

2021

Verity Christian College ANNUAL REPORT



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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

Hello everyone.

This is the already the fifth occasion that I have had the opportunity to share with you some insights into the work and operation of our terrific school—Verity Christian College.

It has been a humbling experience to have been the first principal of the college and to have guided its growth and development to the point that we have currently achieved. I still remember, with great fondness, the first group of sixteen students who began their education with us at the start of the 2018 school year. They were supported by two and a half teachers and an educational assistant.

We will begin the 2022 school year with about 120 students (and still growing) and over 20 full-time and part-time teaching and support staff). Several of the original group of students are still with us having now moved into our secondary department for which we gained full registration and accreditation during 2021. At this stage we can now have students study with us through to Year 10. Our target will be to offer Years 11 and 12 from the commencement of the 2024 school year (with 2022 being a year of consolidation of our work to date).

In relation to buildings, we began with just two classrooms which were a part of the main church building. During 2021 we were occupying nine classrooms, with two further rooms—a technology centre and science lab—under construction for occupation during 2022.

In all of this growth, we have been guided by God's hand. We feel His presence in the college everyday as we work to support our students on their journey of building their faith and trust in God and his mighty works. We will always view Verity Christian College as being God's school in which we have the privilege to work each day and to be able to guide our students towards holding a Christian world view with Christ being at the centre of their thinking.

2021 was also a challenging year as, along with the rest of the community, we had to navigate our pathway through the demands and restrictions of the COVID pandemic. We found ourselves having to have periods of shut down in line with public health orders and community expectations. Throughout these times I was extremely proud of the teaching staff as they continued to find ways to provide work for our students at home so as to maintain some sense of continuity in the childrens' learning. Parents, too, were very supportive with many expressing their gratitude for the quality of the materials that the staff provided for their children.

Unfortunately, the uncertainties of the pandemic, and the need to keep everyone as protected as possible, meant that we had to curtail several of our normal annual college activities. Sporting carnivals had to be cancelled as did several of our regular awards assemblies. Weekly sport also had to be modified significantly in order for us to comply with health orders and, particularly disappointing, was the necessity to cancel our morning chapel services. I have, personally, missed the sounds of our children beginning each day by singing songs of praise to our Lord and being able to pray together as a whole school as we ask God to guide us through the challenges of the time. However, again the staff were very creative in being able to incorporate worship time in to other aspects of the day.

Of particular importance in the realm of staff Professional Development, is our firm commitment to continue to explore best practices in the field of Christian education. We recognise the trust that our parent community has placed in us to, not only be a place excellent academic learning, but to also be a place where their children can safely and securely encounter Christ and his teachings.

All too often in our community, young people are challenged about their beliefs and practices. This can lead to a point where a young person loses confidence to express their Christian faith for fear of some of ridicule from peers. This is a source of great sadness as so many young people then begin to lose touch with their faith as they succumb to the pressures that can exist in alternative settings.

Verity Christian College prides itself on providing a setting in which students can express their faith free from negative judgements and the pressures to conform to often negative secular influences. As a College community, we want to continue to grow in our capacity to support both the academic and spiritual capacity of the young people entrusted to our care each day.

If I may borrow from an article produced by Christian Schools Australia as it briefly considers the pivotal role of Christian-based education in our community.

“The purpose of Christian schooling is the educational and spiritual development of each child.

Spiritual formation is an essential component of a Christian school education. In a Christian school, students are taught that humankind is made in the image of God. God wishes for us to be fulfilled in life and work, in relationship with him, with each other, and with the world he made for us to enjoy.

Christian schools aim to prepare students to live full, productive and purposeful lives, contributing to the well-being of their families, communities and as global citizens.

Christian schools are communities of grace, belief and practice. The Christian life is a life live in communication with God and others. The development of students in a Christian school takes place in a community.

Christian schools are places of belonging, built on shared values and beliefs, and committed to mutual care and respect. They are communities in which Biblical faith, values and beliefs are formative for the school community and integrated into curriculum, practice and culture.”

