

College Community

FROM THE PRINCIPAL

Recorded in the book of John is an exciting declaration made by Jesus for every person. Jesus said, "I have come that they may have life and have it to the full" (John 10:10). But what does Jesus mean when he says, "life and have it to the full"? This is a question that the College has been wrestling with throughout 2022 as we continue to contemplate how we might build an environment that enables students to live well now and into the future.

One picture of "life to the full" that we have considered and that we believe to have been a part of Jesus thinking when He made this declaration is the picture of the "tree planted by streams of water" given to us in the book of Psalms. Psalm 1 says;

*Blessed is the one who does not walk in step with the wicked or stand in the way that sinners take
or sit in the company of mockers, but whose delight is in the law of the Lord,
and who meditates on his law day and night.
That person is like a tree planted by streams of water, which yields its fruit in season
and whose leaf does not wither—whatever they do prospers.*

The Psalm begins with the phrase "Blessed is the man". The Hebrew word for blessed is often also translated happy or fulfilled or satisfied. I know when I eat a meal and feel satisfied I often say "I feel full" and so perhaps we could equate the "blessed life" to the "full life" that Jesus was referring to.

The next couple of verses give the specifics of what a blessed or full life looks like. In fact, this Psalm provides us with some beautiful imagery of the full life.

Firstly, we see in this image a tree that is located in an environment where it is being **formed**. The tree is located by a stream where it can obtain all the right nutrients needed for growth. In the Psalm, we read that the blessed man "meditates on [God's] law day and night". The nutrients for the "full life" come from living by **faith** in God's word.

Secondly, we see in this image that the blessed/full life is a **flourishing** life. It is said of this tree that its "leaf does not wither". The full life is not static, rather it is continually growing and developing. Despite the storms that are part of the natural environment of the tree, it continues to produce fruit. This fruit is a sign of the development of resilience and other **virtues** which assist a person to navigate challenges and continue to flourish.

Thirdly, the image of the "full life" captures a person who **favours wisdom**. The first couple of phrases of this Psalm tells us that the person who has a blessed/full life makes an active choice to trust God's plans. Rather than accept the advice of mockers and "stand in the way of sinners" this person takes delight in the **wisdom** found in God's word.

Finally, the blessed/full life is **fruitful**, "yielding its fruit in season". Fruit is a symbol of something that is developed. It is evidence of health and nourishment and then useful in the **service** of others.

Faith, virtue, wisdom, and service; it is these elements that are critical to building an environment that enables every person to live well now and into the future. You will have noticed that these four values sit at the centre of our Building Purposeful Lives (BPL) framework which means that all aspects of BPL present opportunities for us to foster the right conditions for students to accept Jesus' offer of "life to the full".

The 2022 Annual Report captures the ways in which Norwest Christian College has sought to build an environment that leads to young people being able to live life to the full just as Jesus described. The report also captures the fruits of those endeavours and showcases how our combined endeavours as parents, students, and staff result in an impact that is lasting. As such, the Annual Report is a wonderful celebration of all that God has been doing in our community throughout 2022.



I commend this document to you and trust that you are encouraged as you see God at work in transforming the lives of young people.

Felicity Marlow
Principal

FROM THE COLLEGE CHAIRMAN

We have seen a strong year for the College in 2022 with increasing enrolments and a steady growth flowing out of the College's strategic plans for educational excellence, focussed on the values so central to our Building Purposeful Lives (BPL) framework. Most importantly we have seen extremely positive outcomes in the lives of each student, a constant reminder of our calling in Christ.

2022 has indeed been a strong year all round; in student's personal achievements, in learning program enhancements, in expanded services, in accommodation and resourcing and importantly, in our recognition that all this is not possible without a deep faith and commitment from all.

The College continues on an exciting path of growth and change, inspired by that calling. The development of our educational resources is continuing on target with assistance from generous Government funding reflecting the values we hold as a College.

As a College we are well placed for this growth and are about to embark on the next stage of our \$27million capital works program commenced in 2020 to bring a state of art learning environment to our students.

Also, last year we are excited to have initiated Ngarra Christian College for students needing focussed learning, which will have its official opening on 14 June this year. With Ngarra we are planning to accommodate upward of 100 students in a fully integrated on campus school, that will bring a caring and paced learning environment for our students and the fullness of our Christian ethos to play.

The recent revisioning of our College's core values and the Board's continuing exploration of God's call to bring the very best in Christian education is demonstrated in the College's enhanced 2021- 2025 business plan. It focusses on reaching out, encouraging self-awareness, enhancing the individual, and developing a strong Christian ethos in our young students so that they can, each one, confidently tackle the many challenges they face in this complex global society that we live in.

We are also committed to bringing our core values of faith, virtue, wisdom, service, and life skilling, that personifies who we are, to a broader community. Driven by this desire we are seeking to honour God and our community over the years to come in examining the College's capacity to grow beyond its present facility and continue to develop opportunities within the Riverstone Campus to enhance community and learning experiences of our students. God is opening opportunities and calls us to service every day in undertakings that were unimaginable several years ago. It's time to take a big picture vision for our future together.

The direction and future of the College is an exciting journey that we are privileged to be taking together as a community and we look forward to continuing to serve you over the year ahead.

We are truly blessed and thank you to our parents, our students, our staff, volunteers, and Executive for the effort and commitment you bring to make our College a leader in education.

For and on behalf of the Board,

Brian McSweeney
Board Chairman



FROM THE COLLEGE CAPTAINS

With the completion of 2022, it exhibited the ongoing endurance and excellence of the College as the Norwest Christian College community commenced a new year without any interruptions from COVID-19. With new opportunities and goals at hand, the leadership team of 2022 strived to explore each student's potential as we aimed to grow in values, faith, and virtue. Moreover, the growth of the College community post COVID-19 was a predominant element within the College, as our leadership team strived to create better relationships amongst teachers and students alike through events in order to create an atmosphere that was enjoyable and refocused our goals towards a closer-knit community.

