The staff are responsible to the College Board through the Principal for maintaining an environment of correct student behaviour and for creating safe, orderly, productive, harmonious, respectful and successful learning environments.*
- 6.2. *Christian principles form the foundation of the College philosophy. These Biblical principles are incorporated into our overall programme, in conjunction with the very best of what is currently acceptable educational practice.*
- 6.3. *The College keeps abreast of research and developments in behaviour management and pastoral care and is keen to appraise what possibilities exist, as reported in the literature, professional associations and in other leading schools.*
- 6.4. *While the most important agency in shaping behaviour is the family, and then the church community, the College is also a vital contributor to shaping and supporting wholesome self-discipline, the College operates under the delegated authority of the parents.*
- 6.5. *The individual student is responsible for their behavioural choices, they can't blame shift to other people or groups in the community. This includes abiding to the College rules as well as teacher / staff directives.*
- 6.6. *The College rules are based on three basic rights:*
  - 6.6.1. *The right to feel safe*

- 6.6.2. *The right to learn*
- 6.6.3. *The right to be treated with dignity and respect.*
- 6.7. *Correct behaviour will be taught across the curriculum and modelled by the staff team. College student leaders bear a special responsibility to show leadership by their attitudes and actions in this area also.*
- 6.8. *Consequences and sanctions for irresponsible behaviour choices will consistently and fairly be applied across the student body. An appeal process will be available when students and/or their parents believe that a situation has not been adequately dealt with.*
- 6.9. *The staff makes responses to wrong behaviour choices which do not involve a form of physical punishment, emotional hurt or verbal harassment. Corporal punishment is prohibited and parents understand that if children present at school with injuries then Mandatory Reporting means the staff member detecting the injury has no option but to inform the authorities. Teachers are not to advise or direct parents to use corporal punishment for wrong behavioural choices made at school.*
- 6.10. *The disciplinary procedures undertaken by the College will vary according to the seriousness of the alleged breach. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.*
- 6.11. *The sanctions imposed will vary according to the seriousness of the behaviour, the age and the prior record of the student. At the lower end of the scale, an admonishment, apology or detention may be appropriate. For more serious breaches, the behaviour could result in suspension, expulsion or exclusion, following a process incorporating the principles of **procedural fairness**. NB. Teachers are expected to avoid the use of a raised voice when disciplining students.*
- 6.12. *Serious sanctions must only be applied following a process of **procedural fairness**. The essential elements of **procedural fairness** should be:*
- 6.12.1. ***The right to be heard:** This includes the right to know of any allegation and the way in which issues will be determined. It also provides the right of the student to respond to or explain their version of any allegation. The use of Student Response Sheets in time-out allows students to provide their explanation of what happened.*
- 6.12.2. ***The right to an unbiased decision:** Every effort is to be made to show impartiality in an investigation and decision making. Any bias or perceived bias must be removed from the investigative process or by persons conducting the investigation. This may mean involving other staff in the process and in some cases parents.*
- 6.12.3. ***Justice:** The consequence of inappropriate behaviour should be reasonable, consistent and appropriate.*
- 6.13. *The College strives to maintain a learning environment free from sexual harassment, racism and bullying, as well as being a community free of illicit drugs and theft.*
- 6.14. *Respect and caring for each other and the property of others are foundational basics of our code, Christian ethics emphasise deferring one's immediate comfort and gratification for others.*
- 6.15. *A culture of reward for choosing right actions rather than one that is punitive and looking to sanction the wrong, is the desired ethos of the College. Recognition and affirmation are essential dimensions of the pedagogy of our staff.*
- 6.16. *Wrong behaviour may well not be the problem, it could be the symptom, (e.g. teacher has a poorly planned lesson, that does not engage the student or the student does not engage because of their creative rather than their attentive nature).*
- 6.17. *The College behaviour management programme will be constantly reviewed and revised and will always reflect the foundation vision and currently acceptable educational practice. The staff team will regularly reflect on policies and procedures and renew practices as is appropriate.*
- 6.18. *Where English is a second language for a student or their parents / caregivers, the College will offer the services of an interpreter for the purposes of any interviews, procedural meetings or investigative process related to the disciplinary procedure.*

## Procedures

### 7.1. Structure for Progressive Discipline and Corrective Strategies

**Note:** At no time is corporal punishment an acceptable discipline strategy. Also, the Dean or for Serious/Most Serious Breach the Principal MUST be advised before any parent contact is undertaken.

Alleged Breach	Process	Possible Actions
<p><b>Less Serious Breach</b></p> <p>Non-compliance with teacher instruction, teasing, name calling, out of bounds, rough play, minor property damage</p>	<p><b>Behaviour that disrupts the <u>learning</u> of themselves and others.</b></p> <p>Classroom teacher investigate and develop appropriate strategies Deans support classroom teachers.</p>	<p><b>1st Breach:</b> warning, redirect</p> <p><b>2nd Breach:</b> time out, loss of privilege</p> <p><b>3rd Breach:</b> parent/guardian contact (Dean’s approval must be sought)</p>
	<p><b>Behaviour that could cause <u>harm</u> to themselves or others.</b></p> <p>Teacher on playground duty intervene and redirect to appropriate play. Removal from playground for time out.</p>	<p><b>1st Breach:</b> warning, redirect</p> <p><b>2nd Breach:</b> time out, loss of privilege</p> <p><b>Property Damage:</b> restitution</p>
<p><b>Serious Breach</b></p> <p>Continued non-compliance with teacher instruction, teasing name calling, out of bounds, physical aggression, theft, racial vilification, property damage, deliberate vandalism, truancy.</p>	<p><b>Behaviour that disrupts the <u>learning</u> of themselves and others.</b></p> <p>Class Teacher implements appropriate behaviour management plan. Class Teacher and Principal will investigate and access expert help as required.</p>	<p><b>1st Breach:</b> implement Behaviour Modification Program</p> <p><b>2nd Breach:</b> letter home, parent interview, restorative meeting, other possible consequences</p> <p><b>3rd Breach:</b> seek professional advice and involve parents in the process</p>
	<p><b>Behaviour that could cause <u>harm</u> to themselves or others.</b></p> <p>Teacher on duty to remove from playground. Dean or Principal to supervise during time out. Possible in school suspension.</p>	<p><b>1st Breach:</b> time out</p> <p><b>2nd Breach:</b> reduced playground access</p> <p><b>3rd Breach:</b> parent/guardian contact</p> <p><b>Property Damage:</b> parental contact, restitution, possible suspension</p>

<p><b>MOST Serious Breach</b></p> <p>Intentional injury to students or staff/ throwing items or equipment in class/ bullying and/ or harassment/ behaviour where frequency or severity prevents the teacher from carrying out their duty of care, major and deliberate property damage</p>	<p><b>Behaviour that disrupts the <u>learning</u> of themselves and others.</b></p> <p>Class Teacher and Dean included in investigation and contact parents.</p> <p>Second or third breach, Principal to investigate – follow process of <b>procedural fairness</b> and review if suspension is a possible consequence.</p> <p>The Principal will make the final determination of the sanction. Parents will be involved in this process.</p>	<ul style="list-style-type: none"> <li>• <i>Immediate isolation and internal suspension.</i></li> <li>• <i>Parents contacted.</i></li> <li>• <i>Principal informed and decides appropriate action.</i></li> </ul>
	<p><b>Behaviour that could cause <u>harm</u> to themselves or others.</b></p> <p>Class Teacher and Dean included in investigation and contact parents.</p> <p>Second or third breach, Principal to investigate – follow process of <b>procedural fairness</b> and review if suspension is a possible consequence.</p> <p>The Principal will make the final determination of sanction. Parents will be involved in this process.</p>	<ul style="list-style-type: none"> <li>• <i>Immediate isolation and internal suspension.</i></li> <li>• <i>Parents contacted.</i></li> <li>• <i>Principal informed and decides appropriate action.</i></li> </ul>

## 7.2.



### 7.3. Process of Investigating a Disciplinary Matter

While it is generally preferable that different people carry out the investigation and decision-making, this may not always be possible. If the principal is conducting both the investigative and decision-making stages, they must be reasonable and objective. To be **procedurally fair**, the principal must act justly and be seen to act justly. While it is difficult to combine the roles of investigator and adjudicator, it is acceptable to do so given the nature of the principal's responsibilities. Nevertheless, it may be preferable to have another appropriate College Staff Member or independent person, carry out the investigation where possible. The review mechanism adds to the fairness of the process.

In matters where a long suspension, expulsion or exclusion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion should be recorded in writing.

In cases where disciplinary sanctions are likely to be imposed, the process of applying these sanctions will follow principles of **procedural fairness**. The following steps should be applied in investigating a serious alleged breach and applying sanctions. The student and parent / caregiver should:

- *Know and understand the allegations related to a specific matter and any other information which will be taken into account in considering the matter.*
- *Know the process by which the matter will be considered. The process should be impartial with an absence of bias from decision makers. In most cases where the allegations are of a serious nature more than one person will be involved in the decision making process.*
- *Have an opportunity to respond to the allegations.*
- *Be offered the opportunity to have present an appropriate support person and/or an interpreter.*
- *For breaches that result in a suspension or expulsion from the College, know how to make an appeal of the decision made in response to an allegation.*

Where the offending behaviour is of such a nature that it may result in suspension, expulsion or exclusion, the student also will be:

- *Informed of the alleged breach. In some case this may mean providing copies of statements made by others involved in an investigation. However the school also needs to ensure the privacy of other students and parents who may have made statements. Therefore, details of the allegations made in the statements may be used, but every effort should be made to not include names or other details that may identify complainants or witnesses.*
- *Informed as to who will make the decision on the penalty. For serious breaches, where suspension or expulsion is a possible outcome, this would normally be the Principal.*
- *Informed that they will be afforded a right of review or appeal. All appeals should be in writing to the Principal, stating the grounds on which the appeal is being made.*
- *Informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to serious allegations and allegations relating to matters concerning child protection.*

The Principal will reach a preliminary decision in relation to the allegation and any penalty to be imposed and advise the student (and parent/s) of that view.