The staff of Verity Christian College is proud to reaffirm its commitment towards building its own faith and understanding so that we can best nurture our students towards building their relationship with God. Our staff team will, in 2022, be embarking upon a program of significant professional learning focused on enabling our students lead a productive and purposeful life. We also hope that 2022 will bring with it a return to some sense of normality within our community. In the meantime we must continue to have trust in God’s plan—that he will guide and protect us—and understanding that all things will happen in His time.

To all those listening to or reading this report, I commend to you the work of Verity Christian College. You can be assured of our ongoing commitment to always pursue best practice in Christian education. Please be an advocate for our school and what it has to offer to the Christian community of Griffith. Consider the benefits of choosing a Christian education for your child and be confident in the knowledge that your child will educated in a caring and loving environment which values and responds to, the unique, God-given qualities of each child.

David Fox
Principal



CAPTAIN'S REPORT FOR 2021

You might say that we have only been at this school for a year, but in that time, we have seen and heard some magnificent things.

The way this school is run is so amazing. The teachers and students are so outgoing.

When we first walked through the doors of Verity Christian College we knew that we belonged. We felt so welcomed and felt that there was now nothing to worry about.

That's not the only thing we love about this school, we also love the way the students have a strong faith in God and the way they worship Him. The students use God's word in everyday life. The atmosphere is full of grace. The way teachers and students have a connection with each other is out of this world.

Our school stands for Faith, for Learning and for Leadership. Everyone shows that in the way that they work out conflict, in how they work together and overcome challenges.

Verity means truth. At this school everyone speaks with truth.

At our school it is important that the students know and understand about God. They are taught how to show God's love and grace which we think is one of the most important lessons taught at this school.

The standard we are encouraged to reach every day is to strive for the best. Put in 100%.

Not only that, but the one on one teaching at this school, is outstanding. We have heard that the teachers want us to succeed, to achieve excellence. That is so important.

Verity Christian College is one of a kind. We would recommend this school to anyone so they can see and do amazing things.

Caleb & Luke Rizzeri

School Captains 2021

Verity Christian College



PARENT REPORT

2021 was another year of growth for Verity Christian College. We heard amazing stories of students growing in their faith, as well as growing in their capabilities and confidence academically. We also grew into a school of 95 students which included our first year of having Secondary School students from Year 7 to Year 10.

As I look back, I see a year where we all learnt a lot, strived hard and achieved much.

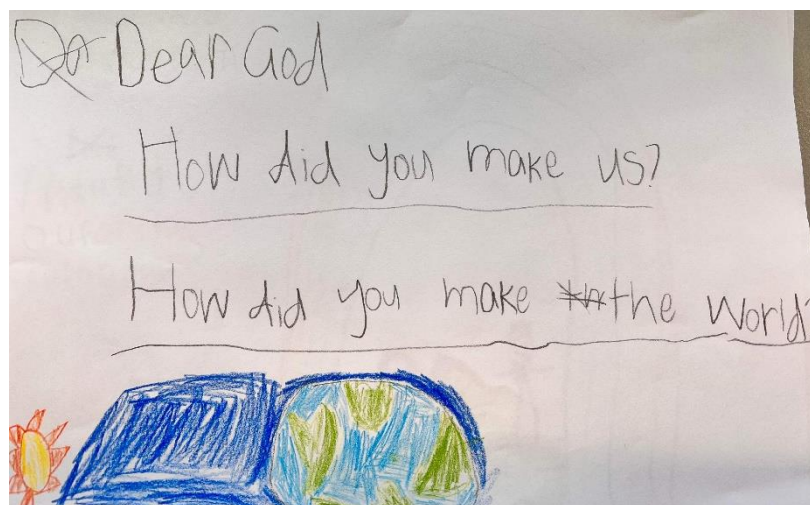
It was amazing to see students that started in Kindergarten in 2018 finish Year 3 in 2021, looking very grown up. We saw the buildings increase, staff increase and the students increase. The greatest joy was in the increase of the Faith, of Learning and of the Leadership of the students.

The stories we heard from families showed us that during a very tough year of Covid lockdowns, job losses, family member's illnesses, and uncertainty in our world, our students turned to their faith and encouraged their families through words, prayers and bible stories. We cannot ask more of our kids than to naturally show their faith and leadership to encourage their families in hard times. We could not be prouder of our students. Thank you so much to the parents, carers, staff and students who make VCC what it is. We appreciate you.