This year, the Year 12 Leadership Team aimed to rebuild and form strong relationships within the College, by encouraging community. Norwest will maintain and grow in the way we interact with each other, leading to an environment that students hope to return to. A strong sense of community allows friendships to grow, it provides opportunities for support in difficult times, leads to collaboration and can lead Norwest to improvement and success in unlimited fields such as academics, sport, creative arts, and service. In creating a stronger College community, the Leadership Team of 2022 organised events such as movie night to allow students to come and enjoy a movie with their peers. This encourages a fun-loving atmosphere that not only encourages great results but boosts morale that is infectious. Additionally, members within the Year 12 Leadership Team started the social justice club, where members of Secondary Years could openly discuss their thoughts and opinions on public matters. This encourages students to broaden their knowledge about the world around them and allows voices to be heard from a young age. As well as this, Homework Club from 2021 has continued and hopes to continue into 2023, as it provides a place for students to receive aid with their homework and extends them as learners. Creating a stronger community especially with the College following events after the COVID-19 lockdowns within 2021.

Within 2022, the College provided the students with a brand-new purpose-built facility that was designed to enhance and motivate powerful learning amongst the differing age demographics within the Norwest Christian College community. It accommodates and encourages many variations of learning styles involving multiple collaboration spaces such as the learning stairs, where students and teachers could work in unison to create a better sense of learning and achieve results that are pleasing for the College. Additionally, the learners that prefer to work independently were recognised with the learning street, designed to allow students to complete their work provided and extend their skills and capabilities. This proved to be a successful contribution to the College after the events of COVID-19 lockdowns within 2021. The removal of online learning along with the extension of the new facility created a clear differentiation between the years, leaning towards a better learning environment that allowed HSC students to better themselves and prepare for life beyond the security of school.

With the Year 12 cohort of 2022 wanting to create change that strives for a better future for the College, the graduates began a tradition that aims to teach students the importance of service and giving back to the community. By presenting a gift at graduation that is symbolic to the cohort and leaves the College with a memory of the graduating class. This year's gift was a eucalyptus tree that represents the growth of the community and the class of 2022 as they branch out into a new chapter within their lives. Additionally, this tradition hopes to act as a lesson of service, to teach students the importance of receiving lessons from school they should accept and serve when they can. This new tradition hopes to provide lessons outside of the classroom for students that enable strong minded adolescents that have integrity that can be passed on amongst different people within their lives. Creating learners that not only grow in intellect, but values and morals that can create better opportunities in the future.

Additionally, within 2022 both the College community and the students believed that it was imperative for the College to innovate new designs of the Year 12 jerseys in order to demonstrate that the College has modernised with time and values the input from all students including the graduating cohort. A select few of the Year 12 cohort gathered with a designer and were presented with multiple designs to choose from. Furthermore, this activity created a positive culture within the College with the students liking their new uniforms, wearing it with pride that demonstrated a close-knit community within 2022.



Everyday inspiration can be a major factor in unlocking creativity, boosting productivity, and improving overall happiness. Norwest recognised how important it is for an individual to be inspired by others. The College used murals of historical figures such as Jessie Owens, Martin Luther King Jr, and others in order to represent a diverse community that hopes to inspire and create an environment that is welcoming. Norwest chose historical figures who demonstrate different aspects of BPL. By doing so, Norwest was able to inspire students to try their hardest, but it also gave an example of how important BPL is in real life experiences. The murals did not only inspire but it also brought life to the College by making it look pleasing to the eye. The murals were strategically placed to ensure maximum visibility and enhance powerful learning within the College.

In conclusion, 2022 was a year which implemented many changes after the events of COVID-19. By implementing strategies that drove inclusion, diversity, and opportunities to become powerful learners, it was a year that looked into the future and provided aid in building and growing powerful livelihoods within each individual student. Additionally, Norwest believes that 2022 was a year that resulted in the accomplishment of goals set by the leadership team and believes the leadership team of 2023 will do great things for the community.

Stacey Egerton and Elias Medina
College Captains

FROM THE COLLEGE PARENTS

After 2 challenging years with COVID-19 restrictions resulting in many cancelled events, 2022 has been a fantastic opportunity to be involved in the Norwest Christian College Parents and Friends Association (P&F). We have been able to run all the usual events, as well as the addition of a couple of new events; Donut Day and the Colour Run. Restoring and increasing community engagement has been a key focus of the P&F Executive this year after such limited family involvement possible over the 'COVID years.' We were able to gather important insights into the wants and needs of many College families via our College Survey in Term 1, and this has been a key tool used for planning this year. We have been so encouraged by the overwhelmingly positive feedback received from the College community throughout the year, particularly a marked increase in the number of parent volunteers for events, which increases a family's feeling of belonging and engagement within our College community.

We have also been fortunate this year to host our monthly meetings in the new College Atrium, which is a fantastic meeting area. We have been able to hear from various College representatives during our meetings and enjoyed insight into the different things happening within the College. These meetings have also been used to discuss fundraising plans, community-building opportunities, and volunteer opportunities.

Celebration Morning Tea

The Celebration Morning Tea, held on Friday, 4 February, with excellent attendance, received very positive feedback. It was fantastic to meet so many new and existing parents, and to be able to help some of the new parents to make connections with other parents in their year groups. It was encouraging to hear of so many new parents expressing interest in becoming involved in the P&F.

Know Your Norwest

The Know Your Norwest Event was held on Tuesday, 8 February, with the whole College invited to attend the one event to begin the year together with dinner and take a tour of the new College building. The P&F arranged 575 meal boxes for this event, supported by a group of student volunteers. Again, we received such positive feedback on our contribution to this event and it was really heart-warming to see so many families fellowshiping together over dinner.

Getting to Know Your Norwest

The Getting to Know Your Norwest evening was held on Tuesday, 1 March. This is a College event for new families. The P&F supplied a light supper, and it was fantastic to meet many new families.



Hot Cross Bun Drive

We ran our Hot Cross Bun drive on Monday, 4 April, which was again a very successful event and fundraiser, with over 2000 hot cross buns sold. We had an excellent team of parent volunteers on the day assisting with packing and distributing orders.

Mother's Day Guessing Competition

We held a Mother's Day Guessing Competition with four prizes up for grabs, all generously donated by families within the College community, as well as local businesses.

Cross Country

Although the Cross County is no longer the main fundraising day for the P&F, we are pleased to still be able to attend and supply each student with an ice block after their race and some finish-line decorations.