### 7.4. Review Process

The student (and parent/s) will be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Principal and submit any information they want to be considered during the review process. The request for a review must be made within one week from the date of notification of decision. The

Principal will then either confirm the preliminary decision as final or amend the preliminary decision based on the additional information provided. During this process of considering an appeal the Principal will:

- *Deal with the appeal in a timely manner.*
- *Ensure that communication lines are maintained with the appellant.*
- *Review all relevant material.*
- *Ensure all appropriate information is available to the student and parent or caregiver.*
- *Discuss relevant issues with the person(s) making the appeal and other parties as appropriate.*
- *Advise all the parties of the decision and the specific reasons for reaching the decision.*

Following serious breaches a review/assessment process should be undertaken involving the following staff as appropriate:

- *Principal, who is responsible for final action.*
- *Any member of staff who reported the incident, was affected by the actions of the student or otherwise would need to be involved in a debriefing.*

Policy Continues Next Page...

### 7.5. Managing ICT in the Classroom

Students are given clear guidelines as to what is acceptable and what is not acceptable when using ICT at school. Specifically the VCCF10.72 - ICT Acceptable Use Agreement and VCCP3.51 - Handheld Devices Policy address these guidelines and are provided to students and their parents annually via written correspondence, College website and regular reminders at student assemblies. The following matrix provides guidelines to managing breaches, the severity of breaches and the recommended management of discipline.

Severity Level	Behaviours	Responsibility	Strategies
Level One (Minor)	<ul style="list-style-type: none"> <li>• <i>Laptop not charged</i></li> <li>• <i>No laptop</i></li> <li>• <i>Refusal to close computer or follow instructions</i></li> <li>• <i>Using websites such as Facebook, instant messaging, personal email, etc. (without explicit instruction or permission)</i></li> <li>• <i>Using a mobile phone without permission</i></li> <li>• <i>Using a portable music device without permission</i></li> </ul>	Classroom Teacher	<ul style="list-style-type: none"> <li>• <i>Reiterate classroom procedures with student</i></li> <li>• <i>Give a warning</i></li> <li>• <i>Lunch detention</i></li> <li>• <i>Confiscation of device for the lesson</i></li> <li>• <i>Note in diary</i></li> </ul>
Level Two (Escalating)	<ul style="list-style-type: none"> <li>• <i>Continued repetition of Level 1 behaviour</i></li> <li>• <i>Playing games without explicit instruction or permission</i></li> <li>• <i>Circumventing the school web filtering system to access blocked</i></li> </ul>	Classroom Teacher in consultation with the Principal	<ul style="list-style-type: none"> <li>• <i>Give a warning</i></li> <li>• <i>Lunch detention - catch up on classwork</i></li> <li>• <i>Inform the Principal</i></li> <li>• <i>Contact parents</i></li> </ul>

	<i>sites</i>		
Level Three (Severe)	<ul style="list-style-type: none"> <li>• <i>Continued repetition of Level 2 behaviour</i></li> <li>• <i>Intentionally accessing and engaging with websites with adult, pornographic or violent content</i></li> <li>• <i>Initiating or participating in any form of online bullying</i></li> </ul>	<p>Classroom Teacher / Principal Pastoral Care / College Chaplain</p>	<ul style="list-style-type: none"> <li>• <i>Contact parents</i></li> <li>• <i>Inform Principal and Chaplain</i></li> <li>• <i>In cases of possible criminal behaviour, inform Youth Liaison Officer</i></li> <li>• <i>Notification to the Department of Communities and Justice</i></li> </ul>

## 8. STUDENT BEHAVIOUR

Christian principles form the foundation of the College philosophy. These Biblical principles are incorporated into our overall programme, in conjunction with the very best of what is currently acceptable educational practice. The staff are responsible to the College Council through the principal for maintaining an environment of correct student behaviour and for creating safe, orderly, productive, harmonious, respectful and successful learning environments.

The College will keep abreast of research and developments in behaviour management and pastoral care and is keen to appraise what possibilities exist, as reported in the literature, professional associations and in other leading schools. One of the key references used in improving the student management policy is the ***Interactive Management – Teacher Guidelines Policy*** produced by Behaviour Management in Education.

While the most important agency in shaping behaviour is the family, and then the church community, the College is also a vital contributor to shaping and supporting wholesome self-discipline, the College operates under the delegated authority of the parents.

Correct behaviour will be taught across the curriculum and modelled by the staff team. College student leaders bear a special responsibility to show leadership by their attitudes and actions in this area also. The College staff put fair and safe behaviour restrictions on student choices. The individual student is responsible for their behaviour choices, they can't blame shift to other people or groups in the community.

Consequences and sanctions for irresponsible behaviour choices will consistently and fairly be applied across the student body. An appeal process will be available when students and/or their parents believe that a situation has not been adequately dealt with based on **procedural fairness**. The staff will make responses to wrong behaviour choices which will not involve a form of physical punishment, emotional hurt or verbal harassment. Corporal correction is prohibited and parents understand that if children present at the College with injuries, then a process which may lead to a Mandatory Report being submitted will begin in accordance with ***VCCP6.31 - Child Protection Policy***.

The College strives to maintain a learning community free from sexual harassment, racism and bullying, as well as being an environment free of illicit drugs and theft. Respect and caring for each other and the property of others are foundational basics of our code, Christian ethics emphasise deferring one's immediate comfort and gratification for others.

Wrong behaviour may well not be the problem, it could be the symptom, (e.g. teacher has a poorly planned lesson, which does not engage the student)

The College behaviour management programme is constantly being reviewed and revised and will always reflect the foundation vision and currently acceptable educational practice. The staff team

will regularly reflect on policies and procedures and renew practices as is appropriate, and with consideration of input from the student leaders and Student Representative Council (SRC).

### **8.1. Restorative Practices**

- 8.1.1. The College values restorative justice to restore power imbalances that affect an individual student's relationship with others. Wrong doing primarily causes harm to relationships and the College sees that this needs to be repaired for full progress to occur in resolving issues.
- 8.1.2. The College values healing and restoration over hurting and punishment.
- 8.1.3. The process seeks to diminish rejection, shame and alienation and to put in mechanisms to restore pride in the school and in the individual self. The staff and student leaders seek to reaffirm and repair relationships wherever possible.
- 8.1.4. There is a role for the SRC (when formed) in participation in restorative conferencing. Restorative practice encourages students to appreciate the consequences of their actions on others and to make amends.
- 8.1.5. In a dispute situation all parties need to be committed to listening to each other in order to achieve repentance, restitution, resolution and reconciliation.

### **8.2. Work Ethic**

- 8.2.1. The College encourages and supports good work ethics, including positive attitudes, engagement in lesson activities and homework and study practices among students. The regular behaviour management practices are set in place if a student is showing evidence of a poor attitude to study and learning, where all other variables impacting study performance have been considered and eliminated.

## 9. BEHAVIOUR MANAGEMENT PROCESS

### Kindergarten to Year 12

#### LEVEL 1

##### Classroom Teacher

This Level is issued and monitored by the classroom teacher, following sufficient verbal warning from the teacher. It could be used for a variety of low level, consistently displayed negative behaviours in the classroom, during sport, or on the playground and may include misbehaviour, disobedience, disruption, lack of classwork, late to class (unexplained), lack of equipment, offensive language (not directed at a teacher or student) or technology misuse.

##### Possible Consequences:

1. Assigned seating in the classroom
2. Lunch detention (classroom or playground) or Sports detention (sport time only)
3. Phone call or email to parents (by classroom teacher)
4. Incident entry on Compass
5. WHITE Level 1 monitoring card for 3 consecutive lessons (parents must be notified)
6. Possible removal from school excursions after consultation with the Executive (while on monitoring)
7. Classroom teacher is to follow up where necessary.
8. Picking up "X" pieces of litter
9. Record of incident into school diary
10. Written apology signed by parent required

#### LEVEL 2

##### Dean

This Level is initiated by the classroom teacher, in consultation with the relevant Dean. It is to be monitored by the relevant Dean through feedback from the classroom teacher. It is to be used when the Level 1 monitoring card has not been successful in deterring the behaviours, OR in the event that a more serious negative behaviour has occurred. This may include, but is not limited to, persistent lateness, persistent disobedience, persistent misbehaviour, lack of class work, swearing, and aggression towards another student.

**Possible Consequences:**

1. Phone call or email to parents (by relevant Dean)
2. Incident entry on Compass
3. Students interviewed by Dean and strategies put in place for subsequent lessons
4. YELLOW Level 2 monitoring card (2 weeks), checked by Dean daily
5. Written reflection by students of how behaviour could have aligned more closely to Core Values
6. Possible removal from school excursions after consultation with the Executive (while on monitoring)
7. Failure to comply with Level 2 results in student being moved to Level 3.
8. Lunch time detention
9. Daily behaviour record card

**LEVEL 3****Dean or Principal**

This Level is initiated by the Deputy and/or in consultation with the Dean ONLY in cases where the behaviour is severe, or where a Level 2 monitoring card has not been successful in deterring the behaviour.

Behaviours that result in a Level 3 monitoring card may include, but are not limited to, persistent misbehaviour, damaging property (minor or severe), dangerous behaviours (minor or severe), disobedience/defiance (severe), disruption (severe), physical conflict (minor or severe), persistent truancy and theft. Repeated misbehaviour at Level 2, disobedience in front of class to teacher/defiance/rudeness, vandalism, fighting, racial or sexual harassment, bullying, theft, absence without permission.