To the VCC Board, and LifeSource church, thank you for your wisdom and Godly guidance as we navigate each stage of our growth and development.

To God be the Glory. Great things He has done.

M Stone



STUDENT SATISFACTION AND PERCEPTIONS SURVEY 2021

This survey was conducted with all students from Years 4 to 10. Several of the students, about 30%, had been with the school since its opening. Most secondary students in Years 7-10 had joined the school this year, with the balance of students having enrolled from various locations and at various times during the 4 year period.

The survey conducted was accessed from online sources with some location specific modifications made.

Some key findings from the survey:

1) *Teacher Feedback:*

Students agreed that a significant majority of their teachers

- *Provided learning outcomes/intentions at the start of the lesson*
- *Provided feedback to students as to how the quality of their work could be improved.*
- *However, the volume of feedback and the provision of learning outcomes tended to decline by the time students were in Years 9/10.*

2) *Questioning:*

60% of students identified that their teachers regularly asked challenging questions in class and took the time to explain things as clearly as required. There were some inconsistencies in this area between teachers, subjects, stages of learning.

3) *Differentiation:*

This was overall an encouraging set of responses with students recognising the efforts made by teachers to provide differentiated tasks during their lessons. A figure of 86% was calculated for classes up to Year 9.

In year 10 however this figure dropped back to around 68%.

4) *Stimulated Learning:*

Across all years around 80% of responses were able to identify that their teachers made efforts to make work interesting/inspiring.

5) *Classroom Behaviour:*

This was a challenging set of data to interpret. Younger students felt that behaviour within their classrooms was generally well-managed with 78% of students recognising that students largely treated each other with respect. Some said that classroom rules need to be more specifically stated and consistently

applied. 94% of students recognised that teachers did communicate, at some stage, high expectations for success and co-operation.

6) Well-Being:

83% of students believed that their teachers were interested in, and supportive of, their general well-being. All students could identify at least 3 adults in the school that they could turn to for individual support if required.

7) Connection with School:

At least 61% of students felt a strong connection with their school most of the time. The balance identified “sometimes” as their strongest response.

8) Managing Bullying:

75% of students said they feel safe at school and felt that the College responded fairly to such concerns –also providing the necessary support for students who might feel bullied. At least 89% of students believed that, on most occasions, students and staff showed respect for the diversity amongst students.



STATEMENTS FROM STUDENTS

What would you tell the world about this school?

It's a good school. We're kind and respectful and care about others.

We're a good place.

It's a safe place.

That this school belongs to God and nothing can touch it.

I like this school.

It's a very loving, caring school. There are good teachers here.

It's very safe and everyone's friendly.

As Christians, we want God's Kingdom to grow.

What would you like to see added to the school?

A bigger oval.

I like it the way it is.

School needs to be a bit bigger.

I want to see a swimming pool added.

More friends and more teachers.

Separate playgrounds for Juniors and Seniors.



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. The vision is to apply to expand into the later stages of secondary education in the near future.

The school currently operates, on the site of LifeSource Church utilising the current buildings and facilities. A building expansion has meant that more buildings have begun in 2020 and will be completed in 2021 to house a new purpose built Library and the new Secondary student classes. Further building will be undertaken as the need arises to include a further range of classes, equipment and resources.

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 14th 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 enrol 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

2020 Attendance by School Year		2021 Attendance By School Year
Year	Attendance	Attendance
1	91%	89%
2	94%	91%
3	88%	97%
4	93%	92%
5	96%	93%
6	91%	94%
7	n/a	92%
8	n/a	93%
Stage 5 (9&10)	n/a	91%

The overall average school attendance rate for 2020 was 90%. The average attendance for Year 1 to 10, for 2021 was 92%. Similarly to 2019 and 2020, in 2021 students were unable to attend if they had any cold or flu symptoms, and/or until Covid testing was complete and results were negative. This impacted the ability to attend school.



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.