Discos

The P&F organised and ran 3 school discos during May, which were well attended. The theme this year was 'White' and we were able to use the blue lights and encourage students to wear white clothing to create a fun glowing atmosphere with dancing and snacks. The P&F were ecstatic with the community involvement.

Primary Trim-Trail

The P&F Survey results indicated a high interest in using P&F funds for play equipment for the primary students. The P&F were therefore very excited to speak with the College about the possibility of funding a Trim-Trail playground. This playground has now been constructed and is in use by the Primary students, having been funded by the generous donations made to the P&F by the community. Thank you to all those who participate in fundraising opportunities so that the P&F can enhance the College facilities.

Donut Day

Our first Donut Day was run on 22 August, run in a 'cake-stall' style with Primary and Secondary students able to purchase donuts for \$1 each. This event was a resounding success, with over 2000 donuts sold altogether, which is an excellent result! However, for the P&F Executive, an even more encouraging result was the generous response from parent volunteers, with 25 parent volunteers attending.

Father's Day Guessing Competition

The Father's Day guessing competition was held leading up to Father's Day, with 4 fabulous prizes. For the first time this year, we were able to utilise a new P&F webpage for sales. This is an exciting new forum that the P&F have used and hope to use and further develop in future. A very big thank you to our parent volunteer who designed and set-up this site.

Community Workshop

Based on the P&F survey results, it was very evident that NWCC families are significantly interested in learning about improving mental health, wellness, and building resilience in our children. The Resilience Centre engaged to provide a talk on 'Building Resilience Of Your Children & Young People' by Kylie Warry. Kylie is an experienced presenter and Christian parent herself, provided fantastic, practical information and the feedback from attendees was overwhelmingly positive. This was a free event, available to all College parents.

Colour Run

2022 saw the P&F hosting our inaugural Colour Run. Firstly, and most importantly, to be a fun (and colourful) way for the College community; parents, students, and staff, to come together and build on strengthening our community feel. Coinciding with this event was the final week for Year 12 students. We also provided a fun and creative way to farewell them as a whole College.



Additionally, the Colour Run was designed to enable fundraising to provide additional enhancement and improvement of College facilities. To ensure the Colour Run is accessible to all, it was important to the P&F that there is no entry fee. Fundraising was achieved by a house-fundraising competition, via direct donations and profits made from the sausage sizzle and a small canteen. The Colour Run was a resounding success. Again, for the P&F Executive, one of the main encouragements was noted in the number of parent volunteers involved.

Ongoing Fundraisers

In addition to the above events, the P&F have continued to raise funds via the following:

- Kilpsta – Sale of these magnetic hat-clips for school bags has been very popular this year.
- Entertainment Book – A small fundraising profit has continued to be raised via sale of entertainment books this year
- Stuck-on-You – A small fundraising profit has continued to be raised via commission from sales of these products this year.

The 2022 P&F Executive team wish to thank each of the parents who have contributed their time and talents to our fundraisers and events this year and all families and students who have participated in our events so enthusiastically, building our community and enjoying time on-site again this year. The P&F would certainly not be able to do all of the above things without your engagement. I also wish to personally thank this year's Executive team; Dave Vanags (Vice President / Fundraising Coordinator), Glen Warner (Treasurer), and Louise Rudling (Secretary). Thank you for the way you have worked so tirelessly and generously with your time and energy.

Wendy Lum

President, Parents & Friends Association

FROM THE DIRECTOR, EARLY LEARNING CENTRE

The first five years of life are a crucial time of development as children begin to learn about the world and the foundations for learning and development are laid. Children in the Early Learning Centre (ELC) are engaged in a range of play-based experiences and intentional teaching times which challenge and nurture them academically, physically, socially, and spiritually. Our programs are founded on the principles of the Early Years Learning Framework (EYLF) – "Belonging, Being, Becoming".

In addition to the EYLF we also introduce the children to a range of the BPL dispositions, encouraging the use of these words in everyday conversations between children, parents, and educators.

Our ELC continues to grow each year with 2022 seeing us end the year with almost 130 children. In 2022 we welcomed additional Early Childhood Educators and Teachers to our team including a dedicated Pedagogical leader to support the educators in their planning and documentation of children's learning.

Specialist Activities

The children enjoy a range of specialist activities with the weekly favourite being a visit to the library to borrow some books. Reading is strongly encouraged in the ELC both during our day and at home with parents.

The educators continued to inspire the children with their love of music and singing, joining them each morning for our praise and worship time.



Our priorities for improvement in 2022 included:

Quality Area 1

- Transition times to be a smooth flow for children moving from one activity to another.
- A further understanding of the cycle of planning and reflective practice to ensure that educators are using the cycle to inform practice.

Quality Area 2

- Educators confidently including Child Safe Standards knowledge into their daily practice.

Quality Area 3

- For educators and children to engage in sustainable practices and for these to be shared with families.

Quality Area 4

- Developing the strengths and skills of educators through targeted professional development.

Quality Area 5

- Educators to confidently and consistently implement the Be You program in practice.

Quality Area 6

- To provide families with current resources and relevant community services that will support their parenting and family wellbeing.

Quality Area 7

- Review of the service philosophy and completion of self-assessment.

Assessment and Rating

The ELC and OSHC program regularly review the compliance requirements of the service to ensure that practices and procedures are meeting the National Law and Regulations. A compliance review was conducted twice during the year to gain an overview of daily practice and identify any areas for improvement. The service was involved in a spot check from the Department of Education with minor adjustments required to meet the National Standards in regards to policy review and low grade maintenance. The service was not involved in an Assessment and Rating visit in 2022 however a thorough self-assessment involving educators, families, and the community was undertaken to review the service strengths and identified areas for improvement.

Suzi Scott

Director, Early Learning Centre

FROM THE HEAD OF PRIMARY YEARS

In 2022, the Primary Years had 23 classes across Kindergarten to Year 6, all of which gave students ample opportunities to thrive in their learning.

Camps

Students in Years 3 to 6 attended camps, which provided them with a unique learning experience outside the traditional classroom environment. Being away from home and in a new environment helped students develop independence and self-confidence as they learned to navigate unfamiliar situations. Students stepped outside their comfort zones and pushed themselves to try new things, which led to personal growth and development. Years 3 and 4 attended Camp Toukley and learned to work in teams and collaborate on tasks, which helped students develop important social skills such as communication, cooperation, and leadership.