**Possible consequences:**

1. Phone call or email to parents (by Dean)
2. Incident entry on Compass
3. One week off the playground
4. Written reflection by student of how behaviour could have aligned more closely to Core Values
5. Students will not be allowed to attend any school excursion, incursion, or school event
6. Sent to office of Principal
7. Orange card issued
8. Internal suspension

<p><b>Level 4</b></p> <p><b>Principal</b></p> <p><b>This Level is initiated only by the Senior Executive. Suspension will result where a student has failed to comply with Level 3 monitoring, or where a student has broken the College behaviour code for Students.</b></p> <p><b>On return from suspension, the student will complete a Behaviour Management Plan and reflection of how behaviour could have aligned more closely to Core Values.</b></p> <p><b>Examples of unacceptable behaviour include but are not limited to; Repeated misbehaviour at Level 3, Intentionally dangerous behaviour, Possession of prohibited substances or items and aggression towards a staff member</b></p>
<p><b>Possible consequences</b></p> <ol style="list-style-type: none"> <li>1. Conditional enrolment status</li> <li>2. External suspension</li> <li>3. Interview with parents</li> <li>4. Withdrawal of all privileges</li> <li>5. Exclusion</li> </ol>

See **Appendix One** for further tables and flowchart

Level Monitoring Cards can be found on the School Drive VCC>ADMIN>Policy Documents>Behaviour Management

## **10. COMMUNICATION AND RECORDING CORRECTION ISSUES**

Unlike the family situation upon which we model our training procedures, the College by necessity, has teachers working together to train a larger number of children. To facilitate the necessary communication on issues of unacceptable behaviour, the following mechanisms are required.

### **10.1. Communication with parents**

10.1.1. It is important that parents are informed of the attitudes and behaviour of their children and the actions taken by the College to correct them. College staff should make an effort to work with parents and to gain their active support in the management of students. With this in mind the following communication channels are recommended:

- All detentions should be clearly noted in Detention Register, and a Detention Notice will be sent home for parent perusal and signature with comment as needed.
- Teachers should phone parents when they become aware of a significant ongoing concern with a student's behaviour patterns.

- The College will contact parents in the process of pursuing the application of disciplinary action or in the process of arranging an In-School Suspension.

#### **10.2. School Correction Records**

The record of the student misdemeanours corrected will be maintained in the Detention Register and regular reports will be accessed by the Principal for consideration of further action.

#### **10.3. Student Files**

If teachers become aware of issues/information that is likely to be of longer-term significance in other teachers' management of the student, they should make a relevant note and put it in the student's personal file.

#### **10.4. Confidential Reports**

In line with *VCCP9.31 - Privacy Policy*, notes regarding student issues about which a number of staff should be informed immediately can be given to the Principal. The Principal will then produce a "Confidential Memo" which will be issued to appropriate teachers and other staff members. One copy will be placed in the student file. Teachers must destroy or securely file confidential memos after reading them; they must not be left accessible to other people.

**APPENDIX ONE: Behaviour Management Table to support the maintenance of a safe supportive learning environment in which all students can flourish.**

<b>Level 1</b> <b>Teacher Managed</b> <b>Behaviours</b> <b>Less Serious Breach</b> <b>(no referral)</b>	<b>Level 2</b> <b>Dean Managed</b> <b>Behaviours</b> <b>Less Serious Breach</b> <b>(Referral from Teacher)</b>	<b>Level 3</b> <b>Executive Managed</b> <b>Behaviours</b> <b>Serious Breach</b> <b>(Referral from Dean)</b>	<b>Level 4</b> <b>Principal Managed</b> <b>Behaviours</b> <b>MOST Serious Breach</b> <b>(Referral from Exec)</b>
	<b>Repeated Misbehaviour at Level 1</b>	<b>Repeated Misbehaviour at Level 2</b>	<b>Repeated Misbehaviour at Level 3</b>
<b>Refusal to participate in program of instruction/non-compliant with routine</b> – failure to bring equipment – work avoidance – non completion of homework or assessment	<b>Persistent work/classroom task avoidance</b> – general disengagement – continued and ongoing incomplete classwork	<b>Verbal Misconduct/Threats to others</b> – racial slurs, swearing directly at others – threats – threatening behaviour including confrontations	<b>Intentional Dangerous Behaviour</b>
<b>Physical Misconduct</b> – wrestling, pushing, shoving, kicking, unsafe play-fighting, throwing objects – unsafe physical behaviour	<b>Aggression toward another student</b>	<b>Bullying / Harassment</b> – ongoing verbal, online, physical abuse – discriminatory language – inciting violence/disharmony – sexual harassment	<b>Possess Prohibited Items</b> – drugs, cigarettes, alcohol, – drug paraphernalia including vapes
<b>Verbal Misconduct</b> – talking back, whispering, laughing, rudeness, ignoring, swearing, teasing	<b>Persistent lack of equipment/materials</b> – not bringing pen, book, workbook, laptop, school diary	<b>Repeated/ongoing non-compliance</b> – defiance – not following uniform policy (Student may need financial support)	<b>Aggression Toward Staff Member</b>
<b>Other Conduct (prejudicial)</b> – inappropriate behaviour – prohibited items (not weapons) e.g. markers, speakers, mobile phone misuse	<b>Persistent Disobedience</b>	<b>Fighting / Physical Misconduct</b> – hitting, kicking, pushing, shoving, biting, spitting, hitting inappropriately, etc. – repeated unsafe play-fighting behaviour	<b>Inappropriate Sexual Behaviour</b>
<b>Disruptive</b> – talking in class – calling out – distracting other students	<b>Persistent Misbehaviour</b> – Defiance – Sexual references/inuendo	<b>Property Misconduct</b> – vandalism of school, staff or another students' property theft of school, teacher or other students' property	
<b>Property / IT Misconduct</b> – taking others students property – looking in other student' bags	<b>Persistent inappropriate use of devices</b> – laptop misuse (games, websites, physical damage/abuse, inappropriate	<b>Misconduct involving object</b> – weapon or object that threatens staff/student safety – Sexual referencing/inuendo	

<p>– <b>inappropriate use of devices (iPad, Laptops, Phones)</b></p>	<p>content/wallpapers, taking inappropriate photos/videos, touching another student's device</p>		
<p><b>Dress Code (uniform)</b> – <b>uniform infringement in class and assembly</b></p>	<p><b>Assessment</b> – late completion – non-completion – academic misconduct as per school assessment policy</p>	<p><b>Truant/Skip Class</b> – deliberately leaving class/school grounds</p>	
<p><b>Late</b> – <b>late arrival to class without a note or slip from office</b></p>	<p><b>Persistent Lateness</b></p>	<p><b>Repeated student conflict</b> – ongoing name calling, relationship breakdowns, arguments/disagreements</p>	
<p><b>Student Conflict</b> – <b>name calling, relational breakdowns, arguments, disagreements</b></p>	<p><b>Unsafe curriculum specific behaviour</b> (Hospitality, Sport, etc.)</p>		

# Behaviour Management Flowchart

Observe problem behaviour

Is the behaviour:

Teacher Managed | Co-ordinator Managed | Executive Managed | Principal Managed

**MANAGE BEHAVIOUR**

This Level is issued and monitored by the classroom teacher, following sufficient verbal warning. (Teacher discretion e.g. 3 strikes)

- Options
- Redirect behaviours
  - Warning
  - Utilise TA's
  - Restorative chat
  - Time out
  - Lunch detention
  - Pick up X papers

- Record incident in school diary
- Record in Millennium

White Level Monitoring Card for 3 consecutive lessons – Parents must be informed with School Letter/Phone call home

Teacher Follow-up: Restorative Chat/Detention Phone Call home

If problem behaviour continues and is impacting learning or safety of others, consider timing of sending to Coordinator

Referred to CP / SECONDARY DISCIPLINE

This Level is initiated by the classroom teacher, in consultation with the relevant Coordinator. It is to be monitored by the Coordinator through feedback from the classroom teacher.

- Student interviewed and strategies put in place for subsequent lessons
- Lunchtime detention

Written reflection by student of how behaviour could align more closely to Core Values

Record in Millennium

Letter of concern sent to parents or phone call by Coordinator

YELLOW Level 2 monitoring card (up to 2 weeks), checked by Coordinator daily

If problem behaviour continues and is impacting learning or safety of others, refer to EXECUTIVE

Referred to EXECUTIVE

This Level is initiated by the Executive in consultation with the Coordinator ONLY in cases where the behaviour is severe, or where Level 2 Monitoring Card has not been successful in deterring behaviour.

Written reflection by student of how behaviour could align more closely to Core Values during Sport

Student will not be allowed to attend any Excursion, Incursion, Sport or School Event

Letter of concern sent to parents or phone call by Coordinator

ORANGE Level 3 monitoring booklet to be issued for all classes

In School Suspension may be considered according to Discipline Policy

WARNING SUSPENSION LETTER to be sent home.

Referred to PRINCIPAL

This Level is initiated only by the Senior Executive. Suspension will result where a student has failed to comply with LEVEL 3 Monitoring, or where a student has broken the College behaviour code for Students.

Interview with parents/carers to take place.

- Possible Consequences:
- External Suspension
  - Withdrawal of all privileges
  - Conditional Enrolment
  - Exclusion

If problem behaviour continues and is impacting learning or safety of others, refer to PRINCIPAL

# VCCP6.01 STUDENT WELFARE POLICY

## Rationale

Verity Christian College is committed to providing a safe and supportive environment for its students which include:

- Harm minimisation and security for students.
- Development of the student's social, academic, spiritual, physical and emotional needs.
- Encompassing the mental, physical and emotional wellbeing of the student.
- Empowering the student to make good behavioural choices that encourages others to contribute to the culture of a safe and supportive environment within the College.

## Scope

All staff and volunteers will be made aware of this policy as part of their induction and annual professional development.

## Related Policies / Documents

- *VCCP2.01 - Anti-Bullying (Staff) Policy*
- *VCCP5.1 - Maintenance Policy*
- *VCCP5.3 - Workplace Health and Safety Policy*
- *VCCP6.31 - Child Protection Policy*
- *VCCP6.02 - Anti-Bullying (Student) Policy*
- *VCCP7.01 - Detention Policy*
- *VCCP7.5 - Student Discipline Policy*
- *VCCP9.2 - Emergency Management Policy*
- *VCCP9.3 - Communication Policy*
- *VCCP9.31 - Privacy Policy*



## Legislation / Reference Documents

- *Interactive Management – Teacher Guidelines Policy*

## Definitions

**Safe Environment:** one where the risk of harm is minimised and students feel secure.

**Supportive Environment:** One which fosters the social, academic, spiritual, physical and emotional development of students.