DISCIPLINE POLICY

Approach to Discipline

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 thought, 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:

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

Structure for Progressive Discipline and Corrective Strategies

To help keep disciplinary matters structured, thus providing support for teachers and a safe and consistent environment for students where they are aware of expected and acceptable behaviour, progressive procedures are followed which may include such action as the following (adapted to the seriousness of the problem and the age of the student):

- 1. Reminding the student of the School Rules.*
- 2. An official warning.*
- 3. Imposing extra duties or restrictions upon the child; e.g. lunch time detention.*
- 4. Separation from other students.*
- 5. Referral to the Principal.*
- 6. After school detention.*
- 7. Suspension of student.*
- 8. Expulsion.*

The College does not advocate corporal punishment by its staff or a child's parents.



Detention Procedure

Generally detentions will be enforced for the following reasons:

- 1. Homework not completed, not submitted, lack of reasonable effort.*
- 2. Non-compliance of uniform code - grooming, use of forbidden items.*
- 3. Misbehaviour - includes class room behaviour, playground behaviour, and use of improper language, bullying, lying, cheating, disrespect of adults or classmates, disrespect or misuse of school property or wilful disobedience or disrespect of teacher.*

Further information relating to the College's policy on discipline and detention please refer to **VCCP7.01 - Detention Policy** and **VCCP7.5 - Student Discipline Policy**. Both policies are available upon request from the College office.

Parent Notification

Parents will be notified of misdemeanours and detentions served via a detention note.

Suspension

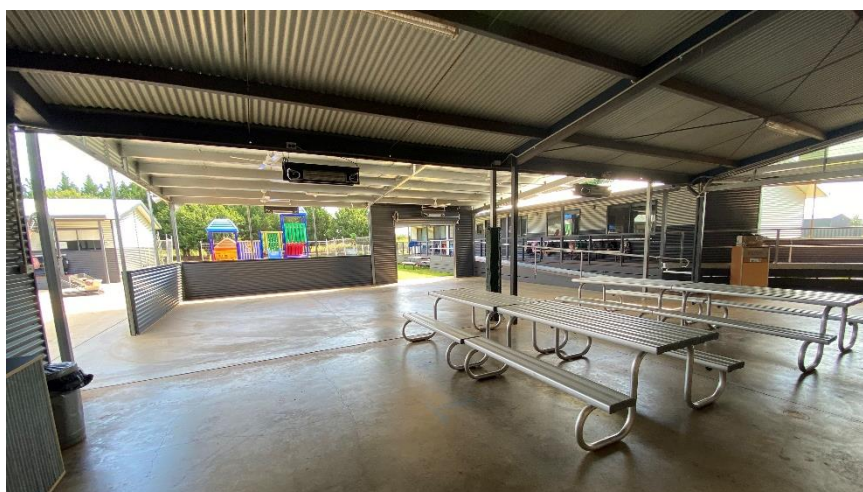
Suspension in itself is not a punishment but rather is seen as an opportunity to develop an appropriate resolution to the situation. The resolution meeting will involve the child, their parent / caregiver, Principal and College Chaplain. A Behavioural Contract may be developed during the resolution process. Failure to comply with the resolution agreement will lead to a further immediate suspension.

Expulsion

Where no reasonable solution can be found to the student's problems the Principal may deem it necessary to have the student expelled.

Counselling

If counselling is deemed necessary for a particular student (or at the request of parents) the student may be referred to an appropriate Christian counsellor in accordance with **VCCP6.7 – Counselling Services Policy**.



VCCP6.01 STUDENT WELFARE POLICY (JAN 2020)

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

Award System					
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6
Merit Sticker	Merit Award	Bronze Award Metallic badge	Silver Award Metallic badge and \$20 Koorong Voucher	Gold Award Metallic badge and \$50 Koorong Voucher	Platinum Award Embroidered pocket on blazer / jumper and \$100 Koorong voucher
Receives this for significant achievement in an area	Receives this award when 3 Merit Stickers have been collected	Receives this award when 3 Merit Awards have been collected	Receives this award when 27 Merit Stickers have been collected	Receives this award when 81 Merit Stickers have been received	Receives this award when 160 Merit Stickers have been received

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).

9.1. Restorative Practices

9.1.1. 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.

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

9.1.3. 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.

9.1.4. 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.

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

9.2. Work Ethic

9.2.1. 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 train 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.