They also got to appreciate the natural world, which fostered a sense of environmental awareness and responsibility and grew their understanding of God as a creator of all things. Our Year 5 students went to Bathurst to learn more about Australian history, the establishment of rural towns and the discovery of gold. Students also got to visit historical sites and museums. Year 6 visited Canberra, offering our students an immersive civics and citizenship learning experience. Students got to see themselves as part of a broader society, not just of their own town, city, or school community. The visit helps students understand they have rights and responsibilities as citizens of Australia.

Curriculum

The curriculum delivered at the College aligns with the New South Wales Education Standards Authority (NESA) guidelines. All curriculum is taught through a biblical worldview. Staff are involved in creating and developing clear Professional Learning goals that support the learning needs of students, as well as developing skills that improve their professional understanding and practice. Each lesson is differentiated to meet the learning needs of each student.

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. Teachers use formative and summative assessment data to make strong links between planning and future learning.

Staff are involved in detailed review and evaluation of teaching and learning programs, enabling them to support the learning in each classroom. This year we looked at the new English and Mathematics programs, and staff had the opportunity to give feedback on the draft syllabuses.

Academic Priorities

In the pursuit of high academic standards, the College has continued to emphasise the acquisition of essential literacy and numeracy competencies for all students.

Students were encouraged to participate in the Premier's Reading Challenge, with 71% of Primary students completing the challenge this year.

Early intervention is a strong focus for students who require extra support in their learning. Many students receive literacy support through learning programs, using research based, highly effective programs. Students are also supported through Maths groups using an active development of conceptual understanding, reading comprehension support and social skills groups. Students were extended in their learning, with clear differentiation of tasks in the classroom and withdrawal groups for a small group of students in certain areas.

An extension group was established and supported students with high abilities in each stage of learning. These students participated in various learning opportunities to stretch and challenge their knowledge and understanding.

Students in Years 5 and 6 participated in the Da Vinci Decathlon for the first time. Both teams managed to place in the top 16. The Year 5 Team tied for 11th in Code Breaking, and the Year 6 Team tied for 10th in Science.

Primary students from Years 4 – 6 competed in the Western Sydney Regional Tournament of the Minds Competition for the first time. They presented their solution to their Long-Term Challenge and then competed in the Primary Spontaneous Challenge. Our team participated in the Language Literature discipline. This discipline had more schools competing than any other category, we were the only school competing in this discipline who were new to TOM this year. We were proud of the team for taking out the Honours Award.

Specific Programs:

Biblical Studies

Biblical Studies is taught in all K-6 classes by the class teacher. Every day commences with a class Devotion which the class teacher leads, and a chapel service is held every fortnight.



Music

Music activities have significantly enriched the cultural aspects of College life. It has provided opportunities for students to perform and enjoy making music. Students in Year 3 were introduced to the violin in our Strings Program and Year 4 continued with learning the violin in their music lesson. Students in Y4-6 opted in for an elective band program. Stage 3 attended general music classes.

Language

Students in Stage 3 have continued to learn the Chinese language and more about Chinese culture in their weekly lessons from a specialist teacher.

Sport

A Primary Sport Coordinator oversees our Sport Program. The Primary Sport Coordinator teaches Stage 2 and Stage 3 students in Years 3 – 6. Primary teams played cricket, netball, basketball, soccer, and futsal in the Hills Zone Sports competitions. All students in Years 3 – 6 received sports lessons from a specialist teacher for the year, helping to refine skills in this area.

Technology

Kindergarten to Year 2 uses SeeSaw as their Learning Management System. Years 3 – 6 students all use Canvas as their Learning Management System.

Mrs Dee Fulcher

Head of Primary Years

FROM THE HEAD OF SECONDARY YEARS

The Secondary Years is a dynamic and Christ-focused learning community in which students, teachers, and parents engage with one another as we seek to know and love God, pursue our God-given purpose, and to build our capacity so that we might serve Him both locally and around the globe. It is an honour to serve alongside our fantastic teachers as we endeavour to bring glory to God in the way we foster a learning community.

Student Well-Being

Pastoral care structures and processes enhance our ability to meet the learning and well-being needs of each student now and into the future. House Groups and meetings remained on fortnightly rotation to provide students opportunities to make connections across ages. The Year based Mentor Groups allow time to be devoted to wellbeing issues that are tailored to specific stages of development. The Year based structure ensures that we are addressing developmental themes appropriate to each age group and allows for the culture of each Year Group to be developed and shaped in line with College values. The structures in place result in students being sure that they are known well by the Mentor and strengthen ties with their peers.

Student Leadership

Student Leaders interacted closely with staff, the student body, and the local community, growing student voice throughout 2022. Leaders initiated a range of activities, events, College improvement programs, student support, and mediation programs. The Peer Support Program where Year 10 students are trained and apply to be support leaders for Year 7 continued. The Year 11 Leadership Program continues to be a valuable program to develop leadership skills in senior students. During 2022 a Student Representative Council (SRC) was established to provide a further voice for students and provide students across Years 7-10 with a leadership opportunity.



Chapel and Biblical Studies

Mr Julian Elton, as College Chaplain oversaw the teaching of Biblical Studies to students from Years 7 to 12, and the College-wide Chapel program. Mr Elton presented the gospel message freely and fearlessly in partnership with the student ministry team. Chapel was conducted in two sessions, one for Years 7-9 and another for Years 10-12. This allowed for content to be tailored to each age group and provided more opportunities for students to serve in Chapel Bands. The Student Christian Fellowship Group continued under the name of G.O.A.T (God of All Things) also providing students with a further opportunity to develop their relationship with God and enjoy spending time encouraging each other.

Service Learning and Mission

Following COVID restrictions, 2022 saw a renewed enthusiasm to serve inside and outside the College. Each Year Group established links with a charity to support throughout the year. Charitable organisations supported include Compassion, Hands & Feet, Mission Aviation Fellowship, Mission Australia and Samaritan's Purse. Students served in a range of ways including cooking for Blacktown CareVan and assisting students with special needs at South Creek School.