**Student Welfare:** Encompasses the mental, physical, emotional and spiritual wellbeing of the student.

**Student Behaviour:** An expectation of the student to make good choices based on the Christian values and ethos of the College. Where good choices are not made then it is expected that a process of consequence which follows procedural fairness and seeks a restorative outcome.

**Safe Environment:** A safe environment for students is one where the risk of harm is minimised and students feel secure. Harm relates not only to dangers in the built environment, involving such matters as architecture and construction, lighting, space, facilities and safety plans, but also refers to violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification.

In relation to a harm based upon the College facilities, this is minimised through following procedures outlined in **VCCP5.1 - Maintenance Policy** and **VCCP5.3 - Workplace Health and Safety Policy**. In relation to harm based on violence, physical threats, verbal abuse, threatening gestures, sexual harassment and racial vilification, a number of policies have been adopted to minimise these occurrences such as **VCCP2.01 - Anti-Bullying (Staff) Policy**, **VCCP6.02 - Anti-Bullying (Student) Policy**, **VCCP7.01 - Detention Policy**, **VCCP7.5 - Student Discipline Policy** and **VCCP9.2 - Emergency Management Policy**.

**Supportive Environment:** A supportive environment fosters the social, academic, spiritual, physical and emotional development of students. A supportive environment can be described as one in which:

- students are treated with respect, fairness and dignity by teachers, other staff and other students
- members of the school community feel valued
- effective teaching and learning takes place
- positive support and encouragement are provided by members of staff and students
- non-discriminatory and non-confrontational language and behavioural practices are defined, modelled and reinforced by members of the school community
- consultation takes place on matters relating to students' education and welfare.

Students learn, grow and prosper in a supportive environment. The College's Christian ethos and culture will provide an important educational influence alongside the formal curriculum.

Modelling acceptable behaviour both in and outside the classroom enables students to develop the knowledge and skills needed to be positive members of the community. A positive school culture can be influenced by the whole College Community. A whole-of-school approach recognises that all aspects of the school community can impact on students' health and wellbeing, and that learning and wellbeing are inextricably linked. Fundamental to a supportive College environment is building positive relationships and attitudes and behaviours based on equity, respect and responsibility.

In relation to providing a supportive environment, procedures and processes have been outlined in **VCCP2.01 - Anti-Bullying (Staff) Policy, VCCP6.02 - Anti-Bullying (Student) Policy, VCCP7.01 - Detention Policy, VCCP7.5 - Student Discipline Policy and VCCP9.3 - Communication Policy.**

### **Student Welfare**

Student welfare encompasses the mental, physical, spiritual and emotional wellbeing of the student. Provisions for student attendance are integral to providing for student welfare. Student welfare policies and programs are essential for developing a sense of self-worth and fostering personal development. Student welfare could include:

- programs that the school provides to meet the personal, social and learning needs of the students
- effective discipline
- monitoring student attendance and strategies for improving unsatisfactory attendance
- early intervention programs for students at risk
- student, family and community support networks
- opportunities that the school provides for students to
  - enjoy success and recognition
  - make a useful contribution to the life of the school
  - derive enjoyment from their learning



A culture of reward for choosing right actions rather than one that is punitive and looking to sanction the wrong, is the desired ethos of the College. Recognition and affirmation are essential dimensions of the pedagogy of our staff.

### 8.1. Reward System

Good behaviour in our students is recognised fortnightly with a merit certificate which is presented at the College assemblies. Students are recognised for either good work ethics, impressive results, showing improvement or for displaying outstanding character qualities. Merit Certificates are awarded to students for significant achievement in one of the following areas:

- Sustained Christian behaviour and compliance with college standards and values
- Practical Skill
- Improved Assignment work
- An improved test result
- Sustained effort
- Noticeable improvement in an area of learning
- Obtaining a Personal Best
- Community Service

Criteria for issuing Awards:

- Each merit award should recognize just one achievement.
- Merit awards issued are to be recorded by the teacher.
- Merit certificates are printed at school.
- Bronze, silver and gold awards will be badges. Platinum will be an embroidered badge on the blazer.
- A student that spends more years at VCC has a greater opportunity to progress from one stage to another. A student coming in at the tail end of their schooling career does not overshadow the recognition of older students.
- This award system is character building so that no matter which stage the student is at they will have to achieve the basic (earn a merit award) to gain recognition.
- It provides teachers the strategy/tools to inculcate, recognise and reward good behaviour in students.
- Merit stickers are given in class, certificates are presented at chapels and badges are presented at whole College assemblies.
- Certificates are presented at chapels and badges are presented at whole College assemblies.



## **Student Behaviour**

Christian principles form the foundation of the College philosophy. These Biblical principles are incorporated into our overall programme, in conjunction with the very best of what is currently acceptable educational practice. The staff are responsible to the College Council through the principal for maintaining an environment of correct student behaviour and for creating safe, orderly, productive, harmonious, respectful and successful learning environments.

The College will keep abreast of research and developments in behaviour management and pastoral care and is keen to appraise what possibilities exist, as reported in the literature, professional associations and in other leading schools. One of the key references used in improving the student management policy is the ***Interactive Management – Teacher Guidelines Policy*** produced by Behaviour Management in Education.

While the most important agency in shaping behaviour is the family, and then the church community, the College is also a vital contributor to shaping and supporting wholesome self-discipline, the College operates under the delegated authority of the parents.

Correct behaviour will be taught across the curriculum and modelled by the staff team.

College student leaders bear a special responsibility to show leadership by their attitudes and actions in this area also. The College staff put fair and safe behaviour restrictions on student choices. The individual student is responsible for their behaviour choices, they can't blame shift to other people or groups in the community.

Consequences and sanctions for irresponsible behaviour choices will consistently and fairly be applied across the student body. An appeal process will be available when students and/or their parents believe that a situation has not been adequately dealt with based on **procedural fairness**. The staff will make responses to wrong behaviour choices which will not involve a form of physical punishment, emotional hurt or verbal harassment. Corporal correction is prohibited and parents understand that if children present at the College with injuries then a process which may lead to a Mandatory Report being submitted will begin in accordance with ***VCCP6.31 - Child Protection Policy***.

The College strives to maintain a learning community free from sexual harassment, racism and bullying, as well as being an environment free of illicit drugs and theft. Respect and

caring for each other and the property of others are foundational basics of our code, Christian ethics emphasise deferring one's immediate comfort and gratification for others. Wrong behaviour may well not be the problem, it could be the symptom, (e.g. teacher has a poorly planned lesson, which does not engage the student)

The College behaviour management programme is constantly being reviewed and revised and will always reflect the foundation vision and currently acceptable educational practice. The staff team will regularly reflect on policies and procedures and renew practices as is appropriate, and with consideration of input from the student leaders and Student Representative Council (SRC).

### **19.1. Restorative Practices**

19.1.1. The College values restorative justice to restore power imbalances that affect an individual student's relationship with others. Wrong doing primarily causes harm to relationships and the College sees that this needs to be repaired for full progress to occur in resolving issues.

19.1.2. The College values healing and restoration over hurting and punishment.

19.1.3. The process seeks to diminish rejection, shame and alienation and to put in mechanisms to restore pride in the school and in the individual self. The staff and student leaders seek to reaffirm and repair relationships wherever possible.

19.1.4. There is a role for the SRC (when formed) in participation in restorative conferencing. Restorative practice encourages students to appreciate the consequences of their actions on others and to make amends.

19.1.5. In a dispute situation all parties need to be committed to listening to each other in order to achieve repentance, restitution, resolution and reconciliation.

### **19.2. Work Ethic**

19.2.1. The College encourages and supports good work ethics, including positive attitudes, engagement in lesson activities and homework and study practices among students. The regular behaviour management practices are set in place if a student is showing evidence of a poor attitude to study and learning, where all other variables impacting study performance have been considered and eliminated.

## ANTI-BULLYING

Verity Christian College is committed to provide a safe and happy environment for young people that is free from negative or hurtful experiences. All forms of harassment, bullying or discrimination are unacceptable in the College.

### *College Procedures for Dealing with Bullying*

**Step 1:** A student who commits minor or unintentional acts of bullying will be interviewed and counselled by their teacher. If the issue is considered significant, parents will be informed and the student will receive the appropriate minor disciplinary action. The teacher will arrange for an opportunity for apology and forgiveness and will seek to restore the relationship between the students.

**Step 2:** Further or more significant acts of bullying will result in students being interviewed by the Principal and / or College Chaplain. Parents will again be contacted, and the student will be disciplined in a manner appropriate to a serious misdemeanour. Parents will be asked to initiate some counselling processes to help the bullying student deal with their problem.

**Step 3:** If the student continues with bullying behaviour, the Principal will consider requiring that parents withdraw them from the College. This action will be taken if the Principal feels that there has been no positive response from the student to the discipline and counselling process.

**VCC11.61 - Anti-Bullying Information** has more detailed information on anti-bullying and is available from the College office.



# COMPLAINTS AND GRIEVANCES

## VCCP6.4 Grievance/Complaint Handling Policy *A Child Safe School*

### Rationale

As Christians we are exhorted in Ephesians 4 to *'be completely humble and gentle; be patient, bearing with one another in love. Make every effort to keep the unity of the spirit through the bond of peace'*. Jesus taught: *"If a brother or sister sins, go and point out the fault, just between the two of you. If they listen to you, you have won them over. But if they will not listen, take one or two others along, so that 'every matter may be established by the testimony of two or three witnesses.'* *If they still refuse to listen, tell it to the church; and if they refuse to listen even to the church, treat them as you would a pagan or a tax collector"*. (Matthew 18:15-17)

Christians are called upon to resolve disagreements amongst themselves and to *'live in harmony with one another'* (Romans 12:14)

Therefore, if a person has a concern about, or complaint against another member of the College community, the first step is to take it to the person directly and deal with it in a Christ-like manner. If this is not possible, or if it is felt that the grievance is of a more serious nature, the college Principal should be advised.