Behaviour Management Process

Kindergarten to Year 10

Green	
<i>Examples of unacceptable behaviour</i>	Possible consequences
<ul style="list-style-type: none"> • Lateness • Misbehaviour of low level in class • Non completion of set task • Non-compliance with uniform/grooming code 	<ul style="list-style-type: none"> • Picking up “X” pieces of litter • Reported by email to Principal • Record of incident into school diary • Record put into teacher’s diary • Isolation within classroom • Additional homework set • Written apology signed by parent required • Supervised lunch time work / detention

Yellow	
<i>Examples of unacceptable behaviour</i>	Possible consequences
<ul style="list-style-type: none"> • Repeated misbehaviour • Swearing • Repeated disruption of lesson • Disrespect towards teacher • Aggressive towards another student 	<ul style="list-style-type: none"> • Yellow behaviour card issued • Student sent to buddy teacher • Lunch time detention • Daily behaviour record card • Parent contacted
Orange	
<i>Examples of unacceptable behaviour</i>	Possible consequences
<ul style="list-style-type: none"> • Repeated misbehaviour at yellow level • Disobedience in front of class to teacher/defiance/rudeness • Vandalism, fighting, racial or sexual harassment • Dangerous behaviour • Bullying, Theft, Absence without Permission 	<ul style="list-style-type: none"> • Sent to office of Principal • Orange card issued • Internal suspension • Parents interviewed • No access to sport or excursions for set period
Red	
<i>Examples of unacceptable behaviour</i>	Possible consequences
<ul style="list-style-type: none"> • Repeated misbehaviour at orange level • Intentionally dangerous behaviour • Possession of prohibited substances or items • Aggression towards a staff member 	<ul style="list-style-type: none"> • Conditional enrolment status • External suspension • Interview with parents • Withdrawal of all privileges • Exclusion

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 Policy 2021 Verity Christian College

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.

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**

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 should be treated seriously and sensitively, having due regard to **procedural fairness**, confidentiality and privacy.
- Grievances should 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 should 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.

6.2. 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

6.2.2. 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.

6.2.2. Student 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 speak with your parents or Classroom teacher to discuss the issue. Aim for a resolution such as forgiveness and look to communicate ongoing progress – if applicable.
2. If the issue is not resolved then request a formal meeting with the Classroom teacher along with the student's parents 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 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 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 aggrieved party has the right to seek advice from a legal representative.

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.

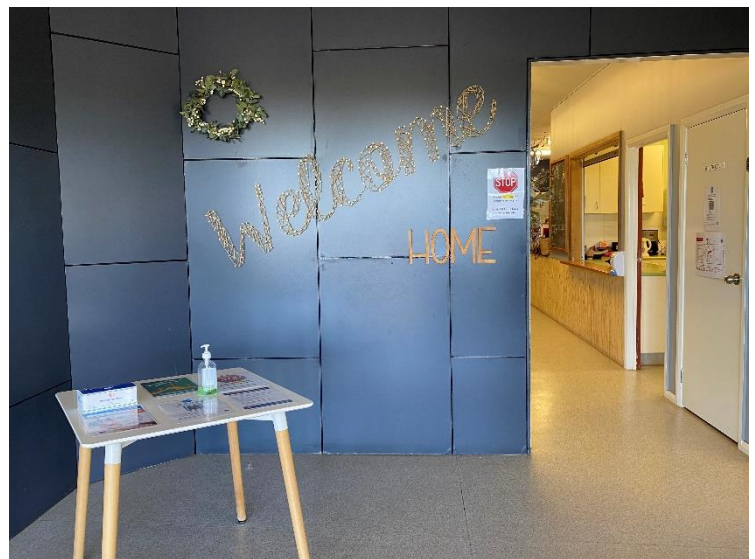
6.2.4. Grievance against a Parent

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.
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

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

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	8.6
b	Those having graduate but not a formal teaching qualification from a recognised higher education institution or equivalent	0

The following information describes the staffing profile for 2021:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
8.6	7.4	16

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

Percentage of Staff who are Indigenous	0
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PROFESSIONAL LEARNING

Staff are encouraged to actively participate in Professional Learning activities designed to enhance their knowledge of current educational trends, and which explore programs and strategies which can be incorporated into effective classroom practice. Effective professional learning empowers staff to most effectively fulfil the very privileged role that they hold in nurturing the educational and spiritual well-being of students. Professional Learning also helps to identify avenues to create a total learning environment which is safe, well-structured, supportive and able to develop students in their God-given skills and talents.