Sport

The College expanded the number of teams involved in the Hills Zone Sports Association (HZSA) and the Christian Schools Sports Association (CSSA). It was fantastic to have a full year of sport uninterrupted. The range of sporting options provide opportunities for students to flourish and develop excellence in a different context, allowing students to develop strengths and interests.

Excursions & Incursions

School excursions and incursions are valuable educational experiences that provide students with opportunities to learn beyond the classroom. These events allow students to explore new environments, cultural institutions, and organisations that they may not have the chance to visit otherwise. Through these experiences, students can see, touch, hear, and experience things in real life, which helps them to understand concepts and ideas more deeply. These excursions and incursions also offer students a chance to connect with their peers and teachers in a different setting. In 2022 excursions included trips to Sydney Zoo, Richmond RAAF base, plays and presentations of HSC works to name just a few.

Camp Program

The camp program is strategically placed in Term 1 to help students and staff form strong relationships at the beginning of the year. Students in Years 7, 8, 9, 10 and 12 all attended camp in Term 1, while Year 11 completed work experience. College camps provide a wonderful opportunity for students to form lasting friendships and in most cases, conquer both mental and physical challenges while extending their own concept of self. Each camp presents its own context for Christian development with commitment from staff and students alike. The five-day Snow Camp for Year 11 students, was a fantastic experience with students learning new skills on the ski fields and strengthening relationships.

Academic Competitions and the Premier's Reading Challenge

Students had the opportunity to enter several external competitions in Science, Writing, Digital Technologies, English, Rocket building and Mathematics throughout the year to enrich their learning. Our students received pleasing results in the Independent International Competitions and Assessments for Schools (ICAS), including Distinctions and High Distinctions across several academic fields. The Premier's Reading Challenge was held across Years 7-9, with several students recognised for their continuous participation throughout their school years with the Premier's medal.

Summary

We are blessed with professional staff who value their opportunities to bring the love of God to their classrooms and interactions with students. As a community of learners, we invest in our faith journey and relationship with God and others, making lifelong connections and friendships. Our community serves others empathetically and compassionately with their gifts and talents at every opportunity as we grow in faith, wisdom, service, and virtue.



Students take ownership of their own learning, function well through change, are prepared to work to succeed on their own merits and align their goals to purposeful engagement. They do so with a high sense of their own efficacy and aiming for excellence in all areas.

The Secondary Years at Norwest Christian College is a place in which students are provided with every opportunity and encouragement to learn, to know and love God, to pursue their God-given purpose, and to grow in their capacity so that they might serve him both locally and around the globe.

Mr Daryl Hinton

Head of Secondary Years

COMMUNITY SATISFACTION

In the 2022 academic year, Norwest Christian College community consisted of 983 students in our Kindergarten to Year 12 cohorts. The gender ratio was close to even with 53% of students being female and 47% of students being male. Whilst 59% of students are known to regularly attend a Christian church, 8% belong to another religion.

Students attending the College come from diverse localities. Bus services provide the means of transport for many of our students. Whilst an increasing number of students are now drawn from very local housing developments, the College's key drawing areas include:

- Riverstone, Schofields, Marsden Park, Box Hill;
- Stanhope Gardens, The Ponds, Rouse Hill, Kellyville Ridge, Beaumont Hills;
- Parklea, Glenwood, Acacia Gardens, Quakers Hill;
- Kings Langley, Kings Park, Lalor Park;
- Kellyville, Glenhaven; Annangrove
- Windsor, Windsor Downs, Bligh Park, McGraths Hill, Vineyard;
- Castle Hill, Baulkham Hills; and
- Glendenning, Oakhurst, Plumpton, Dean Park, Hassall Grove.

Teacher Satisfaction

When asked their opinion of the College as a place to work, many teachers expressed that they:

- believe it is a blessing to work at the College;
- see the College as a wonderful place to work;
- are excited by the vision for the College and the opportunity to provide such high-quality Christian education.

Teaching staff also responded to these questions, as follows:

I expect that the measures in place in my area at the moment will lift academic outcomes over time.

92% agree
8% neutral
0% disagree

The College's daily activity works towards the fulfilment of its vision and mission.

93 % agree
7% neutral
0% disagree



Primary Student Satisfaction

Primary students reported that:

My teachers have high academic expectations of me.

- 96% agree
- 4% neutral
- 0% disagree

I understand the behaviour expectations in the classroom.

- 100% agree
- 0% neutral
- 0% disagree

The College environment is safe.

- 95% agree
- 0% neutral
- 5% disagree

Secondary Student Satisfaction

Secondary students reported that:

My teachers have high expectations of my engagement, class work, and bookwork.

- 76% agree
- 22% neutral
- 2% disagree

I feel cared for by my teachers.

- 65% agree
- 29% neutral
- 6% disagree

The College environment is safe.

- 74% agree
- 21% neutral
- 5% disagree

Student responses indicate that College students feel supported in their learning and encouraged to pursue their academic potential. They feel that their teachers care for them and have high expectations of both their social and learning behaviour.

College Strategic Priorities

IMPROVEMENT TARGETS AND STRATEGIC PLAN UPDATE

2022 was the second year of the College's "The Next Chapter" Strategic Plan, which defines what the College intends to achieve by the end of 2025, with respect to the College's Vision and Mission. The Semester 2, 2022 Strategic Plan update is available as an Appendix here.



College Staff

STAFFING COMPOSITION

In 2022, the College employed 173 individuals with full and part time roles, and engaged 48 casual staff, none of whom were indigenous Australians.

Of the 173 employees:

- 85 were teachers;
- 80 were employed in non-teaching roles; and,
- 9 held formal positions of leadership.

STAFF ATTENDANCE

The attendance of College staff was high at 97%.

EDUCATOR QUALIFICATIONS AND ACCREDITATION

All teaching staff comply with NESA guidelines for teacher graduate qualifications from a higher education institution within Australia or overseas (as recognised within the National Office of Overseas Skills Recognition Guidelines). In addition, all teaching staff are accredited with the NSW Educational Standards Authority (NESA). Throughout 2022, the College had 4 educators who completed their Proficiency status as a NESA Accredited Teacher. A further 2 educators completed post-graduate study in an education-related field.