Verity Christian College adheres to **procedural fairness**. **Procedural fairness** is a basic right of all when dealing with authorities. **Procedural fairness** refers to what are sometimes described as the 'hearing rule' and the right to an 'unbiased decision'.

### Scope

All staff will be made aware of this policy as part of their induction and annual professional development. It is intended that the College Staff and Principal are bound by this policy. Any other parties such as parents and students will have the expectation of abiding by this policy.

Students and parents will also be made aware of this policy via the college's website, Newsletter, Chapel talks and parent meetings.

### Related Policies / Documents

- **VCCP2.01 - Anti-Bullying (Staff) Policy**
- **VCCP6.02 - Anti-Bullying (Student) Policy**
- **VCCP6.7 - Counselling Services Policy**
- **VCCP6.71 - Chaplaincy Policy**
- **VCCP9.3 - Communication Policy**
- **VCCP9.31 - Privacy Policy**

## Legislation / Reference Documents

- **Fair Work Act 2009**
- **A Guide to the Child Safe Standards (Office of the Children's Guardian)**

## Definitions

**Grievance:** a real or imagined wrong or other cause for complaint or protest, especially unfair treatment or an official statement of a complaint over something believed to be wrong or unfair.

## Procedures

### 6.1. General Principles

In an effort to live in accord with the biblical pattern of dealing with disputes, the following will apply in the College community:

- *A great deal of formal and informal communication occurs within the College community as set out in **VCCP9.3 - Communication Policy** and it is not the intention of the College to restrict the relationships that are an important part of the life of the College. In order to minimise the potential for harm to the College and the members of the College community, the principles set out in Matthew 18 should be followed, not in a legalistic way but as a model given by Christ Himself for us to follow.*
- *Where a grievance is in relation to an incident of bullying, sexual harassment or discrimination then the procedures for dealing with these issues are set out in **VCCP2.01 - Anti-Bullying (Staff) Policy** and **VCCP6.02 - Anti-Bullying (Student) Policy**.*
- *The process of this grievance procedure is confidential and any complaints are a matter between the parties concerned and those directly involved in the complaints handling process in accordance with **VCCP9.31 - Privacy Policy**.*
- *The College will provide, where necessary, suitably trained and competent persons such as translators, College Chaplain and/or Christian Counsellor to facilitate a resolution as outlined in **VCCP6.7 - Counselling Services Policy** and **VCCP6.71 - Chaplaincy Policy**.*

The College will seek to address and resolve relevant College-related grievances, complaints and appeals by staff, students and parents in a gracious, God-honouring and timely manner.

In dealing with grievances the following will be considered:

- *Take time to step back and reflect upon the situation. Be prayerful at all stages of the process and look for a win-win solution.*
- *Grievances will be treated seriously and sensitively, having due regard to **procedural fairness**, confidentiality and privacy.*
- *Grievances will be handled without delay and directly with the people involved. For these reasons persons with concerns should raise them as early as possible.*
- *Wherever possible, grievances will be resolved by a process of discussion, co-operation and conciliation. The aim is to reach an acceptable outcome which restores and maintains good relationships.*
- *Support can be provided to the person bringing the grievance and to the person against whom the grievance is made.*
- *No person should be victimised because they raise a complaint or are associated with a grievance.*
- *All parties are expected to participate in the grievance procedure in good faith.*

## **1.2 Formal Procedures**

The following outline the preferred procedural pathways in order to secure a result that is God honouring and restores and builds relationships within the College community. At every stage of the process the goal must be to resolve the issue seeking a win-win result through repentance, forgiveness and restoration.

6.2.1.a. Parent Grievance

6.2.1.b. Special Circumstances – Parental Concerns for the Safety and/or general Welfare of a child/children

6.2.1.c Concerns relating to Staff misconduct

6.2.2. Student Grievance

6.2.3. Staff Grievance

6.2.4. Grievance against a Parent

6.2.5 Grievance against the Principal

### **6.2.1 a Parent Grievance**

1. *Where there is a concern, unresolved issue or complaint then review the facts of the situation. Reflect upon these and if it is necessary to take it further then speak directly with the teacher concerned to discuss the issue. Aim for a resolution that includes forgiveness and look to communicate ongoing progress – if applicable.*
2. *If the issue is not resolved request a meeting with the College Principal to discuss the issue. All parties are to prepare a written report outlining issue/s and any actions taken to date.*
3. *If the issue is not resolved then request another meeting with the Principal and the College Chaplain to discuss the issue.*
4. *If the issue is not resolved a copy of the written report is to be provided to the College Board outlining the issue and any actions taken to date. The Board will consider the actions taken to date and investigate as necessary through consultation with others to determine the next course of action. The Principal will advise the aggrieved parent of the Board's decision and offer help to action the decision where appropriate.*
5. *If the issue is not resolved then the aggrieved party has the right to seek advice from a legal representative.*

### **6.2.1. b Special Circumstances – Parental Concerns for the Safety and/or general Welfare of a child/children**

A parent/ or caregiver may develop a concern for the safety and/or general welfare of a student of the College (or, indeed, a child from within the community). Parents and

caregivers are encouraged to act upon such concerns so as to ensure that the child's needs are addressed.

Parents/caregivers are encouraged to take one of the following actions:

- 1) *If the child is a student of the College, arrange a meeting with the Principal or make contact by telephone, to advise him/her of those concerns. As a mandatory reporter, the Principal will notify the relevant authority of those concerns so that appropriate responses can be "triggered". The Principal will advise the parent when such contact has been made and will provide the concerned parent with the case number. This will occur within 5 days of the Principal being notified.*

*If the Principal is unavailable, or if the concern may involve the Principal, the concerned parent should notify the School Chaplain, or the Chairperson of the school Board via telephone.*

*Concerned adults can be assured that the appropriate level of confidentiality will be maintained at all times.*

- 2) *If matters relate to a child who is not a member of the school, then the concerned parent could ring the College Principal for general advice or make contact directly with:*
  - *The Police via '000' if the child is in imminent danger or*
  - *contact the Child Protection Helpline on 132111 to make a report.*

Concerned adults are discouraged from making any direct contact with the parents/caregivers of the child for which they have concerns.

#### **6.2.1.c Concerns Relating to Staff Misconduct:**

If a parent/caregiver develops a concern that a member of the College staff has, allegedly, been acting inappropriately towards students, then that parent is encouraged to raise that grievance/concern with the College Principal as soon as possible.

Parents are discouraged from conducting their own investigation into such matters as this would create undue stress if the allegations turn out to be false, or could lead to the "tainting" of evidence, when an investigation proceeds into the concerns.

As a mandatory reporter, the Principal will lodge all reportable conduct with the relevant authority and will also begin an on-site investigation into the matters (known as Reportable Conduct.).

The Principal will provide any relevant/appropriate feedback to the Parent within 7 days.

If the concern is about the Principal, then it should be raised with the Chairperson of the School Board –Ps Steven Rand (02 6964 9953), who will initiate the investigative process.

**At the conclusion of the agency investigation:**

Once the head of entity/Principal is satisfied that the investigation has been concluded, they must, as soon as practicable, provide the Office of the Children’s Guardian with an Entity Report that includes:

- in relation to a reportable allegation— information about the facts and circumstances of the reportable allegation, the findings the head of the relevant entity has made about the reportable allegation and an analysis of the evidence and the rationale for the findings,
- in relation to a conviction considered to be a reportable conviction— information about the conviction considered to be a reportable conviction, and the determination the head of the relevant entity has made about the conviction (including whether the head of the relevant entity has determined the conviction is a reportable conviction),
- a copy of any written submission made by the employee,
- information about what action has been, or will be, taken in relation to the reportable allegation or conviction considered to be a reportable conviction, including the following—
  - remedial or disciplinary action in relation to the employee,
  - whether information about the matter has been referred to a different entity,
  - changes to systems or policies,
  - if no further action is to be taken—that no further action is to be taken,
- the reasons for the action taken, including taking no further action; and
- any copies of documents in the relevant entity’s possession that are relevant to the report, including transcripts of interviews and copies of evidence.

### **6.2.2 Student Grievance**

**Students are encouraged to raise concerns that may cause them to feel uncomfortable or undervalued.**

**Students will be advised of their rights to express a grievance if they feel they need to.**

*1. Where there is a concern, unresolved issue or complaint then check all the facts. Reflect upon these and if it is necessary to take it further then encourage students to speak with their parents or Classroom teacher or one of the staff members listed below to discuss the issue.*

*1.1. School Chaplain: Ps Theresa Mataora*

*1.2. Supervisor of Girls: Mrs Roanne Rizzeri*

*1.3. Pastor Steve Rand, Pastor Maika Ravitu or Pastor Rodney Bortolin*

*1.4. Business Manager: Mrs Margo Stone*

*1.5. Secondary Dean Mrs Natasha Greig*

*1.6. Primary Dean Mrs Petra Badenhorst*

*Aim for a resolution such as forgiveness and look to communicate ongoing progress – if applicable.*

2. *If the issue is not resolved then parents should request a formal meeting with the Classroom teacher to discuss the issue. All parties are to prepare a written report outlining issue/s and any actions taken to date.*
3. *If the issue is not resolved parents and student should request a meeting with the College Chaplain to discuss the issue.*
4. *If the issue is not resolved then request a meeting with Principal to discuss the issue.*
5. *If the issue is not resolved a copy of the written report is to be provided to the College Board outlining the issue and any actions taken to date. The Board will consider the actions taken to date and investigate as necessary through consultation with others to determine the next course of action. The Principal will advise the student and their parents of the Board's decision and offer help to action the decision where appropriate.*
6. *If the issue is not resolved then the student has the right to seek advice from a legal representative.*
7. *Students have the right to expect to:*
  - *Be heard*
  - *To receive a response*
  - *Have their grievance investigated*
  - *Not feel belittled, but valued*
  - *To receive a response which is sincere and helpful.*