As with so many aspects of school life over the last two years professional learning programs have been disrupted by the COVID pandemic with some desirable programs being cancelled due to lockdowns etc. However, staff at the College have continued to engage with those programs that have continued with several of them becoming school-based in their delivery or technology based via Webinars.

College support staff undertake many of the same activities as do the teaching staff because of the close working relationship that exists between the groups.

During 2021 Professional Learning Activities have focused on;

- *Mandatory Child Protection training with relevant updates;*
- *Classroom management practices;*
- *Exploring technology use in school administrative practices--examining SENTRAL and MILLENNIUM; Selecting Millennium as our system going forward; using Millennium by teaching and administrative staff;*
- *Beginning to explore modifications to/redevelopment of College discipline and reward systems;*
- *Working in a school with a secondary department- how the College will be organised to accommodate secondary teaching (ongoing);*
- *Preparing for accreditation of the secondary section;*
- *Quality Teaching Framework (ongoing); and NAPLAN analysis.*
- *Explicit Teaching, providing quality feedback, formative assessment (ongoing);*
- *Science classroom practice;*
- *Teaching in a Christian School (revisited-ongoing);*
- *Delivering the Sports Program;*

NAPLAN

This year saw the return of the NAPLAN Testing program. The College recognises the value in the data provided by this program as a guide for teachers to be better able to meet the specific identified needs of each student.

The students were well-prepared by staff to tackle the testing program having been familiarised with the tests and their respective formats by the staff beforehand. Some practice was undertaken under test conditions so as to ensure that students would be as comfortable as possible when undertaking each paper.

For our students, this was the final year of completing the test in pen and paper format with the move to online testing occurring from 2022. (Groups of students also undertook the online readiness tests later in the year in preparation for the move to the online format.) Staff also undertook professional learning activities in relation to interpreting the NAPLAN data so as to be well prepared to offer the best possible guidance and feedback to their students.

There were some very pleasing results achieved as well as some results which identified areas upon which teachers can give some focus in the relevant literacy or numeracy lessons. Due to the small size of the cohorts attempting the tests at our College we are not required to publish performance data in case this infringes privacy conditions by being able to identify the performance of individual students.



GOALS

<i>Faith</i>	
<i>Goal</i>	Actions & Achievements
<i>1. To develop and implement a new Chapel program which is more responsive to the needs of each of primary and secondary students</i>	ACHIEVED AND ONGOING MONITORING
<i>2. To provide secondary students with a rigorous Christian Studies program which is assessed and reported upon.</i>	ACHIEVED
<i>3. All staff are to respond to opportunities to discuss issues of faith with their classes. These could be in the form of teachable moments as they arise. Students are to be encourage to see their growing faith as relevant to all aspects of their daily lives.</i>	ACHIEVED AND ONGOING



¹⁶Wisdom is worth much more than gold. Understanding is worth much more than silver.

Proverbs 16:16 ERV



<i>Learn</i>	
<i>Goal</i>	Actions & Achievements
1. <i>To gain accreditation for the award of the ROSA .</i>	ACHIEVED
2. <i>To develop and refine the secondary curriculum offering.</i>	ACHIEVED AND ONGOING
3. <i>To develop an appropriate school reporting system to parents of secondary students. To evaluate the outcome of the reporting process.</i>	ACHIEVED AND ONGOING
4. <i>To support the ongoing growth of the Library as a resource/learning hub within the College.</i>	ACHIEVED AND ONGOING
5. <i>To increase access to technology for all students via additional appropriate purchases.</i>	COMPLETED AND ONGOING
6. <i>To enrich teaching and learning experiences by accessing local community opportunities/facilities and personnel with particular areas of relevant expertise.</i>	ACHIEVED AND ONGOING
7. <i>Staff are to continue to communicate high expectations for achievement by all students.</i>	ACHIEVED AND ONGOING
8. <i>To ensure that all students have access to a differentiated curriculum and related learning experiences to support their work towards the best possible achievement of learning outcomes.</i>	ONGOING COMMITMENT