The College closely monitored changes to professional development requirements following a review by NESA to ensure that staff are informed of implications for their ongoing accreditation. Support was provided to ensure all teachers who commenced prior to 2004 were able to successfully complete their first maintenance cycle in 2022 by meeting a minimum of 100 hours of professional development. The College is also continuing to support staff through providing support accessing relevant and meaningful professional learning which contributes to the 100 hours required each 5 years. Educators are encouraged to seek accreditation at the level of Highly Accomplished and Lead Teacher with additional information and support provided as needed.

EDUCATOR RETENTION

74 of the 85 teaching staff from 2021 returned in 2022, representing a retention rate of 87%.

STAFF PROFESSIONAL LEARNING

The College undertakes to support its staff members in their professional journey and to facilitate opportunities to further individual learning throughout various career stages. Throughout 2022, this principle has been applied via the College's Professional Learning program articulated in the College's Professional Learning Policy. This program requires that each staff member create, maintain, and follow a professional learning plan which is reviewed throughout the year with their supervisor and based on College strategic priorities and Teacher Standards.

Each professional learning plan created by staff contains two Professional Learning goals and the steps that will be taken to achieve those goals. General staff must create two goals that relate to current or projected duties.



Educators are required to create two goals also: one goal must relate to BPL and the other must relate to current College responsibilities. Strategic initiatives developed in the current Strategic Plan also inform goal setting. In 2022, staff were also required to identify a BPL disposition they would like to personally develop during the year as part of the College's commitment to be a Christ-centred learning community.

EDUCATOR'S PROFESSIONAL LEARNING

Throughout 2022, the College's professional learning program for educators has been focused on the pedagogical applications of Building Purposeful Lives. Education staff are allocated to a Learning Hub, which is a professional learning community comprised of approximately five educators. Each Learning Hub engages in a cycle of professional learning detailed in this diagram. Learning Hubs make use of a range of learning materials provided by TLO (The Learning Organisation) while also allowing for each hub to identify other resources that will assist with their own growth. These materials are focused on the way in which educators can coach students in growing learning behaviours that are positioned within the College's teaching and learning framework, Building Purposeful Lives.



In 2022, Learning Hubs were able to complete a cycle of inquiry which focused on developing an enquiry question that was relevant to their own context and meaningful in promoting the intentional growth of learning dispositions. This allowed for educators to implement a range of actions and evaluate their impact. All educators, along with a growing network of other schools, also participated in the 2022 Passengers to Pilots Conference which included input from James Nottingham who has pioneered the concept of the Learning Pit and also provided an opportunity to showcase the findings from each Learning Hub inquiry to a number of guests from other schools and Norwest colleagues.

Additionally, throughout the year, education staff attended a range of external professional development courses, provided by the AIS, TTA, and other professional associations. In 2022 a focus was on providing teachers with support to respond to changes to the NSW curriculum. Educators are required to reflect on professional learning and the way it has impacted student learning. Education staff also liaised with external providers through on-site in-service courses. In 2022 all new educators completed the year-long BPL Induction program which involves progressively applying foundational principles of the BPL framework to teaching.



College Students

ATTENDANCE

Infants		Primary		Secondary	
Cohort	Average Attendance	Cohort	Average Attendance	Cohort	Average Attendance
Kindergarten	95%	Year 3	94%	Year 7	91%
Year 1	94%	Year 4	93%	Year 8	89%
Year 2	94%	Year 5	94%	Year 9	89%
		Year 6	93%	Year 10	87%
				Year 11	91%
				Year 12	87%
Infants	94%	Primary	94%	Secondary	89%
Overall Attendance	92%				

STUDENT RETENTION RATES

Years 10 to 12:

Academic Year	Apparent Retention Rate	Actual Retention Rate
2011	75%	73%
2012	87%	59%
2013	60%	56%
2014	84%	80%
2015	78%	73%
2016	70%	57%
2017	76%	70%
2018	61%	56%
2019	47%	43%
2020	79%	69%
2021	85%	80%



College Achievements

NAPLAN

The National Assessment Program – Literacy and Numeracy is part of a suite of data available to the College used to gauge the types of skills that are essential for children and young people to progress through their school years. These tests cover skills in reading, writing, spelling, grammar, punctuation, and numeracy, providing the College with a valuable ‘snapshot’ of student performance across these learning domains on a given day of the year. Along with a range of other data, including the results of International Competitions and Assessments for Schools (ICAS), Progressive Achievement Tests (PAT) in Mathematics and Reading, and the York Assessment of Reading for Comprehension (YARC), NAPLAN data is used to inform the approach to teaching and learning that best suits the learning needs of the individual, as well as being used as one measure by which students may be assigned to classes.

Band Achievement

Across the College, results are pleasing, showing a much-increased percentage of our students in the higher bands of achievement. These results across all areas demonstrate the impact of an intentional focus by all education staff on Literacy and Numeracy across all Key Learning Areas. The College’s approach to growing engagement with the learning dispositions of our BPL framework, as well as creative and critical thinking through the outworking of academic and cultural quality improvement plans, has seen a positive outcome in terms of the overall results of our students.

Highlights - Band Achievement

The Percentage of Students in Bands Report below provides a high-level view of a school’s cohort percentage in the higher NAPLAN bands for the selected assessment and domain.

Year 3 Cohort: top 2 bands

- 70% achieving in Grammar and Punctuation
- 70% achieving in Reading
- 67% achieving in Spelling
- 71% achieving in Writing
- 51% achieving in Numeracy

Year 5 Cohort: top 2 bands

- 49% achieving in Grammar and Punctuation
- 62% achieving in Reading
- 51% achieving in Spelling
- 37% achieving in Writing
- 45% achieving in Numeracy

Year 7 Cohort: top 2 bands

- 40% achieving in Grammar and Punctuation
- 40% achieving in Reading
- 56% achieving in Spelling
- 36% achieving in Writing
- 47% achieving in Numeracy



Year 9 Cohort: top 2 bands

47% achieving in Grammar and Punctuation

39% achieving in Reading

35% achieving in Spelling

33% achieving in Writing

29% achieving in Numeracy

Average NAPLAN Score by Cohort – Comparison Data

The Average NAPLAN Scores over Time vs Statistically Similar School Group (SSSG)/State report allows for comparison on the College's performance against the State, as well as a like-with-like group based on SSSG. In 2022, the College outperformed statistically similar schools and the State in all year groups across all areas of assessment. As can be seen in the table below, green areas show where we were above the State average and above the Statistically Similar School Group (SSSG) average.