### **6.2.3 Staff Grievance**

1. *Where there is a concern, unresolved issue or complaint then check all the facts. Reflect upon these and if it is necessary to take it further then arrange a meeting with the staff member to discuss the issue. Aim for a resolution and look to communicate ongoing progress – if applicable.*
2. *If the issue is not resolved request a meeting with the College Chaplain to discuss the issue. All parties are to prepare a written report outlining issue/s and any actions taken to date.*
3. *If the issue is not resolved request meeting with Principal to discuss the issue.*
4. *If the issue is not resolved the Principal, College Chaplain and staff member with the grievance is to provide a written report to the College Board outlining issue and any actions taken to date. The Board will consider the actions taken to date and investigate as necessary through consultation with others to determine the next course of action. The Principal will advise the staff member of the Board's decision and offer help to action the decision where appropriate.*
5. *If the issue is not resolved then the staff members has the right to seek advice from the **Fair Work Commission** or a legal representative.*

### **6.2.4 Grievance against a Parent**

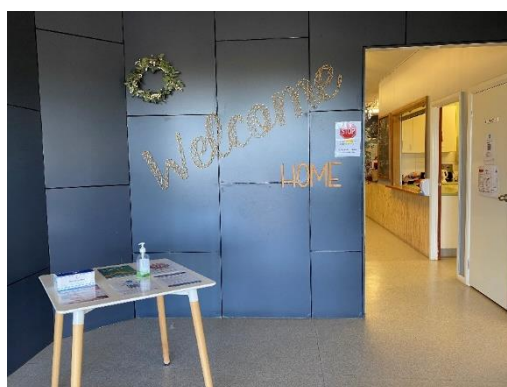
1. *Where a conversation between a parent and a staff member is considered to be threatening, offensive, abusive or inappropriate the staff member is to terminate the conversation immediately. If it is possible seek clarification of the conversation from any witnesses. If it is appropriate after a short 'cooling off' period seek to make contact with*

*the parent and attempt to clear the matter.*

2. *If the issue is not resolved or the matter has been an ongoing occurrence then speak to the Principal about the matter and at the Principal's discretion, the parent is contacted either by phone or by letter regarding the incident of concern. The parent is reminded of the College's Grievance Policy and of its commitment to ensuring a safe work place for all employees and students.*
3. *If the issue is not resolved then a meeting should be arranged between the parties involved including the Principal and College Chaplain.*
4. *If the issue is not resolved a copy of the written report is to be provided to the College Board outlining issue and any actions taken to date. The Board will consider the actions taken to date and investigate as necessary through consultation with others to determine the next course of action. The Principal will advise the staff member of the Board's decision and offer help to action the decision where appropriate.*
5. *If the issue is not resolved then the staff members has the right to seek advice from a legal representative.*

### **6.2.5 Grievance against the Principal**

In certain circumstances a grievance may develop between one of the previously identified stakeholder groups and the Principal of the College. If the concern or issue cannot be resolved between the parties then the party should refer the matter in writing to the Chairperson of the College Board. The Chairperson will then consider the matter and any actions taken to date. The Chairperson will advise the College Board and the Principal of the College of the next course of action to be taken and of any decisions regarding resolution of the matter.



## SEEKING ADVICE

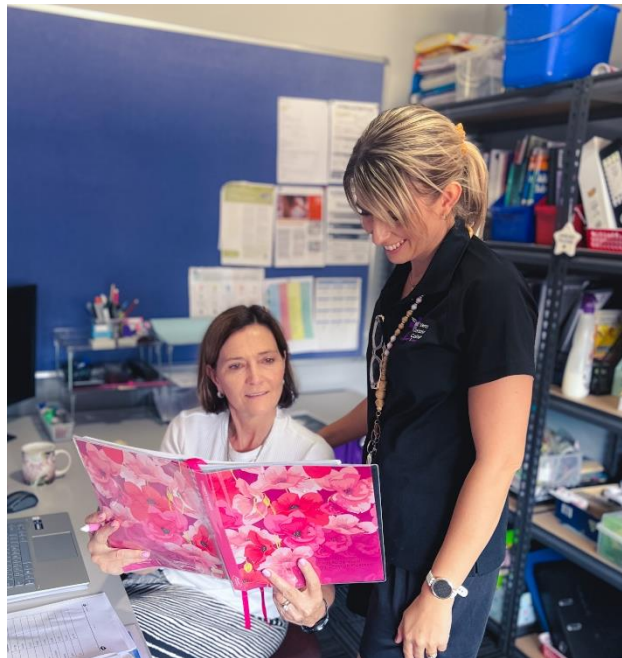
Concern	Appropriate Action
General enquiries	Contact the College office and speak to the Business Manager.
Enrolment enquiries	Contact the College office for an appointment with the Principal or their delegate. School tours are held regularly and can be booked by contacting the office.
Financial enquiries	Contact the College office and speak to the Business Manager.
The welfare or academic progress of your child	Contact the class teacher to organise a suitable time to discuss the issue.
Serious concerns about a student at the College	Contact the College office and request an appointment with the Principal or their delegate.
Change any information relating to your child e.g. legal documents, custody issues, change of address , emergency contacts or medical details	Come to the College office and complete the changes to your details. Please ensure you have supportive evidence for the proposed changes.
Enquiry, feedback or concern in regards to College policy or procedures	Contact the College office and request an appointment with the Principal.
Student late or leaving early on a school day	Come to the College office to sign student in or out. Do not take them directly to or from their classroom. On special days parents will still need to sign their child out by completing a form for the class teacher.
Change to pick up arrangements or late pick up of student	Ring the College office and make arrangements for your child with the Administrator.
Extending student absence for any reason e.g. illness or extended holiday	Contact the College office and inform the Administrator of student return date. This is essential to secure your students enrolment at the College. Documentation may be required.
Translators	Contact the College office to organise a translator for any of your school meetings.
Related to a staff member(s) of the Campus	Contact the Principal or the Chairman of the Board on 02 6964 9953.

## PUBLIC DISCLOSURE OF POLICIES

Verity Christian College Policies are available to parents, carers and other members of the public. The hard copies can be found onsite in the College office at 9 Stafford Rd, Griffith, NSW, 2680 and are available upon request.

Major policies are contained in the College Information Handbook. Parents are advised of new policies and changes via the College newsletters. The handbook can be found online at our website. [www.vcc.nsw.edu.au](http://www.vcc.nsw.edu.au)

Policies in detail will become available on the website as they are completed.



## TEACHING STAFF PROFILE

The NSW government requires that this report details the number of teachers in each of the following categories:

a) have teaching qualifications from a higher education institution within Australia or as

recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines

b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications

c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:

- to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and

- as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.



## Teacher Standards 2024

The following table sets out the number of teachers who fall into each of the categories determined by the NSW Education Standards Authority.

	Teacher Qualification	Number of Teachers
a	Those having formal qualifications from a recognised higher education institution or equivalent	16
b	Those having graduate but not a formal teaching qualification from a recognised higher education institution or equivalent	1

The following information describes the staffing profile for 2023:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
17	26	43

\*This number includes Fulltime teachers and part-time teachers

Percentage of Staff who are Indigenous	2%
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# PROFESSIONAL LEARNING

It is essential that each member of staff remain up to date with their knowledge and understanding of the latest trends in educational philosophy, quality teaching and student welfare, curriculum content, and the policies and procedures of the school and educational authorities which provide the broader framework within which we operate.

At all times, the focus for teacher professional learning is on enhancing the educational experience of the children entrusted to our care and on providing a safe and nurturing environment within which each child can flourish in the use of their God-given talents and abilities.

During 2024, staff were involved in the following areas of professional learning;

- *Monitoring and review of school policies and procedures;*
- *Mandatory Child Protection updates;*
- *Review of Quality Teaching Framework in conjunction with Explicit Teaching strategies and the work of Barack Rosenshine;*
- *New Staff Induction;*
- *School Data Management System –Compass - Advanced Training;*
- *First Aid Training;*
- *Data Analysis Training – NAPLAN;*
- *Several Staff undertaking personal training – 2 in teacher training*
- *Curriculum Differentiation;*
- *MEA (CSA) training;*
- *Sports leadership and organisational training;*
- *School Accreditation;*
- *Soundwaves training for Primary;*
- *Adolescent Mental Health*
- *COMPASS training session*
- *Secondary Mathematics Curriculum*
- *Teacher Accreditation*
- *School finances –linked*
- *Numerous Professional Readings Provided ensuring Curriculum Alignment*



# NAPLAN

We are not required to publish the results of the NAPLAN testing due to the very small cohorts attempting the tests and the related privacy issues, however year 5 were reported as having achieved the highest results in the Riverina region.

NAPLAN testing was undertaken by students in Years 3, 5, 7 & 9.

Students were well-prepared for the testing, having been made very familiar with the formats and expectations of each of the tests. Students had also undertaken practice testing so as to ensure their familiarity with requirements.

Some very pleasing results were achieved by several students across the cohort groups.

Parents have received a detailed set of results for their children from testing authorities.

Staff have now analysed the results in order to identify areas of strength and those which may require remediation.