Lead	
Goal	Actions & Achievements
1. <i>Implement new College Leadership program for students--involving older students mentoring younger students; establish leadership positions and roles for students.</i>	COMMENCED AND ONGOING
2. <i>Identify and define staff leadership positions; role statements to be developed; initial appointments made to some roles.</i>	ONGOING
3. <i>Review monitoring and supervision procedures of staff.</i>	SOME PROGRESS MADE BUT INTERRUPTED DUE TO COVID; CONTINUE TO REVIEW AND DEVELOP IN 2022
4. <i>Ensure that relevant staff are maintaining all reporting and accreditation requirements.</i>	ACHIEVED AND ONGOING



OTHER	
Goal	Actions & Achievements
1. <i>Completion and occupation of classroom Block C</i>	ACHIEVED
2. <i>Planning commenced and work begun on classroom Block D.</i>	COMMENCED AND ONGOING INTO 2022
3. <i>To expand the playing space available for students by making greater use of community facilities during designated break times</i>	ACHIEVED AND ONGOING
4. <i>Staff Welfare--ensure that the staff have access to a reputable Employee Assistance Program to be supported by college funding.</i>	ACHIEVED AND ONGOING
5. <i>To introduce an appropriate data management system to support teaching, learning and College administration.</i>	ACHIEVED
6. <i>To regularly engage with students and their parents/caregivers to ensure that perceived issues are being addressed appropriately, to seek relevant input including maintaining a feel for stakeholder satisfaction.</i>	ACHIEVED/ONGOING
7. <i>To regularly encourage all staff to provide input in relation to perceived issues, possible solutions, innovative teaching ideas, school leadership.</i>	ACHIEVED/ONGOING

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:

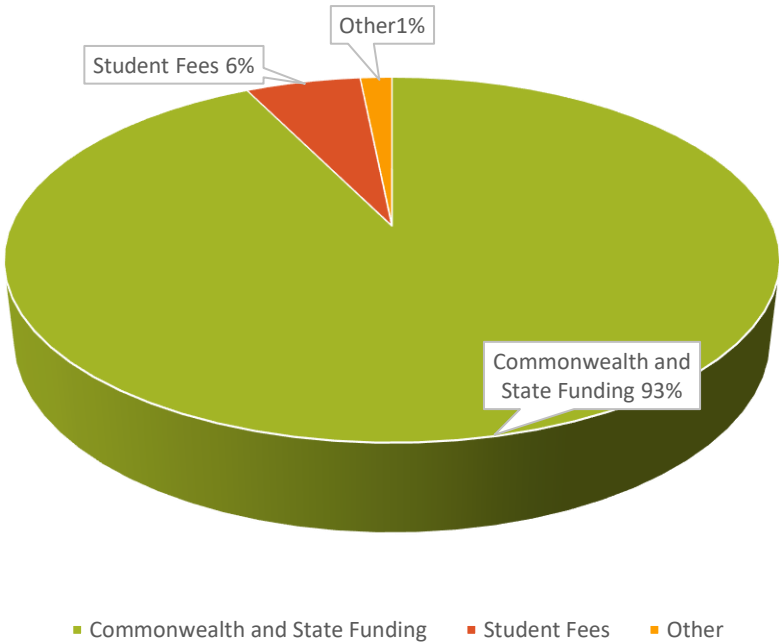
- *Making reference to the values during daily Chapel services and during our Christian Education classes –particularly focusing on how those qualities can be demonstrated;*
- *Personal Development/Health lessons include context related to building respect for self and others and for identifying personal responsibilities in different situations;*
- *Encouraging respect for leadership. Students are encouraged to seek out leadership opportunities even in “simple” situations such as managing lunch tables, in-class group work as well as in sporting activities;*
- *As a small school, all students, K-6, 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;*
- *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.*