Domain	Year Group	NWCC	SSSG	State
Reading	3	474.2	464.73	446.91
	5	548.5	528.36	514.94
	7	572.4	556.15	550.24
	9	613.7	596.93	586.78
Writing	3	453.3	442.83	433.66
	5	508.7	506.62	493.06
	7	555.2	552.08	540.32
	9	609.9	586.02	569.85
Spelling	3	457.7	442.19	430.09
	5	529.7	523.73	513.72
	7	572.7	565.48	559.06
	9	609	593.36	586.61
Grammar and Punctuation	3	478.2	460.82	446.34
	5	536.1	517.87	508.85
	7	571.3	551.21	544.79
	9	624.6	593.1	585.57
Numeracy	3	442	420.74	410.61
	5	524.2	507.95	499.07
	7	577.4	568.17	560.7
	9	612	600.2	596.38



SCHOOL LEVEL GROWTH

The School-Level Growth report shows how the College has performed by NAPLAN Domains and compares this to State (NSW government schools) and schools' Statistically Similar School Group (SSSG). Growth measures such as these consider the relative progress a student has made over time, and to what extent they have reached expected growth targets. No growth reports can be generated for 2022 as there was no NAPLAN for these same students in 2020.

HIGHER SCHOOL CERTIFICATE

In 2022, 39 students studied the HSC at the College, with all students opting into the formal exam process. The College successfully supported two Life Skills HSC candidates in English. We had students completing courses via Distance Education including Japanese Beginners, Spanish Continuers and Extension History, along with our second cohort of VET students studying Automotive and Entertainment Industry, through our *Key Alliance* partnership. One student also completed the Allied Health course via NSW TAFE in partnership with Nepean Hospital.

The preparation for the 2022 HSC examinations came off the back of two years of lockdown learning. The last time this HSC group had a formal full year of on campus learning was when they were in Year 9. As such, teachers worked rapidly to fill the gaps created by online learning which most significantly impacted students' work ethic, capacity for independent study and working at a pace conducive to completion of course material prior to the Trial HSC exams.

Though the students were offered the opportunity to complete the Mock exams in Term 1, which are a series of non-weighted papers completed under full exam conditions, 70% of the cohort were affected by COVID-19 and were unable to attend the exams. This had a considerable impact on their preparation for the Trial examinations; many students had not sat a formal exam period since their NAPLAN exams in May 2019.

Due to the rapid spread of COVID-19 and government regulations regarding 7 days of isolation for patients and close contacts, there was an unprecedented level of absenteeism for Year 12 students and their teachers. Though Canvas Courses were continuously updated and monitored, students frequently fell behind in their work. Staff regularly reported re-teaching content to students who had missed class; robust discussion and debate was difficult to regulate with the high absenteeism and frequent reviewing of missed classwork. The progress through content was often delayed and extension activities and complex higher-order thinking routines were replaced with ensuring all students had the basics covered.

In addition, we had several high performing students struck down with prolonged, serious illness which affected the cohort average in some subjects. There was also a media scandal overseas for one of our high-profile families. Misadventure Applications were lodged with NESA for each of these individual cases during the HSC exams.

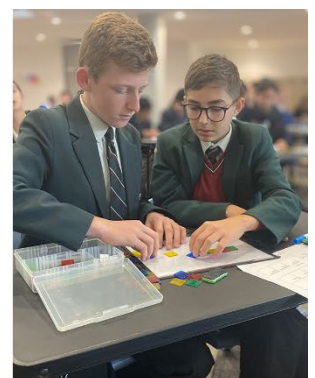
The HSC class of 2022 also had 10% of students who were significantly impacted by the flooding in the Hawkesbury and frequently experienced evacuations and relocations throughout the year. A global Misadventure was applied to NESA for these students' results.

Despite these significant challenges, students worked to overcome the literacy and numeracy deficits identified by their 2019 NAPLAN results and harnessed their desire to achieve the best results they could so that could pursue their purpose and achieve their academic goals.

The following table represents the percentage of students who achieved results in the top three bands (Bands 4-6). The relatively small size and inclusive nature of the cohorts, including students with disabilities, explains some of the variation in achievement over time. The green box indicates at or above State average for achievement in the top three bands.



Course	NWCC 2020	State 2020	NWCC 2021	State 2021	NWCC 2022	State 2022
Automotive (Mechanical Technology)			100	43		45
Biology	75	63	82	66	42	53
Business Studies	90	62	90	66	75	65
Chemistry	72	70	55	66	40	64
Community and Family Services			100	72	76	74
Design & Technology			100	83	100	82
Drama	100	90	100	83	100	88
Economics	57	78	75	78		
English Advanced	85	95	100	94	93	93
English Standard	61	58	42	58	55	56
Entertainment Industry					100	81
Food Technology	100	60	100	63	75	57
Human Services			100	59	100	64
Information Processes and Technology			100	57		
Japanese (Beginners)					100	56
Legal Studies	80	68	100	69	100	66
Mathematics Standard 1 (Examination)	100	79	100	51	0	65
Mathematics Standard 2	75	50	79	51	70	54
Mathematics Advanced	100	81	100	78	100	76
Modern History			100	65	100	68
Music 1	100	91	100	89	100	89
PDHPE	100	76	85	60	33	50
Physics			75	71	50	68
Society and Culture					67	75
Spanish Continuers					100	85
Visual Arts	100	90	100	91	100	92



The following table represents the number of students who scored in the top two bands (E3, E4) for Extension Courses

Extension Course	NWCC 2020	State 2020	NWCC 2021	State 2021	NWCC 2022	State 2022
Maths Ext 1	100	74	100	74	100	73
English Ext 1	100	92	100	94	100	92
History Extension			0	77	100	83

Achievements of Note:

- Highest College ATAR - 90.6 – Ashton B – College Vice Captain
- Distinguished Achievers List - >90% in course ~ 8 individual Distinguished Achievements in the following subjects:
 - Business Studies
 - Entertainment Industry
 - History Extension
 - Mathematics Advanced
 - Music 1
 - Visual Arts

New or equivalent College record results were set in several subjects by a range of students:

- 96% - Entertainment Industry
- 96% - Music 1

Students studying Creative and Performing Arts (CAPA) subjects scored outstanding results in the practical components of their examinations:

- 90%+ - Drama – Individual Performance, Costume Design & Directors Critical Analysis (three students received *OnStage* Nomination)
- 90%+ - Music 1 – Performance, Aural
- 90%+ - Visual Arts – Body of Work – Drawing, Lino Print

- Students have exceeded the State averages for achievement in Bands 4-6 in the majority of subjects;
- Individual students have achieved their aspired results, including students with disabilities; and,
- Recent College initiatives in maximising HSC results saw a spike in HSC exam marks grow for students in middle ranks when compared to their School Assessment mark in a trend we have witnessed for the past three years.