## GOALS

<b>Faith</b>	
<b>Goal</b>	<b>Actions &amp; Achievements</b>
1. <i>Expressing Faith in Action to the Community</i>	Student organization of community involvement –eg Biggest Morning Tea, Community ANZAC Commemoration Service.
2. <i>Growing the number of students leading Chapel Services</i>	Primary Classes rostered to lead Chapel services and to give related presentations. (Achieved and ongoing)
3. <i>Reorganisation of Chapel and Devotional Program providing for wider involvement and greater effectiveness</i>	<ul style="list-style-type: none"> <li>• <i>Staff planning/Organising Team to be established (Achieved and ongoing)</i></li> <li>• <i>Chapel Services to be interspersed with devotional sessions/pastoral care sessions. (Achieved and ongoing)</i></li> <li>• <i>All staff leading a pastoral care group. (Achieved and ongoing)</i></li> </ul>
4. <i>All students to have a copy of their own Bible for personal reference</i>	Planned for 2024. Edition identified; order placed.
5. <i>Increased involvement of church Pastors in Christian Studies, Chapel and devotional program</i>	Achieved- Two additional Pastors are now involved in these programs which also serve to strengthen ties between church and home.
6. <i>Staff morning Devotions to be held regularly –at least twice per week.</i>	Achieved/Ongoing
7. <i>Establishing an ongoing link/partnership with another Christian School to facilitate inter-school visits and a sharing of ideas and experiences.</i>	Achieved –Partnership established with Mt Annan Christian School. Annual visits organised.

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<sup>16</sup> Wisdom is worth much more than gold. Understanding is worth much more than silver.

Proverbs 16:16 ERV

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<b>Learn</b>	
<b>Goal</b>	<b>Actions &amp; Achievements</b>
1. <i>A full range of policies to be developed by staff for assessment, student management, teaching and learning expectations for Years 11 &amp;12</i>	Achieved plus ongoing monitoring and evaluation
2. <i>Best Practice Pedagogy –College formally adopting explicit teaching (in conjunction with the Quality Teaching Model) as preferred Pedagogical Models.</i>	All staff to be trained in the Explicit teaching model. All staff to begin implementing related strategies –all intended to build greater engagement of students and improved learning outcomes. (Achieved and Ongoing).
3. <i>In conjunction with the above, the staff are to be immersed in the model as espoused by Barack Rosenshine. His ten step model to be adopted as school policy. Whole staff PD to be undertaken via staff meetings.</i>	
4. <i>Technology training for staff so as to make the most effective use of new technology in teaching and learning.</i>	<ul style="list-style-type: none"> <li>• <i>‘Clevertouch’ training undertaken</i></li> <li>• <i>In-school training provided by technology mentor in staff meetings.</i></li> </ul> <p style="text-align: center;">(Achieved/Ongoing)</p>
5. <i>Exploring facilities for expansion into a new campus for our senior school.</i>	<ul style="list-style-type: none"> <li>• <i>Ongoing</i></li> </ul>
6. <i>At least half of the staff trained in the delivery of First Aid</i>	<ul style="list-style-type: none"> <li>• <i>Local provider engaged for delivery. (Achieved, remainder of staff to be trained in 2025)</i></li> </ul>
7. <i>Preparation/ongoing training for staff in relation to new primary syllabus and reading program (Soundwaves).</i>	<ul style="list-style-type: none"> <li>• <i>Achieved/Ongoing</i></li> </ul>
8. <i>All staff to be trained in the use/analysis of NAPLAN data in order to most effectively target student needs.</i>	<ul style="list-style-type: none"> <li>• <i>Achieved/Ongoing</i></li> </ul>
9. <i>First HSC Cohort to move through College</i>	<ul style="list-style-type: none"> <li>• <i>Achieved</i></li> </ul>
10. <i>Targeted Support – Appoint a support teacher learning assistance and at least 2-3 additional support staff to provide for the needs of targeted students</i>	<ul style="list-style-type: none"> <li>• <i>Appropriate appointments made. Ongoing</i></li> </ul>
11. <i>Targeted Support – Intensive learning for identified students (with appropriate interventions)</i>	<ul style="list-style-type: none"> <li>• <i>Improved confidence of students achieved.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Improvements in work quality noted.</i></li> <li>• <i>Ongoing through to evaluation stage.</i></li> </ul>
<p>12. <i>Targeted Support – Review and amend support plans/ILPs for targeted students</i></p>	<ul style="list-style-type: none"> <li>• <i>Ongoing monitoring of student progress against ILP targets;</i></li> <li>• <i>Regular meetings with parents to discuss progress and modify ILPs</i></li> </ul>
<p>13. <i>Targeted Support – Access to resources to enable equitable engagement with school</i></p>	<ul style="list-style-type: none"> <li>• <i>Reading resources purchased which foster increased engagement with reading and provide greater challenges for students. Achieved.</i></li> </ul>
<p>14. <i>Targeted Support – withdrawal lessons for students requiring additional English Language support. Access appropriate professional learning for supporting EALD students.</i></p>	<ul style="list-style-type: none"> <li>• <i>Considerable success in this area with program being wound back in 2024 as students involved have demonstrated considerable growth</i></li> </ul>
<p>15. <i>Staff Professional Learning related to differentiation of lesson materials/delivery to more effectively meet the needs of all students.</i></p>	<ul style="list-style-type: none"> <li>• <i>Staff more able to employ differentiation strategies in their teaching. Students more fully engaged. (Ongoing).</i></li> </ul>
<p>16. <i>Expansion of Sport Program to include greater involvement at State level. Applications for available grants</i></p>	<ul style="list-style-type: none"> <li>• <i>Achieved/Ongoing; Sporting Schools grant obtained to support swimming program; 8 students selected to represent at state level.</i></li> </ul>
<p>17. <i>Strengthen Student performance in relation to literacy and numeracy measures</i></p>	<p>-continue with across the board testing of all students using a range of measures –Burt Reading, South Australian Spelling Test, NAPLAN practice tests and others to gather a range of data for analysis and response by staff. Year 5 students</p>

	achieved highest NAPLAN scores in Riverina Region. ((Achieved and Ongoing)
<i>18. Continue to Improve lesson differentiation processes to better cater for all learners</i>	-Staff Professional learning and Collegial discussions -Monitoring student's self-evaluations, overall performance and engagement with learning. (Ongoing)
<i>19. Growth of the Library Collection to cater for student interests and curriculum requirements</i>	-students have input into book/resource selection -A four hundred new titles were added during 2024
<i>20. Expand the use of technology in lesson delivery –all years</i>	-staff professional learning (Ongoing) -Increase in the number of student tasks completed using technology (Ongoing) -Expansion of S.T.E.M activities -Purchase of more Interactive TV panels. Ongoing
<i>21. Staff using available data to inform teaching practices</i>	<ul style="list-style-type: none"> <li>• <i>Pat Test results and other Internal Assessments eg Burt Reading and SA spelling test (Ongoing)</i></li> </ul>
<i>22. Support for Primary/Infants Musical production for end of year</i>	<ul style="list-style-type: none"> <li>• <i>Achieved: 90% of primary involved; positive feedback generated.</i></li> </ul>
<i>23. All staff undertaking course in Adolescent Mental Health training</i>	<ul style="list-style-type: none"> <li>• <i>Achieved; delivered across school development days</i></li> </ul>
<i>24. Work towards establishment of new campuses – Leeton and local</i>	<ul style="list-style-type: none"> <li>• <i>Ongoing</i></li> </ul>

<b>Lead</b>	
<b>Goal</b>	<b>Actions &amp; Achievements</b>
1. <i>Foster the ongoing opportunities for student leadership training, development and implementation</i>	<ul style="list-style-type: none"> <li>• <i>Student participation in Stand Tall event in Sydney.</i></li> <li>• <i>Student participation in Christian leadership program. (CRU)</i></li> <li>• <i>Growth in student leadership of Chapel services and End of year Celebrations.</i></li> <li>• <i>Implementation of House Captains scheme</i></li> <li>• <i>Student leadership and service at catered events, e.g. BBQs, Harmony Day, and Biggest Morning Tea</i> Achieved/Ongoing</li> </ul>
2. <i>Restructure School Executive to provide foundation for school growth and development</i>	<ul style="list-style-type: none"> <li>• <i>Introduced the executive positions of Dean of Primary School, Dean of Middle School and Dean of Senior School to support and guide the academic program and pastoral/welfare program of each section of the school.</i> Achieved/Ongoing</li> </ul>
3. <i>Staff training in alternative timetabling and curriculum structures in preparation for secondary changes and school expansion.</i>	<ul style="list-style-type: none"> <li>• <i>Staff demonstrating understanding of alternative timetabling and curriculum via discussion and questioning. (Ongoing)</i></li> </ul>
4. <i>Staff begin training for move to Compass platform</i>	<ul style="list-style-type: none"> <li>• <i>Achieved/ongoing—adding applications</i></li> </ul>



## ACTIONS UNDERTAKEN TO PROMOTE RESPECT & RESPONSIBILITY

Verity Christian College works in a close partnership with its families to foster the development of the values of respect and responsibility in our students. As a Christian school, these values and character traits are at the heart of our work with our students. Students must understand the meaning of these qualities and how each of us can demonstrate respect and responsibility towards ourselves, other students, staff, family members, friends, the broader community and within our church communities –particularly through showing kindness, caring and trust and by undertaking service to others. Students need also to understand that with respect comes the responsibility to be seen as being a person of good character.