- *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.*

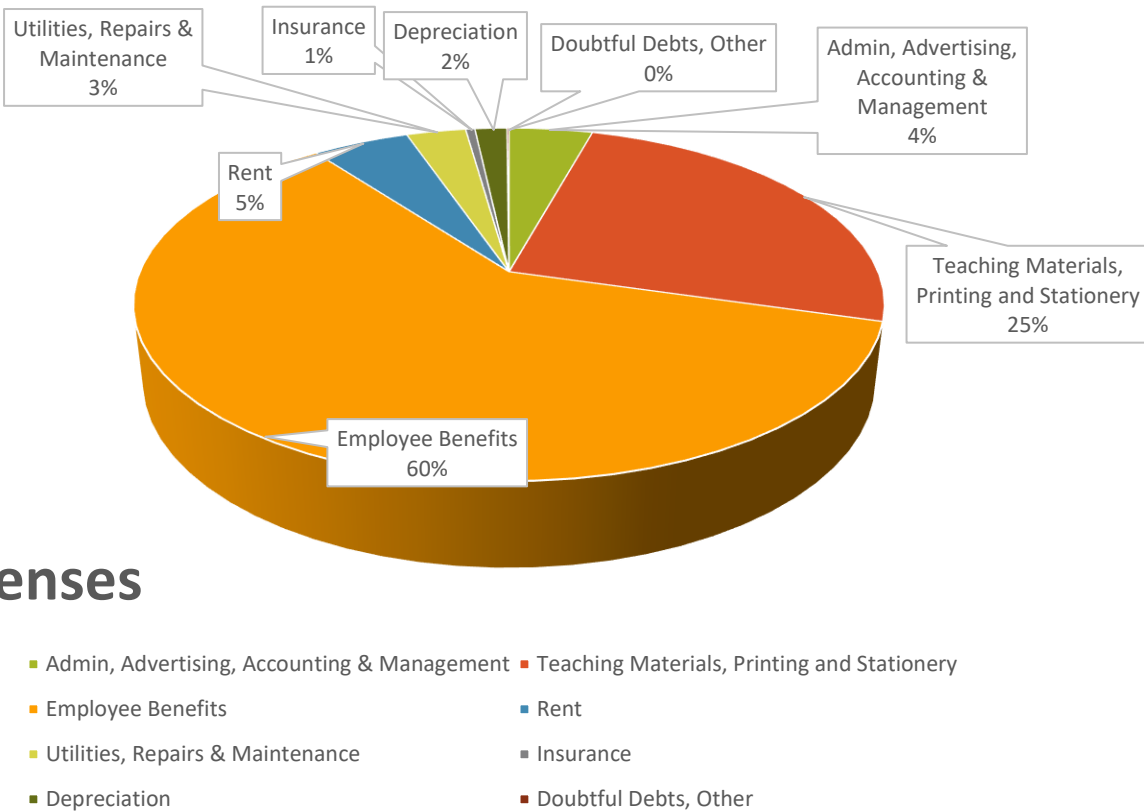


FINANCIAL REPORT

Income



Expenses



VCC FAMILY SATISFACTION DATA

These are questions asked of our families, which were answered anonymously and then collated.

Of all questions answered, here are the results:

Please rate how welcome you feel when you enter our school.

Dissatisfied	Neutral	Satisfied
	7%	93%

Please rate how approachable you feel the VCC staff are.

Dissatisfied	Neutral	Satisfied
	14%	86%

My children are happy to come to school for:

	Yes	Neutral	No
Friends	93%	7%	
School Work	79%	7%	14%
Sports and other activities	86%	7%	7%

Please rate how well informed you feel about the educational progress of your child/children

Dissatisfied	Neutral	Satisfied
7%	14%	79%

Please rate the Spiritual Guidance the school provides for your child/children.

Dissatisfied	Neutral	Satisfied
		100%

Please rate how you feel about the Ethos (feel, atmosphere, character) of the school.

Dissatisfied	Neutral	Satisfied
	7%	93%

Please rate your overall experience.

Dissatisfied	Neutral	Satisfied
	7%	93%

What do you think about the range of subjects? Last year's suggestion of swimming lessons and learning musical instruments, was taken up. The students did swimming lessons at the aquatic centre during 2020. Music has been added to the list of subjects to be studied in 2021.

Dissatisfied	Neutral	Satisfied
		100%

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

Ph: 02 6964 9953