HSC Academic Improvement Priorities for 2023

College staff will continue with its academic improvement plans across the Secondary Years, prioritising the following areas:

- Timed writing experiences and short sprints to replicate the HSC exam conditions;
- The quality of student writing, including extending professional vocabularies and concise short responses;
- Exposure to wider reading as an effective model for writing;
- Strategic data analysis by staff to target specific areas of course preparation and moderate appropriately according to HSC requirements;
- Strategic tracking of Band achievement and required intervention to nudge marks forward in each component of the HSC examination for individual courses;
- Study Camp workshops to strategically equip students for exam preparation with carefully mapped project management for practical courses;
- Strategic intervention with targeted high achievers to work intensively towards their academic goals and tertiary aspirations; and,
- "Period 6" module revision opportunities, specifically for Maths and Science courses throughout Terms 1 and 2, 2023.



College Alumni

RECORDS OF SCHOOL ACHIEVEMENT

Students who leave school prior to the end of Year 12 receive a Record of School Achievement (RoSA).

VOCATIONAL EDUCATION

The College had six students who completed VET courses or Schools Based Training (SBaT) courses for their HSC and opted for the elective HSC Examination so that their course would count towards their ATAR:

- Automotive (Mechanical Technology) – 2 candidates
- Early Childhood – 1 candidate
- Entertainment Industry – 1 candidate
- Human Services – 1 candidate
- Plumbing (SBaT) – 1 candidate

POST SCHOOL DESTINATIONS

2022 Year 12 graduates entered into various post-school options as follows:

University – 66%

TAFE or Vocational Education - 2%

Workforce – 13%

Traineeship / Apprenticeship – 8%

Gap Year – 3%

Defence / ADF – 8%

UNIVERSITY ENTRANTS

The majority of Year 12 graduates progressed on to tertiary education. Many of those received early offers for their course of preference whilst others enrolled on merit alone. Our students are currently studying at the University of Sydney (USYD), University of Technology Sydney (UTS), Macquarie University, Western Sydney University (WSU), Australian Catholic University (ACU) and Notre Dame, in disciplines including, Business, Finance, Law, Psychology, Pharmacy, Media and Communications, Political Science, Primary and Secondary Education, Nursing, Biomedical Science and Exercise & Sports Science.



College Policies

POLICY REVIEW

The below table highlights the relevant Policy changes updated throughout 2022.

	Changes	Location	Access
Enrolment Policy	This policy was last reviewed in 2019	FS04, Canvas	Staff access via Canvas
	The next review will be in 2023		
Safe and Supportive Environment			
Student Welfare Management	The Child Protection Policy was last reviewed in 2019	FS04, Canvas, Website	Staff access via Canvas, Public access via website
	The next review will be in 2023		
Student Behaviour Management	This policy will be reviewed in 2022	FS04, Canvas	Staff access via Canvas, Public access via website
Student Attendance	This policy was last reviewed in 2020	FS04, Canvas	Staff access via Canvas
	The next review will be in 2025		
Bullying and Harassment	This policy will be reviewed in 2022	FS04, Canvas, Website	Staff access via Canvas, Public access via website
Complaints and Appeals	This policy was last reviewed in 2019. The next review will be in 2024.	FS04, Canvas, Website	Staff access via Canvas, Public access of policy via website
Natural Justice and Procedural Fairness			
Respect and Responsibility			
Code of Conduct	This policy was last reviewed in 2020	FS04, Canvas, Website	Staff access via Canvas, Public access via website
	The next review will be in 2025		
Community Service	The Volunteer Policy will be reviewed in 2022	FS04, Canvas	Staff access via Canvas
Curriculum	Minor amendments made to the Academic Assessment and Academic Reporting policy and guidelines	FS04, Canvas	Staff access via Canvas



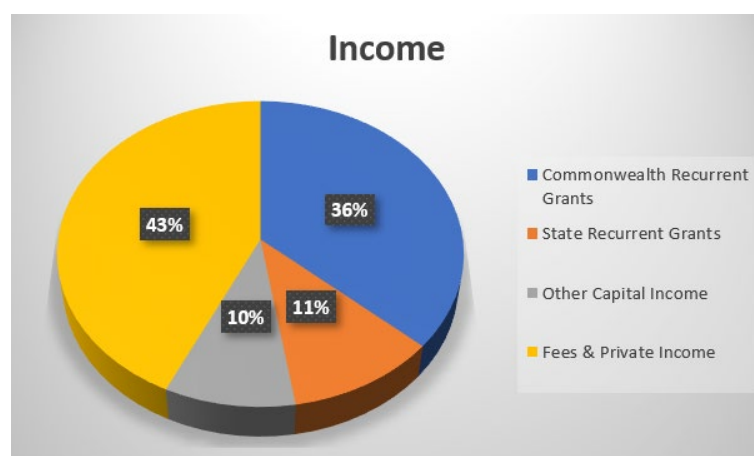
College Facilities

2022 saw the construction of the new Secondary Learning Precinct, as well as the conversion of three existing Science labs into two Primary classrooms and a Boardroom. Classrooms in the existing building that connects with the new one were freshly painted and the lights upgraded to LED in all teaching spaces. The staff car park on Regent Street doubled in capacity and the Kiss & Go area was upgraded to include barriers and line markings.

College Financial Summary

FINANCIAL SUMMARY GRAPHS

Income



Expenditure