Our actions to promote the development of these character qualities included:

- *Making reference to Christian values during daily Chapel services and during our Christian Education classes –particularly focusing on how those qualities can be demonstrated;*
- *Personal Development/Health lessons include context related to building respect for self and others and for identifying personal responsibilities in different situations; (Ongoing)*
- *Encouraging respect for leadership. Students are encouraged to seek out leadership opportunities even in “simple” situations such as managing in-class group work as well as in sporting activities;*
- *As a small school, all students, K-12, are encouraged to be inclusive of each other in their activities and to recognise the special gifts, talents and qualities that each can bring to an activity eg within a dance group;*
- *Students are encouraged to offer assistance to others when they see an opportunity –eg to a younger student who may need help with a task.*
- *Students are expected to show respect to adults by standing and greeting adults when they enter the classroom;*
- *Participation in Refugee Week activities in conjunction with local community committee;*
- *The College encourages its students to recognise the contributions and sacrifices made to our country by other groups throughout our history. Our celebration of*

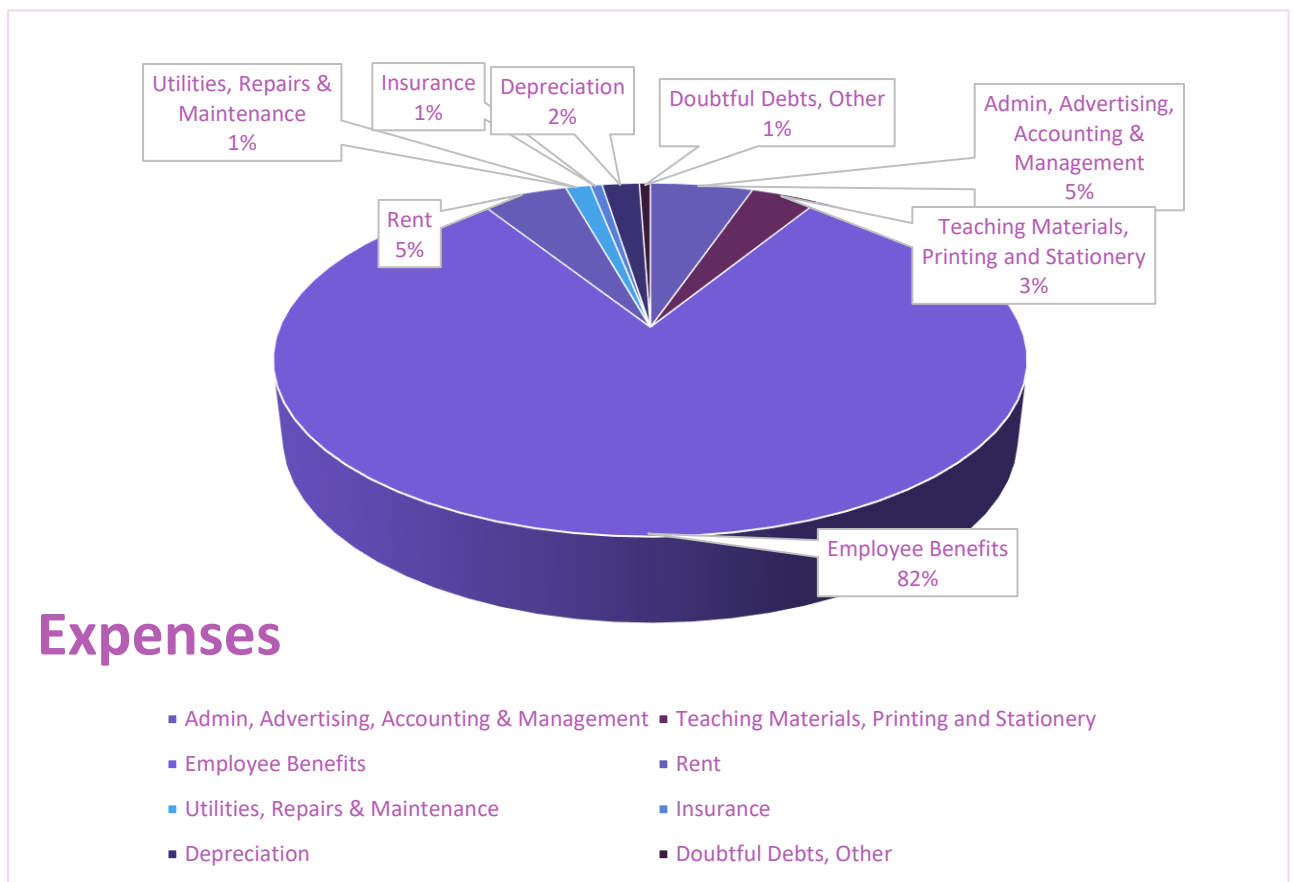
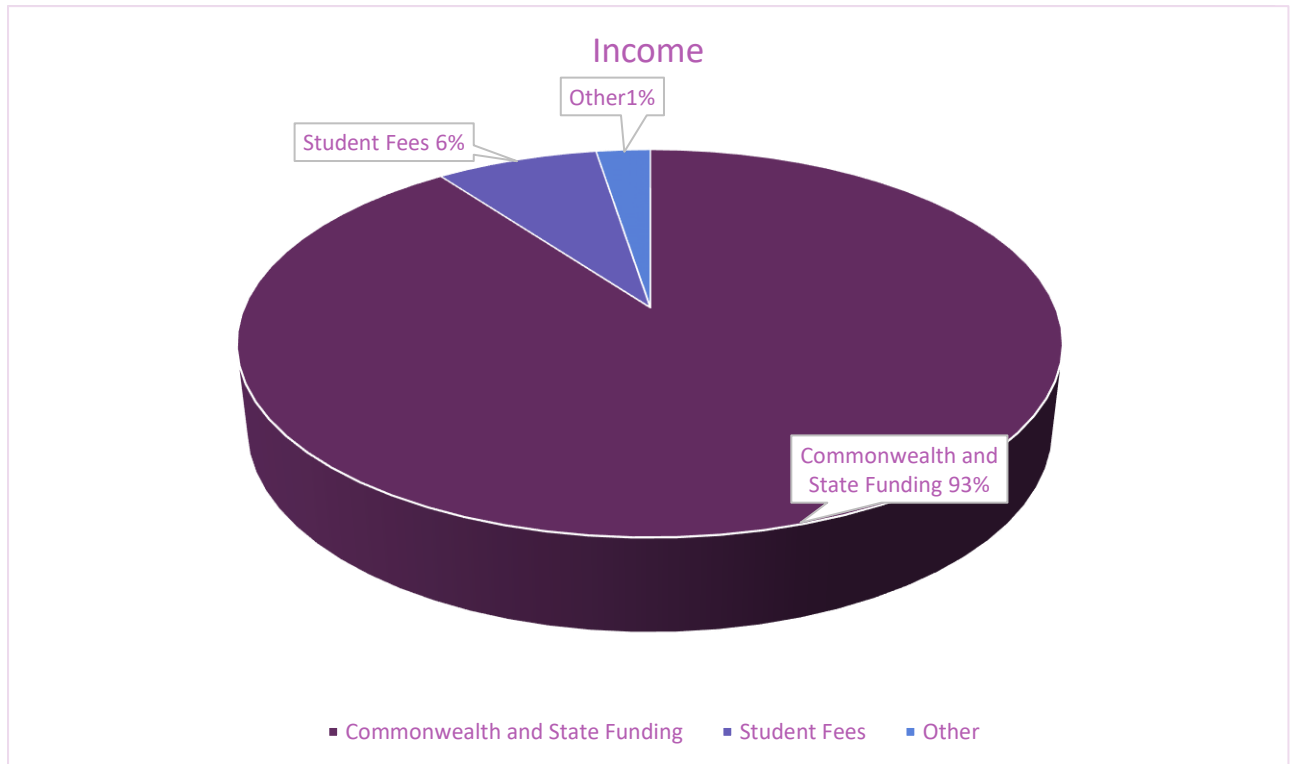
*Harmony Day is seen as one of the most significant events in our school calendar. The day is shared with parents and grandparents and other friends of the College with our students taking on a variety of roles during the day. In addition, the College actively commemorates ANZAC Day and Armistice Day with significant services and other activities and with students participating in the community march. (Ongoing)*

- *The College also gives recognition, through its award processes, to those students who demonstrate respect, responsibility and other positive qualities while participating in school activities.*
- *Students are encouraged to observe appropriate safety measures when undertaking all College activities –both onsite and offsite including sporting and academic excursions.*
- *Students are encouraged to meet time restrictions related to the completion and submission of set work.*
- *Encouraging care and respect for the environment by keeping the school grounds free from litter and by recycling drink containers using money raised for charity donations.*
- *Whole school support for the Biggest Morning Tea raising funds for Cancer research.*
- *Sponsorship of two overseas children via participation in the Compassion Program.*
- *Students actively encouraged to wear school uniform as an indicator of respect for their college.*
- *All primary classes on a rotating roster to lead morning Chapel services once per week.*

*These are all ongoing activities which have been built into the ethos of the school.*



# FINANCIAL REPORT



## VCC STAFF SATISFACTION DATA

These are questions asked of our staff as a survey. The answers received were collated to give us the following results.

Statement	Average Rating (5 being the most)
I am able to find time in my week to spend time with family and friends	3.3
I can manage my workload	3.2
I find time for self-care (eating, sleeping, physical activity)	3.1
I am able to "wind off" from work and not dwell on work-related issues.	2.9
I know what is expected of me at work	3.7
I have the resources and equipment I need to do my job effectively	3.6
I feel like I am doing well at my work	3.4
I am provided with training opportunities related to my role	2.8
I Feel like my achievements at work are acknowledged	3.6
I feel I can express my feelings honestly	3.6
Changes are introduced in a considerate way to support wellbeing	3.5
I feel safe in school	4.4
Staff have good relationships with each other at school	4.0
I feel confident in communicating with parents and carers	3.9
I am treated with respect at school	4.3
I feel responsibilities are shared equally among staff members at my school	3.1

There is no bullying in the workplace	3.8
I enjoy coming to school	4.2
I know what to do if I fell anxious or stressed out at school	3.9
I feel that my wellbeing is viewed as important	3.6
I feel noticed and appreciated	3.9

## VCC STUDENT SURVEY

(Whole school)

	YES	SOMETIMES	NO
My teacher expects me to do my best	98%	2%	0%
My teacher believes that I can do well at school	90%	10%	0%
Students are rewarded or acknowledged for appropriate behaviour	61%	37%	2%
My teacher expects students to pay attention	86%	14%	0%
I know who to ask for help at this school	71%	18%	12%
My teachers gave me enough help to settle in at this school	67%	29%	4%

Thank you everyone for your feedback. If you would like to offer more feedback please send through an email or see the office.

Email: [office@vcc.nsw.edu.au](mailto:office@vcc.nsw.edu.au)

Ph: 02 6964 9953